



Clinical Integration II

MEDC 124.4

TERM 2

- **COURSE SYLLABUS**
2018/2019



College of Medicine
MEDICINE.USASK.CA

COURSE DESCRIPTION

This is the second of four courses in the Clinical Integration series. The Clinical Integration II course is designed to provide students with basic knowledge, skills and early experiences that support gathering and integration of knowledge, critical thinking, and clinical reasoning skills. These will be further developed in Clinical Integration III and IV courses in Year 2.

Students will also engage in interprofessional problem-based learning and Clinical Reasoning Cases focused on developing critical thinking skills and integrating the information learned in concurrent courses.

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 the Clinical Integration II course, students will be able to:

1. Collect relevant, focused clinical data using a patient centered clinical method.
2. Identify relevant elements of illness experience and patient context.
3. Formulate a comprehensive differential diagnosis and indicate the more likely diagnosis(es).
4. Identify appropriate investigations for the clinical presentation(s).
5. Use significant clinical and investigation findings to refine the differential diagnoses.
6. Suggest management approaches that address patient-centered concerns.
7. Identify relevant opportunities for health promotion and illness prevention.
8. Identify ethical and legal issues.
9. Demonstrate effective interprofessional collaboration and work effectively as an interprofessional team.
10. Demonstrate critical appraisal skills.
11. Demonstrate effective information literacy skills.
12. Demonstrate effective self-directed learning.
13. Model professional and ethical behavior.

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. Matt Kushneriuk - matt.kushneriuk@usask.ca - (306) 966-7202

Dr. Deirdre Andres - d.andres@usask.ca - 306-222-4177

Clinical Integration Courses Chair: Dr. Deirdre Andres – d.andres@usask.ca – (306) 222-4177

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

Administrative Assistant: Sarah Gorham – sarah.gorham@usask.ca – (306) 966-7202

COURSE SCHEDULE

Please check one45 **DAILY** to ensure that you have 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 course 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.aspx>

Date	Time	Session	Learning Activity
January 23, 2019	11:30-12:30	Course Orientation	Lecture E1130
	1:30-4:20	Integrative Medicine Lectures x 3	See one45
January 25, 2019	1:30-4:20	Information Literacy #1	Small Group – see one45
February 4, 2019	1:30 – 2:50	Information Literacy #2	Small Group – see Blackboard
	3:00 – 4:20	Clinical Reasoning Case #1 –	See one45
February 6, 2019	2:30 – 4:20	iPBL – Respiratory (COPD)	Small Group – see one45
February 13, 2019	2:30 – 4:20	iPBL- Respiratory (COPD)	Small Group – see one45
February 27, 2019	2:30 – 4:20	iPBL: First Nation Health	Small Group –see one45
March 6, 2019	2:30 – 4:20	iPBL: First Nation Health	Small Group – see one45
March 25, 2019	1:30 – 2:20	Information Literacy Session 3	
	2:30 – 4:20	Clinical Reasoning Case #2	Small Group – see one45
April 8, 2019	1:30 - 4:20	Clinical Reasoning Case #3	Small Group – see one45
April 10, 2019	1:30 - 4:20	Clinical Reasoning Case #4	Small Group – see one45
April 15, 2019	1:30 - 4:20	Integrative Medicine Case	Small Group – see one45
April 22, 2019	1:30 – 4:20	Clinical Reasoning Case #5	Small Group – see one45
May 3, 2019	9:00-12:00	Final Exam	E1130

COURSE DELIVERY

Sessions vary in length and are scheduled throughout the term. For most sessions, students will work interactively in small group settings. For integrative cases and iPBL sessions, learning is student-directed and students assign themselves roles to help facilitate the discussion. A facilitator is present to guide students through the case (for example, answering clarification questions, redirecting students if off track, etc.) and to ensure completion of case objectives.

COURSE MATERIAL ACCESS

Course materials, including syllabus, sessions, objectives, required reading, forms, and other relevant documents are posted as handouts in One45. Cases will be released on Blackboard at the initiation of the Clinical Reasoning Case (CRC) session.

Suggested preparation for each session includes review of patient-centred interview techniques, physical examination, and clinical skills relevant to the case topics. It may be helpful to review the following websites:

<http://www.choosingwiselycanada.org>

www.machealth.ca

www.cochranelibrary.com

www.clinicalevidence.bmj.com

www.medicine.ox.ac.uk/bandolier

www.nice.org.uk

PubMed (www.ncbi.nlm.nih.gov).

Many restricted sites are accessible through the University of Saskatchewan library system.

DIAGNOSTIC IMAGING EDUCATIONAL RESOURCES

<https://undergradimaging.pressbooks.com/> (Undergrad Diagnostic Imaging eBook)

<http://sites.usask.ca/undergradimaging/> (access links to download the eBook as a pdf or file for an eBook reader)

COURSE ASSESSMENT OVERVIEW

Module Assignment/Assessments		76%
• 5 Clinical Reasoning Cases (10% each)	50%	
• iPBL Assignment	10%	
• Information Literacy Assignment	8%	
• Integrative Medicine Case Assignment	8%	
Final Examination		24%
	Total Marks	100%

ASSESSMENT COMPONENTS

Assignment: Clinical Reasoning Cases

Value: 50% of final grade

Due Date: Due in class or one week following the Clinical Reasoning Cases session at 23:59*.

Description: Clinical Reasoning Cases sessions will be assessed based on in-session or take-home assignment. These assignments will involve case-based short-answer questions, critical appraisal, self-directed learning, and/or clinical research questions. The take home assignments are to be submitted one week after the session (rubric is visible on One45). Pre-reading will be posted on **Blackboard** prior to the first Clinical Reasoning Cases. Marks for each Clinical Reasoning Cases session will be tabulated and visible in **one45**.

In addition there will be formative assessment during some of the sessions, of the students' progress toward mastery of the objectives

Assignment: iPBL Written Assignment

Value: 10% of final grade

Due Dates: Due March 13 2019 by 23:59*.

Description: A written assignment using the student's experience in their inter-professional group. Questions will be related to the competencies from the CIHC competency framework & their key elements. Detailed description will be posted on **Blackboard**. Marks will be tabulated and will be visible in **One45**.

Assignment: Information Literacy Written Assignment

Value: 8% of final grade

Due Date: Due one week following the session (April 1, 2019) by 23:59*.

Description: A written assignment using the information literacy skills learned over the 3 information literacy sessions. Development of a searchable research question with appropriate use of resources and search method.

Assignment: Integrative Medicine

Value: 8% of final grade

Due Date: Due in class or one week following the session at 23:59*.

Description: The Integrative Medicine module will have 1 case-based session with an in-session or take-home assignment pertaining to the case. In the case of a take-home assignment, it is to be submitted one week after the session by 23:59*

Final Exam

Value: **24%** of final grade

Date: **Friday, May 3, 2019**

Type: Summative, Cumulative.

COURSE POLICY FOR SUCCESSFUL COMPLETION

For successful course completion for the purposes of promotion, students are to:

- Obtain a cumulative mark of at least 70% on all the course assignments.
- Achieve a mark of at least 70% on the final exam.
- Complete all assignments.

Students not promoted as a result of being unsuccessful on the course will receive a grade of 'F' on their transcripts for the relevant 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 and supplemental assessment will be provided. Failure of a supplemental assessment 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.

*For non-completion of assignments please see "Professionalism" and "Undergraduate Medical Education Assignment Submission Policy."

Students who are eligible for remediation will be required to meet with the Module/ Course Director and/or Course Chair to identify areas of weakness and develop a structured remediation and learning plan, and complete a supplemental assessment. The Module Director/Course Director and/or Course Chair retains the right to determine the specific type of remediation and supplemental assessment needed for each individual student, which may be in a different format than the original assessment.

After the final examination period, the implications of failing to successfully complete course components will be adjudicated at the Year 2 Term 2 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.

What are Expectations for attendance in Clinical Integration II?

See the Attendance Policy for expectations. It is expected that students will attend all sessions unless absence is unavoidable. Attendance at small group sessions is mandatory. Unexplained absences should expect to receive a Breach of Professionalism report which may include academic consequences.

How is attendance documented?

Attendance will be taken during your session.

COURSE EVALUATIONS QUALITY IMPROVEMENT

As a result of feedback from previous student course evaluations, the following changes have been made:

1. The addition of formal Clinical Reasoning Teaching.
2. Use of Clinical Reasoning Cases to reinforce Clinical Integration Content and content from other courses
3. Multiple changes to make course content more clinically relevant to students (including use of Clinical Reasoning Cases, changed assignments/lecture format/lecture content for some modules.

Course Modules

This course is composed of the following modules: Clinical Reasoning Cases, Integrative Medicine, Interprofessional Problem Based Learning (iPBL), and Information Literacy. The modules are designed to focus on various aspects of medical education suited to the level of the student within this term. By the end of this course, you will begin to integrate the information learned in each separate module into a comprehensive application of information learned throughout the term.

Clinical Reasoning Cases

MODULE CONTACTS

Dr. Matt Kushneriuk/Dr. Deirdre Andres - matt.kushneriuk@usask.ca – (306) 966-7202

MODULE DESCRIPTION

In these small group learning experiences, you will work through patient cases in order to practice applying knowledge gained from previous and concurrent courses and to further develop your critical thinking and clinical reasoning skills. There will be one critical appraisal take-home assignment, and one in-class self-directed learning exercise.

The self-directed learning exercise will include the following process:

1. reflecting on and identifying their learning need;
2. reviewing relevant literature to support addressing the learning need, including a reflection on the credibility of the information sources;
3. sharing lessons learned with peers or facilitators;
4. applying lessons learned to either the resolution of the learning issue or to the action plan for future similar learning issues;
5. providing a plan for monitoring future effectiveness.

Students will receive narrative feedback related to the description of the process they followed to address the learning need, not on the qualitative aspects of the reflection itself or whether or not they had a successful clinical outcome.

MODULE OBJECTIVES

By the end of the module, students will be expected to:

1. Collect relevant, focused clinical data using a patient centered clinical method.
2. Identify relevant elements of illness experience and patient context.
3. Formulate a comprehensive differential diagnosis and indicate the more likely diagnosis(es).
4. Identify appropriate investigations for the clinical presentation(s).
5. Use significant clinical and investigation findings to refine the differential diagnoses.
6. Suggest management approaches that address patient-centered concerns.
7. Identify relevant opportunities for health promotion and illness prevention.
8. Identify ethical and legal issues.

9. Demonstrate effective interprofessional collaboration and work effectively as an interprofessional team.
10. Demonstrate critical appraisal skills.
11. Demonstrate effective information literacy skills.
12. Demonstrate effective self-directed learning.
13. Model professional and ethical behavior.

ASSESSMENT

Clinical Reasoning Cases will be assessed by assignments completed either in-class or after the sessions, each worth 10%, for a total of 50% of the Clinical Integration Course mark.

Integrative Medicine

MODULE CONTACT

Director: Dr. Louise Gagne - lgagne@sasktel.net

MODULE DESCRIPTION

Integrative medicine is defined by the Arizona Center for Integrative medicine as, "...healing-oriented medicine that takes account of the whole person, including all aspects of lifestyle. It emphasizes the therapeutic relationship between practitioner and patient, is informed by evidence, and makes use of all appropriate therapies." This interactive large group session will introduce the primary concepts of integrative medicine and the emergence of integrative medicine as an academic discipline. Primary prevention strategies and the underlying drivers of chronic illness will be explored. The module will then examine how these concepts can be applied to various chronic health conditions.

MODULE OBJECTIVES

By the end of the module, students will be expected to be able to:

1. Describe how to reduce the risk of cancer.
2. Describe how to maintain a healthy microbiome.
3. Describe an integrative medicine approach to irritable bowel syndrome
4. Outline the diagnostic criteria, contributing factors to, and health consequences of metabolic syndrome.
5. Describe how to reduce the risk of metabolic syndrome.
6. Outline the pathophysiology of endothelial dysfunction.
7. Describe how to reduce the risk of endothelial dysfunction.

ASSESSMENT

Integrative Medicine principles will be assessed in an in-session or take-home assignment, and Integrative Medicine content will also be included in the final exam.

Interprofessional Problem-Based Learning (iPBL)

MODULE CONTACTS

Module Director: Sean Polreis – sean.polreis@usask.ca - 306-966-1311

Dr. Nassrein Hussein – nassrein.hussein@usask.ca – 306-955-5433

Interprofessional Education Program Coordinator:

Getahun Lombano – getahun.lombano@usask.ca - 306-955-1151

MODULE DESCRIPTION

Health professions' students work in teams to gain knowledge and experience in Interprofessional Collaboration. The team (comprised of approximately 10 students from 3 or more health disciplines with a tutor) is progressively provided with information on the health problems and social issues of a patient. In two or three 2-hour sessions, each one week apart, the team uses a systematic, participatory, and collaborative approach to develop an evidence-based and patient-centered plan of care for the patient.

Students are exposed to interprofessional competencies first as an orientation at the beginning of each case and then throughout the case discussions as needed and finally at the end of each session. Students are guided to consider and discuss their roles, various dynamics that enable or interfere with effective interprofessional team collaboration, concepts of shared leadership, aspects of effective interprofessional communication including conflict resolution, and patient/family community-centered care. Thus some of the key components of the National Competency Framework established by the Canadian Interprofessional Health Collaborative (CIHC) are introduced to health professions' students participating in Interprofessional Problem-Based Learning (iPBL) and students have an opportunity to develop knowledge, skills, attitudes and behaviours for effective interprofessional collaborative practice.

MODULE OBJECTIVES

Upon completion of iPBL module(s) and within the context of specific cases, the student will be able to:

1. Identify professionals (currently not part of the team) who could contribute to the care of the patient.
2. Consider the roles of others in determining your own professional and interprofessional roles.
3. Describe how the use of effective group processes contributes to patient care.
4. Describe how elements of effective interprofessional communication improve the practice of medicine.
5. Describe leadership and decision-making behaviours that are likely to contribute to group effectiveness.
6. Describe resources, including community resources, social service agencies, and government programs that contribute to quality care.
7. Determine useful communication approaches based on an understanding of the patient's usual communication style.
8. Describe potential conflicts within interprofessional groups.

ASSESSMENT

Satisfactory completion of this module will be based on the student's participation in iPBL sessions and satisfactory completion of a written assignment, worth 10% of the final grade.

Information Literacy

MODULE CONTACTS

Director: Megan Kennedy – megan.kennedy@usask.ca – (306) 966-1496

MODULE DESCRIPTION

These are interactive computer-based small group sessions in which students learn to identify information needs and search more effectively for information resources.

MODULE OBJECTIVES

Upon completion of this module, students should be able to:

1. Articulate their information need as a clearly defined, searchable research question using PICO format.
2. Distinguish between foreground and background questions.
3. Identify appropriate types of resources to answer foreground and background questions.
4. Demonstrate effective use of keywords, Medical Subject Headings, combining words (i.e., AND, OR), explode, focus, subheadings and limits.

ASSESSMENT

Written assignment worth 8% of the overall Clinical Integration II mark.

IMPORTANT AND RELEVANT INFORMATION

The following information is extremely important for student 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, HARASSMENT, 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 syllabus¹.

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, or the Educational Consultant in 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

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.

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.

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

PROFESSIONALISM

Students can be deemed unsuccessful on any course assessment for not achieving course expectations of professionalism. This would include, but is not limited to, any unapproved absences from a mandatory session, and/or submission of late assignments. Students failing to meet professional expectations in the course should anticipate a meeting with the Module/Course Directors and/or Year Chair to discuss the concern, which may result in associated documentation. For further information on professionalism, please refer to the UGME Procedures for Concerns with Medical Student Professional Behavior.

<http://medicine.usask.ca/policies/professionalism-standard-operating-procedure.php>

RECORDING OF THE LECTURES

Most lectures will be recorded and posted to the course Blackboard site under Course Materials. However, each lecturer reserves the right to choose whether or not their lectures will be recorded. Lecture recordings are not intended to be a replacement for attending the session but rather to enhance understanding of the concepts.

COPYRIGHT

Course materials are provided to students based on registration in a class, and anything created by 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 students 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 copying or distributing others' copyright-protected materials, please ensure that 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, in Saskatoon please contact:

COM Student Affairs Coordinator, Edith Conacher at edith.conacher@usask.ca or 306-966-4751

COM Student Affairs Coordinator (Regina Campus), Lisa Persaud at lisa.Persaud@saskhealthauthority.ca or 306-766-0620

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, 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.