



# SCHOOL OF PUBLIC HEALTH AND SOCIAL POLICY

## UNIVERSITY OF VICTORIA

### COURSE TITLE

**HLTH 402 HEALTH AND COMMUNITY SUPPORTIVE TECHNOLOGIES**

### INSTRUCTOR INFORMATION

**Marcy Antonio, BSc, MPH**

Sessional Lecturer, Doctoral Student  
School of Public Health and Social Policy

**Contact Information**

Email: please use the “internal mail messages” in the CourseSpaces 402 web site.  
You can also connect with me on Skype: marcy.antonio. If you wish to contact me via phone, please email me through the CourseSpaces site with your phone number and possible times to connect.

**My Background**

I returned to school in 2009 after spending 18 years providing assistive technologies to seniors and people living with a disability. This involved working across multiple sectors, including the private sector, government, non-profit and academia. As an interdisciplinary doctoral student in Health Informatics and Nursing at the University of Victoria, I am examining how to support people and families living with a chronic illness through health information systems. I look forward to working alongside all of you over the next 12 weeks, in bringing in our diverse perspectives and experiences.

### OVERVIEW

Welcome to HLTH 402, Health and Community Supportive Technologies! Technologies have become pervasive throughout society, yet often these are not being adopted by the targeted population. This course is not about examining all the different supportive technologies (as there are many), but rather aims to develop a critical lens when accessing or implementing supportive technologies. An underlying theme of this course will be to examine how we can increase the adoption and acceptance of technologies in order to achieve their promised potential. We will begin by examining the different stakeholders involved in the process – the individual using the technology, families/ caregivers, health care providers, the manufacturer and policy-makers/ funders. The middle section of the course will focus on the common barriers that can either be introduced or addressed through technology. We will conclude the course by examining universal population-based strategies, including universal design and age friendly cities.

### COURSE DESCRIPTION

We will utilize technology as the mechanism to understand and address the unique health needs and supports for people to live in their community. We will examine the physical,

social, ethical, and financial considerations that impact the acceptance of technology. A strong focus will be on how to bring together clients, community and technologies to ensure that supports are in place for successful adoption, social inclusion and health equity. Technologies that we will examine to demonstrate course concepts include augmentative communication devices, standing frames, vehicle modifications, monitoring devices and health information systems. This course is not intended to develop your tech-savvy skills, but rather your critical-thinking skills in evaluating the impact of technologies on various populations.

### **COURSE OBJECTIVES**

By the end of this course, students should be able to:

- Describe and evaluate the different categories of community supportive technologies in addressing specific individual needs.
- Recognize the stakeholders that are involved in the design and utilization of community supportive technologies.
- Identify and analyze the different individual and societal perceptions of community supportive technologies and how these can impact adoption and social inclusion.
- Identify and evaluate the current trends in community supportive technologies.
- Develop action strategies for community supportive technologies that promote adoption, social inclusion, health literacy and health equity.
- Analyze the unique considerations for community supportive technologies for seniors, people living with a disability and Indigenous populations.
- Apply a theoretical framework in the evaluation of CSTs.
- Develop project management strategies that can be used in successfully managing a group project.

### **PREREQUISITES**

None.

Note: Credit will be granted for only one of HLTH 402 or HINF 130.

HLTH402 is one of the final courses that is required for the undergraduate degree in Health and Community Services. In creating this course, I aim to use technology as the lens in bringing together many of the concepts you have been covering in previous courses within the program. However, for those of you who may not be registered within the program, I have also designed the course with you in mind. You do not need prior courses within the

program in order to be successful.

### FORMAT

This is an on-line course that requires weekly reading (and sometimes viewing and/or listening) and posting to the Learning Activities. There is no required textbook, and all readings and links to video and auditory clips are available through the course's CourseSpaces web site. Here is a [good link](#) for finding out more information on CourseSpaces. You can also contact [helpdesk@uvic.ca](mailto:helpdesk@uvic.ca).

### ASSIGNMENTS

Assignments	Due Date	% of Grade
Participation and Critical Reflection	Weekly	20%
Web Site Evaluation	October 9, 2015	15%
Case Study – Group Project		25% Overall
Project Management Outline	September 28, 2015	2%
Case Study Report	November 8, 2015	23%
Technology Assessment		40% Overall
Evaluation Framework	October 30, 2015	5%
Final Report	November 30, 2015	35%

All assignments are due on the day listed by 11:55 pm Pacific Standard Time (PST).

### Participation and Critical Reflection (20%)

#### Fact or Fiction (2%)

At the start of each week, I will post three “fact or fiction” statements in a quiz format. Two of these statements will be “truth” and one of which will be “fiction”. The quiz will be closed each **Wednesday by 7 pm PST**. The intention of this exercise is to get you to critically reflect on your own perceptions of technology, policy, evidence, funding, *etc.* During the second half of the week I will post the answer to the “fact or fiction” exercise and discuss how the statements relate to the week’s readings.

I am not grading you on whether you select the correct answer, but rather your participation. If you participate in all science or fiction exercises, you will receive 2% towards your overall class mark; for each one you miss 0.5% will be deducted from the overall 2% (*e.g.* if you miss one then you will receive a mark of 1.5%, if you miss 2 you will receive a mark of 1%, *etc.*). I realize that one of the challenges with this exercise is that because we are in a information technology world it may be quite easy for you to look up some of the answers. However, in order for you to benefit and develop your critical-thinking skills, it is better to resist the urge to use your search engines and also to do the exercise at

the start of each week before you have read any of the course material.

### Forum Discussions (18%)

#### Overview:

- The forum will be divided into groups. Half-way through the semester these groups will be reorganized. Twice within the semester you will be required to serve the role of rapporteur. I will post the schedule for the rapporteurs on the Main Forum Site within the first week of class.
- At the start of each week, I will post some initial questions for the 'individual group discussion'. Each mini-group will have an internal discussion in a separate forum that will not be visible to the other groups. On Thursday mornings, I will open the forums, so that you can view the other groups' discussion. During the second half of the week, all students will post to the forum 'Full Class Discussion', in response to the rapporteurs' posts.

***Please read this next section carefully, as it has some key time deadlines and instructions on the forum discussions:***

Your role for **Individual Weekly Posts** requires the following:

- Each week, unless otherwise specified, you will make *at least one* post to your group before **Wednesday at 7pm PST**. This post should not be more than **300 words** and should add to the discussion, while pulling in key concepts from the course readings.
- You will also be required to make at least one additional post to the entire class responding to a rapporteur's post. This is due by **Sunday at 11:55 pm PST**. This post should be no more than **300 words** and should build upon the discussion. During the week that you serve as rapporteur, you will still need to complete your weekly individual posts.
- For your individual forum posts, please feel free to ask the occasional question that can further discussion. Rather than rhetorical questions, these should be open-ended questions that have multiple positions and require further reflection. A strong post that presents a question will involve demonstrating *your* current thoughts on the issue, as well as other existing viewpoints.

Your role as **Rapporteur** will involve the following:

- By **Thursday at 5 pm PST** post a summary of your group's discussion to the CourseSpaces Site labeled '**Full Class Discussion**'.
- If the above timing does not work for your schedule, at the beginning of the week you should **coordinate a time with your group** when all initial posts should be completed.

- This post should be no more than **300 words** and should pull together the common theme(s) within the discussion.
- **A proposed question** to the entire class that will further the discussion.

Evaluation for Class Participation will be based on:

- Timeliness (no credit will be given for late postings).
- Clarity (which includes brevity).
- Extent to which postings build upon the discussion.
- Demonstration of the ability to critically evaluate weekly readings and to tie in course material.

I will grade your posts as follows:

0=no post or late post

1-2= Does not build upon the discussion and does not demonstrate critical reflection

3-4= Demonstrates basic understanding of course reading

5-6= Demonstrate good understanding of course reading, but does not stimulate further discussion OR has good insights but extends well beyond the 300 word limit.

7-8= Builds upon course readings and encourages discussion.

9-10= Provides an exceptional new concept that relates to the course material.

### Website Evaluation (15%)

This first assignment is intended to have you reflect on the connections among literacy, health literacy and technology literacy that we cover in Unit One. Select a web site that is involved in community supportive technologies (CST). This could be an organization or individual that is involved in the creation, provision, research, education, knowledge translation, communication, utilization, experiences, *etc.* of CSTs. You will evaluate the web site for its overall accessibility and universality. When evaluating this web site, I want you to put yourself in the role of a broad range of individuals, with different skills and knowledge levels.

Some questions to reflect on while you go through the web site:

- Can it be used by a range of users with differing abilities?
- Is the information on the web site easy to understand?

- How easy it to navigate and find information on the web site?
- What are the strengths and overall areas that could be improved on the web site?
- The overall question I am looking for you to address in completing the assignment is: **how do you rate the web site in addressing the different literacy gaps that exist within information technologies?**

A few clarifications that may assist you:

- If you select a large web site, you are not expected to evaluate the entire web site. You can choose a sub-section of the web site and evaluate this section.
- For this assignment, I am not looking for you to be in the role of a computer programmer, looking at the HTML coding, *etc.* You also are not expected to download additional software (*e.g.* a screen reader) to evaluate the web site.

Your report should have the following structure:

- 800-1000 words in length
- APA format
- A cover page and references

### Case Study – Group Project (25%)

This exercise is intended to give you a practical understanding as to the different available funding systems for community supportive technologies, as well as how to access this information. It is also intended to develop your skills in working within a team environment. I have created six case studies that detail a client's current environment, needs and supports. These case studies will be posted on September 9th, when the course officially begins. By week 2, please form groups of 3-4 people. **Each case study can only be evaluated by one group**, so there is an incentive to form groups early. Once your group is finalized, please designate one person to post the members and group name in the forum under your preferred case study. If you are having difficulties finding a group, please let other students know by posting in the forum.

### Part I: Project Management Outline (2%)

Working together with your group, provide a 1-2 page outline that details the work plan for delivering your final group project. This may include timeline, duties and responsibilities of each member, mode of communication, how often the group should check-in and how to stay on schedule and ensure all members contribute and their perspectives are heard. It can also include other items that your group sees as critical to ensuring the success of your project. Groups will be given 100% on this assignment provided it is handed in on time.

### **Part II: Group Project PowerPoint (23%)**

From the case studies, the group will examine the specific disability/health concern, proposed technologies and available funding. The group will identify any funding restrictions, unique challenges and ease in accessing the information.

The findings should be summarized in a PowerPoint presentation that will be posted to the forum in Week 9 (before Reading Week). For submission, the file should be in a PDF format and only one member of your group has to submit the final project. The presentations should include the following information:

- Overview of the case study
- Pulling in the case study throughout the presentation
- A summary of the specific health condition.
- Evaluation of at least one of the technologies mentioned in the case study
- Considerations for other possible technologies
- Overview of the funding sources and why they were selected
- Strengths and limitations of the funding
- Stakeholder perspectives and the different external factors impacting the use and outcome of the technology
- Ease on accessing the information
- Reflection on how well the needs have been met by the funding sources
- Integration of course concepts and learning outcomes.

For more details on this assignment, please refer to the CourseSpaces site.

NOTE: In group projects it is not always possible to get equal contribution due to the variety of tasks. However, I expect that all group members will demonstrate a strong contribution to the project.

### **Technology Assessment (40%)**

#### **Overview:**

This final assignment will demonstrate your understanding of the key course concepts, specifically your ability to analyze a technology for its anticipated action. For your evaluation, it will encompass selecting three components: the intended action you are evaluating, an upcoming technology, and a specific framework/model/theory (F/M/T).

#### **Part I: Technology Evaluation Outline (5%)**

This first part of your final assignment is intended to give you feedback that will assist you in preparing your final assignment. For this first part, you are to complete the outline provided on the CourseSpaces site. Since, this outline is meant only as a guide, I encourage you to

provide additional categories that may be more specific to your selected topic.

The technology you select to evaluate should be different from that of previous assignments. The F/M/T that you select should align with the intended action you would like to evaluate. Examples of actions to be evaluated include health equity, health promotion, social inclusion, community engagement, quality of life, adoption, utilization, ethical implications, prediction of unintended consequences --- but there are many more, and you may choose to select one outside of this list.

### **Part II: Technology Assessment Report (35%)**

This final part of your assignment will integrate your table into a paper. A strong paper will build off on the outline from Part I and integrate your own critical reflection and categories that link course concepts and learning outcomes with your selected F/M/T, action and technology. Some F/M/Ts can be quite complex and contain multiple components. A well-constructed paper will integrate the key components of the F/M/T that provide new insights for the technology, rather than presenting a 'checklist' of all the components within the F/M/T.

The final report should be structured with the following:

- 2000-2500 words
- Cover page
- APA format
- It should also include a table of contents. (I have required this as part of your report, as I find this to be a good checklist when I create a paper. I review my table of contents to see if the presentation of topics is in a logical order, or if the paper could be strengthened through some minor reorganization).
- Introduction and conclusion. Your recommendations and/or key findings in applying the framework/model/theory can be included in your conclusion.
- Charts or tables that translate well with your topic (optional).

#### **Evaluation Criteria:**

- Depth of critical analysis in applying the F/M/T to the CST.
- Concise integration of course concepts into the technology evaluation assessment.
- Correct use of APA, including headings and references.
- Clear and concise writing.
- Coherent and logical presentation.

NOTE: See the Coursespaces site for rubrics on all of the assignments.

### **EVALUATION CRITERIA FOR ASSIGNMENTS**

#### **APA Formatting**

All papers written for this course must adhere to the *Publication Manual of the American Psychological Association* (APA), 6th edition. Papers must be in 12-point readable font (*e.g.* Times Roman or Cambria), double-spaced, with 1" margins on all four sides. All references



(within the body of the paper and the reference list) must be cited according to the APA manual. All papers should have an introduction and a conclusion. Use proper APA formatted headings (and sub-headings, as appropriate) to help create clarity within your paper. Also be sure to include a title page with your full name and information. Owl Purdue provides more specifics on APA formatting: <http://owl.english.purdue.edu/owl/resource/560/01/>. All papers should be submitted as a Word file and uploaded to the appropriate CourseSpaces Assignment Drop Box. For the group assignment, the project should be submitted as a PDF.

## References

All papers written for this course must include references to course and other relevant sources and materials. Relevant sources include journal articles, book chapters, government and other reports, conference proceedings, credible websites (*i.e.* Public Health Agency of Canada, Center for Disease Control and Prevention, World Health Organization, *etc.*).

**NOTE:** If you do incorporate photographs into your assignment, you may not take photographs of people unless it is a crowd scene from a distance and faces are totally indistinguishable. To record people's faces, you need written ethical approval from the person you photograph and the university – so do not do it!

As stated by the UVic Copyright Office: “All universities and libraries in Canada are required to comply with [Canadian Copyright Act](#). In practical terms, this means that any copying of materials by university faculty, staff or students, regarding of format, is subject to certain limits and restrictions.” Please visit the following link for detailed information regarding policies and guidelines, <http://www.uvic.ca/copyright/policies/index.php> Here is an excellent resource that summarizes the images that can be included in your assignments:

<http://www.uvic.ca/copyright/assets/docs/Copyrightflowchart.pdf>

## Due Dates

If you need to submit an assignment late, please contact me through the CourseSpaces internal email at least one week before the assignment is due to negotiate an extension. (Requesting an extension does not automatically mean the extension will be granted).

The final mark on an assignment that is submitted late will be reduced by 5% for each 48 hours past the due date. For example, if the mark earned is 80%, and the assignment is submitted one day after the due date, the final mark on the late assignment will be 75%.

Because late assignments allow the student more time to develop the work, this policy has been created so as not to penalize those students who submit their work on time.

Assignments submitted more than one week after the original due date will be given a grade of zero.

## Rubrics

Rubrics have been created for each of the written assignments. These are posted in the Main Section on CourseSpaces.

### SCHEDULE AT A GLANCE

To create consistency, each week begins on Saturday morning and ends on Sunday at midnight. Following is the schedule for the course. Any changes will be announced in the class forum.

Week 1: (September 9-13) Introductions and overview of the course

#### **UNIT 1 – THE INTERSECTION OF COMMUNITY, TECHNOLOGY AND THE END USER**

Week 2: (September 14-20) Definitions and Categories for Community Supportive Technologies

Week 3: (September 21-27) The End User

Week 4: (September 28 – October 4) External Stakeholders

Week 5: (October 5-11) Caregivers and Families

#### **UNIT 2 – EXTERNAL CONSIDERATIONS – PHYSICAL, FINANCIAL, ETHICAL & SOCIAL**

Week 6: (October 12-18) Socialization & Communication

Week 7: (October 19-25) Accessibility in the Home

Week 8: (October 26-November 1) Accessibility in the Community

#### **UNIT 3 – POPULATION BASED ACTIONS**

Week 9: (November 2-8) Universal Design & Age Friendly Cities

Week 10: (November 9-15) READING WEEK

Week 11: (November 16-22) Group Presentations on Funding Programs

Week 12: (November 23-29 ) Pervasive Technologies

Week 13: (November 30- December 4) Upcoming Technologies

### CONCEPT MAP FOR HEALTH AND COMMUNITY SUPPORTIVE TECHNOLOGIES

I created the concept map in order to bring integrate many concepts we will cover throughout the course. We will revisit this map at the beginning of each week in the PowerPoint presentations as a way of reflecting on how these concepts intersect. For a full review of the concept map, please listen to the audio listed under Week 1 on the CourseSpaces site.

#### **An Overview of the Concept Map:**

- Action has been placed at the centre of the map, to remind us to reflect on the intended (or unintended) consequence of technology. For example, a technology may be introduced to encourage social inclusion, health equity, or health literacy. 'Action' is what I aim for us to constantly reflect on as we proceed through the course.
- We will be travel through the course concepts, by beginning with the inner orange ring and ending with the bolded concepts in the purple ring. The orange ring

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highlights a traditional approach to technology which involves considering the needs of an individual. However, what is often overlooked in this assessment are the external supports that can impact access to these technologies.

- The green ring signifies the stakeholders that are involved in supporting the provision and utilization of these technologies. These stakeholders are often involved in the decisions and supports that can impact the adoption of technology.
- The purple ring is what we will focus on for Units II and III. The bold terms in the purple ring are the lens that we will specifically cover in the course: physical, social, ethical, and financial. The greyed-out words in the purple ring represent other lens that we will not have time to cover directly in the course. These may include cultural, political, legal, and emotional, but there are many others!



Description of Layers	
	Lenses - Unit 2
	Stakeholders - Unit 1
	Roles - Unit 1
	Outcome/Recommendation - Throughout Course

## WEEKLY CLASSES

### Week 1: September 9 – 13

#### Introductions and Overview of the Course

##### Overview

Our first week will be spent getting to know one another and reviewing the course expectations, syllabus and concept map.

##### Learning Objectives

- Review the course syllabus to understand the course objectives.
- Have a general understanding of the course topics.
- Evaluate our current perceptions of technology.

## UNIT 1: THE STAKEHOLDERS

### Week 2: September 14 – 20

#### Definitions and Categories for Community Supportive Technologies

##### Overview

This week we will work towards establishing common definitions that will be utilized throughout the course. To develop an appreciation for the range of available technologies, there will also be an overview of the main categories for community supportive technologies.

##### Learning Objectives

- Recognize the challenge in defining technology and how these definitions change due to each of our different lenses.
- Develop a definition for community supportive technology that will be utilized throughout the course.
- Understand some of the common categories of technologies that can fall within community supportive technologies:
  - Assistive device/ assistive technology
  - Aids for daily living (ADL)
  - Health Technology
  - Health Information Technology (HIT)
- Reflect on the adoption of technology and how this ties into developing our definition of CST.

<b>Week 3: September 21 – 27</b>
<b>Stakeholders Part I - The End User</b>
Overview
This week will be the first of three part where we consider the different stakeholders involved in the selection, design and funding of CSTs. We will start by examining some of the design strategies for community supportive technologies. We will review the current system for matching technology to a client’s needs and the role of the client, provider, and clinician.
Learning Objectives
<ul style="list-style-type: none"> <li>• Identify the different client needs that community supportive technologies aim to support.</li> <li>• Examine the relationship between health and computer literacy.</li> <li>• Demonstrate how user-centred design addresses technology adoption.</li> <li>• Examine some of the criteria for universality and accessibility of electronic devices.</li> </ul>
<p><b>Assignment Two - Part One - Group Project</b> <span style="float: right;"><b>Due: September 28, 2015</b></span></p> <p>The aim of this part of your second assignment is to have your group start planning for your overall project. The main learning outcome at this stage of the assignment is to:</p> <ul style="list-style-type: none"> <li>• Develop project management strategies that can be used in successfully managing a group project.</li> </ul>
<b>Week 4: September 28 – October 4</b>
<b>Stakeholders Part II - The Providers</b>
Overview
In part II of the impact of the stakeholders, we will be examining the external stakeholders - the manufacturers, funders, clinicians and policy-makers. We will examine the impact these stakeholders can have on determining the design and adoption of technologies.
Learning Objectives
<ul style="list-style-type: none"> <li>• Identify the different stakeholders involved in the design and assessment process for community supportive technologies.</li> <li>• Demonstrate the competing and similar perspectives of stakeholders and how each can impact the provision and design of CSTs.</li> <li>• Assess how to address the competing timeline challenges of technology and</li> </ul>

organizational structures.
<b>Week 5: October 5 - 11</b>
<b>Stakeholders Part III - Caregivers and Families</b>
Overview
In part III on stakeholders, we will examine the community supports, specifically the role of the family and caregiver, in the selection and adoption of CSTs. Social Assistive Robots (SARS) and monitoring devices will be examined as innovative examples of supporting caregivers in the community. This will lead us into the outer loop of our concept map (see page 11), by looking at the ethical considerations for implementing CSTs.
Learning Objectives
<ul style="list-style-type: none"> <li>• Identify the role and impact of the informal and formal caregivers as community supports.</li> <li>• Assess how different CSTs address the unique considerations for the client, caregiver, and family.</li> <li>• Analyze the potential success of CSTs in addressing caregiver distress for those patients with cognitive decline or impairment.</li> <li>• Examine how a theoretical framework can be applied in the evaluation of CSTs.</li> </ul>
<p><b>Assignment One - Website Evaluation</b> <span style="float: right;"><b>Due: October 9, 2015</b></span></p> <p>This assignment aims to bring together the concepts we have covered in Unit I, as well as focus on the following core learning outcomes for the course:</p> <ul style="list-style-type: none"> <li>• Develop action strategies for community supportive technologies that promote adoption, social inclusion, health literacy and health equity.</li> <li>• Describe and evaluate the different categories of community supportive technologies in addressing specific individual needs.</li> <li>• Recognize the stakeholders that are involved in the design and utilization of community supportive technologies.</li> </ul>
<b>UNIT 2 – EXTERNAL CONSIDERATIONS – PHYSICAL AND SOCIAL</b>
<b>Week 6: October 12-18</b>
<b>Communication and Social Engagement</b>
Overview
We continue with our external ring of our concept map, by examining the specific CSTs that encourage social engagement. This week’s concepts will be demonstrated by

examining augmentative communication, sensory aids, and standing aids.
<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li>Analyze the health and social implications of standing and being able to engage at eye level.</li> <li>Examine the impact of communication and social engagement.</li> <li>Apply a framework in the evaluation of a CST.</li> </ul>
<b>Week 7: October 19 - 25</b>
<b>Accessibility in the Home</b>
<b>Overview</b>
For the next two weeks we will be examining the built environment and how CSTs can address the physical barriers. We will begin by looking at common CSTs that are utilized in the home and some of the specific barriers experienced with these technologies. Specific considerations will be on those CSTs that successfully support aging in place.
<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li>Examine the statistics around fall and injury prevention.</li> <li>Evaluate how the social dimensions of health impact accessibility to CSTs.</li> <li>Discuss the physical barriers that can impact CST utilization.</li> <li>Evaluate the current status of research on low cost CSTs.</li> </ul>
<b>Week 8: October 26 - November 1</b>
<b>Accessibility in the Community</b>
<b>Overview</b>
This week we will examine the links between location, transportation, and social engagement. We will consider how vehicle modifications, public transit, and walkability can support social engagement.
<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li>Describe the relationship among housing, transportation, and social isolation.</li> <li>Evaluate the specific transportation considerations for CSTs, including transit options and vehicle modifications.</li> <li>Assess how where one lives may impact the appropriate application of CSTs.</li> </ul>
<b>Assignment Three - Part I - Technology Assessment Due: October 30, 2015</b>
The intent of this part of assignment three is intended for me to provide feedback to you

that will assist you in writing your final assignment.

### UNIT 3 – POPULATION-BASED STRATEGIES

**Week 9: November 2 - 8**

#### Universal Design and Age-Friendly Communities

##### Overview

This week we will be examining how settings can be created that put less reliance on individual CSTs. We will investigate how universal design and age friendly cities can create built environments that provide accessibility for all.

##### Learning Objectives

- Identify the principles of universal design.
- Evaluate the current challenges in achieving universal design.
- Recognize that age-friendly cities serve needs beyond those of our aging population.

#### Assignment Two - Part II - Group Project

**Due: November 8, 2015**

This is the final part of your group assignment. It aims to bring together the weekly learning outcomes from Units I and II, as well as the following core learning outcomes for the course:

- Describe and evaluate the different categories of community supportive technologies in addressing specific individual needs.
- Recognize the stakeholders that are involved in the design and utilization of community supportive technologies.
- Identify and analyze the different individual and societal perceptions of community supportive technologies and how these can impact adoption and social inclusion.
- Identify and evaluate the current trends in community supportive technologies.
- Develop action strategies for community supportive technologies that promote adoption, social inclusion and health equity.
- Analyze the unique considerations for community supportive technologies for seniors, people living with a disability and Indigenous populations.
- Develop project management strategies that can be used in successfully managing a group project.



<b>Week 10: November 9-15 – Reading Week– no classes</b>
Learning Objectives:
<ul style="list-style-type: none"> <li>• Continue to work on your term paper.</li> </ul>
<b>Week 11: November 16 - 22</b>
<b>Group Presentations on Funding Programs</b>
Overview
This week we will review each of the group’s presentations on their case study.
Learning Objectives
<ul style="list-style-type: none"> <li>• Evaluate the range of funding sources for community supportive technologies.</li> <li>• Recognize the challenges faced by clients in navigating through different funding systems.</li> </ul>
<b>Week 12: November 23 - 29</b>
<b>Pervasive Technologies</b>
Overview
This week we will examine pervasive technologies, Big Data, and mHealth for their unique potential in supporting people in their community.
Learning Objectives
<ul style="list-style-type: none"> <li>• Examine the potential of mHealth and pervasive technologies.</li> <li>• Evaluate policy considerations for pervasive technologies.</li> <li>• Reflect on why some CSTs are more successful than others.</li> </ul>
<b>Week 13: November 30 – December 4</b>
<b>Course Wrap-up and Reflection</b>
Overview
This week we wrap-up the course by examining upcoming trends in CSTs that can contribute to improved health outcomes.
Learning Objectives
<ul style="list-style-type: none"> <li>• Critically evaluate the upcoming CST trends.</li> </ul>

## Assignment Three- Part II - Technology Assessment

**Due: November 30, 2015**

This is your final assignment for the course. It aims to bring together the concepts and learning outcomes we have been focusing on in units II and III, as well as bring together the following core learning outcomes that have been covered throughout the course:

- Describe and evaluate the different categories of community supportive technologies in addressing specific individual needs.
- Identify and analyze the different individual and societal perceptions of community supportive technologies and how these can impact adoption and social inclusion.
- Identify and evaluate the current trends in community supportive technologies.
- Develop action strategies for community supportive technologies that promote adoption, social inclusion, health literacy and health equity.
- Analyze the unique considerations for community supportive technologies for seniors, people living with a disability and Indigenous populations.
- Apply a theoretical framework in the evaluation of CSTs.

## RESOURCES FOR STUDENTS

### Grading Scale

The following link provides a table that shows the official grading system used by instructors in arriving at final assessments of student performance:

<http://web.uvic.ca/calendar2015-09/FACS/UnIn/UARe/Grad.html>

### Resource Centre for Students with a Disability (RCSD)

The Resource Centre for Students with a Disability (RCSD) is a unit within Student Services (part of Student Affairs) that supports you and your instructors in developing academic accommodation plans, if you are in credit courses leading to a University of Victoria diploma or certificate.

The Academic Accommodation and Access for Students with Disabilities Policy (AC1205) and accompanying procedures guide this process. You will need to provide appropriate documentation as set out in those procedures. See the RCSD website

<http://www.uvic.ca/services/rcsd/index.php> for more information on documentation.

You are advised to register with the RCSD as early as possible to avoid a delay in service. Arranging accommodations such as sign language interpreting, captioning, alternate

format texts and request for early registration often requires a substantial amount of time to organize.

Academic accommodations in the classroom enable access to essential course content and class activities. The need to access lectures, labs, written assignments, fieldwork, class discussions, and technology requires reasonable accommodations, such as note takers, sign language interpreters, preferential seating, more flexible attendance requirements, assignment substitutions, classes in accessible locations, and adaptive technology. If you are required to write tests and exams you may need adjustments to time, the use of technology, and/or to write in a distraction reduced environment.

The RCSD has deadlines for requesting services:

Registering with the RCSD

- The deadline for requesting fall semester accommodation is October 31st.
- The deadline for requesting winter semester accommodation is February 28th.

Change in Disability Status

- Students who have recent diagnoses or require a change in their academic accommodations may still request accommodations after the deadlines stated above.

The University does not cover costs related to medical documentation.

A diagnosis of disability alone does not guarantee academic accommodations.

The University of Victoria, Undergraduate Calendar, 2015-2016, Page 17-18.

Source: <http://web.uvic.ca/calendar2015-09/uvicCal-Undergraduate-2015-09.pdf>

Please notify your instructor or the advisor in the School of Public Health and Social Policy if you require accommodation in your course(s) **within the first two weeks of class**.

The Resource Centre for Students with a Disability (RCSD)

Campus Services Building

Phone: 250-472-4947

Web: [www.rcsd.uvic.ca](http://www.rcsd.uvic.ca)

Email: [inforcsd@uvic.ca](mailto:inforcsd@uvic.ca)

## **Policy on Academic Integrity**

The University of Victoria, the School of Public Health and myself all place a high emphasis on academic integrity. It is advised that all students visit the links listed at the end of this section to have a full understanding of the expectations on academic integrity.

The following excerpt is from the University of Victoria's calendar on academic integrity.

"Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. This policy is designed to ensure that the university's standards are upheld in a fair and transparent fashion.

Nothing in this policy is intended to prohibit students from developing their academic skills through the exchange of ideas and the utilization of resources available at the university to support learning (*e.g.*, The Writing Centre). Students who are in doubt as to what constitutes a violation of academic integrity in a particular instance should consult their course instructor" (University of Victoria, 2015, p. 33).

Further details are also available at:

<http://web.uvic.ca/calendar2011/FACS/UnIn/UARe/PoAcI.html>

or on page 33 in the University of Victoria, Undergraduate Calendar, 2015-2016:

<http://web.uvic.ca/calendar2015-09/uvicCal-Undergraduate-2015-09.pdf>

## **Learning and Teaching Centre**

The Learning and Teaching Centre (LTC) runs the Writing Centre (TWC), which offers online tutoring for students to help them become better, more confident writers. They provide workshops, online tutoring, and individual consultation on improving your writing and research skills. You can check out their web site:

<http://www.uvic.ca/learningandteaching/>

## **Librarian**

I highly recommend connecting with Carol Gordon on your various research projects. Carol can assist you with your search strategy and in locating papers that may not be available directly through the University.

Carol can be contacted at: [cjgordon@uvic.ca](mailto:cjgordon@uvic.ca)

(250) 721-6161

### Further Graduate Policies from the Undergraduate Calendar

- 1) [GRADE REVIEW](#)
- 2) [DEFERRALS & RACs](#)
- 3) [PROFESSIONAL CONDUCT](#)
- 4) [PRACTICUM](#)
- 5) [BC FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY](#)

### Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey you will receive an email inviting you to do so. Please ensure that your current email address is listed in MyPage (<http://uvic.ca/mypage>).

If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic netlink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.