INTERNATIONAL/INDIGENOUS COURSE MODULE PROGRAM

All student participants must be current Arts & Science (St. George) undergraduate students in good standing and be enrolled in an academic program and course listed at the time the proposed activity takes place. Note: In an effort to ensure that as many students as possible can participate in Faculty-funded international opportunities, priority for participation in these opportunities will be given to students who have not previously received funding from Arts and Science for an international experience.

PART I – Applicant + course information

Name of applicant: Franco Taverna

Sponsoring Department/Unit: Human Biology Program

UTOR E-mail Address: franco.taverna@utoronto.ca  Phone: 416-946-5048

Course title(s) and number(s) (only students from courses listed may participate):

HMB440H1: Dementia

Estimate of total number of students enrolled: 40

Maximum number of students proposed to participate in ICM: 8

Location of proposed ICM: The Netherlands

Proposed travel dates: February 16-23, 2019

PART II – International course module details

1) Brief description of the module.
HMB440H1 analyzes the multi-disciplinary aspects of dementia with special attention paid to the clinical, genetic, molecular, and social aspects of dementia, with an overview focus on Alzheimer’s disease. An embedded community-engaged learning opportunity allows upper-year life science students to become friendly visitors at a local long-term care facility to provide friendship and support to a matched resident. The visits and one-to-one interaction ground the academic learning goals, particularly the clinical and social aspects of dementia, by allowing students to explore what living with dementia is like and the challenges with providing care to the elderly, and gain further understanding of course content and an enhanced sense of civic responsibility.

Caring for the aged, especially those with dementia, is an increasingly critical global health issue as people live longer and the elderly population increases, sometimes surpassing the younger population. The province of Ontario is currently facing a shortage of long-term care beds and
facility staff, resulting in inconsistent good care; at least half of existing long-term care facilities need to be rebuilt or modernized to meet the 2016 guidelines listed by the Ontario Long Term Care Association. In March 2018, the Government of Ontario announced an investment plan that will help increase and enhance the available care and support here in Ontario. This provides an ideal opportunity to integrate design features present in HMB440H1 with opportunities engage with a current provincial and international dilemma.

The proposed International Course Module (ICM) would have eight (8) students visit three (3) internationally recognized elderly care models in the Netherlands. These care models are meant to meet the increasing challenges of an aging population and to promote living with dignity. The international trip will allow students to learn more about these efforts and bring the knowledge and practices back to Ontario. The three elderly care models the students will visit are:

- **Hogeweyk, Weesp**, the Netherlands - Also known as the Dementia Village, this facility focuses on “salutogenesis,” an approach that focuses on environmental and social factors that support human health and well-being for those with dementia. This facility is not a building; it is a self-contained village with different streets and blocks designed to create a safe, secure, and recognizable atmosphere. In this village, residents can go shopping, meet for coffee, and participate in clubs. Over half of the village’s grounds are maintained outdoor spaces to encourage residents to remain active in daily life. While there is a small pilot that mimics Hogeweyk in Penetanguishene, ON, the idea has not grown in Ontario. However, this type of facility design has gained international recognition for its innovation in dealing with staff shortages and mental health care issues that complicate care for those with dementia. Adopting this concept in Ontario would be an innovative option to address quality of life and care issues.

- **Humanitas Deventer** - International Living, Deventer, the Netherlands. Humanitas has developed an innovative model for helping both the elderly receive the care and social interaction they need to remain physically and psychologically healthy, and assisting university students with their living expenses. In exchange for free lodging at a retirement home, at least six local university students spend a minimum of 30 hours a month with the 160 elderly residents living there, doing activities ranging from helping residents prepare their meals, shop with them, paint- any activity that suits both the students and the elderly’s interests and needs. The impact of this model has been positive and significant for all involved. Two other facilities in the Netherlands have adopted this model with success, and it has been further adopted by a facility in Lyon, France and in Cleveland, Ohio, USA. This concept is one that would work well in Greater Toronto Area especially as the cost of living increases and affordable safe student housing can be difficult to secure.

- **Vreedenhoff, Arnhem**, the Netherlands - Vreedenhoff is one of the facilities that adopted the Humanitas model and has also had success with the model. Vreedenhoff also has a unique

---

1 HMB will seek out other opportunities for funding to possibly send a small group of students who do not participate in the ICM to Penetanguishene as well.
element in a program they host called “Old School Vreedenhoff,” a project designed to give their elderly patients recognition for their life history. Students from the Art Academy of Arnhem interview residents and learn about their lives. Often a piece of personal property, a memento or photograph, serves to stimulate the “life history.” Students create a project or piece of art that represents the life history of the resident to serve as a focus of discovery and remembrance. These stories and pieces are exhibited annually in the city. This is similar to the capstone project that all the students in HMB440H1 do for their matched residents here in Toronto called the “Life History” project.

2) What are the learning objectives of this module?

The ICM will offer practical opportunities to observe and learn about internationally recognized elderly care models in the Netherlands. These models of care are meant to meet the increasing challenges of an aging population and to promote living with dignity. Students will:

- learn new innovative methods and facility models for long-term care of the elderly;
- compare and contrast care models in Ontario to those internationally;
- identify challenges, engage in design thinking, and think critically about sustainability of healthcare, in particular how it relates to aging and dementia;
- learn how to network and make valuable professional and academic contacts for future academic work;
- learn about the social determinants of health and quality of life in the context of aging and dementia.

3) If participation by less than the total number of students in the course is proposed, what procedures and criteria will be used to select ICM participants

a) What procedures and criteria will be used to select ICM participants? Interested students will apply for the ICM with a current CV, a copy of their latest transcript and a one-page letter of interest. A panel of key Human Biology Program partners will interview finalist students. Students will be chosen based on their interview, letter of interest balanced with cGPA, prior travel, work, and volunteer experience.

b) Describe how non-ICM participants will contribute to the ICM? The students will work in groups of up to five (5) with at least one member participating in the ICM. The groups will work together as a class to do research and learn about the models of care offered in the Netherlands. There will be an in-class critical review of the current state of care and long-term care facilities in Ontario to introduce the students to the complex issues and challenges faced by society and those living with dementia. The groups will also work together to complete a key course assignment.

4) How does the ICM enhance students’ (both ICM participants and non-participants) learning for the course in which it is embedded?

The module aims to enhance, through practical experience, important learning outcomes of HMB440H1. Specifically, the objective is to gain personal experience about the social aspects of living with dementia and in a long-term care facility. Central to this learning is how to design and provide care in such environments. All students will study long-term care
facilities and will interact with residents locally. The ICM group will learn about internationally renowned facilities and models of care and, through group work, transfer their knowledge to compare and contrast different models of care and their impact on quality of life.

5) How will the ICM be incorporated into the course’s curriculum and marking scheme? Please describe the assignments and marking scheme for the ICM.

As mentioned the students will be working in groups, with each group having at least one ICM participant. They will work together on a written assignment entitled “Dementia: living and care giving models” and subsequent poster presentation comparing and contrasting models for living in long-term care facilities. An important goal for this assignment will be to evaluate how the different models affect quality of life for the residents, particularly those with dementia, clinical and behavioural outcomes and how the models impact the caregiving aspects.

<table>
<thead>
<tr>
<th>Assignment &amp; Description</th>
<th>Weight</th>
<th>ICM Component features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Resident Placement Reflection 1 (initial)</td>
<td>2%</td>
<td>ICM participating students will be paired with a resident in Vreedenhoff instead of a local GTA resident; will meet with resident in person and will continue engagement via skype or via colleagues met in the Netherlands upon return to Toronto.</td>
</tr>
<tr>
<td>Local Resident Reflection 2 (Final)</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Professionalism (based on feedback from community partners)</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Placement Project- Life History</td>
<td>12%</td>
<td>Five (5) local projects along with the eight (8) based on the Vreedenhoff residents would be sent to Vreedenhoff and included in their annual exhibit.</td>
</tr>
<tr>
<td>Report &amp; Presentation- Dementia: living and care giving models</td>
<td>20%</td>
<td>Based on research students perform in groups preparing for ICM and based on findings from the ICM</td>
</tr>
<tr>
<td>Design Thinking &amp; Planning Project (Grant Application)</td>
<td>7%</td>
<td>Students are actively encouraged in this course to encourage their design skills. The grant will be for a proposed project that would bring to Ontario some of the methods and models researched and learned through the ICM.</td>
</tr>
<tr>
<td>ICM Reflection 1 (initial)</td>
<td>2%</td>
<td>All students will write reflections based either on their experiences on the ICM or with how the ICM affected their learning in the course.</td>
</tr>
<tr>
<td>ICM Reflection 2 (final)</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

6) How will ICM participants share their experience with other in the class and the wider Arts & Science community?

Students present their work at the New College Community Engaged Learning Symposium: Connecting Classroom Campus & Community, an event open to the entire Faculty community. Students will also share their work with members of the University community and invited guests including staff and guests from long-term care facility partners. The staff will learn about innovative models of care and living. Students will also meet with the Ontario Long-Term Care Association and present their findings from research in the course and on the trip to The Netherlands, and will meet

---

2 If we are able to secure additional funding from other opportunities for some students to go to Penetanguishene, these students will also be disbursed among the groups for equal representation.
and present their findings to Dr. Kathy McGilton, a senior scientist at the Toronto Rehabilitation Institution-UHN who is also a guest lecturer and key partner in this course.

8) What are the preliminary plans for meeting UofT Safety Abroad guidelines?

All undergraduate students will attend the mandatory Safety Abroad Workshop and be registered on the UofT Safety Abroad Database. The students will also research cultural differences and expectations as well as socio-political factors that affect elderly care in the Netherlands as part of preparation for the trip.

All undergraduate students, graduate students, and faculty taking part in international opportunities must meet the UofT Safety Abroad guidelines as noted on the Safety Abroad website: http://www.studentlife.utoronto.ca/cie/safety-abroad in order to participate. Support will be provided by the Professional and International Programs (PIP) office at Woodsworth College to ensure safety abroad requirements are met.

PART III – Itinerary

Please provide an approximate itinerary (briefly indicating daily locations and activities) and a budget in Canadian dollars. The budget should include expenses for students and one faculty member and should clearly indicate any contributions from other sources received or applied for.

1) BRIEF ITINERARY (list dates and daily activity)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Location</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 16/</td>
<td>Flight</td>
<td>Depart Toronto to Amsterdam</td>
</tr>
<tr>
<td>Sunday February 17, 2019</td>
<td>Arrive in Amsterdam</td>
<td>Cultural day in Amsterdam; free canal cruise and/or visit to Amsterdam museum(s)</td>
</tr>
<tr>
<td>February 18, 2019</td>
<td>Amsterdam</td>
<td>Visit to University of Amsterdam- meet with local partners. Visit Van Abbe Museum and take the Onvergetelijk Van Abbe programme tour specially designed for people with dementia and their caregivers.</td>
</tr>
<tr>
<td>February 19, 2019</td>
<td>Regional transport to Hogeweyk, via Weesp (30 min)</td>
<td>Full day tour of Hogeweyk (OPTION A) or ½ day tour of Hogeweyk (OPTION B)</td>
</tr>
<tr>
<td>February 20, 2019</td>
<td>Regional transport to Deventer (2 hours) and return to Amsterdam</td>
<td>Humanitas Tour</td>
</tr>
<tr>
<td>February 21, 2019</td>
<td>Regional transport to Arnhem (1.5 hours) and return to Amsterdam</td>
<td>Vreedenhoff Tour</td>
</tr>
<tr>
<td>February 22, 2019</td>
<td>Flight from Amsterdam to Toronto</td>
<td></td>
</tr>
</tbody>
</table>