



UNIVERSITY OF
SASKATCHEWAN

Final report

FOR THE HEALTH SCIENCES **SHARED COURSES** INITIATIVE

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and the initiative steering committee

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BE WHAT THE WORLD NEEDS

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Executive summary

As one of several strategic priority initiatives at the University of Saskatchewan (USask), the [Horizons Fund](#) Health Sciences Shared Courses Initiative began in late 2021 with the objective of developing a suite of shared course offerings across the university's health science colleges and schools.¹

Additionally, through an internal and external environmental scan and stakeholder engagement, the initiative was to develop an Indigenous health and wellness certificate or course to pilot and ensure that both the shared course offerings and Indigenous health and wellness certificate followed necessary policies and procedures for implementation at USask.

Below is an overview of the timeline for this initiative.

1) Dec. 20, 2021

- Project Charter approved by steering committee.

2) January - April 2022

- Development of Introductory Professionalism and Ethics modules begins, funded by Tuition Bridge Funding (awarded prior to Horizons funding).
- Stakeholder consultations underway.
- Internal and external scans for existing course offerings with Indigenous health and wellness content begins.

3) May 2022

- Suggestion that the focus of deliverables is shifted to include introductory topics or modules rather than courses.
- Stakeholders identified that a 12 credit-unit postgraduate certificate in Indigenous health and wellness was neither the most effective nor efficient way to deliver on the goals of the Shared Courses Initiative.

4) June 2022

- Objectives of initiative are changed from common courses to common topics and shared modules.
- Topics for shared modules identified by the steering committee.

5) July - December 2022

- Professionalism (Level 1) pilot runs.
- Team members identified to develop Indigenous health and wellness certificate; equity, diversity and inclusion (EDI) module; and communications module.

6) January - March 2023

¹ The Health Sciences Shared Courses Project was renamed the Health Sciences Shared Courses Initiative in 2023.

- Development teams for EDI/cultural competence module, communications module, and Indigenous health and wellness certificate begin meeting.
- Development teams draft EDI/cultural competence module and communications module.
- Indigenous health and wellness development team determines that a certificate of completion rather than a certificate of competency is flexible and more readily available and accessible to learners in professional programs.
- To create a certificate of completion, existing Indigenous health and wellness resources, programs, and professional development opportunities are identified which have been developed by and/or in consultation with Indigenous community members.

The Health Sciences Shared Courses Initiative has addressed the project deliverables and helped form a foundation for others to continue building upon. Due, in part, to the completion of this initiative, the shared courses conversation is ongoing. Committed staff and protected time will be required for continued work on common topic modules, and the ongoing delivery and monitoring of currently offered modules.

By collectively developing common topic *modules* and a certificate of *completion* (rather than *competency*) — and by taking a development team approach with members representing all programs — the Health Sciences Shared Courses Initiative has been able to navigate structural and attitudinal barriers that maintain and sustain the academic bastions of isolation existing in the current organizational structure of the health sciences at the University of Saskatchewan.

About the Health Sciences Shared Courses Initiative

As one of several strategic priority initiatives at the University of Saskatchewan (USask), the Horizons Fund Health Sciences Shared Courses Initiative is working to develop a suite of shared course offerings across the university's health science colleges and schools plus the required supporting policies and procedures to enable such courses.

The initiative formally began in late 2021 following the formation of the steering committee and approval of the initiative's project charter (see appendix). The steering committee, chaired by the university's interim associate provost, health, consists of the provost and vice-president academic and the leaders of USask's health science colleges and schools (see appendix).

Funding for this undertaking is managed by the university's office of Institutional Planning and Assessment (IPA). As part of a one-time Government of Saskatchewan grant, Horizons Strategic Priorities funding was provided to support pandemic and post-pandemic recovery, efficiencies in academics and administration, revenue generation, and government priorities articulated in Saskatchewan's Growth Plan.

This initiative is managed by the interim associate provost, health (Dr. Adam Baxter-Jones, PhD), and the Health Sciences associate director, academic programs & interprofessional

education (Dr. Sheryl Mills, PhD), with the assistance of the Health Sciences planning and projects officer (Dr. Erin Barbour-Tuck, PhD).²

Initiative objectives include:

- an environmental scan of all current offerings in USask's health science colleges and schools;
- a list of potential shared health science course offerings and assessment of their suitability to be offered as shared courses;
- the development of an Indigenous Health and Wellness Certificate or course to operate as a pilot for future shared courses³;
- engagement of internal and external stakeholders to ensure that the shared courses — and specifically the Indigenous Health and Wellness Certificate — be guided by Indigenous perspectives and worldviews; and
- policies and procedures for shared health science courses at USask.

Additional strategic priority initiatives

Operating at the same time as the Shared Courses Initiative are the **Horizons Fund Health Sciences Reorganization Initiative** and the **restructuring of the university's Transparent Activity-Based Budget System (TABBS) tuition model**.

There are substantial overlap and inter-project reliance between these three initiatives. The steering committee of the Health Sciences Reorganization and Shared Courses Initiatives recognizes that progress and success in one project are likely to facilitate progress and success in the others.

Specifically, members of the Horizons Fund Health Sciences Reorganization Initiative steering committee are considering the structure, administration, resources, and associated policies that would support and facilitate shared courses. Related outcomes will rely on the progress and end results of the TABBS restructuring.

There are also ongoing discussions about where to house shared courses. Policies will need to be developed that address instructor assignment and tuition distribution for courses which are housed in a single health science college/school but shared across the Health Science Collective.⁴ These policies will also rely heavily upon the outcome of the TABBS restructuring.

² In August 2022, Health Sciences Projects and Planning Officer Crystal Maslin moved to a new position and Erin Barbour-Tuck, PhD, was hired to continue work related to the Health Sciences Strategic Priority Initiatives.

³ The inclusion of Indigenous voices is essential to the development of this certificate.

⁴ The Health Science Collective is the informal term currently used to reference eight academic units at the University of Saskatchewan affiliated with health science (the Colleges of Arts and Science, Medicine, Dentistry, Pharmacy and Nutrition, Nursing, Western Veterinary Medicine, and Kinesiology, along with the School of Public Health) plus the USask Health Sciences administrative unit. The School of Rehabilitation Science is an academic unit within the College of Medicine that offers a Master of Physical Therapy program.

Demonstrating how courses can be shared by the Health Science Collective strengthens the recommendation that will be put forth to University Council by the Health Sciences Reorganization Initiative steering committee and project team. It also increases the likelihood of successful adoption by the Health Science Collective and their staff.

Demonstrating how the new TABBS structure facilitates the sharing of courses housed within existing colleges/schools should also be considered.

Progress overview

Timeline

This detailed [timeline link](#) includes the overall progress of the Shared Courses Initiative including feedback from learners and instructors, development team members, and support sheets for the modules.

1) Nov. 17, 2021

- Initiative start.
 - *Development of the Shared Courses Initiative Project Charter and the awarding of funding.*

2) Dec. 20, 2021

- Project Charter approved by steering committee.
 - *Key deliverables identified: environmental scan of overlapping courses; list of potential shared courses; Indigenous Health and Wellness Certificate pilot; and applicable policies and procedures.*

3) January 2022

- Development of Introductory Professionalism and Ethics course begins.
 - *Funded by Tuition Bridge Funding.*

4) March 28, 2022

- Workshop with associate deans academic (or designates).
 - *Discussion to clarify the value proposition; identification of next steps and suitable common topics.*

5) March - May 2022

- Indigenous Health and Wellness internal and external scans.

6) April 2022

- Biannual Report prepared for Institutional Planning and Assessment (IPA) by the Health Sciences planning and projects officer.
 - *Environmental scan, list of potential courses, and stakeholder consultations were in progress and on track.*
 - *Development of Indigenous Health and Wellness Certificate pilot was in progress but delayed due to stakeholder feedback and the need to build relationship(s) first in order to engage collaborators in a “good way.”*

- Survey on shared courses distributed.

7) May 2022

- Meeting/workshop with associate deans academic (or designates) on May 9.
- Professionalism (Level 1) and Ethics (Level 1) module developed.
- Building for implementation begins.
- Value proposition (the compelling “why” document) distributed May 16.

8) June 2022

- Comparing IPE and Common Topics resource developed.
- Recruiting instructors to pilot Professionalism (Level 1) in Fall 2022.
- Health Sciences Strategic Initiatives Retreat (June 7).
 - *Some discussion on the housing of shared courses.*
 - *Most discussions centred on the Health Sciences Reorganization Initiative.*
- Modified initial objectives of initiative from common courses to common topics and shared modules.

9) August - December 2022

- Professionalism (Level 1) instructor meetings.

10) September - November 2022

- Professionalism (Level 1) pilot runs for interprofessional learner cohort.
- Meeting with associate deans academic/curriculum chairs to identify shared modules (Sept. 28).

11) November - December 2022

- Biannual Report prepared for Institutional Planning and Assessment (IPA) by the Health Sciences planning and projects officer (Nov. 1).
- Individual instructor meetings to recruit for Ethics (Level 1).
- Individual meetings with nominated faculty for participation on development teams: equity, diversity and inclusion (EDI), communications, and Indigenous health and wellness.

12) November 2022 - April 2023

- Ethics (Level 1) and Professionalism (Level 1) instructor cohort meetings.

13) January 2023

- Development teams for EDI, communications, and Indigenous health and wellness are established.
- Ethics (Level 1) launches for Kinesiology, Nursing, and an interprofessional group. Professionalism (Level 1) launches for PDBSN NURS 200.

- Internal scan of existing courses with potential to be shared across Health Sciences.
- Development teams for EDI/cultural competence, communications, and Indigenous health and wellness certificate begin meeting.

14) February 2023

- Shared Courses Initiative update and potential shared course proposal presented to steering committee at Feb. 2 meeting.
- Ethics (Level 1) launches for PDBSN NURS 201.

15) January - March 2023

- Development teams for EDI/cultural competence, communications, and Indigenous health and wellness draft two modules (EDI and communications) and a certificate of completion (Indigenous health and wellness).

16) May 2023

- [“Stepping Stones: Resources for Indigenous Health, Wellness, and Reconciliation”](#) made available online.

Stakeholder consultations

In January 2022, the interim associate provost, health, and the Health Sciences planning and projects officer began the stakeholder consultation process for the Horizons Fund Health Sciences Shared Courses and Reorganization Initiatives. By mid-May, presentations had been made to nine health science faculty councils or faculty-staff meetings. Ultimately, more than 70 engagements with USask committees, groups, or individual members of the campus community were held.

Stakeholder engagement identified points of agreement — in particular, as related to difficulties in finding space for shared courses in full programs and finding faculty available to form working groups and develop content.

Associate deans academic workshop – March 28, 2022

On March 28, 2022, the Health Sciences associate director, academic programs & interprofessional education (IPE), held a workshop with the associate deans academic (or their designates) from University of Saskatchewan health science units (see appendix to view the March 28 Workshop Summary Table).

In addition to exploring ideas and considerations for moving forward, workshop attendees also discussed the types (and topics) of academic sharing they could undertake as well as the benefits of the Health Science Collective sharing and developing common courses and directions.

Some workshop participants expressed apprehension that program participation would be mandatory and commented that health science units should be able to make their own decisions to become involved or not. This misunderstanding was quickly cleared up. It was made clear that programs are at liberty to incorporate (or not) shared courses, modules, and/or certificates in ways that benefit their programs.

Highlights from the workshop included the need for clarification on items such as the value proposition, project direction, and required processes.

Items identified for the value proposition included:

- focusing on the learner;
- sharing and enhancing the excellence of USask health science programs; and
- providing opportunities for faculty to collaborate while also freeing up teaching time in their specialty areas.

Comments on direction and processes included the need for:

- a shared courses “home” (potentially a reorganized “Academic Health Sciences”) for consideration of common and unique program-specific requirements and pre-requisites; and
- exploration of integrated curriculum design.

New ideas generated from the meeting for inclusion in the Shared Courses Initiative (or subsequent related projects) included:

- embedding modules into existing classes;
- team teaching;
- establishing group classes, and
- co-developing new topics (e.g., equity, diversity, and inclusion).

Participants at the workshop also agreed to continue the conversation with a survey developed by the project team to identify:

- thoughts on how the initiative should progress;
- a list of topics/courses each program may be in a position to share;
- a list of shareable options each program is interested in;
- a list of topics each program has excelled at which others may benefit from; and
- ideas on how resources could be pooled.

Following the meeting, a summary table of topics and areas (identified in the workshop and by one-on-one stakeholder interviews) was developed. Communications, and equity, diversity and inclusion (EDI) were identified by most of the university’s health science units as common topics for modules in which they would be interested.

The follow-up survey requested at the March 28 workshop was sent out in early April and results were shared with the committee at a workshop on May 9, 2022 (see appendix for April 2022 Shared Courses Initiative Survey Data).

Biannual Report – April 4, 2022

As of the April 2022 Biannual Report to USask Institutional Planning and Assessment, the team was preparing a “top 10” list of topics/courses for sharing. The “current state” environmental

scan was underway at this point and the deliverable was on track in terms of time, scope, and quality.

Although the quality of work being done to support the Indigenous Health and Wellness Certificate was on track, this deliverable was progressing slower than initially proposed. The scope of work involved was underestimated and the time required to produce this deliverable was expected to exceed the initial schedule.

An audit of current USask offerings related to Indigenous health and wellness was underway at this point as well as an external scan of offerings across Canada. Work was also underway to assess whether the proposed 12 credit-unit postgraduate certificate was the most effective and efficient way to deliver Indigenous health and wellness offerings or if, perhaps, other configurations may have more advantages.

Progress was being made in understanding the internal and external stakeholder engagement process required for the Shared Courses Initiative. Undertaking stakeholder engagement in a “good way” is of paramount importance — particularly where Indigenous perspectives and worldviews are concerned in relation to the Indigenous Health and Wellness Certificate.

The deliverable related to establishing policies, processes, and funding arrangements to support shared courses was closely linked to the Health Sciences Reorganization Initiative and continued to proceed as part of that work.

Associate deans academic workshop – May 9, 2022

On May 9, 2022, the second meeting of this group was held.

Presentations included:

- a document on the value proposition — or the compelling “why” — for sharing courses (see appendix for Benefits of USask Health Sciences Common Topics);
- the raw data from the shared courses survey (see appendix for April 2022 Shared Courses Initiative Survey Data); and
- the summary data with a list of the top 10 topics for sharing generated at the previous meeting (see appendix for Shared Courses Initiative Workshop 2).

A high-level summary of the meeting feedback included:

- The purpose of the initiative and the compelling “why” should be further clarified and made more explicit.
- It would be helpful to have more than just short topic headings as were provided in the Shared Courses Initiative Survey.
 - It was recommended that a paragraph for each topic be developed to address “what this could be.” This paragraph would be helpful to take back to faculty and would give programs more information for making decisions.
 - This would also be useful for development teams moving forward.
- At this time, the focus is being placed on introductory-level courses/topics/modules.

- The Indigenous Health and Wellness Certificate is being supported for development concurrent to the Shared Courses Initiative.
- A list of 10 courses/topics/modules may be ambitious.
 - The Health Sciences associate director, academic programs & interprofessional education and the health science associate deans academic are exploring where to focus attention/energy/resources to best support this initiative over the next year by choosing areas of focus.

Project documents and updates – May to June 2022

Following the associate deans academic workshop, and in response to committee feedback, infographics were developed to highlight potential shared topics (see appendix) and comparisons between interprofessional education (IPE) and common topic modules (see appendix). A document was also developed to further articulate the value proposition (see appendix). These documents were shared with the group on May 16, 2022.

A steering committee update on June 7, 2022, indicated the following next steps:

- 1) Further refine the topics for sharing.
- 2) Use interdisciplinary development teams to develop shared modules/courses.
- 3) Run a trial of the Professionalism (Level 1) and Ethics (Level 1) modules.
- 4) Create a model for facilitating the sharing of resources (modules, courses, materials, development teams, professional development, etc.) across the health sciences.
- 5) Establish development teams for Indigenous health and wellness, EDI/cultural competency, and communications content.

Associate deans academic workshop – Sept. 28, 2022

On Sept. 28, a meeting was held in which a real-time poll was conducted with participating members to identify the next topics for development.⁵

In addition to moving forward with Indigenous health and wellness, the results of this poll confirmed EDI/cultural competency and communications as the most preferred topics to develop modules on next. These were followed by various components related to research.

Biannual Report – Nov. 1, 2022

As of the November 2022 Biannual Report to USask Institutional Planning and Assessment (see appendix), deliverables for the Shared Courses Initiative were on track in terms of time, scope, and quality; however, **the primary deliverable (shared courses) had changed following consultation from leadership within the Health Science Collective.**

Rather than creating entirely new courses — and to address concerns that incorporating new courses into already overfull programs would be too difficult — modules were being developed for incorporation into existing courses.

⁵ See appendix for full results (Shared Courses Initiative September 28th). For more detail on each of these topics, please see the appendix item: Shared Courses Project Update (June 2022).

Module pilots to inform shared offerings being developed as part of the Shared Courses Initiative include:

- a professionalism module (with over 400 learners and seven instructors from five programs taking part) launched in September 2022 following development from a separate Tuition Bridge Funding initiative.
- a 10-hour module for ethics launching in January 2023 with a commitment of at least 100 learners with continued recruitment and confirmation of participation following development from a separate Tuition Bridge Funding initiative.

The initial internal and external scan was completed by this point (see appendix) for Indigenous Health-related courses, but additional scanning was underway to identify potential shared courses from current course offerings at health science colleges and schools.

The Indigenous Health and Wellness Certificate deliverable was also progressing, albeit in a modified direction. **It was determined that the proposed 12 credit-unit postgraduate certificate in Indigenous health and wellness was neither the most effective nor efficient way to deliver on the goals of the Shared Courses Initiative and that other configurations may have more advantages.**

In addition to a changed objective — and as noted earlier — the scope of work involved with this deliverable had been underestimated and the time required to support it was expected to exceed the initial schedule. As such, it was anticipated that the Indigenous health module (or certificate) will be available for trial by Fall 2023. The development team for this common topic began meeting in January 2023 to provide insight and direction.

Shared Courses Initiative update and potential shared course proposal presented to steering committee – Feb. 22, 2023

As of February 2023, the environmental scan of all current offerings in USask's health science colleges and schools was completed (see appendix). This informed the list of potential shared health science course offerings.

In preparation for the steering committee meeting on Feb. 22, 2023, a shared courses update was distributed to leadership from the Health Science Collective along with a proposal that an undergraduate research course could be a potentially shareable course (see appendix).

Feedback at the meeting regarding the update and proposal was minimal but positive.

The initiative continued to progress in common topic module development (i.e., EDI/cultural competence and communications) and on the Indigenous Health and Wellness Certificate.

The Indigenous Health and Wellness Certificate development team indicated that a certificate of completion was flexible and more readily available and accessible to learners in professional programs.⁶ At this time, the development team was compiling existing internal and external resources, programs, and professional development opportunities that had been developed by and/or in consultation with Indigenous community members. It was hoped that these curated resources could be hosted on the USask Health Sciences website for review by colleges,

⁶ The Indigenous Health and Wellness Certificate development team is comprised of program-nominated Indigenous and non-Indigenous faculty members.

schools, and instructors to tailor a unique certificate of completion to meet specific learning objectives. It was also hoped that these resources would be available to others (outside of USask colleges, schools, etc.) without restriction.

A benefit to this would be that the certificate of completion could be offered centrally, not requiring one college or school to be the academic home to the exclusion of other academic units.

Progress summary

As indicated in the milestones section of the Shared Courses Initiative Project Charter (see appendix), the date to complete the proposal for common health science courses was set for September 2022 and the university governance approval process for the new Health Sciences Indigenous Health and Wellness Certificate was to begin October 2022. While the initiative has extended beyond the original timeline, it was completed well within the Horizon Fund deadline of April 2024.

The Health Sciences Shared Courses Initiative addressed all project deliverables by May 2023. The potential shared courses assessment was completed in accordance with the charter and has been validated by the project manager.

This initiative was piloted by investigating opportunities to develop a health sciences postgraduate certificate focussed on Indigenous health and wellness. Rather than develop materials from scratch for an additional undertaking that was deemed impractical within most student course loads and degree requirements, the development team reimaged the certificate deliverable. As a result, the online resource “[Stepping Stones: Resources for Indigenous Health, Wellness, and Reconciliation](#)” was made available to the public in May 2023 with the intent of providing instructors with a variety of materials that could be selected to augment existing courses or utilized to tailor an Indigenous health and wellness certificate of completion in the future.

Following feedback from stakeholders and consultation with the development team, deliverables also evolved to include the piloting of shared common topic modules for insertion into existing courses. **By Fall 2023, there will be four common topics modules (communications, EDI, professionalism and ethics) and the resources for a certificate of completion (Indigenous health and wellness) available to all health science programs.**

The interest, uptake, enthusiasm, and energy generated by the development teams, instructor cohorts, and learners indicate that — by working together on modules — the university is creating a culture more ready and with appetite for shared courses.

Next steps

The shared courses conversation is ongoing. Committed staff and protected time will be required for continued work on common topic modules, the development of an implementation plan, the implementation of shared courses, and the ongoing delivery and monitoring of currently offered modules.

By collectively developing common topic *modules* and a certificate of *completion* (rather than *competency*) — and by taking a development team approach with members representing all programs — the Shared Courses Initiative has been able to navigate structural and attitudinal

barriers that maintain and sustain the academic bastions of isolation that exist in the current organizational structure of the health sciences.

The logistics (who, how, and when) of collectively moving forward to implement and administer shared courses, modules, and certificates are highly dependent upon the outcome(s) of the Health Sciences Reorganization Initiative — especially as they relate to the organizational structures in the Health Sciences that would support this type of collaboration and cooperation across colleges and programs.

APPENDIX

FINAL REPORT FOR THE HEALTH SCIENCES
SHARED COURSES INITIATIVE

Health Sciences Shared Courses Initiative Project Charter

**FINAL REPORT APPENDIX
FOR THE HEALTH SCIENCES SHARED COURSES INITIATIVE**

Strategic Priorities
Health Sciences Shared Courses Project Charter

Opportunity/ Context Statement

The purpose of the Health Sciences Shared Courses initiative is to develop a suite of shared course offerings across the health sciences colleges and schools, as well as the required supporting policies and procedures to enable such courses.

Program Outcome

- This initiative will compile a list of potential shared health sciences course offerings and assess their suitability to be offered as shared courses.
- This initiative will be piloted by establishing the Indigenous Health Certificate to uplift Indigenization by promoting Indigenous knowledge and supporting reconciliation and decolonization. This initiative is in line with the University Plan 2025 and addresses the three commitments of: courageous curiosity, boundless collaboration, and inspired communities to produce The University the World Needs.

Key Performance Indicators/ Root Cause Analysis/ Baseline

- Completion of the potential shared courses assessment
- University Council approval to launch the Indigenous Health Certificate

Impacts

Financial Impacts:

Sharing courses across the health sciences will reduce duplication and teaching workload can be shared via the assignment of duties process (opportunity cost savings). Savings that may be achieved as the result of the shared courses will span the academic and administrative units that are engaged in the steering committee for this change effort.

The estimated cost savings in this proposal reflect only those savings resulting from the Indigenous Health certificate programme but shared courses have the potential for much greater cost savings and efficiencies as additional shared health sciences courses are developed in the future.

Non-financial Impacts:

This project is one tangible way that the health sciences collective will respond to the calls to action issued in ohpahotân I oohpaahotaan, the Indigenous Strategy. A co-created Indigenous Health Certificate provides a wealth of opportunities to deliver on commitments 1, 2 and 5 (Safety, Wellness and Right Relations). In the proposed Indigenous Health Certificate, students will have significant opportunities to discuss and reflect upon the materials they are learning about and in so doing they will build relationships. Indigenous inclusion and voices are key to matters that relate to Indigenous peoples and the engagement of kēhtēayak (Elders) and Knowledge Keepers will be an essential part of this certificate. Those who complete the certificate will understand that “allyship is a lifelong process of building relationships that are based on trust, compassion, and respect” (ohpahotân I oohpaahotaan, 2021, p. 22).

More generally shared health sciences courses offer an opportunity to have future health professionals thinking and working in transdisciplinary¹ ways. The Saskatchewan Health Authority’s (SHA) Strategic Directions has “people-centred care” as central to their core values. The USask Health Science colleges and schools have an important role in educating future health care professionals to be ready to engage in our people-centred health care system; knowing how to work in transdisciplinary ways is part of that.

The Saskatchewan Growth Plan speaks to “delivering quality health care”, “improving access to care”, “providing more vulnerable patients with better access to health care” and “improving outcomes and opportunities for Vulnerable People in Saskatchewan (Government of Saskatchewan, 2019).”

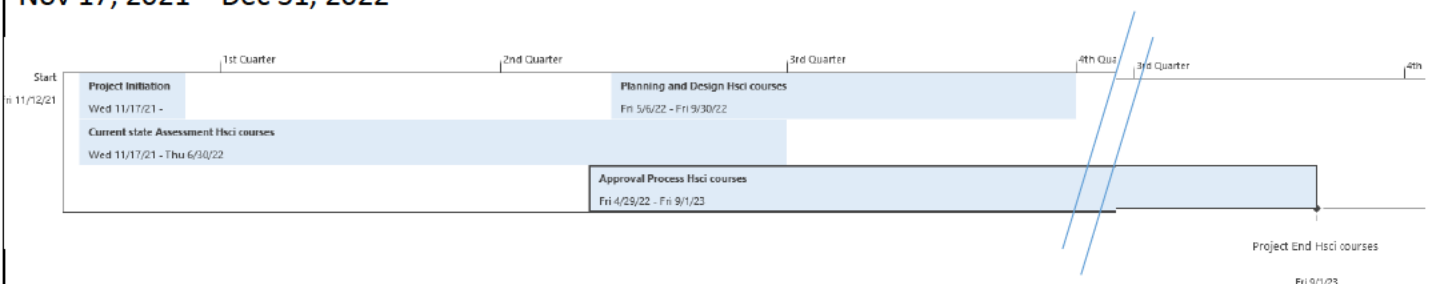
When fully implemented, certificates like the Indigenous Health Certificate have the opportunity to have a social return on investment that is felt at an intersectoral level. It will serve as one tangible way that the University is working to support some of our most important stakeholders; namely the strategic directions of the SHA and the intents of the Saskatchewan Growth Plan in addition to the University Plan 2025 Aspiration Transformative Decolonization Leading to Reconciliation.

Objectives

- This project will conduct an environmental scan of all current offerings in the health sciences colleges and schools to identify potential shared courses specifically seeking apparent duplications and opportunities for collaboration.
- This project will develop policies and procedures for shared health sciences courses and seek endorsement from the Health Sciences Dean’s Committee before progressing to institutional approval as is required.
- This project will pilot the development of a twelve-credit unit Indigenous Health Certificate using shared courses. It will incorporate colleges and schools’ current offerings such as the College of Kinesiology’s undergraduate course ‘Introduction to Indigenous Wellness’ and develop new courses as needed. By combining both 400 level courses and graduate course offerings for the certificate, courses will be open to both undergraduate and graduate students.
- This project will be attentive to stakeholder engagement and will be guided by Indigenous perspectives and worldviews. The inclusion of Indigenous voices is essential to the development of this certificate. Subject to stakeholder verification it is planned that the proposed Indigenous Health Certificate will include topics like de-colonization, truth and reconciliation, and Indigenous health models.

Milestones

Nov 17, 2021 – Dec 31, 2022



¹ “Transdisciplinarity in health care involves transcending of disciplinary boundaries, a sharing of knowledge, skills and decision-making, a focus on real-world problems and the inclusion of multiple stakeholders including patients, their families and their communities.” <https://pubmed.ncbi.nlm.nih.gov/28547926>

MILESTONES

Complete the table below identifying what critical activities are required to achieve the defined outcomes of your initiative and in what timeframe these would occur (add more lines if needed).

Activity	Phase I ¹		Phase II	
	2021/22	2022/23	2023/24	2024/25
Project start ²	Nov 17, 2021			
Project fully resourced	Dec 2021			
Project charter approved	Dec 20, 2021			
Stakeholder analysis and identification complete	Jan 2022			
Environmental scan assessing Health Sciences common courses complete (Deliverable)		June 2022		
Report on stakeholder consultations complete (Deliverable)		June 2022		
Academic home for the Indigenous Health certificate identified		June 2022		
Policies and procedures for shared Health Sciences courses developed (Deliverable)		Sept 2022		
Postgraduate Health Sciences Indigenous Health certificate endorsed by Health Sciences Deans Committee (Deliverable)		Sept 2022		
Proposal for other Health Sciences Common course certificates complete (Deliverable)		Sept 2022		
Postgraduate Health Sciences Indigenous Health certificate ready to begin university governance approval process (Deliverable)		Oct 2022 ³		
Health Sciences Shared Courses - Project official end ⁴		Dec 2022		
Postgraduate Health Sciences Indigenous Health certificate approved by tricameral governance (Deliverable)			By June 2023	
Postgraduate Health Sciences Indigenous Health certificate first offering begins			Sept 2023	

¹ Phased based on financial year May 1 - April 30

² The project proposal was for a one-year term but due to resource availability the project start has been delayed

³ Links to academic approvals timeline [year-at-a-glance-memo-august-31-2020-for-website.pdf \(usask.ca\)](#)

⁴ Based on term funding of position

Budget

Investment from the Strategic Priorities fund: \$96,000

- Terms for the funding outlined below
- Any surplus will be returned to the Strategic Priorities fund

Initial project funding and expenses:

Initial one-time project expenses involve hiring a contracted project officer for a one-year term. No non-salary expenses are expected. The funding source for this position is the USask Strategic Priorities fund.

Projected revenue and expense impacts of project outcomes:

The identification of cost savings should be done by each college and school. The information in this template represents our estimates of cost savings that could be realized by the colleges and schools. The implementation of the Health Sciences Indigenous Health certificate is expected to result in ongoing salary cost savings through the elimination of duplicate course offerings across the health sciences colleges and schools. These savings are expected to be realized starting in 2023-24 and will primarily involve the ability to reassign faculty/lecturers via the assignment of duties processes. Further ongoing salary cost savings are expected through implementation of additional shared courses in future years. Opportunities may also exist for rationalization of support positions. The ongoing cost savings will be realized by the health sciences colleges and schools.

The Health Sciences Indigenous Health certificate is expected to generate additional tuition revenue, starting in 2023-24. The academic home for this certificate must be established as part of the process.

Post-implementation costs and resourcing requirements:

No post-implementation costs or resourcing requirements are anticipated.

Operational assumptions and risks:

It is assumed that the implementation of the Health Sciences Indigenous Health certificate will be successful and that this enabling initiative will allow development of additional shared course offerings. Implementation of additional shared courses is expected to be done on an operational basis using resources currently existing in the colleges and schools. The success of the initiative will require the full support of the health sciences colleges and schools. It is also assumed that the university will be agreeable to modifying the TABBS model so that multiple colleges and schools can benefit from shared course offerings, which will require a discussion regarding the academic home of the shared courses.

Funds impacted by project:

The project will impact the operating funds of academic units (i.e. the operating funds of the health sciences colleges and schools).

Budget: Expenses	Total	2021-22	2022-23	2023-24	2024-25	2025-26
Salaries & Benefits	\$96,000	40,000	56,000			
Total	\$96,000	40,000	56,000	-	-	-

Funding sources	Amount	Comment
Strategic Priorities Initiative	\$96,000	
Total	\$96,000	

Incremental annual operating costs or savings

Description	Amount	Source of recovery
Anticipated future salary cost savings from elimination of duplicated courses:		
2023-24 estimate	\$150,000	salary savings from across the Health Sciences colleges/schools; primarily lecturer/faculty (opportunity cost savings freeing faculty up for other assignments)
Anticipated incremental tuition revenue from Health Sciences Indigenous Health certificate:		
2023-24 estimate	\$25,000	incremental tuition

Risks

- Inability to identify an academic home for the certificate
- Stakeholder resistance to the shared courses model due to concerns over losses of tuition (administration) and/or control over course content (faculty).

- Inability to recruit an appropriately skilled project coordinator for this project in a timely way.
- Links to the Tuition Bridge Funded “Common online professionalism course for health science learners” need to be understood to minimize duplication of efforts.

Stakeholder Engagement Strategy

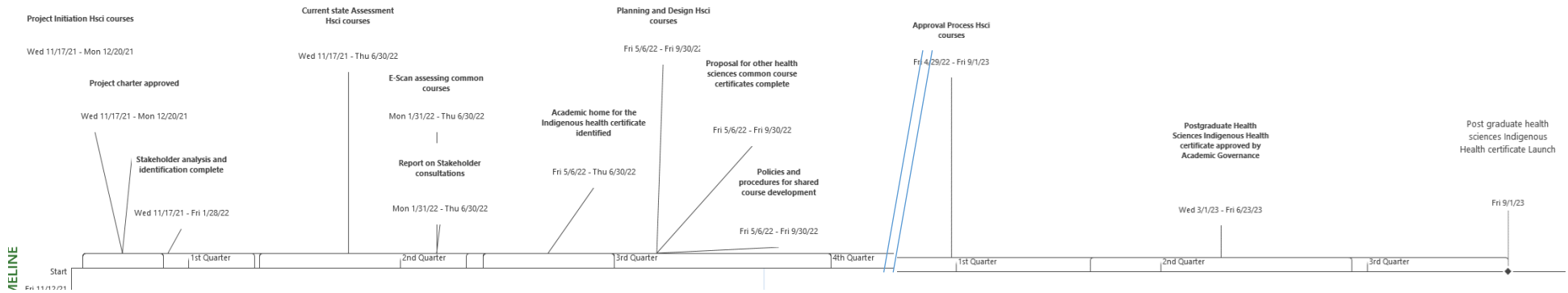
- **Executive Sponsor:** Airini, Provost and Vice-President Academic
- **Lead:** Adam Baxter Jones, Interim Associate Provost, Health, on behalf of the Health Sciences Deans
- **Operations Team:** Crystal Maslin, Planning and Projects Officer, Sheryl Mills, Associate Director, Academic Programs & Interprofessional Education TBA contracted project officer appointed for a one-year term
- **Steering Committee:** Health Science Deans (Jane Alcorn, Peta Bonham-Smith, Doug Brothwell, Melissa Just, Chad London, Gillian Muir, George Mutwiri, Teresa Paslawski, Solina Richter, Preston Smith)
- **Initiative Working Groups:** *TBC*

Communication Strategy

To be developed

Additional Information

- Round I Proposal submission
- Strategic priority reporting and monitoring template
- Health sciences reorganization budget template
- MY gov’t funding template



Steering Committee (as of August 2023)

**FINAL REPORT APPENDIX
FOR THE HEALTH SCIENCES SHARED COURSES INITIATIVE**

Health Sciences Strategic Priority Initiatives Steering Committee



Jane Alcorn
Dean, College of
Pharmacy and Nutrition



Melissa Just
Dean,
University Library



Joel Lanovaz
Interim Dean,
College of Kinesiology



Brooke Milne
Dean, College of
Arts and Science



Gillian Muir
Dean, Western College of
Veterinary Medicine



George Mutwiri
Interim Executive Director,
School of Public Health



Teresa Paslawski
Associate Dean, School of
Rehabilitation Science



Solina Richter
Dean,
College of Nursing



Walter Siqueira
Dean,
College of Dentistry



Preston Smith
Dean,
College of Medicine



Adam Baxter-Jones
Interim Associate
Provost, Health



Airini
Provost and
Vice-President Academic

Shared Courses Initiative Workshop Summary Table (March 28, 2022)

**FINAL REPORT APPENDIX
FOR THE HEALTH SCIENCES SHARED COURSES INITIATIVE**

Ideas that emerged during the individual meetings on between March 14th- 22nd ✓

Ideas that emerged during the Curriculum Chair Committee (CCC) meeting on March 28th ✓

- COURSE/MODULE TOPICS
- MAY BENEFIT OTHERS
- NEW SHARED IDEAS
- ADDITIONAL SUGGESTIONS

Areas of sharing	Dentistry	Nursing	Public Health	Medicine	Pharmacy & Nutrition	Rehabilitation Science	Kinesiology	WCVM	Arts & Sciences
COURSE/MODULE TOPICS									
Communications	✓	✓	✓		✓			✓	
Cultural competency (Indigenous Health)				✓ ✓		✓		✓ ✓	
Financial and practice management (business)					✓	✓		✓ ✓	
Interviewing skills (IPE)			✓		✓	✓			
EDI			✓ ✓	✓ anti-bias workshops		✓			
Ethics	✓		✓ ✓					✓	
Critical Appraisal/Interrogation of the literature				✓ ✓	Already doing	✓			
Pre-requisites						✓	✓		
Research	✓					✓			
Technology	✓			✓					

Epidemiology			✓	✓					
Professional Practice						✓		✓	
Leadership skills				✓				✓	
Interprofessional opportunities		✓			✓				
Statistics						✓			✓

MAY BENEFIT OTHERS

Library skills			✓	Already doing	Already doing			Already doing	
Resiliency								✓ Trialing a program	

NEW SHARED IDEAS

Share Teaching Resources	✓	✓	✓	✓	✓			✓ ✓	
Faculty development		✓		✓				✓	
Pool of standardized patients/clients					✓	✓			

ADDITIONAL SUGGESTIONS

Professional learning networks (IPE mentorship)				Already doing (Cathy mentioned)		✓			
Health Sciences Orientation						✓		Already doing (Cathy mentioned)	

Biomedical Sciences	✓			Already doing					
Components of courses "diabetic team" (diabetes, cardiovascular, neurology)		✓							
Collaboration (Teamwork and Leadership)								✓	
Professionalism and Professional identity	✓							✓	
Scholarship								✓	
Learning styles						✓			
Histology, embryology	✓								
Embryology	✓								
General pathology	✓								
Immunology	✓								
Physiology	✓								
Infection prevention control	✓								
Pharmacology	✓								
Statistics			✓						
Evidence Based Self-care				✓					
Advocacy Skills				✓ ✓					

Shared Courses Initiative Survey Data (April 2022)

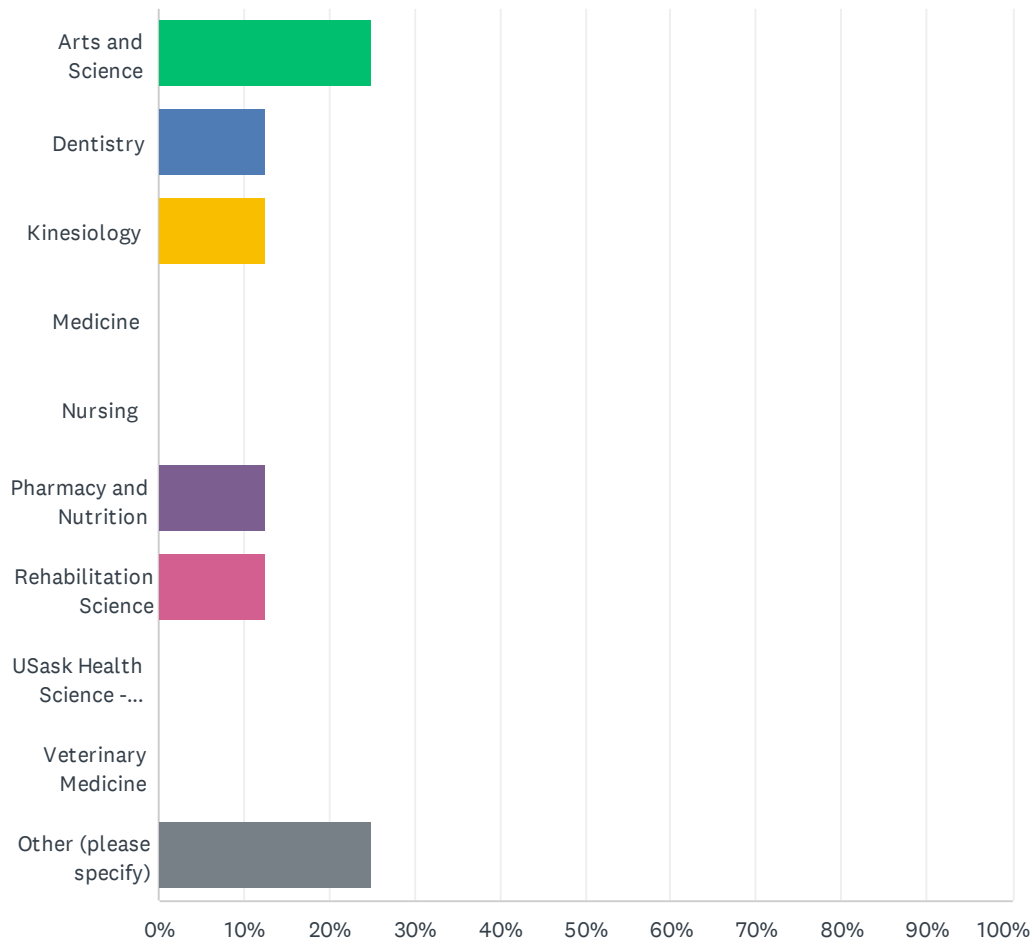
**FINAL REPORT APPENDIX
FOR THE HEALTH SCIENCES SHARED COURSES INITIATIVE**

Q1 Please provide your name in the space below. (optional)

Answered: 7 Skipped: 1

Q2 What college, school, or administrative unit are you affiliated with?

Answered: 8 Skipped: 0

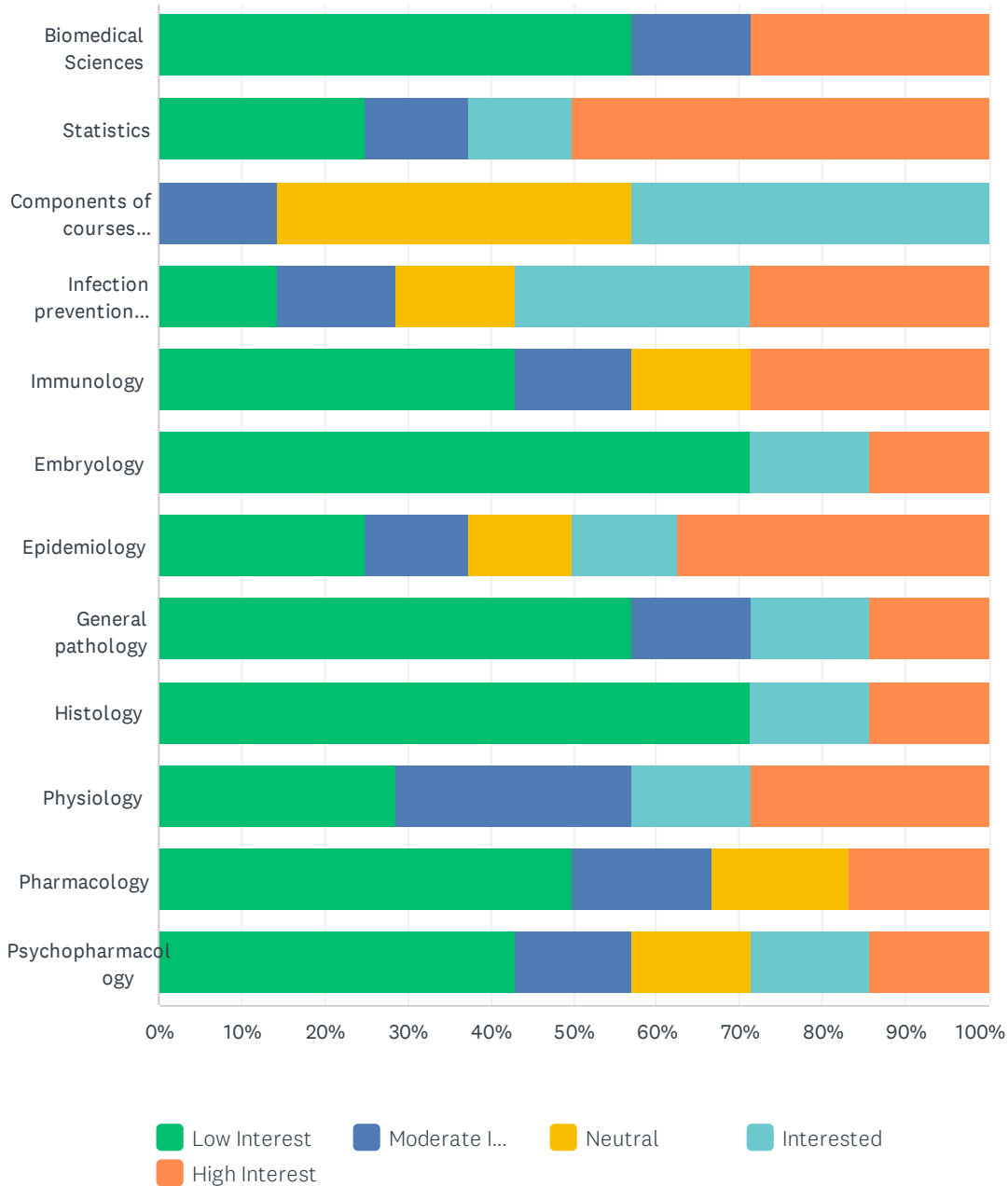


Shared Courses Initiative (April 2022)

ANSWER CHOICES	RESPONSES	
Arts and Science	25.00%	2
Dentistry	12.50%	1
Kinesiology	12.50%	1
Medicine	0.00%	0
Nursing	0.00%	0
Pharmacy and Nutrition	12.50%	1
Rehabilitation Science	12.50%	1
USask Health Science - Associate Provost Health's portfolio	0.00%	0
Veterinary Medicine	0.00%	0
Other (please specify)	25.00%	2
TOTAL		8

Q3 On a scale of 1 (low interest) to 5 (high interest) please identify your programs preference for sharing the following basic science topics.

Answered: 8 Skipped: 0

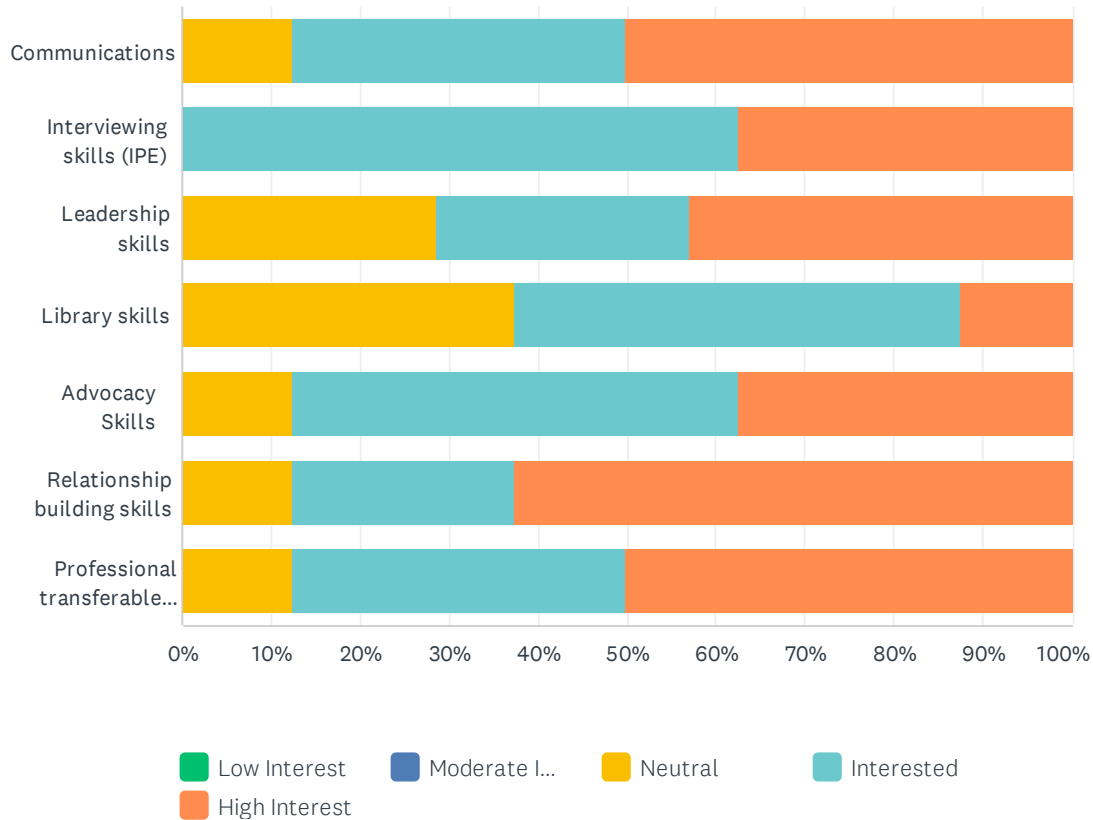


Shared Courses Initiative (April 2022)

	LOW INTEREST	MODERATE INTEREST	NEUTRAL	INTERESTED	HIGH INTEREST	TOTAL	WEIGHTED AVERAGE
Biomedical Sciences	57.14% 4	14.29% 1	0.00% 0	0.00% 0	28.57% 2	7	2.29
Statistics	25.00% 2	12.50% 1	0.00% 0	12.50% 1	50.00% 4	8	3.50
Components of courses (diabetes, cardiovascular, obesity, smoking cessation, neurology, etc...)	0.00% 0	14.29% 1	42.86% 3	42.86% 3	0.00% 0	7	3.29
Infection prevention control	14.29% 1	14.29% 1	14.29% 1	28.57% 2	28.57% 2	7	3.43
Immunology	42.86% 3	14.29% 1	14.29% 1	0.00% 0	28.57% 2	7	2.57
Embryology	71.43% 5	0.00% 0	0.00% 0	14.29% 1	14.29% 1	7	2.00
Epidemiology	25.00% 2	12.50% 1	12.50% 1	12.50% 1	37.50% 3	8	3.25
General pathology	57.14% 4	14.29% 1	0.00% 0	14.29% 1	14.29% 1	7	2.14
Histology	71.43% 5	0.00% 0	0.00% 0	14.29% 1	14.29% 1	7	2.00
Physiology	28.57% 2	28.57% 2	0.00% 0	14.29% 1	28.57% 2	7	2.86
Pharmacology	50.00% 3	16.67% 1	16.67% 1	0.00% 0	16.67% 1	6	2.17
Psychopharmacology	42.86% 3	14.29% 1	14.29% 1	14.29% 1	14.29% 1	7	2.43

Q4 On a scale of 1 (low interest) to 5 (high interest) please identify your programs preference for sharing the following skills topics.

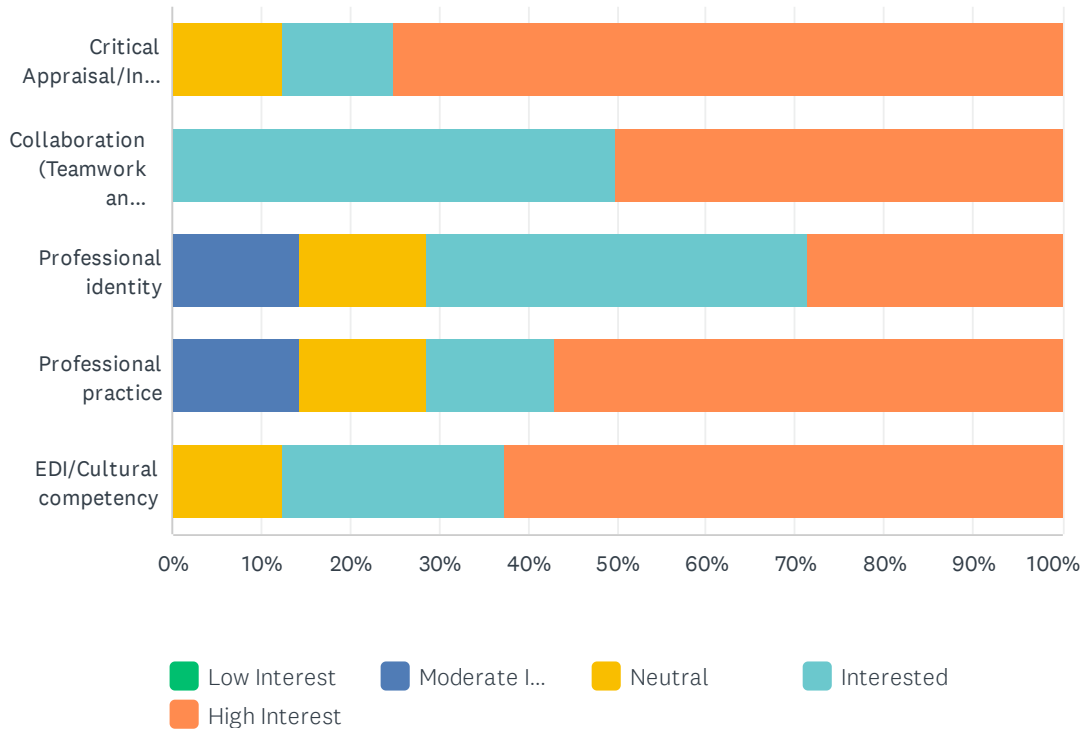
Answered: 8 Skipped: 0



	LOW INTEREST	MODERATE INTEREST	NEUTRAL	INTERESTED	HIGH INTEREST	TOTAL	WEIGHTED AVERAGE
Communica ons	0.00% 0	0.00% 0	12.50% 1	37.50% 3	50.00% 4	8	4.38
Inte v ewing sk s (IPE)	0.00% 0	0.00% 0	0.00% 0	62.50% 5	37.50% 3	8	4.38
Leade sh p sk s	0.00% 0	0.00% 0	28.57% 2	28.57% 2	42.86% 3	7	4.14
L bra y sk s	0.00% 0	0.00% 0	37.50% 3	50.00% 4	12.50% 1	8	3.75
Advocacy Sk s	0.00% 0	0.00% 0	12.50% 1	50.00% 4	37.50% 3	8	4.25
Re at onsh p bu d ng sk s	0.00% 0	0.00% 0	12.50% 1	25.00% 2	62.50% 5	8	4.50
P ofessa t ansfe able Sk s	0.00% 0	0.00% 0	12.50% 1	37.50% 3	50.00% 4	8	4.38

Q5 On a scale of 1 (low interest) to 5 (high interest) please identify your programs preference for sharing the following health profession topics.

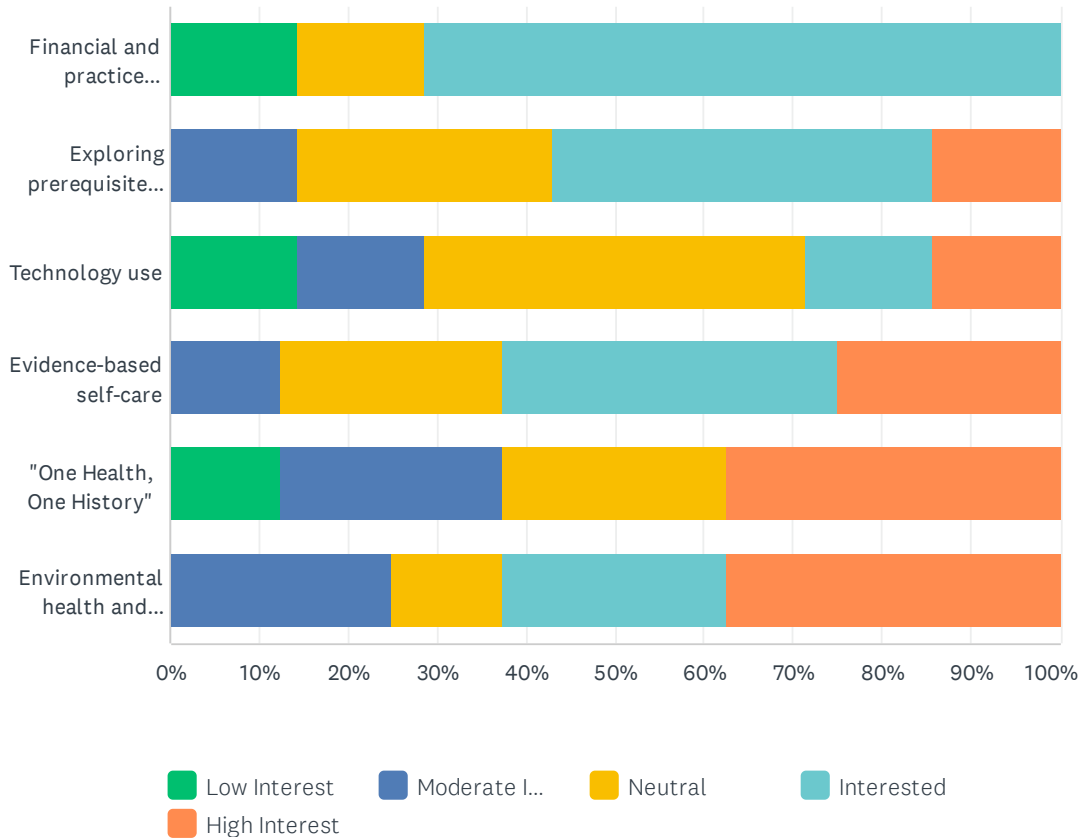
Answered: 8 Skipped: 0



	LOW INTEREST	MODERATE INTEREST	NEUTRAL	INTERESTED	HIGH INTEREST	TOTAL	WEIGHTED AVERAGE
Critical Appraisal/Interrogation of the literature	0.00% 0	0.00% 0	12.50% 1	12.50% 1	75.00% 6	8	4.63
Collaboration (Teamwork and Leadership)	0.00% 0	0.00% 0	0.00% 0	50.00% 4	50.00% 4	8	4.50
Professional Identity	0.00% 0	14.29% 1	14.29% 1	42.86% 3	28.57% 2	7	3.86
Professional Practice	0.00% 0	14.29% 1	14.29% 1	14.29% 1	57.14% 4	7	4.14
EDI/Cultural competency	0.00% 0	0.00% 0	12.50% 1	25.00% 2	62.50% 5	8	4.50

Q6 On a scale of 1 (low interest) to 5 (high interest) please identify your programs preference for sharing the following additional topics.

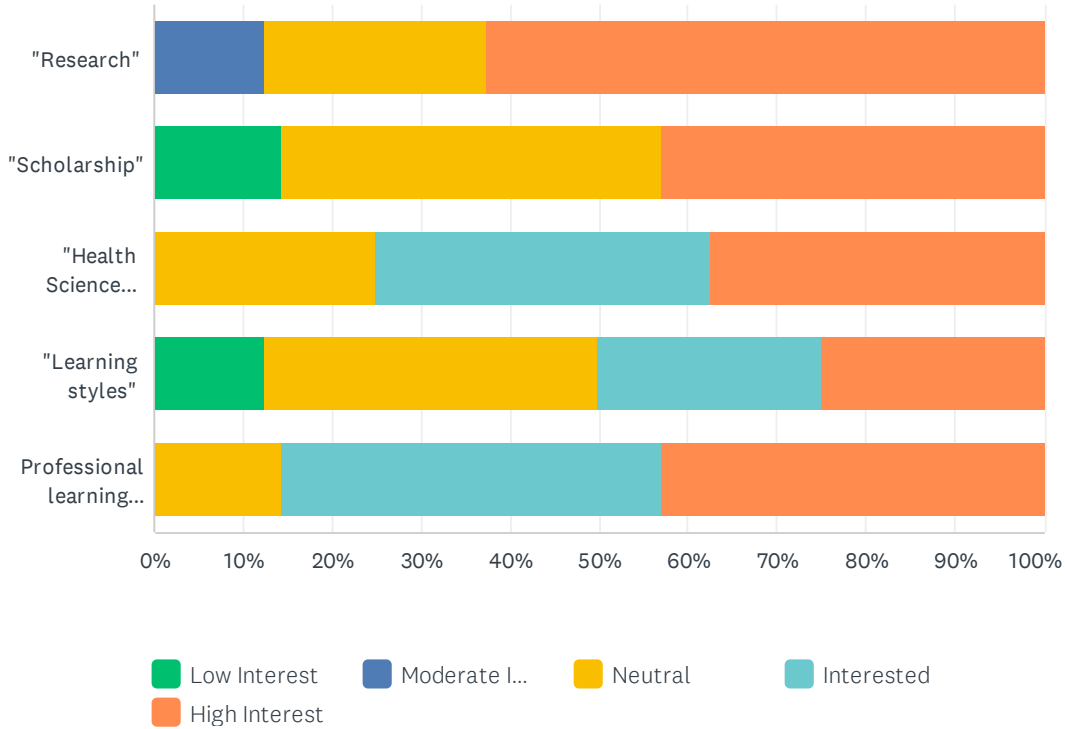
Answered: 8 Skipped: 0



	LOW INTEREST	MODERATE INTEREST	NEUTRAL	INTERESTED	HIGH INTEREST	TOTAL	WEIGHTED AVERAGE
Financial and practice management (business)	14.29% 1	0.00% 0	14.29% 1	71.43% 5	0.00% 0	7	3.43
Exploring prerequisite opportunities	0.00% 0	14.29% 1	28.57% 2	42.86% 3	14.29% 1	7	3.57
Technology use	14.29% 1	14.29% 1	42.86% 3	14.29% 1	14.29% 1	7	3.00
Evidence-based self-care	0.00% 0	12.50% 1	25.00% 2	37.50% 3	25.00% 2	8	3.75
"One Health, One History"	12.50% 1	25.00% 2	25.00% 2	0.00% 0	37.50% 3	8	3.25
Environmental health and climate change	0.00% 0	25.00% 2	12.50% 1	25.00% 2	37.50% 3	8	3.75

Q7 Although these topics were mentioned during our meeting, they were not fully discussed. On a scale of 1 (low interest) to 5 (high interest) please identify your programs interest in further discussing the topics below.

Answered: 8 Skipped: 0



	LOW INTEREST	MODERATE INTEREST	NEUTRAL	INTERESTED	HIGH INTEREST	TOTAL	WEIGHTED AVERAGE
"Research"	0.00% 0	12.50% 1	25.00% 2	0.00% 0	62.50% 5	8	4.13
"Scholarship"	14.29% 1	0.00% 0	42.86% 3	0.00% 0	42.86% 3	7	3.57
"Health Science Orientation"	0.00% 0	0.00% 0	25.00% 2	37.50% 3	37.50% 3	8	4.13
"Learning styles"	12.50% 1	0.00% 0	37.50% 3	25.00% 2	25.00% 2	8	3.50
Professional learning networks (IPE mentorship)	0.00% 0	0.00% 0	14.29% 1	42.86% 3	42.86% 3	7	4.29

Q8 During our discussion on March 28th, several participants mentioned that they have topics/courses/modules/resources that they feel are well developed and therefore would be good to share. Please list the topics/courses/modules/resources you are willing to share.

Answered: 6 Skipped: 2

Q9 During our discussion on March 28th, several participants mentioned that there are areas that they would like support in. Please list the topics/courses/modules/resources your program would like to receive input or support on from other programs.

Answered: 7 Skipped: 1

Q10 In the space provided, please note any cautions you have related to the Shared Courses Initiative.

Answered: 6 Skipped: 2

Q11 In the space provided, please share additional comments.

Answered: 3 Skipped: 5

Benefits of USask Health Sciences Common Topics

**FINAL REPORT APPENDIX
FOR THE HEALTH SCIENCES SHARED COURSES INITIATIVE**

Benefits of Common Topics

Learners

- Repeated opportunity to work and practice in small interdisciplinary teams over a period of time
 - Use various resources and platforms
 - Opportunity to learn about their profession and those of other health professions
 - Flexible: asynchronous time and negotiated synchronous team time
 - Develop professional communication and a common language
 - Develop reflective practice skills through weekly individual and team reflections
-

Course Instructors

- Learn about/work with new resources and platforms which may benefit their other classes
 - Free up weekly teaching and preparation time
 - Incorporate centrally developed and facilitated content
 - Connect with an instructor cohort through the common topic
 - Instructional support and coaching for course "renovation"
 - Publishing opportunities: module incorporation into courses, learner experiences, instructor experience, commonalities with members of the instructor cohort
-

Programs/ Institution

- Reduce content duplication across health science programs
- Content developed by interprofessional teams of experts
- Centrally administrated and facilitated
- Accessed via IPECT - a learning platform established and common to all health sciences programs
- Online using an asynchronous/synchronous blend
- Learners can participate from anywhere
- No limit on class size
- Can be incorporated into existing courses
- SoTL publishing opportunities
- May increase interprofessional/interdisciplinary collegiality at all levels

Evidence-Based Research-Informed

What does the literature say?

- "Joint Initiative programmes" improves teamwork, communication, and provides knowledge on the different roles - "Learning together to work together" (p.1, 1)
- Provides more innovative opportunities (1)
- Provides "respect for participants as adults, self-directed, professional learners" (p. 322, 1)
- Provides common experiences which "create[s] (or recreate[s]) an atmosphere of empowerment, pooled energy, creativity (among all the stakeholders) and movement towards shared goals" (Kendrick, 1995 at p. 323, 1)
- Should be incorporated into existing curriculum; not in addition or optional (2)
- Learners "absorb new perspectives and gain new perception" and are "selective as regards to relevance and pertinence" to their profession (p. 322, 1)
- Opportunity to incorporate numerous teaching strategies (3)
- Learners benefit from collaborating and learning from a diverse team (4)
- New content incorporation is increased if time, material, and structure was considered during its development (5) - *The development team took this under consideration during module development*
- Listen to what learners are asking for (6) - *IPE experience has indicated learners want more opportunities with other health sciences programs*

Resources

1. <https://www.sciencedirect.com/science/article/abs/pii/S0260691797800639?via%3Dihub>
2. <https://www-sciencedirect-com.cyber.usask.ca/science/article/pii/S2405452617301672>
3. https://www.collectionscanada.gc.ca/obj/thesescanada/vol2/002/NR62611.PDF?oclc_number=759668588
4. <https://www.google.com/url?q=https://www.emerald.com/insight/content/doi/10.1108/LODJ-06-2013-0075/full/html&sa=D&source=docs&ust=1660925422979029&usg=AOvVaw1vZHydBCf2XVNFUji5laGW>
5. <https://files.eric.ed.gov/fulltext/ED336049.pdf>
6. <https://www.google.com/url?q=https://www.proquest.com/docview/35980544?parentSessionId%3D5IYE2vUGYNPUkaH4eVKcptnxXoM3mSUQ2LnAvg1TgsY%253D%26pq-origsite%3Dprimo%26accountid%3D14739&sa=D&source=docs&ust=1660925622605207&usg=AOvVaw0BU6YeG-n3ifztjYhbi0N6>

Shared Courses Initiative Workshop 2 (May 9, 2022)

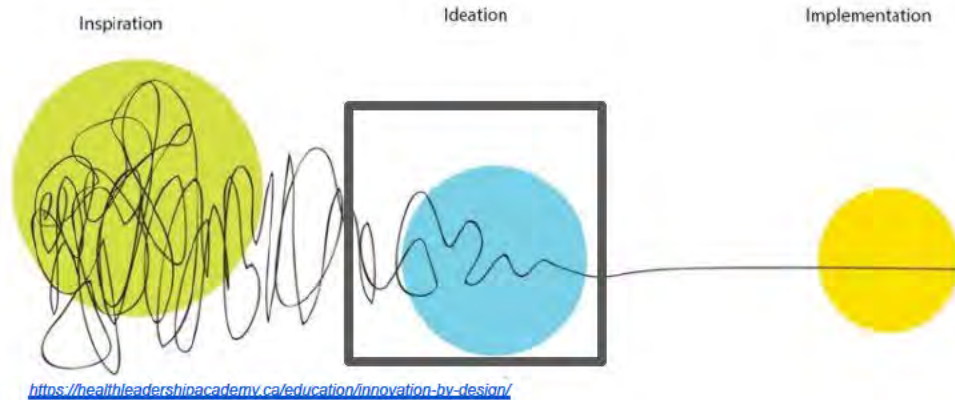
**FINAL REPORT APPENDIX
FOR THE HEALTH SCIENCES SHARED COURSES INITIATIVE**

Shared Courses Initiative

Workshop 2: Curriculum Committee Chairs (CCC)
May 9, 2022

Participants

Hope Bilinski, Lynn Jansen (Nursing)
Joel Lanovaz (KIN)
Walter Siqueira (Dentistry)
Regina Taylor-Gjevre (Medicine)
Yvonne Shevchuk (Pharmacy and Nutrition)
Chris Clark (WCVM)
Soo Kim, Cathay Arnold (School of Rehabilitation Science)
George Mutwiri, Michael Szafron (Public Health)
Adam Stacey, Ulrich Teucher (A&S: Clinical Psychology, Health Studies)
Sheryl Mills, Crystal Maslin, Chantal Lecuyer (USask Health Sciences)



Agenda

- Welcome
- Survey results discussion
- Next steps

Survey results

Legend: High Interest (HI), Interested (I), Neutral (N)

Skills

1. Relationship building skills (62.50% - HI, 37.50% - I)
2. Professional transferable skills (50% - HI, 37.50% - I)
3. Communication skills (50% - HI, 37.50% - I)
4. Library skills (50% - I, 37.50% - N)
5. Leadership skills (42.86% - HI, 28.57% - I)
6. Interviewing skills (37.50% - HI, 62.50% - I)
7. Advocacy skills (37.50% - HI, 50% - I)

Health Profession

1. Critical appraisal/interrogation of the literature (75% - HI)
2. EDI (62.50% - HI, 25.00% - I)
3. Professional Practice (57.14% - HI)
4. Collaboration (Teamwork and Leadership) (50% - HI, 50% - I)
5. Professional Identity (28.57% - HI, 42.86% - I)

Basic Science

1. Statistics (50% - HI)
2. Epidemiology (37.50% - HI)
3. Components of of courses (42.85% - I, 42.86% - N)

Additional Topics

1. Financial and practice management (business) (71.43% - I)
2. Evidence-based self-care (37.50% - I, 25.00% - HI)
3. One Health, One History (37.50% - HI, 25.00% - N)
4. Environmental health/climate change (37.50% - HI, 25% - I)

Topics to further discuss

1. Research (62.50% - HI)
2. Scholarship (42.86% - HI, 42.86% - N)
3. Professional Learning networks (IPE mentorship) (42.86% - HI, 42.86% - I)
4. Health Science Orientation (37.50% - HI, 37.50% - I, 42.86% - N)

Survey results

Legend: High Interest (HI), Interested (I), Neutral (N)

Top 10 List

1. **Relationship building skills** (62.50% - HI, 37.50% - I)
2. **Critical appraisal/interrogation of the literature** (75% - HI)
3. **EDI** (62.50% - HI, 25.00% - I)
4. **Research** (62.50% - HI)
5. **Professional Practice** (57.14% - HI)
6. **Statistics** (50% - HI)
7. **Communication skills** (50% - HI, 37.50% - I)
8. **Professional transferable skills** (50% - HI, 37.50% - I)
9. **Collaboration (Teamwork and Leadership)** (50% - HI, 50% - I)
10. **Financial and practice management (business)** (71.43% - I)

Survey results

We can share what we have:

- Two 3rd-year survey courses on the pandemic, and on climate change [REDACTED]
- Many, all the MPH 'electives' [REDACTED]
- Indigenous wellness course would serve as a good model, contemporary health issues course, and aging and activity course, understanding healthy systems and "exercise as medicine" [REDACTED]
- Evidence-based medicine/critical appraisal of the literature, certain pharmacology topics, geriatric drug therapy [REDACTED]
- Professional practice (some aspects) and possibly: EDI, critical thinking, case analysis (*consultation needed with those who developed the courses) [REDACTED]
- Library skill learning modules (consultation needed with the library regarding sharing), Statistics, Leadership, Epidemiology, Environmental Sciences [REDACTED]

Survey results

“Others” from Q 3-6

Looking for support with:

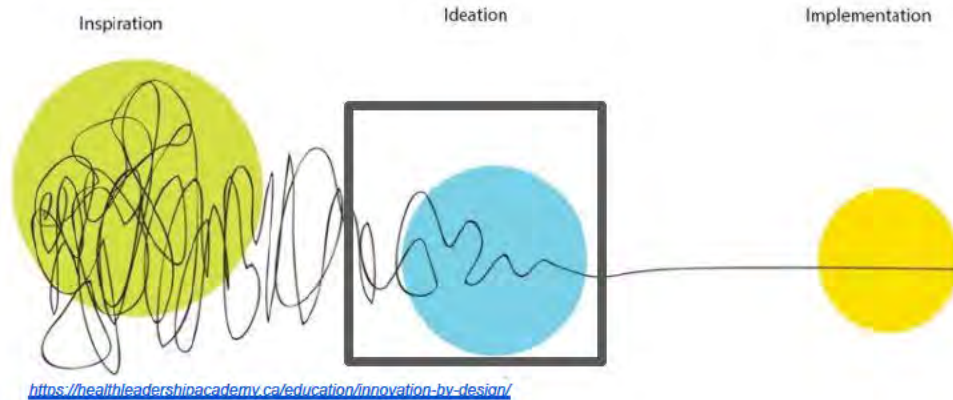
- Support to further decolonize and make sustainable our interdisciplinary (quant + qual/mixed methods) second-year Health Research Methods course [REDACTED]
- Collaboration, coordination, Indigenous public health, pandemic preparedness, response and recovery [REDACTED]
- Statistics, critical thinking, communication, professionalism, EDI [REDACTED]
- Clinical microbiology, infection prevention control, epidemiology, communications, interviewing skills, relationship building skills, professional transferable skills, critical appraisal of the literature, collaboration, professional practice, Indigenous Health, EDI [REDACTED]
- Support for IPE activities in place and working well, organization, management, participation [REDACTED]
- Health Ethics, EDI, communications, Indigenous Health [REDACTED]
- Psychopharmacology (within standards for our profession) [REDACTED]

Survey results

Verbatim from Q10

Cautions related to the Initiative:

- “They need to be well coordinated” [REDACTED]
- “This is challenging since it is unclear what form these “shared courses” are going to take. Kinesiology has one of the more traditional program structures (i.e. fairly typical undergrad program) that relies on 3 CU classes that don’t mesh with many of the other specialized Health Science programs. We do bring the strength of focusing on health and providing some prerequisite knowledge.” [REDACTED]
- “before extensive course development happens there needs to be discussion about how this will actually fit into the curriculum in various programs. It would be a shame to develop something that nobody is able to take advantage of.” [REDACTED]
- “is this cost-saving, efficient use of resources or a potential increased burden on faculty and students? I have concerns about ability to schedule and also utilizing virtual verses in-person experiences” [REDACTED]
[REDACTED]
- “I cannot think of cautions.” [REDACTED]



Agenda

Welcome
Survey results discussion
Next steps

Potential Common Topics for USask Health Sciences

FINAL REPORT APPENDIX
FOR THE HEALTH SCIENCES SHARED COURSES INITIATIVE

Potential Common Topics for USask Health Sciences

PROJECT MANAGEMENT

Note:

- This came up in several conversations over the summer

Description:

- Learners will develop skills to manage various competing commitments

ORIENTATION TO HEALTH SCIENCES

Description:

- Learners will be introduced to resources available to them within the Health Sciences and develop an understanding of what it is to be a healthcare team member

Themes:

- Health Science Orientation
- Professional Learning Networks (IPE mentorship)
- Professional Identity

FYRE-esk RESEARCH PROJECT

Description:

- Keep up to date with published research, develop critical appraisal, advocacy as well as library skills, summarize statistical results from the literature and recognize opportunities for scholarship.
- Consider a FYRE project framework.

Skills:

- Library Skills
- Statistics
- Critical Appraisal/Interrogation of the literature
- Advocacy Skills
- Scholarship
- Methodologies

Suggested Research Topic Areas:

- diabetes, obesity, nutrition, social determinants of health/health gap, immunology, embryology, general pathology, epidemiology, histology, physiology, pharmacology, psychopharmacology, Environmental health/climate change, etc...

PROFESSIONAL TRANSFERABLE SKILLS

Description:

- “Transferable skills, or “portable” skills, are the abilities you can transfer from one job to another.” (Resource)
- Professional transferable skills include the following: Communication skills, Relationship building skills, Advocacy skills, Leadership skills

Skills:

- Communication, Leadership, Relationship Building
- Collaboration (Teamwork, Decision-making, and Leadership)
- EDI/Cultural Competency
- Interviewing
- Evidence-based Self-care
- Financial and Practice Management
- Professional Practice

TECHNOLOGY USE

Description:

- Technology is always advancing, and learner exposure to technology prior to entry into their professional program varies. This module can provide learners with basic computer skills.

COMPONENTS OF COURSES

Description:

- Learners begin by learning the theory of specific topics such as: diabetes, cardiovascular, obesity, smoking cessation, neurology, nutrition, immunology, embryology, general pathology, epidemiology, histology, physiology, pharmacology, psychopharmacology.
- The theory component is then followed by small group activities and discussions (consider the inclusion of simulated patients).

PREREQUISITE OPPORTUNITIES

Description:

- This is an opportunity to support learners prior to entry into their professional program. It will help learners succeed in their introductory years by offering prerequisite courses/modules to ensure a certain level of understanding is acquired prior to entry.

ADDITIONAL TOPICS

Description:

- Anatomy (Resource) learners will learn about gross anatomy (structures of tissues and organs)
- Clinical microbiology (Resource) learners will learn about health related microorganisms (viruses, fungi, bacteria, protozoa)
- Environmental health/climate change
 - Learners focus on how the environment influences societal health, as well as assess options to address and reduce impacts on the environment. Learners will further recognize climate change's impact on the young, pregnant, elderly and vulnerable populations.
 - An existing offering in this area is SITE 1.3

Comparing IPE & Common Topic Modules (Draft)

**FINAL REPORT APPENDIX
FOR THE HEALTH SCIENCES SHARED COURSES INITIATIVE**

Comparing IPECT

Centrally Facilitated IPE Events & Common Topic Modules

IPE Events (PFNs, SITEs, IEE)	Common Topic Modules
<p> Collaboratively developed by interprofessional Development Teams</p> <p> Programs/instructors determine participation</p> <p> Online, asynchronous, centrally facilitated, instructor collaboration</p> <p> Learners prepare, participate, and reflect</p> <p> Offered during the Fall and Winter academic terms</p> <p> Available to all Health Science programs</p>	<p> Collaboratively developed by interprofessional Development Teams</p> <p> Programs/instructors determine participation</p> <p> Online, asynchronous, centrally facilitated, instructor collaboration</p> <p> Learners prepare, participate, and reflect</p> <p> Offered during the Fall and Winter academic terms</p> <p> Available to all Health Science programs</p>
<p> The focus is on interprofessional collaboration and practicing teamwork</p> <p> Supplement existing course content</p> <p> Run 1 to 3 weeks in length</p>	<p> The focus is on the module topic</p> <p> Use in place of components of existing courses</p> <p> Generally run over a longer period of time than IPE events</p>

Value Proposition: Sharing courses and supporting resources in Health Sciences (Draft)

**FINAL REPORT APPENDIX
FOR THE HEALTH SCIENCES SHARED COURSES INITIATIVE**

Value Proposition: Sharing Courses—and Supporting Resources—in Health Sciences

What is the “value add” in sharing courses and resources in USask health sciences colleges/programs/schools?

WHY: Learner Experience

- Learners will have more shared experiences that may help them in their future roles as healthcare providers
- Shared experiences create more opportunities for shared understandings and shared language (both for learners and members of interprofessional development teams)
- By having health science learners learn together (shared content/activities/experiences), learners may gain insight into the training and preparation of other future healthcare providers if teamwork is intentionally used as an instructional approach
- Providing flexible and accessible modules

WHY: Faculty Experience

- Faculty and instructors may ultimately see increased release from teaching hours when picking up collaboratively built and centrally facilitated modules (ie If an instructor impedes a one-credit unit equivalent into a three credit unit course, this potentially provides 10 hours that can be used in other ways—research, preparation, further collaborations, etc)
- Build on the strong work already underway using appreciative inquiry and strengths-based approaches.
- Centrally developed and facilitated course (using Development Team principles and practices) may reduce burdens within individual colleges and schools and free up faculty/instructor time by embedding in existing courses
- Shared experiences create more opportunities for shared understandings and shared language (both for learners and members of interprofessional development teams)
- Faculty/professional development

WHY: Organizational Meta-level

- Reducing duplication
- Transparent collaborative opportunities
- Identify a structure to ensure processes move forward (Development Teams and iterative process, and being clear purposes and shared goals)
- [SoTL](#) research opportunities
- Savings can be incurred by offering asynchronous online courses/modules to large cohorts. (We have learned a great deal from IPE offerings the past two years on which we can expand.)

Shared Courses Initiative Meeting (Sept. 28, 2022)

FINAL REPORT APPENDIX
FOR THE HEALTH SCIENCES SHARED COURSES INITIATIVE



Shared Courses Initiative Meeting

September 28, 2022

Invited Participants / Participants in Attendance

Adam Stacey (Arts and Science - Clinical Psychology)

Ulrich Teucher (Arts and Science - Health Studies)

Vincent Torresyap (Dentistry)

Alison Oates (Kinesiology)

Regina Gjevre (Medicine)

Mary-Ellen Lebreque (Nursing)

Charity Evans (Pharmacy and Nutrition)

George Mutwiri (School of Public Health)

Michael Szafron (School of Public Health)

Cathy Arnold (School of Rehabilitation Science)

Soo Kim (School of Rehabilitation Science))

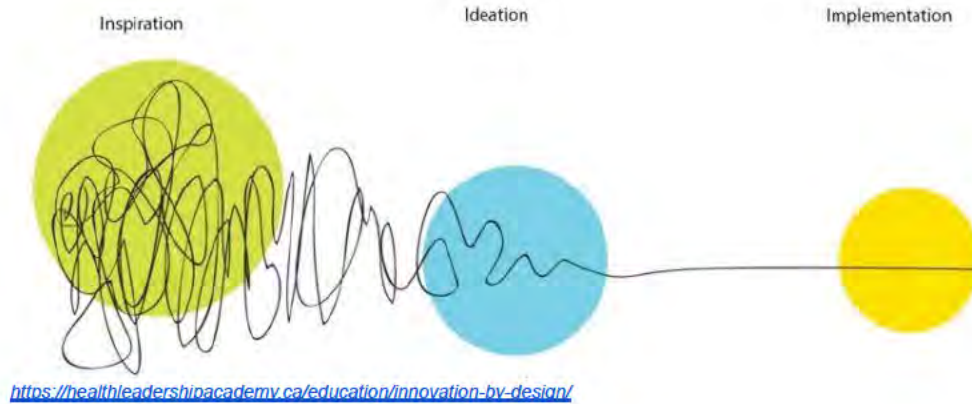
Chris Clark (Western College of Veterinary Medicine)

Getahun Lombamo (USask Health Sciences)

Chantal Lecuyer (USask Health Sciences)

Erin Barbour-Tuck (USask Health Sciences)

Sheryl Mills (USask Health Sciences)



Today's Goal

Determine next topics for development

Agenda

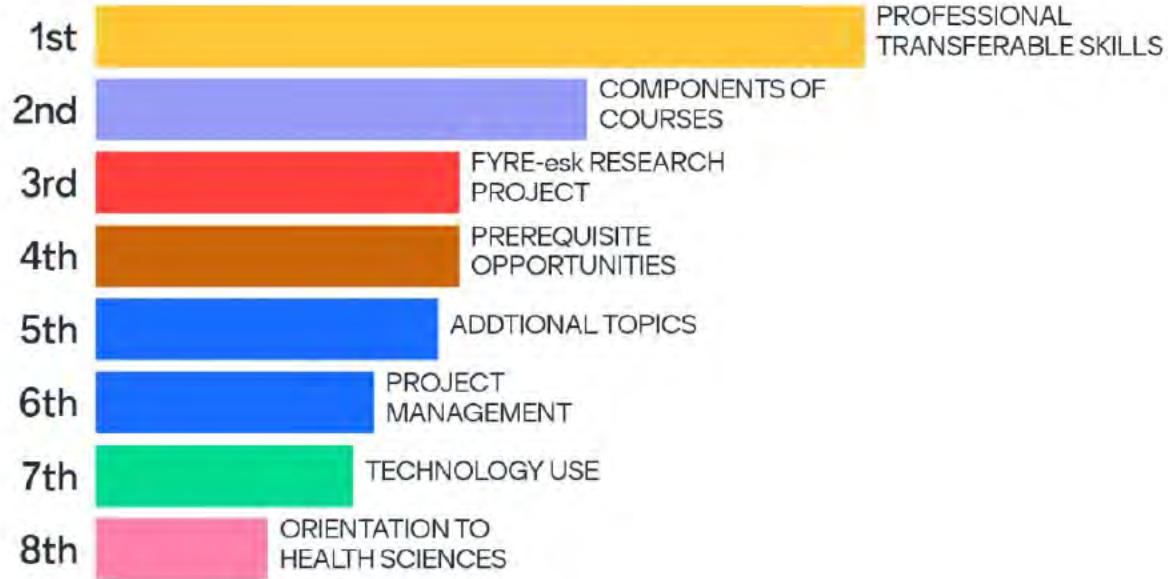
Introductions

Updates

Revisiting Common Topics ([link](#))

Next Steps

Rank the Potential Common Topics for USask Health Science



USask Health Sciences Shared Courses Initiative Update (June 2022)

**FINAL REPORT APPENDIX
FOR THE HEALTH SCIENCES SHARED COURSES INITIATIVE**

USask Health Sciences Shared Courses Project - Update June 2022

The overview below highlights what has been done, what has been learned, and offers recommendations for moving *USask's Shared Courses Project* forward in a positive way.

Actions

1. A development team was established in January 2022 to create a Professionalism/Ethics course. The team subsequently chose to create two modules, [Professionalism \(Level 1\)](#) and [Ethics \(Level 1\)](#), rather than a single course.
2. Preliminary background research was done for a proposed Indigenous Health and Wellness certificate. Research included: i) internal and external scans related to Indigenous Health and Wellness, and ii) uptake of interdisciplinary certificates and diplomas at USask.
3. Consultations to identify the *Top 10* courses/modules that could be shared among USask Health Sciences programs. Consultations included: i) individual interviews, and ii) two group meetings with Curriculum Committee Chairs

Findings

1. Working with interdisciplinary development teams is an efficient, effective, and rewarding process for creating shared courses/modules. A development team could create two modules in four months. ([Guiding principles](#) for the development team process were identified by the *Professionalism (Level1)* and *Ethics (Level 1)* development team members.) Shared *online modules* are currently more flexible for instructors/programs to incorporate into existing curricula.
2. Current graduation rates of interdisciplinary USask certificates and diplomas is low (see Table 1), and graduates are primarily from hosting programs.

Table 1: Completion of USask Interdisciplinary Certificate/Diplomas

			Graduation							
Program	Title	Type	2014	2015	2016	2017	2018	2019	2020	2021
WCVM	Grad Certificate in One Health	Certificate		1	1	5	7	2	3	1
WCVM	Certificate in One Health	Certificate				2		1		
Arts and Science	Global Studies Certificate	Certificate		3	4	2	17	18	19	16
Medicine	Certificate in Global Health	Certificate	8	6	2	9	9	13	12	12

3. The internal scan identified that USask has valuable resources which can support the development of shared Indigenous Health and Wellness courses/modules/resources. The external scan highlighted the importance of community-based learning and Indigenous-led course development.

4. Curriculum Committee Chairs (or designates) have identified the following topics for sharing:

Skills

- Relationship building skills
- Professional transferable skills
- Communication skills
- Leadership skills
- Interviewing skills
- Advocacy skills
- Library skills

Health Profession

- Critical appraisal/interrogation of the literature
- EDI
- Professional Practice
- Collaboration (Teamwork and Leadership)
- Professional Identity

Other Topics

- Research
- Scholarship
- Health Science Orientation
- Professional Learning networks (IPE mentorship)
- Financial and practice management (business)
- Evidence-based self-care
- Environmental health/climate change
- One Health, One History

Basic Science

- Statistics
- Components of courses (topics such as Diabetes, obesity)
- Epidemiology

Recommendations and Next Steps

1. Further refine the topics for sharing
2. Use interdisciplinary development teams to develop shared modules/courses
3. Run a trial of the *Professionalism (Level 1)* and *Ethics (Level 1)* modules
4. Create a model for facilitating the sharing of resources (modules, courses, materials, development teams, professional development, etc..) across the health sciences
5. Establish a development team for *Indigenous Health and Wellness*

Health Sciences Shared Courses Initiative Biannual Status Report (Nov. 2022)

**FINAL REPORT APPENDIX
FOR THE HEALTH SCIENCES SHARED COURSES INITIATIVE**

Strategic Priorities
Bi-Annual Reporting
 November 1, 2022

Health Sciences Shared Courses

Target/ Success: This initiative proposes to develop shared course offerings across the health sciences (HS) colleges and schools, as well as the required supporting policies and procedures.

- It will compile a list of potential shared health sciences course offerings and will pilot the initiative by developing a health sciences postgraduate certificate programme in Indigenous Health which will have concurrent accreditation

Outcome Status

Outcome /Objective	Lead	Status*	Core Activities ¹
Prepare the environment to offer shared health science courses	Dr. Adam Baxter-Jones on behalf of the Health Science Deans Committee	in progress	<ul style="list-style-type: none"> Complete environmental scan of all current offerings in the health sciences colleges and schools Conduct stakeholder consultations to assess opportunities and requirements to support shared courses Develop policies and procedures for shared health sciences courses Complete a list of potential shared course offerings, and identify duplications and potential collaborative opportunities
Offer a pilot program of the Indigenous Health Certificate	Dr. Adam Baxter-Jones on behalf of the Health Science Deans Committee	in progress	<ul style="list-style-type: none"> Perform an environmental scan of current Indigenous Health course offerings. Draft of an Indigenous Health certificate course developed for approval <ul style="list-style-type: none"> Determine options to combine both 400 level courses and graduate course offerings for the certificate, courses will be open to both undergraduate and graduate students Leverage this experience to inform and guide future potential collaborations

Success Indicators

Key performance indicators

- Completion of the current state assessment
- Completion of the draft pilot program for approval
- Detail findings, policies, and funding arrangement models to support future growth opportunities for shared courses.

Current process-oriented measures

- Project is proceeding on schedule
- Project spending is proceeding as planned

Comments:

- The original 'current state' assessment was completed, but scanning is ongoing. The deliverables are on track in terms of time, scope, and quality; however, the outcome (shared courses) has changed in accordance with consultation with Colleges. Modules to be inserted into existing courses are being developed. This reflects the difficulty of incorporating course changes into programs with very little room for change or added content.

¹ As stipulated in the project charter

- The Indigenous Health Certificate deliverable is progressing, albeit in a modified direction. Work is ongoing with the College of Medicines' Indigenous Health Committee; however, as part of the health Sciences reorganization project, the committee may need to find a new home in the Health Sciences. This is resulting in delays in Indigenous colleagues' ability to provide guidance.
- Ongoing work seeks to understand the stakeholder preferences and needs. The current direction of this initiative is to create modules that can be incorporated to already existing courses. Specifically, modules were created on Ethics and Professionalism using provost tuition bridge funding and are now being trialed. Development of a module for Indigenous Health is ongoing.
- It has been determined that the proposed 12 cu postgraduate certificate in Indigenous Health and Wellness offerings is not the most effective and efficient way to deliver on the goals of this initiative and that other configurations may have more advantages. Time and scope related to this deliverable have changed, such that we anticipate an Indigenous Health module(s) available to trial by Fall 2023. The time required to produce this deliverable will exceed the initially allocated schedule as complexity of this initiative was underestimated and the objective has changed.
- The deliverable related to establishing policies, processes, and funding arrangements to support shared courses is closely linked to the reorganization project and will proceed as part of that work. The elements of this deliverable will form an essential part of the governance decisions, and they cannot be delivered until the proposed future state governance structure is better understood. This is deliverable delayed in terms of time for reasons detailed in the Health Science Reorganization Report.

Response plan if KPI measures are not being met:

- Careful attention is being paid to producing the deliverables stipulated in the proposal and charter, and work is underway on all elements of the project. The project is now fully resourced. The development team approach allows progress to be made more quickly than was initially estimated. A staged development process that builds successes at every level may extend the time to implementation. A change request will be issued if KPI-linked deliverables become at risk.

Work completed this period (April 2022 – October 2022)

As presented in the project charter:

• Complete stakeholder consultations	June 2022

Additional actions achieved:

- A module for Professionalism was developed from a separate tuition bridge funding initiative. Professionalism was launched in September 2022 as a outcome with over 400 learners from five programs taking part; the module for ethics will launch in January 2023 and has a commitment of 100 learners and recruitment is ongoing. These pilot courses are being used to inform the courses that are being developed as part of the current Strategic Initiative.
- Stakeholder engagement is ongoing across the nine health sciences affiliated academic units: Arts and Science (Department of Psychology), Dentistry, Kinesiology, Medicine, Nursing, Pharmacy and Nutrition, Public Health, Rehabilitation Science, and Veterinary Medicine.
- Health Science Program Advisory Committee (HSPAC) mandate has been expanded from the IPE advisory committee activities to include all programs.
- Curriculum chairs have been brought together from across the Health Sciences and have established a top 10 list of common topics for development (October 2022). The top three topics for immediate development include Indigenous Health and Wellness, EDI/Cultural Competencies, and Communication. Facilitated development teams that include subject matter experts from across the Health Sciences Collective will begin to work on the topics and

the exact nature of sharing proposed for a topic once the Steering Committee has approved the topics. Recruitment for development teams for new topics has begun.

Activities expected to complete Next Period (Before April 30, 2023)

As presented in the project charter:

<ul style="list-style-type: none"> Complete environmental scan (ongoing) Identify governance structure for the certificate program (concluded that reconceptualization was required) Complete proposal for health sciences certificate (concluded that reconceptualization was required) 	June-September 2022
<ul style="list-style-type: none"> Document and agree to policies and procedures for offering shared health sciences courses (dependent on Health Sciences Reorganization) 	April 2023
<ul style="list-style-type: none"> Postgraduate Health Sciences Indigenous Health Certificate ready to begin university governance approval process (Delayed) Health Sciences Shared Courses project official end (Delayed) 	April 2023

Additional Activities anticipated:

- Program evaluation of Skills for Interprofessional Team Effectiveness (SITE) 1.3: Reconciliation in Action. This interprofessional activity is currently offered through USask Health Sciences. In the spring of 2022, 724 learners participated in this event. Evaluation of this event will contribute to the development of Indigenous Health modules.
- Development of Indigenous Health and Wellness, EDI/Cultural Competencies, Communication modules.
- Processes for implementing modules will be developed in collaboration with instructors and instructor cohorts.

Issues / Obstacles / Feedback

- In consultation with stakeholders it has been determined that the original process for achieving the deliverables needed to be approached using a staged process (i.e. Modules→Courses→Certificates).
- We anticipated that the staged process will extend the timeline to fully developed and implemented courses; however, the time to learner and faculty engagement has been significantly reduced with over 400 learners, seven instructors, across four academic units already involved in modules. The staged process will also improve the quality and uptake of the outcomes due to increased faculty engagement in the development of modules and ongoing communication.
- The Shared Courses project and the Health Sciences Reorganization project are highly linked. Establishing a mutually agreeable academic home for future shared courses may rely on the outcome of the reorganization and the nature of course sharing proposed may drive the governance structure that is required as part of that project.
- There may be budget implications if project positions need to be extended.

Expenditure Update

Budget: Expenses	Total	2021-22 Planned	2021-22 Actual	2022-23 Planned	2022-23 Actual
Salaries and Benefits	\$96,000	\$40,000	\$9,500	\$56,000	\$35,240
Total	\$96,000	\$40,000	\$9,500	\$56,000	\$35,240

Corrective response plan

- Impact on Schedule

- This work is somewhat delayed because of using a facilitated development team approach with a staged process to undertake the work; however, this process has been yielding rapid results, of higher quality than one analyst could have done alone, aiming for a full implemented course as an objective.
- Impact on the anticipated budget
 - The project has currently underspent. This project started later than anticipated due to later than anticipated recruitment. With a delayed timeline (completion of December 2023) we anticipate using the full budget to cover a term employee appointed to undertake the next and final phase of the work to prepare the environment to offer shared health science courses and bring the Indigenous health and wellness and other shared topic offering forward.

Communication Support Required Next Period

- Limited communications support will be required from the central pool over the next period as local communications support is assigned to the project. Information about the project will be shared with the central communications officer for awareness, but this work is not expected to be controversial for the campus community. The topic of this project has been the source of great enthusiasm and positive commentary throughout the stakeholder engagement process.
- This project is not expected to garner the attention of the media.
- A project website has been established to share key messages healthsciences.usask.ca/projects

Stakeholder Engagement Required Next Period

- Engagement with curriculum leads in the Health Sciences Collective will continue for the lifespan of this project
- Engagement with faculty will become a primary focus as we work to better understand the potential for sharing specific courses/topics/materials – subject matter experts will be engaged in development teams
- Indigenous stakeholder engagement will formally engaged
- Engagement with centrally based colleagues with expertise in the policies and processes related to shared courses will be more formally engaged (governance, registrar, faculty relations, TABBS, revenue, and expenses)

*Reporting Thresholds	Green	Yellow	Red
Time	All milestones are on schedule	A milestone is at risk of being missed	A critical path milestone has been missed
Resources	There are no resource issues	There are possible resource issue	There is a resource issue
Quality	Data quality meets expectations or data is complete	Data quality is below expectations or data is not complete	Data quality is much below expectations or data does not exist

Indigenous Health and Wellness Offerings Internal Scan

**FINAL REPORT APPENDIX
FOR THE HEALTH SCIENCES SHARED COURSES INITIATIVE**

Program	Course	Type	Graduation								Who can take the courses	What's the uptake	who's graduating
			2014	2015	2016	2017	2018	2019	2020	2021			
Edwards School of Business	Aboriginal Business Admin Certificate	Certificate	2		1	1	1	1	3	3	COMM 115 and 120 of interest		
WCVM	Grad Certificate in One Health	Certificate		1	1	5	7	2	3	1			
WCVM	Certificate in One Health	Certificate				2				1			
Arts and Science	Global Studies Certificate	Certificate		3	4	2	17	18	19	16	Any degree on campus can access, but if taking as a Certificate must be in Arts & Sciences.		15-25 primarily from Social Science/Humanities, secondary: Engineering, Edwards, Fine Arts, Education, some Law
Medicine	Certificate in Global Health	Certificate	8	6	2	9	9	13	12	12	College of Medicine and School of Rehabilitation Science		



Type	Subject	Level	Course Code & Title	Details	Syllabus/Course Info	Who can take the courses
Certificate of completion	Reconciliation in Action	Undergraduate (interprofessional)	SITE 1.3 in IPECT	In this SITE, working with foundational principles of reconciliation, you will work with an interprofessional team on a community-based scenario in Northern Saskatchewan. The focus is on effective communication and team skills that are directly linked and applicable to professional competencies. Working with your teammates on a clinical scenario, you will focus on reconciliation and the skills and attitudes that lead to relationship-centred caring with individuals and communities. Please note that this is a 4 hour SITE event that takes place over 2 weeks. Be sure to register for both weeks to successfully complete SITE 1.3.	Access here	Any program on campus can register their learners

Nursing

Type	Level	Course Code & Title	Details	Syllabus/Course Info
3 credits	Graduate studies	NURS 814.3: Indigenous Health Policies	3 hrs weekly seminar/discussion This course examines the health of Indigenous populations in Canada. Health and illness concepts will be embedded within historical, social, cultural and political realities. The student will have the opportunity to critically examine and reflect on Indigenous health policies and health care practices.	Access here

<https://catalogue.usask.ca/INDG-107>

Arts and Science

Type	Level	Course Code & Title	Details	Syllabus/Course Info
3 credits	Year 2?	INDG 201.3: Introduction to the Health and Well Being of Indigenous Peoples	<p>This course introduces students to the broad issues relating to Indigenous People’s Health & Well-Being in Canada and internationally through a decolonizing lens. It will cover foundational historical, political, social, economic, cultural and contemporary determinants of health. These will include, but are not limited to, issues relating to treaties & health, Indigenous health traditions of healing and care, Indigenous cultural values on health & well-being, traditional medicines, colonialism and decolonization, Indigenous health status, Indigenous health services, impacts of social determinants of health, mental health issues including intergenerational trauma, environment related issues of food, water security and climate change, and impacts of Indigenous social movements, international cooperation, UNDRIP and TRC, and emerging Indigenous health research.</p> <p>Prerequisite(s): 3 credit units 100-level INDG and 3 credit units from ANTH, ARCH, ECON, GEOG, INDG, LING, NS, POLS, PSY, SOC, or WGST.</p>	Access here
3 credits	Year 3?	HIST 315.3:Indigenous Health History	<p>1.5 lecture hrs and 1.5 seminar/discussion hours</p> <p>In this course, we will focus primarily on the multiple physical, mental, and spiritual health risks that First Nations, Métis, and Inuit peoples have faced as a direct result of European exploration, missionization, trade, and colonization from 1492 to present day. We will consider Indigenous teachings and practices related to health and wellness both before and after European contact. We will also consider how new disease epidemics, poverty, food insecurity, the delivery (or withholding) of Western style medical care, and institutionalization in schools and hospitals affected Indigenous peoples’ health status over time.</p> <p>Prerequisite(s): 3 credit units HIST at the 200-level; or 60 credit units of university studies; or by permission of the instructor</p>	Access here

INDG 107.3

Medicine

Details provided	Details
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The MD program has a diverse Indigenous health curriculum that is constantly adding new learning opportunities. Many opportunities exist with a focus on Indigenous health, including:

- guest lectures from leading experts
- case studies
- inter-professional problem based learning module
- community service learning projects
- communication module

Type	Level	Course Code & Title	Details	Syllabus/Course Info
	Year 1	MEDC 112.3: Medicine and Society I	This course, "Introduction to Patients, Health, and Medicine", is the first of four courses in the Medicine and Society series (followed by Population Health and Preventative Medicine, Meeting patient needs through the health care system, and Physician Roles and Leadership). In this course, students explore concepts of the biopsychosocial model, health and illness, patient- and family-centred care (PFCC), indigenous health and healing, culture, life course, resilience, systems thinking and change, physician roles and basics of health research.	Accessed here
	Year 2	MEDC 212.3: Medicine and Society III	Objective: Discuss challenges for specific populations including indigenous peoples within the Canadian Health Care System. Assignment: There are a number of groups in Canada that have challenges for healthcare access and delivery. For example, there are concerns with healthcare provision in seniors, homeless, rural/remote, Indigenous, immigrants, and many other groups. Given a particular group's unique issues and challenges, discuss their significance and impact on the existing health care system. Describe innovative health care and health care system solutions for care. Students may discuss issues broadly or may choose to focus on particular sub-groups. Students will prepare a short (1000 words approximately) essay that will be graded according to the rubric provided.	Accessed here
	Year 3	MEDC 307: Core Clinical Rotations	Objective: Provide culturally safe and respectful care to all patients, including Indigenous populations.	Accessed here
1-2 weeks	Year 4	MEDC 407: Electives Rotation Electives in Aboriginal Health	Indigenous Health All Nations Healing Hospital — Fort Qu'Appelle This unique elective places you in an interdisciplinary team of health care providers and engages you in patient-centered care in a rural community. All Nations Healing Hospital also has a holistic healing center dedicated to residential school outcomes, addictions, abuse, family counseling, and crisis interventions. First Nations & Métis Health Services — Saskatoon This elective is an opportunity to experience an integrated and culturally respectful approach to care for First Nations and Métis. You will have an opportunity to connect with cultural advisors (Elders) health educators (navigators) and residential school support workers as they interact with First Nations & Métis people coming into Saskatoon for treatment and other acute services. Areas of focus range from maternal services, general wards, mental health and E.R.	Accessed here Accessed here

Kinesiology

Type	Level	Course Code & Title	Details	Syllabus/Course Info
3 credits	Year 3	KIN 306.3: Introduction to Indigenous Wellness	<p>The purpose of this course is to introduce students to Indigenous wellness. Emphasizing a holistic approach, the course will engage students in the physical, mental, spiritual, and emotional aspect of Indigenous health, physical activity, and well-being. Examination of the effects of colonialism on Indigenous peoples in Canada provides a background to understanding contemporary wellness.</p> <p>Restriction(s): Course only open to students in the College of Kinesiology. Prerequisite(s): KIN 121.3 and KIN 122.3; or KIN 146.3</p>	Access here

Graduate and Postdoc Studies

Type	Subject	Level	Course Code & Title	Details	Syllabus/Course Info
3 credits	Community Health and Epidemiology	Graduate studies	CHEP 819.3: Colonization and Its Impact on Indigenous Health and Healing	This course will delve into the historical and contemporary aspects of colonization, and the impact it has had on Indigenous health status. The historical context will be linked with the current reality, with a focus on what is positive and valuable about indigenous culture and its healing practices.	Access here
3 credits	Indigenous Studies	Graduate studies	INDG 885.3: Global Indigenous Health	Develop students' understandings of global Indigenous health through a critical Indigenist health lens. Health will be discussed in terms of mind, body, spirit and relationship with land, sky, air, animals/insects, and water.	Accessed here
Course Challenge	Indigenous Cultural Safety	Graduate studies	PSY 817: Indigenous Cultural Safety for Psychologists	This is a self-led training in cultural safety for trainees and psychologists working with Indigenous Peoples. You will be asked to create a learning plan, self-monitor, demonstrate how each competency was met, and engage in ongoing self-reflection. You will participate in this course as a learning community with other learners who are completing the course at the same time as you. This course outlines the minimum requirements for cultural safety for psychologists. Being culturally safe requires ongoing practice and learning across our entire careers. Requirements might also differ by academic status and are inherently flexible so learners might demonstrate existing capacity or build capacity across the four core competencies of this course. Cultural safety is a process, beginning with self-awareness, cultural sensitivity, and cultural competency, which culminates in a culturally safe environment.	Accessed here (Provided by Jorden Cummings - Psychology and Health Studies)
Fall 2022	Four Seasons of Reconciliation	Graduate studies		We invite all students who want to embrace the teachings of manachitowin (... translates to both Cree and Michif to "let us respect each other") to enroll in the 4 Seasons of Reconciliation course. It will be both a personal and professional development opportunity to learn about the Indigenous Peoples of Canada. You will learn about the many truths that are driving Canada's need for social justice, equality, healing, and reconciliation. This facilitated 6-week, 10-hour course is an educational initiative designed for graduate students to become embedded as a member of a learning community; combining independent learning with group discussion; incorporating engaging materials like Indigenous stories, teachings, and conversations that we hope will inspire students to lead in this area of important work in your future careers. At the end of the course, all students will receive a certificate of completion.	Accessed here

Professional Development

Course	Type
The History of the Indigenous Voices Program	Professional Development
Four Seasons	Professional Development
Building an Awareness of Cultural Humility	Professional Development
The role of Practitioners in Indigenous Wellness	Professional Development

Program	Summary of details (NOT AN INCLUSIVE LIST)
Dentistry	<ul style="list-style-type: none"> - Discussions - Outreach program - Indigenous content is incorporated when relevant - Cultural safety and identity - Participate in SITE 1.3 - Aspiring to have Indigenous studies as pre-professional prerequisite - San'yas t training required for a course
Pharmacy and Nutrition	<ul style="list-style-type: none"> - Passed motion that Indigenous studies should be required pre-professionally - Orientation week includes an Indigenous Studies half day - Association of Faculties of Pharmacy of Canada provides resources to members - Indigenous content is incorporated when relevant
Nursing	<ul style="list-style-type: none"> - Indigenous studies required pre-professionally - Instructors and faculty incorporate Indigenous content when relevant
WCVM	<ul style="list-style-type: none"> - Northern rotation service - Indigenous studies required pre-professionally - One Health Certificate - Accessible content focused on Southern First Nations
Public Health	<ul style="list-style-type: none"> - Foundations course includes a lecture on Indigenous perspectives - 990 practicum course includes Indigenous public health perspective - Instructors share stories from teachings - Consulting with instructors from First Nations University
School of Rehabilitation Science	<ul style="list-style-type: none"> - Indigenous health and wellness woven throughout 3 of the 4 courses - More Indigenous content to be incorporated (under curriculum renewal) - Half day includes racial autobiographies, own experiences and observations with racism and action oriented sessions led by Indigenous Peoples and non-Indigenous allies - Global Health Certificate (optional) - Role of Practitioners in Indigenous Wellness course (optional) - Building awareness and cultural humility course (optional)
Medicine	<ul style="list-style-type: none"> - Passed motion that Indigenous studies should be required pre-professionally (starting soon) - Basic course on the traditional approaches to wellness and the impact - Experiential pieces (1 week, 1 month, a few months, 9 month options) - Narrative and storytelling used - Role of Practitioners in Indigenous Wellness course (required) - Trying to develop a department of Indigenous Health and Wellness - Not an exclusive list

Shared Courses Initiative External Scan

FINAL REPORT APPENDIX
FOR THE HEALTH SCIENCES SHARED COURSES INITIATIVE

The Certificate program is intended to enhance public access to a university education with a flexible course of study that allows either a short term exit (upon completion of Certificate requirements) or the option of laddering into other programs, including the Bachelor program.

Course Type	Course Code/Name	Course details	Notes
Certificate	Aboriginal Community Resource Planning	Two important purposes of the certificate are, first, to provide requisite education to assist individuals involved in the resource planning in First Nations communities and, second, to provide expanded educational opportunities at the university level for students who are not in a position to commit to a four year program of study.	Accessed here
	Aboriginal / Indigenous Health and Healing	The Certificate in Aboriginal / Indigenous Health and Healing allows individuals to receive a credential after 30 credit hours of study. The Certificate especially complements a major in First Nations Studies, Anthropology, Environmental Studies, Community Health, and Psychology. Students desiring to complete a degree after the Certificate are strongly encouraged to speak with the relevant program student advisor.	Accessed here
	First Nations Language	This certificate program is directed towards individuals who may not wish to commit to a full majors program in First Nations Studies, with the associated requirements of a Bachelor's degree.	Accessed here
	First Nations Public Administration	Two important purposes of the Certificate are, first, to provide requisite education to assist individuals involved in the administration of First Nations governments and, second, to provide expanded educational opportunities at the university level for students who are not in a position to commit to a four-year program of study.	Accessed here
	General First Nations Studies	The program ladders well into a major in First Nations Studies, Anthropology, Biology, History, Education, English, Environmental Studies, Forestry, Geography, Nursing and Community Health, Political Science, Psychology, Social Work and Women's Studies.	Accessed here
	Métis Studies	The Certificate in Métis Studies allows students to receive a credential after one year of studies which can be laddered into any UNBC program. It especially complements a major in First Nations Studies, Anthropology, History, English, Environmental Studies, Forestry, Geography, Nursing and Community Health, Political Science, Psychology, Social Work and Women's Studies.	Accessed here
	Nisga'a Studies	The Certificate will be primarily offered through the WWN. First Nations Studies is committed to distance delivery where possible. Students at the Prince George campus or other regional locals could take the certificate through a combination of face to face and distance delivery.	Accessed here
	Traditional Ecological Knowledge	The Certificate in Traditional Ecological Knowledge (TEK) is a multidisciplinary program allowing individuals to pursue their interests in TEK through a concentrated program of courses on First Nations and Environmental subjects.	Accessed here



[Indigenous Course Requirement: Referenced here](#)



Course Type	Course Code/Name	Course details	Notes
Placement	Integrated Community Experience (ICE) - CBM 106: Community Based Module	<p>four weeks in an Indigenous community.</p> <p>Each year, NOSM Learners have a 1st year placement in what is called Integrated Community Experience (ICE). This is a 4-week placement in a First Nation community, a Métis organization, or an Indigenous health organization in northern Ontario.</p> <p>The placement occurs at the end of their academic year and is a culturally experiential experience. During this time NOSM students are scheduled 10 – 12 hours per week of community/cultural experiences and 6 – 8 hours of clinical experience. While on placement, learners often engage with youth in the community in structured learning activities.</p> <p>Community experiences varies from community to community and reflects what each community feels the students would need to know about them in order to better serve their community. The clinical experiences vary by community also and can include Healthy Babies, Home visiting, health checks, diabetes awareness etc.</p> <p>Online during the pandemic</p>	<p>Information from: https://www.universityaffairs.ca/news/news-article/canadas-faculties-of-medicine-commit-to-improving-indigenous-health/</p> <p>The Northern Ontario School of Medicine, a partnership between Lakehead and Laurentian universities, has made the promotion of Indigenous health a key pillar since its founding in 2005. The school integrates Indigenous health into the curriculum through lectures, small group sessions, case studies and mock clinical sessions with Indigenous actors. In addition, the school sends all first-year students to work in an Indigenous community for a five-week period. "I think we're the only one in the world that does this," said Lorrilee McGregor, an assistant professor of Indigenous health at Learn more here</p>
Law			
1/2 year course	LAW 1530	<p>This half-year course examines the laws and legal traditions of various Indigenous nations, such as the Cree, Anishinabek, Métis, Witsuwit'en and Gitksan nations. It is taught from an Indigenous perspective, focusing on Indigenous peoples' own laws, worldviews and understanding of their treaties with the Crown.</p> <p>In the past, many Indigenous laws have been suppressed – but not fully extinguished – through colonialism and attempted cultural genocide. There is now a burgeoning movement seeking to revitalize, recognize and apply Indigenous laws and legal principles.</p> <p>This course aims to prepare students to contribute to that movement by providing them with the tools to develop a conceptual framework for understanding non-state, decentralized legal orders.</p>	
non-credit	LAW 1535	<p>Aboriginal Perspectives is a non-credit course, where students will be introduced to Aboriginal culture, traditions and perspectives through invited speakers and out of class opportunities to interact with Aboriginal communities. Certain in-class sessions are mandatory and will be scheduled throughout the first year. In addition students are to complete their own hours of engagement with Aboriginal communities. The hours may include scheduled opportunities in the law school such as guest speakers, elder talks, and special ceremonies. Outside of the law school students may attend Aboriginal cultural events, ceremonies, conferences or volunteer with Aboriginal organizations.</p>	
full year course	LAW 2000	<p>This full-year course examines Canadian laws applied to Aboriginal peoples. It focuses on the jurisprudence pertaining to constitutionally protected Aboriginal and treaty rights and engages in a critical evaluation of that jurisprudence and its underlying tenets, such as the assumption of Crown sovereignty.</p> <p>An increasingly important aspect of this jurisprudence is the Crown's duty to consult with and accommodate Aboriginal peoples in certain circumstances; this course explores the many recent developments in this area of law, particularly in the context of resource extraction.</p> <p>Finally, this course considers international law pertaining to Indigenous issues, including the United Nations Declaration on the Rights of Indigenous Peoples. It examines not only the substantive rights protected by the Declaration, but also the ways in which Canadian courts may potentially apply the Declaration domestically.</p>	

As of September 2017, all new B.A. students are required to take at least 6 credits of Indigenous content courses during their degree program. Almost all departments and schools in the Faculty of Arts offer courses with Indigenous content. Over 100 Indigenous content courses are currently available in French or English.

Course Type	Course Code/Name	Course details
Health		
3 credits	HLTH 3300 - Interdisciplinary Indigenous Health (2,1,0)	This course introduces students to Indigenous people's health in Canada. Students experience Indigenous ways of knowing through a decolonization framework, engaging in local knowledge, methodologies and practices of Indigenous peoples. Students engage in experiential, reflexive learning informed by local Knowledge Keepers. The course embraces Indigenous Knowledge and uses the premise of 'two-eyed seeing'. Students are guided through an inter-professional framework of practice to facilitate collaboration and planning of services to improve Indigenous health. Prerequisite: 2nd year standing; 3rd year standing recommended. Required Seminar: HLTH 3300S
	Free Secwepemc language classes	Classes offered once a year give faculty and staff an opportunity learn the basics of Secwepemc language — introductions, greetings and pronunciation — and culture.
History & Society		
3 credit	ANTH 3270 - First Nations Natural Resource Management (2,1,0)	A review of historical and contemporary issues shaping Aboriginal peoples' relationship to their lands and resources and the impact of governmental policies on this relationship. Topics will include the Indian Act, traditional aboriginal views of resource management, treaties, and analysis of current policies on resource management and aboriginal life. Prerequisite: ANTH 1210
3 credit	ANTH 3280 - Indigenous Peoples in Comparative Perspective (3,0,0)	This course takes a cross-cultural comparative approach to the study of contemporary Indigenous Peoples. Indigenous Peoples constitute a diverse range of groups throughout the world. What they have in common is the shared experience of colonization. Recognizing the diversity of Indigenous Peoples throughout the world, this course will explore both those experiences shared between groups, and those unique to local contexts. Prerequisite: ANTH 1210
6 credits	ANTH 4010 - Native Peoples of North America (3,0,0) or (3,0,0)/(3,0,0)	Native cultures of the United States and Canada; linguistic and cultural relationships; the culture of reserves and the reserve system in both countries. Prerequisite: ANTH 1210 or permission of the instructor.
3 credits	ANTH 4040 - People and Cultures of the North American Arctic (2,1,0)	This course introduces the North American sub-Arctic, Arctic, and High Arctic as discrete cultural regions. Surveying the historical, ecological and cultural diversity of the Arctic, this course reviews anthropological perspectives on the past and present lives and experiences of indigenous peoples who have made the high latitudes their home for millennia. This course documents patterns of social organisation among Inuit, Dene, and Metis with a secondary focus directed towards recent economic, political, and cultural trends in the region resulting from European contact, colonisation, and political devolution. Prerequisite: ANTH 1210 and completion of 45 credits (any discipline)
3 credits	ANTH 4050 - Indian Reserve Communities (2,1,0)	This course will present Canadian reserve communities as distinct societies. A survey of status Indian reserve communities across Canada, this course chronicles the origin of the numbered reserve system historically by introducing the Indian Act, Registered Indians, and the numbered treaty process. It surveys the variety of reserve communities nationally, as well as documenting present-day reserve conditions from the point of view of social scientists and Native writers alike. Prerequisite: ANTH 1210 and completion of 45 credits (any discipline)
3 credit	APEC 1610 - Introduction to First Nation Taxation (3,0,0)	Students are provided with an overview of First Nation taxation and how it can be used to improve the investment climate and support economic development on First Nation lands. The role of government in making markets work is explained, focusing primarily on First Nation local revenue authority using the First Nations Fiscal Management Act (FMA). Topics include the role of government in facilitating investment; the concept of property taxation; First Nation property taxation; FMA and institutions; the First Nation Goods and Services Tax (FNGST). Prerequisite: None. Note: Students may only receive credit for one of APEC 1610 or APEC 1611
3 credits	APEC 1620 - Establishing First Nations Tax Rates and Expenditures (3,0,0)	Students learn how to set First Nation property tax rates through the preparation of a local services budget and how to communicate effectively with council and taxpayers during this process. Topics include setting tax rates and expenditure policy issues; preparation of local revenue budgets; preparation of annual tax rates and expenditure laws; understanding user fees and business occupancy taxes; and communication and notification requirements under the authority of the First Nations Fiscal Management Act (FMA) or s. 83 of the Indian Act. Prerequisite: APEC 1610
3 credits	APEC 2640 - Residential and Commercial Development on First Nation Lands	Students examine residential and commercial development on First Nation lands, using the Indian Act, the First Nation Fiscal Management Act (FMA), and the First Nation Land Management Act (FNLMA). Some of the legal, administrative, and financing infrastructure gaps in the Indian Act that inhibit residential and commercial development are highlighted, and strategies to overcome these legal barriers are explored. Topics include investment on First Nation lands; First Nation property rights, land management and development on First Nations lands; and a case study in First Nations development negotiations. Prerequisite: ECON 1220 or equivalent with a minimum C-
3 credits	APEC 2660 - Development on First Nations Lands (3,0,0)	Students examine the economic and fiscal impacts on First Nations of existing or proposed resource projects within their territories. They also investigate how First Nations can successfully negotiate agreements and mediate disputes so to maximize the benefit of these agreements for their communities. Topics include an introduction to resource economics; fiscal and economic impacts of resource projects; environmental review of resource projects; and resource project interest-based negotiation and dispute resolution. The course incorporates examples and case studies of actual First Nation resource agreements and disputes. It culminates in a First Nation resource project negotiation simulation and role play. Prerequisite: ECON 1220 or equivalent with a minimum C-
3 credits	APEC 2670 - First Nations Fiscal Relationship and Economic Development	Students examine how current First Nation fiscal relationships limit economic growth and development in their communities and the changes that can be made to current public finance policies and systems to address this concern. They are also introduced to the key knowledge and skills necessary to participate in negotiating a new First Nation fiscal relationship and to help successfully implement it in their communities. Topics include a history of First Nation Fiscal relationship; public finance in Canada; problems with the First Nation fiscal relationship; options to improve the First Nation fiscal relationship; and First Nation and other government public finance and fiscal interests. The capstone of the course is a First Nation fiscal relations negotiation role play. Prerequisite: ECON 1220 or equivalent with a minimum C
3 credits	APEC 2700 - Economic Feasibility and Impact Analysis on First Nations Lands	Students examine cost-benefit analysis and how it can be used to evaluate the economic feasibility and impact of investments on First Nations lands. Knowledge and skills relating to the time value of money and basic statistical concepts will be developed. Topics include the investment climate and economic strategies; fiscal benefits estimates; estimating economic impacts of investment; cost-benefit analysis fundamentals; and presentation of a cost-benefit assessment. Prerequisite: ECON 1220 or equivalent with a minimum C- Note: Students cannot receive credit for both APEC 2700 and ECON 2700
3 credits	ARCH 2230 - Native Peoples of British Columbia (2,1,0)	A survey of the traditional Indian cultures of British Columbia as known through ethnography and archaeology. Topics will include regional variation and adaptation in economy, technology, language, religion, art, medicine, kinship, and social organization. The contemporary social problems of the native peoples are not part of this course. Prerequisite: An intro course in Anthropology is recommended. Note: Students cannot receive credit for both ARCH 2230 and ANTH 2230



[Indigenous Course Requirement: Referenced here](#)

Unable to find content on their website, but found an article with this:

[Accessed here](#)

The University of Manitoba, where Dr. Anderson is a faculty member, underwent a curriculum renewal in 2014, which saw the Indigenous health curriculum increased from 11 hours to 70 hours over the four-year medical degree program. But, progress is relative. “We have a very strong team and [yet] our Indigenous health course facilitators still experience a lot of racism,” she said. To support Indigenous educators, the university has pre-briefing and debriefing sessions, and Indigenous educators teach alongside non-Indigenous educators. This ensures that the work of responding to subtle or overt racist remarks doesn’t fall solely on Indigenous teachers, and “highlights the roles and responsibilities of allied, or settler, physicians.”

Course	Notes
IH102: Health & Indigenous Family (Indigenous Health)	no additional info
IH201: Urban Indigenous Health (Indigenous Health)	no additional info
Available in Module 5 (unclear of year)	The UGME academic time occurs the first half of Thursday afternoons and incorporates the Longitudinal courses of Clinical Skills, Professionalism, Indigenous Health and Population Health.

Course Type	Course Code/Name	Course details
Undergraduate Medicine		
	18 hrs on Indigenous Health	<p>first 2 years of training for Medicine and Dentistry: Topics include an overview of Indigenous health, respiratory health, infectious disease, mental health and cultural safety among many others.</p> <p>Year 2: Blanket exercise</p> <ul style="list-style-type: none"> • Traditional health • Panel discussion with health care providers working with Indigenous communities • Presentation and discussion with residential school survivors <p>Year 3: Students will meet a wide variety of Indigenous clients from throughout Quebec during their clinical rotations. McGill is also pleased to offer medical students the opportunity to complete their Family Medicine rural rotation in one of the following communities – Cree communities of Chisasibi and Mistissini, the Inuit communities of Puvirnituq and Kuujuaq and the Mohawk community of Akwesasne.</p> <p>Year 4: Students in their fourth year of Medicine have the opportunity to participate in an elective that allows them to explore Indigenous health topics in more detail and gives them the opportunity to visit several Indigenous organizations in the Montreal area.</p>
Nursing		
	Ashukin Program	<p>As part of the program, students perform a needs assessment in collaboration with community members, who actively take part in identifying their own needs. Based on the assessments, students develop a health promotion or primary prevention project to be shared with the community at large upon completion. This way, students get to exchange culture and knowledge with members of an Indigenous community, while learning clinical competencies ranging from public health, health promotion, health education to primary prevention, and the communities get to share their knowledge, and benefit from the students' work.</p> <p>The Ashukin program has a direct impact on students' professional development, as well as on the Indigenous communities they will be serving. First, students are exposed to individuals who exhibit a variety of health needs, which promotes the development of their population health and clinical skills in complex settings, and allows them to tailor specific health promotion and primary prevention interventions and programs, depending on the community's needs. Second, the possibility of working with children, parents, educators and other health professionals in Indigenous communities will enhance not only students' cultural competence and safety but also their public health competencies and ability to work in an interdisciplinary team.</p> <p>In the case of Indigenous communities located near Montreal, students are engaging in weekly visits. For more remote regions, students are dispatched to communities twice a semester. Regardless of distance, the experience will expose them to groups and individuals who exhibit a variety of health needs, helping students develop their assessment skills in complex settings.</p>
Residency (Department of Family Medicine)		
1 credit	FMED 506: Indigenous Perspectives Decolonizing Health Research	This graduate foundation course explores Indigenous-grounded health promotion in primary health care, with the goal to foster more meaningful patient and community engagement in research and practice. This course will explore the nature of Indigenous Peoples' ways of understanding the world and cultural ways of knowing and doing, with focus on health and wellness. It will review the Canadian history of colonization and assimilation, and the outcomes and impacts through the lens of Indigenous Peoples. The course will review the powershift as Indigenous Peoples, scholars and communities participate, share and control the health and wellness clinical and research agenda.
1 credit	FMED 527: Inuit Health in the Candian Context	The course will explore the histories, perspectives and contemporary realities of Inuit health in the four regions of Inuit Nunangat (the Inuit homeland) with a particular focus on the Nunavik region of northern Quebec. The Inuit of Nunavik are the second-largest Inuit community in Canada, with a population of 11,000 living in 14 communities. Nunavik is part of the McGill Réseau universitaire intégré de santé et services sociaux. That gives McGill's Faculty of Medicine and Health Sciences a unique rationale, and opportunity, to offer, under the sponsorship of Family Medicine, a course on Inuit health in the Canadian context.



<https://www.bluequills.ca/indigenous-health-sciences/>

Course Type	Course Code/Name	Course details
Program	Indigenous Health Sciences	<p>The Indigenous Health Sciences Program will also provide students with the opportunity to develop personal, academic, and professional skills. The academic portion of the program will be tailored to the assessed needs of prospective students with a focus on completion of the courses necessary for entrance into their chosen health professional or paraprofessional programs.</p> <p>Language skills; Their connection to, and relationship with, the land; Understanding of, and role in, ceremony; A personal role in community healing; Understanding of traditional protocols and values, natural medicine, and Indigenous history; and An understanding and experience of Indigenous science.</p>



NOTES for Nursing Program

- Participate in practicums in Indigenous communities on BC's central coast and overseas.
- NIC's BSN program is a recognized leader in responding to the challenges Indigenous people in remote communities face in accessing adequate, culturally effective health care services
- Gain practice experiences in a variety of health agencies in the North Island region

Course Type	Course Code/Name	Course details
Certificate	Indigenous Language Fluency	<p>Explore Indigenous language through this unique certificate program. You'll draw on local Indigenous knowledge systems, ways of knowing, and protocols through experiential and land-based learning to explore the values and beliefs encoded in Indigenous language. This cohort-based program will help you to unearth the understanding of how language forms the foundation of all Indigenous relationships.</p> <p>This is a 10 month cohort. A student will have up to three years to complete the program. If a student exits the program, and re-applies for entry, a language fluency assessment is required, and the student may be required to repeat courses depending on the results of the assessment.</p> <p>Learners must get a "B" in the classes, other classes are for completion, and one is pass/fail</p>
3 credits	NUR 410: Health & Wellness in Aboriginal Communities	<p>NUR - 410 Health & Wellness in Aboriginal Communities 3 Credit(s) 30 hours seminar + 12 hours online</p> <p>This course will examine concepts of Aboriginal health and healing using Aboriginal processes and ways of knowing for curriculum construction and delivery. It will include pre and post assignments and 5 consecutive days learning in an Aboriginal Community within the college region. Students will explore the Aboriginal world view of health and wellness and will examine the historical and contemporary significance of health issues for Aboriginal communities through interaction with local elders and community representatives. This course will also examine the nurse's role with individuals, families and communities from social justice and cultural safety perspectives. Participants will have the opportunity to explore their own relational practice through reflection on their own ethnocentricities and personal meanings and through active engagement with Aboriginal community members and processes.</p> <p>Prerequisite(s): Successful completion of Term 6 of the BSN Program or admission to Option B of the BSN Program or 3rd Year standing in the BSN Program with Instructor permission. The course is also open to Registered Nurses who are employed by an Aboriginal Health Authority.</p>

Course Type	Course Code/Name	Course details	Course Objectives
	Master of Public Health: Indigenous Health	<p>In this field, Indigenous health issues will be examined from multiple perspectives and worldviews. Prioritizing Indigenous knowledges, pedagogies, theories, and frameworks for teaching, learning, and research is the focus of this degree. Beginning with land-based learning, traditional teachings, interaction with Elders and Knowledge Keepers, and transitioning into community engagement and allyship permeate the program. Students will gain a broad public health knowledge base with specific expertise in Indigenous health issues. This is a professional (non-thesis/non-research) graduate Indigenous health program that prepares students to enter a wide range of careers in community, government, policy, research, industry, and academia. The program was created for both Indigenous and non-Indigenous students who wish to work in the area of Indigenous health and public health.</p> <p>Please note that students in the MPH Indigenous Health program are not eligible for participation in the Collaborative Specialization in Indigenous Health (CSIH).</p>	
0.5	CHL5520H: Indigenous Health Intensive	This course introduces students to Indigenous people's health issues through an examination of the socio-political history of Canada. This course will provide an overview of First Nations, Métis and Inuit health issues by focusing the history of Indigenous people in Canada.	Students will gain knowledge about social determinants of health that can improve population health and reduce health disparities for Indigenous people in Canada. After this course, students should have knowledge of key elements in population health approaches; be able to describe social determinants that influence Indigenous health in Canada; and have a basic understanding of Indigenous health issues across Canada.
0.5	CHL5521H: Indigenous Practicum Preparation	This course sensitizes students to the theory and practice of Indigenous public health through cultural safety training, which will be explored using lectures, discussions, demonstrations, client case studies, and health promotion practice exercises. The first part of the course will introduce students to the principles of cultural safety, the second part will explore critical issues in Indigenous public health practice, including ethics, cultural protocols, trauma-informed perspectives, racism and decolonization.	<p>The purpose of the course is to prepare students for appropriate and ethical cross cultural or inter-cultural interactions in Indigenous practicum settings. All students in this course should be planning to engage in practicum settings in Indigenous communities or working with Indigenous individuals. Class discussion will center on practicum plans and possible challenges arising in the practicum setting.</p> <p>Students will learn basic cultural safety practices with Indigenous individuals and communities, which includes forging and maintaining a professional alliance based on public health program activities. Students will explore Indigenous and biomedical health practices, in the context of decolonization and self-determination. The course will also address working with specific vulnerable populations including trauma survivors and examine specific models and protocols. Discussion of the ethics of the professional relationship and use of positionality in public health practices will be incorporated throughout the course.</p>



McMaster
University

Course Type	Course Code/Name	Course details	Course Syllabus
	HLTH AGE 4R03	<p>This course provides students with an overview of Indigenous health and wellness in Canada. Student will learn to critically examine and reflect on the historic, economic, social, cultural and political dimensions of health and wellness using an indigenized social determinant of health lens. At the end of the course, students will have acquired an overview and a critical understanding of health and wellness challenges facing Aboriginal peoples, key determinants of health that shape health and wellness, can reflect on their own social location, and will be able to identify ways to foster resilient responses that strengthen Indigenous health and wellness in Canada.</p>	Access here



Course Type	Course Code/Name	Course details	Course Syllabus
Coursera (21-hour online course)	Indigenous Canada	Indigenous Canada is a 12-lesson Massive Open Online Course (MOOC) from the Faculty of Native Studies that explores the different histories and contemporary perspectives of Indigenous peoples living in Canada. From an Indigenous perspective, this course explores complex experiences Indigenous peoples face today from a historical and critical perspective highlighting national and local Indigenous-settler relations. Topics for the 12 lessons include the fur trade and other exchange relationships, land claims and environmental impacts, legal systems and rights, political conflicts and alliances, Indigenous political activism, and contemporary Indigenous life, art and its expressions.	Access here

Shared Courses Initiative Environmental Scan

FINAL REPORT APPENDIX
FOR THE HEALTH SCIENCES SHARED COURSES INITIATIVE

Existing USask Health Science Courses with Possibility for Sharing

Legend: Possible synergies with courses in red font

Program/Catalogue Links	Course Code and Title	Comments	Common Topics to organize	Topic groups that may be considered									
				Ethics and Integrity	Professional Practice	Pathology	Body Systems	Anatomy	Biomedical	Society / Patient-Centered Care	Evidence Based practice	IPE	Research
Dentistry	DENT 206.1 Dental Ethics, Professionalism and Misconduct		DENT 206.1 Dental Ethics, Professionalism and Misconduct	DENT 206	DENT 206	PTH 805	PTH 823	DENT 225	DENT 214	PTH 808	PTH 860	PHAR 191	GPS 960
	DENT 208.3 Principles and Practice of Dentistry		DENT 208.3 Principles and Practice of Dentistry	GPS 960	DENT 208	VTPA 252	PTH 815	PTH 815	DENT 291	NURS 201	PTH 861	PHAR 192	GPS 961
	DENT 210.2 Application of Dental Research to Clinical Decision Making I		DENT 210.2 Application of Dental Research to Clinical Decision Making I	GPS 961	PTH 860	VINT 203	PTH 815	VBMS 250	PHAR 121	NURS 220	NURS 205	MEDC 133	NURS 205
	DENT 214.2 Oral Histology and Embryology		DENT 214.2 Oral Histology and Embryology	PTH 860	PTH 861	VTMC 230	BMSC 207	BMSC 207	PHAR 123	NURS 221	NURS 221	MEDC 143	PUBH 805
	DENT 220.6 Operative Dentistry I		DENT 220.6 Operative Dentistry I	PTH 861	PTH 863	VTMV 238	BMSC 208	BMSC 208	PHAR 250	PHAR 191	PHAR 191		PTH 860
	DENT 221.2 Dental Materials I		DENT 221.2 Dental Materials I	NURS 204	NURS 204	MEDC 136	BMSC 230	BIOL 224	BMSC 207	PHAR 192	PHAR 192		PLSC 214
	DENT 225.2 Dental Anatomy and Morphology		DENT 225.2 Dental Anatomy and Morphology	NURS 220	NURS 206	MEDC 146	BIOL 224		BMSC 208	KIN 122	PUBH 992		
	DENT 226.3 Occlusion		DENT 226.3 Occlusion	PHAR 112	NURS 221	MCIM 223	VBMS 250		VINT 203	KIN 231			
	DENT 291.18 Principles of Biomedical Science for Dentistry Students		DENT 291.18 Principles of Biomedical Science for Dentistry Students	GPS 962	PHAR 162	DENT 214	BMSC 230		VTMC 230	MEDC 132			
				PTH 815.4 Human Anatomy (multi-term)									
M. Physical Therapy	GPS 960.0 Introduction to Ethics and Integrity		GPS 960.0 Introduction to Ethics and Integrity										
	GPS 961.0 Ethics and Integrity in Human Research		GPS 961.0 Ethics and Integrity in Human Research										
	PTH 808.3 Lifespan I Development Aging and Pharmacological Issues across the Lifespan		PTH 808.3 Lifespan I Development Aging and Pharmacological Issues across the Lifespan										
	PTH 815.4 Human Anatomy (multi-term)		PTH 815.4 Human Anatomy (multi-term)										
	PTH 822.5 Foundations I Functional Activities and Exercise Therapy		PTH 822.5 Foundations I Functional Activities and Exercise Therapy										
	PTH 840.3 Foundations II Introductory Treatment Methods		PTH 840.3 Foundations II Introductory Treatment Methods										
	PTH 850.1 Clinical Practice I		PTH 850.1 Clinical Practice I										
	PTH 851.1 Case Integration I		PTH 851.1 Case Integration I										
	PTH 860.2 Evidence Based Practice I		PTH 860.2 Evidence Based Practice I										
	PTH 861.2 Professional Practice I		PTH 861.2 Professional Practice I										
Medicine	MEDC 132.3 Medicine and Society I		MEDC 132.3 Medicine and Society I										
	MEDC 133.9 Clinical Skills II		MEDC 133.9 Clinical Skills II										
	MEDC 136.21 Foundations in Clinical Medicine I		MEDC 136.21 Foundations in Clinical Medicine I										
	MEDC 142.3 Medicine and Society II		MEDC 142.3 Medicine and Society II										
	MEDC 143.9 Clinical Skills I		MEDC 143.9 Clinical Skills I										
	MEDC 146.21 Foundations in Clinical Medicine II		MEDC 146.21 Foundations in Clinical Medicine II										
	MCIM 223.3 Principles of Microbiology and Immunology for Nursing*		MCIM 223.3 Principles of Microbiology and Immunology for Nursing*										
	NURS 200.3 Nursing Foundations Perspectives and Influences		NURS 200.3 Nursing Foundations Perspectives and Influences										
	NURS 202.3 Assessment and Components of Care I		NURS 202.3 Assessment and Components of Care I										
	NURS 204.3 Communication and Professional Relationships		NURS 204.3 Communication and Professional Relationships										
Nursing	NURS 206.1 Foundational Care in Clinical Practice		NURS 206.1 Foundational Care in Clinical Practice										
	NURS 207.3 Human Body Systems for Nursing I		NURS 207.3 Human Body Systems for Nursing I										
	NURS 201.3 Perspectives on Health, Wellness and Diversity in a Global Context		NURS 201.3 Perspectives on Health, Wellness and Diversity in a Global Context										
	NURS 203.3 Assessment and Components of Care II		NURS 203.3 Assessment and Components of Care II										
	NURS 208.3 Human Body Systems for Nursing II		NURS 208.3 Human Body Systems for Nursing II										
	NURS 220.3 Concepts of Patient and Family Centered Care		NURS 220.3 Concepts of Patient and Family Centered Care										
	PHAR 250.3 Pharmacology for Nursing*		PHAR 250.3 Pharmacology for Nursing*										
	NURS 205.3 Research for Evidence Informed Practice		NURS 205.3 Research for Evidence Informed Practice										
	NURS 221.3 Patient and Family Centered Care in Clinical Practice*		NURS 221.3 Patient and Family Centered Care in Clinical Practice*										
	NURS 207.3 Human Body Systems for Nursing I		NURS 207.3 Human Body Systems for Nursing I										
Pharmacy	PHAR 110.3 Introduction to Pharmacy and the Health Care System		PHAR 110.3 Introduction to Pharmacy and the Health Care System										
	PHAR 121.3 Foundational Sciences 1: Foundational Pathophysiology & Pharmacology		PHAR 121.3 Foundational Sciences 1: Foundational Pathophysiology & Pharmacology										
	PHAR 122.3 Foundational Sciences 2: Medicinal Chemistry and Physical Pharmacy		PHAR 122.3 Foundational Sciences 2: Medicinal Chemistry and Physical Pharmacy										
	PHAR 153.4 Self-Care 1: Non-prescription Pharmaceuticals and Supplies		PHAR 153.4 Self-Care 1: Non-prescription Pharmaceuticals and Supplies										
	PHAR 162.3 Pharmacy Practice 1: The Patient Care Process		PHAR 162.3 Pharmacy Practice 1: The Patient Care Process										
	PHAR 170.3 Pharmacy Skills Development 1		PHAR 170.3 Pharmacy Skills Development 1										
	PHAR 190.0 Introduction to Year 1		PHAR 190.0 Introduction to Year 1										
	PHAR 191.1 IPE Activities		PHAR 191.1 IPE Activities										
	PHAR 111.1 Foundations for Practice: Pharmacy Mathematics and Calculations		PHAR 111.1 Foundations for Practice: Pharmacy Mathematics and Calculations										
	PHAR 112.1 Pharmacy Law		PHAR 112.1 Pharmacy Law										
Nutrition	BMSC 200.3 Biomolecules		BMSC 200.3 Biomolecules										
	BMSC 207.3 Human Body Systems I		BMSC 207.3 Human Body Systems I										
	BMSC 208.3 Human Body Systems II		BMSC 208.3 Human Body Systems II										
	BMSC 230.3 Metabolism		BMSC 230.3 Metabolism										
	COM M 102.3 Introduction to Business Management		COM M 102.3 Introduction to Business Management										
	FABS 110.3 The Science of Food		FABS 110.3 The Science of Food										
	NUTR 120.3 Basic Nutrition		NUTR 120.3 Basic Nutrition										
	NUTR 221.3 Advanced Nutrition Micronutrients		NUTR 221.3 Advanced Nutrition Micronutrients										
	NUTR 230.3 Professional Practice I		NUTR 230.3 Professional Practice I										
	PLSC 214.3 Statistical Methods		PLSC 214.3 Statistical Methods										
Kinesiology	EDLC 101.0 Education Learning Community On Campus		EDLC 101.0 Education Learning Community On Campus										
	EDLC 102.0 Education Learning Community in Our City		EDLC 102.0 Education Learning Community in Our City										
	BIOL 120.3 The Nature of Life		BIOL 120.3 The Nature of Life										
	BIOL 224.3 Animal Body Systems		BIOL 224.3 Animal Body Systems										
	EDT 101.3 Introduction to Education		EDT 101.3 Introduction to Education										
	ECLUB 165.3 Introduction to Teaching in Secondary Schools		ECLUB 165.3 Introduction to Teaching in Secondary Schools										
	KIN 121.3 Functional Basis of Physical Activity		KIN 121.3 Functional Basis of Physical Activity										
	KIN 122.3 Social Behavioral Foundations of Physical Activity		KIN 122.3 Social Behavioral Foundations of Physical Activity										
	KIN 150.3 How Body Moves I		KIN 150.3 How Body Moves I										
	KIN 250.3 How the Body Moves II		KIN 250.3 How the Body Moves II										
Vet Med	MATH 104.3 Elementary Calculus OR		MATH 104.3 Elementary Calculus OR										
	MATH 110.3 Calculus		MATH 110.3 Calculus										
	ENG — 100-Level		ENG — 100-Level										
	KIN 225.3 Introduction to Exercise Physiology Neuromuscular and Metabolic Aspects		KIN 225.3 Introduction to Exercise Physiology Neuromuscular and Metabolic Aspects										
	KIN 226.3 Introduction to Exercise Physiology Cardiorespiratory Obesity Thermoregulation		KIN 226.3 Introduction to Exercise Physiology Cardiorespiratory Obesity Thermoregulation										
	KIN 231.3 Social Psychological Foundations of Physical Activity		KIN 231.3 Social Psychological Foundations of Physical Activity										
	VBMS 208.1 Biomedical Rounds		VBMS 208.1 Biomedical Rounds										
	VBMS 250.9 Veterinary Anatomy		VBMS 250.9 Veterinary Anatomy										
	VBMS 272.3 Veterinary Neuroscience		VBMS 272.3 Veterinary Neuroscience										
	VBMS 260.3 Form and Function		VBMS 260.3 Form and Function										
Public Health	VINT 203.5 Veterinary Clinical Skills I		VINT 203.5 Veterinary Clinical Skills I										
	VINT 203.1 Professional Foundations I		VINT 203.1 Professional Foundations I										
	VINT 210.1 Veterinary Career Seminars		VINT 210.1 Veterinary Career Seminars										
	VINT 211.1 Veterinary Business I		VINT 211.1 Veterinary Business I										
	VLAC 215.2 Animal Welfare and Behaviour		VLAC 215.2 Animal Welfare and Behaviour										
	VTMC 230.2 Veterinary Immunology		VTMC 230.2 Veterinary Immunology										
	VTMC 238.2 Disease Ecology and Epidemiology		VTMC 238.2 Disease Ecology and Epidemiology										
	VTPA 252.3 Veterinary General Pathology		VTPA 252.3 Veterinary General Pathology										
	GPS 960.0 Introduction to Ethics and Integrity		GPS 960.0 Introduction to Ethics and Integrity										
	GPS 961.0 Ethics and Integrity in Human Research		GPS 961.0 Ethics and Integrity in Human Research										
GPS 962.0 Ethics and Integrity in Animal Research if research involves animal subjects		GPS 962.0 Ethics and Integrity in Animal Research if research involves animal subjects											
PUBH 800.3 Epidemiology for Public Health		PUBH 800.3 Epidemiology for Public Health											
PUBH 803.3 Health Promotion		PUBH 803.3 Health Promotion											
PUBH 804.3 Foundations of Public Health		PUBH 804.3 Foundations of Public Health											
PUBH 805.3 Biostatistics for Public Health		PUBH 805.3 Biostatistics for Public Health											
PUBH 807.3 Health Program Planning and Evaluation		PUBH 807.3 Health Program Planning and Evaluation											
PUBH 810.3 Environmental Public Health I		PUBH 810.3 Environmental Public Health I											
PUBH 840.3 Interdisciplinary Public Health Practice		PUBH 840.3 Interdisciplinary Public Health Practice											
PUBH 867.3 Health Policy and Politics		PUBH 867.3 Health Policy and Politics											
PUBH 990.0 Public Health Seminar		PUBH 990.0 Public Health Seminar											
PUBH 992.6 Research - Project		PUBH 992.6 Research - Project											

Curriculum Renewal is currently underway

Aspects of each of these courses are more detailed in One45

Curriculum Renewal is currently underway

Courses are not divided based on year in the University Catalogue

[EDLC 202.0 Education Learning Community Global Community](#)
[ACB 221.3 Gross Anatomy](#)
[EPSE 202.3 Psychological Foundations of Teaching and Learning](#)
[KIN 225.3 Introduction to Exercise Physiology Neuromuscular and Metabolic Aspects OR](#)
[KIN 232.3 Physical Activity in Society](#)
[KIN 226.3 Introduction to Exercise Physiology Cardiorespiratory Obesity Thermoregulation](#) **OR**
[KIN 231.3 Social Psychological Foundations of Physical Activity](#)
[KIN 222.3 Biomechanics I](#)
[KIN 240.3 Pedagogy in Physical Activity Setting I Theory](#)

[VBMS 306.5 Veterinary Pharmacology](#)
[VBMS 334.3 Veterinary Toxicology](#)
[VINT 302.5 Veterinary Clinical Skills II](#)
[VINT 303.1 Professional Foundations II](#)
[VINT 312.1 Veterinary Business II](#)
[VLAC 315.6 Animal Production](#)
[VLAC 320.2 Evidence Based Medicine](#)
[VLAC 325.1 Public Health for Veterinarians](#)
[VSAC 304.3 Veterinary Anesthesia and Analgesia](#)
[VSAC 310.2 Surgical Principles](#)
[VSAC 315.1 Introduction to Veterinary Medical Imaging](#)
[VSAC 320.3 Diagnostic Medicine](#)
[VTMC 334.2 Veterinary Virology](#)
[VTMC 336.2 Veterinary Parasitology](#)
[VTMC 347.3 Veterinary Bacteriology and Mycology](#)
[VTPA 346.3 Veterinary Clinical Pathology](#)
[VTPA 353.5 Veterinary Systemic Pathology](#)

[GPS 960.0 Introduction to Ethics and Integrity](#)
[GPS 961.0 Ethics and Integrity in Human Research](#)
[GPS 962.0 Ethics and Integrity in Animal Research if research involves animal subjects](#)
[PUBH 800.3 Epidemiology for Public Health](#)
[PUBH 803.3 Health Promotion](#)
[PUBH 804.3 Foundations of Public Health](#)
[PUBH 805.3 Biostatistics for Public Health](#)
[PUBH 807.3 Health Program Planning and Evaluation](#)
[PUBH 810.3 Environmental Public Health I](#)
[PUBH 840.3 Interdisciplinary Public Health Practice](#)
[PUBH 867.3 Health Policy and Politics](#)
[PUBH 990.0 Public Health Seminar](#)
[PUBH 992.6 Research - Project](#)

**Courses are not divided based on year in the University Catalogue*

Example of a Potential Shared Course

**FINAL REPORT APPENDIX
FOR THE HEALTH SCIENCES SHARED COURSES INITIATIVE**



POTENTIAL SHARED COURSE: INTRODUCTION TO RESEARCH

Part A: Potential shared research course

Method: This framework was organized and synthesized from discussions and meetings with curriculum committee chairs/associate deans, academic, from all health science programs in 2022.

Topic: Research

Description

Curriculum committee chairs/associate deans, academic, indicated it was important for learners to be able to:

- Keep up to date with published research;
- Develop critical appraisal skills;
- Develop advocacy skills;
- Develop and practice library skills;
- Summarize statistical results from the literature; and
- Recognize opportunities for scholarship including Patient Oriented Research.

When viewed as a whole, we could consider using a [FYRE project framework](#) for an **interprofessional, interdisciplinary introductory research course** relevant to all health science programs.

Skills

- Library skills
- Statistics
- Critical appraisal/interrogation of the literature
- Advocacy skills
- Scholarship
- Methodologies

Suggested research topic areas

- Diabetes
- Obesity
- Nutrition
- Social determinants of health
- Immunology
- Embryology
- General pathology
- Epidemiology
- Histology
- Physiology
- Pharmacology
- Psychopharmacology
- Environmental health/climate change

2023 learning outcomes:

- 1) Identify types of variables.
- 2) Organize both qualitative and quantitative data.
- 3) Calculate numerical descriptive measures.
- 4) Solve elementary probability.
- 5) Compare discrete and continuous random variables.
- 6) Apply discrete and continuous random variable probability distributions.
- 7) Understand and apply sampling distributions.
- 8) Determine point and interval estimations.
- 9) Prepare and interpret hypothesis tests.
- 10) Formulate and interpret analysis of variance.
- 11) Analyze and interpret regression and correlation.

Skills: The skills developed throughout this course will allow students to use the principles and methods learned for the collection, analysis, interpretation, and presentation of numerical data.

NURS 205.3 Research for Evidence Informed Practice

USask course catalogue description: Emphasis will be on critical appraisal, translation, and uptake of existing research as a basis for evidence-informed practice. Introduces students to research concepts, methodologies, and issues in research and health care.

2019 learning outcomes:

- 1) Develop concepts, principles, and skills needed to locate, extract, interpret, appraise, and integrate evidence from published quantitative and qualitative research.
- 2) Develop the ability to view data in text, table, and graphic formats and demonstrate understanding of basic and introductory statistical concepts and math skills.
- 3) Develop the knowledge to critically appraise various types of research designs (i.e., qualitative, quantitative; mixed) and to appraise their unique roles in complementing, augmenting, and reframing evidence from the various research paradigms, of qualitative research to complement evidence that cannot be obtained from statistical data.
- 4) Demonstrate knowledge and skill in finding, rating, translating, and using published research evidence as a basis for professional nursing practice. Intents are stated for each lesson.

GPS 961.0 Ethics and Integrity in Human Research

USask course catalogue description: Introduces students to the ethics of research with human subjects. Students will complete the Tri-Council Policy Statement: Ethics Conduct for Research Involving Humans (TCPS) Tutorial and become familiar with the human ethics processes at the University of Saskatchewan.

GPS 960.0 Introduction to Ethics and Integrity

USask course catalogue description: This is a required course for all first-year graduate students at the University of Saskatchewan. The purpose of this course is to discuss ethical issues that graduate students may face during their time at the University. All students will complete modules dealing with integrity and scholarship, graduate student-supervisor relationships, conflict of interest, conflict resolution and intellectual property and credit.

Course overview: GPS 960 is a required course for all first-year graduate students at the University of Saskatchewan. The purpose of this course is to discuss ethical issues that graduate students may face during their time at the university.

PUBH 805.3 Biostatistics for Public Health

USask course catalogue description: Designed for students who wish to understand basic bio-statistical methods and principles as they apply to public health data. The methods include descriptive statistics, confidence intervals and hypothesis testing, analysis of variance, non-parametric methods, multiple regression, and logistic regression. The emphasis of the course is on applications of these methods to public health data, on correct interpretations of the resulting analyses as to be presented to both public health professionals and general lay audiences, and on the critical appraisal of these methods as used in the public health literature. The course also introduces the computer software program SPSS as it applies to the statistical topics discussed in the course.

PUBH 992.6 Research - Project

USask course catalogue description: Public health practice is a central feature of the MPH degree. The practicum provides the opportunity to integrate classroom learning with practice in a public health work environment. Working in a partner agency in the community, the student addresses a public health problem while developing personal confidence and skills as a public health professional.

PTH 860.2 Evidence Based Practice I

USask course catalogue description: Designed to build confidence as an evidence-based practitioner. Focuses on evidence-based practice, literature search strategies, measurement issues and critical appraisal of different quantitative research designs used in health care research.