

**Course Number MDSC 425
Global Health Field Course**

Instructors:

Instructor (UCalgary):

Dr. Guido van Marle, MSc, PhD

Professor | Department of Microbiology, Immunology and Infectious Diseases

Cumming School of Medicine | University of Calgary

Email: vanmarle@ucalgary.ca

Instructor (UCalgary):

Dr. Jenn Brenner, MD, FRCPC

Associate Professor | Departments of Pediatrics and Community Health Sciences

Cumming School of Medicine | University of Calgary

Email: jlbrenne@ucalgary.ca

Office Hours/Policy on Answering Student Emails

Not applicable

Time and Location:

May 29, 2026-June 28, 2026

Mbarara University of Science and Technology (MUST)

Mbarara, Uganda

****Dates subject to change owing to fluctuations in travel schedules***

Prerequisite/Co-Requisite:

Group Study, Consent of the Instructor

Course Description:

Provides students experiential learning about Global Health through a combination of classroom and field work in a Low and Middle Income Country (LMIC) country setting.

Overarching Theme

This year's Global Health Field Course will be based out of Mbarara, Uganda, working with field partners from Mbarara University of Science and Technology (MUST). Students will work together with the MUST staff and MUST student teams to engage with local community members in planning and implementing health-related projects with either the urban or rural community partners in a manner that would encourage community participation and increase public awareness of health issues. This course is designed to engage principles of the social determinants of health, health equity, and health promotion.

Course Format:

The program will consist of some classroom sessions before departure that will prepare students for the fieldwork. Pre-departure learning will focus on building cultural competencies, fundamental global health principles, and to prepare students to work efficiently in a limited resource setting. Students with previous international experience may also be prepared to take on leadership roles during the fieldwork. The fieldwork will consist of:

- 1) Assisting in designing and conducting health-related projects in partnership with the community they will work with in Uganda.
- 2) Assisting in developing and deploying training programs for community institutions in Uganda.
- 3) Students will work in teams for all fieldwork and training sessions.

To meet the course requirement, students will be evaluated on participation, and written assignments. Apart from experiential learning tasks in the field, students will complete pre-departure critical reflections, a final reflection, and a final project report upon return from Uganda.

Global Objectives

The objective of the Global Health Field Course is to give students an experiential and transformational learning opportunity in Global Health through a mix of classroom and field work in LMIC country setting and to enhance the student's

1. Ability to work effectively in transdisciplinary settings.
2. Ability to work in a cross-cultural community based setting.
3. Global Citizenship skills

Course Learning Outcomes

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

1. Reflect on the history of Uganda, the health system, and the general health concerns of Uganda in the context of East Africa.
2. Synthesize foundational concepts of global health, social determinants of health, health promotion and health equity and apply these to the field work.
3. Describe and reflect on their learning and engagement in country specific activities associated with their field work.
4. Develop new opinions and perspectives about Global Health activities in Lower Middle-income countries with a specific focus on Uganda and East Africa, within the context of the UN Sustainable Development Goals.

Transferable Skill Development:

Many of the skills and abilities that you are developing in your coursework are transferable to the workforce, graduate and professional studies and other facets of life. Employers seek applicants with transferable skills because they can be an asset in the workplace, regardless of industry or sector. Transferable skills are core skills for your success in building your future career.

The work that you will do in MDSC 425 will help you build the following transferable skills:

- **Collaboration:** Work respectfully with others from different backgrounds, cultures, and countries.
- **Verbal Communication:** Learn and share information by presenting, listening, and interacting with others.

- **Creativity and Innovation:** Find different and better ways to do things, being curious, thinking imaginatively.
- **Critical Thinking:** Actively and skillfully conceptualize, apply, analyze, synthesize, and/or evaluate information (data, facts, observable phenomena, and research findings) to make a reasoned judgement or draw a reasonable conclusion.
- **Information Literacy:** Find, understand, and use information presented through words, symbols, and images
- **Problem solving:** Identify an issue, find and implement a solution, and assess whether the situation has improved.
- **Project Management:** Conceptualize, initiate, plan and execute a plan to achieve a predetermined goal (project) by effectively prioritizing activities and meeting deadlines.
- **Written Communication:** Share ideas and information by using words, images, and symbols.

Learning Resources

A list of required readings will be outlined on D2L and links and documents will be made available

Supplementary Fees

This is a group study course and subject to extra fees.

Learning Technology Requirements

Brightspace (by D2L) is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

A laptop, desktop, tablet or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>.

Evaluation

The University policy on grading and related matters is described in Section F of the 2025-2026 Calendar.

In determining the overall grade in the course, the following weights will be used:

Assessment Activity	Weight	Due date
Community/Final/Debrief presentations (group)	20%	Final two days
Class Participation	30%	ongoing
Fieldwork Portfolio of all activities and products produced during field and community work (presentations/reports/educational materials)	30%	Upon return
Critical Reflections		
Pre-departure reflections	10%	Predeparture

End of field course reflections	10%	Upon return
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**Descriptions and rubrics/marking guidelines of each assessment item will be supplied directly to the student or through D2L.*

***There is no final exam for this course*

****A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.*

Community presentations (group)

Student groups will give a 20-minute presentation, followed by 10 minutes for discussion the fieldwork in Uganda.

Critical Reflections.

At the beginning (predeparture) and end of the field course, students will write a reflection on the course and activities they participated in. Within these reflections, the student is expected to include thoughtful comments and a personal reflection on their learning and personal development (in the context of the course objectives), and newly formed opinions and perspectives resulting from the field school course and community work. The predeparture reflections will also be key in guiding the final reflections. These reflections are expected to integrate relevant course readings/work/activities and concepts encountered during the field work learning experience.

Fieldwork Portfolio.

The student will prepare a report/portfolio of products arising from the course and field activities. The report/portfolio will present the major products created/worked on during the internship. These could include but are not limited to: posters, webpages, lesson plans, training modules, research reports and other documents relevant to internship activities. This will also include a two page description of the major and other activities during the internship.

Participation in class and field activities.

Student will be evaluated by the on-site supervisors/faculty/instructors and in discussion with the UCalgary course supervisor for level of commitment, punctuality, dedication, professionalism, and overall engagement.

Participation and the final portfolio will be graded by the course supervisor in consultation with the University of Calgary field supervisors/faculty/instructors and faculty/instructors and field supervisors of the partner institution (MUST).

A Note regarding Writing Assignments:

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (Section E.2 of 2025-26 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Health Sciences values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). Sources used to complete each assessment must be properly documented, unless otherwise noted by the instructor. The University of Calgary offers instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on

assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

Grading Scheme:

Letter Grade	Description	Percentage
A+	Outstanding performance	96-100
A	Excellent performance	90-95.99
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	Does not meet course requirements	0-49

Missed Components of Term Work:

*At each instructor's discretion, students will lose 5% per day late past the deadline for all assignments). In this case, assignments will **NOT** be accepted more than 72 hours after the posted deadline and students failing to submit any assignment within this time frame will receive a mark of zero.*

*As per University Calendar Section G.2.3 **students who are absent from an in-class assessment will receive a mark of zero on the missed component.** Students who are absent are responsible for contacting their instructor to discuss the impact of their missed assessment. Alternative opportunities for completing missed assessments or shifting of the assessment weight **may** be possible but are not guaranteed. Students who are identified as falsifying information related to missed assessments will be subject to investigation for academic misconduct.*

***Extensions will NOT be granted** on any assignment MDSC425. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Traffic jams and late or full buses are common events in Calgary and are NOT acceptable reasons for late arrivals to class, meetings and examinations. Please note that while absences are permitted for religious reasons, students are responsible for providing advance notice and adhering to other guidelines on this matter, as outlined in the University Calendar <https://calendar.ucalgary.ca/pages/02ffccb6b1a541db880fe4223d122b5e>*

Course Evaluations and Student Feedback

Student feedback will be sought at the end of the course through the new UCalgary Course Experience Survey and a qualitative student evaluation. Students are welcome to discuss the process and content of the course at any time with the instructor. Students may also address any concerns they may have with Dr. Fabiola Aparicio-Ting, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine (feapartic@ucalgary.ca).

Attendance

Attendance is an essential part of MDSC425. Students are expected to take notes during class and should not rely solely on material supplied by the instructors. Instructors may or may not post lectures notes to D2L, at their individual discretion. In-class discussion and all content presented in class, including concepts and examples, can constitute substantial learning and can be considered for assessment. Attendance and participation forms part of the final grade of the course.

Conduct During Lectures

The classroom should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at

<https://ucalgary.ca/student-services/student-conduct/policy>

Use of Internet and Electronic Communication Devices in Class

The Bachelor of Health Sciences program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices in the classroom negatively affects the learning of others during class time.

Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-electronic-resources-and-information-policy>

Use of Artificial Intelligence Tools

Generative Artificial Intelligence (AI), and specifically foundational models that can create writing, computer code, and /or images using minimal human prompting includes not only GPT-4 (and its siblings ChatGPT and Bing), but many writing assistants that are built on this or similar AI technologies.

Students may use artificial intelligence tools for creating an outline for [an assignment], but the **final submitted assignment(s) must be original work produced by the individual student alone; students are ultimately accountable for the work they submit.** This use must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work. You could also be asked to provide evidence of your own work. **Failure to cite the use of AI generated content in an assignment/assessment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.** Please see this library guide for how to cite the use of AI tools:

<https://libguides.ucalgary.ca/c.php?g=733971&p=5302331>

Students are not allowed to upload class slides, assignment instructions, or other course materials to AI tools or platforms. These are the intellectual property of the course instructor (IP); uploading these to and AI platform may breach IP rules since some of these sites may use these as training/output data.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Copyright

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Instructor Intellectual Property

Course materials created by instructors (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. **The posting of course materials to third party websites such as note-sharing sites without permission is prohibited.** Sharing of extracts of these course materials with other students enrolled in the course **at the same time** may be allowed under fair dealing.

Academic Accommodations

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>).

Students who require an accommodation in relation to their coursework based on a Protected Ground other than Disability should communicate this need in writing to Dr. Fabiola Aparicio-Ting (feaparc@ucalgary.ca), Associate Dean (Undergraduate Health and Science Education).

Academic Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned.

Academic Misconduct refers to student behaviour that compromises proper assessment of a student's academic activities and includes (but is not limited to): cheating, fabrication, falsification, plagiarism, unauthorized assistance, failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses, and failure to comply with exam regulations applied by the Registrar. **It also includes using of third party websites/services to access past/current course material, essay/assignment writing services, or real-time assistance in completing assessments, seeking answers to assessment questions and similar, whether paid, bartered or unpaid.**

For information of the Student Academic Misconduct Policy and Procedures, please visit; <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>.

Additional information is available on the Academic Integrity website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

Recording of Lectures

Audio or video recording of lectures (or similar) by students is prohibited except where explicit permission has been received from the instructor.

Freedom of Information and Protection of Privacy Act

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Appeals

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (<http://www.ucalgary.ca/student-services/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 10 business days** of first being notified of the grade.

<https://calendar.ucalgary.ca/pages/e31a7115dca740ec83579e946d4a4193>

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

Resources for Support of Student Learning, Success, Safety and Wellness

Student Success Centre	http://www.ucalgary.ca/ssc/
Student Wellness Centre	http://www.ucalgary.ca/wellnesscentre/
Student Advocacy and Wellness Hub (CSM)	https://cumming.ucalgary.ca/mdprogram/current-students/student-advising-wellness
Distress Centre	http://www.distresscentre.com/
Library Resources	http://library.ucalgary.ca

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the

SU Wellness Centre (<https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Ombuds' Office

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/student-services/ombuds/ or email ombuds@ucalgary.ca

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep1@su.ucalgary.ca or medrep2@su.ucalgary.ca.

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

Emergency Evacuation/Assembly Points

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see <https://www.ucalgary.ca/risk/emergency-management/drills/assembly-points-and-evacuation-maps>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

Class Schedule

Dates: May 29 – June 28, 2026

Location: Uganda (Entebbe, Mbarara, surrounding districts)

Dates are subject to change based on available travel dates or local circumstances

Day	Date	Activity
Friday	May 29	Students meet at YYC airport
Saturday	May 30	Group arrives in Entebbe, Uganda
Sunday	May 31	Entebbe → Mbarara transport
Monday	June 1	Classroom learning + Mbarara orientation
Tuesday	June 2	Classroom learning
Wednesday	June 3	Uganda public holiday – Day Off
Thursday	June 4	Field Visit to Healthy Child Uganda community site
Friday	June 5	Classroom learning + planning for district meeting
Saturday	June 6	Day Off – optional trip to museum + pool
Sunday	June 7	Day Off – optional excursion to market
Monday	June 8	District visit
Tuesday	June 9	Public Holiday – Day Off
Wednesday	June 10	Classroom and Community engagement
Thursday	June 11	Classroom and Community engagement
Friday	June 12	Classroom and Community engagement
Saturday	June 13	Classroom and Community engagement
Sunday	June 14	Classroom and Community engagement
Monday	June 15	Farm to Table Learning Day
Tuesday	June 16	Day Off
Wednesday	June 17	Classroom and Community engagement
Thursday	June 18	Classroom and Community engagement
Friday	June 19	Classroom and Community engagement
Saturday	June 20	Classroom and Community engagement
Sunday	June 21	Classroom and Community engagement
Monday	June 22	Day off – Safari
Tuesday	June 23	Day off – Safari
Wednesday	June 24	10:00 am – 4:00 pm Final presentation prep
Thursday	June 25	Academic presentations
Friday	June 26	Community celebration and community exit
Saturday	June 27	Travel: Mbarara → Entebbe
Sunday	June 28	Travel day / Arrival back in Canada