



Western
Arthur Labatt Family
School of Nursing

**FANSHAWE
COLLEGE**

School of Nursing



Health in a Global Context N3310A

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HEALTH IN A GLOBAL CONTEXT

N3310A

Online

Calendar Description

This course will address people's health and contextual factors influencing health in countries or regions with limited resources. Through a focus on particular situations, students will consider context-relevant health promotion and analyze issues of social justice in health and healthcare.

Expanded Description

In this course, we will explore and analyze the many supraterritorial contextual factors that influence the health of individuals and populations. Often, we will focus on regions of the world with limited resources. These factors include, but are not limited to, the biological, social, and environmental determinants of health, the effects of globalization, and political processes. We will consider and critique the influence of health policy and international organizations on global health. An important theme in the course is social justice: what is equitable and how healthcare providers can impact health in a global context. As well, healthcare providers' preparation for working in global contexts and understanding how many contextual factors transcend borders to affect health and equity internationally and locally will be addressed. Learners will integrate knowledge of course concepts and content through weekly learning activities that include lectures, guest speakers, discussions, and class readings. Active, enthusiastic participation in your learning activities is required.

Course Weight & Delivery

0.5 FCE, 3 lecture hours

Asynchronous online through OWL Brightspace

Course Learning Outcomes

1. To evaluate healthcare practice from individual to population/organizational levels using research skills, evidence, ethical principles, multiple patterns of knowing, and critical and creative thinking.
2. To analyze health trends and issues in global contexts.
3. To engage in critical reflection of health and social justice to foster personal knowing and refine one's perceptions of healthcare practice.
4. To apply knowledge of interprofessional practice in global contexts.
5. To analyze, organize, and reconstruct information to effectively communicate about global health and inform global health practice.
6. To propose how to advocate with others for public policy that will address health and social justice locally, nationally, and internationally.
7. To recommend policy changes related to systems that influence the health of populations.
8. To reflect on competent and ethical practice for Canadian nurses in global contexts.

Entry-to-Practice Competencies for Registered Nurses (CNO, 2019) addressed in the course:

1. Clinician: 1.23, 1.25 and 1.26
2. Professional: 2.5, 2.7 and 2.12
3. Communicator: 3.4, 3.5 and 3.6

4. Collaborator: 4.1, 4.3 and 4.5
5. Leader: 6.1, 6.2, 6.6, 6.7, 6.9 and 6.10
6. Advocate: 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.11 and 7.14
7. Educator: 8.3
8. Scholar: 9.1, 9.3, 9.4, 9.5, 9.6, 9.7 and 9.8

Course Materials

There are no required texts or subscriptions. Required readings are open-source documents and will be posted along with weekly module activities on OWL Brightspace.

Brightspace

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If you need assistance with OWL Brightspace, please seek support on the [OWL Brightspace Help](#) page. Alternatively, you can contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace. What is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

Course Communication & Process

This course will follow a weekly process; each course week begins on Monday at 8:00 AM and ends on Sunday at 11:55 PM. Weekly course announcements and content will be released Mondays at 8:00 AM. For questions, please post on Brightspace discussion forums or contact the instructor via email.

Land Acknowledgement

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee and the Lūnaapéewak, on lands connected with the Dish with One Spoon Covenant Wampum between the Anishinaabeg and Haudenosaunee and the London Township and Sombra Treaties of 1796.

With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

Class Schedule

WEEK #	DATE	TOPIC
1	Sept 9–13	Module 1 – Introduction to Health in a Global Context
2	Sept 14–20	Module 2 – Individual Advocacy and Leadership in Global Health
3	Sept 21–27	Module 3 – Influence of Determinants of Health on Indigenous Peoples
4	Sept 28–Oct 4	Module 4 – Health Promotion and Caring in a Global Context: Ethics, Values, and Attitudes
5	Oct 5–9	Module 5 – Nurses’ Role in Advancing Global Health Policies
	Oct 10–18	FALL READING WEEK
6	Oct 19–25	Module 6 – Health Organizations and their Influence on Global Health
7	Oct 26–Nov 1	Module 7 – A Critical Lens: Colonialism and International Work
8	Nov 2–8	Module 8 – Health Promotion, Caring, and Health in the Context of Natural Catastrophes
9	Nov 9–15	Module 9 – Influence of Globalization on Global Health
10	Nov 16–22	Module 10 – Interprofessional Collaboration for Health in a Global Context
11	Nov 23–29	Module 11 – Caring for Self and Professional Colleagues in a Global Context
12	Nov 30–Dec 6	Module 12 – Key Takeaways and Practical Tips
13	Dec 7–9	<i>No new content</i>

Methods of Evaluation

Brief descriptions of assignments are below.

More detailed instructions can be found on the course site.

Percentage of Course Grade	Assignment Name	Due Date
10%	Sexual Orientation & Gender Identity (SOGI) Certificate, & Positionality Statement Reflection	Sunday, September 20 @ 11:55 PM
15%	Aesthetic Ways of Knowing	Sunday, October 4 @ 11:55 PM
20%	Content Engagement Activity	Sunday, October 25 @ 11:55 PM
20%	Taking the Stand	<u>Assignment due:</u> Sunday, November 8 @ 11:55 PM <u>Peer grades due:</u> Sunday, November 15 @ 11:55 PM
35%	Health Equity in Focus*	Sunday, November 29 @ 11:55 PM

* Group assignment

1. Sexual Orientation & Gender Identity (SOGI) Certificate & Positionality Statement Reflection

This assignment is completion-based (pass/fail) and has two parts:

1. SOGI Certificate – Complete the online SOGI survey and upload your certificate.
2. Positionality Statement Reflection – Submit a short reflection on the process of developing a positionality statement (Module 1 activity). The purpose of engaging in critical reflective practice is to further develop your practice as a clinician, professional, communicator, and advocate.

2. Aesthetic Ways of Knowing

This assignment is a self-assessment. You will select an Indigenous health aesthetic representation from a provided list. You will then complete the following:

1. Artistic Creation – Create your own original artistic work, in a medium of your choice, that responds to or explores the Indigenous health aesthetic representation you have selected.
2. Reflection – Submit a non-scholarly reflection explaining your artistic work and how it connects to the selected Indigenous health aesthetic representation.
3. Self-Assessment – Complete the provided self-assessment rubric and assign yourself a score out of 10, supported by a brief rationale.

NOTE: Your submission and self-assessment grade will be reviewed by the course instructor to determine your final grade on this assignment. The course instructor reserves the right to assign a grade that is different from your self-assessment.

3. Content Engagement Activity

For this assignment, you will complete a brief online activity connected to the weekly course content. Two opportunities to complete this activity will be offered; you are required to complete **only one** and may choose the module you would like to engage with. This assignment is intended to deepen your understanding of key concepts and support ongoing engagement with course materials. Activity options are as follows:

- Module 4 – Developing Social Media Content
- Module 5 – Think-Pair-Share: Learning Through Dialogue

4. Taking the Stand

This assignment is a peer-assessment and is focused on advocating for a ‘Global is Local’ issue. You will create a short voice recording that simulates a voicemail message to a local politician about a health issue affecting the London (or local) community. You are encouraged to draw connections between global health concepts discussed in the course and their local implications. As part of the assignment, you will also listen to and grade the submissions of other students using the provided peer-assessment criteria.

5. Health Equity in Focus

This is a group-based assignment. In small, pre-assigned groups, you will explore a global health inequity and communicate key information about the issue through a media format. You may create either an educational video for a nursing audience or a podcast designed for a general audience, using evidence to increase awareness, understanding, and engagement with the issue. You are encouraged to choose a topic that aligns with your interests while maintaining a clear focus on course themes to support meaningful analysis and depth of discussion.

Attendance

Students are expected to demonstrate professional responsibility through regular participation in all course learning activities. Much of the learning that takes place is a result of preparation and engagement with the material, as well as active dialogue with colleagues and faculty. Students are expected to organize their schedules such that weekly preparation for class is completed with consistency.

Submitting Assignments

You will submit all assignments on the course site at [Western Brightspace](#). You are responsible for ensuring that the correct file version is uploaded; incorrect submissions including corrupt files could be subject to late penalties or a zero. Written assignments will be submitted to Turnitin. You will have access to Turnitin reports before your submission is graded.

Absence from Course Commitments

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#).

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term **without** supporting documentation, with certain limitations as outlined in the [Academic Consideration – Undergraduate Students in First Entry Programs](#).

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health-care practitioner.

Information about Late or Missed Assessments

Late assessments without academic consideration will be subject to a late penalty of 5% per day, unless the *72-hour No Questions Asked Late Work Policy* is followed.

72-hour No Questions Asked Late Work Policy

For all course assignments, students may submit course assignments up to **72 hours after** the original due date **without penalty and without requesting permission** from the instructor. For example, if an assignment is due Sunday, October 25 at 11:55 p.m., it may be submitted without penalty until Wednesday, October 28 at 11:55 p.m. You are not required to e-mail your course instructor if you are submitting within this 72-hour period. **Please do not e-mail your instructor to request this extension, as a response may not be provided.**

The purpose of this policy is to support students experiencing last-minute unforeseen circumstances (e.g., internet issues, illness, or family responsibilities), with the expectation that the majority of the assignment has been completed and can be submitted within the 72-hour extension period. If circumstances will extend beyond 72 hours, students should consult with their academic counsellor regarding academic consideration. Academic consideration requests must be submitted within 48 hours of the original due date. If an assignment is submitted more than 72 hours late **without an approved academic consideration or academic accommodation, the late penalty will be calculated from the original deadline.** For example, if an assignment is due October 25 at 11:55 p.m. and is submitted four days late without an approved accommodation, a 20% deduction will be applied. This is consistent with the course late-work policy of 5% per day, up to a maximum of 10 days, after which a grade of zero will be assigned.

Academic Appeals and Scholastic Offences

Students can file a **request for relief from academic decisions** if the request is based on one or more grounds listed in the policy. You can read more about the [request for relief policy](#) and [request for relief procedures](#) here.

Scholastic offences are taken seriously and students are directed to read the [Scholastic Offences policy](#), specifically, the definition of what constitutes a Scholastic Offence.

Review of Graded Assignments

After a graded assignment is returned, a student's first step is to take **24 hours** to reflect on the assignment requirements outlined in the syllabus, the feedback provided by the evaluator, and the marking rubric. If a student cannot understand the meaning or intent behind the feedback received, they may submit a written request to the evaluator for an informal consultation to review the assignment grade. To support a timely review, students should contact the evaluator within seven days of receiving the grade. The request must clearly identify the grounds for the review and refer to specific feedback, rubric criteria, or other relevant aspects of the evaluation. An assignment will

not be reviewed solely because a student is dissatisfied with the grade received or believes the grade does not reflect the effort they put into completing the assignment.

If, following this review, a student still believes there are documented grounds to support that the grade was unfairly calculated, they may consult the course instructor. If the student remains dissatisfied with the instructor's decision, or does not receive a decision from the instructor, a written request for relief must be submitted to the Undergraduate Chair of the School offering the course within three (3) weeks of the date the grade was issued. [The Office of the Ombudsperson](#) may be of assistance with this process.

Please refer to the Undergraduate Programs Manual for more information on the re-grading of assignments. Students who need assistance with their writing skills should contact on-campus resources for support: <https://writing.uwo.ca/>.

Rounding of Final Grades (for example, bumping a 79% to 80%)

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks. Please do not ask the instructor to do this for you; the response will be, "Please review the course outline where this is presented".

Passing Grade

You must achieve an overall course grade of 65% to pass. There is no minimum required grade on any specific assignment to pass this course.

Grading Scale

The following outlines University-wide grade descriptors:

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

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to them. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All 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 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 Western University and Turnitin.com (www.turnitin.com).

For group assignments, all members share responsibility for academic integrity. Plan your work so the group has time to review the full submission and ensure all sources are appropriately used and cited. In the absence of a scholastic offence, everyone gets the same mark, so work with the rest of your group in a proactive fashion.

Scholarly Requirements

All scholarly writing must follow the 7th edition of the *Publication Manual of the American Psychological Association* (APA, 2020). APA guidelines must be used when citing or referencing another author's work or ideas. Failure to appropriately acknowledge the work or ideas of others is unethical and may constitute plagiarism.

Use of Artificial Intelligence (AI) for the Completion of Course Work

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research or brainstorming purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration; however, students are expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments should reflect students' own thinking and original work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry, and the production of original contributions. If AI use is suspected in a manner inconsistent with the expectations outlined above, students may be asked to provide research notes, rough drafts, outlines, or other materials used in preparing the assignment. Students are expected to retain these materials until final grades have been entered. Failure to provide them when requested may weigh against the student when concerns about the authenticity of the work are being assessed.

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Course Correspondence

Students may send e-mails directly to their assigned instructor and/or teaching assistants. Please ensure that you e-mail the instructor for your assigned section (listed in Brightspace). In the subject of the e-mail, please clearly indicate the topic and section you are in. Instructors and teaching assistants will aim to respond within 24 hours, exclusive of weekends and holidays. At times when the course load is heavier, it may take up to 48 hours to respond. After 48 hours, please feel free to send a reminder e-mail to ensure your original e-mail was received.

Social Media

It is a breach of privacy and confidentiality, and highly unprofessional, to post information on any social media platform about:

- Peers
- Class activities/discussion
- Clients
- Agencies
- Laboratories
- Simulations
- Communications with professors

Such behaviour will be reported to the Associate Director and may compromise a student's standing in the program.

Support Services

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

1. [Academic Support and Engagement](#)
2. [Wellness and Well-being](#)
3. [Registrar's Office](#)
4. [Ombuds Office](#)
5. [Services provided by the University Students' Council \(USC\)](#)
6. [Indigenous Student Centre](#)
7. [Inclusion, Equity, & Diversity Support](#)

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

<https://www.uwo.ca/health/gbsv/index.html>.

Statement on Harassment and Discrimination

Western is committed to providing a learning and working environment that is free of harassment and discrimination. All students, staff, and faculty have a role in this commitment and have a responsibility to ensure and promote a safe and respectful learning and working environment. Relevant policies include [Western's Non-Discrimination/Harassment Policy](#) (M.A.P.P. 1.35) and [Non-Discrimination/Harassment Policy – Administrative Procedures](#) (M.A.P.P. 1.35). Any student, staff, or faculty member who experiences or witnesses behaviour that may be harassment or discrimination **must report the behaviour** to Western's [Human Rights Office](#). Harassment and discrimination can be human rights-based, also known as EDI-based (sexism, racism, transphobia, homophobia, islamophobia, xenophobia, antisemitism, and ableism), or non-human rights-based (personal harassment or workplace harassment).

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>.

Inclusivity

We are dedicated to making space for diverse perspectives and content during shared learning experiences within this course. Together with you, we aim to co-create a learning atmosphere for generative discussion and respectful engagement with multiple worldviews, ways of knowing and being, and perspectives. As future health-care providers, it is expected of you to create welcoming and inclusive classroom environments, much like you would in practice. Your peer group brings a myriad of experiences and worldviews, and everyone deserves to be listened to and heard in a respectful and open-minded manner. Hateful messages have no place in this online learning community and will not be tolerated. Engaging in respectful dialogue requires deep, active listening and we need to be mindful of positionality (what may be easy to debate for one person may be emotionally laborious for another). **This course requires you to engage in critical reflection as you embark on your career as health professionals. At times this may be uncomfortable or even painful. We ask that you practice humility, work through defensiveness, and embrace vulnerability as you embark on this journey of personal development.**

Netiquette

Netiquette is about establishing a code of behavioural etiquette for communicating online.

General Guidelines

- Be respectful of others' opinions. Being open to new perspectives is one of the objectives of academic discussions. Keep in mind the different cultural and linguistic backgrounds of the students in the course. Remember that these influence communication style and practices; stay open and ask questions to avoid making assumptions about online communications.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing. We all have unique personalities; remember there is a person behind the words. Ask for clarification before making judgements.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. "Flaming" is never appropriate.
- Be professional and scholarly in all course postings. Cite the ideas of others appropriately. Note that text has permanence. What you say online is difficult to retract later. Be judicious. Before you write something, ask yourself: "Would I say this out loud in class?" If not, don't write it.
- Students found guilty of Zoom-bombing a class or of other serious online offences may be subject to disciplinary measures under the Code of Student Conduct.

Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review the [Policy on Accommodation for Students with Disabilities](#). If you think you may qualify for ongoing accommodation that will be recognized in all your courses, we encourage you to visit [Accessible Education](#) for more information.

Correspondence Statement

The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail

received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read e-mails generated in this way.

Copyright

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