



GLOBAL HEALTH PROMOTION

HEALTH SCIENCES 3250

COURSE DESCRIPTION:

As the world becomes more interdependent and the health of individuals and the health of nations are increasingly interrelated, global health is of vital concern. Designed for an interdisciplinary student mix, this course will explore issues identified as significant determinants of health (poverty, disease, illiteracy, environmental degradation) and strategies (activism, community development) to promote health within a global context. This case-study-oriented course will focus on the application of global principles in addressing current cases in global health. This course will also examine the social, political, and economic milieu in which these cases exist, as well as the applying the principles and knowledge gleaned from the lectures, readings, and discussions to solving real-life cases in global health, such as the Ebola epidemic in Africa or the acute toxic encephalopathy mystery illness among children in India.

PREREQUISITE(S):

Minimum of 60% [mandatory] in each of Health Sciences 1001A/B and Health Sciences 1002A/B. 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.

COURSE DETAILS AND IMPORTANT DATES

Couse format	Venue	DAY	START	END
Lecture	See Brightspace for details			

For other important dates go to the Western Academic Calendar at www.westerncalendar.uwo.ca.

INSTRUCTOR CONTACT INFORMATION

Faculty	Prof. Ezezika
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Office	
Email	<u>oezezika@uwo.ca</u>
Office hours	By Appointment
COURSE COORDINATOR CONTACT INFORMATION	
Teaching Assistant	XX
Email	XX
Office hours	XX

COURSE GOALS

1. Develop an understanding of current and future global disease burdens and why population health is so poor in many developing countries
2. Learn how to design, implement, and scale innovations to address global health challenges, particularly in resource-constrained settings.

LEARNING OUTCOMES

Students who successfully complete this course have reliably demonstrated the ability to:

- Develop an understanding of past, present, and future global disease burdens
- Critically assess relevant research to evaluate previous achievements and future initiatives
- Generate practical and sustainable ideas for improving global health outcomes
- Differentiate types of global health actors and their different promotion efforts
- Identify strategies used to prevent or treat diseases in successful global health projects
- Execute problem-solving steps to complete various global health case study assignments

LECTURES

Global health is widely accepted as an area of study and research that prioritizes improving health for all people around the world, often via transnational cooperation. Based on this central theme, the present course introduces students to the fundamental concepts of understanding, measuring, and priority setting in past, current, and future global health issues. Students are exposed to the intricate relationships among social, environmental, economical, and political determinants of health, as well as the role that global health actors play in facilitating these relationships. There will be three hours of instruction each week. The first two hours consist of the primary lecture, which will include short presentations, case presentations, audio-visual materials, and group discussions following the Socratic style (a pedagogical method in which a series of questions are asked to uncover assumptions/presuppositions, enhance critical thinking skills, and engage a large group of students in a discussion). The last hour will be used for group study

discussions and guidance. Ample time will be available for questions, open discussion, and feedback on group projects.

There are no participation or attendance grades for this course, but you are encouraged to attend lectures and actively participate in our class discussions as well as your group project meetings.

ASSIGNMENTS AND GRADING

Case Study Presentation (Group)	10%
Case study Proposal (Group)	20%
Peer to Peer evaluation	5%
Midterm	15%
Reflection I	10%
Reflection II	10%
Final Exam	30%

OWL

You are responsible for the information posted to and through the course OWL site.

ALL STUDENTS ARE EXPECTED TO USE THE DISCUSSION BOARD FUNCTION ON OWL FOR THEIR CONTENT- RELATED QUESTIONS RATHER THAN SEND EMAILS.

CASE STUDY PRESENTATION (GROUPS): 10%

You have been given \$500,000 by the World Health Organization to create a response that aims to address one of the following health challenges:

1. Ebola Epidemic (Congo)
2. Ebola Epidemic (Guinea)
3. Ackee Fruit toxicity (Jamaica)
4. Acute toxic encephalopathy (India)
5. Acute toxic encephalopathy (Vietnam)
6. Nutrition Transition (Tanzania)
7. Nutrition Transition (Uganda)
8. Nutrition Transition (South Africa)
9. Diphtheria Outbreak (Bangladesh)
10. Indigenous health - Diabetes (Canada)

In teams of 5-6 students, which would be randomly assigned, you are asked to design a response in the form of a Presentation (See grading rubric). Each team will focus on one of the aforementioned problems. The first step in any successful project is to develop a thorough understanding of the socio-cultural, economic, and geographic landscape in which your project will take place. Then identify a specific aspect of the problem you want to solve and a specific community to situate your project. Ensure that you provide a rationale for your selections. Each presentation should be no longer than **10 minutes** and include the following:

- A description of the basis of the problem
- A detailed description of WHAT your response is and how it functions
- Budget of Expenditures

THE BUDGET:

See sample guidance from Global Affairs Canada for examples of cost categories that might be applicable to your project such as salaries, travel and training costs.

https://www.international.gc.ca/world-monde/funding-financement/eligible_costs_guidance-directives_cout_admissibles.aspx?lang=eng

One project objective is to enable students to immerse themselves in their focal country. Toward that end, students are to provide a budget that is authentic to the project implementation site by gathering cost estimates for the budget from local (country-specific) websites. For example, if my country is Ghana, I would read about Ghana's currency, then conduct a rough google search on cost estimates needed for my project, such as living expenses and salaries. I would use sites such as the ones below to help with my budget:

- Salaries for jobs in Ghana: <https://worldsalaries.com/average-salary-in-ghana/>
- Transcription services in Ghana: <https://www.upwork.com/hire/transcriptionists/gh/accra/>
- Hardware purchases: <https://www.laptoppalacegh.com/>
- Cost of living in Ghana: <https://www.numbeo.com/cost-of-living/in/Accra>

All presentation slides are due the day before your presentation and should be uploaded to OWL.

CASE STUDY PROPOSAL (GROUPS): 20%

In your small case study groups, you will create a report that must include the following:

A brief description of the problem (500 characters): Describe and quantify the specific aspect of the problem you will address and provide information/references that outline the basis of the problem.

A brief description of the health intervention(s) that already exists (1000 characters): Describe what other evidence you have been able to find that targets the problem you are aiming to solve. What is the quality of that evidence? Include a brief outline of how you chose to approach the specific target population in your country, the unique circumstances in this population, and any evidence that informed the target for your response.

Description of WHAT your response is (1500 characters): How are you responding to this issue? Who are you, and where are you based out of? Who is involved? How does it address some of the needs regarding this health issue? How is your response evidence-informed?

Description of HOW your response functions (1500 characters): How does your response “work”? What is the role of your employees, stakeholders, volunteers, or other major constituents? How will your target population access or engage with this response? Do you have a logic model or visual model that can explain how the implementation process will occur? How valuable do you think the government in your target country will find this response? Will they be likely to appreciate this response? What is the feasibility of response plans?

Impact & Evaluation (500 characters): What will be the impact of your response? What is considered a “successful” response? How will you be collecting data/keeping records to measure and evaluate this “success”? How does your program align with/against other types of responses that exist? What might be missing or beyond your scope to address?

Historical & Ethical Considerations (500 characters) How does your group’s social positionality (age, class, race, gender) impact the role your response plays? What do you know about the historical progression of how this issue came to be? What are some of the ethical questions you anticipate will come up in creating this response? Do you anticipate that your response might compromise the comfort and safety of your target population, and how will you address this?

Budget of Expenditures (500 characters): What are some of the anticipated costs of creating a response like this? Will you be hiring people from different divisions? How many people will you hire to support this response, and what will you pay them? Do you expect there to be any upkeep/logistical costs? Do you anticipate your response will make money? If so, how?

Details of the budget should be submitted as an appendix.

CHARACTER LIMIT:

- Character limits (include spaces and any in-text citation) are used by major funders such as Grand Challenges Family and the Bill & Melinda Gates Foundation for seed grant applications – requiring concise writing.
- Concise writing mirror real-world experience for many global health grant applications, teaching you to avoid verbosity and to make a compelling case for funding. See an article that describes the enriching experience for other students:
<https://journals.sagepub.com/doi/abs/10.1177/2373379920930723>

All reports are due by **midnight on Thursday, November 24**. Late reports will be penalized 5% per work-day, for the first 7 days of lateness; thereafter reports will not be graded.

PEER EVALUATION: 5%

Please complete the peer evaluation for your teammates with respect to their involvement in the project over the course of the semester (See grading rubric). All peer evaluations should be submitted by

REFLECTIONS I & II: 20%

Two reflection papers each worth 10%. Each reflection will be 300-500 words. Both papers should be submitted on OWL. Reflection I should be submitted by **Thursday, September 26 at 11:59 pm**, and Reflection II should be submitted by **Thursday, November 21 at 11:59 pm** (See Appendix I for more details).

MIDTERM EXAM: 15%

The midterm exam will comprise multiple choice questions and short answers and will take place during class time in the lecture room for the course.

FINAL EXAM: 30%

All students, except those with pre-existing arrangements through SSD services, will write the final exam at the date and time scheduled by the University. The final exam will be cumulative and include a mixture of questions that include multiple-choice questions, short answer questions, and/or case study questions.

All students must write the final exam at the scheduled date and time. If students miss a final exam (e.g., because of a serious illness or crisis), they must file a petition with the Registrar's Office with supporting documentation stating the reasons and dates for their absence. The Registrar's Office will establish the date of the make-up exam; the format and content of the make-up exam may differ from the original exam.

COURSE OUTLINE**RECOMMENDED TEXTBOOK:**

An Introduction to Global Health, Canadian Scholars Press (3rd Edition) by Michael Seear, Obidimma Ezezika

Week	Topic	Required Reading
Session 1 Sept 5 (Thu)	What Is Global Health <ul style="list-style-type: none"> ▪ Understand the scope of the subjects covered by the term "global health" ▪ Understand how global health relates to the new Sustainable Development Goals (SDGs) ▪ Start to apply human faces and experiences to the broad concepts of poverty, malnutrition, and injustice 	Chapter 1 Ezezika, O.C. (2016). Building Trust: A Critical Component of Global Health. <i>Annals of Global Health</i> , 81(5), pp.589–592 http://doi.org/10.1016/j.aogh.2015.12.007
Session 2 Sept 12 (Thu)	How to Define and Measure Health <ul style="list-style-type: none"> ▪ Understand the central importance of defining and measuring health outcomes in improving the effectiveness of aid projects. ▪ Appreciate the difference between simply counting the extent of disease and measuring the societal burden of disease. ▪ Know the definitions of the commonly used health variables ▪ Understand how data is collected and appreciate the range of errors involved 	Chapters 9
Session 3 Sept 19 (Thu)	A History of International Aid <ul style="list-style-type: none"> ▪ Understand the broad trends that have shaped the modern aid industry since its start after World War II ▪ Understand the origins of the principal foreign aid institutions and organizations. 	Chapter 2

	<ul style="list-style-type: none"> Gain insight into the long history of trial and error that lies behind the current large-scale foreign aid initiatives Appreciate the rapidly changing world of aid in the new millennium 	
Session 4 Sept 26 (Thu)	The Basic Requirements for a Healthy Life <ul style="list-style-type: none"> Evaluate the principal requirements for a healthy life, particularly the contributions of income, medical care, and social equity Appreciate some of the complex determinants of health that appear once the basic needs have been met Understand that a knowledge of the major determinants of health is an essential foundation for anyone interested in designing effective development strategies <p><i>*Reflection 1 due on Sept 26</i></p>	Chapters 6
Session 5 October 5 (Thu)	Mid-term	
Session 6 Oct 10 (Thu)	Water, Sanitation, and Infectious Diseases in Developing Countries <ul style="list-style-type: none"> Appreciate the absolutely central place of water and sanitation in population health and the cost-effective nature of hygiene initiatives Appreciate the extent of poor living standards around the world and the huge numbers of people who do not have access to clean water or sanitation Understand the pathology and treatment of the three major infectious diseases—malaria, HIV/AIDS, and tuberculosis Appreciate the range of less well-known but still important infectious diseases Understand the pathology and treatment of the major infectious diseases of children 	Chapters 8 Ezezika O, Mengistu M, Lear T (2021) Implementation of the Meningitis Vaccine Project in Africa: lessons for vaccine implementation programs. <i>Journal of Global Health Reports</i> : e2021097.
NO CLASSES BECAUSE OF FALL BREAK (October 12 – 20)		
Session 7: October 24 (Thu)	Malnutrition <ul style="list-style-type: none"> Evaluate the underlying causes, adverse effects, and prevalence of malnutrition in developing countries. Understand the different types of malnutrition (ranging from micronutrient to macronutrient deficiencies) Understand the main methods used to measure and define malnutrition in population studies. Understand the common causes of inadequate food supply, and the complexities and problems associated with food aid to developing countries 	Chapter 6
Session 8 October 31 (Thu)	Group Presentations (Groups 1- 5) <i>*GROUPS 1-5: SUBMIT FINAL PRESENTATIONS TO OWL BY MIDNIGHT Oct 18</i>	
Session 9 Nov 7 (Thu)	Group Presentations (Groups 6-10) <i>*GROUPS 6-10: SUBMIT FINAL PRESENTATIONS TO OWL BY MIDNIGHT October 25</i>	

Session 10: Nov 14 (Thu)	<i>In-Class Group Project Meetings</i>	
Session 11 November 21 (Thu)	Primary Health Care Strategies: The Essential Foundation <ul style="list-style-type: none"> ▪ Understand the central importance of preventive medicine and health promotion strategies in the maintenance of population health ▪ Appreciate the practical problems associated with implementing primary health care initiatives ▪ understand the evolution of primary health care strategies and their contribution to current maternal and child-care initiatives. ▪ understand the organization and funding of developing world health services. <p><i>* Reflection II due on Nov 21</i></p>	Chapters 12
Session 12 November 28 (Thu)	<i>Proposal Development</i> <i>*Proposals due Nov 28</i> <i>*Peer to Peer Evaluations due Dec 02</i>	
Session 13 December 05 (Thu)	Planning and Preparing for Safe and Effective Development Work <p>Prepare and plan for an overseas development project</p> <ul style="list-style-type: none"> ▪ Appreciate the ethical problems associated with aid projects. ▪ Know how to stay healthy working in a developing country ▪ Understand how to work effectively and co-operatively in a new culture. 	Chapters 18 Ezezika, O. C. 2014. How do you build trust with communities involved in your research? SciDev.Net's practical guides, Science and Development Network: www.scidev.net/global/communication/practical-guide/engage-participants-field-research.html

PROPOSAL GRADING RUBRIC	
Mark	Criteria
___/20	<p>Boldness and Creativity</p> <ul style="list-style-type: none"> ▪ Is the proposed idea innovative and bold? ▪ Is it "outside the box"? Does it have the potential to leap-frog conventional approaches? ▪ Can the innovation and delivery mechanisms be readily implemented in the target region to improve global health? ▪ Is the proposal creative enough to have the potential to tackle the problem from a different angle, in order to make a substantial impact on a global health problem?
___/20	<p>Impact</p> <ul style="list-style-type: none"> ▪ Is the potential impact of the proposed innovation on global health important, both in terms of a number of people reached and impact per person?
___/20	<p>Technical Merit/Project Execution Plan/Evaluation</p> <ul style="list-style-type: none"> ▪ Is the project scientifically/technically sound and feasible within the seed grant funding and timeline? ▪ Does the approach and budget represent an efficient use of resources?
___/20	<p>Scale and Sustainability</p> <ul style="list-style-type: none"> ▪ Does the proposed idea have a path to, and potential for, impact at scale? ▪ Markers of potential for scale and sustainability include: involvement of partners who can help the innovation to scale, potential to leverage or generate funding to sustain the innovation, and alignment to the health plan of the region in which it is being implemented.
___/20	<p>Project Lead and Team</p> <ul style="list-style-type: none"> ▪ Do the team and identified partners have the skills to carry out the proposed activities? ▪ Do they demonstrate the commitment and leadership needed to transition ideas to scale?
___/100	<p>Overall Comments</p>

TRAITS OR CHARACTERISTICS OF HIGH-QUALITY WORK:

- Very well written with only minor edits needed.
- Leaves the reader with a clear overview of the problem and demonstrates an understanding of the complexities of the health issue.
- Very well organized.
- Presents feasible solutions that take into account the cultural, and socioeconomic constraints of the target region.

CASE STUDY PRESENTATION GRADING RUBRIC

Case Study presentations will be graded as follows:

Mark	Criteria
/20	Comprehension <ul style="list-style-type: none"> ▪ Does the presentation clearly outline the aims of the response? ▪ Does it present what is significant? ▪ Does it follow a logical sequence?
/20	Engagement <ul style="list-style-type: none"> ▪ Does the presentation make the audience want to know more? ▪ Do the speaker(s) convey a deep understanding and connection to their work? ▪ Does the presentation capture and maintain the audience's attention?
/40	Communication/Q&A <ul style="list-style-type: none"> ▪ Is the response and its significance communicated in language appropriate for a non-specialist audience? ▪ Do the speakers avoid scientific jargon, clearly explain terminology, and provide adequate background information to illustrate their points? ▪ Does the presentation give adequate time for each element (e.g. sections, topics covered etc.)? ▪ Do the speakers demonstrate the ability to answer and respond appropriately to questions (e.g. admit when you don't know; ability to take criticism without getting defensive) and to work as a team (e.g. don't contradict one another in your responses, share questions)
/20	Slides <ul style="list-style-type: none"> ▪ Were the slides clear, legible and concise? ▪ Did the visuals (e.g. info-graphs or pictures) support the presentation?
/100	Comments

GROUPS 1- 5: SUBMIT FINAL PRESENTATIONS TO OWL BY **MIDNIGHT OCT 30**

GROUPS 6- 10: SUBMIT FINAL PRESENTATIONS TO OWL BY **MIDNIGHT OCT 30**

(YOU'RE **NOT** ALLOWED TO MAKE ANY CHANGES TO YOUR PRESENTATION AFTER SUBMISSION)

PEER EVALUATION (INDIVIDUAL)

SUBMIT TO OWL BY **MIDNIGHT DEC 02**

Please fill out this template and the following guidelines should be followed:

- Identical evaluations of all team members are unlikely. Please do not avoid the responsibility of this procedure.
- Very high and very low evaluations should be given extra substantiation in writing.

Peer evaluations submitted late will result in a deduction of 2.5% on *your own* peer evaluation score each day for which the evaluation is late (e.g. if your teammates rated your participation as 85% it would be reduced to an 80% if you submit your evaluations one day late; and reduced to 75% if submitted two days late.).

Five factors should be considered separately for each team member. For each factor please assign a numerical value between 0 and 5 (half grades, e.g. 3.5 are acceptable), where 0 indicates that the team member did not contribute at all to a particular aspect of the team and 5 indicates exceptionally good behaviour with respect to the aspect in question.

Amount of work done: meetings attended, research and analyses, report writing, typing, editing, etc.

Intellectual contribution: ideas, provocative suggestions, sage advice, useful devil's advocacy, etc.

Feedback: Ability to listen and incorporate the ideas and inputs of other members in the development of your group project

Reliability: the team member's performance at meeting deadlines, attendance at meetings, delivery of work promised, etc.

Group relations: leadership supplied, constructive actions vs. disruptive behavior, assistance provided to teammates, etc.

Peer-peer evaluation: 100 – 300 words per person

[TYPE YOUR NAME HERE]

<i>Team Member</i>	<i>Amount of work done</i>	<i>Intellectual contribution</i>	<i>Feedback</i>	<i>Reliability</i>	<i>Group relations</i>
[Type Name 1 here]	[value between 0 & 5]	[value between 0 & 5]	[value between 0 & 5]	[value between 0 & 5]	[value between 0 & 5]
[Type Name 2 here]	[value between 0 & 5]	[value between 0 & 5]	[value between 0 & 5]	[value between 0 & 5]	[value between 0 & 5]
[Type Name 3 here]	[value between 0 & 5]	[value between 0 & 5]	[value between 0 & 5]	[value between 0 & 5]	[value between 0 & 5]
[Type Name 4 here]	[value between 0 & 5]	[value between 0 & 5]	[value between 0 & 5]	[value between 0 & 5]	[value between 0 & 5]
[Type Name 5 here]	[value between 0 & 5]	[value between 0 & 5]	[value between 0 & 5]	[value between 0 & 5]	[value between 0 & 5]

REFLECTION GRADING RUBRIC

	Unacceptable 2	Minimal 3	Sufficient – 4	Superior - 5
Understanding	Response demonstrates a lack of understanding of the global health concept or theory introduced.	Response demonstrates minimal understanding of the theory or concept(s) introduced.	Response demonstrates a general understanding of the theory or concept(s) introduced.	Response demonstrates an in-depth understanding of the concept(s) introduced.
Reflection	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.
Evidence and Practice	Response shows no evidence of synthesis of ideas presented and insights gained throughout the course. No implications for in promoting both personal and community	Response shows little evidence of synthesis of ideas presented and insights gained throughout the course. Few implications of these in promoting both	Response shows evidence of synthesis of ideas presented and insights gained throughout the course. The implications of these insights in promoting both personal and	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the course. The implications of these insights in promoting both personal and community health convincing and

	health are presented, as applicable.	personal and community health are presented, as applicable.	community health are presented, as applicable.	thoroughly detailed, as applicable.
Structure/Coherency	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing

Adapted from: Central Piedmont Community College. Reflection Evaluation Criteria. Retrieved from: web.uri.edu/assessment/files/reflection_rubric.doc

ACADEMIC INTEGRITY

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

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

Written work:

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>)

COMPUTER-MARKED MULTIPLE-CHOICE TESTS AND/OR 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

IN ACADEMIC WORK:

- Falsifying institutional documents or grades.

- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

Please avoid academic dishonesty, have confidence in your own ability to learn and grow academically by doing your own thinking and writing!

VIDEO AND AUDITORY RECORDING

Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted. For further information on University policies, please refer to the following links for details.

STUDENT SUPPORT AND ACCOMMODATIONS:

Make the most of the student support services on campus; these services listed below can not only be beneficial to your academic career but offer advice for personal/family issues that can greatly impact your academic goals.

ACCESSIBILITIES SERVICES

Students with various learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach me and/or Accessible Education (AE) as soon as possible.

http://academicsupport.uwo.ca/accessible_education/index.html AE staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let them and me know your needs, the quicker we can assist you in achieving your learning goals in this course.

HEALTH & WELLNESS

The undergraduate experience is rewarding and challenging socially, emotionally, and intellectually. Finding ways to balance scholarly life with our personal lives can be tough, but it's important to learn how to manage stress. Western provides several health and wellness-related services to students, which may be found at <http://www.health.uwo.ca/>. You can also check out the Campus Recreation Centre or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>), for alternative spaces to reconnect with your bodies and restore your spirit. You may also want to access local resources that are closer to where you are living during the school year. Recalibrating ourselves emotionally begins with slowing down, reminding ourselves that we are ok, and taking a few deep, slow breaths. This remarkably effective strategy brings the body from stress mode into a more relaxed state.

If you are in emotional or mental distress should refer to Mental Health@Western Mental Health Support - Health & Wellness - Western University (uwo.ca)for a complete list of options about how to obtain help or Thames Valley Family Services (<https://www.familyservicethamesvalley.com/>), a trusted provider within the community. 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). It's also advisable to have a wellness safety plan if you don't want to reach out to formal services. Having the numbers of a few trusted individuals is another strategy.

CONTINGENCY PLAN FOR AN IN-PERSON CLASS PIVOTING TO 100% ONLINE LEARNING

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>.

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:

- (i) 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*
- (ii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to academic advising office 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 either the self-reported absence or SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic advising office within two business days after the date specified for resuming responsibilities**

SHS GRADE POLICY

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

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that 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

It is expected that the grades for this course will fall between 74-78. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with school policy.

Year 1: 68-72

Year 2: 70-74 (core) and 72-76 (elective)

Year 3: 72-76 (core) and 74-78 (elective)

Year 4: 74-80

APPENDIX I

Reflection #1 – 10%

Due: Tuesday, September 26 at 11:59 pm

Reflection #2 –10%

Due: Tuesday, November 21 at 11:59 pm

In this course you have a unique opportunity to reflect on and put into practice aspects global health promotion that you have learned from lectures, tutorials or readings. You're encouraged to review this article including the appendices before writing your first reflection:

Ezezika, O., & Johnston, N. (2022). [Development and Implementation of a Reflective Writing Assignment for Undergraduate Students in a Large Public Health Biology Course](#). *Pedagogy in Health Promotion*, Volume 9, Issue 2.

Reflection 1: Any concepts related to [sessions 1, 2, 3 or 4](#).

Reflection 2: Any concepts related to [sessions 5, 7, 8, 9, 10 or 11](#)

Reflection is an important activity that helps to enrich the learning experience¹. To assist you in understanding the level of reflection expected, please refer to the evaluation rubric on page two. **Total reflection length is 300 to 500 words.**

For each reflection you will answer the following questions:

- 1) How one or more concepts from this course (from course readings, lectures, class activities or assignments) changed or reinforced your understanding of global health equity and promotion?
 - Your description should demonstrate your understanding of the concept(s) you have chosen to highlight.
- 2) How does the concept relate to you personally?
 - Consider how the concept connects to your life personally.
- 3) Has your understanding of the concept moved you to either apply or intend to apply it to your health or to those around you?
 - Has your understanding and reflection had any implications for your health?
 - Has your understanding and reflection had any implications for your career?

WHAT & HOW TO SUBMIT

Your reflection must be typed and submitted as an electronic copy in Microsoft Word .DOCX or PDF format. Submit your assignment using the Western learning management system (OWL: Individual Reflection).

You should include a cover page with your name and student ID. The reflection should be double spaced. APA reference style should be used. Example of an annotated student paper: <https://apastyle.apa.org/style-grammar-guidelines/paper-format/student-annotated.pdf>

¹ Kolb, D. 1984. *Experiential learning*. Englewood Cliffs, NJ: Prentice Hall.