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Class Times: April 27-30; May 2-5 (hours vary as noted on Moodle)

Location: M1035, W420, W470, W480 (classrooms vary by date and activity—see Moodle calendar for details)

Course Description:

This course will introduce students to global health challenges and culturally appropriate interdisciplinary strategies for health promotion, illness prevention, community development, and health care in low- and middle-income countries, with an emphasis on Malawi. Students will examine the geopolitical, social, historical, and environmental influences on health and health care. Students will explore the concepts of culture and cultural safety. Students will also gain basic skills and experience in selected fine arts (e.g., theatre, music) and will explore their application to health promotion initiatives.

Course Outcomes:

Upon successful completion of the course, students will be able to:

- describe the global burden of disease and shifting disease patterns;
- assess the influence of social, economic, historical, political, environmental, and geographic determinants of health;
- discuss primary health care, health systems, intersectoral collaboration, and the role of non-governmental organizations in the delivery of health care services;
- reflect on, and integrate into coursework, the concepts of culture and cultural safety and their personal and professional significance in the context of global health initiatives;
- demonstrate understanding and awareness of the role of fine arts as a health promotion and community development strategy.

Learning Approaches:

Seminar and/or workshop format will include active participation by students in presentations, demonstrations, and discussions facilitated by course faculty, content experts, and visiting faculty. Students will be guided to seek appropriate literature and resources in preparation for each class. Students will also engage in team activities to deepen their understanding of and capacity for collaborative and respectful problem-solving, learning, and evaluation.

Course Resources:


Websites and other resources as listed on Moodle.

Students are also expected to locate and share additional resources to enhance and enrich personal and peer learning.
Evaluation:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Due Date***</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community-engaged Theatre Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Background research component:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• individual topic paper</td>
<td>April 29, 0900 h</td>
<td>15</td>
</tr>
<tr>
<td>• team anthology</td>
<td>May 4, 0900 h</td>
<td>20</td>
</tr>
<tr>
<td>B Performance component:</td>
<td></td>
<td>60 total</td>
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<tr>
<td>• final performance (team)</td>
<td>May 5</td>
<td>20</td>
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<td>• evaluation (individual)</td>
<td>May 6, 0900 h</td>
<td>5</td>
</tr>
<tr>
<td>Written Test (individual)</td>
<td>May 2, 0900 h</td>
<td>15</td>
</tr>
<tr>
<td>3 Facilitation of Arts-based Activity (team)</td>
<td>variable</td>
<td>10</td>
</tr>
<tr>
<td>4 Participation, Initiative, and Engagement (individual)</td>
<td>throughout</td>
<td>15</td>
</tr>
</tbody>
</table>

***Due dates are firm. Late assignments will NOT be accepted unless discussed in advance with the instructor. A formal letter from a physician, registered nurse, or mental health counselor may be required***

1. Community-Engaged Theatre Performance:

This assignment is designed to facilitate your ability to identify a health concern, understand the context and factors that contribute to its manifestations, and translate key messages into a performance that will create social engagement, awareness, and change. The assignment will be completed in steps during the course and has four main components:

a) Individual topic paper;
b) Team anthology;
c) 5-minute performance followed by a facilitated discussion; and
d) Individual evaluation of team activity.

The process is as follows (underlined items are allocated separate grades; the remaining activities are evaluated as part of the ‘participation, initiative, and engagement’ grade):

- Each student will independently select a health concern or issue of relevance to an adolescent audience. You will submit an individual topic paper (maximum 1000 words of text) that:
  o clearly identifies and briefly describes the specific concern, its context, and its importance to adolescents;
  o addresses the imperative to create change in order to promote health—i.e., make an argument for creating a performance on this topic;
  o includes a bibliography of 6 relevant references of which at least 4 are current (less than 6 years old) evidence-informed, peer-reviewed journal articles.

- You will engage in dialogue and debate with your team for the purpose of short-listing the top two topics of interest to your group. With the approval of the instructor, you will then select one topic that will be the focus of your team’s efforts for the rest of the assignment.

- The team will then compile a team anthology that explores various aspects of the nature, context, factors, extent, and impact of the chosen health concern. As a team you will agree on discrete components of the health issue or its performance which when compiled will provide a comprehensive overview of the concern. Each member will find one current, relevant, credible resource that addresses his/her selected component. You will write a concise (two pages) annotation of that resource, including a clear indication of its significance and contribution to your understanding of the issue. The team’s annotations will be compiled into one document, along with a title page, an introduction and a conclusion.
You will examine the problem from a biosocial perspective to determine its root causes and the factors that need to be changed in order to make improvements. You will include and discuss, as appropriate, the political, social, cultural, economic, gender, historical, and other contributors to the issue. You will examine the individual, family, community, and population levels at which changes can/should be made. Your arguments will be evidence-informed and will explain how the health concern is relevant to Canadians.

The paper will be in APA format, will include a title page, text, reference list, and if appropriate, appendices. It will comprise no more than 6000 words of text. It will be submitted electronically to Moodle.

- Your team will prepare and present a five-minute performance with a health promotion message about your selected topic that is relevant and appropriate for a Canadian adolescent audience. The performance will be created using topics and methods described and experienced in the performance workshops and information taken from course readings. It will be compelling and cohesive, and will make both a point and an impact. Participants will demonstrate their commitment, focus, and well-executed performance skills.

Some class time will be allotted for creation and rehearsal. Performances will be presented to peers on the final day of the course; each performance will be immediately followed by a class discussion facilitated by the performers. The discussion will be at most 10 minutes long. Following the performance, each member of the team will certify, sign, and submit a hard copy of a document (posted on Moodle) attesting to his/her contribution to the performance and facilitation; the assignment grade for each individual will reflect that weighting.

- Each individual will submit a thoughtful, written evaluation (including strengths, areas for improvement, and impact) of your team’s performance, using the form provided on Moodle. The evaluation will comprise an overall assessment of your team’s performance and discussion facilitation, as well as a reflective analysis of your own contributions. You will address successes and challenges as well as insights regarding the potential benefits and limitations of communicating issues (such as health promotion messages) through performance. Incorporate references to course readings where appropriate.

**Objectives:**
- Students’ creation process and performance integrate methods and ideas from the in-class performance workshops;
- Students experience performance creation as an analytical method, and a dialogic process;
- Students connect to and interact with an audience through performance-based techniques;
- Students discuss and contextualize these experiences of creation and performance in relation to course readings and issues in global, cross-cultural health promotion work.

**Creative process:**
- Engaged participation in all phases of the creation process (theatre workshops, rehearsals and performance);
- Contributions to the creation (including content, staging, theoretical analysis, research, etc.);
- Use of creation methods and ideas presented in workshops and in the text book;
- Evidence of problem solving and consensus building skills.

2. **Written Test:**

Students will write an in-class closed-book examination based on the presentations, discussions, resources, and readings for all course content covered up to the time of the test. The exam will consist of a variety of short- and long-answer questions designed to assess your comprehension and application of concepts, principles, and materials relevant to the course.

3. **Facilitation of Arts-based Activity:**

You and your team will plan and facilitate an arts-based community development activity to engage the rest of the class. This will be a game or activity that is thoughtfully connected to a theme or concept.
discussed in the course (e.g., colonization, privilege, poverty, illness). Further details will be provided in class. You will individually write a reflection (form provided on Moodle) on this activity and upload it on Moodle by 0900 h the morning after your team leads the activity.

4. Participation, Initiative, and Engagement:

Students are expected to attend all classes and participate in all activities in order to facilitate learning for themselves and their peers and to demonstrate respect for the guest presenters. There will be in-class activities designed to promote greater understanding of concepts and issues of interest. In order to accomplish this learning strategy, students are expected to come to class well prepared. Students will demonstrate that they have read and reflected upon relevant and/or assigned readings, reviewed websites, and discovered other literature and resources on their own initiative.

General Guidelines for Written Assignments:

You are expected to demonstrate excellence in all elements of writing, including grammar, syntax, and spelling. Include a title page, reference list, and appendices (if needed) with your paginated submission. A sample title page has been posted on Moodle. You will follow APA guidelines (6th edition) unless you discuss an alternate style with the instructor in advance. Please submit assignments to Moodle as directed with rubric attached as part of the file—do not submit the rubric separately. You will need to ‘copy and paste’ the rubric to the end of your assignment file; be sure to select ‘keep source formatting’ to avoid distortion.

Identify submissions by student ID number (for individual assignments) or team name (team assignments) only.

Grading Breakdown:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

<table>
<thead>
<tr>
<th>Letter</th>
<th>GPA</th>
<th>Percent</th>
<th>Letter</th>
<th>GPA</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95 - 100</td>
<td>C+</td>
<td>2.3</td>
<td>71 - 74.9</td>
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<td>83 - 86.9</td>
<td>D+</td>
<td>1.3</td>
<td>59 - 62.9</td>
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<tr>
<td>B</td>
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<td>79 - 82.9</td>
<td>D</td>
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<td>55 - 58.9</td>
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<tr>
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<td>75 - 78.9</td>
<td>F</td>
<td>0</td>
<td>0 - 54.9</td>
</tr>
</tbody>
</table>

Plagiarism Statement:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

Accommodations for Students with a Disability:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment http://www.uleth.ca/ross/counselling/index.html. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least *two weeks* in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.
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- answers to common copyright questions (see the FAQs),
- guidance on whether you need permission or a license to copy a particular work (see the Copyright Permissions Flow Chart),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the Guidelines for Copying under Fair Dealing), and
- a permissions look-up tool to help you determine the kinds of copying and other uses permitted by the Library’s license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.