Aging Globally: Lessons from Scandinavia 2018-2019 (HS3091B)

IMPORTANT NOTE! THIS IS AN EXAMPLE FROM 2017-18 COURSE DELIVERY. PREPARATIONS OF THE 2018-19 COURSE ARE IN PROGRESS. COURSE CONTENT, ROOMS AND TIMES, SCANDINAVIAN PARTNERS AND DATES WILL CHANGE.

Course Instructor
Aleksandra Zecevic, Ph.D.,
Health Sciences Building, Room 336, 519-661-2111 x80455 azecevi2@uwo.ca
Office Hours: By appointment. Professor will be available every week during tutorial hours. In all communication with professor or Leadership team please indicate “HS3091” in subject line.

Leadership Team
TO BE DETERMINED

Course Description
Aging Globally: Lessons from Scandinavia is an international course that will introduce students to healthcare systems, public health policies and practices, care delivery in homecare, hospitals and long-term care, and aging research in three Scandinavian countries Denmark, Norway and Sweden. The objective of the course is to explore and identify what we can learn from arguably the best healthcare systems in the world when it comes to disease prevention, management of chronic disease and health-related quality of late life? In collaboration with students from interdisciplinary programs at the OsloMet University, and students from the Karolinska Institute in Stockholm, we will explore the Nordic approach to management
of health of older adults, discover the latest research in aging, learn about health policies in National Board of Health and Welfare, and most importantly meet older adults, researchers, policy makers, staff and management in diverse healthcare settings and community organizations.

Learning Outcomes: Upon completion of this course students will be able to:

- Critically examine complex factors that shape health and aging globally and differentiate between Scandinavian and Canadian approaches to health and aging
- Reflect on how their international experience of diverse perspectives, paradigms and intercultural approaches has influenced their worldview on aging and provision of health care
- Apply cross-cultural competencies and become global-ready graduates capable of knowledge transfer between diverse communities around the world
- Advocate for betterment of health-related quality of life for older adults worldwide

Course Format

The course is offered as a third-year elective, in winter term (January-April), and is weighted as 0.5 FCE. This course has two components: the pre-trip classes and tutorials, which extend from January to April, and the 10-day experiential learning trip through Scandinavia (TBD). During the pre-trip component, students and the leadership team will meet weekly for mandatory lectures where the professor and students will present on variety of topics, such as team building; goal setting, reflection and personal growth; history, geography, art, culture, people, and languages of Scandinavia; healthcare systems comparisons; “What connects us, how are we different?”; “Places to see – from kings and fjords, to Vasa, Nobel and IKEA”. Students will create lists of questions for each group, organization, or agency they will visit. Tutorials will take place between mid-January and mid-March. Western students will work in multinational and interdisciplinary teams with students from Oslo, Norway on a Case Study. Students will present findings from the Case Study in class and during the trip.

Lecture: Monday 3:30-5:30 pm, HSB 240

Tutorials: Tuesday 8:30-9:30 am, FNB 2210 WALS Tech

Consent: Each student will sign a Consent Form to approve future use of materials generated in the course (i.e., videos, reflections, presentations, photos, ePortfolios) by the instructor.

While traveling through Norway, Sweden and Denmark, students will engage in continuous reflections, participate in “open mike” sessions on the bus, journaling and ePortfolio updates. At the conclusion of the class in Denmark, some students may extend their stay in Europe. Flexible return dates are accommodated, but students need to know well in advance the details of their return flight.
<table>
<thead>
<tr>
<th>%</th>
<th>Grade component</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Pre-trip group presentation on cultural competencies</td>
<td>Class 50%, profs/TA 50%</td>
</tr>
<tr>
<td>15</td>
<td>Pre-trip group presentation on partner organizations</td>
<td>Class 50%, profs/TA 50%</td>
</tr>
<tr>
<td>15</td>
<td>Pre-trip reflections</td>
<td>Instructor/TA</td>
</tr>
<tr>
<td>15</td>
<td>Engagement (e.g., attendance, teamwork, Innovation Camp, group reflections, code of conduct)</td>
<td>Instructor/TA</td>
</tr>
<tr>
<td>10</td>
<td>Case study: infographics and 3-min “elevator speech”</td>
<td>Profs/TA</td>
</tr>
<tr>
<td>10</td>
<td>Case study: 3-page summary</td>
<td>Instructor</td>
</tr>
<tr>
<td>20</td>
<td>Showcase ePortfolio</td>
<td>Instructor</td>
</tr>
<tr>
<td>Week</td>
<td>Lecture</td>
<td>Date</td>
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</tr>
</tbody>
</table>
| 1    | COURSE INTRODUCTION  
- Welcome, introductions, Syllabus overview and expectations  
- Random draw for 2 team presentations; sign up for Case Study team  
Homework:  
→ Read syllabus  
→ Complete Teamwork and Reflection modules. Working together: [https://www.youtube.com/watch?v=Vyn_xLrtZaY&feature=youtu.be](https://www.youtube.com/watch?v=Vyn_xLrtZaY&feature=youtu.be) | Jan 8 | Jan 8  
Introduction to WALS Tech  
Guest speaker: Dr. Emmanuel Sngore |
| 2    | INTERCULTURAL COMPETENCIES, WORKING IN TEAMS, LEARN TO REFLECT  
- Intercultural competencies. Guest speaker: Dr. Nanda Dimitrov, director of the Teaching Support Centre (3:30-4:30)  
- Global & Intercultural Engagement Honor, guest speaker TBD  
- Teamwork presentation & activities, Reflection presentation  
Homework:  
→ Review OWL modules on Goal Setting and ePortfolios  
→ Arrange first social event | Jan 15 | Jan 15  
Kick-off event  
Meet your teammates at OsloMet |
| 3    | GOAL SETTING, ePORTFOLIO  
- Goal setting + a list of FIRSTS (to eat, say, visit, do, express…)  
- ePortfolios – Q&A  
Homework:  
→ Research on cultural competencies presentation topic | Jan 22 | Jan 22  
Teams work on Case Study |
| 4    | TRIP PREP, PRESENTATION PREP  
- De-briefing on trip preparation  
- Flights, insurance, consents, permission to release info, contact list  
- Allergies, health, diet…  
Homework:  
→ Prepare presentation, practice, practice, practice…  
→ Deadline to pay the last installment is Jan 31. | Jan 29 | Jan 29  
Teams work on Case Study  
**Reflection 1** due in class |
| 5    | CULTURAL COMPETENCIES PRESENTATIONS  
- Teams 1, 2 and 3 presentations, activities, discussion, lessons learned  
Preparation:  
→ Prepare presentation, practice, practice, practice… | Feb 5 | Feb 5  
Teams work on Case Study |
| 6    | CULTURAL COMPETENCIES PRESENTATIONS continued  
- Teams 4, 5, 6 and 7 presentations, activities, discussion, lessons learned  
→ Submit Presentation Evaluations | Feb 12 | Feb 12  
Teams work on Case Study |
| 7    | READING WEEK - no class | Feb 19 | Feb 19  
No tutorial |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 25</td>
<td>PRESENTATION PREP</td>
<td>• ePortfolios – examples, discussion&lt;br&gt;• Teamwork on a presentation about partners&lt;br&gt;Homework: &lt;br&gt;→ Research on your presentation topic&lt;br&gt;→ Prepare presentation, practice, practice, practice...</td>
</tr>
<tr>
<td>Feb 26</td>
<td></td>
<td>Teams work on Case Study – draft infographics&lt;br&gt;<strong>Reflection 2 due in class</strong></td>
</tr>
<tr>
<td>Mar 4</td>
<td>PRESENTATIONS ABOUT PARTNERS</td>
<td>• Teams 1, 2 and 3 presentations, activities, discussion, lessons learned&lt;br&gt;Homework: &lt;br&gt;→ Prepare presentation, practice, practice, practice...</td>
</tr>
<tr>
<td>Mar 5</td>
<td></td>
<td>Teams work on Case Study – revise infographics, final draft of 3-page summary</td>
</tr>
<tr>
<td>Mar 11</td>
<td>PRESENTATIONS ABOUT PARTNERS continued</td>
<td>• Teams 4, 5, 6 and 7 presentations, activities, discussion, lessons learned&lt;br&gt;Homework: &lt;br&gt;→ Prepare and practice 3 min “elevator speech” for infographics describing the findings and answers to the Case Study questions.</td>
</tr>
<tr>
<td>Mar 12</td>
<td></td>
<td>TBD tutorial with Norwegian teammates&lt;br&gt;Revise 3-page summary</td>
</tr>
<tr>
<td>Mar 18</td>
<td>CASE STUDY INFOGRAPHICS &amp; ELEVATOR SPEECH PRESENTATIONS</td>
<td>• Teams 1-7: 3-min elevator speeches (you might like to video record this to use in ePortfolio)&lt;br&gt;• Class discussion: What did we learn?&lt;br&gt;→ Submit infographics and 3-page summary&lt;br&gt;→ Submit Presentation Evaluations</td>
</tr>
<tr>
<td>Mar 19</td>
<td></td>
<td>Mar 19 No tutorial</td>
</tr>
<tr>
<td>Mar 25</td>
<td>PRE-DEPARTURE PRESENTATION, SAFETY, CODE OF CONDUCT</td>
<td>• Risk management. Guest speaker: Eunice Isidro, Western International&lt;br&gt;• Q&amp;A&lt;br&gt;• <strong>Reflection 3 due in class</strong></td>
</tr>
<tr>
<td>Apr 1</td>
<td>FINAL TOUCHES</td>
<td>No tutorial</td>
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<tr>
<td>Apr 8</td>
<td>TRIP PREP</td>
<td>No tutorial</td>
</tr>
</tbody>
</table>
Presentations

All pre-trip presentations are created to prepare you for success during the trip. Once you learn where you are going and what you will be doing, you will be ready to ask meaningful questions and fully immerse yourself in Scandinavian culture.

A good presentation has an introduction, body, and conclusion(s). Presentation style is up to the team. Presentations will be delivered during the class time according to class schedule. They will be maximum 15 minutes long with an additional 10 minutes for questions and discussion and 5 minutes for transitions. Your success in delivering presentations depends on how much you practice. Pay attention to timing, positioning in the room, use of AV equipment, and connection with the class. Each presentation must be uploaded on OWL Forum 24 hours before the class when team is presenting. All students (excluding your team members) in the class (50%) and professors in the Leadership Team (50%) will evaluate your team presentations. All members of the team will receive the same presentation mark. A rubric for evaluation of presentations (Presentation Rubric) is posted on the OWL. It is your responsibility to attend presentations of ALL teams, grade each and submit a hard copy of your grading sheet (HS3091 Presentation Peer Evaluation Table posted on OWL) to the professor. Deadline to submit grades for presentation on Cultural Competencies is at the end of class on Feb 11, 2018, and the deadline for presentation on International Partners is at the end of class on Mar 18, 2018.

The presentations will help you greatly in preparation of the ePortfolio. For example, you could create a shorter version (5-7 min) of your presentations with voice over for all team members to include in their ePortfolios. Don’t hesitate to add music.

<table>
<thead>
<tr>
<th>Cultural Competencies Topics</th>
<th>International Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Scandinavia: geography, history, people, languages, culture. What connects us, how are we different?</td>
<td>1 HiOA, Oslo</td>
</tr>
<tr>
<td>2 Norway and Oslo: Vikings, fjords, royals, Vigeland park, Nobel Peace Center, Holmenkollen, Opera</td>
<td>2 Solna Stad, Swedish Dementia Center, The Aging Research House, Silviahemmet, Stockholm</td>
</tr>
<tr>
<td>4 Sweden: Where Gamla Stan, Vasa, Nobel, ABBA and IKEA come together.</td>
<td>4 Stockholm’s Sjukhem, Stockholm</td>
</tr>
<tr>
<td>5 How they do it? Healthcare, social care and welfare system, recycling, self-scanning shopping, innovation: piano stairs...</td>
<td>5 UN city and WHO European office, Copenhagen</td>
</tr>
<tr>
<td>6 Denmark and Copenhagen: more royals Rosenborg, Rundtaarn, Tivoli Park, The Little Mermaid, Paper Island</td>
<td>6 Cycling Without Age, Copenhagen</td>
</tr>
<tr>
<td>7 Great Danes: biking, Danish design, Carlsberg, LEGO, Hans Christian Andersen, Viggo Mortensen</td>
<td>7 Louise Marie Home, Copenhagen</td>
</tr>
</tbody>
</table>
Reflections

Make sure you familiarize yourself with all aspects of the Reflection Module available on OWL, especially 4 “C”s of Critical Reflection: Continuous, Connected, Challenging, and Contextualized. It is recommended that you keep a journal of your experiences in ePortfolio before and during the trip, and extract from it the most memorable and influential moments for your reflection assignments. There are 3 written personal reflection assignments before the trip and all will be graded. You will incorporate in-trip reflections into your ePortfolio. Reflections should be written in Word. You will upload 3 pre-trip reflections on OWL and submit a hard copy to the professor in tutorial/class on the due date (highlighted in Class Schedule table above). Please note the narratives have to concur with the following criteria: student name, student number, title, line spacing 1.5, Arial 11 font, margins 1” for all sides, max 450 words or ONE page only. The professor will not to read more than one page. Anything you write beyond this limit will not be graded! A template for reflective narratives and grading rubric are available under Course Materials on OWL.

Teamwork

You will work in many different teams. For two pre-trip presentations, teams will be randomly assigned. For the Case Study, you will sign up for a multinational and interdisciplinary team based on interest in the question. A Teamwork Module on OWL offers numerous tools to help you learn effective teambuilding strategies. It is imperative that every student contributes the utmost of her or his talent to the final team products: two in-class presentations, infographics, 3-page summary and 3-min elevator speech. Remember, this is not a competition! Every student has a responsibility for the success of his or her own team, and the success of every other student in the course.

ePortfolios

An electronic portfolio (ePortfolio) is a collection of evidence (e.g. text, videos, images, photos), known as digital artifacts that are managed by the user, in this case – you, the student. A good academic portfolio demonstrates the process of learning and enhances self-regulated learning because it encourages you to identify your goals, document your work, and reflect on your achievement. ePortfolios allow students to develop and nurture lifelong learning skills such as becoming a reflective practitioner. Other important skills ePortfolios develop include goal setting, peer and self-assessment, and communication. Beyond this course, you can use the ePortfolio to support your professional development and job applications. To learn more, you should carefully review an ePortfolio Module on OWL.

You can use TBD … tools to create your ePortfolio. It should be updated on a regular basis throughout the preparation and travel portion of the course. We will explore ePortfolios structure (table of content) in class and you will have reflection time during the trip to upload digital artifacts (e.g., photos, videos, presentations, graphics…) and journal your experiences. At the end of the course you will write your final reflection to answer the question: How did this course changed me? For your final assignment, you will submit a 10 pages Showcase ePortfolio, a coherent story of your evolvement through experiences in this course. Deadline to submit the Showcase ePortfolio is 3 days after the end of the trip, May TBD 2019 (11:55 pm EST).
The Case Study is designed to help students learn about a healthcare system’s provision of care to older adults in their own country, and compare to findings from another country. Students from OsloMet University (Norway) and Western University (Canada) will work in seven international multidisciplinary teams (e.g., students from health sciences, occupational therapy, physical therapy and computer sciences) each team will work on one question. Teams will meet weekly (Tuesdays 8:30-9:30 CAD time; 14:30-15:30 NOR time) between Jan 15, 2019 and March 12, 2019. Students will research the issue, discuss what they have learned, how answers to the question are different in Norway and Canada, and come up with ideas on how healthcare of older adults can be improved to be more effective, better supported by technology and result in greater patient/resident/client satisfaction. Each team will create one infographics poster/slide and 3-page executive summary of combined multi-country findings and recommendations for improvements (overall and country specific) to answer the question “What can we learn from experiences of others?” Each team will showcase their infographic and present their findings in a 3-minute “elevator speech” to the class on March 18, 2019. Select teams will repeat these presentations during the seminar in Stockholm on May TBD, 2019 to initiate discussion with students from Sweden. Consider creating a short 3-min video or voice-over slides of your elevator speech to include it in ePortfolio.

Please carefully read the Case Study (below), contemplate on all questions and select the one you would like to work on. Then, go to Google Drive https://drive.google.com/drive/folders/1NEP0UTGj-7ty9DYffnaXPQDyhmOHffaj where you will find a version of a table shown below. Follow instructions to sign-up for a team of your choice. Interdisciplinary and Multinational Team Creation Template

<table>
<thead>
<tr>
<th>Teams</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team 1</td>
<td>OT OsloMet, Comp Sci OsloMet, PT OsloMet, HS WU, HS WU, HS WU, HS WU, HS WU</td>
</tr>
<tr>
<td>Team 2</td>
<td>OT OsloMet, Comp Sci OsloMet, PT OsloMet, HS WU, HS WU, HS WU, HS WU, HS WU</td>
</tr>
<tr>
<td>Team 3</td>
<td>OT OsloMet, Comp Sci OsloMet, PT OsloMet, HS WU, HS WU, HS WU, HS WU, HS WU</td>
</tr>
<tr>
<td>Team 4</td>
<td>OT OsloMet, Comp Sci OsloMet, PT OsloMet, HS WU, HS WU, HS WU, HS WU, HS WU</td>
</tr>
<tr>
<td>Team 5</td>
<td>OT OsloMet, Comp Sci OsloMet, PT OsloMet, HS WU, HS WU, HS WU, HS WU, HS WU</td>
</tr>
<tr>
<td>Team 6</td>
<td>OT OsloMet, Comp Sci OsloMet, PT OsloMet, HS WU, HS WU, HS WU, HS WU, HS WU</td>
</tr>
<tr>
<td>Team 7</td>
<td>OT OsloMet, Comp Sci OsloMet, PT OsloMet, HS WU, HS WU, HS WU, HS WU, HS WU</td>
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</table>
The Case Study - Stoic Care: How do we do it?

Mr. and Mrs. Stoic are an elderly couple 85 and 83 years old this year. They immigrated to Norway/Sweden/Canada in 1993 after their country of origin erupted in a civil war. They are well established and live on government pension/support. They have two children and one grandchild. Their 55 years old daughter is divorced, works full time and lives just 5-minute drive from their home. She visits them and provides support every day. Their 50 years old son lives with his family in England, and comes for holidays occasionally. Mr. and Mrs. Stoic live in an apartment building in a city and every morning go out for a coffee to a nearby cafeteria. On their way back, they purchase food for that day. Neither have been diagnosed with cognitive impairment, but Mr. Stoic frequently forgets where he left his keys and cell phone. Although both Mr. and Mrs. Stoic are well educated (she was a teacher and he was an architect) and speak good Norwegian/Swedish/English, they never developed strong social networks with people who do not speak their native language. Language barrier is the main reason they do not engage in social programs offered to seniors in their community. Recently, many of their friends have passed on.

Mr. Stoic has a heart condition that requires a pacemaker, type 2 diabetes that he manages with diet and pills, increased blood pressure controlled by medications, and increasing difficulty walking due to pain caused by sarcopenia and peripheral neuropathy in his legs. Recently he started sleeping most of the day and he does not care much about what is going on around him. He perceives his life as boring. However, he regularly reads newspapers on his native language on internet, watches videos on YouTube, and plays Solitary game on his computer. Recently, Mr. Stoic had a transient ischemic attack without paralysis. He was in Emergency Department three times in two weeks for extreme fatigue and failure to thrive. He was send to multiple tests by a stroke specialist. Now he receives homecare help to regain mobility (PT), recover seven kilograms he lost in two weeks (nutritionist), correctly manage his medications as he was taking a wrong dosage (nurse,) and safely shower independently (OT). The family is discussing possibility to transfer him into in a long-term care home.

Mrs. Stoic, on the other hand, is active for her age. She walks outdoors at least 2 km every day or walks up and down stairs in her apartment building during winter. After retirement, she made her occupation to care for the family, clean, and cook meals every day. Her blood pressure is a bit high and her vision is getting worse due to macular degeneration. She also has osteoporosis. In the last year, she is getting increasingly tired and takes frequent naps during the day. She spends her free time doing crossword puzzles and watching TV.

Questions

1. How is healthcare system structured (e.g., policies, laws, levels of government involved, philosophy of care) in the country? How are elderly immigrants, like Mr. and Mrs. Stoic, integrated into the country and its health care system? How NGOs support empowerment of immigrants?
2. Who is involved in and responsible for Mr. and Mrs. Stoic care (e.g., roles of government, NGOs, health care organizations, individuals, multi-professional teams)? Do Mr. and Mrs. Stoic have a choice in who provides their healthcare?
3. How is health-related information shared and protected? Who is accountable? How the information gets from one place of care to other care providers? What technology supports information sharing?
4. Who pays for Mr. and Mrs. Stoic’s health care (e.g., medical, dental, optometry, medications, holistic care, home care)? How is this organized (e.g., direct payments, co-pay, insurance)?
5. How are Mr. and Mrs. Stoic supported by health-related technology (e.g., aim of the technology, accessibility, usability, availability)? How are family and/or community services and volunteers involved in care of older adults?
6. How will Mr. Stoic transition into a long-term care (LTC) home? What is the process? What is the philosophy, policy and practice of LTC in the country?
7. How would healthcare and social (welfare) systems support Mrs. Stoic’s aging in place (her own home)? What is done to reduce social isolation of community dwelling older adults? How technology supports aging in place?
Pre-trip requirements

There are several requirements you have to complete BEFORE traveling as a Western student. They are:

1. Western International “Foundations for International Mobility & Engagement” modules
   https://owl.uwo.ca/portal/site/ca3fc54f-75d4-4d8e-85f9-3f2a72b1ce9f/?panel=Main
   Once you complete the module, you are required to send a certificate to the course instructor.
2. Register for iSOS
3. Complete Western’s Travel Registry https://uwo-horizons.symphlicity.com/index.php?s=programs&mode=form&id=759c244dae2146b933b881308c0 689ab&au=&ck=
4. Provide medical and contact info to tour operator (collected by instructor)
5. Assure you have travel interruption and medical insurance that covers ALL travel days (note: group insurance will be purchased for each student for all course travel days)
6. Consents for use of your deliverables by the instructor (collected by instructor)

The Trip

Packing Tip #1: Don’t overpack you will regret it!

- Pack in a suitcase that you can easily carry by yourself up many flights of stairs (hotels, subways). Suitcases with wheels or backpacks are good choices but beware of size – big is NOT good.
- A suitcase you will check with the airline and a backpack will be your carry-on. Be sure both suitcase and carry-on abides by your airline baggage guidelines for size and weight (you can find this information online, read all guidelines so you are not disappointed at the airport.
- Bring a small day backpack so you can carry a few important items (e.g., phone, rain gear, heat, snack and water bottle) and a laptop on presentation days.
- In the evening, you will need comfortable yet respectable clothing for dinner (e.g., nice pants/skirt/dress) but you don’t need to pack a different outfit for each night. You will also want comfortable clothing to lounge in and relax (e.g., sweat pants/hoodie).
- Flip-flops work great as in-room slippers and showers after a full day of activity and walking.
- Packing things in large zip-lock bags will keep things dry and less wrinkled. Once you place your things into the bag, sit on it to extract air and create vacuum. Suddenly there is much more space in the bag!

Items to Pack in your Carry-on backpack (suggestions)

- Hoodie. It can be quite cold in Scandinavia early in May.
- Water bottle
- Snacks (granola bars, trail mix, energy bars, treats, nuts)
- Book, magazine, phone (an international plan could be useful)
- Small travel pillow or neck pillow, eye covers and ear plugs if you want to sleep on the plane or bus
- Hand sanitizer, Kleenex, toothbrush, small toothpaste (less than 100 ml), deodorant, baby wipes/wipes to freshen up after the overnight flight. Lip balm
- Reading glasses and case, contact lenses and case, saline solution 100 ml or less.
- Sunglasses. Hat. Shawl or scarf.
- Gravol/Tylenol and any prescription meds must take. Sleeping on the plane makes the first day in Europe MUCH more enjoyable.
- All liquids/gels in carry-on bag must be in containers 100 ml or less and placed in a clear zip-lock bag.
- PASPORT!
- MONEY! (separate to 2-3 different places)
- AIRPLANE TICKET!
- Itinerary, flight list, emergency contact list
- Western student card (required to get reduced student pricing at many museums and attractions)

**Items to Pack in Checked-in Suitcase or Bag (suggestions)**

- Rain gear, light but warm jacket, a dress suit or matching pants and jacket for formal presentations
- 3-4 T-shirts,
- Long sleeve shirt or T-shirt, 1 long sleeve fleece sweater or sweatshirt (It might be quite cold)
- 1-2 causal pants (jeans/other) or skirt/dress (no ‘hooker’ skirts or shorts, you are always representing Western University and Canada!)
- Shorts, bathing suit, small towel.
- Socks & undergarments (recommended one for each day), PJs
- Shoes: running shoes, comfortable walking shoes (not new!), dress shoes (ladies: stay away from high heels!).
- Toiletries: toothbrush, toothpaste, deodorant, liquid soap, shampoo, comb, brush, hair elastics, feminine hygiene products, disposable razor, nail clippers, hair elastics, ...
- Vitamins (if you take them regularly), pain relief medication, band aid, first aid,
- Prescription medications you take regularly – be sure you bring them in original container so authorities know exactly what is in the bottles/containers.
- Mini umbrella, camera, charger (phone and laptop), cords, adaptor/plug converter for Europe, alarm clock
- “Best friend” – a sealed envelope with emergency funds (e.g., $100) and a photocopy of a passport page with your photo.
- Deck of cards, journal and pen, pocket dictionary
- Liquid laundry detergent (small) and small travel towel.
THIS IS AN EXAMPLE OF THE ITINERARY IN 2018. ALL ACTIVITIES AND DATES ARE SUBJECT TO CHANGE.

Trip Itinerary May 2-12, 2018

<table>
<thead>
<tr>
<th>Day</th>
<th>2018 dates</th>
<th>Location</th>
<th>Lodging</th>
<th>Transporation</th>
<th>Breakfast</th>
<th>Scheduled morning activities (9am-12pm) COURSE CONTENT</th>
<th>Lunch</th>
<th>Scheduled afternoon activities (1-5 pm) COURSE CONTENT</th>
<th>Dinner</th>
<th>Activities evening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Wed</td>
<td>Travel</td>
<td></td>
<td></td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>5 pm meeting at Cochs Pansjonat reception</td>
<td>6 pm group dinner (Contiki)</td>
<td>Group meeting and course kick-start</td>
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<td></td>
<td>2-May</td>
<td>Oslo,</td>
<td>Cochs Pansjon</td>
<td>Flybusse n</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>1-4 pm HIoa, team building for IBM Grand Challenge</td>
<td>6 pm group dinner (Contiki)</td>
<td>Teamwork on innovation challenge</td>
</tr>
<tr>
<td>Day 2</td>
<td>Thu</td>
<td>3-May</td>
<td>Cochs Pansjon</td>
<td>Walking</td>
<td>Individual</td>
<td>HIoa - meet students, innovation camp intro, lab visits</td>
<td>Individual</td>
<td>arrangements at university cafeteria (approx. 100 NOK or $15)</td>
<td>6 pm group dinner (Contiki)</td>
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<td></td>
<td>Oslo</td>
<td>at studios</td>
<td>at studios</td>
<td></td>
<td>arrangement</td>
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<tr>
<td>Day 3</td>
<td>Fri</td>
<td>4-May</td>
<td>Oslo</td>
<td>Walking</td>
<td>Individual</td>
<td>Work on Grand Challenge solution, mentorship from experts</td>
<td>Individual</td>
<td>arrangements at university cafeteria (approx. 100 NOK or $15)</td>
<td>Pitching solutions for Grand Challenge solution, prizes and celebration. Cultural competencies - Royal Palace; Nobel Peace, Opera House</td>
<td>Barbeque with Norwegians at Vigeland park. Approx. 100 NOK/person ($15)</td>
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<td></td>
<td>Oslo</td>
<td>Cochs Pansjon</td>
<td>Walking</td>
<td></td>
<td>arrangement</td>
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<td></td>
<td></td>
<td>Individual reflection and packing</td>
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<tr>
<td>Day 4</td>
<td>Sat</td>
<td>Travel</td>
<td>Stockholm</td>
<td>Charter bus</td>
<td>Individual</td>
<td>Travel &amp; group reflection; cultural competencies stops</td>
<td>Lake Lodge Karlskoga (Contiki)</td>
<td></td>
<td>Arrive to Stockholm</td>
<td>6 pm Group dinner in the hotel</td>
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<td></td>
<td>5-May</td>
<td>Stockholm</td>
<td>Scandic Kungens Kurva</td>
<td>Day</td>
<td>Pass for public transportation</td>
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<tr>
<td>Day 5</td>
<td>Sun</td>
<td>6-May</td>
<td>Stockholm</td>
<td>Scandic Kungens Kurva</td>
<td>Hotel</td>
<td>Group walk through Gamla Stan and visit to Nobel Museum</td>
<td>Individual</td>
<td>arrangements</td>
<td>Walk through the downtown to Vasa museum. Optional: Royal Palace, ABBA museum, shopping (PS. Shops close at 5 pm on Sunday!)</td>
<td>Free time, individual arrangements for dinner</td>
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<tr>
<td>Day</td>
<td>Date</td>
<td>Location</td>
<td>Accommodation</td>
<td>Hotel</td>
<td>Event</td>
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<td>Day 6</td>
<td>Mon</td>
<td>Stockholm</td>
<td>Scandic Kungens Kurva</td>
<td>Charter bus Hotel</td>
<td>Visit to Socialstyrelsen - National Board of Health and Welfare in Sweden On site Stockholm's Sjukhem (approx. 100 SEK) Seminar with students from Karolinska Institute and tour of Stockholm's Sjukhem 1-4 pm Group dinner in hotel Reflection and work on ePortfolios</td>
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<td>Day 7</td>
<td>Tue</td>
<td>Stockholm</td>
<td>Scandic Kungens Kurva</td>
<td>Charter bus Hotel</td>
<td>Visit to Solna Stad – care Services Office, Visit to two care accommodation centres Individual arrangements Visit to Silviahemmet, a specialized dementia care Group dinner in hotel Packing</td>
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<td>Day 8</td>
<td>Wed</td>
<td>Travel</td>
<td>Copenhagen</td>
<td>Hotel</td>
<td>Travel &amp; reflection, cultural competencies stops (Contiki tour leader) Lunchbox or $ handout (Contiki) Travel &amp; reflection, cultural competencies stops (Contiki tour leader) Group dinner in hostel Work on ePortfolios</td>
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<tr>
<td>Day 9</td>
<td>Thu</td>
<td>National Holiday</td>
<td>Copenhagen</td>
<td>Hotel</td>
<td>8-12 am UN City tour and visit to WHO European office (passport required) Bus to LMH Lunch on site 60 DKK (approx. $12-15); 12:30-1:15 pm Visit to Louise Marie Home in Copenhagen (1:15-4 pm) Tivoli Park Group dinner in hostel Work on ePortfolios</td>
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<td>Day 10</td>
<td>Fri</td>
<td>Travel</td>
<td>Copenhagen</td>
<td>Hotel</td>
<td>Day pass for public transport Cycling Without Age - workshop with Ole Kassow (9 am-2 pm) On site (approx. 60 DKK or $16) Free afternoon, Optional Cultural competencies: Rosenborg, Rundtaarn Group dinner in hostel Final reflection &amp; the end of the course celebration</td>
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<td>Day 11</td>
<td>Sat</td>
<td>Travel</td>
<td>Copenhagen, departure s</td>
<td>n/a Airport transfer airplane Hotel</td>
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Useful Trip Information

**Airport transfer in Oslo – Flybussen:**
Coordinate with Norwegian students in your team to facilitate arrival. Flygtog – an easy to use train that takes you to the main railway station from where you take a subway to National Theatre (the closest subways station to out hotel).  109 NOK (adult)
Flybussen to Radisson Blu Scandinavia Hotel departs every 20 minutes all days. Duration is approx. 40–50 min. Can book tickets online (don’t have to). https://www.flybussen.no/billett/#/reise/til/oslo-flyplass/osl @ 150 NOK ($23 CAD) on line (one way adult) or 80 NOK ($12.50 CAD) for student.

Interesting fact: A duty free shop is available upon arrival at the airport!

**Airport transfer in Copenhagen:**
Subway goes directly to the airport, 35 DKK or $7.

**Course Content Partners**
- Oslo & Akerhus University College HiOA: [http://www.hioa.no](http://www.hioa.no)
- Stockholm’s Sjukhem: [http://stockholmsjukhem.com/in-English/Stockholms-Sjukhem/](http://stockholmsjukhem.com/in-English/Stockholms-Sjukhem/)
- Swedish Dementia Centre: [http://www.silviahemmet.se/en/](http://www.silviahemmet.se/en/)
- Silvhemmet, included!: [http://un.dk/](http://un.dk/)
- WHO European office, UN city tour: [https://mariehjem.dk/](https://mariehjem.dk/)
- Louise Marie Home in Copenhagen
- Cycling Without Age, included!: [http://cyclingwithoutage.org/](http://cyclingwithoutage.org/)

**Cultural competencies**

**Oslo**
- Nobel Peace Center, 45 NOK or $7: [https://www.nobelpeacecenter.org/en/](https://www.nobelpeacecenter.org/en/)
Stockholm
Nobel Museum, open 10-6pm, included!
Wasa museum, open 10-5pm, included!
http://www.nobelmuseum.se/en
https://www.vasamuseet.se/en

Copenhagen
Rosenborg, 10-4 pm, 110 DKK or $22
Rundtaarn, 10-8pm, 25 DKK or $5.
Tivoli Park, 11am-12 am prices vary
http://www.visitcopenhagen.com/copenhagen/rosenborg-castle-gdk410582
http://www.rundetaarn.dk/en/
https://www.tivoli.dk/en/

Hotels
Cocks Pansjonat
Scandic Kungens Kurva
Urban Hotel Copenhagen
https://www.cochspensjonat.no/en/
https://www.scandichotels.com/hotels/sweden/stockholm/scandic-kungens-kurva
https://urbanhouse.me/
Other Important Information

- **Plagiarism** – Plagiarism is a major academic offence (see: Academic Policies). DO NOT CHEAT OR PLAGIARIZE! It is not worth it!
- **Late assignments** – late submissions will NOT be accepted. A grade of zero will be assigned to any assignment submitted after the deadline. There will be no make-up assignments. It is your responsibility to attend all lectures and work with your teams and community partners. Extenuating circumstances may be considered on a case-by-case basis. Please take up such issues with the professor.
- **Grading and Appeals** – All grades are sent to the School Director for approval. Faculty cannot release final grades until they have been reviewed by the Director.
- **Re-grading policy** – Disputes regarding grades should be taken up with the professor. If an assignment or final report is to be re-graded the professor reserves the right to re-grade the entire body of work which might result in points lost.
- **Privacy** – SHS policy does not permit student grades to be e-mailed or discussed over the phone.

Statements Required by the School of Health Studies

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.

Plagiarism checking software:

> 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)

Use of electronic devices:

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

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/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf
Accommodation for illness:

http://www.westerncalendar.uwo.ca/2017/pg117.html

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

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.

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/

Health and Wellness:

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western’s Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (http://www.music.uwo.ca/), or the McIntosh Gallery (http://www.mcintoshgallery.ca/). Further information regarding health and wellness-related services available to students may be found at http://www.health.uwo.ca/.

If you are in emotional or mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: https://uwo.ca/health/mental_wellbeing/education/module.html.