



Medicine & Society III

MEDC 212.3
YEAR 2 - TERM 1

➤ **COURSE SYLLABUS 2018-19**



UNIVERSITY OF SASKATCHEWAN
College of Medicine
MEDICINE.USASK.CA

COURSE DESCRIPTION

MEDC 212.3 *Meeting Patient Needs through the Health Care System* is the third of four courses in the Medicine and Society series (following *Introduction to Medicine and Society*, *Public Health and Community Medicine*, and followed by *Physician Leadership Roles*). Topics will include the structure and function of Canada's Health Care System (HCS), health care reform, quality improvement and patient safety, and physician organizations. This course explores the HCS context for meeting patient and societal health care needs.

Medicine & Society III also includes the following modules as part of this course: (1) Community & Workplace Centred Learning Experiences (CWCLE), (2) Arts & Humanities, and (3) Research module: qualitative methods. Please refer to pages 6-10 of the syllabus for further descriptions and information about each module.

In preparation for the Clerkship years, Medicine and Society III & IV introduce additional opportunities for student learning around patient safety in the healthcare setting. Towards this goal, we are accessing the Institute for Healthcare Improvement courses on Patient Safety for students. These patient safety modules are online and must be completed by the end of Term 2 in Year Two. Students are provided with release time during the year for completion of these modules. Required modules include quality improvement modules which will support the quality assurance/improvement curriculum in Medicine and Society III, as well as patient safety modules which will contribute towards preparation for clerkship:

- QI 102: How to Improve with the Model for Improvement
- QI 103: Testing and Measuring Changes with PDSA Cycles
- QI 104: Interpreting Data: Run Charts, Control Charts and Other Measurement Tools
- PS 101: Introduction to Patient Safety
- PS 102: From Error to Harm
- PS 103: Human Factors and Safety.

Please note that QI 102, 103 and 104 should be completed in Medicine and Society III. The PS 101, 102, and 103 modules should be completed as a requirement of Medicine and Society IV.

INSTRUCTIONS FOR STUDENTS

<http://www.ihl.org/education/IHIOpenSchool/Courses/Pages/OpenSchoolCertificates.aspx>

Completion of this course will contribute to attaining elements of the overall undergraduate program objectives ([Program Learning Objectives](#)).

OVERALL COURSE OBJECTIVES

By the completion of Medicine and Society III course, students will be able to:

1. Describe the basis, structure, function and financing of health care in Canada.
2. Discuss the role of community, social services and advocacy organizations in health care.
3. Describe and/or apply principles of quality improvement/quality assurance/patient safety.
4. Discuss challenges for specific populations including indigenous peoples within the Canadian Health Care System.
5. Describe principles and applications of health resource stewardship.
6. Discuss current ethical, regulatory and legal aspects of health care.
7. Explain the evolving contract and relationships between physicians, their organizations, the health care system and society.
8. Express meaning of medical experiences metaphorically through discussion and representation.
9. Describe the role of community-based agencies and employers in addressing the social determinants of health.
10. Apply the principles of healthcare research.

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: www.usask.ca/university_secretary/LearningCharter.pdf

COURSE CONTACTS

Course Director: Dr. John Gjevre – john.gjevre@usask.ca - 306-844-1139 (Saskatoon)

Chair, Medicine and Society Courses: Dr. Juan-Nicolas Pena-Sanchez – juan-nicolas.ps@usask.ca – (306) 966-5727

Administrative Coordinator (Saskatoon): Sonja MacDonald – sonja.macdonald@usask.ca– 306-966-5354

Administrative Coordinator (Regina): Alexis Robb – alexis.robb@saskhealthauthority.ca - 1-306-766-0556

COURSE SCHEDULE

There are blocks of Medicine and Society MEDC 212 scheduled throughout Term 1. Please refer to One45 for days and times of classes and those that have been freed up for experiential learning programs. To accommodate additional learning opportunities and scheduling challenges, please be aware that class for MEDC 212 is not held every week. Please check One45 **DAILY** throughout the term for the most current schedule information. The latest a change can be made to a session (unless it is a true emergency) is 48 hours in advance of the scheduled sessions. If changes are made to a session which has already been scheduled in One45, affected students will be notified directly via email by the undergraduate administrators.

All learning objectives (course, module, and session) can be accessed on the College of Medicine/Curriculum website under the appropriate year and course. A print version is also available. Please access the link below for the most current objectives.

<https://share.usask.ca/medicine/one45/kbase/Curriculum%20Objectives.aspx>

INDEPENDENT LEARNING

Some sessions may be based on the “flipped” classroom model where pertinent preparation has been assigned. It is very important that students come to class prepared. Often discussions will be based on the pre-assigned material, and deeper understanding of the in-class sessions is facilitated through this forward-loaded homework.

COURSE DELIVERY

The course will be delivered through a series of large group sessions, small group discussions and projects, and site visits and community service learning experiences thus enabling students to deepen their understanding of how the health care system meets or could better meet patient needs.

Course materials will be posted to One45. Assignments will be submitted to BBLearn.

COURSE RESOURCES

The following textbooks are resources, but not required. Copies are available for review in the library:

1. [Health Systems in Transition: Canada](http://www.euro.who.int/_data/assets/pdf_file/0011/181955/e96759.pdf) (2nd ed., 2013) by Marchildon - (available on-line – http://www.euro.who.int/_data/assets/pdf_file/0011/181955/e96759.pdf)
2. [A Healthy Society](#) (2012) by Meili
3. [Health, Illness, and Medicine in Canada](#) (2012) by Clarke

All textbooks are available for purchase at the University of Saskatchewan Bookstore:
www.usask.ca/consumer_services/bookstore/textbooks

ASSESSMENT OVERVIEW

Module Assignment/Assessments		55%
<ul style="list-style-type: none"> Arts and Humanities Assignment 	5%	
<ul style="list-style-type: none"> Health Resource Access Equity or Health Care Reform, Short Paper 	15%	
<ul style="list-style-type: none"> QI Proposal & Paper 	20%	
<ul style="list-style-type: none"> Health Care Programs Short Paper 	15%	
<ul style="list-style-type: none"> Qualitative Research Methods module <ul style="list-style-type: none"> Abstract – one per small group Reflection – one page per person 	Pass/Fail	
<ul style="list-style-type: none"> Community and Work Centered Learning Experience (CWCLE) module 	Pass/Fail	
Examinations		45%
<ul style="list-style-type: none"> Final Examination 	45%	
Total Marks		100%

COURSE ASSESSMENT

Assignments will be returned with detailed comments, feedback, and suggestions. Rubrics for all assignments will be provided and posted in advance of the assignment deadline.

Achievement in this course will be determined by the following:

- Arts and Humanities assignment (5%)
- Health Resource Access Equity or Health Care Reform (individual papers) (15%)
- QI proposal (team based presentation and paper) (20%)
- Health Care Programs (Individual paper) (15%)
- Final Exam (45%)
- Successful completion of the Community and Workplace Centred Learning Experiences (Pass/Fail)
- Successful completion of the Research Module (Pass/Fail)

ASSESSMENT COMPONENTS

Arts and Humanities Assignment

Value: 5%

Students will prepare a short reflection regarding their arts and humanities experience.

Health Resource Access Equity or Health Care Reform (Individual Short Paper)

Value: 15%

Students will independently prepare a short (1000 words approximately) essay recognizing and exploring a potential or existing issue and solutions around either health care access and/or resource equity OR alternatively a potential or existing issue which could be addressed through Health care systems or policy reform. Assignments are due on October 3, 2018. Essays will be graded according to the rubrics provided.

This will be done in three steps:

Step 1: post a draft of the paper to the group wiki on BBLearn (September 19, 2018)

Step 2: provide comments and constructive feedback to three other papers on-line (September 26, 2018)

Step 3: revise and turn in a polished version of the paper to BBLearn (October 3, 2018)

Health Care Programs Individual Short Paper (value: 15%)

Given the anticipated increase in the elderly population in the coming decades, discuss the significance and impact on the existing health care system. Describe innovative health care and health care system solutions for care of seniors. Students will prepare a short (1000 words approximately) essay that will be graded according to the rubric provided.

The paper deadline will be October 10, 2018 (Submit to BBLearn).

QI Proposal & Paper

(team based) Value: 20%

Given a clinical situation students, working in teams, will prepare QI proposal that meets the requirements of the rubric and present their team's proposal to other students and faculty. The group assignments and scenarios will be distributed early in the term.

Team QI proposals will be presented in class on October 24, 2018.

Polished copies are to be turned in for marking by November 14, 2018.

Qualitative Research Methods

(Small group and individual) Value: Pass/Fail

Students will work in small groups on a research abstract, of which they must achieve at least 70% on.

Students will individually hand in a one page reflection

Final Exam: Value (45%)

December 5, 2018

3 hour exam (question format may include essay, short answer and/or multiple choice/answer, fill in the blank, matching)

COURSE POLICY FOR SUCCESSFUL COMPLETION & REMEDIATION

For successful course completion for the purposes of promotion, students are to obtain a cumulative mark of at least 70% on the Arts and Humanities assignment, the Reform paper, QI Proposal, and the midterm examination, and achieve a mark of at least 70% on the final exam. Students not promoted as a result of being unsuccessful in the course will receive a grade of 'F' on their transcripts. Students are also expected to complete all assignments within the course.

REMEDICATION AND COURSE FAILURE

If a student fails either the combined average of all the course assignments or the final examination, a maximum of one remediation attempt will be provided. Failure of a remediation/supplemental exam will result in a course failure. If a student fails both the combined average of all the course assignments and the final examination, this will be considered a course failure and remediation will not be offered. Students who are eligible for remediation will be required to meet with the Course Director and/or Course Chair to identify areas of weakness and develop a structured remediation and learning plan, and complete a supplemental assessment. After the final examination period, the implications of failing to successfully complete course components will be adjudicated at the Term 1 Promotions Committee and a final decision to grant remediation/supplemental work will be determined by the Student Academic Management Committee.

ATTENDANCE EXPECTATIONS

See [Student Information Guide](#) for MD Program Attendance and Absence policy.

As per the Attendance Policy, all small group sessions are mandatory for attendance.

Students who miss a mandatory session without prior approval or following appropriate notification steps in the event of illness (see Attendance Policy) will be assigned a mark of zero for any assessments within that session, and should anticipate a meeting to discuss professionalism.

COURSE EVALUATION AND QUALITY IMPROVEMENT

Based on experience over the past year and in response to feedback from students, the following changes have been incorporated into the M&S III course for the 2018-2019 Academic Year:

1. Assessment structure has been modified. Instead of a multiple choice midterm examination, students have opportunity through assignments to apply concepts towards real-world health care related issues.
2. Further development of additional case-based scenarios to help illustrate important course topics.
3. Reinforcement of health care delivery aspects to selected groups including Indigenous peoples, senior care, and rural/remote populations.
4. Addition of the qualitative research component of the research vertical theme.
5. Changes have been implemented to the CWCLE module based on a comprehensive module evaluation and in collaboration with community partners. The modifications include an optimization process in the selection of placements, the structure of the Community Plunge, and the module assignments.

COURSE MODULES

COMMUNITY & WORKPLACE CENTERED LEARNING EXPERIENCE (CWCLE) MODULE

MODULE CONTACTS

Module Director: Dr. Juan-Nicolas Pena-Sanchez – juan.nicolas.ps@usask.ca – 306-966-5727

Administrative Assistant (Saskatoon): Sonja MacDonald – sonja.macdonald@usask.ca – 306-966-5354

Administrative Assistant (Regina): Alexis Robb – alexis.robb@saskhealthauthority.ca – 306-766-0556

MODULE DESCRIPTION

The CWCLE module is one of the Medicine and Society experiential learning modules. This module aims to integrate and extend attitudes, skills, and knowledge about the social determinants of health (SDOH) (education, income, food security, housing, health services, etc.) and learn how to better practice medicine by accessing community resources for patients' benefit.

Students will participate in a 13.5-hour experiential learning module (3 hours Community Plunge and 9 hours with a placement in a community agency or workplace) spanning both fall 2018 (Term 1) and winter 2019 (Term 2), as well as the in-class module orientation in Term 1 and the Mixer in Term 2.

MODULE OBJECTIVES

By the completion of this module, students will be able to:

1. Explain how the community agency or workplace selected addresses the SDOH of its clients, employees and/or volunteers.
2. Identify how socio-political context affects the work of community agencies in addressing SDOH.
3. Explain the role of work, working conditions, and occupational health and safety policies on health and well-being of employees/volunteers at the agency or workplace selected.
4. Explain the roles physicians can play in working with community agencies and workplaces to enhance health and well-being.
5. Promote relationships with community agencies or workplaces selected to collaborate with and advocate for initiatives addressing SDOH.

MODULE REQUIREMENTS

Term 1:

Students are expected to:

- A. Attend the in-class module orientation and community engagement introduction. Refer to One45 for details.
- B. Participate in the three-hour community event "Community Plunge" (in Regina or Saskatoon). Refer to One45 for details.
- C. Select a placement and formulate your own learning objective (one) to be achieved during your placement (assignment #1).
- D. Define how you are going to reflect learnings from your placement and module (assignment #2).
- E. Complete a minimum of 3 hours with the selected agency before November 19th, 2018, out of the 9 required hours (assignment #3).

[Term 2: students are expected to (F) complete their community hours with the selected agency, 9 in total including the hours completed in Term 1, (G) have an on-site informal conversation with a client or clients of your agency (make arrangements with your agency facilitator for accomplishing this component of the module or, if an informal meeting with a client cannot be arranged due to confidentiality issues, plan another activity with your agency facilitator (in this case, you should notify the Module Director in advance), (H) participate in a one-hour in-class mixer sharing your community learning experiences, and (I) reflect on what you learn from your placement and module.]

MODULE ASSESSMENT

Pass/fail. Successful completion of the module depends on attendance and completion of all the module requirements for term 1. Regarding the items C, D, and E, students must submit the following assignments:

Assignment #1:

Select a placement and formulate your own learning objective

Due Date and time: August 19th, 2018, at 23:59

Description: All students should have selected an agency and submitted your own learning objective (one) to be achieved at the selected placement. Please take into consideration the timeframe when formulating your objective. Also remember that your objective should be specific, measurable, attainable, relevant, and time-based. Refer to BBLearn for details.

Assignment #2:

Define how you are going to reflect learnings from your placement and module

Due Date and time: November 19th, 2018, at 23:59

Description: In one statement, each student will define a deliverable to reflect learnings and achievement of the defined placement objective. You could decide to prepare a short video, slide presentation, letter of advocacy, community program, research project, painting, paragraph, etc. (there are examples).

Please take into consideration the needs of your agency and own learning objective (Assignment #1). The reflective piece defined in this assignment will be submitted in Term 2. Refer to BBLearn for details.

Assignment #3:

Submit completed and signed attendance sheet form

Due Date and time: November 19th, 2018, at 23:59

Description: Students must submit through BBLearn the completed and signed CWCLE Attendance sheet before the deadline. The attendance form will be attached to the introductory package and posted to one45 and Blackboard. Please note that students may complete further hours during this term and holidays break depending on the agency availability and students class schedule.

ARTS & HUMANITIES

MODULE CONTACTS

Module Director: Dr. Deirdre Andres - d.andres@usask.ca

Administrative Assistant (Saskatoon): Kim Basque- Kimberly.basque@usask.ca - 306-966-6151

Administrative Assistant (Regina): Holly Doell – holly.doell@saskhealthauthority.ca – 306-766-0552

MODULE DESCRIPTION:

Several streams will be offered. Possible streams may include those indicated below. All streams may not be available at both sites. Changes may occur.

- **Figure Drawing**

Students will draw from life the nude human figure.

NO PREVIOUS EXPERIENCE is necessary.

- **Photography**

Using the equipment students have available (from their phones on up) students will learn the basics of photography including point of view and composition.

- **History of Medicine**

Topics of relevance to medicine and society will be explored. Some pre reading will be required.

- **Literature in Medicine**

Through assigned readings students will explore the meaning of illness.

- **Writing your Medical Experience**

Students will explore the implications of medical education and patient care through their own written work.

Objectives: By the completion of this module, students will be able to:

1. Use metaphor or other representational formats to convey meaning of medical experiences.
2. Express his/her own experiences and responses to the influence of an arts/humanities experience on their perceptions of patient experience.
3. Describe alternative perspectives of illness and healing.

Assessment:

In order to successfully complete the Arts and Humanities module, students will need to:

1. Actively participate in scheduled group discussions
2. Pass the guided reflection assignment

Opportunities will be available for students to interact with other medical arts and humanities communities through submission of their work, but this will **NOT** be mandatory.

Research Module: Qualitative Methods

MODULE CONTACTS

Module Director: Dr. John Gjevre – john.gjevre@usask.ca - 306-844-1139

Administrative Assistant: TBA

MODULE DESCRIPTION

The vertical research theme (<http://medicine.usask.ca/documents/ugme/roadmaps/researchebm.pdf>), including sessions within the Medicine and Society courses, aims to build capacity for students to demonstrate an understanding of the scientific principles of research and scholarly inquiry and the role of research evidence in health care. This involves:

- Exposing students to different fields of research and research methodologies
- Supporting students in the development of rudimentary research knowledge and skills
- Encouraging students to gain confidence in participating in research during their UGME program

After learning about the fundamental scientific methods and basic quantitative research study designs and analysis strategies. During the second year, the focus on learning about and participating in a qualitative research exercise. The summers following Years One and Two, students are eligible to apply for Dean's Summer Studentship Research Awards. Learning around research methodologies encourages participation in experiential research activities, but also supports the acquisition of skills in critical appraisal of medical literature and promotes the development of evidence-based medicine approaches for clinical practice.

MODULE LEVEL OBJECTIVES

1. Define qualitative research.
2. Describe/summarize common or frequently used qualitative methods.
3. Describe/summarize common or frequently used analyses in qualitative methods.
 - similarities and differences
 - inductive and deductive
 - thematic and/or content analysis

MODULE RESOURCES

The module resources, including slides and reading/viewing, will be posted on One45.

MODULE ASSESSMENT

Since this module extends beyond term 1, some required assessments will occur in term 2. Successful completion of the Research Module requires:

- Achieve a mark of at least 70% in the research abstract – one per small group

- Submit a reflection – one page per person

IMPORTANT AND RELEVANT STUDENT INFORMATION

The following information is extremely important for your success in medical school. Please refer to the [UGME Policies](#) page and the [Student Information Guide](#) for the following policies:

- UGME CONTACT INFORMATION
- EMAIL COMMUNICATIONS
- ETHICS AND PROFESSIONALISM
- PROGRAM EVALUATION
- GUIDELINES FOR PROVIDING FEEDBACK
- EMERGENCY PROCEDURES
- MD PROGRAM ATTENDANCE POLICY
- ASSESSMENT POLICY
- PROMOTION STANDARDS
- CONFLICT OF INTEREST
- NON-INVOLVEMENT OF HEALTH CARE PROVIDERS IN STUDENT ASSESSMENT
- APPEALS PROCEDURES
- STUDENT DISCRIMINATION, HARRASSMENT, AND MISTREATMENT PROCEDURE
- ACCOMMODATION OF STUDENTS WITH DISABILITIES
- OFFICE OF STUDENT AFFAIRS

Where a specific College of Medicine policy or procedure does not exist, the College refers to the U of S Academic Courses Policy at <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY

Any assignment submitted after 23:59 SK time on the specified date is deemed late (unless otherwise specified).

All due dates or timelines for assignment submission are published in the student course syllabus^[1].

A late assignment may still be submitted up to three consecutive calendar days (72 hours) from the original deadline for that assessment. The assignment must be submitted to the appropriate year Administrative Coordinator in Saskatoon and Regina for years 1-2. Years 3-4 must submit to the Rotation Coordinator. The student, if submitting a late assignment that is deemed to be at or above the pass mark for that assignment will receive the pass mark for the assignment. If it is assessed as below the pass mark, the student will receive the actual grade assigned for the assignment.

Any late assignments not submitted by 23:59 on the third day will receive a mark of 0%. After this period, all mandatory assignments must still be submitted, or the student will be deemed to be missing a course component, which will result in an incomplete course. Subsequent academic consequences will be determined at the promotions committee meetings.

In addition to the consequences specified herein, students submitting mandatory assignments late should anticipate a meeting to discuss professionalism, which may result in associated documentation.

All requests for a deferral of an assignment due date must be received a minimum of 72 hours prior to the deadline.

All such requests must be sent to the Course Director or Rotation Coordinator and copied to the relevant Administrative Coordinator. The course director, in consultation with the year chair and appropriate course/module/rotation director will make a final decision and notify the student of the outcome. Exceptional, unforeseen circumstances will be considered on an individual basis as above.

^[1] Blackboard routinely updates their systems on certain Wednesday evenings. In the event that Blackboard is down for scheduled maintenance or due to technical difficulties, assignments are to be submitted by 0900 the following morning.

CITATION FORMAT

Unless otherwise specified by the course or module director, the expected citation format is that of the International Committee of Medical Journal Editors (ICMJE). Examples of this citation format are available at www.nlm.nih.gov/bsd/uniform_requirements.html

RECORDING OF THE LECTURES

When lecturers consent, lectures will be recorded and posted. Lectures will be recorded and posted to the course Blackboard site under Course Materials. The lecture recordings are not intended to be a replacement for attending the session but to enhance understanding of the concepts.

COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> where there is information for students available at <https://library.usask.ca/copyright/students/rights.php>, or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or 306-966-8817.

INTEGRITY DEFINED (FROM THE OFFICE OF THE UNIVERSITY SECRETARY)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf

EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact the Student Affairs Coordinator at the Office of Student Affairs (OSA) for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact AES at 966-7273 or aes@usask.ca.

Students registered with AES may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through the Office of Student Affairs (OSA) by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

STUDENT SUPPORTS

COLLEGE OF MEDICINE, OFFICE OF STUDENT AFFAIRS

Student Affairs offers confidential support and advocacy at arm's length from the academic offices. For more information, please contact:

COM Student Affairs Coordinator (Saskatoon): Edith Conacher edith.conacher@usask.ca 306-966-4751. Student Affairs Coordinator (Regina): Lisa Persaud lisa.persaud@saskhealthauthority.ca 306-766-0620
Dr. Nicole Fahlman (Regina): at nicole.fahlman@usask.ca - (306) 209-0142
Dr. Tiann O'Carroll(Regina) tiann.ocarroll@usask.ca (306) 529-0777.

STUDENT LEARNING SERVICES

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <http://library.usask.ca/studentlearning/>.

STUDENT AND ENROLMENT SERVICES DIVISION

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

FINANCIAL SUPPORT

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

ABORIGINAL STUDENTS CENTRE

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, and cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.