

HS3721B – Aging Globally: Lessons from Scandinavia 2022-2023

This is a DRAFT of the syllabus for 2022-23. It is offered to give you an idea about course activities and organization. Substantial changes are possible in itinerary, partner organizations, dates/times, classrooms, and support team. Stay tuned for info sessions in September and application deadline in mid-October 2022.

This syllabus is very detailed and can feel overwhelming. Please do not let it worry you. It is structured this way to increase clarity, and capture at one place all information that you need to be successful in this course. Keep it handy.

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, as well as aging research in three Scandinavian countries: Denmark, Norway and Sweden. This year the course will be delivered online in collaboration with our international partners. 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 later life. Together with students from interdisciplinary programs at the OsloMet University in Oslo, we will work on a case study and a virtual visit to Almas House. Also, we will explore the Nordic approach to management of health of older adults, discover the latest research in aging, learn about health policies in the National Board of Health and Welfare, and virtually meet 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 have influenced their worldview on aging and provision of healthcare.
- 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 Instructor: Aleksandra Zecevic, Ph.D., Associate Professor, School of Health Studies, HSB 336, 519-661-2111 x80455, azecevi2@uwo.ca **In email communication with professor or TA, please indicate “HS3721” in subject line.** Scheduled office hours: every other Wednesday 10:30-11:30 am (<https://westernuniversity.zoom.us/j/93883906401>).

Leadership Team: TBD

TA: TBD Office hours are by appointment. Please contact the TA directly.

OsloMet instructors: Dr. Anne Lund, Dr. Lisebet Skeie Skarpaas, Dr. Bjorg Thordardottir

Shared Google Docs: TBD

Course Format

The course is offered as a third-year elective, in the winter term (January-April), and is weighted as 0.5 FCE. In 2022-23, the course is offered in a blended format, combining online pre-trip synchronous and asynchronous activities, and in-person trip through Scandinavia in May 2023. Students and the professors will meet online for mandatory synchronous tutorials and several select lectures. As a Western student you will work in multinational, trans-Atlantic interdisciplinary team with students from OsloMet (Norway) on a case study. Your graded assignments will include creating and delivering videos on partner organizations, cultural competencies, developing an infographic and a pitch about the case study findings, exploring a very special innovation tech hub for dementia called Almas House, and preparing an e-Portfolio.



Lectures and Tutorials

Tutorials: Tuesdays 8:30-9:30am (Zoom link TBD); in-person location: WALs Tech FNB 2210

Lectures: Wednesdays 8:30-10:30am (Zoom link:TBD); in-person location: WALs Tech FNB 2210

Readings

Required (consider audio) books:

- Michael Booth (2016). The almost nearly perfect people: Behind the myth of the Scandinavian utopia. https://www.amazon.ca/Almost-Nearly-Perfect-People-Scandinavian/dp/1250081564/ref=cm_cr_ar_p_d_product_top?ie=UTF8
- Helen Russell. (2015) The year of living Danishly: Uncovering the secrets of the world's happiest country. Icon Books Limited.
- Selected optional readings are posted under weekly lessons on OWL.

Consent for Future Use of Your Contributions

You will be asked by the course instructor to provide a consent for future use of your contributions to the course, such as creative products, reflections, photographs, videos, ePortfolio and similar. Your contributions will be used with utmost respect, care and recognition. Please use this link to review and provide consent *before* the end of January: TBD

Course Evaluation

Grade Component	%	Evaluator
Individual grade (50%)		
Engagement (attendance, teamwork, discussion, participation)	15	TA/prof
Individual reflections (3 total)	15	TA/prof
ePortfolio (includes fourth reflection)	20	TA/prof
Team grade (50%)		
Case study (elevator pitch video, infographics, 3-page summary)	20	TA/prof/class
Almas House Virtual Tour 3-min video and discussion	10	TA/prof/class
Partner Organizations' 3-min video and discussion	10	TA/prof/class
Cultural Competencies 3-min video and discussion	10	TA/prof/class
Peer evaluation for contributions to the team (coefficient)*		Team members

*Note: The peer evaluation for contributions to a team is used as a coefficient that is multiplied with the grade (or average of multiple grades) for the Case Study and Almas House assignments, cultural competencies video, and partner video. The calculated number determines the % of the team grade retained (out of 100%). For a well-functioning team, who equally divides 100 points to all members, the team performance grade will remain the same and will be assigned to each student in the group.

While traveling through Norway, Sweden and Denmark, students will engage in continuous reflections, participate in "open mic" sessions on the bus, journaling and ePortfolio updates. At the conclusion of the course 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.



Class Schedule (due dates are indicated in red). Details will be determined before beginning of the course in January, TBD = to be determined).

Week	Date	Tutorial	Date	Lecture
				<p>COURSE PREPARATION – We begin the course with several asynchronous activities that you need to complete BEFORE first tutorial on Jan TBD</p> <ul style="list-style-type: none"> • Please read syllabus carefully and familiarize yourself with all aspects of the course. Prepare questions and follow instructions. • Review OWL and get to know how things are organized. • Review Google Docs we share with OsloMet colleagues and sign up for a team you want to work with on Case Study and Almas House. • Watch Welcome video to meet your professors. • Set your intention and goals for this course using Goal Setting Module available on OWL. • Review OWL modules on Teamwork, Reflection and ePortfolios. • Review Consent Form. • Check which two teams you were randomly assigned to (see Site Info on OWL). • Watch testimonial videos prepared by past class participants, Meg and Dag (AG 2017-18) and Danilla (AG 2018-19).
1	Jan 10	<p><u>*All tutorials are on Zoom*</u></p> <p>WELCOME TO YOUR CROSS-ATLANTIC CLASSROOM!</p> <p>Kick -off event, welcome, team building exercises</p> <p>Introduction to Case Study and Almas House</p>	Jan 11	<p>HEALTH AND AGING AROUND THE WORLD – Zoom with OsloMet</p> <p>Introductory lectures by your team of international professors</p> <ul style="list-style-type: none"> • Aleksandra Zecevic, PhD, Associate Professor, SHS, Western: Aging around the world and Canada (8:35-8:55) • Anne Lund, PhD, Professor, OT, OsloMet: “If I couldn’t do...” - experiences from older adults with stroke (8:55-9:15) • TBD (9:15-9:35) • Bjorg Thordardottir, PhD, OT, OsloMet: Home, health, and participation (9:35-9:55) • TBD (9:55-10:15) • Q&A (10:15-10:20) <p>Homework:</p> <ul style="list-style-type: none"> • Organize team meeting & establish weekly meeting schedule • Meet your team members for partner organization video and cultural competencies video • Start reviewing Almas House virtual videos asynchronously
2	Jan 17	<p>CASE STUDY Q&A</p> <p>Teams work on case study, class reflection</p>	Jan 18	<p>INTERCULTURAL COMPETENCIES – Zoom</p> <ul style="list-style-type: none"> • Guest presentation: Sanja Ivanov, Centre for Teaching and Learning, <i>Intercultural competencies</i>. (9:00-9:25 am) • Guest presentation: Grant Saepharn, Western International, <i>Global & Intercultural Engagement Honors</i>. (9:30-10:00) • Working in teams (10:00-10:15), discussion, lessons learned • Consent <p>Homework:</p>

				<ul style="list-style-type: none"> Start research for partner organization video and cultural competencies video, draft a story Continue asynchronous analysis of Almas House virtual videos
3	Jan 24	Teams work on case study, class reflection	Jan 25	<p>Reflection 1 due</p> <p>NO LECTURE</p> <p>Homework:</p> <ul style="list-style-type: none"> Continue creating partner organization video and cultural competencies video Finalize 3-min video with results of Almas House analysis Teams post Almas House videos on Google Docs before TBD @ 4 pm Watch Almas House videos of ALL teams DATE TBD Submit video evaluation form for each team ADD LINK Deadline to pay the last travel installment is TBD
4	Jan 31	Case Study Q&A, progress reports, draft of infographics	Feb 1	<p>ALMAS HOUSE DISCUSSION – Zoom with OsloMet</p> <ul style="list-style-type: none"> Class discussion: What was the most important lesson we learned? Teams finalize 3-min Cultural Competencies videos Teams post Cultural Competencies videos on Google Docs before TBD Watch Cultural Competencies videos of ALL teams DATE Submit video evaluation form for each team ADD LINK <p>Homework:</p> <ul style="list-style-type: none"> Continue creating partner organization video
5	Feb 7	Teams work on case study, class reflection	Feb 8	<p>CULTURAL COMPETENCY VIDEOS DISCUSSION</p> <ul style="list-style-type: none"> Class discussion: My trip to Scandinavia – my list of “firsts” <p>Homework:</p> <ul style="list-style-type: none"> Continue creating partner organization video Midterm course feedback (OWL)
6	Feb 14	Wrap-up Case Study – revise infographics, final draft of 3- page summary, script for 3 min “pitch” video	Feb 15	<p>NO LECTURE</p> <p>Homework:</p> <ul style="list-style-type: none"> Teams Submit Case Study pitch video, infographics and 3-page summary files on Google Docs before Feb TBD Watch Case Study videos of ALL teams DATE TBD Submit video evaluation form for each team https://forms.office.com/r/USaasbE8Wr Risk management. Guest speaker: TBD, Western International (9:00-10:00), Q&A Pre-departure Module Information and Instructions: https://www.uwo.ca/international/learning/safety_abroad/pre_departure_training.html
7	Feb 21	No tutorial	Feb 22	<p>READING WEEK at WESTERN – NO LECTURE</p> <p>READING WEEK at OSLOMET – NO LECTURE (CONFIRM)</p>

8	Feb 28	No tutorial	Mar 1	<p>Reflection 2 due</p> <p>CASE STUDY DISCUSSION – Zoom with OsloMet</p> <ul style="list-style-type: none"> Class discussion: What did we learn from each other? <p>Homework:</p> <ul style="list-style-type: none"> Continue creating partner organization video Set up ePortfolio
9	Mar 7	No tutorial	Mar 8	<p>NO LECTURE</p> <p>Homework:</p> <ul style="list-style-type: none"> Teams finalize partner organization videos Teams post partner organization videos on Google Docs before Mar TBD @ 4 pm Watch partner videos before next class Submit video evaluation form for each team https://forms.office.com/r/USaasbE8Wr
10	Mar 14	No tutorial	Mar 15	<p>PARTNER ORGANIZATIONS DISCUSSION</p> <ul style="list-style-type: none"> Class discussion – Which partner inspired me the most? How will I maximise potential of meeting the partner?
11	Mar 21	No tutorial	Mar 22	<p>PRE-DEPARTURE PRESENTATION, SAFETY, CODE OF CONDUCT</p> <ul style="list-style-type: none"> TBD – guest speaker GSO funding requirements and dealines. Reflection on support received. Final check for mandatory completion of pre-trip requirements ePortfolio – Why? What? How? Table of content, goal setting, list of first (eat, say, visit, do, express...), examples + Q&A Deadline for completion of mandatory pre-trip requirements: Western International modules; GSO pre-trip survey, iSOS registration, Western’s Travel Registry; contact info, insurance; consents, Travel Registry.
12	Mar 28	No tutorial	Mar 29	<p>Reflection 3 due</p> <p>TRIP PREP</p> <ul style="list-style-type: none"> Guest speaker TBD Q&A about the trip
13	Apr 4	No tutorial	Apr 5	<p>FINAL TOUCHES</p> <ul style="list-style-type: none"> Sweaters pick-up Pre-trip de-briefing on trip preparation: flights, insurance, consents, permission to release info, contact list, allergies, health, diet... Pre-trip course feedback (OWL) See you at Cochs Pansjonat reception in Oslo on TBD @ 5 pm!
	May			10 days travel through Scandinavia as per itinerary (EXAMPLE is below)
	May			<ul style="list-style-type: none"> Submit ePortfolio

				<ul style="list-style-type: none"> • Submit <u>official</u> course evaluations at https://feedback.uwo.ca • Submit unofficial feedback to Dr. Z • Submit GSO post-trip survey before TBD.
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Engagement (attendance, teamwork, discussion, participation)

Aging Globally is built on principles of high student engagement that requires your full attention, attendance, participation and willingness to explore new ways of learning. The expectation is that you will come prepared to every class, ready to explore the world beyond local boundaries. For guest presentations by our partners in Scandinavia, you should prepare a couple of questions in advance to meaningfully participate in class discussion. Please inform Dr. Z immediately if for some reason you are not able to give your best in this learning experience. **Class participation** will be graded as follows: 50% - present, 75% - contributed to discussion, 100% - completed all requirements with meaningful and memorable contribution to discussion.

Teamwork

You will work in a multinational and interdisciplinary team on two assignments: Case Study and Almas House, and in two randomly assigned Canadians-only teams that will research and prepare short videos about international partner organizations and cultural competencies. **Please sign up on Google Docs** for a team that best fits your interest in the Case Study questions.

Teamwork Module on OWL offers numerous tools to help you learn effective teambuilding strategies. It is imperative that every student contributes the utmost of their talent to the final team products. Remember, this is not a competition! Every student has a responsibility for the success of their own team, and the success of every other student in the course. All members of the team will receive **the same mark** for team activities.

Reflections

Personal reflections are the heart and glue of this course. Your reflections will capture your learning, growth and transformation before, during and after the course. Make sure you familiarize yourself with all aspects of the **Reflection Module** available on OWL, especially the 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 memorable and influential moments for your reflection assignments. There are 3 written personal reflection assignments during the course, and all will be graded.

You will incorporate the final 4th reflection into your ePortfolio. Reflections should be written in Microsoft Word. You will upload 3 reflections on OWL **before** the due date (highlighted in red on Class Schedule table above) for the TA to grade. Please note the formatting of narratives must 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/TA will not 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. To help you learn the grading rubric, professor strongly recommends that you exchange your first reflection with one of your classmates and ask them to have it peer graded. Discuss what you have learned from each other and revise your reflections based on feedback you received. This will answer many of your questions and help you remember the 4 C's. You are welcome to do this for all reflections in this course.



Almas House - Analysis of Virtual Visit Video Stories

ADD LINK

Almas House is a very special place. It is an apartment specially designed for people with dementia who live independently. It is abundant with over 30 innovative technologies created to make lives easier for people living with dementia. Health Sciences educators at OsloMet University have created a virtual video tour through the Almas House and 6 different real-life scenario stories for you to analyze and learn. The prevalence of dementia is increasing around the world, creating profound impact on affected individuals, their families and the health and social systems. Therefore, it is important that you learn as much as you can about technologies that are already available to support the needs of people living with dementia and their caregivers.

This activity is completed **ASYNCHRONOUSLY** in the first two weeks of the course. You are encouraged to watch all 6 videos and think about issues they raise, but your team is assigned only ONE virtual video (see table below) for an in-depth analysis. Your task is to: 1) Watch the video story assigned to your team, 2) Reflect individually on what you have seen and what impacted you the most, 3) Come together as a team to discuss your individual impressions, positive and negative aspects of different products, ethics of their use and potential improvements, 4) Pick ONE issue experienced by the person in your video story, answer questions below and describe solutions available in Almas House, and 5) Create a 5-min video summarizing your analysis and concluding with Take-home message.

Almas House questions to be discussed and answered in your 3-min video:

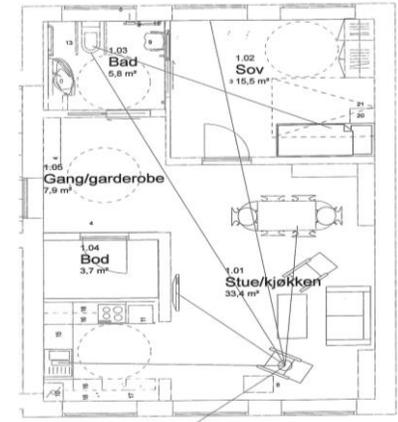
1. What is the context or the situation?
2. What are the everyday problems the person experiences (identify and map)? Select ONE problem for in-depth analysis.
3. What are the needs of: a) Person with dementia, b) Their family or other informal caregivers, and c) Their healthcare providers (i.e., doctor, nurse, OT, PT, social workers, personal care providers...)?
4. What critical factors or points have to be addressed to reach a successful solution?
5. Which product(s) or solution(s) in Almas House would be the best fit for acknowledged need (identify and map)? Explore www.hvakanhjelpen.no to find even more solutions.
6. What are the pros and cons attached to this product or a solution?
7. What important ethical considerations have to be addressed?
8. Who defines what is right and wrong – the user or the family or the health staff?
9. Is there a better way to address this problem and the need?
10. Take-home message. What can every person watching this video do differently in the future to support a person with a similar problem?

Your team will capture your analysis and responses to the questions in a **3-min video** you will post on Google Docs. Then, you will watch videos of all the other teams in preparation for a lecture on **February 2**,

2022 during which each team will have 5 min to reflect on lessons learned and our own unique place in making lives of people living with dementia better. Each team will have 5 min for Q&A.

Almas House Cases

Team(s)	Almas House Story	Age	Gender
1	Per	65	Male
2	Anna	82	Female
3	Rolf	58	Male
4 & 7	Lillian	85	Female
5	Einar	67	Male
6	Grethe	75	Female



Almas hus, Plantegning (Almas House Floor Plan)

The furniture is placed largely as on this floor plan.

Bad -bathroom

Sov – bedroom

Gang/garderobe – entrance/wardrobe

Stue/kjøkken – living room/kitchen

Bod – storage

Case Study - Instructions

Together with Almas House, the Case Study is a centerpiece of our collaboration with students and professors at OsloMet university. Please carefully read the Case Study below, contemplate and reflect on all questions and select the team you would like to work on. Then, go to Google Drive (ADD LINK) where you will find a word file with a sign-up table. Follow instructions to sign-up for a topic and team of your choice. You will work with this same team on all activities in this course.

The Case Study is designed to help you comparatively explore and learn about healthcare systems and provision of care to older adults in Canada and Norway. Students from Health Sciences, Occupational Therapy, Physical Therapy, Nursing and Computer Sciences from OsloMet University (Norway) and Western University (Canada) will work together in ten international multidisciplinary teams. Each team will work on answering one set of questions. Teams will meet during weekly tutorials (Tuesdays 8:30-9:30 am CAD time; 14:30-15:30 NOR time) between ADD DATES. Teams will research the issue they are working on locally, discuss what they have learned and how the answers to questions are different in Norway and Canada. To help you jump start your research, a list of helpful references used by students in previous years of this course is posted on Google Docs (file name Case Study Resources). Team members will jointly come up with ideas on how health care for older adults can be improved to be more effective, better supported by technology and result in greater patient/resident/client satisfaction. Each team should **come to Zoom office hours with Dr. Z before ADD DATE** to clarify Case Study questions and map the plan of action.

At the end, each team will showcase to the class their findings in an **infographic poster/slide, 3-page executive summary** and **3-min pitch video** with combined multi-country findings and recommendations for improvements (country specific and overall) to answer the question: **“What can we learn from experiences of others?”**. The pitch video should include Aging Globally: Scandinavia course logo (posted on Google Docs), title slide with credentials, questions addressed, facts, comparisons, conclusions, and closing slide with names of authors, course name and the year. Upload all files on Google Docs at deadlines specified in Class Schedule. On March 2, we will meet on Zoom to discuss overall findings of the Case Study. To prepare for class discussion you need to:

- a) Watch videos, and review infographics and executive summaries of all teams posted on Google Docs asynchronously before the class. Make a fair assessment of strengths and weaknesses of the pitch videos. Complete video evaluation form for each team **ADD LINK**
- b) Come prepared with questions for each team. Each team will have 15 min to showcase their findings in class Q&A.

To learn how to “pitch”, Dr. Giannoumis recommended you watch this:

https://www.youtube.com/watch?v=u4ZoJKF_VuA

Executive summary (3-pages) should be concise and should have distinct sections: 1) *Introduction* (What?) highlighting the problem and the questions you are answering, 2) *Methods* (How?) describing how and from where you collected the information, 3) *Findings* or description of what you have learned (so what?), and 4) A clear *Conclusion* in point-form (what next?). As you will most probably have more information than you can consolidate into 3 pages, you can choose to add a section 5) *Appendices*. Your executive summary should be able to ‘stand-alone’ without the appendices (i.e., do not rely on the appendices to convey critical information; use them only to support your findings). As you prepare the report consider the following: Who is your reader? What do you want your reader to know and do with this knowledge?

Finish a **draft** of the Executive Summary at **least TWO WEEKS before submission date**. Use two remaining weeks to share, revise, and edit. All students in the team must have an opportunity to provide feedback and must approve the report before submission. Please proofread multiple times! Formatting: 1.5 spacing, Arial 11 font size, minimum 1” margins around the page, single sided, APA 7th edition formatting and referencing style, written in past tense and third person; tables, figures and appendices should have captions and should be formatted according to APA rules. Don’t forget to provide clear definitions of major concepts. Define acronyms the first time you mention them in-text and keep using only acronyms thereafter. All articles cited in text must be in a reference list, and all articles in the reference list must be cited in-text. In addition to posting executive summary on Google Docs, **ONE** student from your team must upload a Word file of the summary to OWL Assignments tab before deadline for authenticity check on Turnitin and grading.



The Case Study – Major changes to the Case Study are possible

Mr. and Mrs. Nowak are 86 and 84 years old this year. They immigrated to your country 25 years ago, after retirement in their 60s, to join their children who immigrated earlier. They live on limited retirement income subsidized by government pension and social support. Since arrival they have been living in an urban apartment complex that has laundry facilities on the premises, but no gym or swimming pool. The complex is home to older adults, young families and immigrants. Mr. and Mrs. Nowak have two children and three grandchildren. Their 55-year-old daughter is divorced, has one child, works full time and lives 10-minute drive from their home. She provides daily support, such as accompanying her parents to medical appointments, getting groceries and ensuring warm meals are available. Currently, their 50-year-old son lives with his family in Poland, and occasionally comes for holidays. Although both Mr. and Mrs. Nowak are well educated (she was a teacher and he was an architect) and speak enough Norwegian/English to get by, the language barrier has prevented them from developing strong social networks and taking part in social programs offered to seniors in their community. Instead, Mr. and Mrs. Nowak enjoy their time at home where Mr. Nowak keeps informed of events ‘back home’ by reading on-line newspapers, and both Mr. and Mrs. Nowak enjoy playing Solitaire, Tetris, and Candy Crush computer games that their grandchildren taught them. Recently, many of their friends have died. This past year, both Mr. and Mrs. Nowak created advanced directives for their care that contains their wishes for preferred end of life care and appoints their daughter as power of attorney for health care.

Mr. Nowak has a heart condition for which he has a pacemaker. He also has Type 2 diabetes that he is mostly able to manage through diet and pills. His high blood pressure is controlled by medications. Recently he has been experiencing an increased difficulty walking due to the pain caused by sarcopenia and peripheral neuropathy in his legs. Over the past few months he has experienced several health challenges that have resulted in repeated hospital admissions. It started with Mr. Nowak needing a surgery to amputate his lower leg due to complications of poor wound healing caused by diabetes. Soon after, he required surgery to improve blood circulation in the same leg. While in hospital, he caught influenza and his wounds became infected. He has been in the acute care hospital for 65 days and is currently waiting for transfer into a long-term care (LTC) home. He had a short stay in a rehab hospital, but his infections required him to be transferred back to the acute care hospital. A major challenge for his family (informal caregivers) was the lack of communication between the hospital specialists, diabetic clinic, homecare nurses and the family doctor. Even though Mr. Nowak’s daughter had daily contact with nurses, therapists and physicians involved, she was unable to coordinate his care due to the ever-changing specifics of the diagnosis and the treatment plans. Since the end of last month, Mr. Nowak is sleeping most of the day and he does not care much about the world around him. He has stopped reading newspapers, watching TV or playing computer games. He and his family had challenging experiences with the transitions between healthcare settings.

Mrs. Nowak remains independent and active in community. She walks outdoors at least 1 km every day to visit the local library or pick up milk and bread. In the winter she walks up and down stairs in her apartment building. Last year she was diagnosed with mild cognitive impairment, which occasionally causes her to forget daily tasks such as the location of her keys. Since her retirement, she has spent most of her time caring for her family, cleaning and cooking. She also helps her daughter with childcare. Her family doctor is currently monitoring her blood pressure, which has become elevated. She has osteoporosis and her vision is deteriorating due to glaucoma. Over the last year, she has found herself to be more tired than usual; so she takes frequent naps during the day. She spends her free time doing crossword puzzles and watching TV.

In March 2020, the COVID-19 pandemic caused great concern for the whole family due to high risk of infection and risk of dying for older people. Both Mr. and Mrs. Nowak were fully vaccinated in 2021, and they are now waiting for a booster shoot.

Case Study Questions

- Team 1. How is the **healthcare system** structured in the country (e.g., governance, laws, philosophy of care)? Who is involved in and responsible for welfare, social care, healthcare and assistive technology for older adults? What are the different ‘levels of care’ in the health system and how are they coordinated? Who provides funding for the healthcare system, health promotion, and holistic healthcare? How are the payment models organized (e.g., direct payments, co-pay, private insurance)? Who pays for the different components of Mr. and Mrs. Nowak’s healthcare (e.g., medical, dental, optometry, medications, homecare, long-term care)? How did the healthcare system handle COVID-19 pandemic?
- Team 2. How is **health-related information** shared and protected? Who owns health-related information? Who is accountable (e.g., responsible) for data management and information safety? How is health information transmitted from one place of care to another? What software programs are used to share health information? To what extent are these technologies under the control of State and non-State actors? What laws are in place to support the gathering, maintaining and sharing of health information? How was health information used and shared to track COVID-19 cases?
- Team 3. What is the process for Mr. Nowak to transition into a **long-term care (LTC)** home? What options does Mr. Nowak have in choosing a LTC home to fit his needs? What assisted living technologies are available during transitions from home into LTC? What is the philosophy, policy and practice of LTC in the country? How is LTC funded? How are LTC homes meeting needs of immigrants? How is dementia care organized in LTC homes? What is the process of assigning substitute decision maker for health care and the end-of-life care?
- Team 4. How do healthcare and social welfare systems, as well as the active assisted living technologies, support Mrs. Nowak’s **aging in place** (her own home)? How is homecare organized and funded? What is done, including what technologies are being used, to reduce social isolation of community dwelling older adults? How is dementia care organized in communities? What are recent advances in health technology and health education through technology and assistive devices (e.g., diabetes and medication management apps) for older adults? What role did technology play during COVID-19 pandemic? What technologies are needed to support individuals and families experiencing dementia? What was the impact of COVID-19 on homecare?
- Team 5. How are **public health** and supporting health technology ecosystems organized in your country? What role did public health and health technology play in COVID-19 pandemic? What was the response from the public authorities? How long were the lockdowns? Which group of citizens experienced the highest rate of infections and highest rates of deaths? What have changed in public health due to COVID-19 pandemic? What are other prominent priorities of public health in your country?
- Team 6. How are health-related complexities of aging addressed by **multidisciplinary health teams and health technology** teams? Who are members? How are they organized and funded? How are teams positioned in community and healthcare organizations (e.g., hospitals)? How is the care coordinated between team members? How teams communicate? How are Mr. and Mrs. Nowak supported by their health team? What was the role of multidisciplinary health teams during COVID-19 pandemic?
- Team 7. What are **meaningful activities (occupations)** in everyday life of older adults? How and with who do older adults socialize? How social networks change as older adults approach the end of life? In what ways have older adults adopted communication technology and assistive devices to live independently, reduce loneliness and participate in social activities? How did COVID-19 affect the ability of older adults to engage in meaningful activities?

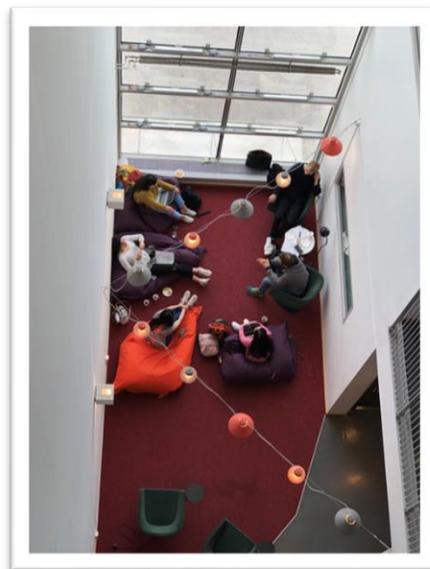
Cultural Competencies 3-min Video

This is the most fun activity in the course. The purpose of creating and watching cultural competencies videos of other groups is to learn more about the culture and ways of life in Europe and Scandinavian countries. Immerse yourself into these stories about geography, history, Indigenous people, languages, music, film, royal families, castles, cultural monuments, parks, food and much more. Ask yourself: “When I get to Scandinavia, I will definitely ...” Describe places you would visit, what would you eat and drink, who would you like to meet. Make a list of “firsts”, the things you would do for the first time in your life. Include this list into your e-portfolio at the end of the course.

Your team will have three weeks to create cultural competencies video. As always, start by doing thorough research on your topic (described in the table below), tell a story, take the audience on a journey, make it your own! Each team will post the cultural competencies video on Google Drive (see class schedule for dates). Then, you have only five days to watch all cultural competencies videos asynchronously and submit evaluations forms.

Look for “Video How Tos” tab on OWL for resources to help you create videos for this course. Also, check Digital Stories:

<https://www.youtube.com/watch?v=4UnKwdum1DE&feature=youtu.be>



Team	Cultural Competencies Topics
1	European Union – benefits and value of international cooperation. What Canadians find interesting about Scandinavian care services? What is Eurovision? Millennials’ view of the future of health care in the global world.
2	The story of Scandinavia: geography, history, Indigenous people, languages, and culture. Political landscape of Scandinavian countries, social care and welfare systems, immigration policies, recycling, innovations for change (e.g., self-scanning shopping, piano stairs).
3	Scandinavian people’s everyday living: How they work? Where they live? What they drive? How they play? Where they travel? What is their family like? What connects us, and what sets us apart?
4	Norway, Norwegians & Oslo: May 17 th , fjords, sauna, Trolltunga hike and Kjeragbolten hike, Vikings, royals, Vigeland park, Holmenkollen, Opera, Nobel Peace Center, Erik the Red, Ronald Amundsen, Trygve Lie, Henrik Ibsen, Liv Ullmann, Anni-Frid Lyngstad ...
5	Sweden, Swedes & Stockholm: red houses, Gamla Stan, royals, Drottningholm, City Hall, Vasa, midsummer, Ericsson, SAAB, IKEA, Älmhult, Vadstena, ice hotel in Jukkasjärvi, Nobel, ABBA, Borg, Bergman, Avicii, Celsius, fika, ...
6	Denmark, Great Danes & Copenhagen: biking, royals Rosenborg, Rundtaarn, Janteloven, Tivoli Park, The Little Mermaid, Paper Island, Carlsberg, LEGO, Hans Christian Andersen, Viggo Mortensen, Danish hygge, Google Maps, Bluetooth, ...
7	What’s for dinner? Food & drink – NOR: Fårikål , Sursild, Finnbiff, brunost, gravlaks, Pinnekjøtt, salty licorice; SWE: meatballs, Jansson’s frestelse, pitipanna, aquavit, julbord, glögg, Smörgåsbord and Smörgåstårta; DEN: Stegt flæsk, Aebleskiver, Frikadeller, Carlsberg.

Want to know more about Janteloven? Check this:

https://www.tiktok.com/@dranthony/video/7011529823176756485?is_from_webapp=1&sender_device=pc&web_id6951269806449231365

Videos about International Partners

The purpose of all pre-trip videos and presentations is to prepare you for success during the trip. Once you learn where you are going, who you will be visiting and what you will be doing, you will be ready to ask meaningful questions and fully immerse yourself in Scandinavian health care system and culture.

Below is a list of international partners we will visit. You will be randomly assigned to the team to research and report to the class what you have learned about one partner in a short 3-min video. You will showcase the video and answer questions from the class during one of our lectures (see dates on class schedule).

Team	International Partners	Website
1	OsloMet University and Almas House, Oslo	https://www.oslomet.no/en https://vimeo.com/60160386
2	National Board of Health and Welfare in Sweden, Stockholm	http://www.socialstyrelsen.se/english
3	Solna Stad, Stockholm	https://www.solna.se
4	Karolinska Institute, Stockholm	https://ki.se/en/startpage
5	Silviahemmet, Stockholm	http://www.silviahemmet.se/en/
6	Cycling Without Age, Copenhagen	http://cyclingwithoutage.org/
7	UN city and WHO European office, Copenhagen	http://un.dk/ ; https://www.euro.who.int/en/about-us http://un.dk/about-un-city/un-city-internships ; https://www.unv.org/ https://careers.un.org/lbw/home.aspx?viewtype=nce https://sosuh.dk https://youtu.be/cCcfPclh_y4 https://youtu.be/T2DMaDTtoAPE
8	SOSU-H	https://www.youtube.com/watch?v=cCcfPclh_y4 https://www.youtube.com/watch?v=bWcPx97Ew8A https://www.youtube.com/watch?v=askxR2u8oM4 https://cdn.instavr.co/html/YyVG1rNmhBYHaV7MvI9z_app.html?bust=k5fivw0g3g



Mandatory Requirements for International Travel

To participate in University-sanctioned travel, you are required to complete several safety abroad modules, modules created by Western International and available on OWL. You also have to register with Western's Travel Registry (including Step one through [Atlas](#) and Step two through ISOS MyTrips). The Travel Registry will require you to submit your emergency contact info, insurance, and travel details. A deadline for mandatory completion of pre-trip requirements will be determined in February.

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 achievements. ePortfolios allow students to develop and nurture **lifelong learning** and becoming a reflective healthcare practitioner. Other skills ePortfolios help 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.

There are three modules posted on OWL that will help you prepare your personal ePortfolio. Make sure you complete them all: *ePortfolio Module*, *Goal Setting Module*, and *Digital Tools Module*. Below you will find a Table of Contents for ePortfolio that will provide you with a scaffolding on which you will build the content and exercise your creativity. The best way to prepare ePortfolio is to start in January, and update content on a regular basis throughout the pre-travel activities in the course. It is recommended that you upload digital artifacts (e.g., photos, videos, presentations, etc.) and journal your experiences throughout the course. Your final reflection is part of the ePortfolio and will answer the question: **How did this course change me?** Your *personal* ePortfolio can be as long as you desire - however, for your final assignment, you will submit maximum 8-page *showcase* ePortfolio, describing a coherent and connected **story** of your involvement through experiences in this course. Name your showcase ePortfolio file “LAST NAME FIRST NAME ePortfolio” and submit on OWL (Assignments) *before* deadline **May 20, 2022 (11:59 pm EST)**. A rubric for grading ePortfolios is posted on OWL.

An Example of ePortfolio Table of Content (use this structure to tell YOUR STORY)

- Who am I? - Academic Profile
- Smart Goals
- Excerpts from reflections and course activities
 - Reflections
 - Almas House
 - Case Study
 - Cultural competencies
 - Guest presentations
- My Cross-Atlantic Team
- Wow Moments
- My “Firsts”
- Final reflection – A Different Me (How did this course change me?)



If you experience difficulties with any aspect of the course, please contact Dr. Zecevic immediately. If you notice that your team is dysfunctional and not performing at your desired level, don't suffer in silence – good communication can resolve many “impossible” problems. Do not hesitate to provide constructive feedback, comments and suggestions to the professor and TAs as we go along.

Have a memorable and inspiring course!

Dr. Aleksandra Zecevic

The Trip

Packing Tip #1: Don't over-pack, 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.
- Bring a small day backpack as a carry-on, so you can carry a few important items (e.g., phone, rain gear, heat, snack and water bottle) and a laptop on presentation days. 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.
- 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 travel, lounge in and relax (e.g., sweat pants/hoodie).
- Flip-flops work great as in-room slippers and shower-shoes after a full day of activity and walking.
- Packing things in large zip-lock bags will keep them dry and less wrinkled. Once you place your things into the bag, sit on it to extract air and seal to create vacuum. You will have more space in the bag!
- Remember you are representing Western University, the class, and yourself. Pack wisely!



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

- PASPORT!
- AIRPLANE TICKET!
- MONEY! (separate to 2-3 different places).
- **WESTERN STUDENT CARD (required to get student pricing at museums and attractions)**
- Hoodie. It can be quite cold in Scandinavia early in May.
- Water bottle
- Snacks (granola bars, trail mix, energy bars, treats, nuts, **dried fruits**)
- Book, magazine, phone (an international phone and data 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, **masks**, 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 usually taken.
- All liquids/gels in carry-on bag must be in containers 100 ml or less and placed in a clear zip-lock bag.
- Itinerary, flight list, emergency contact list

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

- Rain gear, light but warm jacket, professional attire (business casual) for formal presentations
- 3-4 T-shirts, Aging Globally T-shirt
- 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
- Shorts, bathing suit, small towel or **larger cotton scarf/shawl to serve as a “towel” when we go swimming.**

- Socks & undergarments (recommended one for each day), PJs
- Shoes: running shoes, comfortable walking shoes (not new!), dress shoes (**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. Bring enough medications for 7 extra days.
- Mini umbrella, charger (phone and laptop), cords, adaptor/plug converter for Europe (220V).
- To complete and submit your e-Portfolio at the end of the trip, you will need access to a computer. You might prefer to bring your own laptop, or not, just assure you will have computer access before ePortfolio submission deadline.
- “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.

FINAL Trip Itinerary THIS IS AN EXAMPLE THAT WILL BE SUBSTANTIALLY REVISED FOR 2023 TRIP

Day	2019 dates	Location	Hotel	Trans port	Breakfast	Scheduled morning activities (9am-12pm) COURSE CONTENT	Lunch	Scheduled afternoon activities (1-5 pm) COURSE CONTENT	Dinner	Activities evening
	7-May SAT							Depart Canada		
1	8-May SUN Travel	Oslo	Cochs Pansjonat Studios	Public transport, individual tickets	n/a	n/a	n/a	Arrival to Oslo Transfer to hotel – local train 5 pm meeting at Cochs Pansjonat reception and course kick-start	6 pm group dinner, Restaurant Louise	Jetlag recovery
2	9-May MON				Individual arrangements	OsloMet Innovation Camp, team building and presentations	12-1 Annas Spiseri cafeteria at OsloMet (OM)	OsloMet labs or community visits. Optional cultural competencies: Opera House, Nobel Peace Museum	6 pm group dinner, Olivia Restaurant	Teamwork on innovation challenge
3	10-May TUE				Individual arrangements	Work on Grand Challenge solution, mentorship from experts 10-11:30 Almas House at Åker	12-1 Annas Spiseri cafeteria at OsloMet (OM)	Pitching solutions for Grand Challenge solution, prizes and celebration.	7 pm VIPPA group dinner with hosts (OM)	Free time with Norwegian teammates. Packing
4	11-May WED Travel	Stockholm	First Hotel Fridhemsplan	Charter bus with tour manager	Individual arrangements Depart 6 am	Travel & group reflection; cultural competency stops by tour manager	Lannalodge Vintrosa 10:30 am lunch (included ET)	Arrive to Drottningholm (2 pm) Visit Silviahemmet (2:30-4 pm) Tour Drottningholm palace (4-5 pm)	7 pm group dinner at Café Fix	Rest, Work on ePortfolios
5	12-May THU				Hotel	Seminar with Karolinska Institute students	On site (included AZ)	Seminar with Karolinska Institute students (ends at 4 pm)	6 pm group dinner at Restaurant Movitz	Free time with KI students Profs - meeting
6	13-May FRI				Hotel	Visit to Socialstyrelsen - National Board of Health and Welfare in Sweden (9-11)	12-1 Individual arrangements in Solna Center	Visit to Solna Stad – Care Services Office, Visits to two care accommodation centres (1-4)	6 pm group dinner Hermans Restaurant	Work on ePortfolios
7	14-May SAT				Hotel	Visits to City Hall, Gamla Stan, Nobel Museum and Vasa Museum	Individual arrangements	Optional cultural competencies: Royal Palace, ABBA museum, Skansen	Individual arrangements	Packing

8	15-May SUN Travel	Copenhagen	Generator Hostel Copenhagen	Charter bus	Hotel Depart 7:15 am	Travel & reflection, cultural competencies stops (trip leader)	On Route (ET)	Travel & reflection, cultural competency stops (tour manager) – Visit IKEA museum	8:30 pm group dinner Restaurant RizRaz	Rest, Work on ePortfolios
9	16-May MON				Hostel	8-11:30 am UN City tour and visit to WHO European office (passport required)	12-1 at SOSU cafeteria (included AZ)	SOSU-H (1-4 pm)	Tivoli Gardens Park Group dinner at Fergekroen Bryghus and free time	
10	17-May TUE			Bike rental	Hostel	Cycling Without Age - workshop with Ole Kassow	On site (included AZ)	Cycling Without Age - workshop (ends at 3 pm) Free afternoon for optional cultural competencies: Rosenborg, Rundtaarn	Group dinner, TBD	Final reflection & the end of course celebration
11	18-May WED Travel			1-Day pass public transport	Hostel	Departures	n/a	n/a	n/a	

Deadline TBD:

1. Submit ePortfolio to OWL Assignments for Turn-it-in check (11:55 pm EST).
2. Submit unofficial course feedback used for improvement of the course. Link is posted on OWL (15 min).
3. Submit official course feedback using a link you received automatically from <https://feedback.uwo.ca> (5 min)

Deadline TBD:

Submit GSO post-travel survey

Useful Links

Cultural competencies

Oslo:

Vigeland sculptures park	https://vigeland.museum.no/en/vigelandpark
Royal Palace Oslo	https://www.visitoslo.com/en/product/?TLp=181644
Nobel Peace Center	https://www.nobelpeacecenter.org/en/
Holmenkollen Ski Museum & Tower	https://www.visitoslo.com/en/product/?TLp=496475

Stockholm:

Nobel Museum	https://nobelprizemuseum.se/en/
Vasa Museum	https://www.vasamuseet.se/en
Drottningholm	https://www.kungligaslotten.se/english/royal-palaces-and-sites/drottningholm-palace.html
City Hall	https://international.stockholm.se/the-city-hall/

Copenhagen:

Rosenborg	http://www.visitcopenhagen.com/copenhagen/rosenborg-castle-gdk410582
Rundtaarn	http://www.rundetaarn.dk/en/
Tivoli Park	https://www.tivoli.dk/en/

Trip Logistics

Airport transfers	Oslo: Local train. Note - A duty free shop is available upon arrival! Copenhagen: subway goes to the airport; you will have a day pass
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Hotels:

Cocks Pansjonat	https://www.cochspensjonat.no/en/
First Hotel Fridshemplan	http://www.fridhemsplan.se/?lang=en
Generator Copenhagen	https://generatorhostels.com/destinations/copenhagen?lang=en-GB

Restaurants:

Annas Spiseri (cafeteria) at OsloMet	https://www.sio.no/mat-og-drikke/spisesteder-og-kaffebarer/annas-spiseri
Restaurat Louise (Oslo)	https://www.restaurantlouise.no
Olivia Restoran (Oslo)	https://oliviarestauranter.no/restaurant/hegdehaugsveien/
VIPPA (Oslo)	https://www.vippa.no/
Lannlodge Karlskoga	https://lannalodge.se/restaurang/
Café Fix (Stockholm)	https://cafeix.se/
Restaurant Movitz (Stockholm)	https://www.movitz.com/
Hermans Restaurant (Stockholm)	https://hermans.se/
Restaurant RizRaz (Copenhagen)	https://www.rizraz.dk/
Fergekroen Bryghus (Copenhagen)	https://streckers.dk/faergekroen-bryghus/
Farewell dinner	TBD

Additional Funding Options

- Global Skills Opportunities (GSO) Fund (automatic qualification for \$1,500; indigenous, students with disabilities and low-income students may qualify for \$3,000)
- Canadian-Scandinavian Foundation <http://thecsfoundation.com/>
- Scholarships Canada- Canadian Institute for Nordic Studies Undergraduate Bursaries <https://www.scholarshipscanada.com/Scholarships/32072/Canadian-Institute-for-Nordic-Studies-Undergraduate-Bursaries>
- Scholarships, grants, and bursaries for Canadian Students <https://www.universitystudy.ca/plan-for-university/scholarships-grants-and-bursaries-for-canadian-students/>
- INOMICS – Scholarships in Sweden, Denmark & Norway <https://inomics.com/insight/scholarships-in-sweden-denmark-norway-273094>

Other Important Information

- **Plagiarism** – Plagiarism is a major academic offence (see: Academic Policies).
- **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 effectively with your teams. Extenuating circumstances may be considered on a case-by-case basis. Please take up such issues with the professor. An official academic approval from your academic advisor is required for all accommodations.
- **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 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

Statement on 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

Statement on using 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>)

Statement on multiple choice exams:

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

Statement on academic consideration:

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- Submitting a Self-Reported Absence form, provided that the conditions for submission are met;*
- For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or*
- For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration, in order to be eligible for academic consideration.*

Students seeking academic consideration:

- *Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;*
- *Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;*

- **Must communicate with their instructors no later than 24 hours** after the end of the period covered by SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic counselling within two business days after the date specified for resuming responsibilities**

Statement on attendance:

In the School of Health Studies, each course instructor sets specific expectations for attendance and participation that are specific to the course, teaching objectives, and learning outcomes.

Regular attendance is expected and essential for all courses, but particularly those that include participation grades in their evaluation schemes. Participation means not only attendance, but active engagement in the class, including (for example) contribution to small and large group discussions, a demonstrated effort to prepare for class by completing assigned readings before class, and following the instructor's guidelines for use of electronic devices during class time. Students who miss classes, or parts of classes, are responsible for the material they have missed. Instructors are not obliged to review the contents of missed lectures.

Persistent absenteeism may have serious repercussions and may result in you failing this course. In this course, the equivalent of 3 weeks of unexcused absences, per term, will be considered to be persistent absenteeism.

Persistent absenteeism will result in you being contacted by the instructor, who may request a meeting. Continued absence after this point will be reported to the Undergraduate Chair and may result in debarment from writing the final examination, and/or submitting the final course paper. In such a case, you would receive a grade of zero on the evaluations from which you were debarred.

Statement on use of recording devices and course content

*Course instructors own and retain the intellectual property rights of their teaching materials. These rights extend to materials used in online settings and digital learning management systems like OWL, Zoom, and TopHat. Students do not have my permission to make audio or video recordings of lectures, take pictures of lecture material, or distribute any course content for nefarious purposes (e.g., for sale or to cheat on exams). It is the decision of the instructor as to how and when teaching materials can be shared or used. **Unless explicitly noted otherwise, you may not make audio or video recordings of pre-recorded lectures or other course materials. Nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.***

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:

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20

Support services:

There are various support services that include, but are not limited to:

1. Student Development Centre -- <http://academicssupport.uwo.ca/>
2. Student Health -- <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

Statement on 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://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 [Mental Health Support - Health & Wellness - Western University \(uwo.ca\)](http://www.mentalhealthsupport.uwo.ca/) 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: [Health & Wellness - Western University \(uwo.ca\)](#).

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

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

It is expected that the grades for this course will fall between 80-85%. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, to bring the class average in line with school policy.

Course delivery with respect to the COVID-19 pandemic:

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor.

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, tests and examinations in this course will be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

Test and examinations:

When deemed necessary, tests and examinations in this course will be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>

The table below summarizes a list of common student concerns and how they are to be resolved. If you have a concern that is not listed here, then please email your instructor.

Concern	How to address concern
Course administrative matters	Read through the course outline or email instructor if question cannot be answered from information in the course outline
Course content questions	Refer to the OWL Resources (notes, calendar, etc). Email the instructor.
Grade disputes and requests for appeals	A student requesting an appeal to a specific course with respect to a grade for an assignment or examination must first contact their instructor to discuss such matters. Visit the following website for guide on submitting an appeal: https://uwo.ca/fhs/policies/appeals.html