

# **Health in a Global Context**

## **Nursing 3310**



***National Nursing Entry-to-Practice Competencies (College of Nurses of Ontario, 2019) addressed in the course:***

*Professional – 2.5, 2.7 & 2.12*

*Communicator – 3.4, 3.5 & 3.6*

*Collaborator – 4.1, 4.3 & 4.5*

*Leader – 6.1, 6.2, 6.6, 6.7, 6.9 & 6.10*

*Advocate – 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.11 & 7.14*

*Educator – 8.3*

*Scholar – 9.1, 9.3, 9.4, 9.5, 9.6, 9.7 & 9.8*

### **C: Course Communication & Course Process**

Your course instructor and Teaching Assistants can be reached via email (Teaching Assistant email addresses are listed in OWL Brightspace in ***Content Overview***). We will do our best to respond within 48-hours during weekdays; during weekends, please expect a response the following week.

This course will follow a weekly process; a lecture week begins on Monday at 0800 and ends on Sunday at 2355. Content for the upcoming week will be released in OWL Brightspace in ***Content***. Weekly course announcements (in ***Communications Announcements***) will be released Mondays at 0800, reviewing upcoming content and deadlines in the course.

**NOTE: This is an online asynchronous course.**

An **anonymous** whole-class discussion where you can post questions about the course content is located in ***Communications Discussions*** labeled ‘Course Content Q&A’. If you have questions about the course assignments or course logistics, please post those in ‘Assignments & Logistics Q&A’. We also encourage you to read the discussion forums, as the answers to questions you might have may be there. Historically, virtual office hours have not been well attended. If you would like to book an in-person meeting, please email your course instructor.

### **D: Course Readings and Materials**

#### ***Required Course Textbook***

There is no recommended text for this course. Your required readings are cited and/or hyperlinked within the content for this course. In the event that you do not see the files for required readings posted, use the citation information listed to retrieve the required reading through the UWO library databases. All course readings are accessible to UWO students through databases such as Scopus or CINAHL.

#### ***Recommended***

American Psychological Association. (2018). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed., revised). American Psychological Associations.

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to complete. Complete the survey [HERE](#) to access this online SOGI course.

NOTE: Enter the value 100 when asked how many students are in your class.

*Please note: This is a completion grade. **The course instructors are not grading you on the content of your positionality statement.** Rather, we are asking you to engage in this activity as reflexive practitioners in your journey to becoming a nurse.*

Please see full details with respect to expectations in *Assessments* *Assignments* in OWL Brightspace.

## 2. Aesthetic Ways of Knowing: Reflections on Indigenous Health (10% of Course Grade)

The Aesthetic Ways of Knowing Assignment is a **SELF ASSESSMENT** (You assign yourself a grade). The purpose of engaging in critical reflective practice is to further develop your practice as a clinician, professional, communicator, and advocate. Given the focus of this reflection is on Indigenous Health, you are required to integrate concepts related to the Truth and Reconciliation Commission of Canada (TCR - <https://www.rcaanc-cirnac.gc.ca/eng/1450124405592/1529106060525>).

This assignment includes 3 parts:

1. Artistic Creation – You will create an artistic work in a medium of your choice to depict your reflection on Indigenous Health.
2. Micro-Reflection – You will create a one-page non-scholarly reflection about the relationship between your artistic creation and the Indigenous Health topic you chose to reflect on.
3. Self-Assessment – You will complete a self-assessment rubric in a provided template (Score yourself out of 10 points).

Please submit all assignment components in *Assessments* *Assignments* in OWL Brightspace.

NOTE: Your final submission and self-assessment grade will be reviewed by the course instructors to determine your final grade on this assignment. **The course instructors reserve the right to assign a grade that is different from your self-assessment based on their review.**

Please see full details with respect to expectations in *Assessments* *Assignments* in OWL Brightspace.

**(10% of Course Grade)**

The Taking the Stand Assignment is a **PEER GRADE** (Your grade will be an average of the scores that have been given to you from your assigned peer group).

This assignment includes 2 parts:

1. Taking the Stand Voice Recording – You will post in the **Discussion** forums (in **Communications**) in OWL Brightspace a 2–5-minute voice recording of a message you have left on a local politician’s voicemail about a health issue in the London community (Please post a hyperlink and not the audio file itself, as Brightspace cannot support the file size of this many submissions).
2. Peer Evaluation – You will listen to each submission from your assigned peer group (e.g., you will listen to peers’ submissions). You will then complete a survey in OWL Brightspace (in **Assessment Surveys**) for each member of your peer group, where you are grading them on their *Taking the Stand* submission using a provided rubric. The grading is anonymous, so your peers can not see the grade that you have given them. Your grade will be an average of each score you have been given by your peers.

**NOTE:** This is a PEER grade. **The course instructors are not grading you.** We ask that you demonstrate professional integrity in grading your colleagues and providing constructive feedback.

Please see full details with respect to expectations in **Assessments Assignments** in OWL Brightspace.

#### **4. Content Engagement Activities (30% of Course Grade)**

**You are required to participate in THREE individual content engagement activities, each worth 10%, for a total value of 30% of the course mark. You may CHOOSE THREE weeks from eight options.** The purpose of engaging with course content in a more critical and/or practical way is to further develop your practice as a clinician, professional, communicator, and advocate. Providing you with the choice of which weeks to participate allows you to engage with the content you are most passionate about and provides flexibility in completing this course content around your other commitments.

**At the beginning of the course, you will be auto assigned into an online discussion forum group with approximately 20 members** (including members of your Taking the Stand Peer Group). You will share the experience of this course more intimately with these twenty people. The purpose of this approach is to create a safe learning environment where you can explore the material you are exposed to in this course, provide a seminar-like feel and enhance engagement.

#### **Weekly Topic Options & Activities:**

**Pick THREE from the eight options below. NOTE, you must post your work between the time periods provided in the methods for evaluation chart.**

##### **Week 2 – Advocacy and Leadership in Global Health**

- This week’s activity will require you to reflect (think), then discuss course content with someone outside of the course (share), and post what you learned from your thinking and sharing (repair) within the discussion forum.

##### **Week 4 – Ethics, Values, and Attributes in a Global Context**

- This week’s activity will use case studies to explore the course content.

##### **Week 6 – Health Organizations and their Influence on Global Health**

- This week’s activity will require you to identify and critique an organization.

**Week 7 – A Critical Lens: Colonialism and International Work**

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by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration, with students expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments should reflect the student's own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions.

### **L: Academic Integrity Policy/Plagiarism**

Student work is expected to be original; assignments and online postings should be written in your own words. An idea or a passage from another author must be acknowledged by using quotation marks, where appropriate, and APA 7th Ed. referencing. Failure to do so is unethical and is plagiarism.

Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. *You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging the work to belong to them. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. You are self-plagiarizing when you reuse all or part of an assignment that you previously submitted.* Students can not present their credited work as new scholarship. You may be asked to submit your work, at the discretion of the course instructor, to turnitin.com to verify originality; you are responsible for acting on the report generated.

### **M: Review of Graded Assignments**

After a graded assignment is returned, a student's first step is to take time to reflect on the assignment description in the syllabus, on the feedback provided by the original marker within the assignment, and on the marking rubric. If a student cannot undeaat th 1 292.88 377.38 Tm0 g0 G( )JTJETQq

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

### **O. Support Services at Western**

*New to Online Learning?* Check out the following link for a variety of to support online learning from Western Student Experience: <https://www.uwo.ca/se/digital/>

*Academic Support and Engagement:* Check out these services that support academic success. We encourage all students to engage in the writing supports available to them at Western.

<http://academicsupport.uwo.ca>

*Physical Health, Wellness Education and Mental Health:* Connect with Student Health Services at Western here:





Such behaviour may compromise a student's standing in the program.

### **Z. Land Acknowledgement**

We are facilitating this course for an institution that is located in what is now known as the City of London. We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, L naapéwak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g., First Nations, Métis, and Inuit) endure in Canada. We accept that as Registered Nurses and employee of a public institution, we have the responsibility to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research, and community service.