

HS3721B – Aging Globally: Lessons from Scandinavia 2024-2025

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

Course Description

Aging Globally: Lessons from Scandinavia is an international course that will introduce students to healthcare systems, public health policies and practices, care delivery in homecare, hospitals and long-term care, as well as aging research in three Scandinavian countries: Denmark, Norway, and Sweden. This year the course tutorials will be delivered online in collaboration with our international partners. The objective of the course is to explore and identify what we can learn from arguably the best healthcare systems in the



world, when it comes to disease prevention, management of chronic disease and health-related quality of later life. Together with students from interdisciplinary programs at the OsloMet University in Oslo, we will work on a case study and a virtual visit to Almas House. Also, we will explore the Nordic approach to management of health of older adults, discover the latest research in aging, learn about health policies in the National Board of Health and Welfare, and virtually meet researchers, policy makers, staff and management in diverse healthcare settings and community organizations.

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

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



Course Instructor: Aleksandra Zecevic, PhD, Associate Professor, School of Health Studies, (azecevi2@uwo.ca). In email communication with professor or TA, please indicate “HS3721” in subject line.

Leadership Team:

Teaching Assistant:

OsloMet instructors: Anne Lund, PhD (annelu@oslomet.no), Bjorg Thordardottir, PhD (bjorgt@oslomet.no), André Bachke (andrebac@oslomet.no), Way Kiat Bong, PhD (wayki@oslomet.no)

Shared Google Drive: Many course activities, such as upload of videos, presentations, sweater design and trip planning use Google Drive

https://drive.google.com/drive/folders/1ItietJgc5D2Qwk59fOab53LeM_Hy_O2u?usp=sharing For example, all COIL (collaborative online international learning) activities we conduct jointly with OsloMet students, are in the folder 2:

<https://drive.google.com/drive/folders/1G4cfhJQbQkfAWxHyBqR-A3OXEeK6GQXj?usp=sharing>

Course Format

The course is offered as a third-year elective, in the winter term (January-April), and is weighted as 0.5 FCE. The course is offered in a blended format, combining online pre-trip synchronous and asynchronous activities, and in-person trip through Scandinavia in May. Students and the professors will meet online for mandatory synchronous tutorials and several select lectures. As a Western student you will work in multinational, trans-Atlantic interdisciplinary team with students from OsloMet (Norway) on two assignments. Your graded assignments will include a presentation on one partner organization, a video on cultural competencies, a case study executive summary, infographic and a video pitch, a video of findings from tech hub for dementia called Almas House,



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

Readings

Required (consider audio) books:

- Michael Booth (2016). The almost nearly perfect people: Behind the myth of the Scandinavian utopia. https://www.amazon.ca/Almost-Nearly-Perfect-People-Scandinavian/dp/1250081564/ref=cm_cr_ar_p_d_product_top?ie=UTF8
- Helen Russell. (2015) The year of living Danishly: Uncovering the secrets of the world’s happiest country. Icon Books Limited. ISBN-13: 978-1785780233

Selected optional readings are posted under weekly lessons on OWL

Select websites are posted on OWL. Check this out: <https://www.gapminder.org>

Consent for Future Use of Your Contributions

You will be asked by the course instructor to provide a consent for future use of your contributions to the course, such as creative products, reflections, photographs, videos, ePortfolio, and similar. Your contributions will be used with utmost respect, care, and recognition. Please use this link to review and provide consent *before* January 17: <https://forms.office.com/r/fZQpJ69P2Q>

Course Evaluation

Grade Component	%	Evaluator
Individual grade (55%)		
Engagement (attendance, teamwork, discussion, participation)	15	TA/prof
Individual reflections (3 total)	15	TA/prof
ePortfolio (includes fourth reflection)	25	TA/prof
Team grade (45%)		
Case study (elevator pitch video, infographics, 3-page summary)	15	TA/profs/class
Almas House Virtual Tour 3-min video and discussion	10	TA/profs/class
Cultural Competencies 3-min video and discussion	10	TA/profs/class
Partner Organizations 3-min presentation and discussion	10	TA/prof

COURSE PREPARATION

We begin the course with asynchronous activities you would preferably complete BEFORE the first tutorial.

- Read syllabus carefully and familiarize yourself with all aspects of the course. Review Class Schedule, follow instructions and prepare questions for the first class.
- Make a plan how to succeed, record deadlines in your calendar, prepare questions, and follow instructions.
- Review OWL and get to know how things are organized.
- Review Google Drive, especially COIL with OsloMet students . Watch Welcome video and testimonials by past students. Sign up for a team you want to work with on Case Study and Almas House. https://drive.google.com/drive/folders/1tietJgc5D2Qwk59fOab53LeM_Hy_O2u
- Set your intention and write down SMART goals for this course using Goal Setting Module on OWL.
- Review OWL modules on Teamwork, Reflection, and ePortfolios.
- Review and complete the Consent Form (<https://forms.office.com/r/fZQpJ69P2Q>)
- Check which two teams you were randomly assigned to (see Site Info on OWL).
- Watch testimonial videos by past participants on Google Drive, Meg and Dag (2018) and Danilla (2019).
- Watch mini-lecture videos/presentation slides on Google Drive to get to know expertise of your professors.
 - Aleksandra Zecevic, PhD (Western): Aging around the world and Canada (12:20 min)
 - Anne Lund, PhD (OsloMet OT): “If I couldn’t do...” - Experiences from older adults with stroke (3:11)
 - Anne Lund, PhD (OsloMet OT): Everyday activities after stroke (4:37)
 - Bjorg Thordardottir, PhD, OsloMet OT: Health technology and independent living among older people (9:52)
 - André Bachke, OsloMet Nursing: Norwegian health care: The home healthcare services from a nursing perspective.
 - Way Kiat Bong, PhD, OsloMet TKD: Welfare technology in Norway (12:14)



Class Schedule (due dates are in red)

Week	Date	Tutorial	Date	Lecture
1	Jan 9	<p>*All tutorials are on Zoom*</p> <p>https://westernuniversity.zoom.us/j/92462178706</p> <p>WELCOME TO YOUR CROSS-ATLANTIC CLASSROOM!</p> <p>Kick -off event, welcome, team building exercises</p> <p>Introduction to Case Study and Almas House</p>	Jan 10	<p>WHY AND HOW OF THIS COURSE</p> <ul style="list-style-type: none"> Syllabus Q&A Goals setting, OWL modules Working in teams (9:45-10:15), discussion, lessons learned, teams assignments Consent form <p>Homework before next week:</p> <ul style="list-style-type: none"> Organize team meeting & establish weekly meeting schedule with Case Study team Meet members of your teams for cultural competencies video and partner organization presentation Review Almas House virtual videos asynchronously Review CAN, SWE, DEN and a country of your ancestors on the Dollar Street https://www.gapminder.org/dollar-street Deadline to pay the second installment for travel is Jan 10, 2024
2	Jan 16	<p>CASE STUDY Q&A</p> <p>Teams work on case study, class reflection</p>	Jan 17	<p>INTERCULTURAL COMPETENCIES</p> <ul style="list-style-type: none"> Team building exercise – The wheel of personalities. Guest presentation: Nanda Dimitrov, PhD, Intercultural communication strategies to help your trans-Atlantic team succeed (9:30-10:30 am) Where do you live on the Dollar Street? <p>Homework before next week:</p> <ul style="list-style-type: none"> Start research for cultural competencies video and partner organization presentation, draft a story for each Continue asynchronous analysis of Almas House virtual videos Compulsory completion of module on Anti-racism (7-8 hrs) https://www.edi.uwo.ca/trainings-and-certificates/certificates/
3	Jan 23	<p>Teams work on case study, class reflection</p>	Jan 24	<p>UNPACKING ANTI-RACISM</p> <ul style="list-style-type: none"> Guest presentation and discussion with Zoe Leyland, PhD, Faculty of Health Sciences, Coordinator EDIDA & IPE (8:30-10:15 am) <p>Homework before next week:</p> <ul style="list-style-type: none"> Continue creating partner organization presentation Continue asynchronous analysis of Almas House virtual videos Finalize 3-min Cultural Competencies video and upload the video on Google Drive before Saturday Jan 27 @11:59 pm Watch cultural competency videos of ALL teams and provide your feedback https://forms.office.com/r/7vXJn7ZE8k before next lecture
4	Jan 30	<p>Case Study Q&A, progress reports,</p>	Jan 31	<p>Reflection 1 due in class</p> <p>CULTURAL COMPETENCY VIDEOS DISCUSSION</p>

		draft of infographics		<ul style="list-style-type: none"> Class discussion: What did you learn about Scandinavian culture? <p>Homework before next week:</p> <ul style="list-style-type: none"> Finalize 3-min video with results of Almas House analysis and upload the video on Google Drive before Saturday Feb 3 @11:59 pm Watch Almas House videos of all teams and provide your feedback https://forms.office.com/r/7vXJn7ZE8k before next lecture Continue creating partner organization presentation Deadline to pay the last installment for travel is Feb 1, 2024 NO EXCEPTIONS!
5	Feb 6	Teams work on case study, class reflection	Feb 7	<p>ALMAS HOUSE DISCUSSION – Zoom with OsloMet https://westernuniversity.zoom.us/j/92462178706</p> <ul style="list-style-type: none"> Class discussion: What was the most important lesson you learned? <p>Homework before next week:</p> <ul style="list-style-type: none"> Continue creating partner organization presentation Midterm course feedback (OWL)
6	Feb 13	Wrap-up Case Study – revise infographics, final draft of 3- page summary, script for 3 min “pitch” video	Feb 14	<p>NO LECTURE</p> <p>Homework before next week:</p> <ul style="list-style-type: none"> Submit Case Study pitch video, infographics and 3-page summary files on Google Drive and OWL before Saturday Feb 17@11:59 pm Watch Case Study videos of all teams and provide your feedback https://forms.office.com/r/7vXJn7ZE8k before next lecture Complete pre-departure Module BEFORE March 6, 2024 https://international.uwo.ca/learning/safety_abroad/predeparture_training.html Start working on ePortfolio
7	Feb 20	No tutorial	Feb 21	<p>NO LECTURE</p> <p>Reading Week at Western and OsloMet</p>
8	Feb 27	No tutorial	Feb 28	<p>Reflection 2 due in class</p> <p>CASE STUDY DISCUSSION – Zoom with OsloMet https://westernuniversity.zoom.us/j/92462178706</p> <ul style="list-style-type: none"> Class discussion: What did we learn from each other? <p>Homework before next week:</p> <ul style="list-style-type: none"> Continue creating partner organization presentation Produce a draft of your ePortfolio
9	Mar 5	No tutorial	Mar 6	<p>PRE-DEPARTURE GSO REQUIREMENTS, SAFETY, CODE OF CONDUCT</p> <ul style="list-style-type: none"> Guest speaker: Alyssa Szilagy, Western International. GSO funding requirements and deadlines. Reflection on wrap-around support received so far in the course. (8:30-9:00)

				<ul style="list-style-type: none"> • Guest speaker: Pin Sun, Western International. Risk management Briefing and Q&A. (9:00-10:00) • Deadline for completion of mandatory pre-trip requirements: Western International pre-departure modules; GSO pre-trip survey, iSOS sign-up, Western's Travel Registry, buddy list, contact info, insurance, consents. Final check. NO EXCEPTIONS <p>Homework before next week:</p> <ul style="list-style-type: none"> • Finalize and practice partner organization presentation • Upload partner organization presentation slides on Google Drive before Mar 10@4 pm
10	Mar 12	No tutorial	Mar 13	<p>PARTNER ORGANIZATIONS PRESENTATIONS AND DISCUSSION</p> <ul style="list-style-type: none"> • Attend all presentations • Upload a question (or more) for each partner organization on Forum (min 9 questions in total) • Class discussion – Which partner inspired me the most? How will I maximise potential of meeting the partner?
11	Mar 19	No tutorial	Mar 20	<p>“ASK ME ANYTHING ABOUT HEALTHCARE IN NORWAY”</p> <ul style="list-style-type: none"> • Seminar style interactive Q & A session with professors from OsloMet University
12	Mar 26	No tutorial	Mar 27	<p>Reflection 3 due in class</p> <p>ePORTFOLIO and TRIP PREP</p> <ul style="list-style-type: none"> • ePortfolio – Why? What? How? Table of content, goal setting, list of first (eat, say, visit, do, express...), examples + Q&A Q&A about the trip
13	Apr 2	No tutorial	Apr 3	<p>FINAL TOUCHES</p> <ul style="list-style-type: none"> • T-shirt pick-up • Pre-trip de-briefing on trip preparation: flights, insurance, consents, permission to release info, contact list, allergies, health, diet... • Pre-trip course feedback (OWL) • See you in Stockholm hotel reception @ 5 pm!
	May 11-23			12 days travel through Scandinavia as per itinerary below
	May			<p>Saturday May 25, 2024 at 11:55 pm deadline to:</p> <ul style="list-style-type: none"> • Submit ePortfolio on OWL • Submit <u>official</u> course evaluations at https://feedback.uwo.ca • Submit unofficial feedback to Dr. Z • Submit GSO post-trip survey

Engagement (attendance, teamwork, discussion, participation)

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

Teamwork

You will work in a multinational and interdisciplinary team on two assignments: Case Study and Almas House. In another two assignments you will work in randomly assigned Western-students-only teams that will research and prepare short videos about international partner organizations and cultural competencies. **Please sign up on Google Drive** for a team that best fits your interest in the **Case Study** questions. Teamwork Module on OWL offers numerous tools to help you learn effective teambuilding strategies. It is imperative that every student contributes the utmost of their talent to the final team products. Remember, this is not a competition! Every student has a responsibility for the success of their own team, and the success of every other student in the course. All members of the team will receive **the same mark** for team activities.

Reflections

Personal reflections are the heart and glue of this course. Your reflections will capture your learning, growth and transformation before, during and after the course. Make sure you familiarize yourself with all aspects of the **Reflection Module** available on OWL, especially the 4 C's of Critical Reflection: Continuous, Connected, Challenging, and Contextualized. It is recommended that you keep a journal of your experiences in ePortfolio before and during the trip, and extract from it the memorable and influential moments for your reflection assignments. There are 3 written personal reflection assignments during the course, and all will be graded.

You will incorporate the final 4th reflection into your ePortfolio. Reflections should be written in Microsoft Word. You will upload 3 reflections on OWL **before** the due date (highlighted in red on Class Schedule table above) for the TA to grade. Please note the formatting of narratives must concur with the following **criteria**: student name, student number, title, line spacing 1.5, Arial 11 font, margins 1" for all sides, max 450 words or ONE page only. The professor/TA will not read more than one page. Anything you write beyond this limit will not be graded! A template for reflective narratives and grading rubric are available under Course Materials on OWL. To help you learn the grading rubric, professor strongly recommends that you exchange your first reflection with one of your classmates and ask them to have it peer graded. Discuss what you have learned from each other and revise your reflections based on feedback you received. This will answer many of your questions and help you remember the 4 C's. You are welcome to do this for all reflections in this course.



Almas House - Analysis of Virtual Visit Video Stories

<https://app.lapentor.com/sphere/almas-hus-1604687245>

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

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

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

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

Your team will capture your analysis and responses to the questions in a **3-min video** pitch you will post on Google Drive before Feb 3 @ 4 pm
https://drive.google.com/drive/folders/1_AWUxepYk1ZotsRcvLnwPFR2ynExN5XO?usp=sharing

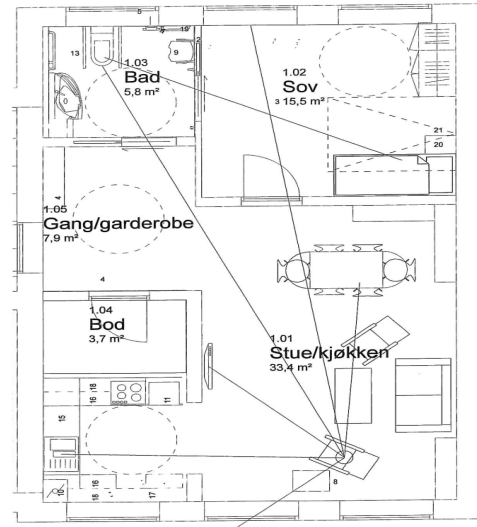
Watch videos of all the other teams in preparation for a lecture on **February 7, 2024** during which each team will have 5 min to reflect on lessons learned and our own unique place in making lives of people living with dementia better. After that each team will have 5 min for Q&A.

*Note: Almas House assignment is completed with your **Case Study** team

Almas House Cases

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

Almas hus, Plantegning (Almas House Floor Plan)
 The furniture is placed largely as on this floor plan.
 Bad -bathroom; Sov – bedroom; Gang/garderobe – entrance/wardrobe; Stue/kjøkken – living room/kitchen; Bod – storage



Case Study - Instructions

The Case Study is a centerpiece of collaboration between students and professors at Western University, OsloMet University and Karolinska Institute. Go to Case Study folder on Google Drive <https://drive.google.com/drive/folders/1RBgKwweGjtdjXfuidBCEYZx0888SJRb?usp=sharing> carefully read the Case Study and questions each team will work on, contemplate and reflect on questions and then select the team you would like to work on. Use the table <https://drive.google.com/drive/folders/1G4cfhJQbQkfAWxHyBqR-A3OXEeK6GQXj?usp=sharing> to sign-up for a topic and the team of your choice. You will work with this same team on Case Study and Almas House assignment.

The Case Study is designed to help you comparatively explore and learn about healthcare systems and provision of care to older adults in Canada, Norway, and Sweden. Students from Health Sciences, Occupational Therapy, Physical Therapy, Nursing, and Computer Sciences from Western University (Canada), OsloMet University (Norway), and Karolinska Institute (Sweden) will work together in international multidisciplinary teams. Canadian and Norwegian students will complete joint work between January and March, and Swedish students will join-in during a full-day seminar in Stockholm.

Each team will work on answering one set of questions. Teams will meet during weekly tutorials (Tuesdays 8:30-9:30 am CAD time; 14:30-15:30 NOR time, see class schedule table) to research the issue they are working on locally, discuss what they have learned and how the answers to questions are different in Norway and Canada. To help you jump start your research, a list of helpful references used by students in previous years of this course is posted in folder References 2019-23. Team members will jointly come up with ideas on how health care for older adults can be improved to be more effective, better supported by technology and

result in greater patient/resident/client satisfaction. In **first two weeks of the course**, each team should **meet with professor(s)** to clarify Case Study questions and map the plan of action. To learn how to “pitch” your ideas, see recommendations from Dr. Giannoumis from OsloMet:

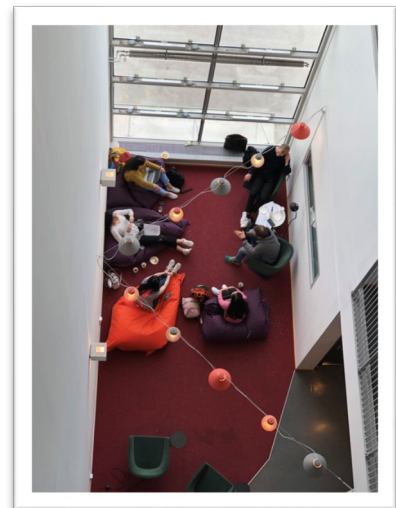
https://www.youtube.com/watch?v=u4ZoJKF_VuA

At the end, each team will showcase to the class their findings in an **infographic, 3-page executive summary** and **3-min pitch video** with combined multi-country findings and recommendations for improvements (country specific and overall) to answer the question: **“What can we learn from experiences of others?”**. The pitch video should include Aging Globally: Scandinavia course logo (posted on Google Drive), title slide with credentials, questions addressed, facts, comparisons, conclusions, and closing slide with names of authors, course name, and the year. Upload all files on Google Drive at deadlines specified in Class Schedule. On Wednesday, Feb 28, we will meet on Zoom with OsloMet students and professors to discuss overall findings of the Case Study. To prepare for class discussion you need to:

- a) Watch videos, and review infographics and executive summaries of all teams posted on Google Drive asynchronously before the class.
- b) Come prepared with questions for each team. Each team will have 15 min to showcase their findings in class Q&A.

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

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



The Case Study Aging Globally 2024

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

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

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

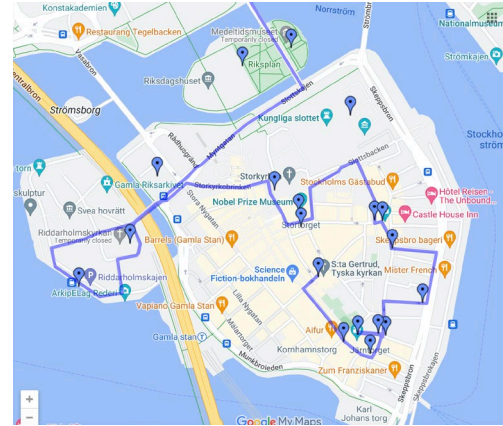
In 2020-2023, the COVID-19 pandemic caused great concern for the whole family due to high risk of infection and risk of dying for older people. Both Mr. and Mrs. Ali were fully vaccinated in 2021, and received all booster shots offered to older adults.

Case Study Questions

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

Cultural Competencies 3-min Video

This is the most fun activity in the course. The purpose of creating and watching cultural competencies videos of other groups is to learn more about the culture and ways of life in Europe and Scandinavian countries. Immerse yourself into these stories about geography, history, Indigenous people, languages, music, film, royal families, castles, cultural monuments, parks, food, and much more. Ask yourself: “When I get to Scandinavia, I will definitely ...” Describe places you would visit, things you would eat and drink, who would you like to meet. Make a list of “firsts”, the things you would do for the first time in your life. Include how you enacted this list into your e-portfolio at the end of the course. Your team will have three weeks to create cultural competencies video. As always, start by doing thorough research on your topic (described in the table below), tell a story, take the audience on a journey, make it your own! Each team will post the cultural competencies video on Google Drive (see class schedule for dates). Then, you have only five days to watch all cultural competencies videos asynchronously and submit evaluations forms.



Look for “Video How Tos” tab on OWL for resources to help you create videos for this course. Also, check Digital Stories: <https://www.youtube.com/watch?v=4UnKwdum1DE&feature=youtu.be>

Curious about Janteloven? Check this:

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

Team	Cultural Competencies Topics
1	European Union – basics (who is in, who is out, why?) benefits, challenges, and value of international cooperation. What Canadians find interesting about Scandinavian care services? Who won Eurovision? What is Gen Z’s view of the future of health care in the global world?
2	The story of Scandinavia: geography, history, Indigenous people, languages, and culture. Political landscape of Scandinavian countries, social care, and welfare systems, immigration policies, recycling, innovations for change (e.g., self-scanning shopping, piano stairs).
3	Scandinavian people’s everyday living: How they work? Where they live? What they drive? How they play? Where they travel? What is their family like? What connects us, and what sets us apart?
4	Norway, Norwegians & Oslo: May 17 th , fjords, sauna, Trolltunga hike, and Kjeragbolten hike, Vikings, royals, Sámi House, Vigeland park, Holmenkollen, Opera, Nobel Peace Center, Erik the Red, Ronald Amundsen, Trygve Lie, Henrik Ibsen, Liv Ullmann, Anni-Frid Lyngstad ...
5	Sweden, Swedes & Stockholm: red houses, royals, Drottningholm, City Hall, Vasa, midsummer, Ericsson, SAAB, IKEA, Älmhult, Vadstena, ice hotel in Jukkasjärvi, Alfred Nobel, ABBA, Björn Borg, Ingrid Bergman, Avicii, Celsius, fika, ...
6	Denmark, Danes & Copenhagen: biking, royals Rosenborg, Rundtaarn, Janteloven, Tivoli Park, The Little Mermaid, Paper Island, Carlsberg, LEGO, Hans Christian Andersen, Viggo Mortensen, Danish hygge, Google Maps, Bluetooth, ...
7	What’s for dinner? Food & drink – NOR: Fårikål , Sursild, Finnbiff, brunost, gravlaks, Pinnekjøtt, salty licorice; SWE: meatballs, Jansson’s frestelse, pitipanna, aquavit, julbord, glögg, Smörgåsbord and Smörgåstårta; DEN: Stegt flæsk, Aebleskiver, Frikadeller, and Carlsberg.
Travel	Gamla Stan discovery expedition game – all teams. Serious preparation required before the trip! T1: Royal Palace; T2: Storkyrkan; T3: Stortorget; T4: Nobel Museum; T5: Köpmantorget, Köpmanbrinken & Stora Hoparegränd; T6: Prästgatan, Den Gyldene Freden Restaurang, & Mårten Trotzigs Gränd; T7: Järntorget, Västerlånggatan, & Tyska kyrkan.

Videos about International Partners

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

Below is a list of international partners we will visit. You will be randomly assigned to the team to research and report to the class what you have learned about one partner in a short 10-min in-class presentation. Start research early, ask professors if you need more information, prepare an active, engaging, storytelling inspired presentation to teach the class what you have learned. You will have 5 min to answer questions from the class during one of our lectures (see dates on class schedule). During the presentations all non-presenting students will upload minimum one question (more is marrier) for each partner organization on OWL Forum.

Team	International Partners	Website
1	OsloMet University and Almas House, Oslo	https://www.oslomet.no/en https://vimeo.com/60160386
2	National Board of Health and Welfare in Sweden, Stockholm	https://www.socialstyrelsen.se/en/about-us/
3	Solna Stad & Skoga Care Stockholm	https://www.solna.se
4	Karolinska Institute, Stockholm	https://ki.se/en/startpage
5	Silviahemmet, Stockholm	https://www.silviahemmet.se/other-languages/about-us/
6	Cycling Without Age, Copenhagen	http://cyclingwithoutage.org/
7	UN City & WHO Europe, Copenhagen	http://un.dk/ ; https://www.euro.who.int/en/about-us http://un.dk/about-un-city/un-city-internships; https://www.unv.org/ https://careers.un.org/lbw/home.aspx?viewtype=nce



Mandatory Requirements for International Travel

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

ePortfolios

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

There are three modules posted on OWL that will help you prepare your personal ePortfolio. Make sure you complete them all: *ePortfolio Module*, *Goal Setting Module*, and *Digital Tools Module*. Below you will find a Table of Contents for ePortfolio that will provide you with a scaffolding on which you will build the content and exercise your creativity. The best way to prepare ePortfolio is to start in January, and update content on a regular basis throughout the pre-travel activities in the course. It is recommended that you upload digital artifacts (e.g., photos, videos, presentations, etc.) and journal your experiences throughout the course. Your final reflection is part of the ePortfolio and will answer the question: **How did this course change me?** our *personal* ePortfolio can be as long as you desire - however, for your final assignment, you will submit maximum 9-page *showcase* ePortfolio, describing a coherent and connected **story** of your evolvment through experiences in this course. Name your showcase ePortfolio file “LAST NAME FIRST NAME ePortfolio” and submit on OWL (Assignments) *before* deadline **May 25, 2024 (11:55 pm EST)**. A rubric for grading ePortfolios is posted on OWL.

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

- Who am I? - Academic Profile
- Smart Goals
- Excerpts from reflections and course activities
 - Reflections
 - Almas House
 - Case Study
 - Cultural competencies
 - Guest presentations
- My Cross-Atlantic Team
- Wow Moments
- My “Firsts”
- Transferable skills I acquired. Use a table on next page to select examples of skills and competencies you developed throughtout the course. 1 page only!
- Final reflection – A Different Me (How did this course change me?)



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

Have a memorable and inspiring course!

Dr. Aleksandra Zecevic

Table of skills and competencies developed during Aging Globally Experience with examples

Category	Specific skills	Examples – replace with your own
Communication	Language acquisition Communicated across differences	Learned to speak/write/read Swedish fluently Was able to speak effectively in a different cultural environment
Discipline-specific skills	Navigated new academic environment Applied knowledge of discipline in a new context	Successfully completed assignments in an initially unfamiliar teaching and learning environment I came to understand how health care is organized in ... and how it is different from Canada.
Critical thinking	Identified social/political implications of decisions Applied information to new contexts Problem-solved	Understood local laws and how they applied to me as an outsider and acted accordingly Select one situation where you applied information to a new context. Learned to pre-plan my travel and asked locals how to pronounce the names of my destinations so I could ask for direction in case I became lost
Personal development of interpersonal skills	Independence Adaptability Creativity Organization Resourcefulness Time management Dealt with ambiguity Teamwork	Describe how you improved your independence. Provide an example where you adapted to the situation. Produced a video... describe. Created an ePortfolio – describe. Utilized connections at the host university to ... Coordinated academic, work and volunteer activities ... Adapted quickly to changes in schedule Worked in 4 diverse teams, explain.
Intercultural skills	Cultural self-awareness Cultural knowledge Cultural differences in workplace Perspective-taking Working with people who hold different interests, values, perspectives Bridging cultural differences	Describe a cultural difference that surprised you. Visited a museum... Applied Janteloven principles – describe how. Witnessed world-life balance ... Learned how to see the situation from a perspective of another ... Worked with students from Norway and leaned ... Describe situation where you facilitated better cultural understanding.

Note: Adapted from Centre for International Programs, © University of Guelph 2021.

The Trip

Info Form: https://docs.google.com/spreadsheets/d/1OJLVsDE_2vz8JdnD6d_wNaIDlna6EAN472J6J0znxY/edit?usp=sharing

Packing Tip #1: Don't over-pack, you will regret it!

- Rooms in European hotels are VERY small! A large suitcase could take up 1/4 of available floor space and you will have roommates!
- Pack in a suitcase that you can easily carry by yourself up many flights of stairs (hotels, subways). Suitcases with wheels or backpacks are good choices but beware of size – big is NOT good. Make sure you check suitcase size and weigh allowance with your airline.
- Bring a small day backpack as a carry-on, so you can carry a few important items (e.g., phone, rain gear, heat, snack and water bottle) and a laptop on presentation days. Be sure both suitcase and carry-on abides by your airline baggage guidelines for size and weight (you can find this information online), read all guidelines so you are not disappointed at the airport.
- In the evening, you will need comfortable yet respectable clothing for dinner (e.g., nice pants/skirt/dress) but you don't need to pack a different outfit for each night. You will also want comfortable clothing to travel, lounge in and relax (e.g., sweat pants/hoodie).
- Flip-flops work great as in-room slippers and shower-shoes after a full day of activity and walking.
- Packing things in large zip-lock bags will keep them dry and less wrinkled. Once you place your things into the bag, sit on it to extract air and seal to create vacuum. You will have more space in the suitcase!
- Remember you are representing Western University, the class, and yourself. Pack wisely!



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

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

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

- Rain gear, light but warm jacket, professional attire (business casual) for formal presentations
- 3-4 T-shirts, Aging Globally T-shirt
- Long sleeve shirt or T-shirt, 1 long sleeve fleece sweater or sweatshirt (It might be quite cold)
- 1-2 causal pants (jeans/other) or skirt/dress

- Shorts, bathing suit, small towel or larger cotton scarf/shawl to serve as a “towel” when we go swimming.
- Socks & undergarments (recommended one for each day), PJ
- Shoes: running shoes, comfortable walking shoes (not new!), dress shoes (stay away from high heels!).
- Toiletries: toothbrush, toothpaste, deodorant, liquid soap, shampoo, comb, brush, hair elastics, feminine hygiene products, disposable razor, nail clippers, hair elastics, ...
- Vitamins (if you take them regularly), pain relief medication, band aid, first aid
- Prescription medications you take regularly – be sure you bring them in original container, so authorities know exactly what is in the bottles/containers. Bring enough medications for 7 extra days.
- Mini umbrella, charger (phone and laptop), cords, adaptor/plug converter for Europe (220V).
- To complete and submit your e-Portfolio at the end of the trip, you will need access to a computer. You might prefer to bring your own laptop, or not, just assure you will have computer access before ePortfolio submission deadline.
- “Best friend” – a sealed envelope with emergency funds (e.g., \$100) and a photocopy of a passport page with your photo.
- Journal and pen, pocket dictionary.
- Liquid laundry detergent (small) and small travel towel.

Prepare for biking in Copenhagen: <http://www.copenhagencyclechic.com/>

Contractual obligations

Our contract with tour operator Ellison Travel includes some obligations that everyone involved in the trip needs to be aware of. Please contact Dr. Zecevic if any of the following applies.







Section 2.6 Mobility - states that participants must be mobile in order to participate and it is Western’s responsibility to ensure participants are able to do the trip. Should there be special accommodations required then Western must notify Ellison Travel.

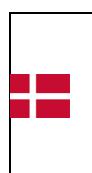





Section 2.7 Photography - states that photographs will be taken by Ellison Travel, it is Western’s responsibility to make participants aware they will be photographed which will be used for marketing purposes. Should a participant not want to be photographed it is Western’s responsibility to notify Ellison Travel. If minors (under 18) are in the group of travelers it is Western’s responsibility to obtain permission to photograph them.

Section 3.3 Damage of Property - states that Western is responsible for damage to hotel rooms or other property while on the tour. Western must immediately inform Ellison Travel if there is existing damage in their rooms otherwise we may be billed. Please ensure participants are aware of this obligation.

Section 3.4 Behaviour – Ellison Travel has the right to remove participants from the tour for bad behavior including failure to comply with direction from Tour Manager, breaking laws of the country in which you’re traveling and any behavior that damages Ellison Travels reputation.

Aging Globally May 2024 Trip Itinerary FINAL DRAFT (Dec 13, 2023)

	Day	Date Day	Location	Hotel	Transport	Breakfast	Scheduled morning activities (9am-12pm) COURSE CONTENT	Lunch	Scheduled afternoon activities (1-5 pm) COURSE CONTENT	Dinner	Activities evening
	0	11-May SAT Travel							Depart Canada	In flight	
	1	12 May SUN	Stockholm	Scandic Hotel Malmen	Arlanda Express ticket	Self	Arrivals to Stockholm Transfer by Arlanda Express from the airport to downtown Stockholm Hotel check-in at 3 pm	Self	Self-guided cultural competencies 5 pm meeting in the hotel lobby to kick-start the course	7 pm group dinner Hermans Restaurant	Jetlag recovery
	2	13-May MON			Day pass subway	Hotel	Depart hotel 8 am Seminar with Karolinska Institute students 9 am	Lunch at KI	Seminar with Karolinska Institute students	Individual arrangements Profes –dinner	Free time with KI students
	3	14-May TUE			Private coach	Hotel	Depart hotel 8:15 am Visit to Socialstyrelsen - National Board of Health and Welfare in Sweden (9-11)	Lunch	Visit to Solna Stad and a care centre (1-4 pm) Guided walking tour through Gamla Stan.	7 pm group dinner Movitz restaurant	Work on Portfolios
	4	15-May WED			Private coach	Hotel	Depart hotel at 7:45 am Visit Silviahemmet (8:30-10:00) Tour of Drottningom castle GROUP TICKET UP TO 30 PPL and gardens	Group lunch at MAX	Guided tours to City Hall Vasa Museum and Nobel Prize Museum Free afternoon for self-guided cultural competencies: ABBA museum, Skansen, Nobel Museum, Royal Palace	Individual arrangements	Packing
	5	16-May THU Travel			Copenhagen	Cabin City	Private coach	Hotel	Depart Stockholm at 8 am Travel & reflection	Bryggan Café & Bistro, Jönköping	On-route visit to IKEA museum

	6	17-May FRI			Bike rental	Hostel	Depart hotel at 8:00, bike 20 min 8:30-11:30 am UN City tour and visit to WHO European office (passport required) Bike to Dyrehaven 35 min.	12 pm Lunch at Rode Port at Dyrehaven	Cycling Without Age - workshop with Ole Kassow (1-4 pm) in Dyrehaven Beach time!	Individual arrangements	Rest and recovery
	7	18-May SAT			Walking	Hostel	Cultural competencies day Check out Nyhaven, old city, Rosenborg, Rundtaarn, ...	Individual arrangements	Time off to explore Copenhagen, Kastellet, Little Mermaid	Tivoli Gardens Park Individual dinner arrangements	
	8	19-May SUN Travel			Coach/ Ship	Hostel	Morning off for optional cultural competencies, e.g., Christiania and walk to Reffen	Individual arrangements 12:30 pm Return to hotel, pick up luggage	Depart hotel by bus at 1 pm Check-in 2 pm. Departure From DFDS cruise terminal at 3 pm	5:45 pm Group dinner at Seven Seas restaurant onboard of the ship	Celebrating togetherness
	9	20-May MON	Oslo	Cochs Pansjonat	Coach Walking	Ship	10 am arrival to Oslo Transfer by buss at Cochs Pansjonat, bags drop-off Oslo City Hall guided tour Nobel Peace Center ticket SALT sauna tickets	Individual arrangements	Afternoon off. Optional cultural competencies: Opera House, Munch Museum, Vigeland Park	Individual arrangements	Free time with OM teammates
	10	21-May TUE			Walking	Self	Work on Grand Challenge solution, mentorship from experts	12-1 Annas Spiseri cafeteria at OsloMet	OsloMet Innovation Camp, team	Individual arrangements Profes –dinner	Teamwork on innovation challenge
	11	22-May WED			Day pass	Self	Depart hotel at 8 am 9-11:00 Visit to Almas House at Åker	12-1 Annas Spiseri cafeteria at OsloMet	Pitching solutions for Grand Challenge solutions, prizes and celebration.	6 pm Farewell group dinner and final reflection	Don't plan anything!
	12	23-May THU Travel			Flytoget		Departures	n/a	n/a	n/a	

Deadline May 25, 2024 to:

1. Submit ePortfolio to OWL Assignments for Turn-it-in check (11:55 pm EST).
2. Submit unofficial course feedback to Dr. Z used for improvement of the course. https://uwo.eu.qualtrics.com/jfe/form/SV_1R1t2Xn4JcQnPKu (15 min).
3. Submit official course feedback <https://feedback.uwo.ca> (5 min)

4. Submit GSO post-travel survey (10 min) – if you don't do this your GSO funding might be revoked.

Useful Links

Transportation

Arlanda Express
DFDS ferry terminal (cruise ship
Copenhagen-Oslo)

<https://www.arlandaexpress.com>
<https://www.dfds.com/en/passenger-ferries/passenger-information/terminals/copenhagen>

Cultural competencies

Oslo

Vigeland sculptures park
Royal Palace Oslo
Oslo City Hall
Nobel Peace Center
Holmenkollen Ski Museum & Tower
Sámi House
Munch museum

<https://vigeland.museum.no/en/vigelandpark>
<https://www.visitoslo.com/en/product/?TLp=181644>
<https://www.visitoslo.com/en/product/?tlp=2987103>
<https://www.nobelpeacecenter.org/en/>
<https://www.visitoslo.com/en/product/?TLp=496475>
<https://www.samiskhus.no/>
<https://www.munchmuseet.no/en/>

Stockholm

Nobel Museum
Vasa Museum

<https://nobelprizemuseum.se/en/>
<https://www.vasamuseet.se/en>
<https://www.kungligaslotten.se/english/royal-palaces-and-sites/drottningholm-palace.html>
<https://international.stockholm.se/the-city-hall/>

Drottningholm
City Hall

Copenhagen

Rosenborg
Rundtaarn
Tivoli Park

<http://www.visitcopenhagen.com/copenhagen/rosenborg-castle-gdk410582>
<http://www.rundetaarn.dk/en/>
<https://www.tivoli.dk/en/>

Hotels

Cochs Pansjonat (Oslo)

<https://www.cochspensjonat.no/en/>
<https://www.scandichotels.com/hotels/sweden/stockholm/scandic-malmen>
<https://en.cabinn.com/hotel/cabinn-city>

Scandic Hotel Malmen (Stockholm)
Cabin City (Copenhagen)

Restaurants

Annas Spiseri (cafeteria at OsloMet)

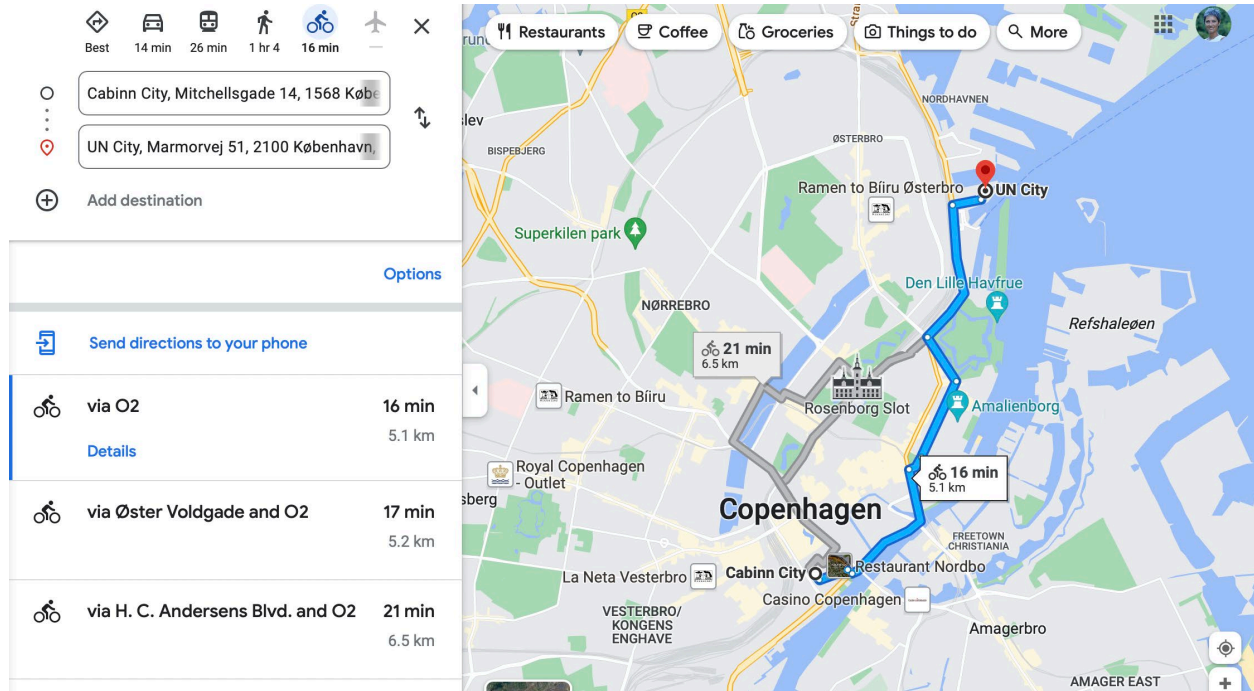
<https://www.sio.no/mat-og-drikke/spisesteder-og-kaffebarer/annas-spiseri>

Restaurant Movitz (Stockholm)
Hermans Restaurant (Stockholm)
MAX burgers (Stockholm)
Restaurant RizRaz (Copenhagen)
Røde Port (Dyrehaven, Copenhagen)

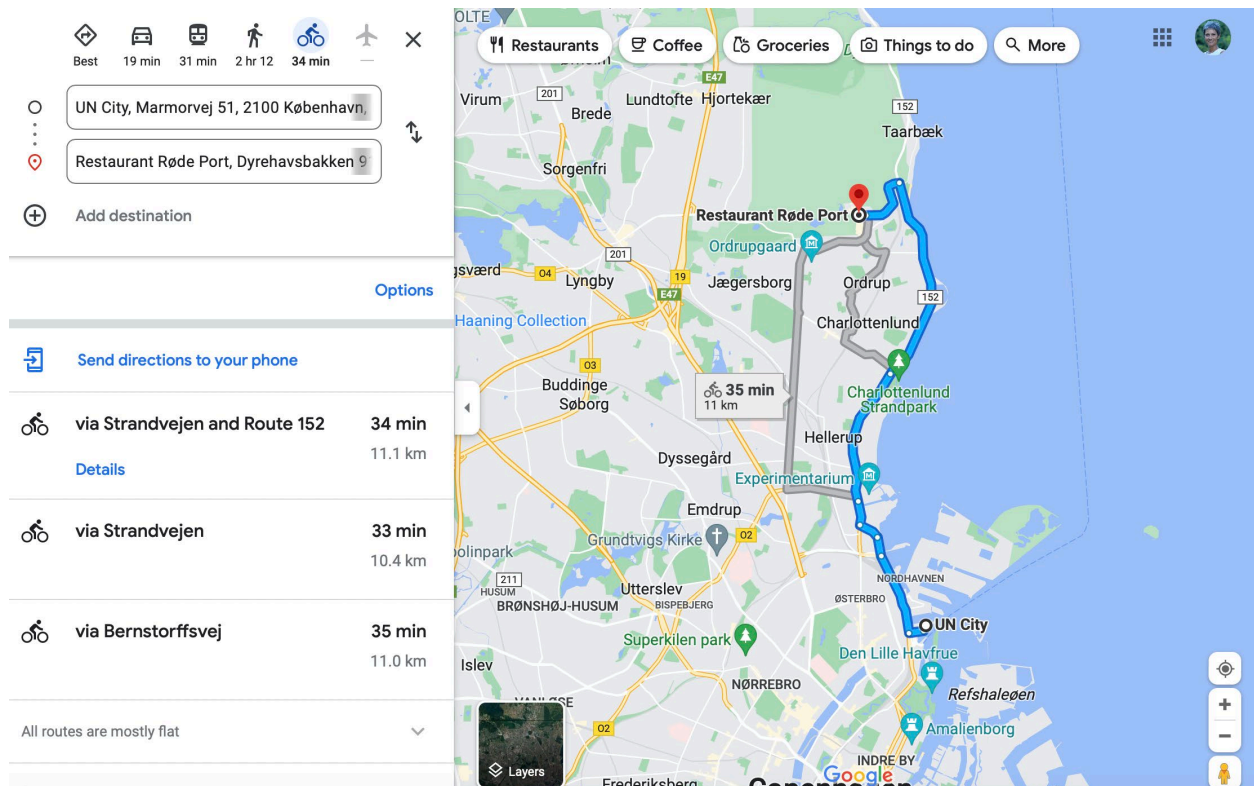
<https://www.movitz.com/>
<https://hermans.se/>
<https://www.maxburgers.com/>
<https://www.rizraz.dk/>
<https://www.rodeport.dk/#om-os>

Biking in Copenhagen (day 6)

Prepare for biking in Copenhagen: <http://www.copenhagencyclechic.com/> IMPORTANT! Danes do not use helmets! If you need or want one, bring it with you or arrange to get it when you arrive to Denmark.



Route	Time	Distance
via O2	16 min	5.1 km
via Øster Voldgade and O2	17 min	5.2 km
via H. C. Andersens Blvd. and O2	21 min	6.5 km



Route	Time	Distance
via Strandvejen and Route 152	34 min	11.1 km
via Strandvejen	33 min	10.4 km
via Bernstorffsvej	35 min	11.0 km

All routes are mostly flat

Additional Funding Options for International Experiences

- Global Skills Opportunities (GSO) Fund (automatic qualification for \$2,000; indigenous, students with disabilities and low-income students may qualify for \$3,000)
- Scholarships Canada- Canadian Institute for Nordic Studies Undergraduate Bursaries
<https://www.scholarshipscanada.com/Scholarships/32072/Canadian-Institute-for-Nordic-Studies-Undergraduate-Bursaries>
- Scholarships, grants, and bursaries for Canadian Students
<https://www.universitystudy.ca/plan-for-university/scholarships-grants-and-bursaries-for-canadian-students/>
- INOMICS – Scholarships in Sweden, Denmark & Norway
<https://inomics.com/insight/scholarships-in-sweden-denmark-norway-273094>

Other Important Information

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

Statements Required by the School of Health Studies

Statement on prerequisite checking:

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites

Statement on using plagiarism checking software:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)

Statement on multiple choice exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating

Statement on academic consideration:

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

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

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

Students seeking academic consideration:

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

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

Statement on attendance:

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

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

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

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

Statement on use of recording devices and course content

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

Statement on academic offences

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

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

Support services:

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

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

Statement on health and wellness:

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

If you are in emotional or mental distress should refer to Mental Health@Western [Mental Health Support - Health & Wellness - Western University \(uwo.ca\)](mailto:MentalHealthSupport@Western) for a complete list of options about how to obtain help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [Health & Wellness - Western University \(uwo.ca\)](http://www.health.uwo.ca/).

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

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

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

Course delivery with respect to the COVID-19 pandemic:

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

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

Test and examinations:

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

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

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