

## Aging Globally: Lessons from Scandinavia 2017-2018 (HS3091B)



### Course Instructor

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Office Hours: By appointment. Professor will be available every week during tutorial hours. In all communication with professor or Leadership team please indicate “HS3091” in subject line.

### Leadership Team

Daniel Belliveau, PhD ([dbellive@uwo.ca](mailto:dbellive@uwo.ca)), Shannon Sibbald, PhD ([ssibbald@uwo.ca](mailto:ssibbald@uwo.ca)), Emericks Rivas ([erivas@uwo.ca](mailto:erivas@uwo.ca)), Andrea Legatto ([alegato2@uwo.ca](mailto:alegato2@uwo.ca)) and Miranda Wickett ([mwicket4@uwo.ca](mailto:mwicket4@uwo.ca)).

### Course Description

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

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

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

### Course Format

The course is offered as a third-year elective, in winter term (January-April), and is weighted as 0.5 FCE. This course has two components: the pre-trip classes and tutorials, which extend from January to April, and the trip 10-day trip through Scandinavia (May 2-12<sup>th</sup>, 2018). During the pre-trip component, students and the leadership team will meet weekly for mandatory lectures where the professor and students will present on variety of topics, such as team building; goal setting, reflection and personal growth; history, geography, art, culture, people, and languages of Scandinavia; healthcare systems comparisons; “What connects us, how are we different?”; “Places to see – from kings and fjords, to Vasa, Nobel and IKEA”. Students will create lists of questions for each group, organization, or agency they will visit. Tutorials will take place between mid-January and mid-March. Western students will work in multinational and interdisciplinary teams with students from Oslo, Norway on a Case Study. Students will present findings from the Case Study in class and during the trip.

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

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

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

While traveling through Norway, Sweden and Denmark, students will engage in continuous reflections, participate in “open mike” sessions on the bus, journaling and ePortfolio updates. At the conclusion of the class in Denmark, some students may extend their stay in Europe. Flexible return dates are accommodated, but students need to know well in advance the details of their return flight.

### Course Evaluation

%	Grade component	Evaluator
15%	Pre-trip group presentation on cultural competencies	Class 50%, profs 50%
15%	Pre-trip group presentation on partner organizations	Class 50%, profs 50%
15%	Pre-trip reflections	Professors
20%	Case study (e.g., infographics, 3-page summary, 3-min “elevator speech”)	Professors
20%	Engagement (e.g., attendance, contributions to learning of others, Innovation Camp Grand Challenge, presentations, group reflections, code of conduct)	Professors
20%	Showcase ePortfolio	Professors

**Class Schedule**

Week	Lecture	Date	Tutorial
1 Jan 8	<p><b>COURSE INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>Welcome, introductions, learn names</li> <li>Syllabus overview and expectations</li> <li>Global and Intercultural Engagement Honor</li> <li>Random draw for 2 team presentations; sign up for Case Study team</li> </ul> <p>Homework:</p> <p>→ Read syllabus, get Chalk &amp; Wire license in bookstore</p> <p>→ Complete Teamwork and Reflection modules. Working together:  <a href="https://www.youtube.com/watch?v=Vyn_xLrtZaY&amp;feature=youtu.be">https://www.youtube.com/watch?v=Vyn_xLrtZaY&amp;feature=youtu.be</a></p>	Jan 9	<p>Introduction to WALS Tech</p> <p>Guest speaker: Emmanuel Songso</p>
2 Jan 15	<p><b>INTERCULTURAL COMPETENCIES, WORKING IN TEAMS, LEARN TO REFLECT</b></p> <ul style="list-style-type: none"> <li>Intercultural competencies. Guest speaker: Nanda Dimitrov, director of the Teaching Support Centre (3:30-4:30)</li> <li>Teamwork presentation and team activities</li> <li>Reflection presentation</li> </ul> <p>Homework:</p> <p>→ "Call Sweden" 011 46 771 793 336; <a href="http://time.com/4286441/swedish-number-phone-calls/">http://time.com/4286441/swedish-number-phone-calls/</a></p> <p>→ Review OWL modules on Goal Setting and ePortfolios</p> <p>→ Arrange first social event</p>	Jan 16	<p>Kick-off event</p> <p>Meet your teammates in Norway</p>
3 Jan 22	<p><b>CALL SWEDEN, GOAL SETTING, ePORTFOLIO</b></p> <ul style="list-style-type: none"> <li>Discussion on experiences from "Call Sweden"</li> <li>Goal setting + a list of FIRSTS (to eat, say, visit, do, express...)</li> <li>ePortfolios – Q&amp;A</li> </ul> <p>Homework:</p> <p>→ Research on cultural competencies presentation topic</p>	Jan 23	<p>Teams work on Case Study</p>
4 Jan 29	<p><b>TRIP PREP, PRESENTATION PREP</b></p> <ul style="list-style-type: none"> <li>De-briefing on trip preparation</li> <li>Flights, insurance, consents, permission to release info, contact list</li> <li>Allergies, health, diet...</li> </ul> <p>Homework:</p> <p>→ Prepare presentation, practice, practice, practice...</p> <p>→ <b>Deadline to pay the last installment is Jan 31.</b></p>	Jan 30	<p>Teams work on Case Study</p> <p><b>Reflection 1</b> due in class</p>
5 Feb 5	<p><b>CULTURAL COMPETENCIES PRESENTATIONS</b></p> <ul style="list-style-type: none"> <li>Teams 1, 2 and 3 presentations, activities, discussion, lessons learned</li> </ul> <p>Preparation:</p> <p>→ Prepare presentation, practice, practice, practice...</p>	Feb 6	<p>Teams work on Case Study</p>

6 Feb 12	<b>CULTURAL COMPETENCIES PRESENTATIONS continued</b> <ul style="list-style-type: none"> <li>Teams 4, 5, 6 and 7 presentations, activities, discussion, lessons learned</li> </ul> → <b>Submit Presentation Evaluations</b>	Feb 13	Teams work on Case Study
7 Feb 19	READING WEEK - no class	Feb 20	No tutorial
8 Feb 26	<b>PRESENTATION PREP</b> <ul style="list-style-type: none"> <li>ePortfolios – examples, discussion</li> <li>Teamwork on a presentation about partners</li> </ul> Homework: → Research on your presentation topic → Prepare presentation, practice, practice, practice...	Feb 27	Teams work on Case Study – draft infographics  <b>Reflection 2</b> due in class
9 Mar 5	<b>PRESENTATIONS ABOUT PARTNERS</b> <ul style="list-style-type: none"> <li>Teams 1, 2 and 3 presentations, activities, discussion, lessons learned</li> </ul> Homework: → Prepare presentation, practice, practice, practice...	Mar 6	Teams work on Case Study – revise infographics, finish 3- page summary
10 Mar 12	<b>PRESENTATIONS ABOUT PARTNERS continued</b> <ul style="list-style-type: none"> <li>Teams 4, 5, 6 and 7 presentations, activities, discussion, lessons learned</li> </ul> Homework: → Prepare and practice 3 min “elevator speech” for infographics describing the findings and answers to the Case Study questions.	Mar 13	Last tutorial with Norwegian teammates
11 Mar 19	<b>CASE STUDY INFOGRAPHICS ELEVATOR SPEECH PRESENTATIONS</b> <ul style="list-style-type: none"> <li>Teams 1-7: 3-min elevator speeches</li> <li>Class discussion: What did we learn?</li> </ul> → <b>Submit infographics and 3-page summary</b> → <b>Submit Presentation Evaluations</b>	Mar 20	No tutorial
12 Mar 26	<b>PRE-DEPARTURE PRESENTATION, SAFETY, CODE OF CONDUCT</b> <ul style="list-style-type: none"> <li>Risk management. Guest speaker: Eunice Isidro, Western International</li> <li>Q&amp;A</li> </ul> → <b>Reflection 3</b> due in class	Mar 27	No tutorial
13 Apr 2	<b>TRIP PREP – FINAL DETAILS</b> <ul style="list-style-type: none"> <li>ePortfolios – complete pre-trip requirements</li> <li>Local currency, communication, packing list, food, water, ...</li> <li>See you in Oslo on May 2<sup>nd</sup> 5 pm at Cochs Pansjonat reception.</li> </ul>		No tutorial

## Presentations

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

A good presentation has an introduction, body, and conclusion(s). Presentation style is up to the team. Presentations will be delivered during the class time according to class schedule. They will be maximum **15 minutes** long with an additional **10 minutes for questions and discussion** and 5 minutes for transitions. Your success in delivering presentations depends on how much you practice. Pay attention to timing, positioning in the room, use of AV equipment, and connection with the class. Each presentation must be **uploaded on OWL Forum 24 hours before the class** when team is presenting. All students (excluding your team members) in the class (50%) and professors in the Leadership Team (50%) will evaluate your team presentations. All members of the team will receive the same presentation mark. A rubric for evaluation of presentations (Presentation Rubric) is posted on the OWL. It is your **responsibility to attend presentations of ALL teams**, grade each and submit a hard copy of your grading sheet (HS3091 Presentation Peer Evaluation Table posted on OWL) to the professor. Deadline to submit grades for presentation on Cultural Competencies is at the end of class on **Feb 12, 2018**, and the deadline for presentation on International Partners is at the end of class on **Mar 19, 2018**.

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

Cultural Competencies Topics		International Partners	
1	Scandinavia: geography, history, people, languages, culture. What connects us, how are we different?	1	HiOA, Oslo
2	Norway and Oslo: Vikings, fjords, royals, Vigeland park, Nobel Peace Center, Holmenkollen, Opera	2	Swedish Dementia Center, The Aging Research House, Silviahemmet, Stockholm
3	Scandinavians: People and everyday living: What they eat? Where they live? What they like? Where they holiday? ...	3	Socialstyrelsen - National Board of Health and Welfare in Sweden
4	Sweden: Where Gamla Stan, Vasa, Nobel, ABBA and IKEA come together.	4	Stockholm's Sjukhem, Stockholm
5	How they do it? Healthcare, social care and welfare system, recycling, self-scanning shopping, innovation: piano stairs...	5	UN city and WHO European office, Copenhagen
6	Denmark and Copenhagen: more royals Rosenborg, Rundtaarn, Tivoli Park, The Little Mermaid, Paper Island	6	Cycling Without Age, Copenhagen
7	Great Danes: biking, Danish design, Carlsberg, LEGO, Hans Christian Andersen, Viggo Mortensen	7	Louise Marie Home, Copenhagen

## Reflections

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

## Teamwork

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

## ePortfolios

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

The cost of your ePortfolio license (special group rate of \$51.50 per license) with Chalk & Wire ([https://ep.chalkandwire.com/ep2\\_uwo](https://ep.chalkandwire.com/ep2_uwo)) is included in the course fee. All you need to do is to **visit the Western Bookstore** within the first two weeks of the course and **pick up your code**. This license allows you one year of upload and lifetime of download access.

You will access and update your Chalk & Wire ePortfolio on a regular basis throughout the course. We will explore ePortfolios in class during the trip preparation and you will have reflection time during the trip to upload digital artifacts and journal your experiences. At the end of the course you will write your final reflection to answer the question: **How did this course changed me?** Then, you will select 10 pages from your ePortfolio to create a Showcase ePortfolio as a pdf file and submit it as your final assignment. Deadline to submit the Showcase ePortfolio is 3 days after the end of the trip, **May 15, 2018** (11:55 pm EST).

### Case Study - Logistics

The Case Study is designed to help students learn about a healthcare system's provision of care to older adults in their own country, and compare to findings from another country. Students from HiOA (Norway) and Western University (Canada) will work in seven international multidisciplinary teams (e.g., students from health sciences, occupational therapy, physical therapy and computer sciences) on one question. Teams will meet weekly (Tuesdays 8:30-9:30 CAD time; 14:30-15:30 NOR time) between Jan 16, 2018 and March 13, 2018. Students will research the issue, discuss what they have learned, how answers to the question are different in Norway and Canada, and come up with ideas on how healthcare of older adults can be improved to be more effective, better supported by technology and result in greater patient/resident/client satisfaction. Each team will create one **infographics** poster/slide and **3-page executive summary** of combined multi-country findings and recommendations for improvements (overall and country specific) to answer the question "What can we learn from experiences of others?". Each team will showcase their infographic and present their findings in a 3-minute "elevator speech" to the class on **March 19, 2018**. Teams will repeat these presentations during the seminar in Stockholm on May 7, 2018 to initiate discussion with students from Sweden. Consider creating a short 3-min video or voice-over slides of your elevator speech to include it in ePortfolio.

Please carefully read the Case Study (below), contemplate on all questions and select the one you would like to work on. Then, go to Google Drive

<https://drive.google.com/drive/folders/1Oobd6ZNekSYWea5TUfSTB6dyTLemxAU9> where you will find a version of a table shown below. Follow instructions to sign-up for a team of your choice.

#### Interdisciplinary and Multinational Team Creation Template

Teams	Students							
	1	2	3	4	5	6	7	
Team 1	OT HioA	Comp Sci HiOA	PT HiOA	HS WU	HS WU	HS WU	HS WU	HS WU
Team 2	OT HioA	Comp Sci HiOA	PT HiOA	HS WU	HS WU	HS WU	HS WU	
Team 3	OT HioA	Comp Sci HiOA	PT HiOA	HS WU	HS WU	HS WU	HS WU	HS WU
Team 4	OT HioA	Comp Sci HiOA	PT HiOA	HS WU	HS WU	HS WU	HS WU	
Team 5	OT HioA	Comp Sci HiOA	PT HiOA	HS WU	HS WU	HS WU	HS WU	
Team 6	OT HioA	Comp Sci HiOA	PT HiOA	HS WU	HS WU	HS WU	HS WU	
Team 7	OT HioA	Comp Sci HiOA	PT HiOA	HS WU	HS WU	HS WU	HS WU	

Total 51 students: OT HioA = 7 occupational therapy students at HiOA; Comp Sci HiOA = 7 computer sciences students at HiOA; PT HiOA = 7 physiotherapy students at HiOA; HS WU = 30 health sciences students at Western University



### The Case Study - Stoic Care: How do we do it?

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

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

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

### Questions

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



**Trip Itinerary May 2-12, 2018**

Day	2018 dates	Location	Lodging	Transportation	Breakfast	Scheduled morning activities (9am-12pm) COURSE CONTENT	Lunch	Scheduled afternoon activities (1-5 pm) COURSE CONTENT	Dinner	Activities evening
Day 1 Wed Travel	2-May	Oslo, arrivals all day	Cochs Pansjonat studios	Flybussen	n/a	n/a	n/a	5 pm meeting at Cochs Pansjonat reception	6 pm group dinner (Contiki)	Group meeting and course kick-start
Day 2 Thu	3-May	Oslo	Cochs Pansjonat studios	Walking	Individual arrangements	HiOA - meet students, Innovation Camp intro, lab visits	Individual arrangements at university cafeteria (approx. 100 NOK or \$15)	1-4 pm HiOA, team building for IBM Grand Challenge	6 pm group dinner (Contiki)	Teamwork on innovation challenge
Day 3 Fri	4-May	Oslo	Cochs Pansjonat studios	Walking	Individual arrangements	Work on Grand Challenge solution, mentorship from experts	Individual arrangements at university cafeteria (approx. 100 NOK or \$15)	Pitching solutions for Grand Challenge solution, prizes and celebration. Cultural competencies - Royal Palace; Nobel Peace, Opera House	Barbeque with Norwegians at Vigeland park. Approx. 100 NOK/person (\$15)	Individual reflection and packing
Day 4 Sat Travel	5-May	Stockholm	Scandic Kungens Kurva	Charter bus	Individual arrangements	Travel & group reflection; cultural competencies stops	Lake Lodge Karlskoga (Contiki)	Arrive to Stockholm	6 pm Group dinner in the hotel	Free time, report back to hotel by 11 pm
Day 5 Sun	6-May	Stockholm	Scandic Kungens Kurva	Day Pass for public transportation	Hotel	Group walk through Gamla Stan and visit to Nobel Museum	Individual arrangements	Walk through the downtown to Vasa museum. Optional: Royal Palace, ABBA museum, shopping (PS. Shops close at 5 pm on Sunday!)	Free time, individual arrangements for dinner	Work on ePortfolios
Day 6 Mon	7-May	Stockholm	Scandic Kungens Kurva	Charter bus	Hotel	Visit to Socialstyrelsen - National Board of Health and Welfare in Sweden	On site Stockholm's Sjukhem (approx. 100 SEK)	Seminar with students from Karolinska Institute and tour of Stockholm's Sjukhem 1-4 pm	Group dinner in hotel	Reflection and work on ePortfolios

Day 7 Tue	8-May	Stock holm	Scandic Kungens Kurva	Charter bus	Hotel	Visit to Swedish Dementia Centre	Individual arrangements	Visit to Silviahemmet, a specialized dementia care	Group dinner in hotel	Packing
Day 8 Wed Travel	9-May	Cope nhag en	Urban Hotel Copenhag en	Charter bus	Hotel	Travel & reflection, cultural competencies stops (Contiki tour leader)	Lunchbox or \$ handout (Contiki)	Travel & reflection, cultural competencies stops (Contiki tour leader)	Group dinner in hostel	Work on ePortfolios
Day 9 Thu	10- May	Cope nhag en	Urban Hotel Copenhag en	Charter bus	Hotel	8-12 am UN City tour and visit to WHO European office	Bus to LMH Lunch on site 60 DKK (approx. \$ 12- 15); 12:30- 1:15 pm	Visit to Louise Marie Home in Copenhagen (1:15- 4 pm)  Tivoli Park	Group dinner in hostel	Work on ePortfolios
Day 10 Fri	11- May	Cope nhag en	Urban Hotel Copenhag en	Day pass for public transportat ion	Hotel	Cycling Without Age - workshop with Ole Kassow (9 am-2 pm)	On site (approx. 60 DKK or \$16)	Free afternoon, Optional Cultural competencies: Rosenborg, Rundtaarn	Group dinner in hostel	Final reflection & the end of the course celebration
Day 11 Sat Travel	12- May	Cope nhag en, depar tures	n/a	Airport transfer airplane	Hotel	free	n/a	free	n/a	

## Useful Trip Information

### Airport transfer in Oslo – Flybussen:

Coordinate with Norwegian students in your team to facilitate arrival. Flybussen to Radisson Blu Scandinavia Hotel departs every 20 minutes all days. Duration is approx. 40–50 min. For further information call 177 (or +47 40 00 11 66) in Oslo or +47 815 00 176 if you are calling from outside of Oslo.

Can book tickets online (don't have to!) <https://www.flybussen.no/billett/#/reise/til/oslo-flyplass/osl> @ 150 NOK (\$23 CAD) on line (one way adult) or 80 NOK (\$12.50 CAD) for student.

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

### Airport transfer in Copenhagen:

Subway goes directly to the airport, 35 DKK or \$7.

### Course Content Partners

Oslo & Akerhus University College HiOA

<http://www.hioa.no>

Socialstyrelsen - National Board of Health and Welfare in Sweden

<http://www.socialstyrelsen.se/english>

Stockholm's Sjukhem

<http://stockholmsjukhem.com/In-English/Stockholms-Sjukhem/>

Swedish Dementia Centre

<http://www.demenscentrum.se/English1/About-us1/>

Silviahemmet, included!

<http://www.silviahemmet.se/en/>

WHO European office, UN city tour

<http://un.dk/>

Louise Marie Home in Copenhagen

<https://mariehjem.dk/>

Cycling Without Age, included!

<http://cyclingwithoutage.org/>

### Cultural competencies

#### Oslo

Vigeland sculptures park

<http://www.vigeland.museum.no/en/vigeland-park>

Royal Palace Oslo

<https://www.visitoslo.com/en/product/?TLp=181644>

Nobel Peace Center, 45 NOK or \$7

<https://www.nobelpeacecenter.org/en/>

Holmenkollen Ski Museum & Tower

<https://www.visitoslo.com/en/product/?TLp=496475>

#### Stockholm

Nobel Museum, open 10-6pm, included!

<http://www.nobelmuseum.se/en>

Wasa museum, open 10-5pm, included!

<https://www.vasamuseet.se/en>

#### Copenhagen

Rosenborg, 10-4 pm, 110 DKK or \$22

<http://www.visitcopenhagen.com/copenhagen/rosenborg-castle-gdk410582>

Rundtaarn, 10-8pm, 25 DKK or \$5.

<http://www.rundetaarn.dk/en/>

Tivoli Park, 11am-12 am prices vary

<https://www.tivoli.dk/en/>

### Hotels

Cocks Pansjonat

<https://www.cochspensjonat.no/en/>

Scandic Kungens Kurva

<https://www.scandichotels.com/hotels/sweden/stockholm/scandic-kungens-kurva>

Urban Hotel Copenhagen

<https://urbanhouse.me/>

### Other Important Information

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

### *Academic Policies*

#### Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The 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 <http://www.uwo.ca/univsec/pdf/board/code.pdf>.

English Proficiency for the Assignment of Grades:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/english.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/english.pdf)

Accommodation for Medical Illness or Non-Medical Absences:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)

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

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf)

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

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

### Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

Additionally,

1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).
2. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### Support Services

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

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

Ombuds Office -- <http://www.uwo.ca/ombuds/>