



*Ikali Karvinen (ed.), Gun-Britt Lejonqvist,  
Eija-Riitta Kinnunen & Mary Njeru*

**Love and forgiveness in the Global Community**

*Designing Master's Degree in Global Health Care  
–Master of Health Care*

*“Love is the basis in my professional field...”*

*Ikali Karvinen (ed.), Gun-Britt Lejonqvist,  
Eija-Riitta Kinnunen & Mary Njeru*

**LOVE AND FORGIVENESS  
IN THE GLOBAL COMMUNITY**

*Designing Master's Degree in Global Health Care  
– Master of Health Care*



*This project is supported in part by the Fetzer Institute*

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## ABSTRACT

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## **Love and Forgiveness in the Global Community**

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## **Final Case Progress Report**

**Project Number:**

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**‘Love and Forgiveness in the Global  
Community’**

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Organization Diaconia University of  
Applied Sciences

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25 000.00 USD

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7th day of August, 2012

**End Date:**

31st day of August, 2013

This project, *Love and Forgiveness in the Global Community*, started in August 2012 as a result of a joint effort of the three partner universities in Finland and Kenya. The partner universities, i.e. Diaconia University of Applied Sciences (Diak), Finland (coordinator), Arcada University of Applied Sciences (Finland) and University of Eastern Africa, Baraton (UE-AB), Kenya, intended to develop a curriculum infused with the values of love and forgiveness for a joint program, *Master’s Degree in Global Health Care – Master of Health Care*. The project was supported in part by the Fetzer Institute (Michigan, USA) and it had a budget of 25 000 USD. The project will officially end in August 2013.

The overall objective of this project was to establish good relationships among the partners to make it possible for them to start the joint value-

based program, the Master's Degree Program in Global Health Care, with a special focus on emergency preparedness and disaster management. More specifically, the aim was to develop a curriculum infused with a theoretical framework which supports the chosen essential values of love, forgiveness and compassion in care. The work was guided by a set of learning questions presented by the Fetzer Institute.

The main project activities consisted of workshops held in Kenya and Finland, steering group meetings and individual work for the program. During the academic year 2012-2013, three workshops took place. During the entire project, evaluation material was gathered on love and forgiveness by the methods of questionnaires and evaluation discussions. The entire process manifested features of action research in that each workshop was in the center of a development cycle and led to the next, more developed version of the curriculum, enhancing the understanding of love and forgiveness.

The result of this project is the curriculum for a Master's Degree Program in Global Health Care. This curriculum includes the objectives, the core content, the implementation plan and partly the literature for each study module. Altogether 11 study modules were modified or created for this master's program. Moreover, using the Fetzer Institute's learning questions as the guideline, the project produced material on love and forgiveness.

According to the results, the values of love and forgiveness and compassionate care cannot be expressed in professional life if these values are not lived in private life. It was also noticed that love and forgiveness have a close relationship with health and healing. Moreover, it can be said that the values of love and forgiveness should be clearly stated at different levels and in different sets of documentation in health care education programs. According to our understanding, love and forgiveness form the basis of nursing and allied health sciences, but it is not easy to communicate these values in the

academic world. The project team came to the understanding that one of the goals for such a master's program should be to teach the students how to communicate with and approach troubled people with loving kindness.

This project will continue as a capacity-building project funded by the Finnish Ministry of Foreign Affairs. The further funding received from the Ministry will enable the project to shift from the curriculum-development phase to the implementation phase of the studies.

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**Themes:**

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## 1 FOREWORD AND ACKNOWLEDGEMENTS

This Final Case Progress Report has two parts. The main results of the one year (2012-2013) curriculum development project *Love and Forgiveness in the Global Community* results are summarized in the first part of this report. The second part of this report consists of the curriculum for the Master's Degree Program in Global Health Care which was developed during this project.

The results of the project are founded on the valuable work of certain key experts, the planning committee and the steering group. We would especially like to acknowledge Professor Nehemiah Nyaundi, Dr. Dixon Anjejo and Ms. Jackie Obey (UEAB) for their strong commitment to this work. We also have great pleasure in being able to thank the working-life representatives of the steering group for their valuable comments and the support they have given to this work. In particular, we would like to acknowledge the contributions of Mrs. Sirkku Grierson and Mrs. Päivi Muma among the valuable contributions of the other active members of the steering group.

This project was made possible by the generous financial and practical support by the Fetzer Institute, founded by John E. Fetzer, and the Fetzer Advisory Council on Health Professions. On behalf of the entire project group we would especially like to thank Dr. Angela Graham and Mrs. Tiffany Jackson for assisting us in carrying out this work. As this was an important learning opportunity for all of us, we would like to express our gratitude for the external evaluator, Professor Bawa Yamba, who made it possible to us to deepen our understanding of our own learning during the process. Thank you, Professor Yamba, for thoroughly examining both the pro-

cess applied during the project and the curriculum produced. We value your supportive attitude.

On behalf of the entire project group,

30<sup>th</sup> of May, 2013, in Helsinki, Finland

*Dr. Ikali Karvinen*

*Project Leader, Principal Lecturer*

*Diaconia University of Applied Sciences*

*Dr. Pirjo Hakala*

*Vice-Rector,*

*Diaconia University of Applied Sciences*

## PART ONE



## 2 DESCRIPTION OF THE PARTNERS

### 2.1 Higher Learning Institutions

**Diaconia University of Applied Sciences.** This project was initiated and coordinated by the Diaconia university of Applied Sciences (Diak), which is an active, international higher learning institution based in Finland. Diak's values are based on Christianity, and therefore, Diak emphasizes human dignity, social justice, solidarity and the empowerment of people. Among its duties of education in the fields of social and health care and humanities, Diak has a special national-level duty as an educator of the church sector. Diaconia University of Applied Sciences has about 3,000 students on its Southern, Western, Eastern and Northern Campuses. (Diaconia University of Applied Sciences 2013.)

**Arcada University of Applied Sciences.** Arcada University of Applied Sciences in Helsinki is a higher learning institution which promotes the Finnish-Swedish language and culture in Finland. Arcada has more than 2,700 students, 16 bachelor's degree programs and six master's degree programs. Arcada's values are based on human rights and dignity, stressing equality among persons and cultures. Arcada profiles itself as a health care educator in the fields of health promotion, patient safety and social inclusion. (Arcada University of Applied Sciences 2013.)

**University of Eastern Africa, Baraton.** University of Eastern Africa, Baraton (UEAB) is a fully accredited higher learning institution in Kenya. It provides holistic quality education and provides students with knowledge, skills and attitudes appropriate for service to God and humanity. UEAB is



owned and operated by the Seventh-day Adventist Church. (University of Eastern Africa, Baraton 2010; University of Eastern Africa, Baraton 2013)

## 2.2 Working-life Representatives

Several individuals and institutions had an active role contributing to this project. **Filha (Finnish Lung Health Association)**, which is a non-governmental public health organization fighting against lung diseases, was represented by Mrs. Sirkku Grierson in the project's steering group (please see [http://www.filha.fi/in\\_english](http://www.filha.fi/in_english)). In addition, the steering group used the expertise of Mrs. Päivi Muma. From the beginning of the project, the **Ken-du Adventist Hospital** has been informed of the progress of the project because it will be one of the implementation locations for studies during this master's program. Furthermore, **the Finn Church Aid** organization in Kenya was consulted during the project.

## 2.3 Operating Assistance

This project was based on a consultancy agreement between Diak and the Fetzer Institute. The Fetzer Institute is a charitable non-profit organization, organized as a private operating foundation in the United States of America. The Institute believes in the transformative power of love and forgiveness and it operates under the principle of love, highlighting love as the most powerful force in the world which should form the center of our everyday lives. Moreover, the Institute fosters awareness of the meaning of forgiveness as an essential expression of love in the face of conflict and injustice. (The Fetzer Institute 2013.)

## 2.4 Project Organization

**Steering group.** This project was led and the further work will be led by the joint project steering group, consisting of several representatives from all three partnering higher learning institutions and working life representatives. The following persons functioned as members of the steering group during the project:

- Dr. Pirjo Hakala (Vice Rector, Diak)
- Dr. Ikali Karvinen (Principal Lecturer, Diak)
- Dr. Dixon Anjejo (Dean, School of Health Sciences, UEAB)
- Ms. Riikka Hälikkä (Head of International Office, Diak)
- Prof. Nehemiah Nyaundi (Affiliations, UEAB)
- Mrs. Camilla Wikström-Grotell (Head of Department of Health and Welfare, Arcada)
- Ms. Eija-Riitta Kinnunen (Development Group Leader, Diak)
- Ms. Jackie Obey (Chairperson, UEAB)
- Ms. Päivi Muma (Finnish Refugee Council, Director of the Tukiverkko support network)
- Ms. Sirkku Grierson (Project Manager, Filha ry)

The steering group also consulted other experts during the work. The work of the steering group was led by the project leader and consultant, Dr. Ikali Karvinen, together with the legal representative of Diaconia University of Applied Sciences, Vice-Rector Dr. Pirjo Hakala.

**Project team.** Several experts were actively engaged in the project work. The operational project team consisted of the following members who all participated in at least two workshops:

- Dr. Ikali Karvinen (Principal Lecturer, Diak)
- Ms. Eija-Riitta Kinnunen (Development Group Leader, Diak)
- Ms. Jackie Obey (Chairperson, UEAB)
- Ms. Mary Njeru (Chairperson, UEAB)
- Mrs. Gun-Britt Lejonqvist (Director, Arcada)
- Prof. Nehemiah Nyaundi (Professor, UEAB)
- Dr. Dixon Anjejo (Dean, UEAB)
- Mr. Anthony Kamau (ICT, UEAB)
- Mr. Benjamin Butuk (Library, UEAB)

**Financial Administration.** The administration of the Diaconia University of Applied Sciences took care of the financial administration of this project. Mrs. Marja Oulmane functioned as the accountant for the project.



## 3 THEORETICAL FRAMEWORK

This project and the developed curriculum are based on Madeleine Leininger's *Theory of Transcultural Care* and Katie Eriksson's *Caritative Caring Theory*. Madeleine Leininger was the founder of transcultural nursing, which is a holistic and comprehensive approach to care and to the human being with the aim of improving the human condition and lifeways (Leininger 2006).

### 3.1 Theory of Transcultural Care

Leininger's theory stresses the provision of care that is in harmony with an individual's or group's cultural beliefs, practices, and values. The core of nursing is caring, which entails actions, attitudes and practices to help others toward healing and well-being (Leininger 2006). A nurse needs to be able to sensitively integrate cultural care into contextual routines, clinical ways, and approaches to primary care practices through role modeling, policy making, procedural performance and performance evaluation, and even through the use of the advance practice nursing process. With the help of Leininger's *Sunrise Enabler* (Leininger & McFarland 2006) and the three care modes to guide nursing actions and decisions, a nurse will be able to provide culturally congruent, safe and meaningful care by using generic or folk care, nursing care, and professional care-cure practices (Leininger 2002).

Leininger's transcultural theory depicts human beings as inseparable from their cultural backgrounds and social structures, worldviews, histories and environmental contexts. Gender, race, age and class are embedded in social factors. Biological, emotional and spiritual dimensions are viewed holistically and

not as fragmented or separate. Leininger's theory is holistic, relevant and futuristic, and it guides the study and assessment of people of diverse and similar cultures, based on three core values that underlie advanced practice nursing, i.e. respect, advocacy and partnership, so that safe, beneficial, and appropriate as well as culturally congruent care actions and decisions can be mutually chosen (Germain 2004). A culturally congruent, responsible, safe and sensitive care reduces cultural conflicts, cultural stress and cultural pain, and assists the client in building a trusting relationship with the nurse. The acceptance of traditional measures for emotional, psychosocial and spiritual comfort also helps promote the acceptance of professional care practices.

### **3.2 Caritative Caring Theory**

Katie Eriksson is a pioneer of caring science in the Nordic countries. In her caritative caring theory, she stresses love and charity as the motive for caring, which she describes as the endeavor to mediate faith, hope and love. Eriksson views the human being as an entity of body, soul and spirit. The human being is fundamentally holy and human dignity means accepting the human obligation of serving with love and existing for the sake of others. Caritative caring arises in the encounter with the suffering human being, and caring always aims at safeguarding the dignity of the individual patient. Eriksson sees that health and suffering belong together and health becomes wholeness through its combination with suffering as human beings strive to reconcile themselves to the circumstances of life. The ultimate goal of caring is to alleviate suffering and serve life and health. (Alligood & Thomey 2010)

The theorists chosen to provide the theoretical frame for this degree program both stress the dignity of the human being, and the importance of meeting all persons with respect, love and compassion in the places and situations in which they find themselves, without condemnation or prejudice, understanding their cultures, beliefs and values in trying to help and alleviate their suffering.

### **3.3 Holistic Nature of Wellbeing in Emergencies**

From the holistic perspective, the wellbeing of a human being consists of mental, spiritual, physical, material, emotional, social and cultural aspects.

In emergencies and catastrophes, any of these aspects of wellbeing can be threatened, affecting the whole wellbeing of the individual. Because of their interrelated nature, in order to promote wellbeing during emergencies, it is important to take into account all these aspects. Also, because these aspects exist in the contexts of communities, it is essential to respect the existing communities and work with them in emergencies. (ActAlliance 2011; WHO 2011; Williamson & Robinson 2006.)

Communities provide the social and psychological foundation for individuals to belong to and receive health care and other services. The community should be a space where individuals feel safe and are supported so they may heal after traumatic events. When emergencies occur, communities, being spiritual, social and cultural, temporarily lose their capacity to protect their members so they are not able to carry on with their daily activities and supportive social interaction. The aim of health and mental health activities in emergencies is to offer the needed emergency health services for the affected population. In order to promote holistic wellbeing, the health actors are also required to identify and promote the existing protective and healing potentialities in the remaining communities. (ActAlliance 2011; WHO 2011; Williamson & Robinson 2006.)

In order to build holistic health and mental health support systems in emergency settings, constant interaction is needed between the existing communities and the health actors. Communities have healing potentialities that, in particular, concern the majority of their population, which benefits from participating in assisted mourning and communal healing ceremonies, in peer support programs and in formal and non-formal educational activities. But even minorities in affected populations are in need of specialist health and mental health services. Minorities should not be isolated from their communities but rather, their specialist services should be established in connection with other communal healing activities. (ActAlliance 2011; WHO 2011; Williamson & Robinson 2006.)

### **3.4 Guiding Values**

Since this project looked for interdisciplinary understanding in health issues and challenges in a changing and complex global situation, the work was strongly based on the values of love, forgiveness and compassion in action.

Moreover, it can be said that this project and the forthcoming master's program aim to answer the call for health professionals by the Fetzer Advisory Council of Health Professions. The call states that it seeks:

*“A health care system that provides caregivers, professional and family, and care receivers the opportunity to realize their full selves physically, emotionally, socially, and spiritually; that emphasizes health and healing; and that honors the health of the community. We seek a system that promotes compassionate care, and promotes love and forgiveness through relationship-centered care.” (The Fetzer Institute 2012.)*

## 4 AIMS AND LEARNING QUESTIONS OF THE PROJECT

### 4.1 Focus on Curriculum Development

Generally, the aim of this project was to establish good relationships among the project partners through the joint learning possibilities of the meaning of love and forgiveness in higher education so as to carry out work to establish a joint education program. More specifically, the aim was to develop a curriculum for the Master's Program in Global Health Care. There were several specific targets in the project, such as:

- Curriculum development
- Implementation plan design
- Documenting, analyzing and reporting the development process adopted in the development work
- Accreditation of the program.

Since implementation design and accreditation are time-consuming processes, it was estimated even at the beginning of the project that these phases would be partly carried out under a continuation project.

### 4.2 The Fetzer Institution's Learning Questions

At the beginning of this project, the following *learning questions* were identified and adopted as guidelines:



- How does one build dialogue and collaboration around infusing love and forgiveness into a clinical curriculum?
- At what point in that process do stakeholders arrive at the understanding that this is not only additive but intrinsic to nursing and allied health education?
- How to develop Study Units that make it possible to integrate a blue print of love, forgiveness and compassion?
- How to emphasize the human being holistically in health education; especially how to take care of the whole person in times of conflicts and crises as manifested in incident and emergency condition work?

## 5 MAIN ACTIVITIES

The following main activities took place during this project:

### **Steering Group meetings:**

- Steering group meeting on August 16, 2012 (Online and live meeting)
- Steering group meeting on November 6, 2012 (online and live meeting)

### **Workshops**

- Workshop I in Kenya, October 14 to October 18, 2012, including the following activities:
  - Meetings at the University of Eastern Africa, Baraton
  - Meeting with the country representative of Finn Church Aid
  - Meeting with the Kendu Adventist Hospital administration to sign the agreement
  - Meeting at the Embassy of Finland in Nairobi



Picture 1. Suvi Äärilä (left), Mary Njeru, Gun-Britt Lejonqvist, Eija-Riitta Kinunen, and Jackie Obey (right) during a seminar break in Kenya.

- Workshop II in Finland, January 27 to February 1, 2013 including the following activities:
  - Steering group meeting
  - Curriculum design meetings
  - Study tours:
    - Emergency services in Porvoo
    - Helsinki University Hospital, Department of Traumatology,
      - ◆ January 31, 2013 1:00 pm to 3:00 pm,
      - ◆ Organized by Dr. Lauri Handolin, Head of Trauma, Department of Orthopedics and Traumatology
      - ◆ Themes: Medical disaster Plans in Southern Finland, National Plans for Air Medical Disasters in Finland, medical Disaster Plans at Helsinki-Vantaa Airport, Rescue Services Response to Air Medical Disaster
    - Arcada University of Applied Sciences
      - ◆ Introduction to Arcada
      - ◆ Visit to the simulation center
      - ◆ Meetings and workshop
  - International seminar “Christian Values and Hope in Health Education”
    - Jointly organized seminar with a simultaneous international benchmarking project
    - Separate workshop “Love and Forgiveness as Values of the Master’s Program”.
      - ◆ Facilitated by Ikali Karvinen and Gun-Britt Lejonqvist, Themes:
        - Theory of Caring Sciences
        - Faith, hope and love as basic needs of the human being
        - The suffering human being
        - Caritative caring
        - Video: A Call to the World
        - Small group work for the development of study assignments
- Workshop III in Kenya, April 1 to April 8, 2013
  - Steering group meeting (including the joint activities for the forthcoming HEI ICI Project)
  - Curriculum & accreditation meetings

- Evaluation
- Other planning and implementation activities including unofficial meetings, e-mail conferencing and presentations of the project at various occasions

The workshop programs, the program of the international seminar and other documentation are provided as attachments (Annexes 4 and 5).



**Picture 2.** On their way to the UEAB workshop, the participants needed to cross the Equator.



## **6 FEATURES OF ACTION RESEARCH - PROJECT EVALUATION AND DATA COLLECTION**

**T**his project can be seen as an experimental and developmental project with features of action research. The cycles of incremental development followed each other after each workshop. The process did not only produce the curriculum, which in fact was the main goal, but it also produced valuable evaluation material of the process of implementation of love and forgiveness in action in higher education.

### **6.1 Evaluation Methodology and Data**

Under the agreement between Diak and the Fetzer Institute, the entire project was continuously evaluated in accordance with the evaluation plan. The evaluation had two different focuses: the specific curriculum and the process. The results of this project are derived from the development process and from the results of the evaluation.

#### **6.1.1 Specific Curriculum Evaluation by External Evaluator**

A specific curriculum evaluation was made by an external evaluator appointed by Diaconia University of Applied Sciences and accepted by the Fetzer Institute. The external evaluator, Professor Bawa Yamba, functions as a consultant and has an individual consulting agreement with the Fetzer institute. According to the agreement entered into by Diak, the Fetzer Institute and Professor Yamba, he first produced a preliminary evaluation of the curric-

ulum and the project, and then provided a final written and signed evaluation of the curriculum and the project, participating in an evaluation meeting facilitated by Diak.

Professor Yamba prepared his evaluation based on the various documents provided by the project leader. These documents included various drafts of the curriculum, minutes of meetings, evaluation papers and workshop plans. The results of the evaluation are introduced under the chapter title *Results - Basic Learnings on Love and Forgiveness*, and the final external evaluation is attached as Annex 8.

### 6.1.2 Evaluation Meeting

A specific evaluation meeting (picture 3) was held at Diak on May 2, 2013, to review the project and its outcomes, i.e. the curriculum and the draft of this final progress report. Seven persons participated in the evaluation meeting, including the external evaluator, Professor Bawa Yamba, while the others were Dr. Terhi Laine, Director, Dr. Pirjo Hakala, Vice-Rector, Ms. Riikka Hälikkä, Head of International Office, Mrs. Gun-Britt Lejonqvist, Program Director, Mr. Kyösti Voima, Coordinator, and Dr. Ikali Karvinen, Project Leader. The meeting was organized according to a program, which included an introduction, an evaluation discussion, the preliminary evaluation given by Professor Yamba, and a discussion concerning further cooperation (Annex 9).

According to the preliminary evaluation discussion, we could draw the conclusion that the project had been able to clarify and highlight the themes of love and forgiveness, and to transfer them to a new level by concentrating on them both in the workshops and in the curriculum design. The project proved the point that it is important to find ways to make values visible in a pragmatic way. It was brought up in the discussions that the combining of the core values of love, compassion and forgiveness with Leninger's theoretical framework functions appropriately. This highlights the fact that health care should be more than a mere provision of medical care for sick people; it should holistically take care of the person. However, according to the evaluation discussion, a great number of practical arrangements should still be made before the beginning of the program. In particular, the student recruitment process and the student selection process should be care-

fully structured. Discussion notes on this issue, authored by Ms. Riikka Hälikkä, are available from the editor.



**Picture 3. Evaluation meeting at Diak. On the left, Professor Bawa Yamba, Mr. Kyösti Voima; and on the right, Dr. Pirjo Hakala, Dr. Terhi Laine, Ms. Riikka Hälikkä and Mrs. Gun-Britt Lejonqvist.**

### **6.1.3 Curriculum Evaluation by the Other External and Internal Bodies**

The evaluation of the curriculum was requested from various external and internal bodies including:

- Pre-establishment phase evaluation by Filha (Finnish Lung Health Association has allocated a member to the steering group of this project) (May 30, 2012, Annex 1)
- Principal Lecturer's meeting of Diaconia University of Applied Sciences (January 31, Annex 2)
- University of Edinburgh, Global Health Academy (1 February 2013, Annex 3)
- University of Eastern Africa, Baraton, Board of Graduate Studies (January 23, 2013, Annex 4)



In summary, we can say that the curriculum evaluations conducted by the various internal and external bodies supported the idea of this value-based master's program. It was highlighted that this program targets learning areas which are currently not adequately targeted in global health teaching. Furthermore, the evaluations indicated that the curriculum emphasizes the essential values of love and forgiveness while it also supports the notion of respecting the different cultural beliefs and lifeways of individuals.

#### **6.1.4 Process Evaluation**

After each workshop, a process evaluation was conducted on the basis of the original evaluation plan or a modified one. After the first workshop, the participants responded to questions concerning three different topics e.g. workshop content, love and forgiveness, and the future of the project. The questions consisted of the following:

##### **I Content**

1. Was the workshop helpful and informative?
2. Was the content relevant and applicable for to plan the curriculum and study unit plans?
3. What was the main learning from the session?

##### **II Love and forgiveness**

4. After participating to the workshop, please answer to the following questions:
  - a) What are the best ways to ensure that the curriculum of this Global health programme is infused with the core values of love, forgiveness and compassion?
  - b) What is your understanding of the role of love and forgiveness in health care education?
  - c) How to ensure that this Global health curriculum is emphasizing the human being holistically especially in the times of conflicts and crises?

##### **III Future**

5. What could be done to improve the next workshop?

After the first workshop, the evaluation form was modified to include four topics, adding the questions:

1. Did you learn something new about love and forgiveness in action in the world? (Please choose your alternative)

Please choose your option:

2. This workshop increased my awareness of...

...Self and my personal motivations around love and forgiveness

...That which sustains me in carrying out this work

... The role of love and forgiveness in our curriculum

3. This is our second workshop. Compared to the first one, did you learn something new about love and forgiveness or compassion?

4. What could be done to improve the next workshop?

For the last workshop, the third one, the project leader drafted a specific evaluation form which contained questions concerning both the third workshop and the participants' overall opinions of the project.

### **6.1.5 Results of the Love and Forgiveness Workshop**

The themes of love and forgiveness were further discussed in connection with a wider international occasion, the *Seminar on Christian Values and Hope in Health Education*. This workshop, titled *Love and Forgiveness*, was led by Ikali Karvinen and Gun-Britt Lejonqvist, and it introduced the theoretical framework of hope, love and faith as human needs in the context of health. During the workshop, the participants were divided into small groups. Each group worked with one assignment to be included in the drafted curriculum. As a combined result from the small group work it can be said that:

- The assignments should create space for students' own emotional work including
  - The recognition of their own feelings
  - Vulnerability
  - Individual preparation for emergencies

- More possibilities for real actions should be introduced, such as the possibility to find internships abroad as well as the possibility of access to real narratives told by survivors.
- Other aspects of caring should be included in the assignments, such as
  - Volunteer support
  - Spiritual counseling
  - Self-forgiveness

These aspects will be taken into consideration when the project team develops the assignments further.

### **6.1.6 Engaging the Students**

Since the current bachelor's program students are also prospective students for the forthcoming master's program, evaluations were asked of students as well. As a part of their small group assignments, groups of three students were confidentially given the draft curriculum of this program. They were asked to read through the theoretical framework and the descriptions of three chosen study units of this curriculum, and to evaluate how well the theory of transcultural nursing is applied in this curriculum. According to the students' recommendations, some of the assignments should be combined. Students also recommended an exam about Leininger's *Sunrise* model. The entire evaluation is introduced as Annex XX.

## 7 RESULTS - BASIC LEARNINGS ON LOVE AND FORGIVENESS

### 7.1 Curriculum

The main result of this project is the curriculum developed for *the Master's Degree in Global Health Care – Degree Program in Applied Health Sciences*. The curriculum is based on the same theoretical framework and values as this project. Moreover, the curriculum emphasizes global health as a wide and complex area, and it focuses specifically on crisis preparedness and disaster management in health care. The expected learning outcomes of the program are based on four broad competency areas:

- Evidence-based global health and global health ethics and values
- Global health research and development
- Global health policies, actors, management and leadership
- Emergency and disaster management

The curriculum for the Master's Degree in Global Health Care contains the relevant basis for the program, including:

- Background and program description
- Institutional backgrounds
- Description of the targeted students and their admission
- Objectives and learning outcomes
- Studies and structure of the program, implementation plans
- Assessment criteria

The final version of the curriculum is introduced as the second part of this project report. This documentation does not contain the learning assignments and literature even though these materials are already prepared. Two sample assignments are presented in the following:

- Written individual assignment: Choose one type of possible disaster in Kenya and analyze the legal basis of your rights as an emergency condition worker for actions as well as the rights of the target group. Use the given literature, international and national legislation and the ethical codes for completing the assignment. The length of the assignment is 2500 words. Leave the assignment for evaluation in the *Hand-In* folder on the Fronter platform and save it, according to separate instructions, in the repository. (Study unit: Emergency, disaster preparedness and management)
- The Universal Declaration of Human Rights states, “Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.” (Article 25). Choose one possible global health challenge (e.g. poverty, famine...) in Kenya and examine it, comparing the global health situation to Article 25. Use at least one article from a professional journal *and* one peer-review article from a scientific journal *or* other high-quality study (e.g. a doctoral dissertation) and prepare a report with 500 words which you save in a repository according to separate instructions. (Assignment 1, Study Unit: Global health ethics and values)
- Watch the film *Compassion in Global Health* and prepare a short essay (500 words) on the topic “The Meaning of Compassion, Love and Forgiveness in Global Health”, answering the following questions:
  - What is the meaning of love, forgiveness and compassionate care in the global health context?
  - What are the challenges for compassionate care?
  - What are your possibilities to promote equal care and a health system that promotes compassionate care and respect of human dignity?Your essay should include at least two references to course literature. (Assignment 2. Study unit: Global health ethics and values)

In addition to the actual curriculum, the project group developed several shortened versions of it for the purpose of program accreditation.

## **7.2 Understanding of Love and Forgiveness according to Post-Workshop Evaluations**

### **7.2.1 After the First Workshop**

At the beginning of this workshop, the basic information of the project and its values were introduced. In their workshop evaluations, the participants stated that the values of love, forgiveness and compassionate care cannot be expressed in professional life if these values are not lived in private life:

*“Teachers, students and their clients need to apply these three values. This helps to provide better care to the community members.”*

According to the participants, the values of love, forgiveness and compassionate care form the basis for high-quality health care education:

*“In health care services love and forgiveness are core perspectives to empower people to go on living life.”*

Participants also noted that love and forgiveness have a close relationship to health and healing:

*“Extension of love and forgiveness goes a long way in contributing to healing and fullness of life. When there is a feeling of forgiveness, there is a peace in mind.”*

### **7.2.2 After the Second Workshop**

All seven participants said that they learned something new about love and forgiveness in the second workshop, which was held in Finland. All of these seven participants responded that they agreed or strongly agreed that the second workshop increased their understanding of themselves and their personal motivations relating to love and forgiveness. They also agreed or strong-

ly agreed that their understanding of the role of love and forgiveness in the curriculum was enhanced. Moreover, individual participants stated that:

*“... My knowledge about the role of love and forgiveness in health care has increased and I am able to identify the necessity of the two components.”*

*“... I learned that expressing love and forgiveness by our actions is more important than just learning or teaching the concepts of love and forgiveness.”*

*“... The film by Fetzer was a good eye opener for me. The discussions in the meeting brought out these values very clearly.”*

### 7.2.3 After the Third Workshop

The evaluation after the third workshop was divided into two parts. The first part consisted of the evaluation discussion in the project group. The second part consisted of the individual evaluations which focused on both the workshop and the participants' overall evaluations.

After the third workshop, as previously, all of the six participants again indicated that they learned something new about love and forgiveness in action in the world. Moreover, the participants agreed (4) or strongly agreed (2) that this workshop increased their awareness of themselves and their personal motivations relating to love and forgiveness. The participants agreed (3) or strongly agreed (3) also with the claim that the workshop increased their awareness of that which sustains them in carrying out this work. The workshop also seemed to increase the participants' awareness of the role of love and forgiveness in the curriculum.

The participants were asked to rate the project as to how it managed to carry out the expected work during the given period. Three of the six participants rated the project *excellent*, two *very good* and one stated that success was *good*. The following issues were raised under the thematic questions presented to the participants:

Love in professional contexts:

*“Love is the basis in my professional field...”*

*“Alleviate somebody(s) suffering (whether a friend or enemy), somebody who is in need...”*

*“Meeting every patient/student with respect for his/her human value and dignity and doing everything to help him/her grow”*

*“It means caring for one and other as equals, and caring for other unconditionally”*

*“It means listening to my students and patients, going beyond just providing service. It means being an example myself, so that my students and patients see it in me first, then they can believe”*

Forgiveness in professional contexts:

*“Especially working in African context I have tried to emphasize the care and support of everyone regardless of history of a person or background of a person”*

*“A new start. Putting hurting obstacles behind you to address a need”*

*“Seeing that we all are humans, doing mistakes and thereby we need to forgive ourselves and others”*

*“It means never to keep a grudge or quarrel with my patients or students. To forgive patients who are ill because they have done wrong and give them hope. To teach them to forgive themselves because it brings healing of the mind and body”*

*“Letting go issues that might hinder progress”*

As a final overall evaluation of this project it was also stated that:

*“This project is a break through to the health care profession. Many people have forgotten that values of love and forgiveness mean more than money.*



*It means that the project will teach health care professionals to remember and practice the fact that 'life is life' and should be respected."*

*"This is a very good project because it takes care of the client holistically. The spiritual aspect of care is well emphasized in love, compassion and forgiveness."*

*"A good project in creating a curriculum needed in the world. We have together created a program which sees both to the individual, community and the country even internationally"*

### **7.3 Overall and Specific Summaries of the Results**

The project group had a final evaluation discussion as a part of the last workshop in Kenya. This discussion summarized all the basic aspects of love and forgiveness learned during this project. As a result of, and in answer to the learning questions stated by the Fetzer Institute, the following answers could be found:

#### **Learning question I: How does one build dialogue and collaboration around infusing love and forgiveness into a clinical curriculum?**

- In the field of disaster preparedness and emergency management it is advised to work with humanitarian organizations who work in this field.
- The values of love and forgiveness should be clearly stated at different levels and in different sets of documentation.
- This program gives the possibility and the right to students from different backgrounds to study without experiencing discrimination on ethical or any other grounds. We welcome students with disabilities or severe illnesses such as HIV – this can be a signal of love.
- We, as representatives of three higher learning institutions, have gone through our values, missions and visions and have consolidated them to form a strong foundation for this program.
- The objectives of this master's program clearly state love and forgiveness.
- According to our understanding, love, compassion and forgiveness are the central guiding values in this program.

**Learning question II: At what point in that process do stakeholders arrive at the understanding that this is not only additive but intrinsic to nursing and allied health education?**

- According to our understanding, love and forgiveness are the basis of nursing and allied health sciences, but it is not easy to communicate these values in the academic world.
- We, as individuals, stand for these values and this fact will secure these values in this program.
- Love and forgiveness have a different meaning at the different levels of this program: they should be very practical at the level of the student-teacher relationship and more visionary at the program policy level.

**Learning question III: How to develop Study Units that make it possible to integrate a blue print of love, forgiveness and compassion?**

- By studying how we, in practice, live love and forgiveness in our daily lives
- By being role models
- By looking at human life holistically
- By remembering these values in our daily actions, such as in prayers. This makes the values visible and forces us to act as we preach.
- By implementing love and forgiveness in all levels in the curriculum: they form a part of the objectives, core content and assignments; and also by selecting relevant literature
- Through loving kindness in our academic life
- Through field analyses of needs of love and forgiveness
- By learning and teaching how to communicate with people and approach people with loving kindness
- By committing ourselves to the work of implementing love and forgiveness in action

**Learning question IV: How to emphasize the human being holistically in health education; especially how to take care of the whole person in times of conflicts and crises as manifested in incident and emergency condition work?**

- By teaching the students in this program to act according to the Code of Conduct, without choosing any political side in a conflict, taking care of all who need help

- Through the program's theoretical framework (*Theory of Transcultural Nursing*) which clearly supports the idea of loving kindness in action.
- By respecting every human being, because every human being has equal value
- By conducting this program in the rural area in Kenya as a sign that love and forgiveness as well as disaster preparedness belong to all people whatever geographical area they live in
- By addressing holistically all the needs in a disaster, including the spiritual and emotional needs
- By teaching how to show love for the enemy
- By acting according to our understanding that implementing love and forgiveness creates better opportunities for healing and recovery

## 8 COMMUNICATION

The process and results of this project were communicated by various means including:

- Social media: Facebook and Twitter
- Duuri and MyArcada intranets: internal university-focused updates of the state of the project
- Interim report for the Fetzer Institute, December 2012
- Journal article, Dr. Karvinen 2013: “Safari ni taabu”. Research and Curriculum Development as an Instrument for Greater Understanding of Spirituality and Love in Health Sciences - Humanistic Personal and Professional Notes on a Journey in Africa.



## 9 FUTURE DIRECTIONS

During this project, the entire project group worked to seek other appropriate and available funds to continue the work started with the support of the Fetzer Institute. During the project period, the Finnish Ministry of Foreign Affairs opened the call for Higher Education Institutions Institutional Cooperation Instrument Funds (HEI ICI) which support Millennium Development Goals and the Finnish Development Policy (Please see Cimo n.d.). Diak, Arcada and UEAB applied for HEI ICI funds for capacity-building for crisis preparedness in health care education to *improve the quality and relevance of higher education* and to *improve information management in teaching and learning in Baraton*. The overall objective of the continuation project is to contribute to the enhancement of health in Kenyan rural communities particularly in crisis situations. The continuation project received funds from the Ministry, and the total budget of the continuation project will be 370 000 euros. This further funding makes it possible to continue the planning of the implementation and to pilot the joint *Master's Degree in Global Health Care - Degree Program in Applied Health Sciences*, and furthermore, this funding will enable the building of the Global Health Care Repository in Baraton.



## 10 FINAL FINANCIAL REPORT

The total approved budget of this project was 25,000.00 USD (Table 1) which were allocated in the following manner:

- Project personnel 3,000.00 USD
- Specific Fetzer-funded components 18,000.00 USD
- Evaluation 2,500.00 USD
- Other 1,500.00 USD

According to a separate agreement, the budget for the evaluation was severed from the main budget and paid to the evaluator directly by the Fetzer Institute.

Due to the pending payments and expenses, the final financial report will be prepared immediately prior to the end of the project period. The interim financial report (November 26, 2012) showed cumulative expenses of 5,330.48 US dollars and a cash balance of 6,961.01 US dollars.



Description	Details	Total
1. Project Personnel (Including Benefits)		
1.1 Administrative Support	Support to coordinate all aspects of project	1,000
1.2 Other (List Specifically)	Support for Kenyan participants	2,000
<b>Project Personnel Subtotal</b>		<b>3,000</b>
2. Specific Fetzer Funded Components		
2.1 Workshops/Meetings - A total of four workshops with three to four participants per workshop/meeting; including international travel.	1. Meeting at University of Eastern Africa, Baraton, curriculum work 2. Workshop at Diak, curriculum work 3. Workshop at University of Eastern Africa, Baraton, curriculum work 4. Possibly a 4th workshop (in which case, funds would be subdivided accordingly)	18,000
3. Evaluation	External evaluator to focus specifically on Fetzer's learnings from the project.	2,500
4. Other (List Specifically)	Report writing; curriculum and workshop results	1,500
<b>Grand Total</b>		<b>25,000</b>

**Table 1. Original Project Budget.**

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## APPENDICES

## Annex 1. Curriculum Evaluation By Filha

### Master's Degree Programme in Global Health

I have familiarized with the Curriculum for the Master's Degree Programme in Global Health. The programme awards the qualification of Master of Health care, which corresponds to a master's degree at science university level. The scope of the programme is 90 credits and it takes 1, 5-2 years to complete. The programme has four main competence areas and Master Thesis work.

The comments are given from the point of view of project / development work in the field of lung health and tuberculosis.

#### Comments:

- In general, the curriculum is interesting and broad.
  - One concern about this is there are four competency areas for all students. If the intention is to give a broad view to global health, this is good. It could be considered to give a possibility for more elective studies e.g courses in research methods, risk or community assessment or field work etc.
- Topics that are very important and currently faced in the practical work have been included. Such topics include: Global Health ethics and values and HIV and AIDS Prevention and Management.
- The studies are provided in the form of blended learning. Much of studies are done in virtual study environment. It makes the course accessible and is suitable for most studies. One concern about this is that it does not compensate for real experience especially regarding emergency conditions or even conditions in which development workers function. This should somehow be taken in consideration. Maybe some practical project work could be considered or field visits.
- Study Units should be gathered to bigger units as discussed in the meeting of the steering committee.
  - I Health Promotion and Prevention in Global Health (20 ECTS), II Global Health in Incident and Emergency Condition Work (20ECTS), III Management, leadership and Ethics (10 ECTS) and Master' Thesis (30ECTS).
- Research methods:
  - Today, most international projects carry out operational research. It could be considered to include introduction to this in the research methods.
- Although there is a course for ethical questions, in addition, it could be a cross cutting theme due to its importance. In this way different aspects would be highlighted.
- Incident and emergency conditions:
  - It is recommended that other infectious diseases such as cholera and tuberculosis should be included. These diseases frequent and require special attention due to risk of transmission in emergency conditions. Tuberculosis is also the most common cause of death among HIV-infected.
- HIV AIDS Prevention and management
  - Preventive methods mentioned in the contents should be more complete.
- Literature:
  - The Open University, Milton Keynes, UK has in the past published good study literature in these subjects

Helsinki 30 May 2012



Sirkku Grierson  
Project Manager  
Filha ry

## Annex 2. Curriculum Evaluation by the Principal Lecturer's Meeting



### CURRICULUM EVALUATION

*Master's Degree in Global Health Care*

*The study on the level 7 of the European Qualifications Framework (EQF)*

*Degree Programme in Applied Health Sciences*

*Qualification awarded: Master in Health Care*

*The focus of the Global Health Care MS degree is on the skills in the emerging field of global health. The core values and the framework of the quality life span are remarkably highlighted throughout this curriculum. This programme deepens students skills needed in the multiprofessional field of global health care. Moreover it emphasizes essential values needed in the work. Among these are: Love and Forgiveness, as well as respect of one's Cultural beliefs and Live Ways. This Master's Degree Programme produces experts who are familiar with special features of national and international health care systems and are able to work and practice both in societies and advocacy level. The Global Health Care MS degree gives us new and current learning outcomes and competences needed in health care fields.*

*The Curriculum includes clear and measurable Curriculum Map, structure, process and outcomes e.g.: Information on degree programmers, Description of individual course units (Expected learning outcomes) and General information for student. This Curriculum Map is designed and evaluated in creative benchmarking process in Diaconia and Arcada Finnish Universities of Applied Sciences and based on Criterion of The Finnish Higher Education Evaluation Council, Kenyan Commission for Higher Education Guidelines, Graduate Studies Bulletin (UEAB 2012).*

A handwritten signature in blue ink, appearing to read "Anita Pyykkö".

Anita Pyykkö

Principal Lecturer RN, PhD

Diaconia University of Applied Sciences Uusikatu 46, FI-90 100 Oulu

January 31, 2013 Helsinki, Finland



[www.diak.fi](http://www.diak.fi)

## Annex 3. Curriculum Evaluation by the University of Edinburgh Global Health Academy



THE UNIVERSITY of EDINBURGH  
Global Health Academy

Deputy Director Dr Liz Grant

Global Health Academy  
The University of Edinburgh  
Chancellor's Building  
49 Little France Crescent  
Edinburgh EH16 4SB

Web [www.globalhealthacademy.ed.ac.uk](http://www.globalhealthacademy.ed.ac.uk)  
Email [gha@ed.ac.uk](mailto:gha@ed.ac.uk)

Direct Tel: +44 (0)131 650 2680

To: Principal Lecturer  
Ikali Karvinen, PhD, MScN, BN, R.N  
Diaconia University of Applied Sciences (Diak)  
Leadership and service systems competence area, Helsinki  
Postal address: PL 12, 00511 Helsinki  
Visiting address: Sturenkatu 2, Helsinki, Finland, Europe

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Cell phone: +358 40 5098050  
E-mail: [ikali.karvinen\(at\)diak.fi](mailto:ikali.karvinen(at)diak.fi)

*1 February 2013*

Dear Ikali,

I have reviewed the Global Health Curriculum for the Master's Degree in Global Health Care, to be awarded by Arcada University of Applied Sciences, Helsinki, Finland, Diaconia University of Applied Sciences, Helsinki, Finland and the University of Eastern Africa, Baraton, Kenya

My overall comments are that this is an excellent Masters programme that targets learning areas that are currently not adequately targeted in much global health teaching.

It draws together a skill set based on specific needs on the ground, especially for responding to emergencies and to crises situations, as currently much crises response is excellent in the immediate but doesn't have a connectivity to the bigger global health issues and therefore there can be disconnects between what is put in as emergency aid and what needs to be managed more long term.

The Masters focuses on the role of the individual and how the individual shapes decision making both explicitly and more significantly implicitly through value decisions. It recognises the powerfulness of community and individual assets in responsiveness and provides much scope for individual and peer learning and self-reflectiveness. I particularly liked the way the Masters was developed across four components though would suggest in the leadership and management that perhaps there could be some more emphasis on budgeting and financial management.

I would be happy to provide any further assistance that you felt would be useful in this important Masters programme

With best wishes

*Liz Grant*

Dr Liz Grant

One world. One health. One medicine. Together, we can make Life better  
[www.globalhealthacademy.ed.ac.uk](http://www.globalhealthacademy.ed.ac.uk)

## Annex 4. Result of the Vote, Board of Graduate Studies.



### UNIVERSITY OF EASTERN AFRICA, BARATON

P. O. Box 2500, Eldoret, Kenya

#### Office of the Director GRADUATE STUDIES AND RESEARCH

23 January 2013

Prof. Nehemiah Nyaundi  
Director of Affiliation, Extension, and Linkages  
UEAB

Dear Prof. Nyaundi:

Christian greetings!

This is to communicate to you the action of the Board of Graduate Studies, in its meeting on January 22, 2013, regarding the proposal of the Department of Nursing to offer Master of Science in Global Health Care in collaboration with two universities of applied sciences in Finland (DIAK and ARCADA).

#### MASTER OF SCIENCE IN GLOBAL HEALTH CARE PROGRAM PROPOSAL

**2013-06** **VOTED** to approve in principle the Master of Science in Global Health Care program to be offered by the Department of Nursing, School of Health Sciences of University of Eastern Africa, Baraton, in collaboration with Diacohia University of Applied Sciences and Arcada University of Applied Sciences of Finland, subject to incorporating the inputs of these two universities.

Please note that the proposal will be forwarded to the Faculty Senate for endorsement to the Adventist Accrediting Agency through the East-Central Africa Board of Education and the Commission for University Education of Kenya after it has been finalized through mutual agreement among the 3 universities.

May God richly bless you with wisdom and strength in your all your undertakings.

Yours in Christ's Service,

  
Elizabeth M. Role, PhD  
Director  
Secretary, Board of Graduate Studies

cc: Office File





## Annex 5. Program for Workshop II in Finland

PROGRAMME FOR THE WORKSHOP II					
Sunday 27 <sup>th</sup> Jan	Monday 28 <sup>th</sup> Jan	Tuesday 29 <sup>th</sup> Jan	Wednesday 30 <sup>th</sup> Jan	Thursday 31 <sup>st</sup> Jan	Friday 1 <sup>st</sup> Feb
Flights: 04:40 - 10:15 Nairobi - Istanbul Turkish Airlines TK 608 27. January 14:05 - 17:35 Istanbul - Helsinki Turkish Airlines TK1763 <b>Arrival to Finland</b> at 17:35, Ikali will pick you up from the airport.	Breakfast at the hotel. Ikali will meet you at 8:30 at hotel and pick you to to Diak. 9:15-9:40: Welcome to Diak! Rector Jorma Niemela and Vice-Rector Pirjo Hakala (Refreshments are served) 9:40-10:30: Diak's international work, Head of Intl Relations Ms. Riikka Hälikkä 10:40-11:45: Meeting for the curriculum & implementation plans 11:45-12:45 Lunch 13:15-15:00: <i>Accident prevention and emergency services in Finland – (Helsinki City Rescue Department) OR in Porvoo</i> 18:00- (Tour in Helsinki; Dinner) OR Dinner with Gup-Britt in Porvoo <i>you will get more information on this later</i>	Breakfast at the hotel 9:00-16:00: Arcada University of Applied Sciences. Meetings and other programme. 18:00- Meeting and Dinner with other international guests (Tour in Helsinki?)	Breakfast at the hotel <i>International seminar at Diak, please, see separate programme</i> 16:30 – Free time to explore Helsinki; Dinner at freely chosen restaurant	Breakfast at the hotel 8:30 -10:00 Steering Group meeting at Diak 10:15-12:00 Working for implementation 12:00-13:00 Lunch 14:00-16:00: Emergency care at specialized level - Hospital District of Helsinki and Uusimaa 18:00 - Dinner	Breakfast at the hotel Please, have your all luggage with you (ready for departure to airport) 8:30-10:00 Working for implementation. Evaluation. 10:00-10:40 Early lunch/refreshments 10:40 Departure to Airport Flights: 13:20 - 16:45 Helsinki – Istanbul, Turkish Airlines TK1762 01. February 19:50 - 03:25 Istanbul - Nairobi Turkish Airlines TK 607 <b>Saturday 2<sup>nd</sup> Feb</b> <b>Arrival to Nairobi at 3:25 with possibility too keep Sabbath in Nairobi</b>

## Annex 6. Program for the International Seminar on Christian Values and Hope in Health Education

### International seminar CHRISTIAN VALUES AND HOPE ON HEALTH EDUCATION

**Date:** Wednesday January 30, 2013, 10 a.m. - 4 p.m

**Place:** Diak, Helsinki Campus, Sturenkatu 2, 00510 Helsinki

The seminar is free of charge.

The seminar is funded by the Higher Education Evaluation Council of the international benchmarking project, which involves Diak and Diakonhjemmet (DUC) in Norway.

*Seminar arrangements: Merja Ylönen and Ikali Karvinen, Diak*

#### Programme:

- 9.00 - 9.45**    **Coffee and tea** at restaurant *Amica*
- 10.00 - 10.15**    **Welcome!** *Merja Ylönen & Ikali Karvinen*
- 10.15 - 12.30**    **Opening Remarks**
- 10.15 - 11.00    Christian values as the basis of care. *Bishop Jari Jolkkonen Diocese of Kuopio*
- 11.00 - 11.45    Hope in nursing. *Jari Kylmä, PhD, RN, RMHN, RNT  
University of Tampere, School of Health Sciences*
- 11.45 - 12.30    Values and hope in nursing and care. *Rector, Jorma Niemela, PhD Diak*
- 12.30 - 13.30**    **Lunch and refreshments**
- 13.30 - 15.00**    **Workshop**
- Workshop I: (language: Finnish and English) Trialog as a method.  
*Barbara Hellige, professor Hannover University of Applied Sciences & Arja Suikkala,  
Diak & Eva Laine, Diak*
- Workshop II: (language: English)  
Love and forgiveness as a value at the master programme.  
*Ikali Karvinen & Gun-Britt Lejonqvist, Arcada & student, Diak*
- Workshop III: (Language: Finnish and English)  
Benchmarking as a tool to discuss about values and ethics.  
*Merja Ylönen & Olav Fanuelsen, DUC & Bodil Tveit, DUC*
- 15.00 - 16.00**    **Discussion**
- Christian values and hope in health care Education – experiences,  
questions and answers. *Ikali Karvinen & Merja Ylönen & student, Diak*
- Conclusion and Closing** *Merja Ylönen & Ikali Karvinen*



This seminar was jointly prepared with another international project.

## Annex 7. Feedback from Bachelor Students

Master's Degree in Global Health Care.

Master's program

**The feedback** from the students graduating in nursing from Diak:

*“The main focus of the programme is on the questions of culturally congruent care for health, well-being and dying within different health systems and cultures”.*

The programme is based on the theory of Transcultural Nursing by Made-line Leininger and it appears clearly through the programme.

On this feedback we focused on the first model: 8.1. **Health promotion and Prevention in Global Health (20 ECTS)**

### **Module 1. Fundamentals of Global Health-introductory course** (page 14)

- We think that in the beginning of the studies it is important for the students to evaluate and find out their own understanding and ideas of the subject. It is good to find out your own basic mind and find out your own hidden prejudice based on your own culture and history (one's own and collective). So after you can sum up “culture care”, the way of caring, by building the idea step by step.
- We propose that assignments 1 and 2 will be jointed together. It also might be *good* if students discuss about subjects in assignments 1 and 2 at Fronter, so they could get familiar with their culture.
- We propose one more assignment: Write a field research plan. Place and set your plan to an environment that is not familiar to you or in your native country. The purpose of this assignment is that a student starts thinking what a field research plan means in theory. This assignment gets more practical in module 2.

### **Module 2. Basic epidemiology and health situation in globalizing world** (page 18)

- We propose that the last assignment on module 1 is connected with the community analyses assignment.

### **Module 3. HIV/AIDS Prevention and management**

- in Finland there is well organized and good programme for HIV/AIDS care. So by studying the programme critically, cooperating with the associations (Red Cross etc.) world wide and networking students will find out what kind of requirements there are in the world and how this Leiningers theory of “sun rise” works in practise as a base of nursing.
- Maybe the exam could be somehow related in Leiningers Sun rise –theory.

*Ahvo Leea*  
*Nuolivirta Minna*  
*Sahila Saara*

## **Annex 8. Evaluation of Curriculum of a Master's Degree Program in Global Health and the Project by Professor Yamba**

### **Evaluation of Curriculum of a Master's degree in Global Health and the project entitled *Love and Forgiveness in Global Community*, commissioned by The Fetzer Institute, Inc.**

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31 May 2013

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## 1 SUMMARY

The Fetzer institute commissioned the evaluation of the project *Love and Forgiveness in the Global Community*. The project, which is the result of a collaboration between Diaconia University of Applied Sciences, (Finland), Arcada University of Applied Sciences (Finland), and University of Eastern Africa, Baraton (UEAB), Kenya, planned to develop a joint Masters' degree in Global Health Care that had love and forgiveness as its underlying philosophy. The work of the partners was guided by The Fetzer Institute's research interests on how to infuse the curriculum with love and forgiveness, and compassion, not just as additives, but as intrinsic to health care education itself; how to emphasise the human being holistically in health education, and how to manage the whole person in conflict and crises situations. In a series of workshops and seminars the partners in the collaboration discussed and grappled with how the operationalize these concepts and make them intrinsic aspects of health care delivery. The result of these efforts is a Master's degree program of exceptional quality that reflects these core values. Moreover, the international learning environment that these institutions provide might also be seen as likely to have a good ripple effect, as the students exposed to this specific kind of training would also pass on these values to others in their part of the world. There is little doubt that the activities evaluated encapsulate the spirit of the values that Fetzer is trying to promote.





## 2 INTRODUCTIONS AND BACKGROUND

The John E. Fetzer Institute, Inc. USA, and Diaconia University of Applied Sciences, Finland, entered into an agreement on August 7, 2012. In accordance with its mission “to foster awareness of the power of love in the emerging global community,” The Fetzer Institute provided funds for Diaconia University, to manage and supervise a project entitled *Love and Forgiveness in the Global Community* and to develop a Master’s degree program in Global Health. Diak has undertaken this task by working in collaboration with other institutions of higher education in Finland and Africa. An important specificity of the degree program is that it shall be one that “is infused with love and forgiveness and compassion as core values”. The length of the project is one year.

The coordinator of the project is Dr Ikali Karvinen, Senior Lecturer at Diaconia University of Applied Sciences. To develop the curriculum for the Master’s degree, Diaconia University has been working with two other universities. The partners in this joint endeavour are Diaconia University of Applied Sciences, Finland (henceforth referred to as Diak); Arcada University of Applied Sciences, Finland; and University of Eastern Africa Baraton, in Kenya (henceforth respectively referred to as Arcada and Baraton).

Love, forgiveness and compassion form the underlying theoretical framework for both the project and the Master’s degree program. Furthermore, the particular slant of the Master’s degree curriculum is based on Lenninger’s theory of Transcultural nursing, which resonates very well with the objectives of highlighting love, forgiveness and compassion as core values.



### 3 A NOTE ON THE INSTITUTIONS INVOLVED IN THE COLLABORATION

Diak offers high quality degree programs in diaconal training, nursing, sign language interpretation, community interpretation, social services and youth work. Based on Christian values, Diak lays emphasis on the human dignity of each person and, in addition to imparting knowledge, is committed to fostering social justice, empowering people, as well as training people to influence positive social change. The university also offers post-graduate studies in Diaconia, health promotion and social services.

Arcada is similarly a University of Applied Sciences, which offers sixteen degrees programs and Master's degree programs in the fields of health care, social services, business administration, media, culture and technology. Arcade provides an international learning environment as close to ten per cent of the students originate from forty countries.

University of Eastern Africa, Baraton, is a private chartered Seventh Day Adventist institution of higher education. Its main campus is located at Baraton, in the Rift Valley Kenya. Baraton is committed to "provision and advancement of a holistic Christian quality education for the youth with the aim of equipping them with necessary skills for service for God and humanity."<sup>1</sup>

A characteristic that is shared by these collaborating institutions is an approach to education that is in harmony with the Fetzer Institute's philosophy of promoting of love and forgiveness globally. This evaluation is commissioned by The John E. Fetzer Institute to produce a preliminary evaluation of the Master's degree curriculum and the project on love, forgiveness and compassion.

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<sup>1</sup> [http://en.wikipedia.org/wiki/University\\_of\\_Eastern\\_Africa,\\_Baraton](http://en.wikipedia.org/wiki/University_of_Eastern_Africa,_Baraton), retrieved



## 4 EVALUATION METHODS

In order to assess to what extent the project has been able to reach its stated objectives of producing a Master's degree curriculum infused with Love and Forgiveness in the Global Community, the following documents were made available to the evaluator:

- 1) The proposal from Diak to The Fetzer foundation for funding,
- 2) Draft document: Potential Education project related to love and Forgiveness in the Global Community by Dr Ikali Karvinen.
- 3) Project Consulting Agreement between the Fetzer Institute and Diak.
- 4) Various minutes from meetings by the steering group, comprising senior representatives of Diak, Arcada, and Baraton.
- 5) Workshops plans, workshop programs, and working assignments; and the participants' own evaluation of these meetings.
- 6) Four successive drafts of the Master's curriculum.
- 7) The Final Curriculum.
- 8) Evaluation report from Filha (a Finnish NGO, that is prominent in the field of health promotion and a WHO collaborating centre).
- 9) Exchange of e-mails between the evaluator and Dr Ikali Karvinen for clarifications of points about which the evaluator needed further information.

This evaluation is thus based solely on the scrutiny of these documents and a careful study of the joint Master's Degree curriculum that Diak and the corroborating partners have developed. My approach in examining the documents was to find out to what extent the activities address the Fetzer Institute's research objectives, which are the following:

- How does one build dialogue and collaboration around infusing love and forgiveness into a health care curriculum?
- At what point in that process do stakeholders arrive at the understanding that this is not only additive but intrinsic to nursing and allied health education
- How to develop study units that make it possible to integrate a blue print of love, forgiveness and compassion?
- How to emphasize the human being holistically in health education; especially how to take care of the whole person in times of conflicts and crises as manifested in incident and emergency condition work?2

This method of evaluation, based solely on the scrutiny of documents, might seem rather limiting. An approach that would have enabled the evaluator to interview some of the researchers involved in the project, or even to attend one of the workshops, might have been useful. Nonetheless, I believe the documents alone provide sufficient data for a preliminary assessment of the activities and achievements of the project.

In any case, after producing the preliminary evaluation that was submitted to The Fetzer Institute on April 30, 2013 as instructed, I had the opportunity to present my findings at an Evaluation Meeting arranged by Diak in Helsinki on May 2, 2013. That meeting enabled me to meet with the key persons associated with the project, and provided me with the opportunity to discuss their work, which, I am convinced, further facilitated my evaluation.

## 5 FINDINGS

The work to develop a Master's degree program had already begun in the spring semester of 2011. A steering group comprising senior representatives of all the three universities met regularly (online as well as live meetings) to discuss the curriculum development, and to organize workshops on the main themes for the project. They also dealt with the issue of getting approval from the relevant authorities in both Finland and Kenya to start the degree program. To facilitate the development of the curriculum and study modules for the program, Diak launched a project called *Love and Forgiveness in the Global Community*. The project received funding from the Fetzer Institute, which reinforced focus on love and forgiveness as distinct aspects of the new degree program. Joint workshops were organized to discuss how to address the challenges of producing a curriculum that is infused with forgiveness and compassion in health care training.

The first of these workshops took place in Kenya, October 14 to October 18, 2012. Workshop activities included curriculum development and sessions in which themes, such as accident prevention and emergency work, were discussed. Written evaluations of the workshop by the participants appear to have been overwhelmingly positive. Participants all agreed that the workshop was very informative and useful. In answer to one of the questions discussed: "What is your understanding of the role of love and forgiveness in health care?" some innovative and important replies emerged. For example, one participant, wrote: "Love and forgiveness goes a long way in contributing to healing and fullness of life; when there is a feeling of forgiveness there is peace of mind."



To another participant the main take-home lesson from one of the sessions was: “The difference and importance of moving from a culture of blame (for example AIDS) to a culture of forgiveness as a working power for global medicine.”

Participants were also asked what they thought should be done to improve the next workshop and they variously expressed wishes, which were taken into account when designing the next workshop. This, presumably, increased the relevance of the design and topics dealt with in the workshops, a fact that is also clear from the opinions expressed by the participants on their perceptions of each subsequent workshop.

The second workshop took place in Finland, January 27 to February 1, 2013. Activities here included steering group meetings, curriculum design meetings, and study tours to emergency services at Arcada Simulation centre. The second workshop similarly produced a consensus as to the value of the meetings. One of the participants writes the following on whether they had learned something new about love, forgiveness and compassion.

*Yes. I have learned that expressing love and forgiveness by our actions is more important than just learning and teaching concepts of love and forgiveness.*

Yet another participant wrote:

*In healthcare services love and forgiveness are core perspectives to empower people to go on living life.*

The third workshop and steering group meeting took place in Kenya, April 1 to April 8, 2013. At this stage accreditation documents were discussed, and the participants appeared to be more certain as regards the objectives of the whole projects and their role in it.

The evaluation of that workshop brought up comments such as:

*"This is a very good project because it takes care of the client holistically..."*

*"An important and very relevant project especially to the Kenyan and also the wider regional and global context."*

*"The film by Fetzer was a good eye opener for me. The discussions in the meeting brought out these values very clearly."*

## 5.1 Curriculum Development work

The curriculum work sought to incorporate the core values of love, compassion and forgiveness into health care provision. Some of the statements above indicate the crucial issue of transforming these core values from abstract terms into practical application.

The development of draft Curriculum itself was a parallel endeavour and interrelated with the workshop discussions, with ideas deriving from the workshop being incorporated into the document. Earlier drafts of the curriculum were sent to some experts in the field for feedback. These too were incorporated into the next versions of the curriculum. The comments received were positive and encouraging. Three such feedbacks were made available to me. The first was from Kenya with the information that their Committee for Higher Education was "very much impressed with the curriculum"<sup>3</sup> The second feedback was an assessment by Dr Liz Grant, Deputy Director of The University of Edinburgh's Global Health Academic who writes: "My overall comments are that this is an excellent Masters programme that targets learning areas that are currently not adequately targeted."<sup>4</sup>

What makes the program a new and important one, when compared to other curricula of Global Health, seems to me to be the fact that it not only seeks to incorporate love and forgiveness into its Masters degree program in Global Health, but that it has also made transcultural theory and values a key aspect of its work. Transcultural values, by definition, transcend any particular cultural universe, and thus reinforce a global humanitarian perspective. Health care provision would benefit from an approach that sees caring itself as entailing love and forgiveness, and that these are central values that if they were to be universally applied, would make the world a better place. In other words, this is an approach that requires accepting the premise that caring for another human being must be based on love and com-

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3 Letter from Kackie Obey. Steering Group Meeting, 2/02/02

4 Letter from Dr. Liz Grant, Deputy Director, The University of Edinburgh's Global Health Academic, Dated, 1/7/2013

passion. It is thus difficult to disagree with the view of the workshop participant above who holds that: “In healthcare services love and forgiveness are core perspectives to empower people to go on living life.” However, one has also to consider the cultural contexts in which love and compassion, though universal human values occur. That is what shapes and affects their expression a particular context.

## 5.2 The Curriculum

Five successive drafts of the curriculum were made available to the evaluator each of which proved clearly to be an improved version of the previous one. No doubt the results entailed a lot of hard work <sup>5</sup>. The structure is well conceived, and describes clearly course units and the expected outcomes. The expressed outcome of the degree is expected to equip students with professional competence in four areas: 1) Evidence based Global Health and Global health ethics and values; 2) Global research and development; 3) Global health policies and actors, and global health management; 4) Incident and Emergency Condition work. The blended learning strategy which combines university based education and training, distance learning, joint intensive learning symposiums, seems to me to be a suitable one.

However, my impression is that the expected learning outcomes are very advanced and will be quite challenging. For example, Competence Area IV: Emergency and Disaster Management expects the prospective graduate to “know the early warning and communication systems and to be able to use them” (Curriculum, page 11). This reflects the level of ambition of this whole program. Much effort must go into the selection of students who are suitably equipped with the prerequisite requirements for the program.

After the submission of the preliminary evaluation, I was provided by a newly published article authored by Dr Ikali Karvinen that explored the ramifications of trying to develop a curriculum based on love and forgiveness.<sup>6</sup> That an academic peer reviewed journal should have published the piece is a further indication of the quality of the work that Diak and its partners have done.

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<sup>5</sup> Dated respectively, 5/14/2012; 10/17 2012; 2/5/ 2013; 3/19/2013

<sup>6</sup> Karvinen, Ikali, 2013, ‘ ”Sararu ni taabu”: Research and Curriculum Development as an Instrument for Greater Understanding of Spirituality and Love in Health Sciences – Humanistic Personal and Professional Notes on a Journey in Africa’, Journal of Pain and Symptom Management, Vol. 45 No. 5 May 2013.

## 6 CONCLUSION

My conclusion is that Diak, Arcada and Baraton have succeeded in meeting the objectives for which Fetzer gave support. They have in a series of workshops discussions and workshop assignments grappled with the importance of love, forgiveness and compassion in the health care provision and successfully translated these into a Master degree program.

As mentioned earlier, a unique aspect of the program is that the modules are provided with a clear theoretical framework that aims at achieving high quality academic knowledge that is related to (and strives) to promote core values of love, forgiveness, compassion, participation and safety. Students, completing such a program might feel that they not only have earned an academic degree in the field, but that they are also equipped with values intrinsic to their profession. This might make them more ready to engage in local and global levels in the field of health care.

The implementation methods for the modules seem to me to be appropriate. In addition to lectures and seminars, jointly organized intensive learning symposiums will be suitable forums to expose students to the importance of love, forgiveness and compassion as intrinsic aspects of health care. This is because such forums offer opportunities to discuss hypothetical cases of situational encounters with people who need care. As one of the participants has noted above, there is need to move from the “culture of blame” to that of forgiveness. As a medical anthropologist, I must concur; there is need for more emphasis on the role of culture in curriculums of health care training.

Love, forgiveness and compassion have different meanings and expressions in different cultures. So are perceptions of illness and what is perceived appropriate care and compassion. The conception and expression of these val-

ues would affect the way in which they are expressed in action. Love and compassion might be abstract terms, but it is through their expression in action that they acquire a relevance and actuality in life, be that in everyday relationships, or in professional health care work. This point is underscored by 6 Karvinen, Ikali, 2013, "Sararu ni taabu": Research and Curriculum Development as an Instrument for Greater Understanding of Spirituality and Love in Health Sciences – Humanistic Personal and Professional Notes on a Journey in Africa', *Journal of Pain and Symptom Management*, Vol. 45 No. 5 May 2013. 10

Leininger's theory of transcultural nursing,<sup>7</sup> which is chosen as a theoretical framework for the Global Health Master's degree. Adding HIV and AIDS to the curriculum seems to me to be crucial. HIV and AIDs connect easily to areas in which the issues of love, forgiveness, compassion and care acquire a crucial meaning. This seems to me to encapsulate the some essence of the values that Fetzer is working to promote.

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7 Leininger, M. & McFarland, M. (2002). *Transcultural Nursing, Concepts, Theories, Research and Practice*. McGraw-Hill.

## 7 RECOMMENDATIONS

I would recommend that the section on HIV and AIDS be expanded, as they represent an area in which the challenges of love, forgiveness and compassion converge. For example, in Africa despite the increasing availability of antiretroviral drugs, many people still have to take care of their relatives at home. Living in close proximity to someone suffering from AIDS requires a crystallized attitude, which would entail rejecting blame and stigma. This, in turn, might result in an attitude of compassion toward the person. In the curriculum, the module on Global Health Ethics and Values expects the student to be able to identify and fight health related stigma. This would be a good place to already introduce, as it were, a concrete example that also connects easily to cultural attitudes and prevailing ideas of culturally appropriate care.

The evaluation of the Master thesis has either pass or fail. Unless this is the prevailing regulation in the universities involved, it might be more fair to have a third possibility of referring a thesis so that it can be resubmitted after corrections demanded by the examiners have been done.



## 8 REFERENCES

[http://en.wikipedia.org/wiki/University\\_of\\_Eastern\\_Africa,\\_Baraton](http://en.wikipedia.org/wiki/University_of_Eastern_Africa,_Baraton), retrieved 4/27/2013.

Karvinen, Ikali, 2013, "Sararu ni taabu": Research and Curriculum Development as an Instrument for Greater Understanding of Spirituality and Love in Health Sciences – Humanistic Personal and Professional Notes on a Journey in Africa,' *Journal of Pain and Symptom Management*, Vol. 45 No. 5 May 2013

Leininger, M. & McFarland, M. (2002). *Transcultural Nursing, Concepts, Theories, Research and Practice*. McGraw-Hill.

The Fetzer Institute, Case for Proposed Funding. 10/1/12

The Fetzer Institute, Project Consulting Agreement # 3085.00. 7 August 2012.



## Annex 9. Program of the Evaluation Meeting



### LOVE & FORGIVENESS IN THE GLOBAL COMMUNITY

This project is implemented by Diaconia university of Applied Sciences (Finland), Arcada University of Applied Sciences (Finland) and University of Eastern Africa, Baraton (Kenya). The project is supported by John E. Fetzer Institute (USA).

#### EVALUATION MEETING MAY 2, 2013

The purpose of the project Love and Forgiveness in the Global Community have had to develop a joint Master's Degree programme in Global Health care. The project ends on August 31, 2013. According to the agreement professor Bawa Yamba acts as an external evaluator for this project and produces a preliminary evaluation of curriculum and project, provides a final written and signed evaluation and meets project team in a short evaluation meeting. For this purpose we would like to announce the following meeting schedule - with gratitude - for the evaluation meeting in Finland, at Diaconia University of Applied Sciences:

May 2, 2013 11:30-14:30, venue: Diak, Sturenkatu 2, Helsinki

- Professor Bawa Yamba arrives to Helsinki-Vantaa Airport at 10:25
- Estimated arrival time to Diak (Sturenkatu 2, Helsinki) is 11:20. Ikali meets prof. Yamba at the main entrance hall.

#### Meeting programme

*In attendance: Prof. Bawa Yamba, Terhi Laine, Gun-Britt Lejonqvist, Riikka Hälikkä, Kyösti Voima, Pirjo Hakala, Ikali Karvinen*

11:30 - Light lunch is served at the meeting room

11:50-12:00 Opening remarks and welcoming wishes by Director Terhi Laine

12:00-12:15 Introduction, Ikali Karvinen

12:15-13:00 Evaluation discussion

13:00-13:30 Preliminary evaluation by Professor Bawa Yamba

13:30-14:30 Diak's international work and possibilities for further co-operation, Ms. Riikka Hälikkä

14:30 - Coffee and refreshments, farewell

- Professor Bawa Yamba departs from Helsinki-Vantaa at 20:20. It is advised to depart from Helsinki city center to airport latest at 17.30 for to be two hours ahead of departure time at the airport. During the afternoon there is a possibility to freely explore the city of Helsinki.

You are warmly welcome to the meeting! More information:

Ikali Karvinen ([ikali.karvinen@diak.fi](mailto:ikali.karvinen@diak.fi)), tel. +358 40 509 80 50



## PART TWO

*This is a modified version of the Curriculum for the Master's Degree in Global Health Care. The study assignments and the list of literature and other materials will be available on the online platform.*

## **Master's Degree in Global Health Care**

Qualification awarded: Master of Health Care  
90 ECTS credits/45 KCR credits  
Master's Program  
Curriculum

Arcada University of Applied Sciences, Helsinki, Finland  
Diaconia University of Applied Sciences, Helsinki, Finland  
University of Eastern Africa, Baraton, Kenya

*This project is supported in part  
by the Fetzer Institute*

# 1 PROGRAM DESCRIPTION

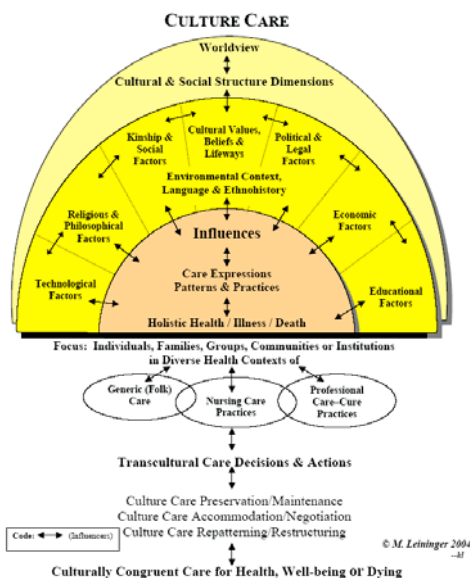
<b>Degree program:</b>	Master's Degree in Global Health Care
<b>Qualification awarded:</b>	Master of Health Care
<b>Extent of degree in ECTS credits:</b>	90 credits
<b>Extent of degree in KCR credits:</b>	45 credits, including 2 credits clinical practice
<b>Instruction language:</b>	English
<b>Level of qualification:</b>	The European Qualification framework level 7. This master's degree corresponds to a master's degree at the science university level.
<b>Program established:</b>	2012
<b>Curriculum applies as of:</b>	2014
<b>Joint steering group of program:</b>	Dr. Anjejo, Dr. Hakala, Dr. Karvinen, Ms. Hälikkä, Prof. Nyaundi, Ms. Njeru, Mrs. Wickström-Grotell, Ms. Obey, Ms. Muma, Ms. Grierson,
<b>Joint partner universities:</b>	<i>Arcada University of Applied Sciences</i> Jan-Magnus Janssonin aukio 1 00550 Helsinki, Finland <i>Diaconia university of Applied Sciences</i> , P.O. Box. 12, 00511 Helsinki, Finland <i>University of Eastern Africa, Baraton</i> P.O. Box 250, 30100 Eldoret, Kenya

**Quality management:** Diak and Arcada are audited by the Finnish higher Education Evaluation Council, and both universities of applied sciences currently apply a quality assurance system and implement quality assurance management procedures. The University of Eastern Africa, Baraton, is an institution of higher learning fully accredited by the Adventist Accrediting Association of the Seventh-day Adventist Schools, Colleges, Universities and Commission on Higher Education. The University of Eastern Africa, Baraton, was chartered by the Government of the Republic of Kenya in 1991.

## 2 BACKGROUND

“We seek a system that promotes compassionate care, respects the dignity of those who give and receive care, and promotes love and forgiveness through relationship-centered care” (The Fetzer Institute 2012, 16) This Master’s Degree Program in Global Health Care seeks interdisciplinary understanding in health issues and challenges to health in a changing and complex global situation. The main focus of the degree program is on questions of culturally congruent care for health, well-being and dying within different health systems and cultures. The program provides students with an opportunity to develop as professionals in four different key competence areas: 1) evidence- based global health and global health ethics and values,

2) global health research and development, 3) global health policies and actors and global health management and leadership, and 4) Incident and emergency conditions work. The program is based on the theory of transcultural nursing by Madeleine Leininger (Picture 1). The ethical basis and values of love and forgiveness are emphasized in order to promote health systems that promote respect for individuals’ dignity and compassionate care.



The theory of transcultural nursing emphasizes the importance of culture in explaining health and health care work in health systems. In accordance with this theory, in the context of this program, we refer widely to the work done by advanced nurses and other advanced health professionals. Leininger visualized the dimensions of culturally congruent care and the *Culture Care Theory* in her *Sunrise* model (Picture 1). The same elements are present in the theoretical framework of this degree program (Picture 2).

This Master's Degree Program in Global Health is intended for students who would like to deepen their knowledge of 1) global health, 2) global health research, and 3) incident and emergency conditions work. The scope of the program in Finland is 90 ECTS and it takes from 1.5 to 2 years to complete, depending on each student's individual study plan. The maximum length of the studies is 2.5 years. The scope of the program for students enrolled at UEAB is 45 KCR. The crediting system is based on the Finnish and Kenyan national and institutional crediting requirements. The teaching language in this program is English.

CULTURAL & SOCIAL STRUCTURE DIMENSIONS WORLDVIEW	CORE VALUES	Master's Degree in Global Health Care- Degree programme in Applied Health Sciences 90 ECT, 45 KCR			FRAMEWORK FOR QUALITY HEALTH CARE
	LOVE	CULTURALLY CONGRUENT GLOBAL HEALTH DELIVERY			• Technological factors
		Focus: Individuals, Families, Groups, Communities, or institutions in diverse health context			
	FORGIVENESS	Health promotion and Prevention in Global Health (20 ECTS, 9 KCR)			• Religious and Philosophical factors
		Fundamentals of Global health – Introductory course (GHCF 611) (5 ECTS, 3 KCR)	Basic Epidemiology and Health situation in Globalizing World (GHEP 618) (10 ECTS, 3KCR)	HIV AIDS Prevention and management (GHHA 616) (5 ECTS, 3 CKCR)	
	COMPASSION	Global Health in Emergency and Disaster (15 ECTS, 9 KCR)			• Kinship and social factors
		Emergency, Disaster preparedness and Management (GHED 620) (5 ECTS, 3 KCR)	Crises, Globalization and health care (GHCG 712) (5 ECTS, 3 KCR)	Global health Policies and actors on the global arena (GHPA 617) (5 ECTS, 3 KCR)	
	PARTICIPATION	Management, Leadership and Ethics in Global Health (10 ECTS, 6+5KCR)			• Cultural values, beliefs and life ways
		Global health Ethics and values (GHEV 623) (5 ECTS, 3 KCR)	Administration, Management, Leadership and Professional development(GHAM 721) (5 ECTS, 3 KCR)	Global Health Practicum (GHCP 711) (3 KCR) and Christian Bioethics 2 (RELT 705) 2 KCR (UEAB ONLY)	
	SAFETY	Research, Development and Innovation (10 ECTS, 6 KCR)			• Political and legal factors
		Biostatistics in Global Health (GHBS 613) (5 ECTS, 3 KCR)	Research and Project Methods (GHRP 606) (5 ECTS, 3KCR)	Comprehensive Examination (UEAB ONLY) 1 KCR	
		Master Thesis (30ECTS, 9 KCR)			
		Master Thesis I (MT1) (5 ECTS, 3 KCR)	Master Thesis II (MT2) (10 ECTS, 3 KCR)	Master thesis (MT3) (15 ECTS, 3 KCR)	
		Elective Studies (5ECTS)			• Economic factors
		Elective studies (ES1) (5 ECTS) Diak and Arcada onl			
					• Educational factors

ECTS= European credit transfer system (27 hours), KCR= Kenyan credits (45 hours), CKR= Kenyan Clinical credits

**Picture2. The theoretical framework of the program based on the model of transcultural nursing by Madeleine Leininger.** ECTS= European Credit Transfer System (27 hours of student work), KCR= KCR (45 hours of student work), CKRC = Kenyan clinical credits ECTS= European Credit Transfer System (27 hours of student work), KCR= KCR (45 hours of student work), CKRC = Kenyan clinical credits

### 3 NAME AND STATUS OF INSTITUTIONS AWARDING THE QUALIFICATIONS, THEIR VALUES

This master's degree program is jointly organized by the coalition of three accredited higher education institutions in Finland and Kenya: Diaconia University of Applied Sciences (later Diak, established in Finland), Arcada University of Applied Sciences (established in Finland) and University of Eastern Africa, Baraton (later Baraton, established in Kenya). All partners are officially accredited institutions in their own countries. These partner universities are committed to conducting this joint master's degree program in accordance with the requirements of the respective national legislations and the internal regulations of the partner universities (Diak, Arcada and UEAB 2012). The work carried out to plan the program was supported in part by the Fetzner Institute.

The pedagogical activities in this program are based on the partner universities' values, strategies, pedagogical interests, principles and research areas:

**Diak:** Diak's values are based on Christianity; therefore, we emphasize the human dignity of each person. Diak is committed to social justice, solidarity and the empowerment of people. It aims to train people to influence social change, work for a multicultural society and fight against social exclusion. (Diaconia University of Applied Sciences 2012a, please see also the attached files: Diaconia University of Applied Sciences 2009, file 1 and file 2.)

**Arcada:** Arcada's values are based on human rights and dignity, stressing equality among persons and different cultures. Arcada's mission is to educate innovative, critically-thinking and ambitious experts for the fu-



ture working life and for sustainable social development. Arcada's specific core competences in the Department of Health and Welfare include health promotion, social participation and safety.

**UEAB:** University of Eastern Africa, Baraton, provides and advances holistic, high-quality Christian education which develops men and women into earnest seekers of truth, adequately equipped with appropriate knowledge, skills and attitudes for the service of God and humanity. (University of Eastern Africa Baraton 2010)

Furthermore, this degree program emphasizes the core values and virtues of love, forgiveness and compassionate care in global health settings. The mission of this program is to promote a type of education which makes it possible for students to realize their full selves physically, emotionally, socially and spiritually, emphasizing health and healing and that honor the health of communities. (FAC 2011)

This program is developed in close collaboration with three main working-life partners: Finn Church Aid, Filha and Kendu Adventist Hospital.

## **4 STUDENTS AND STUDENT ADMISSION**

**E**ach of the three universities will admit their students according to their own admission criteria.

### **4.1 Eligibility for Studies and the Language of the Program**

#### **4.1.1 Candidates**

Any candidate with a suitable bachelor's degree in nursing or allied health sciences (midwifery, occupational therapy, public health nursing, physiotherapy, paramedics, medical laboratory sciences, clinical medicine, medicine, public health, dietetics or nutrition) can apply. In addition, candidates applying to Diak and Arcada must have at least three years of relevant work experience (work experience requirement must be acquired after graduation date from the Bachelor's Degree). For candidates applying to UEAB under academic admission criteria, the requirements will be, according to UEAB's graduate bulletin, a minimum GPA of 3.00 and for provisional admission, a GPA of 2.67. They also must have at least two years of relevant work experience. In this master's program, the partner universities use common admission criteria but all candidates must also meet the national and institutional admission criteria in each country. The applicants must also have a sufficient knowledge of English, which is the language of instruction in the program.

### 4.1.2 Language Tests

#### **Language tests required of candidates applying to Diak or Arcada**

Applicants who are not citizens of any EU/EEA country must provide proof of their English language skills to the admissions office of the UAS of their first preference by the given date (in Finland). In order for applicants to prove their English language skills, they must provide evidence that they fulfil one of the following minimum requirements: Cambridge ESOL's Certificate of Proficiency in English (CPE) or Cambridge ESOL's Certificate in Advanced English (CAE) lever C. Pearson test of English (General test level 4 and Academic 51) or IELTS score academic level 6,0 or TOEFL score 550 in paper-based testing or 79-80 in internet -based testing, or skills level 4 in English in the National Certificate of Language Proficiency. Both TOEFL and IELTS test results are valid for two years. The National Certificate of Language Proficiency does not have a set date of validity. TOEFL scores are accepted only directly from the Educational Testing Service.

In addition, upper secondary level school education in English completed in Great Britain, Ireland, the United States, Canada, Australia or New Zealand, and bachelor's and master's degrees completed in English in one of these countries, are also accepted as evidence of sufficient English language skills. Bachelor's and master's degrees completed in English in any EU/EEA country are also accepted as evidence of sufficient English language skills.

Applicants' language skills are evaluated on a pass/fail basis in the language test included in the entrance examination. Applicants who fail the language test are barred from admission.

#### *Exemption from the language test*

Applicants (citizens of EU/EEA countries), who are not obliged to send proof of their language skills, can be exempted from the language test, if they provide certificates of their language skills to the UAS of their first preference no later than on announced date. The minimum English language skill requirement is Cambridge ESOL's Certificate of Proficiency in English (CPE) or Cambridge ESOL's Certificate in Advanced English (CAE) lever C. Pearson test of English (General test level 4 and Academic 51) or IELTS score academic level 6.0 or TOEFL score 550 in paper-based testing/79-80 in internet-based testing, or grade C in the Finnish matriculation examination

in advanced level English (IB-examination grade 4 completed in Finland, Reifeprüfung –examination grade 7 completed in Finland or EB-examination grade 6.00-6.95), or skills level 4 in English in the National Certificate of Language Proficiency. Both TOEFL and IELTS test results are valid for two years. The National Certificate of Language Proficiency does not have a set date of validity. TOEFL scores are accepted only if they are delivered directly from the Educational Testing Service (ETS).

### **Language tests required of candidates applying to UEAB**

The language test requirements are available from the University of Eastern Africa, Baraton.

## **4.2 Application Procedures and Enrolment**

Since this master's degree program is offered by three higher education institutions located in Finland and in Kenya, students are required to submit their formal applications using the official system of the respective partner university. Students who apply to Diak or Arcada are required to apply through the joint application system, whereas students applying to Baraton are required to submit their official applications on the form supplied by the University of Eastern Africa, Baraton. The application form is also available on the website of UEAB ([www.ueab.ac.ke](http://www.ueab.ac.ke)). (application 2014: Official application in paper form to Diak and Arcada).

Student selection is based on the grades students receive on their bachelor's theses as well as their work experience, and in the case of Arcada and Diak, also on entrance examinations. Entrance examinations are the same for all applicants. The application and student selection procedures are handled by the joint admission group. Applicants with complaints concerning the admission procedure should submit the complaint to the institution responsible for the issue.

At first, a total of 40 students will be selected (25 for UEAB, 5 for Arcada, 10 for Diak). Entry criteria and admission procedures are regulated by each university in accordance with the national legislation (Diak, Arcada and UEAB 2012).

### **4.3 Name of Qualifications and Eligibility for Further Studies**

The name of the qualification received after the completion of this program is *Master of Health Care*. This master's degree, earned in one of the partner universities, is equivalent to master's degrees earned in science universities within the area of the European Union. Students admitted to this master's program remain, for the length of the program, enrolled at their home universities. Degree certificates are awarded to students who complete their degrees. The home universities issue the graduates diplomas and diploma supplements certifying the degree and the result obtained, in compliance with the regulations of the respective university. The diplomas or diploma supplements include official transcripts of records from all relevant partner universities. Diplomas include an acknowledgement of the universities' joint responsibility for the Master Program in Global Health Care and the logos of the partner universities. (Diak, Arcada and UEAB 2012.) Students are eligible for post-graduate studies at foreign universities. The eligibility criteria vary per country.

### **4.4 Students Status**

When students enroll in one of the partner universities, they receive student status in all partner institutions. This status brings with it all the relevant rights and services and also, possibly, fees. These students have the right to study. Cooperation among students is encouraged.

### **4.5 Student Mobility**

Some of these studies require student mobility since they are organized to take place in other countries. Students must cover the costs of studies abroad themselves or through scholarships possibly available for them. Students are also responsible for their own travel arrangements, visas and residence permits including all needed documentation and travel insurance, which we may itemize to include the following:

- Travel to and from the university abroad
- Books, stationery etc.

- Travel documentation, visas etc.
- Travel, accommodation and living expenses
- Student association/general services charges
- International insurance coverage relevant to stay in a given country
- Medical costs including vaccinations (Diak, Arcada and UEAB 2012).

All students admitted to this master's program will be subject only to the tuition fees of their home university if such fees are charged (Diak, Arcada and UEAB 2012).

## **4.6 Study Guidance and Counseling**

All students are guided to draft Individual Study Plans (ISP) for their studies. The purpose of an ISP is to recognize the prior studies and other prior learning. Each partner university has its own guidelines for identifying and recognizing prior learning. Each partner university also monitors and controls students' progress. Students have the right to study guidance and counseling offered by the higher education institution in which they are enrolled.

## **4.7 Tuition Fees**

Candidates who have been selected to study at the University of Eastern Africa, Baraton, are required to pay tuition fees according to instructions specified by the school. For students selected to study in Finnish universities of applied sciences (Arcada, Diak), education is free of charge. All students must pay for their study materials, housing and travel costs themselves, as stated above.



## 5 EXPECTED LEARNING OUTCOMES

Upon completing this program successfully, graduates will have mastered four broad competency domains and achieved the following general learning outcomes within these areas:

### **I Competency area one: Evidence-based global health, global health ethics and values**

#### **Graduates will be able to:**

- lead work and operate in the global environment
- work ethically on the basis of the core values of global health work
- analyze information concerning human rights and apply that information to their work
- promote and lead global health work on the basis of research evidence from nursing and other relevant fields.

### **II Competency area two: Global health research and development**

#### **Graduates will be able to:**

- use available global health data to analyze situations of global health and health systems
- evaluate and generate knowledge of global health
- use a range of different quantitative and qualitative research methods and development techniques to structure new, innovative approaches to global health
- interpret and apply statistical global health data



- lead and manage projects to successful completion with the available guidance and resources and within the given timescales.

### **III Competency area three: Global health policies and actors, global health management and leadership**

#### **Graduates will be able to:**

- analyze and apply the current international health policies and strategies in the field of global health
- identify global health actors at local, national and international levels, recognizing their roles in disease prevention and health promotion, leading the work in such organizations
- identify and evaluate the role of faith-based organizations in disease prevention and health promotion
- apply different management theories and methods in their work.

### **IV Competency area four: Emergency and disaster management**

#### **Graduates will be able to:**

- use relevant definitions and concepts of incident and emergency condition work
- lead emergency conditions and disaster work at local, national and international levels
- respond to the challenges of preparedness training in health care
- compose preparedness plans, carrying out risk and resource analyses
- recognize the role of management, leadership and communication in emergency conditions and disaster work, applying, respectively, appropriate methods when leading such work
- know the early warning and communication systems and be able to use them
- support people's social, psychological and spiritual needs in emergencies.

These competency areas are supplemented by the generic competences specified for master's level education by Arene: learning competence, ethical competence, working community competence, innovation competence and internationalization competence. (Please see Auvinen et al. 2010)

## 6 STUDIES AND STRUCTURE OF THE PROGRAM

The studies of this program are based on level 7 of the European Qualifications Framework (EQF), Kenyan Commission for Higher Education Guidelines for Curriculum Design for University Academic Programs (2009), the Graduate Studies Bulletin (UEAB 2012). The curriculum has been approved by each partner university. The learning approach of the studies focuses on both social interaction and individual responsibility. The studies are provided in the form of blended learning including university-based education and training, distance learning, jointly organized intensive learning symposiums, supervised final projects and virtual and contact lectures and seminars. Online courses are accessible via the internet at <http://fronter.com/diak>. The implementation of the studies may vary slightly according to the university in which students are enrolled.

The first semester offers a common ground in the foundations of global health, research methods and global health needs in terms of global health problems, such as tropical diseases, HIV and AIDS. During the second semester, students are introduced to advanced methods of research and innovation. During the third semester, students acquire skills for emergency and disaster management. Students have the possibility to study 5 ECTS credits' or 3 KCR credits' worth of elective and applied studies provided by partner universities or other relevant higher education institutions, including virtual studies.

## 6.1 Practicum

Practicum applies only to students of University of Eastern Africa, Baraton. They will be expected to do clinical practice in a hospital setting in order to acquire specific skills in areas such as HIV/AIDs and special groups of patients such as those with communicable diseases. Practicum also includes community assessments in the form of surveys in different locations in Kenya, which students from collaborative universities can take part in.

The study modules should be completed in the following order:

YEAR	Module	ECTS
<b>Year one Theme: Global Health foundations &amp; incident and emergency conditions work</b>	Fundamentals of global health– introductory course (GHCF 611)	5
	Biostatistics in global health (GHBS613)	5
	Basic epidemiology and health situation in globalizing world (IGHEP 618)	10
	Emergency disaster preparedness and management (GHED 620)	5
	Global health policies and actors on the global arena (GHPA 617)	5
	Global health ethics and values (GHEV 623)	5
	HIV/AIDS prevention and management (GHHA 616)	5
	Research and project methods (GHRP 616)	5
	Administration, management, leadership and professional development (GHAM721)	5
<b>Year two Theme: Global Health research, development and innovation</b>	Crises, globalization and health care (GHCG 712)	5
	Master's thesis, Study module I (MT1)	5
	Master's thesis, Study module II (MT2)	15
	Christian bioethics (UEAB ONLY) (RELT 705)	-
	Master's thesis, Study module III (MT3)	10
	Global health practicum (UEAB ONLY)	-
	Comprehensive examination (UEAB ONLY)	-
	Elective Studies (ES1) Can be completed during the first, second or third semester (Diak and Arcada ONLY)	5
<b>REQUIRED NUMBER OF TOTAL CREDITS (ECTS)</b>		<b>90 ECTS credits</b>

Table 1. Study modules and credits.

Each university will provide the number of credit hours according to its policy. Master's students will develop their research proposals concurrently with course work, conducting their research in their free time during the second year. External examiners, all from the partner universities, can receive theses sent to them online.



## 7 ASSESSMENT

Learning outcomes are assessed in accordance with the program's expected learning outcomes and the key learning outcomes of each study module.

Grading the work of students enrolled at Diak or Arcada takes place on the scale of zero to five (0 – fail, 1 – sufficient, 5 – excellent) or pass/fail, depending on the study module. The grading scale for Kenyan students and the equivalency with the European grading scale are introduced in Table 1, *Study modules and credits*.

The following criteria will be used to grade students' work:

Kenyan percentage grade	Kenyan letter grade	Kenyan GPA points	European grading (Arcada and Diak)
80-100%	A	4.00	5
75-79%	A-	3.67	4
70-74%	B+	3.33	3
65-69%	B	3.00	3
60-64%	B-	2.67	2
55-59%	C+	2.33	2
50-54%	C	2.00	1
45-49%	C-	1.67	0 Fail
40-44%	D	1.00	0 Fail
0-39%	F	0.00	0 Fail

Each UEAB student should complete 45 credit hours in order to qualify for graduation.

All master's theses are examined by an internal and an external examiner, one from Kenya and one from Finland.

## 8 IMPLEMENTATION PLANS FOR STUDY MODULES

### 8.1 Health Promotion and Disease Prevention in Global Health (20 ECTS)

This study unit contains the following modules:

Fundamentals of global health – introductory course (GHCF611) 5 ECTS/3 KCR	Basic epidemiology and health situation in globalizing world (GHEP618) 10 ECTS/3 KCR	HIV/AIDS prevention and management (GHHA616) 5 ECTS/3 KCR
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#### Module 1

#### Fundamentals of global health – introductory course (GHIC1)

**In brief:** This course introduces the students to global health and the terminology used in the field. The students learn about the meaning of globalization and development in relation to the central aspects of health, and they also learn to analyze the importance of human rights and gender equality in global health discussion. The course also explains various global health strategies and the role of nursing and allied health sciences in delivering health care. The course places special emphasis on the value of love and forgiveness in the community.

**Scope:** 5 ECTS, 3 KCR



**Minimum number of participants:** 15

**Maximum number of participants:** 40

**Implementation method:** Virtual studies, learning assignments, possibly virtual lectures

**Implementation location:** Virtual

## **1. Expected learning outcomes**

After completing the course, students will be able to:

- analyze the meaning of globalization and development in relation to the central aspects of health
- be informed and make ethical decisions on the basis of the central values of love, forgiveness, compassion and participation
- analyze the importance of human rights and gender equality in global health discussion
- use the terminology of global health as well as critically explain the main health indicators and health determinants
- explain, with the help of the most current research, the most significant causes of illness and communicable and non-communicable diseases
- explain the role of disease prevention and health promotion
- analyze the different models and structures of health care and discuss the impacts of various cultural aspects upon health
- explain the content and meaning of different global health strategies and the role of nursing and allied health sciences in delivering the health care

## **2. Core contents**

1. Development and globalization

2. Global health challenges

- Disease prevention and surveillance
- Communicable and non-communicable diseases

3. Basic concepts of global health
  - Health indicators
  - Social determinants of health
  - Health transition
4. Global health ethics and values
  - Human rights
  - Gender issues
5. Health systems
  - Cultural aspects of health
  - Challenges and possibilities of alternative health care
6. Global health strategies
  - UN Millennium Development Goals
  - Health 2020 program
  - National strategies
  - Health promotion
7. The role of nursing and allied health sciences in global health
  - Theories of transcultural nursing
  - Health care worker crises

**Evaluation:** Approved/Failed

**Possibilities to retake the course:**

**Alternative ways of taking the course:**

**Recognition of prior studies and other learning:** Please contact the person in charge of the course and a study counselor.

## Module 2

### Basic epidemiology and health situation in globalizing world (ILSGH1)

**In brief:** The aim of this intensive course in global health is to familiarize the students with epidemiological concepts. These concepts include the basics concepts such as incidence, prevalence and mortality. The students are familiarized with Leininger's theory of transcultural nursing, among other theories. This basic course presents various approaches to global health research in order to enable the students to conduct community analyses, learn the local situation, then compare the local situation to the global health situation.

**Scope:** 10 ECTS, 3 KCR. This study unit contains two credits' worth of elective studies for students enrolled in Arcada or Diak, and two credits' worth of studies in Christian bioethics for students enrolled in UEAB. The course outline for Christian bioethics is available in Fronter.

**Minimum number of participants:** 15

**Maximum number of participants:** 40

**Implementation method:** This study unit forms a part of an intensive learning symposium which takes place in Kenya, in combination with studies in Biostatistics. Lectures and tutorials, practical exercises, study guidance and counseling, learning assignments, field work and an examination. The detailed course outline and program are delivered at the beginning of the study module

**Implementation location:** The area surrounding the Kendu Adventist Hospital or some other relevant area in Kenya, and the University of Eastern Africa, Baraton. *This jointly organized intensive learning symposium requires student mobility.*

#### Expected learning outcomes:

After completing the course, students will:

- know the values, strategies and visions of each partner university

- be familiar with the structure and study modules of this master's program
- be able to plan their studies according to the program structure and their finalized individual study plans
- know how to use online study and information services
- be familiar with Leininger's theory of transcultural nursing
- be familiar with the basic approaches to global health research and research ethics
- be able to complete a community analysis to understand the local situation, comparing it to the global health situation
- be familiar with the following issues:
  - theoretical basis of global health
  - global burden of diseases, tropical diseases.

### **Core contents:**

- Introduction to Arcada University of Applied Sciences, Diaconia University of Applied Sciences and University of Eastern Africa, Baraton: values, strategies, visions.
- Introduction and overview of the Master's Degree Program in Global Health Care: study modules, the final project, learning methods, study guidance and counseling, online studies and the Fronter platform, individual study plans.
- Study ethics: plagiarism, student and teacher responsibilities
- Systematic information seeking and use of electronic library services
- Theoretical basis of global health studies: key concepts
- Introduction to Leininger's model of transcultural nursing
- Global health situation
- Global burden of diseases
- Global health, global health research and research ethics

**Evaluation:** Approved/Failed

**Possibilities to retake the course:** No other opportunities

**Alternative ways of taking the course:** No other opportunities

**Recognition of prior studies and other learning:** Please contact the person in charge of the course and a study counselor

### **Module 3**

## **HIV/AIDS prevention and management (NRSG616)**

**In brief:** This course is designed to assist the students in developing in-depth knowledge of various issues regarding HIV/AIDS and the care of affected persons. The aspects covered include the epidemiology of the disease, role of voluntary counseling, prevention of mother-to-child transmission, antiretroviral therapy, home-based care, policies and legislation on HIV/AIDS prevention, management of tuberculosis and other opportunistic infections, and positive living with these diseases. The World Health Organization guidelines, policies and advocacy levels are highlighted. The course emphasizes the role of family members in love and forgiveness in the care of persons infected with the HIV virus and also self-forgiveness by persons suffering from these diseases.

**Scope:** 5 ECTS, 3 KCR

This course is designed to assist the students in gaining an in-depth knowledge of various issues regarding the prevention, care and management of HIV/AIDS and the counseling of affected persons.

**Minimum number of participants:** 15

**Maximum number of participants:** 40

**Implementation method:** Virtual studies, learning assignments, virtual lectures, field practice, a written final exam

**Implementation location:** Virtual and face-to-face learning at Diak and Baraton

**Expected learning outcomes:**

After completing the course, students will:

- understand key concepts related to HIV/AIDS
- be familiar with national and international legislation and policies on HIV/AIDS

- understand the management and prevention of HIV infections, see their implications to health workers and the community, and be able to design action plans
- know the epidemiology of HIV/AIDS
- understand sociocultural aspects of HIV/AIDS
- be able to work with a community for HIV/AIDS prevention.

**Core contents:**

- Epidemiology
- Role of voluntary counseling and testing
- Prevention of mother-to-child transmission
- Antiretroviral therapy
- Home care and community-based care
- Impact assessment
- Policies and legislation on HIV/AIDS prevention
- Health promotion and positive living

**Evaluation:** Examination according to local university policies

**Recognition of prior studies and other learning:** Please see further information on the Fronter platform.

## 8.2 Global Health in Emergency and Disaster Management (15 ECTS)

This study unit contains the following modules:

Emergency, disaster preparedness and management (GHED620) 5 ECTS / 3KCR	Crises, globalization and health care (GHCG712) 5 ECTS/3 KCR	Global health policies and actors in global arena (GHPA617) 5 ECTS/3KCR
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### Module 4

#### Emergency, disaster Preparedness and management (GHED620)

**In brief:** This course helps the students analyze the factors behind global interdependences, development and future prospects by using theories of globalization. The course also teaches the students concepts such as *disaster preparedness and response* and *rapid assessment* as well as the basic approaches, ethical principles and legal bases applied in humanitarian action. Current humanitarian crises often take place in complex situations. Climate changes and political tensions between countries and regions create new types of disasters, which demand disaster preparedness at the national and local levels. Disaster response demands specific preparedness among health professionals. In humanitarian crisis settings, health professionals are required to have strong interpersonal skills, to be able to work in inter-professional teams and contexts, and to have a strong professional basis for their actions.

**Scope:** 5 ECTS, 3 KCR

**Minimum number of participants:** 15

**Maximum number of participants:** 40

**Implementation method:** Virtual studies, learning assignments, virtual lectures



**Implementation location:** Virtual

**Expected learning outcomes:**

After completing the course, students will be able to:

- analyze the factors behind global interdependences, developments and future prospects by using theories of globalization
- use the concepts of disaster preparedness and response, and apply the basic approaches, ethical principles and legal bases appropriate for humanitarian action
- understand the challenges, tasks and roles of the health care sector in a humanitarian response
- lead health care actions to establish and maintain preparedness for terrorism and bioterrorism
- develop multidisciplinary interaction in response to the global challenge of displaced persons
- utilize information about disaster response in their work
- meet the requirements of disaster nursing
- understand the ethics of humanitarian aid to evaluate these ethical principles
- understand the meaning of love and forgiveness in global health work.

**Core contents:**

**I Basics of international humanitarian aid within the health context**

- Theories of globalization and global interdependence
- Key concepts in disaster preparedness and response
- Ethics of humanitarian aid: the code of conduct in humanitarian action
- The legal basis of humanitarian action
- The cluster approach in international humanitarian response; international humanitarian actors in the field, humanitarian actors in inter-agency cooperation

**II Aspects of effective disaster management**

- Emergency preparedness, rapid assessment and response
- Project cycle and its management in humanitarian response
- Security in humanitarian settings

- Use of the SPHERE Handbook in disasters
- Evaluation of emergency response and debriefing

**Implementation:** Virtual lectures, individual assignments

**Exam:** Further information during the introduction to the course

**Evaluation:** 1–5, Fail

**Possibilities to retake the course:** Spring/Fall 2016

**Alternative ways of taking the course:** No other opportunities

**Recognition of prior studies and other learning:** Please see separate instructions.

## Module 5

### Global health policies and actors on the global arena (GHPA617)

**In brief:** This course familiarizes the students with the main international organizations in the field of global health. The course helps the students become conversant with health policies at different levels. It also introduces the students to different Non-Governmental Organizations (NGOs) and faith-based organizations as well as their roles in the field of global health. The policies studied during the course emphasize the role of love and forgiveness in global health.

**Scope:** 5 ECTS, 3 KCR

The aim of this study module is to provide the students with an overall view of global health policies, the main actors and their functions in international work.

**Minimum number of participants:** 15

**Maximum number of participants:** 40

**Implementation method:** Virtual studies, learning assignments, virtual lectures

**Implementation location:** Virtual

**Expected learning outcomes:**

After completing the course, students will be familiar with:

- the main international organizations in field of global health
- health policies at different levels
- the role of NGO's and faith-based organizations in global health.

**Core contents:**

- Current priorities in global health

- The United Nations, its organizations and specialized agencies, and their role in global health
- The role of the Group of Eight (G8), the World Bank and the European Commission in global health
- The role of legally independent public-private organizations, such as Global Alliance for Vaccines and Immunization (GAVI), Global Fund to Fight AIDS, Tuberculosis and Malaria (GFATM), and their role in global health
- The role of international health organizations, international diaconal work and faith-based organizations in global health
- Advocacy and fundraising
- Links between humanitarian aid, post-disaster aid and development aid

**Evaluation:** 1–5, Fail

**Possibilities to retake the course:**

**Alternative ways of taking the course:**

**Recognition of prior studies and other learning:** Please contact the person in charge of the course or a study counselor.

## Module 6

### Crises, globalization and health care (GHCG712)

**In brief:** This study unit builds a basis for a professional humanitarian response in health-related issues. The students will gain the awareness, understanding and skills essential for an effective health-related response in a humanitarian crisis. The students will understand the various aspects of effective disaster management and the specialized process of building mental health services in humanitarian settings. The students will also gain the knowledge required to master the supportive methods of psychology to help disaster victims.

**Scope:** 5 ECTS, 3 KCR

**Minimum number of participants:** 15

**Maximum number of participants:** 40

**Implementation method:** Virtual studies, learning assignments, virtual lectures

**Implementation location:** Virtual

#### **Expected learning outcomes:**

After completing the course, students will:

- understand the aspects of effective disaster management as well as the specialized process of building mental health services and health services in humanitarian settings
- understand the meaning of interdisciplinary cooperation in humanitarian settings
- be able to work in international governmental or non-governmental agencies involved in humanitarian action
- be able to evaluate interventions and identify examples of good practice
- master supportive methods of psychology to help disaster victims.

## **Core contents:**

### **I Health-related risks in disaster settings**

- Principles of communicable disease risk assessment and control in emergencies
- Epidemiology and health
- Public health problems in humanitarian settings
- Evaluation of aspects of health and nutrition
- Evaluation of health issues related to water and sanitation in humanitarian settings

### **II Health-related responses in disaster settings**

- Counseling traumatized victims
- Dealing with victims of torture and genocide
- Methods of crisis intervention
- Psychosocial support for and among displaced communities
- Psychosocial support for children and women (GBV)
- Personal health of aid workers
- Promotion of nutrition, sanitation and hygiene

**Implementation:** Virtual lectures, individual assignments

**Evaluation:** 1–5, Fail

**Possibilities to retake the course:** Spring/Fall 2016

**Alternative ways of taking the course:** No other opportunities

**Recognition of prior studies and other learning:** Please see separate instructions.

## 8.3 Management, Leadership and Ethics in Global Health (10 ECTS)

**This study unit contains the following modules:**

Global health ethics and values (GHEV623) 5 ECTS/3 KCR	Administration, management, leadership and professional development (GHAM721) 5 ECTS / 3 KCR
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### Module 7

#### **Administration, management, leadership and professional development (GHAM721)**

**In brief:** This course is designed to enable the students to develop the knowledge, skills, confidence and competence to effectively function in leading and administrative duties. They will be able to analyze local and international trends in global health care to enhance specialist practices, set and evaluate standards to enhance the quality of health services, and apply constructive methods of leadership in solving health problems.

**Scope:** 5 ECTS, 3 KCR

**Minimum number of participants:** 15

**Maximum number of participants:** 40

**Implementation method:** Virtual studies, learning assignments, virtual lectures

**Implementation location:** Virtual

**Expected learning outcomes:**

After completing the course, students will be able to:

- analyze local and international trends in global health care to enhance specialist practices
- analyze current ethical issues and develop appropriate policies

- reflect on their own competences
- plan and implement applicable interventions
- set and evaluate standards to enhance the quality of services
- understand the meaning of culture in different organizations
- apply constructivist methods in leadership.

**Core contents:**

- Cultures in different organizations
- Constructivist leadership
- Self-management
- Diversity management
- Process management
- Management in crises, crises communications
- Professional and team work
- Quality management

**Implementation:** Overview lectures, discussions at the online platform, self-directed learning, assignments, a final online exam

**Evaluation:** 1–5 or according to the rules of the relevant local university

**Final online exam:** Please see the timetable on the Fronter-platform.

**Alternative ways of taking the course:** No other opportunities

**Recognition of prior studies and other learning:** Please see separate instructions.



## Module 8

### Global health ethics and values (GHEV623)

**In brief:** The overall objective for this course is to give the global health students the opportunity to realize their full selves as professionals and discuss the meaning of ethical values in the global health context. The students who are able to understand the meaning of love and compassion as instruments for a better understanding of health care are also able to explain the meaning of human dignity and relationship-centered care in the context of global health. Furthermore, the students are taught how to identify and analyze human rights violations, enabling them to apply human rights perspectives in solving global health problems.

**Scope:** 5 ECTS, 3 KCR

**Minimum number of participants:** 15

**Maximum number of participants:** 40

**Implementation method:** Virtual studies, learning assignments, virtual lectures

**Implementation location:** Virtual

#### **Expected learning outcomes:**

After completing the course, students will be able to:

- describe the ethical basis of global health
- understand the meaning of love and compassion as instruments for better understanding of health care
- explain the meaning of human dignity and relationship-centered care in the context of global health
- identify and analyze human rights violations and apply human rights perspectives
- explain the factors which support or threaten human rights and ethical work in the global community

- identify and combat health-related stigmatization

**Core contents:**

- Human rights
- Global health ethics
- Love, forgiveness and compassionate care
- Health-related stigma
- Relationship- centered care

**Evaluation:** Approved/Failed

**Possibilities to retake the course:**

**Alternative ways of taking the course:**

**Recognition of prior studies and other learning:** Please contact the person in charge of the course and a study counselor.

## 8.4 Research, Development and Innovation (10 ECTS)

This study unit contains the following modules:

Biostatistics in global health – (GHEV 613) 5 ECTS / 3 KCR	Research and project methods (GHRP606) 5 ECTS
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### Module 9

#### Biostatistics in global health – (GHEV 613) 5

This research module is implemented as a part of an intensive learning symposium. This course introduces the students to statistics in research. It covers descriptive and inferential statistics, normal distribution, probability distribution,  $t$  and  $f$  distributions, estimations and tests of hypothesis and the chi-square test. It also covers data tabulation, analysis of variance, linear correlation and regression. The analysis of data in qualitative research, and parametric and non-parametric survival analyses are also taught. More information is available in Fronter.

### Module 10

#### Research and project methods (GHRP606)

**In brief:** The aim of this course is to provide the students with in-depth knowledge about different qualitative and quantitative methodologies in global health research and the abilities to independently carry out research and develop projects for the benefit of their communities.

**Scope:** 5 ECTS, 3 KCR

**Minimum number of participants:** 15

**Maximum number of participants:** 40

**Implementation method:** Virtual studies, learning assignments, virtual lectures, a written exam

**Implementation location:** Virtual

**Expected learning outcomes:**

**After completing the course, students will be able to:**

- read and analyze scientific articles, reports and theses with qualitative and quantitative approaches in the field of global health
- understand the significance of methodology and that of choosing the right methods for the purpose of gaining the required information
- independently plan and implement qualitative and quantitative research designs
- identify research problems, formulate the purpose of research, formulate the research questions, formulate the measuring instrument bases on prior knowledge, make selections, code and carry out analyses and interpret their results
- relate the choice of method to the research problem
- understand the significance of an ethical view in research
- understand the scientific dialog and argumentation in the field of global health research
- write and present scientific texts.

**Core contents:**

- Methodologies and methods in the human sciences such as the grounded theory in ethnography
- Data collecting methods (surveys, interviews, observations, experiments and trials), analyses and interpretation with a focus on applied research and global health questions
- Validity and reliability of different methods
- Research designs, research ethics
- Operationalizing, measuring instruments and the problems of measurements
- Procedures of selection, gathering of data, drop-out analysis, and the processing of the gathered data
- ‘Multivariate’ statistics
- Statistical graphics

**Implementation:** Virtual studies, assignments and an examination

**Evaluation:** 1–5, Fail

**Possibilities to retake the course:**

**Alternative ways of taking the course:** No other opportunities

**Recognition of prior studies and other learning:** Please contact the person in charge of the course or a study counselor.

## 8.5 Master's Thesis (30ECTS)

**This study unit contains the following modules:**

Master's thesis (30 ECTS)		
Master's thesis I (MT1) 5 ECTS/3 KCR	Master's thesis II (MT2) 10 ECTS/3KCR	Master's thesis (MT3) 15 ECTS/3 KCR

The requirements and the process of master's thesis studies vary according to the respective home institution's policies and regulations.

### Module 11

#### Master's thesis I (MT1)

**Scope:** 5 ECTS, 3 KCR

**Minimum number of participants:** 15

**Maximum number of participants:** 40

**Implementation method:** Individual studies and virtual studies

**Implementation location:** Virtual. Tutorials may take place on the campuses of the partner universities.

Master's thesis studies are divided into three different study units: Master's thesis I (5 ECTS), Master's thesis II (10 ECTS) and Master's thesis III (15 ECTS).

The overall objective for the MT I, II and III is to provide the students with skills for planning their research, conducting their projects and producing their scientific research reports in the form of final master's theses.

#### **Expected learning outcomes:**

After completing the first module, students will be able to:

- define the area of their research interest
- specify the suitable research methods for this research area
- draw up and complete information search plans for their research

- write their idea papers and letters of intent
- introduce their idea papers to other students in order to discuss the papers and gain constructive feedback to improve their ideas.

**Core contents:**

The core contents of this module consist of the following:

- Introduction to the master's thesis process
- Familiarization with the different research areas
- Information search plan for the chosen research areas
- Research and development subjects, research questions
- Idea paper and letter of intent
- Suitable research methodologies and development methods for master's theses
- Research ethics

**Implementation:** Assignments, virtual seminars, students' idea papers and information search plans, tutorials

**Assignment:** Students are required to draw up and complete the information search plans for their research, write their idea papers and letters of intent, and to introduce their idea papers in a seminar.

**Evaluation:** Pass/Fail

**Possibilities to retake the course:** No other opportunities

**Alternative ways of taking the course:** No other opportunities

**Recognition of prior studies and other learning:** Please see separate instructions.

## **Module 12**

### **Master's Thesis II (MT2)**

**Scope:** 10 ECTS, 3 KCR

**Minimum number of participants:** 15

**Maximum number of participants:** 40

**Implementation method:** Virtual studies, learning assignments, virtual lectures

**Implementation location:** Virtual. Tutorials may take place on the campuses of the partner universities.

Master's thesis studies are divided into three different study units: Master's thesis I (5 ECTS), Master's thesis II (10 ECTS) and Master's thesis III (15 ECTS).

The overall objective for the MT I, II and III is to provide the students with skills for planning their research, conducting their research projects and producing their scientific research reports.

#### **Expected learning outcomes:**

After completing the second module, students will be able to:

- finalize their research plans
- carry out the data collection for their research
- follow the regulations and ethics of nursing and health research in their research process.

#### **Core contents:**

- Research plan
- Following parts of research:
  - Aims, hypothesis, research approach, study population, sample
  - Data collection methods
  - Internal and external validity



- Ethical questions related to the research process

**Implementation:** Individual work, work in study groups, virtual or face-to-face group guidance

**Assignment:** Research plan, data collection and discussion on research ethics

**Evaluation:** Pass/Fail

**Possibilities to retake the course:**

**Alternative ways of taking the course:** No other opportunities

**Recognition of prior studies and other learning:** Please see separate instructions.

## **Module 13**

### **Master's Thesis III (MT3)**

**Scope:** 15 ECTS, 3 KCR

**Minimum number of participants:** 15

**Maximum number of participants:** 40

**Implementation method:** Virtual studies, learning assignments, virtual lectures, final thesis presentations

**Implementation location:** Virtual

Master's thesis studies are divided into three different study units: Master's thesis I (5 ECTS), Master's thesis II (10 ECTS) and Master's thesis III (15 ECTS).

The overall objective for the MT I, II and III is to provide the students with skills for planning their research work, conducting their research and producing scientific research reports.

#### **Learning outcomes:**

After completing the third module, the students will be able to:

- finalize their research
- describe and justify the methods used
- introduce their research results as reports
- accept constructive feedback from other students and provide other students with such feedback.

#### **Core contents:**

- Data analysis and results
- Preparing research presentations
- Oral and written assessments of other students' theses

**Implementation:** Individual studies, seminar (participation required)

**Assignment:** Thesis work, presentation and acting as an opponent

**Evaluation:** 1–5, Fail – See a separate evaluation form.

**Possibilities to retake the course:** No other opportunities

**Alternative ways of taking the course:** No other opportunities

## 8.6 Elective Studies

### Module 14

#### Elective Studies (ES1)

**Scope:** 5 ECTS, 3 KCR

The aim of the elective studies is to offer the students an opportunity to deepen their knowledge in optional fields of their own interest. These studies may be either theoretical or practical.

The elective studies may be taken at any of the partner universities, at other universities, through Finnish Online University of Applied Sciences, or at Kenyan Universities. The elective study modules available may vary per year.

**Implementation:** Individual, virtual studies

**Expected learning outcomes:** Defined in the description of the chosen study module

**Assignment:** Written report

Modules provided by Diaconia University of Applied Sciences

- Domestic violence (5 ECTS, 3 KCR)
- Spiritual nursing (5 ECTS, 3 KCR)
- Intensive and critical care (5 ECTS, 3 KCR)
- Promotive mental health (5 ECTS, 3 KCR)
- Multicultural counseling (5-10 ECTS, 3-6 KCR)

Modules provided by Arcada

- Rehabilitation (5-10 ECTS, 3-6 KRC)
- Management and Leadership (5-10 ECTS, 3-6 KCR)

## 8.7 Other Studies

Students at UEAB study Christian Bioethics (2 credits) according to the institution's requirements. After completing all course work, UEAB students will sit for a comprehensive exam so that their theoretical knowledge in global health care may be evaluated.

## Further sources of information

**File 1:** Diaconia University of Applied Sciences 2009. Diak's operational principles: International activities, language instruction, adult education. Approved by Diak's Board on 19 August 2009.

**File 2:** Diaconia University of Applied Sciences 2012. Diak's pedagogical principles.

**File 2:** Diaconia University of Applied Sciences 2012. Identifying and recognizing prior learning in Diak. Guidelines for the student.

Auvinen, Pekka; Heikkilä, Johanna; Ilola, Hanna; Kallioinen, Outi; Luopajarvi, Timo; Raij, Katariina & Roslöf, Janne. Description of generic competences. In: Suositus tutkintojen kansallisen viitekehyksen (NQF) ja tutkintojen yhteisten kompetenssien soveltamisesta ammattikorkeakoulussa. Ammattikorkeakoulujen rehtorineuvosto ARENE. (p. 9-10) Available at: [http://www.haaga-helia.fi/fi/aokk/taeydennyskoulutus/index\\_html/ARENEn\\_suositus.pdf](http://www.haaga-helia.fi/fi/aokk/taeydennyskoulutus/index_html/ARENEn_suositus.pdf)

Diak, Arcada and UEAB 2012. Agreement on the implementation of a joint Master's Program in Global Health.

Fetzer Institute 2012. Becoming Aware. Printed publications available from the authors of this report.

University of Eastern Africa, Baraton. Bulletin 2010-2012.

## **Criteria for the series**

### **A. Studies**

In the series, scientific studies yielding new and innovative knowledge are published in the fields of teaching, research and development of Diaconia University of Applied Sciences. The publications are, for the most part, doctoral dissertations, high-quality collections of articles, and licentiate theses.

### **B. Reports**

In the series, studies of the staff (licentiate theses, pro gradu theses), excellent student theses of Diaconia University of Applied Sciences as, well as reports of development projects of Diaconia University of Applied Sciences yielding innovative and significant results to develop working life, are published.

### **C. Reviews and materials**

In the series, publications which have come about as a result of research, development and teaching of Diaconia University of Applied Sciences, for example, student theses originating in the learning environment and other projects of working life, learning materials, sets of instructions and seminar and project reports, are published.

### **D. Working papers**

In the series, expert statements and standpoints on topical issues, different background research documents made for planning work (e.g. an extensive project plan), and interim reports of projects are published. The series enables a quick dissemination of experiential and expert knowledge.