Essential Skills for Graduate Studies (HPE)

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Contents

Introduction

This online book was created as an update to a more traditional "graduate student handbook." It includes a collection of learning materials and essential resources to introduce Health Professions Education (HPE) graduate students to both academic and non-academic aspects of graduate studies, and provide background preparation to support their academic studies.

Information in this book is relevant to students in the following related programs:

- Master of Education (M.Ed.) in Health Professions Education
- Certificate in Quality Teaching in Health Professions Education
- Certificate in Improving Teaching and Learning in Health Professions Education

This book will be updated as needed to reflect the latest information for the HPE programs and the College of Education at the University of Saskatchewan.

Authors

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Book Cover

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1. Introduction to Graduate Studies in the HPE Program

ALISON KRAFT

Overview

This module will start by welcoming you as a new student within the Health Professions Education (HPE) graduate programs at the University of Saskatchewan and within the College of Education.

The specific academic requirements of the Health Professions Education (HPE) programs will be covered, and an outline of what your path to completion will look like.

Key information and contacts will be collected here, and will serve as a reference guide throughout your graduate studies.

Learning Objectives

When you have finished this module, you should be able to:

1. Find key contacts and information relevant to graduate students in the Health Professions Education (HPE) programs.
2. Identify the academic requirements for completion of the HPE programs (certificate or M.Ed streams).
3. Review academic and administrative policies in

place for graduate students at the University of Saskatchewan.

Welcome to the College of Education

Mission, Vision and Values

Mission:

The College of Education fosters innovation and collaboration through teaching, learning, discovery, and transformative pedagogy.

Through working together, we impact the development of teachers and learners who are committed to advancing the growth of students and communities, and to building a positive foundation for a stronger and healthier future.

Vision:

We embrace Indigenization and reconciliation, recognizing the diversity of values and perspectives, of all peoples.

We endeavour to expand upon pedagogical practices that acknowledge and make space for the cultural and linguistic diversity of our province.

We strive to be leaders of effective and innovative pedagogy, of curiosity-based research work, scholarly work, and artistic work, and of practice that has a sustainable impact locally, nationally, and internationally.

We respond actively and collaboratively to emergent provincial, national and international priorities, including those of the

university, school divisions, Indigenous peoples, newcomers, and the Ministry of Education.

Values:

We Champion:	We Embrace:	We Demonstrate:
• Academic Freedom • Collaboration • Collegiality • Curiosity-based Research • Equity • Inclusivity • Mental and physical health • Pedogogical Excellence • Professionalism • Promotion of Well-Being • Reconciliation	• Community Engagement • Diversity • Imagination • Indigenous Knowledges • Socio-ecological Justice • Wisdom	• Accountability • Civility and Respect • Equality • Humility • Impactful research, artistic and scholarly work • Integrity • Transparency

Message from Dean of the College of Education

I would like to welcome you as you begin your studies in the Masters in Health Professions Education program of the College of Education. This program gives you an opportunity to explore the connections and synergies across a wide range of disciplines, frameworks and perspectives. You will learn much from your instructors and from each other, and you will develop new understandings and skills that will support you as you proceed in your professional life. We are proud of our graduate students, and we all benefit from the

experiences they share with us as they study here. I wish you well in this new undertaking.

Dr. Beth Bilson, Ph.D., Q.C.

Message from Associate Dean, Research, Graduate Support and International Initiatives

Welcome to the College of Education Masters in Health Professions Education program. By investing your valuable time in this program, we hope that you will gain deeper understandings of leadership, engage in teaching and learning, and learn practical skills and knowledge to assist you in your professionally related teaching and learning endeavors. Additionally, by enrolling in this program, you are becoming a student of the College of Graduate and Postdoctoral Studies. This handbook serves as an essential resource for understanding the policies, guidelines and procedures that inform the steps of your academic journey.

Dr. Vicki Squires, Ph.D.

Program Contacts – Health Professions Education

- Graduate Chair, Educational Administration– Dr. Michael

Cottrell, michael.cottrell@usask.ca
- Graduate Chair, Curriculum Studies – Dr. Marguerite Koole, m.koole@usask.ca
- Graduate Administration – Katrina Hutchence, hpe.admission@usask.ca

General Information

Important Dates

- Academic Calendar 2022-2023
- Tuition payment and due dates

Support Units

- The International Student and Study Abroad Centre (ISSAC) is a central support unit and a campus partner for all students, staff, and faculty. ISSAC is dedicated to fostering a welcoming, globally aware and inclusive campus community.
- The Gwenna Moss Centre for Teaching and Learning supports teaching and learning through a variety of events, workshops, and ongoing programs.
- Access and Equity Services (AES), formerly Disability Services for Students (DSS), is guided by Saskatchewan's Human Rights legislation and the duty to accommodate individuals requiring accommodations based on disability, religion, family status, and gender identity.

Online Learning Resources

- LinkedIn Learning – This eLearning portal is available to help students identify skills that require mastery and provides the necessary resources:
- Remote Learning Readiness Tutorial – An online tutorial to help you better understand the skills associated with remote learning success and help you make the most of remote learning.

Program Information

Registration Policy

Time in program is measured from the beginning of the first term of registration for work which is included in the program of studies, excluding any periods of approved leave. Program time limits are five years for master's programs.

Grades Required to Pass

The standards below are the minimum acceptable grades for passing a course.

	Master's
Graduate Class	60%
Cumulative overall average needed	70%

Course Requirements

- **Certificate in Quality Teaching in Health Professions Education**
    - ECUR 836, Teaching Methodologies Facilitating Learning Through Teaching
    - ECUR 837, Technology and Simulation in Teaching and Learning
    - EADM 894, Laboratory in Educational Administration
    - ECUR 838, Learner Assessment

- **Certificate in Improving Teaching & Learning in Health Professions Education**
    - ECUR 809, Models and Methods for Evaluation of Educational Programs
    - EADM 816, Leadership for Enhancement of Teaching and Learning
    - ECUR 839, Program Curriculum and Course Design Development
    - EADM 829, Organizational Renewal in Educational Systems and Settings

- **Master's degree in Health Professions Education**
  – Completion of the 8 courses in the certificate programs followed by an additional 2 courses:
    - EADM 842, Research in Health Professions Education
    - ECUR 991, Scholarship in Teaching (*Final course in program*)

EADM 990 Seminar

In EADM 990 students will develop an understanding of, and ability

to apply, research scholarship and methodology in the field of Education.

This non-credit seminar is required to be completed by all Health Professions Education students in the first fall term of their program.

Program Planning

Planning your program is dependent on course availability. Courses for the Health Professions program are offered in the following terms:

Fall Term (Sept-Dec)
- ECUR 836.3
- ECUR 837
- ECUR 839.3
- EADM 829.3
- EADM 990
- GPS 960

Winter Term (Jan-Apr)
- ECUR 838.3
- EADM 894.3
- ECUR 842.3
- ECUR 991.3
- GPS 960

Spring Term (May-June)
- ECUR 809.3

Summer Term (July-3wks)
- EADM 816.3

Courses for Certificate in Quality Teaching

Courses for Certificate in Improving Teaching & Learning
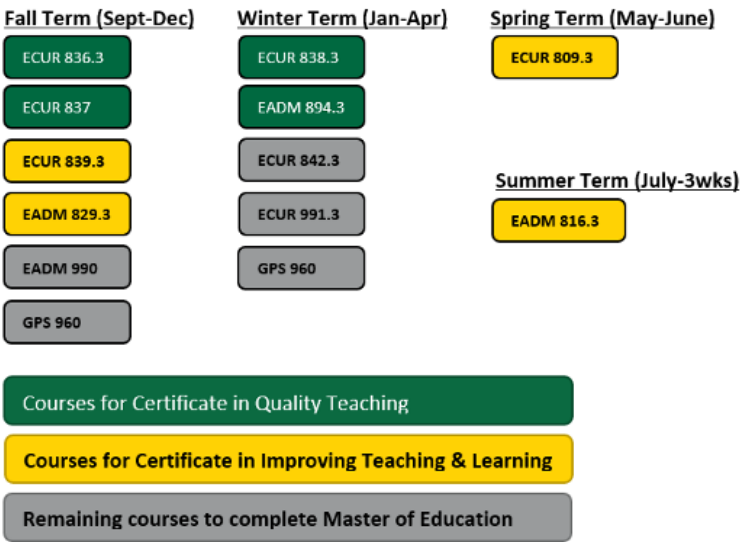
Remaining courses to complete Master of Education

Figure 1-1: *HPE Course Offerings by Term*

College of Graduate and Postdoctoral Studies

Graduate students at the University of Saskatchewan belong to the College of Graduate and Postdoctoral Studies (CGPS) and will follow all CGPS Policies.

Ethics and Integrity

All master's graduate students are required to complete the following ethics module, in accordance with the CGPS policy:

- GPS 960 – Introduction to Ethics and Integrity.

Some students may be required to complete an additional module if their research involves human subjects:

- GPS 961 – Ethics and Integrity in Human Research.

Previous credit for these ethics' courses from a University of Saskatchewan master's program will satisfy the PhD program requirement.

Timeline for Completion

CGPS policy states that time in program is measured from the first term of the first course taken toward the program (this may be course work done at USask or elsewhere approved for transfer credit), excluding any periods of approved leave.

PhD students have a maximum of 6 years to complete from the start of their program.

Leaves of Absences

CGPS policy states that leaves of absence are available to students for compassionate, medical, parenting, educational and 'Co-op Program'/Industry reasons.

The leave period is not included in the time period for completion of the degree, and tuition is not assessed during the leave. Nominal student fees are assessed during the leave period. While a student is on leave, all supervisory processes are suspended. Unless otherwise permitted by the source of funding, financial support offered to a full-time, fully qualified student is not available to a student on leave. All leave requests should be discussed with the student's supervisor, then appropriate documentation should be forwarded to the graduate administrator for processing.

Types of Leaves:

- **Compassionate and Medical Leaves** – a graduate student who has developed an illness, who has been the victim of an accident, or who has suffered grave events in his/her life, upon provision of appropriate documentation to the graduate chair, may be eligible for medical or compassionate leave.
- **Maternity, Adopting, Parenting Leaves** – a graduate student who is bearing a child, and/or who has primary responsibility for the care of a child immediately following a birth or an adoption is eligible for parental leave.

  ◦ o Parental leave may be granted for up to 16 months.
  ◦ o Maternity leave may be granted for up to 4 months.
  ◦ o Maternity leave and parental leave can be taken consecutively when applicable.
- **Co-op Program Leaves and Graduate Studies in Industry** –

when a graduate student receives an offer to spend a period of time in industry or the public sector pursuing research-related activities which are closely linked to their PhD, the CGPS will consider granting a four-month leave.

Withdrawals

Withdrawal from courses:

- Before withdrawing from a course, students should discuss their intentions with their course instructor and/or the graduate chair.
- Please check registration deadlines. Withdrawals from courses after the add/drop deadline, but prior to or on the day of the withdraw deadline, are assigned a grade of withdrawal (W). Withdrawing from a course after the withdraw deadline will result in a failing grade. Requests to repeat a course must be made in writing to the graduate chair.

Withdrawal from program:

- Students are encouraged to have a discussion with their graduate chair before proceeding to withdraw from the program.
- To withdraw from the program students must complete the Notice of Withdrawal from Graduate Program form. Please include your graduate administrators name on this form so that they may be informed of the withdrawal.

Graduation

To graduate, students must pass all required courses with a

combined minimum weighted average of 70%. In calculated weighted averages the grades in all courses will be used (excluding transfer credit courses from other institutions).

In the last term of your master's program students must complete an application to graduate through their PAWS account. Complete the application for spring convocation on or before **March 31**, and for fall convocation on or before **August 31**. *Late applications to graduate are not accepted.*

After completion of the four courses in each of the certificate programs students are eligible to receive their certificate at convocation. Complete the alternate graduate application on or before **March 31** for spring convocation, and on or before **August 31** for fall convocation.

All information about the ceremony will be sent to students through their PAWS email account. Students are asked to order tickets through PAWS. Information about convocation ceremonies including gown rental, photography and tickets is available at: Graduation and Convocation Ceremony.

EADM 990 *Required Task*

The following task must be completed to obtain your EADM 990 credit. Submit your work within Canvas by the date indicated in the Syllabus.

Create a **program plan** (i.e., a simple schedule) for your

upcoming program of study. From now through to the end of your program, list which classes you plan to enrol in for each upcoming term. Indicate the term (fall, winter, spring, summer) as well as the year. Double-check that:

1.   You will have completed all of the *Course Requirements* outlined above in order to complete your program.
2.   That each course will indeed be offered in the term you plan to enrol (use the information in *Figure* 1-1 as a reference).

Post your program plan to the appropriate Canvas Discussion board.

2. Ethics in Graduate Studies

VIVIAN R. RAMSDEN AND SCOTT TUNISON

Overview

All of us are curious about ourselves and the world in which we live. As a result, we are often asking questions or seeking to improve or make the world in which we live, work and play better not only for ourselves but for others. Research is a natural extension of this desire to illuminate or understand and to improve the world in which we live, work and play (CIHR, 2018). Thus, the ethical principles and guidelines set out in the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (2018) play the most important aspect of engaging in the pursuit of new knowledge while protecting and respecting participants that agree to engage in research being undertaken by others.

This module will link you to necessary resources from the Government of Canada's Panel on Research Ethics, and the University of Saskatchewan's Research Ethics Boards, to help you prepare you for potential research involving human participants.

Learning Objectives

When you have finished this module, you should be able to:

1. Identify the core principles of ethical conduct of

research involving human participants.

2. Categorize and appraise which of the core principles of ethical conduct need to be integrated into your everyday practice.

3. Describe the timeline required to move from an application to the appropriate Research Ethics Board, garner Review(s), and receipt of a Certificate of Approval (which is when you can start to undertake the research project proposed).

4. Distinguish among and appropriately apply the concepts of voluntary participation, confidentiality, and anonymity.

5. Justify when and why a Consent Form is used.

TCPS2 Core Tutorial – 2022

The Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2) offers an online tutorial **CORE-2022 (Course on Research Ethics)**. It is an introduction to the TCPS 2 for all those engaged in research with human participants. It focuses on the TCPS 2 ethics guidance that is applicable to all research involving human participants, regardless of discipline or the methodology.

Complete the online course CORE-2022, which should take approximately 4 hours. You will need to create an account and will be asked to submit your successful Certificate of Completion as an EADM 990 course requirement.

Behavioural Ethics Application Form

Information and resources regarding ethical practice with regards to research involving humans at the University of Saskatchewan is outlined on the following webpage: Human Ethics. Research involving human participants must be reviewed by the Behavioural REB (Research Ethics Board). Should your graduate studies or later academic research ever involve research with human participants, these resources will help you to better understand the process of obtaining a Certificate of Approval from the appropriate REB.

Please review all aspects of the following resources:

1. Behavioural Ethics Application Form *
2. Behavioural Form Instructions
3. Behavioural REB Delegated Review Workflow

> *** Recommended activity:**
>
> While you are reviewing the **Behavioural Ethics Application Form**, employ the Focused Reading Strategy: that is, mark up the document with the following symbols:
>
> - √ = Got it. I know or understand this.
> - ! = this is really important or interesting.
> - ? = I don't understand this or it does not make sense.
>
> This approach will allow you to identify aspects of the Behavioural Ethics Application Form that merit further discussion and to help you answer related questions in a

meaningful way. Try to identify 3-5 questions on aspects/elements of the Behavioural Ethics Application Form that need further clarification before you could successfully complete a draft of this document.

The following task must be completed to obtain your EADM 990 credit. Submit your work within Canvas by the date indicated in the Syllabus.

Complete the **TCPS 2: CORE-2022 (Course on Research Ethics)**, and download the **Certificate of Completion** offered at the end of the course.

Submit your Certificate of Completion through the appropriate Canvas assignment.

Retain a copy of this certificate for your own records, and for the requirements associated with GPS 960. Should you at any point want to propose academic research involving human participants, you will also need to submit the Certificate of Completion to the USask Behavioural REB, along with the Behavioural Ethics Application Form.

Discussion questions:

1. What are the core principles of ethical conduct of research involving human participants?
2. Within the **CORE-2022** (Course on Research Ethics), reflect on the Key Concepts and Definitions found in *Module A9: Research Involving Indigenous Peoples*. In what ways do these core principles apply to research with Indigenous peoples? What implications do these Key Concepts have for your regular practice?
3. What does informed consent mean to you? When should you ask for informed consent?
4. What aspects of the USask **Behavioural Ethics Application Form** require further discussion?

References

Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council. (2018). *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans.* https://ethics.gc.ca/eng/documents/tcps2-2018-en-interactive-final.pdf

Panel on Research Ethics. (2022). *TCPS 2: CORE-2022 (Course on Research Ethics)*. https://tcps2core.ca/welcome.

University of Saskatchewan. (2018). Human Ethics. Accessed from https://research.usask.ca/rei/researchers/ethics/human-ethics.php on March 30, 2022.

3. U of S Library and Resources

ROBERTA CAMPBELL-CHUDOBA

Overview

In each of the Health Professions Education courses, whether you are designing lessons, assessments, programs, or evaluations, applying theory to practice, exploring research approaches, leadership or organizational theory, familiarity with U of S Library offerings will assist you greatly on your journey.

This module connects you to the vast resources offered by the U of S Libraries system, the links organized according to academic needs of a graduate student. After a welcome to the Library, its people and types of supports, categories include wide-ranging graduate skills workshops, a graduate writing guide, research strategy supports, writing skills assistance, and publication information.

Learning Objectives

When you have finished this module, you should be able to:

1. Identify the different types of resources and supports available through the University Library.

2.   Participate in virtual workshops offered by the University Library via your university Zoom account.
3.   Conduct a library search on a topic of your choice and access at least five different kinds of resources used in scholarly research.
4.   Compare citation software options featured in training by the University Library to organize, store, and cite your references, and then identify your software preference.

Library Places, Spaces, and People

Review the Welcome to the library webpage and see the embedded video.

Six library locations exist across campus to house print material and online digital resources, provide spaces for private study and collaboration, and offer learning services. Digital resources (e-books and e-journals) are available to every student by logging into the library website with your NSID and password.

Librarians, assistants, learning specialists, peer mentors, and writing tutors can help you build effective research, writing, and time management skills through workshops, online resources, and consultations.

Faculty Librarians, assigned by library, colleges and/or subject

area, can help you navigate the systems and resources during exploration and narrowing your topics, to your focused research phase.

Help is available in a variety of ways from in person, to an online chat service, to online service desk questions, email or phone. See the *Ask Us* page for specific contact information and answers to Frequently Asked Questions about the *Ask Us* chat service.

Begin your exploration of the U of S Library by viewing this library orientation video. Resources outlined in the video are linked throughout this chapter.

> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://openpress.usask.ca/eadm990/?p=42*

Graduate Skills

Library staff and graduate peers can facilitate the transition to graduate studies and your discovery of wise strategies to succeed.

Workshops

Workshop topics such as familiarizing yourself with the library, managing your time, and battling imposter syndrome are available in pre-recorded sessions. See University Library Workshops for past and upcoming offerings, in person or virtually on Zoom.

> ### *Technical Tips for Attending Virtual Workshops*
>
> Set up Zoom software on your device and then ensure you claim your USask Zoom account at least **six** hours prior to joining a virtual library workshop.
>
> For assistance using Zoom, see Zoom Tips and Zoom (Web Conferencing) for help with meetings and webinars. Log into any of the articles with your USask NSID and password.
>
> Zoom Tips includes instructions on how to add a Zoom meeting to your virtual calendar.
>
> The video Using the Library from a Distance: Accessing Articles Online (3:28 minutes) explains how to locate articles directly from library.usask.ca for best access.

Graduate Writing Guide

The Writing Guide has a fulsome range of research advice on associated topics, such as:

- explaining your research to diverse audiences,
- writing with integrity and
- creating a writing toolkit.

The Writing Guide is also a hub for accessing online writing workshops and appointments for one-to-one tutoring and virtual "write-ins." Virtual write-ins can help you progress in your work if

you are finding it difficult to concentrate and need a boost to focus your attention.

Research Strategies

Developing your research strategies reaches far beyond finding sources. Library programming includes research and citation software workshops, librarian assistance, and research guides.

Research workshops for graduate students

Workshops led by Faculty Librarians or Peer Mentors address a comprehensive range of research concerns. See the Graduate Research page for options such as managing and sharing your data, open access publishing, and designing poster presentations.

Citations software workshops

As you begin researching and gathering references, we recommend using a citation management tool to organize, save, and cite references.

Introductory and advanced instructional workshops on managing references with EndNote, Mendeley, Zotero or BibTex can help you to choose and work with the citation management software best suited to your style and discipline area.

Compare citation managers based on cost, app availability, and basic features. Search for pre-recorded and live workshops at Citation Software for Grad Students.

Detailed **citation style guides** have links to the software websites, help guides, download options, and instructions for the following:

- EndNote and EndNote basic
- Mendeley
- Zotero and
- BibTex (used in conjunction with LaTex).

Research guides

Library research guides are organized by categories of subject, student learning, general topics and A-Z databases.

Writing Skills

Chapter 4 – Academic Writing addresses writing and research resources through the University Library and beyond, for academic papers, including APA and style guides and academic integrity.

For targeted support on over 20 different technical elements of writing, see Graduate Writing for workshop descriptions and registration information. Research guides on Building Grammatical Confidence includes suggestions for no-cost online grammar courses and advice for English as an Additional Language (EAL) graduate student writers.

Have you ever worked with a writing tutor to help clarify goals, improve your writing or learn more about the writing process? To connect with a tutor in person at the Writing Centre, online, or to submit a draft via email, see Writing Tutors. Also, see Frequently Asked Questions about tutoring on writing skills and instruction.

Publication

If you are:

- interested in publishing your work for the first time
- wondering how to choose the right journals
- curious about open access journals, or
- wanting to identify and avoid predatory publishers,

visit the Publication section of Graduate Help. Understanding the Publication Cycle explains provides a general guide to the cycle and includes references with tips for writing and academic article.

EADM 990 *Required Tasks*

The following task must be completed to obtain your EADM 990 credit. Submit your work within Canvas by the date indicated in the Syllabus.

After watching the library orientation video, conduct a library search on a topic of your choice* and gather the following types of resources: 2 books, 2 dissertations, 1 thesis, 3 peer reviewed journal articles, and 2 non-peer reviewed journal articles. (You may also may also need to access 'grey literature' during your studies. See What is

Grey Literature?). Compile these resources into a list by using their APA reference information.

   * To make the library search most purposeful, you can anticipate upcoming learning and research requirements in your HPE program (e.g., in other courses you are currently taking or will be taking soon). You may wish to locate the list of courses and read about requirements and assessments in each syllabus, accessed through the U of S Course and Program Catalogue.

   Post your academic resources list to the appropriate Canvas Discussion board.

Optional Activities

Discussion questions:

1.   What topic from the Transition to Grad School workshop series most appealed to you? How might you use the information from the session(s) to enhance your studies or daily life? Would you recommend a particular session to others? Why?
2.   What do you anticipate may be an academic challenge during your master's studies? Do any of the resources linked in this chapter provide suggestions for mitigating the challenge? While listening to your

colleagues address this question, what resources might you offer to support them?

3. Do you have experience using citation management software? If so, what are the advantages and disadvantages of that software? Would you recommend it?

4. Why might you want to publish research done during your HPE program? Are you aware of any advantages professionally with publication? What are potential challenges or risks around publication?

5. What is one library program, workshop or service you have discovered that you anticipate will be a definite help in doing research during your program?

Extension activities:

1. Claim your USask Zoom account to ensure the best possible access to online workshops, meetings and sessions.

2. View the Faculty Librarians page to identify who will best support your subject area research. Save their contact information for future reference.

3. Attend or watch at least one workshop of your interest in the Transition to Grad School series and reflect on what you can use from the workshop.

4. Visit the Citation Software for Grad Students workshops' page and choose at least one session to view or attend. Be prepared to share your learning with your 990 colleagues.

Additional Resources & Links

1. Additional library services:

    - Assignment Planner for a Research Paper (online tool and resources)
    - Resource Sharing (to obtain materials not held by USask)
    - Distance and Distributed Library Services (register to have materials be delivered to you free of charge in Canada)
    - Access and Equity Services in the Library (in collaboration with Access and Equity Services, to provide access and support for all USask students)

2. Research Supports provides links to associated services for research, such as:

    - ORCID ID (Open Researcher and Contributor ID) is a 16-digit number you can attach to your name as a unique identifier when engaging in research activities, now required of authors by some journals. See ORCID for more information about how you can use ORCID ID to connect, pull together and differentiate your research activities.
    - Copyright is part of the library. Access information about using copyrighted material correctly and appropriately.
    - Citation Finder Enter journal citation into this form to determine its availability through the library online.

4. Academic Writing

ROBERTA CAMPBELL-CHUDOBA

Overview

A significant portion of how you communicate your learning and earn credit as a graduate student is through academic papers. Consider each paper you write as a learning experience, to hone your skills and build your knowledge throughout your program.

Aim for your papers to be of publishable quality for journal submission. Support for your writing and research skills is readily available at USask.

This module provides guidance on accessing support for academic writing, searching for research materials, locating the best options for APA Style guides, and exploring your academic integrity responsibilities.

> *Learning Objectives*
>
> *When you have finished this module, you should be able to:*
>
> 1. Find and enroll in USask Library sessions about writing, research, and/or citation software.
> 2. Identify and use the best online search tools for your research.
> 3. Access USask research pieces in Harvest to support

4.   Locate and use online APA and other style guides when composing research papers.
5.   Apply academic integrity in your research and writing.

Writing and Research Resources

University Library writing workshops for graduate students provide interactive instruction on writing, research, citation and reference management software. Graduate Writing offers links to USask workshop descriptions, slides and other online resources. The Library also has Research Guides organized by discipline area, and expert librarians to assist you.

USask Grad Writing Videos instruct on a range of writing topics such as writing a well-argued and organized paper, APA formatting, and style concerns like flow and punctuation.

To connect with a tutor, see Writing Help through the Learning Hub of University Library; note the various types of help tutors can provide about your writing.

Writing tips for scholarly writing are abundant online. Some concise sources include Scholarly Voice: Overview from Walden University and Graduate-Level Writing Tips from Purdue University.

Help me find . . . starts with the basics for finding resources, such as the video Using USearch to find good journal articles.

Library research for graduate students in Education offers more advanced "how-to" research information.

Harvest is USask's research archive which holds USask projects, theses, presentations, posters, and articles. Use it to explore when researching your papers. Search by topic or use the advanced search filters, and remember to look through reference lists as rich sources.

APA and Style Guides

The *Publication Manual of the American Psychological Association*, 7th Edition is the official source for APA, the style used for your program. Other abbreviated and free to use options include:

- the *Concise Guide to APA Style* (consider supplementing with online resources)
- APA Style 7th Edition from Purdue Online Writing Lab
- resources on citations and paraphrasing: USask Citation Style Guides, APA Style and APA Style Blog
- APA Citation Style: Indigenous Elders and Knowledge Keepers from NorQuest Library

For writing by and about Indigenous Peoples, refer to *Elements of Indigenous Style* by Gregory Younging, accessible online through University Library.

Academic Integrity

"Academic integrity is a commitment, even in the face of adversity to the fundamental values of honesty, trust, fairness, respect, responsibility and courage" (International Center for Academic Integrity, para.1).

To learn about and practice academic integrity in your writing:

- Read about the rules and principles of academic integrity
- Take the Academic Integrity Tutorial
- Identify any gaps in your knowledge or skills
- Ask questions of instructors, University Library writing specialists and editors of publications
- Follow instructors' guidelines for assessments
- Be familiar with University Copyright Information for students.
- Submit original work with accurate citations and paraphrasing

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EADM 990 *Required Tasks*

The following task must be completed to obtain your EADM 990 credit. Submit your work within Canvas by the date indicated in the Syllabus.

Complete the online Academic Integrity Tutorial, and

download the **Certificate of Completion** offered at the end of the course.

   Submit your Certificate of Completion through the appropriate Canvas assignment.

Discussion questions:

1.   In the past, how have you organized your sources (citations, quotations and references) for papers? (i.e. – spreadsheet, Word.doc, bibliography or database manager). What were the pros and cons of your strategy?
2.   In a meeting with a librarian, what are some questions you would have for them about library resources and supports? What might you do to prepare for such a session?
3.   Refer to a sample paper provided (check with your instructor). In small groups, work to identify APA Style errors and make corrections, using the *Publication Manual of the* APA (7th ed.) or the Owl Purdue website.
4.   Refer to examples of paraphrasing and citing provided (check with your instructor). Which

examples do you consider violations of academic integrity and why? Discuss as a group.

Extension activities:

1. Choose a reference (citation) management software to import citations and references from databases, organize them and insert them into your research papers in APA style. University Library offers training on EndNote, Mendeley, and Zotero.
2. Review options for face-to-face, online live and pre-recorded writing and research workshop sessions offered by University Library to suit your learning needs.
3. Explore Harvest for possible sources to support your research and writing. Harvest holds projects, theses, presentations, posters, and articles that may not be available on other databases.

Additional Resources & Links

1. Reach out to librarians in your area of specialization and those assigned to your associated colleges (Health Sciences, Arts and Science, Education) with questions. They are experts in researching materials within disciplines.
2. Consider how the concept of academic integrity could be decolonized. See chapters 5 and 6 in the following Open Access book: Eaton, E. E., & Christensen Hughes, J. (Eds.). (2022). *Academic integrity in Canada. An enduring and essential*

challenge. Cham, Switzerland: Springer.

3. Review LibGuides (the University Library Research Guides) to discover resources organized by subject, student learning, general topics and A–Z databases.

4. Learn more about how to search journal article databases. Then deep dive into the A–Z databases to find the best databases for particular searches. Librarians' emails are linked with each subject area database.

5. Explore iPortal, the Indigenous Studies Portal Research Tool to explore topics onhealth, science and education.

6. Think about engaging in peer review/feedback on research papers with your HPE peers as another strategy for improving your writing drafts. You may initiate receiving and giving feedback on papers with peers, or your professor may incorporate the process into a course as part of your practice and assessment. The Spark Peer Feedback Guide from York University is a very good resource to help your approach and write or record feedback. Guidelines for Students – Peer Review from Carleton University provides additional guidelines to consider when offering others feedback on their writing.

5. The World of Research

VIVIAN R. RAMSDEN AND SCOTT TUNISON

Overview

Research contributes to the creation, dissemination, application and translation of knowledge (Royal College of Physicians and Surgeons, 2015; Shaw et al., 2017). This Module addresses the two most important steps in the research process when developing a research project: (i) the literature review and (ii) the formulation of a research question(s). The methods used to answer the research questions are often co-created with communities and Supervisors/ Research Advisory Committees.

The ability to appraise and synthesize diverse sources of information critically is the cornerstone of the development of research. As you undertake the literature review, carefully consider the underlying perspectives and assumptions made by the authors of the articles that you review.

The specific research question(s) to be studied should evolve from a literature review and the subsequent synthesis of the relevant literature on or around the topic of interest. A good research question should articulate the nature, context, and significance of the problem, topic, or area to be studied.

Research design or methods for your study is dependent upon how best to answer the research question(s). The study may be quantitative, qualitative, or mixed methods (both) depending on the information needed to answer the question(s).

When you have finished this module, you should be able to:

1. Design and implement an academic literature review. Specifically, you will be able to

    i.   examine the body of literature in your field of interest to assemble a body of relevant publications, and
    ii. assemble and critically evaluate these publications to
    iii. inventory the literature that best informs your area of study.

2. Undertake a comprehensive review and analysis of the literature and write a synthesis of the relevant literature from which the research question(s) evolve.
3. Employ the PICOT and FINER criteria to design high-quality research question(s).

Understanding the Literature Review and Synthesis Process

> "The literature review is to a research question what the foundation is to a home. Without a solid foundation, the house is likely to fall down, and without a detailed look into the literature, the project is likely to be simplistic, naive and an inferior repetition of work already completed by someone else" (Birmingham, 2000).

The **literature review** and **synthesis of the relevant literature** process should be thought of as a funnel – starting with a broad search around your research idea or area of interest (Watson et al., 2022) (see Figure 5-1).

Through the process of reviewing the literature, area(s) are identified as requiring further research or providing the opportunity for creation, dissemination, application and/or translation of knowledge.

Then, the written synthesis of the literature is usually divided into sections that present themes or identify trends, including relevant theory. You are not trying to list all the material published, but to synthesize and evaluate it according to the guiding concept of your research question(s) (Taylor, 2008). **Thus, the writing of the synthesis of the literature should offer the reader a pathway through the existing knowledge, and arrive at the end with a research question (or questions).**

The "funnelled" steps of the literature review and synthesis of the relevant literature process are outlined in the following graphic:
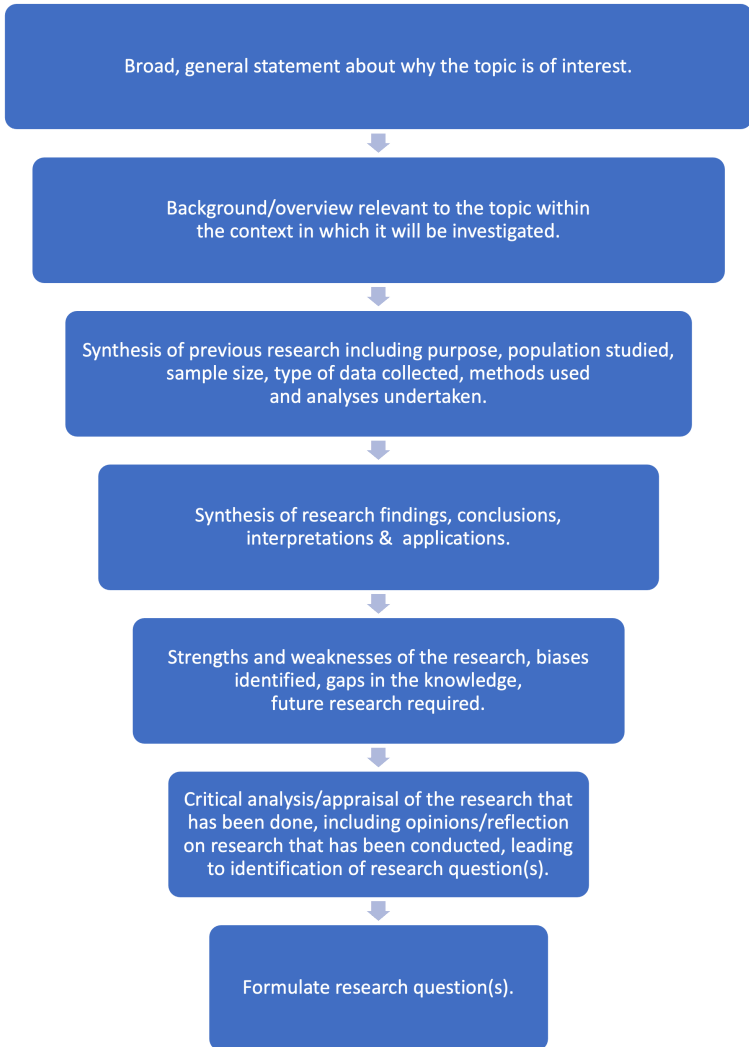
Figure 5-1: *Steps of the Literature Review and Synthesis Process*

Designing High-Quality Research Question(s)

Defining the Research Question(s)

The research question(s) should evolve from the literature review (Watson et al., 2022). It is important that the question(s) be clear and specific. **PICOT criteria** (Rios et al., 2010; Richardson et al., 1995), as outlined in Table 1, is often used to help describe the research question(s). Not all parts of it are applicable to all research questions, but it is often useful in framing and clearly identifying the research question(s). In particular, the timeframe may not be applicable.

Identifying each of these elements will help you to ensure that the literature review has covered all of the relevant elements and, if more information is needed, you can search for it in the most appropriate database(s).

Table 1: PICOT Criteria

	Criteria	What to Define
P	**Problem or Population**	• What condition or what groups of people are you interested in?
I	**Intervention**	• What are you interested in that could change practice?
C	**Comparison**	• Are you comparing two distinct aspects?
O	**Outcome**	• What result are you interested in?
T	**Timeframe**	• What is the time frame(s) for measuring the outcome(s)?

Assessing the Research Question(s)

In the process of narrowing down your topic to a research question, you will want to assess continually whether it can, in fact, be answered (Watson et al., 2022). The **FINER criteria** (Goodrich, 2005; Hulley et al., 2013), as outlined in Table 2, are useful for determining if your question(s) can be answered. FINER is an acronym for feasible, interesting, novel, ethical, and relevant. Once you have decided on your research question(s), use these criteria to evaluate it critically.

   Table 2: FINER Criteria

	Criteria	Questions to Ask
F	**Feasible**	• Is your research question feasible? • In regard to time and money required, is it affordable? • Is it manageable in scope?
I	**Interesting**	• Is it interesting to the investigator?

N	**Novel**	• Is the question novel?
		  ◦ Does it propose to confirm or refute previous findings?
		  ◦ Does it propose to extend previous findings?
		  ◦ Will it potentially provide new findings?

E	**Ethical**	• Can the research be conducted without violating ethical princi
R	**Relevant**	• Is it relevant to scientific knowledge? Future directions?

EADM 990 *Required Tasks*

   The following task must be completed to obtain your EADM 990 credit. Submit your work within Canvas by the date indicated in the Syllabus.

Conduct a mini literature review focused on a topic of your choice* by locating at least 3 relevant articles. Follow the "funnelled" steps of the literature review and synthesis process outlined above (see Figure 5-1). Prepare a one-page synthesis of the literature reviewed, and finish with a potential research question.

* To make the literature review most purposeful, you can anticipate upcoming learning and research requirements in your HPE program (e.g., in other courses you are currently taking or will be taking soon). You may wish to locate the list of courses and read about requirements and assessments in each syllabus, accessed through the U of S Course and Program Catalogue.

Post your mini literature review & synthesis paper to the appropriate Canvas Discussion board.

Discussion questions:

1. What is the purpose of a literature review?
2. Examine the following paper, thinking about how the construction of the abstract helps others locate this research. What are the key words or Medical Subject Headings (MeSH) found in this abstract?

◦　　Ogenchuk, M., St. Pierre, R., Uswak, G.,
Graham, H., Weiler, R., & Ramsden, V. R. (2021).
Community led: celebrating wellness with a
smile. *International Journal of Circumpolar
Health*, 80(1), 1962023.
https://www.tandfonline.com/doi/pdf/
10.1080/22423982.2021.1962023

3.　　How would you know whether the literature review
is broad enough to answer the questions you are
proposing or are interested in?
4.　　What would you be looking for in each article that
you review?
5.　　In what ways will the literature be used to develop
research questions?

Extension activities:

1.　　Revisit the research question that you posed at the
end of your mini literature review & synthesis paper
in order to:

　　◦　　Define the research question using the PICOT
criteria.
　　◦　　Assess the research question using the FINER
criteria.

Additional Resources & Links

The University of Saskatchewan's Librarians are a wealth of advice and information about how to conduct academic research. Visit the library's website at library.usask.ca or contact a librarian through Ask Us.

References

Birmingham, P. (2000). Reviewing the literature. In D. Wilkinson (Ed.). *The researcher's toolkit: The complete guide to practitioner research* (pp. 25-40). Routledge Falmer.

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Richardson, W., Wilson, M., Nishikawa, J., & Hayward, R. (1995). The well-built clinical question: A key to evidence-based decisions. *ACP Journal Club*, 123(3).

Rios, L. P., Ye, C., & Thabane, L. (2010). Association between framing of the research question using the PICOT format and reporting quality of randomized control trials. *BMC Medical Research Methodology*, 10(1). https://doi.org/10.1186/1471-2288-10-11.

Royal College of Physicians and Surgeons of Canada (2015). *The CanMEDS 2015 Physician Competency Framework*. http://canmeds.royalcollege.ca/uploads/en/framework/CanMEDS%202015%20Framework_EN_Reduced.pdf.

Shaw, E., Oandasan, I., & Fowler, N. (Eds.). (2017). *CanMeds-FM 2017: A competency framework for family physicians across the*

continuum. Royal College of Physicians and Surgeons of Canada. http://cfpc.ca/uploadedFiles/Resources/Resource_Items/ Health_Professionals/CanMEDS-Family-Medicine-2017-ENG.pdf.

Taylor, D. (2008). *The literature review: a few tips on conducting it*. University of Toronto, Health Sciences Writing Centre. http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review.

Watson, E., Jacobson, N., & Ramsden, V. R. (2022). *CLR 800 Module 4*, College of Medicine, University of Saskatchewan.

6. Key Technologies for the HPE Program

JULIE MAIER

Overview

As a fully-online program, it is important that students enrolled in the HPE certificate and graduate programs can get quickly acquainted with and comfortable using the key technologies used to access your courses, communicate with classmates, submit assignments, and access university services. By providing walkthrough videos and important links to available avenues for help, this module will orient you to several of those technologies.

Learning Objectives

When you have finished this module, you should be able to:

1. Access USask web services via your PAWS account.
2. Access your online courses via Canvas.
3. Start your own ePortfolio via Portfolium.
4. Identify where you can get help with technological issues during your time as a learner in the HPE program.

PAWS (Personal Access to Web Services)

PAWS is the web portal that provides students with access to a range of personalized content in support of their learning needs. Log in to PAWS using your NSID and password to access personalized and role-based services.

From the menu, PAWS will allow you to access:

- **Email and Calendar** (access to Outlook)
- **Web Conferencing** (access to Zoom)
- **Canvas** (access to your online courses)
- **OneDrive** (launches into Office 365 and your personal storage)
- ...and much more!

Make sure you can log into PAWS and spend some time get oriented to find where you can access tools these various tools.

> You received your **NSID** via email or letter when you were admitted to USask. **If you are unable to locate your NSID**, contact Student Central for help.
>
> **For general USask IT help**, see IT Support.

Access Online Courses via Canvas (the LMS)

Canvas is the name of the LMS (Learning Management System) that

will serve as the portal to all of your online courses, grades, and communication channels with instructors and classmates.

Access your courses in Canvas in one of these ways:

- Once logged into PAWS at paws.usask.ca, see the "Canvas" channel.
- Log into to Canvas directly at canvas.usask.ca.
- On a mobile device, download the Canvas Student app (Android, iOS).

See the following short video for a general walkthrough of Canvas.

> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://openpress.usask.ca/eadm990/?p=48*

See the following short video for a an overview of what you will find within a specific Canvas course.

> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://openpress.usask.ca/eadm990/?p=48*

As a student new to Canvas, it's good to spend some time exploring the Canvas platform, as well as the specific courses you have access to, to start to get a sense of where you can find everything you will need for your learning. (If none of your courses are published yet, you can explore a Canvas course template with limited functionalities).

For more help materials to help you get acquainted, see the Student support Canvas page.

For issues relating specifically to your course, contact your instructor first!

For issues related to Canvas:

- See the "Help" tab in the Canvas Global Navigation bar for a collection of useful resources.
- Check the Canvas Student Guide, or try to Google your issue (e.g., "how do I see my grades in Canvas?").
- Under "Modules" in each of your Canvas courses, see the videos and links in the "Canvas: Getting Started and Student Support" module.
- Explore the USask-specific Student support Canvas page, or get direct support by emailing itsupport@usask.ca or by calling (306) 966-2222.

Making an ePortfolio with Portfolium

A modest portion of the grading scheme for each course is dedicated to additions students will make to a program-level (i.e., longitudinal) online / electronic portfolio (or "ePortfolio"). The ePortfolios allow students to collect evidence of their learning, do reflective writing exercises, and demonstrate their achievement of competencies related to the program.

The platform used to develop these ePortfolios is called **Portfolium** (also sometimes called **Canvas Folio**). Each student will

have one ePortfolio, created on the Portfolium network that will collect the major projects they complete across the various courses of their program, along with structured Learner Reflections on their individual learning processes and demonstrated competencies. With these ePortfolios, graduates of the HPE programs will leave with a solid online showcase and a living document of their skills and growth as a HPE professional and scholar.

More details on the ePortfolios are presented within each online course within Canvas (look under "Modules" in each of your HPE Canvas courses, and find the "**ePortfolio Information**" page). it is very important that you familiarize yourself with the content on that page, particularly during the first course of your program.

See the following short video for an overview of Portfolium.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://openpress.usask.ca/eadm990/?p=48

To see a mockup of a student's profile, visit: portfolium.com/hpestudent.

For issues related to Portfolium:

- Under "Modules" in each of your HPE Canvas courses, see the "ePortfolio Information" page for key information about program requirements.
- Check the Portfolium Network (how-to guide), or try to Google your issue (e.g., "how do I add a project to Portfolium?").

Other EdTech Tools You Will Use

Zoom

USask has a campus-wide license for **Zoom** which is an easy to use web conferencing platform that offers a wide range of features. Learn about Zoom where you can virtually meet with others for classes, webinars and meetings.

Learn more about using Zoom at USask at the following link: Zoom (Web Conferencing)

Access your Zoom account at https://usask-ca.zoom.us/signin. From here, you can configure your account, join meetings you have been invited to, or host meetings for others to join.

You can also access Zoom meetings scheduled for specific courses from the "Zoom Meetings" link provided in each Canvas course.

Panopto

Panopto Video is the USask-supported video hosting and streaming service. It will allow you to create and share videos that you have created with your instructor and your classmates.

For help and information on using Panopto, see the following links:

- Academic Video Service (Panopto) (at this link, see "Getting Started for Students").
- Access your complete Panopto library of videos at https://usask.cloud.panopto.eu
- Upload/Record videos in your "My Folder" in Panopto, and make sure the sharing permissions are correct for your

intended audience. See Panopto: How to Share a Video for
information about changing the privacy/sharing settings.

- ◦ For videos that you want your instructors and peers to be
  able to view, ensure that you use the Share setting
  "**Anyone at your Organization with the link – Unlisted,
  anyone at your organization who has the link can view**".
- ◦ You may at some point want to set videos to be viewable to
  a wider audience. For example, when you are building your
  ePortfolio and adding videos to it, you may want it to be
  visible to anybody who has the link (including people
  outside of USask) (at the previous link, see "2. *Share with a
  Wider Audience*").
- Once your video is uploaded to Panopto, you may wish to
  share the video (as an embed) to a Canvas Discussion forum. If
  so, see the video: How do I post a Panopto video to the
  discussions forum?

Office 365

All USask students have access to **Office 365**. This includes the
range of Office 365 web-based products (Word, Excel, Powerpoint,
etc.) as well as 1 TB of personal cloud storage through **OneDrive**.

Access your USask Office 365 account via PAWS by clicking on
the "OneDrive" channel, or go to office.com and login with
NSID@usask.ca (*not* **NSID@mail.usask.ca**) and your usual password.

Additionally, the **Microsoft Advantage program** allows eligible
USask students to install and use the latest desktop versions of
Microsoft Office for Windows and Mac on up to five devices
(including work and personal). In addition, Microsoft Advantage also
allows access to the mobile version of Office on up to 5 tablets and
up to 5 phones per user. For more information, see How do I install
Microsoft Office 365 on a personal device?

The following task must be completed to obtain your EADM 990 credit. Submit your work within Canvas by the date indicated in the Syllabus.

Log into your **Portfolium** account and do some basic customizations to start making it your own (i.e., customize your display name, profile picture, cover photo, etc.).

Note that you do not need to add any projects for this requirement. You will begin adding projects to your ePortfolio as part of your first for-credit HPE course. Under "Modules" in each course of your program, you should be able to locate an "ePortfolio Information" page; review this page for key information about program requirements and for additional help with creating your Portfolium account.

Post the link to your ePortfolio to the appropriate Canvas Discussion board.

By default, the link to your ePortfolio will read something like: *www.portfolium.com/NSID*. If you prefer that your ePortfolio is only set to be viewable to select people, follow the information in the above video (4:13 mark) to share a "secret URL" instead.

Discussion questions:

1.   What previous experiences do you have with LMSs (like Canvas)? In your past experience, what was most helpful in getting oriented to a new LMS?
2.   What previous experiences (as a teacher, learner, or professional) do you have with ePortfolios?
3.   What might be some of the professional benefits of ePortfolio development in the HPE program?
4.   What might be some of the learning / pedagogical benefits of ePortfolio development in the HPE program?

Extension activities:

1.   Make sure you can log into **PAWS** and spend some time get oriented to find where you can access tools like your campus email, web conferencing, and Office 365 storage.
2.   Log into **Canvas**. If possible, spend some time exploring your first HPE course. (If none of your courses are open yet, you can explore a Canvas course template with limited functionalities).

Additional Resources & Links

For an overview of available technologies that USask students can access, and related help information, see the following page from USask Student Support: Technology Tips.

A wealth of information about choosing the right technological tools and digital literacy is available in the Learning with Technology Toolkit from the USask Library.

7. Managing Health & Wellness During Graduate Studies

ROBERTA CAMPBELL-CHUDOBA

Overview

As a health professional, you are well aware of the importance of balance of the whole self for holistic wellness – mental, emotional, physical, and spiritual. Maintaining balance while juggling responsibilities of study, work, family, friends, and community is challenging for anyone; multiple resources exist around campus and virtually to help you maintain your wellness.

This module provides holistic wellness resources links for USask and beyond, organized by the following facets:

- mental health and physical health
- academic support for graduate students
- recreation and athletics opportunities
- social wellness and faith-based supports
- additional supports and learning materials

Learning Objectives

When you have finished this module, you should be able to:

1. Identify any area(s) for attention in your current wellness by using the self-assessment tool 'Wheel of Wellbeing™.'
2. Find resources for physical, mental, academic, social/ emotional, spiritual and financial wellness available to you as a USask student.
3. Investigate your health coverage benefits as a member of the Graduate Student Association at USask and as a resident of Saskatchewan.
4. Choose an element of wellness requiring attention this term and access a USask resource to support you.

Self-assessment Tool for Wellbeing

The Wheel of Wellbeing is a free, online tool to self-assess and visualize the balance you are currently experiencing in your life. The wheel has eight spokes divided into facets of physical, mental, relational, emotional, recreational, environmental, financial and spiritual. Should you wish to track changes over time, you can choose to leave an email address, although there is no requirement to do so. The resources provided in this module support the facets of wellness identified in the Wheel.

Mental Health and Physical Wellness Supports

Maintaining Your Wellness

The Student Wellness Centre has a broad range of services and supports available for both urgent and non-urgent mental and physical health care, for you as a registered student and your dependents.

Therapy Services at the Student Wellness Centre include a team comprised of

- a dietitian
- physicians and psychiatrists
- nurses
- therapists – social and psychology workers

URGENT Assistance – If you or a USask student you know is in distress or is having a mental health crisis, call 911 (or 9-911 from campus), go to Royal University Hospital, or call Campus Protective Services (306) 966-5555. For after-hours assistance, see these Urgent assistance numbers.

GSA Health Plan

Studentcare is the **health plan** offered to graduate students through

the University of Saskatchewan Graduate Students' Association (GSA). It includes health, dental, vision care, travel, and Empower Me services. It provides some services not covered by the Saskatchewan Health Plan. If you do not have a Saskatchewan Health Card and are residing in Saskatchewan, check your eligibility and follow the instructions on Apply for a Health Card on the eHealth Saskatchewan website.

If you are a **full-time** student who began study in the Fall Term and are a GSA member, you are automatically covered and the plan costs are part of your student fees.

If you have equivalent health plan coverage, you can opt out of the plan. See Opt Outs and Who's Covered for more information. Call Studentcare at 1-877-795-4428, or talk to someone at the Care Office, Place Riel, Room 121 to answer your questions.

Empower Me Is available 24/7 by phone, virtually or email to those enrolled in StudentCare for counselling around:

- nutrition
- mental health issues
- relationship concerns
- family responsibilities
- financial planning
- addictions, and
- career counselling

Additional Health and Wellness Resources

Student Affairs and Outreach Coordinators are social workers who can provide practical support, coaching, intervention and referrals around problems with life (academic and non-academic). Wellness workshops on topics such as managing conflict, grief, mental health, and resiliency run throughout each term.

Find out about Crisis Financial Aid through emergency loans or grants for temporary financial crisis.

Self-help materials are also available on mental and physical health, pregnancy and early childhood, and COVID-19 wellness.

Academic Support

Graduate advising: For questions about research statements, your academic program, faculty supervision and scholarships, contact your Graduate Chair, Dr. Michael Cottrell at michael.cottrell@usask.ca

The **Academic Writing** learning module in this course provides writing and research resources.

Access and Equity Services advisors provide guidance to those requiring academic accommodation based on disability, family status, religion, and gender identity.

Recreation and Athletics

Get out, move and have some fun at the Fit Centre (weights, cardio and fitness classes), Campus Recreation (intramural sports, learn-to sessions, and Recreational Clubs). Your student Rec Fee covers some access to facilities and classes. Check USask Rec for access details.

Support Huskie Athletics across a variety of sports! Free tickets are available to USask students.

Social Wellness and Faith-Based Support

Taking time for some social enjoyment is an essential part of maintaining your health. Campus social clubs, discipline specific clubs, and the USask Community Centre offer places to build your community and social connections.

The USask Community Centre's Wellness Calendar has links to activities and events, from yoga and mindfulness to creative writing and peer health coaching.

Additional Supports and Learning Materials

The International Student and Study Abroad Centre (ISSAC) offers arrival, transition and cultural supports.

The Aboriginal Students' Centre is the central support for personal, cultural, social, and academic needs and success of First Nations, Métis and Inuit students. Services include Cultural Programming, Academic and Social Programming, and Student Development Programming for health and wellness.

Sexual Violence Prevention and Response is a self-enrolled and self-paced Canvas course has four modules: sexual violence and common myths, sexual consent, intervening in sexual violence situations, and impacts of sexual violence, barriers to disclosure and supporting survivors. A certificate of completion is available and it can be put on your co-curricular record.

The following task must be completed to obtain your EADM 990 credit. Submit your work within Canvas by the date indicated in the Syllabus.

Take the Wheel of Wellbeing™ quiz to see what is working and what may not be working optimally in your life currently. Write a short (~200 words) personal reflection addressing the following questions:

1. What is an element of your wellness that you anticipate requiring special attention during your graduate studies?
2. What are some tools and strategies you might employ to help you find a greater sense of wellness in that area?
3. What is a related USask support or resource that you might access in the upcoming months?

Post your health & wellness self-reflection to the appropriate Canvas Discussion board.

Optional Activities

Discussion questions:

1.   After viewing the resources offered through USask, what is one service or support you might recommend to a USask colleague and why?
2.   Were there any surprises, observations, or questions about the facets of wellness as identified either in the Wheel of Wellbeing™ or by the categories in the module? Discuss your response.
3.   How do you meet your needs for recreation, athletics, or social interaction? If you have not attended or used any USask offerings previously, what is one new thing you might try this term for fun?

Extension activities:

1.   Review the suggested resources linked throughout the module. Investigate your health coverage provided by Saskatchewan Health if you are new to the province. Apply for a Saskatchewan Health Card if you have not already done so.
2.   If you are a full-time student, registered in Term 1 (Fall Term) and a GSA member, read about your benefits under the GSA Health and Dental Plan with Studentcare.

Additional Resources

1. Consider self-enrolling in USask's Sexual Violence Prevention and Response self-Canvas course. The four modules contain information that all of us need to know.
2. The self-help materials suggested in the module provide a multitude of information, self-assessments, tips, links to Wellness sessions, and referral processes across areas of mental health, physical health, COVID-19 wellness and pregnancy and early childhood. Consider surveying these materials
3. Peer Health provides opportunities for students to volunteer and contribute to the campus community and fellow students in areas of health issues and wellbeing.
4. If you are interested in developing a fulsome wellness plan, Creating a Healthier Life: A Step-by-Step Guide to Wellness provides a template to create a detailed plan based on SMART goals.