

## UNIVERSITY COUNCIL Agenda – January 25, 2024

**Location: ARTS 241, Neatby Timlin Theatre**  
**Time: 2:30 - 4:30pm**

### Call to Order

1. **Tribute**
  - 1.1. Tribute to Dr. Dennis Dibski from the College of Education presented by Paul Newton, Department Head, Educational Administration
2. **Agenda**
  - 2.1. Adoption of the Agenda
  - 2.2. Council Motions
3. **Chair's Opening Remarks-** Dr. Marjorie Delbaere, Associate Dean Research, Graduate Programs and Faculty Relations, Edwards School of Business
4. **Minutes**
  - 4.1. Approval of Minutes – December 14, 2023
5. **Business Arising**
  - 5.1. Follow up to College of Graduate and Postdoctoral Candidate Assessment Changes
  - 5.2. Undergraduate Awards Policy Document with Changes
6. **Planning & Priorities Committee (PPC)**
  - 6.1. Request for Decision: Establishment of the Department of Oncology and Disestablishment of the Division of Oncology
7. **Academic Programs Committee (APC)**
  - 7.1. Request for Decision: Master of Clinical Pharmacy
  - 7.2. Request for Decision: Termination of the Certificate in Teaching English as a Second Language (CERTESL)
  - 7.3. Item for Information: Academic Calendar 2024/25
  - 7.4. Item for Information: Changes to the Master of Sustainability program
  - 7.5. Item for Information: Revisions to the Post-degree Certificate in English as an Additional Language program

8. **Nomination Committee**
  - 8.1. Request for Decision: Council Committee Chair Vacancies
  
9. **Governance Committee**
  - 9.1. Notice of Motion: Council Bylaw Revisions
  
10. **Research, Scholarly and Artistic Work Committee**
  - 10.1. Item for Information: Mid-Year Update from Vice-President Research
  
11. **Scholarships and Awards Committee**
  - 11.1. Request for Decision: Undergraduate Awards Policy
  
12. **Reports**
  - 12.1. President
  - 12.2. Provost and Vice-President Academic
  - 12.3. Graduate Students Association (GSA)
  - 12.4. University of Saskatchewan Student's Union (USSU)
  
13. **Other Business**
  
14. **Question Period**

In addition to bringing forward questions during the course of a meeting, council members are also invited to submit questions on matters relevant to council in advance of a meeting. These questions can be sent to the Chair of Council directly or via the Governance Office ([delbaere@edwards.usask.ca](mailto:delbaere@edwards.usask.ca); [governance.office@usask.ca](mailto:governance.office@usask.ca)). Whenever possible, the questions will be forwarded to the appropriate individual. Members submitting questions in advance will be invited to pose their question(s) during the course of the meeting.

15. **Adjournment**

*Next Council meeting is March 21, 2024- please send regrets to [governance.office@usask.ca](mailto:governance.office@usask.ca)*

*The deadline to submit motions to the Executive Committee for the March meeting is February 26, 2024. A full list of submission deadlines can be found [online](#).*



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**Zoom Link:**

Join Zoom Meeting:

<https://usask-ca.zoom.us/j/93074653360?pwd=M3kwM2Y2Sy90UHdBRHlzcEVxT1cyUT09>

Join by Telephone:

Local Saskatoon Zoom Dial-in Number: (639) 638-7474

Other Zoom Dial-in Numbers: <https://usask-ca.zoom.us/j/93074653360>

Join by Video Conferencing Device (SIP):

93074653360@zoomcrc.com

Meeting ID: 930 7465 3360

Passcode: 14220867

Telephone Passcode: 14220867



## University Council Agenda Motions January 25, 2024

### Planning and Priorities Committee

#### **6.1 Request for Decision: Establishment of the Department of Oncology and Disestablishment of the Division of Oncology**

Motion: *It is recommended that Council approve the Establishment of the Department of Oncology in the College of Medicine, as outlined in the agenda material; and that, with its establishment, the Division of Oncology be disestablished.*

### Academic Programs Committee

#### **7.1 Request for Decision: Master of Clinical Pharmacy**

Motion: *It is recommended that Council approve the Master of Clinical Pharmacy Program, effective May 2024.*

#### **7.2 Request for Decision: Termination of the Certificate in Teaching English as a Second Language (CERTESL)**

Motion: *It is recommended that Council approve the termination of the Certificate in Teaching English as a Second Language program, effective May 2024.*

### Nominations Committee

#### **8.1 Request for Decision: Council Committee Chair Vacancies**

Motion: *It is recommended that Council approve the following appointments for the remainder of 2023-24, effective January 25, 2024:*

- *Carolyn Augusta (Edwards School of Business) as the Chair of the Academic Programs Committee, and*
- *Jason Perepelkin (College of Pharmacy and Nutrition) as the Chair of the Scholarships and Awards Committee.*

## Governance Committee

### **9.1: Notice of Motion: Council Bylaw Changes**

Motion: *It is recommended that Council approve revisions to the Council Bylaws as attached.*

## Scholarships and Awards Committee

### **11.1 Request for Decision: Undergraduate Awards Policy**

Motion: *It is recommended that Council approve revisions to the Undergraduate Awards Policy effective immediately.*

**Call to Order**

The meeting was called to order at 2:34 pm.

The Chair, Dr. Marjorie Delbaere, began with a Land Acknowledgement.

Chair reviewed zoom protocols.

No members of the media identified themselves.

The Chair reminded members there are no recordings of Council meetings.

**1. Tribute**

Professor Emeritus Dr. Reg Wickett provided a tribute to Dr. Michael Collins from the College of Education.

**2. Adoption of the agenda****2.1 Adoption of the Agenda**

(Tomczak/Meda): *That the agenda be approved as circulated.*

CARRIED

**3. Chair's Opening Remarks**

Chair Delbaere commented on the great energy in the room and recognized all the work happening around campus with exams and marking. The Chair welcomed the two new council members Hui Wang and Kevin Read.

The Chair commented that PEC met on December 7<sup>th</sup> and noted the discussion on the PA campus.

**4. Minutes of the meeting of November 16, 2023**

(Rayan/Urquhart): *That the minutes of November 16, 2023 be approved.*

CARRIED.  
2 Abstentions

**5. Business Arising****5.1 Follow up to Sustainability Inquiry from November Council Question Period**

Janelle Hutchinson, Chief Sustainability Officer responded:

- One of the big pillars of USask strategy focuses on GHG emissions, of which waste only contributes 1.4% yet waste management is one of the most visible/day to day activities we notice as consumers, something we can all actively participate in and appreciate why it has been raised;
- City of Saskatoon has been working hard to implement an organics program and recently shifted focus to larger scale institutions, commercial, industry. USask will have until fall of 2024 to meet expectations and implement changes regarding organics.
- Another piece of important context is about the philosophy behind USask's sustainability strategy - one of the big shifts is the desire to see sustainability within and across all units/offices across campus - this means not trying to consolidate everyone working on sustainability into one office, but I have spent last year working with each of VPs to ensure we had a common understanding of their roles and how each of their teams and operations are integral in achieving our sustainability goals.

Greg Fowler, Vice-President, Administration and Chief Operating Officer added that USask's current focus is on areas where USask can reduce the highest emissions.

Members commented on the response to 5.1 expressing their concerns that USask's sustainability website reports 60% of waste goes to the landfill as well as the battery and surplus furniture storage has gone away. It was noted that horse manure is also going to the landfill with suggestions that this could be repurposed for fertilizer.

Mr. Fowler noted that an update on greenhouse gas emissions will come to planning and priorities in the new year. He also noted that the surplus assets program was not working well and USask has moved to a method of trying to repurpose as much as possible and then move items to auction. After auction the items get discarded.

Ms. Hutchinson appreciated the comments and the urgency on the sustainability items and will take this information back.

#### 5.2 Follow up on data from the City of Saskatoon safety audit on Wiggins and College and Plans for Preston and College

Mr. Fowler replied to this item noting that the intersection of Wiggins and College is currently undergoing a safety audit, where information will be going to the transportation committee in March. Mr. Fowler noted that the Bus Rapid Transit plan has created lots of work on the Preston and College. There were no recommendations for improvement on this intersection as of right now.

A member clarified that that the intersection in question was Wiggins and Campus Drive. Dr. McDougall responded that this is an ongoing matter and have been in conversations with the member. It was noted that the Bus Rapid Transit may also change this road as well in the future.

## 6. Planning and Priorities Committee (PPC)

Dr. Vicki Squires, Chair of the Planning and Priorities Committee summarized the Notice of Motion for the Establishment of the Department of Oncology and Disestablishment of the Division of Oncology

### 6.1 Notice of Motion: Establishment of the Department of Oncology and Disestablishment of the Division of Oncology

There were no questions.

## 7. Academic Programs Committee (APC)

Dr. Yansun Yao, Chair of APC presented the committee's items.

### 7.1 Request for Decision: Admissions Qualification Change – Biochemistry, Microbiology, and Immunology

The College of Graduate and Postdoctoral Studies is proposing a clarification to their requirements for admission to specify that applicants may apply with a four-year degree from a recognized college or university and that some three-year first cycle degrees will be considered when from an institution that meets the criteria set out in the Bologna declaration

This change will ensure clarity for applicants and will reduce inquiries to the department and college about the requirements from prospective students.

There were no questions.

Motion: (Yao/Xiao) *It is recommended that Council approve the changes to the admissions qualifications for the Master of Science in Biochemistry, Microbiology, and Immunology, effective the 2025-26 intake.*

CARRIED.

### 7.2 Request for Decision: Increase of minimum passing grade for some courses in Master of Nursing

The College of Graduate and Postdoctoral Studies and the College of Nursing are a change to the minimum pass scores for graduate-level courses used in the MN Nurse Practitioner and the Post-degree specialization certificate Nurse Practitioner programs, to increase from 60% to 70%.

This change will ensure that students achieving a passing grade in these courses will have the required knowledge to be successful in the programs and will meet the required competencies of the programs.

Questions were asked about student consultations and retroactive failures as this will affect those students who are already in the program. It was noted that students are required to get a 70% pass in the later courses, and it has been observed that students who receive a 60% currently struggle in these upper classes. There will be no retroactive failures on these courses.

Motion: (Yao/Xiao) *It is recommended that Council approve the change to the minimum pass for some graduate courses in Nurse Practitioner programs, effective May 2024.*

CARRIED.

1 Opposed

2 Abstentions

### 7.3 Request for Decision: Admissions requirements for accelerated M.Sc. in Computer Science

The College of Graduate and Postdoctoral Studies and the Department of Computer Science are proposing a new admission pathway to the MSc in Computer Science program

The accelerated pathway will be available only to students in the process of completing a B.Sc (Honours) program in Computer Science at USask and student could take up to 12 credit units of graduate level work before official registration in the M.Sc program, which would occur following the completion of the undergraduate program

The application process is simplified and will require a minimum average of 80% in previous Computer Science programs

The Dean of CGPS commented that this is a really exciting development and Computer Science was very thoughtful in putting this together.

Motion: (Yao/Xiao) *It is recommended that Council approve the admission requirements for an accelerated Master of Science in Computer Science program, effective May 2025.*

CARRIED.  
1 Abstention.

## **8. Governance Committee**

Dr. Dobson summarized the item outline in the agenda which was brought as a Notice of Motion in November.

### **8.1 Request for Decision: College of Law Faculty Council Bylaws**

There were no questions.

Motion (Dobson/Yao): *That Council approve revisions to the Bylaws of Faculty Council of the College of Law as shown in Attachment 1 and the Council Bylaws be amended accordingly.*

CARRIED.

## **9. Research Scholarly and Artistic Works Committee**

Dr. Steven Rayan, chair of Research Scholarly and Artistic Works committee presented the committee's items. The reports can be found in the agenda package.

### **9.1 Item for Information: Report of Allegations and Breaches under the Responsible Conduct of Research Policy**

### **9.2 Item for Information: Annual Reports from the Research Ethics Boards**

## **10. Scholarships and Awards Committee**

Dr. Venkatesh Meda, chair of Scholarships and Awards Committee presented the item. Dr. Meda noted language changes to be more current.

### **10.1 Notice of Motion: Undergraduate Awards Policy**

Clarification was provided that the Indigenous verification process is in operation and a request to add a tracked changes version of the policy to the minutes.

Motion: It is recommended that Council approve revisions to the Undergraduate Awards Policy effective immediately.

Dr. Meda recognized the committee behind the Rhodes Scholarships and acknowledged the award recipients and proud of the USask success story.

## **11. Reports:**

### **11.1 Report of the President**

President Stoicheff wished all members a restful holiday season. The President took a moment to recognize the hard work of the campus community noting that USask has many accomplishments and achievements to look back on including higher enrolment, increase in rankings and the Two Rhodes Scholars. Out of 97 institutions and only 11 Scholarships, USask is one of two institutions to have more than one recipient. Simonne Horwitz and Alex Beldan did a great amount of work on these and deserve recognition.

President Stoicheff pointed out that other institutions are modelling USask's Indigenous verification policy and thanked all members that worked on this endeavor.

The President committed to bringing more information on Horizon Europe- a research and innovation funding program funding in Europe with a EUR 95.5 billion dollar budget (through 2021-2027) which was recently opened to Canada for funding. There are some limitations; however, the important aspect is that the door has now been opened.

President Stoicheff commented that USask is consistently reminding members that USask is part of the U15, which is useful to many engaged in RSAW. The U15 spend a great deal of time on creating an advocacy strategy to present to the Government. The research and innovation missions of institutions in Canada hope to see incremental increases to the funding for the Government; however, this has not happened in the past few years and the U15 will continue to push for this to ensure Canada can attract and retain talent given that other countries are seeing support in this area.

A member asked the President how other U15 institution are reacting to the immigration changes on VISA application fees. International students need to show that they have \$20,000 in funding before they can be approved for a study VISA. Dean Burshtyn was able to comment on the question and noted that this is a positive change as International students cannot live in Saskatoon on \$10,000 per year.

### **11.2 Report of the Provost**

Provost Airini expressed appreciation on the sustainability questions that came forward and invited members to collaborate on ideas. She encouraged members to reach out to her and work together and use the passion.

The Provost thanked all the Committees of Council for all the work they are doing and echoed the great news about the Rhodes Scholars.

The Provost mentioned the three faculty members honoured for their dedication to student engagement and learning noting that USask won 3 of the 4 inaugural Lieutenant Governor's Post-Secondary Teaching Awards. There are several award recipients to be celebrated in the Provost report.

The Provost gave an immense 'thank you' as USask heads into the holidays and reminded members to reflect on the journey and the promise of the year ahead.

There were no questions.

### **11.3 Report from the GSA**

The report can be found in the agenda package. No one in attendance to speak to the report.

### **11.4 Report from the USSU**

The report can be found in the agenda package. No one in attendance to speak to the report.

## **12. Other business**

There was no other business.

## **13. Question period**

Pre-submitted Question:

What actions are being taken to fill the vacant student members on council from USASK campus, and from the affiliated colleges?

Secretary Demkiw explained that the USSU is responsible for filling the student spots; the Governance Office works closely with the affiliated colleges to fill these spots; however, it is not uncommon to not fill these spots as they have a small student body and connections are difficult. Secretary Demkiw noted that Schools are not on Council due to the Act and clarified that there is no movement to change the Act at this time.

A member expressed concern about violation of the Act in regard to the student membership. Secretary Demkiw explained the current practice is that the Governance Office receives the information from the USSU and the Affiliated Colleges and there is no violation of the Act.

A member asked for clarity on why CGPS no longer has oversight on the PhD Examining Committee. Dean Burshtyn advised that a working group was created to look at the advisory committee as well as practices at other comparator institutions. It was a challenging process to have a Dean's Designate; therefore, the committee introduced a University Examiner which has been a helpful change. CGPS is rolling out this change and the University Examiner on the committee will be mandatory after April 30, 2024. The member added that consistent training and communication out to the Colleges would be beneficial.

Advisory and Defense Changes can be found here: <https://cgps.usask.ca/operational-info/policy-procedure/advisory-and-defence-changes.php>

Clarification was sought regarding the removal of the central requirement for comprehensive exams at CGPS. Dr. Burshtyn notified members that a communication plan around this will come out in January. A comprehensive exam is only one way to assess students and very often this exam is a thesis or grant proposal. CGPS wants to ensure students can move forward in their program in a timely fashion. The change is to better align with other institutions and is not changing standards, only adjusting wording. There will remain a clear set of competencies required.

#### **14. Adjournment**

(Dobson): The meeting was properly adjourned at 4:20 pm.

Policy with Changes

# Undergraduate Awards Policy

## AUTHORITY

These policies govern all undergraduate scholarships, bursaries, awards and prizes (collectively referred to as “awards”) regardless of the college, department or unit responsible for administration, except where an award’s terms of reference explicitly differ from specific elements of policy, and except for awards administered by Huskie Athletics, which are subject to U SPORTS regulations.

## PRINCIPLES

The University of Saskatchewan’s undergraduate awards program is designed both to reward the academic achievement and to mitigate the financial need of undergraduate students working toward completing University of Saskatchewan programs.

Given the limited student award resources available, the university chooses to direct awards to full-time students. As well, limits are placed on award support to any one student, thereby broadening distribution and mitigating the distorting effect of higher tuition and equipment costs in some colleges relative to others, to ensure access to all programs.

## LAST REVISION

January 2024

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## I. AUTHORITY OVER STUDENT AWARDS

- A. All undergraduate student awards must have terms of reference. When an award is externally funded, terms of reference must be signed by the donor, the head of the academic unit responsible for administering the award, and the designated representative of the Board of Governors (Board), and for awards open to a single college, they are also signed by the respective Deans of those colleges. No award exists, may be adjudicated or its value disbursed, until it is signed on behalf of the Board.
- B. For externally funded awards, Terms of reference form a legal binding trust and are the final authority on the donor's intent, trumping notes, memos, recollections, and changing donor or family opinion. The University is legally responsible for administering the student award according to the terms of reference and may not change the terms unless the trust contains an "in the event" clause these invested trusts may not be revised without formal approval from Donations and Trusts, including the signature of the Board's representative. This clause authorizes the Board to amend the terms if circumstances change, keeping the award as close as possible to the donor's original intent, as reflected in the terms. Otherwise, the University must prove to the courts that the award as written in the terms is impossible to carry out. Revisions of terms of reference are only considered when circumstances make it impossible or impractical for the university to fulfil the donor's original intent, as reflected in the agreements. In some instances, the University would need to avail itself to the Court of King's Bench for rulings on trust amendments.
- C. *The University of Saskatchewan Act 1995* outlines the powers of the Board and of University Council (Council), each of which possesses authority over a different aspect of student awards. The practical translation and application of these powers overlap to some degree. Because of that overlapping, practices and rationales for those practices have developed which are functional and respectful of the relevant authorities of Board and Council.

### 1. *The Act*

- "Powers of the board ... 49(1) The board may: ... (i) provide for the establishment of scholarships, fellowships, bursaries and exhibitions if authorized by the council;"
- "Powers of council" ... 61(1) The council may: ... (d) grant scholarships, prizes fellowships, bursaries and exhibitions;"

### 2. *Interpretation*

No record exists of Council's having explicitly authorized the Board to establish scholarships, fellowships, bursaries, and exhibitions (as stated in 49(1)). Instead, the Board is represented by the Provost on the committee that Council has charged with granting awards. The Scholarships and Awards Committee is responsible for:

- recommending to Council on matters relating to the awards, scholarships, and bursaries under the control of the university,
- recommending to Council on the establishment of awards, scholarships and bursaries,



- granting awards, scholarships, and bursaries which are open to students of more than one college or school, and
- recommending to Council rules and procedures to deal with appeals by students with respect to awards, scholarships and bursaries.

### 3. *Practice*

Current practice is based on the understanding that Council has delegated authority to authorize the establishment of new awards to the Scholarships and Awards Committee and that the Scholarships and Awards Committee has in turn extended that authority to Student Finance and Awards as part of a three-member collaboration:

- The Manager of Donations and Trusts Services, representing the Board of Governors;
- A development officer or, if no donor is involved, a representative of the academic unit; and
- The Awards Development Liaison from Student Finance and Awards, representing Scholarships and Awards committee and University Council.

Under this structure, the fundraiser represents the donor and academic unit and communicates back to both; the Finance and Trusts member represents the financial and trust responsibilities of the Board; and the Liaison works between the two to craft terms of reference (the contract or trust) for student awards that meet donor wishes, conform to the University's policy, and that the University is willing and able to administer. When terms of reference are agreed upon by donor, academic unit and Board representatives, the document is signed by the donor, the Dean (and department head, if applicable), and on behalf of the Board.

Because the Board is responsible for financial affairs and Council for academic affairs, the three-party awards development structure meets both elements of *The Act* quoted above. In addition, the three-party structure conforms to the university's policy on the *Naming of University Assets*, wherein the Board of Governors and Council jointly delegate to Student Finance and Awards in consultation with University Relations responsibility for the naming of awards, scholarships, and bursaries.

## II. AWARD ELIGIBILITY

### A. Entrance awards

1. In order to be eligible for entrance awards, either centrally- or college-administered, students must have a complete secondary level standing or equivalent, either Canadian or international, necessary to obtain admission to the University of Saskatchewan, unless otherwise specified by an award's terms of reference.
2. Candidates must have been admitted to the University of Saskatchewan into a degree or diploma program.



3. Students must have fewer than 18 credit units completed at or transferable to a U of S direct-entry program of study.

Exceptions include:

- a. students competing for entrance awards with a performance component administered by the Department of Music for students in any B.Mus. program are eligible regardless of previous academic study.
- b. **students who only have transferable credit units from secondary school coursework are eligible for entering awards regardless of the number of credit units transferable to a U of S direct-entry program of study. Such students are not eligible for the U of S Transfer Scholarship.**

## B. Credit unit requirements

1. All credit units used to meet requirements for undergraduate awards must be earned at the University of Saskatchewan.

Exceptions Include:

- a. students studying on an approved study abroad program, exchange or letter of permission. Credits earned under such a program will be used to meet credit unit minimums for awards purposes; marks may be used in calculating academic averages for awards, depending upon practices specific to the college.
- b. students transferring credits earned at other institutions to University of Saskatchewan programs may be eligible to receive the U of S Transfer Scholarship and must meet eligibility requirements set out in the terms of reference for the specific award.

2. In order to be eligible for undergraduate awards, students must register for and complete at least 18 credit units over the fall and winter terms in the academic year in which the award is paid.

Exceptions include:

- a. students at regional colleges, who are not subject to a credit unit minimum.
- b. graduating students who require fewer than 18 cu to complete their degree requirements are eligible for scholarships, provided they complete a minimum of 9 cu in either the fall or the winter term.
- c. students receiving prizes/awards specific to particular courses or projects, **as well as students receiving awards relevant to their convocation or graduation**, who are not subject to a credit unit minimum.
- d. students with disabilities approved to study on a reduced course load, who must register for and complete 12 credit units over the fall and winter terms in the academic year in which the award is paid.



### C. Continuing awards

1. For all continuing awards, in order to compare student achievement at a common baseline, students must **be pursuing a degree or diploma and** have completed 18 credit units over the previous fall and winter terms.

Exceptions include:

- a. students approved for a reduced course load because of disability, who must have completed 12 cu over the previous fall and winter terms.
  - b. students in professional internship and cooperative education programs, who are eligible for consideration for all central and college administered awards based upon completion of at least 18 academic (i.e., non-work experience) credit units. Academic terms appropriate for assessment are a maximum of one previous spring and summer session and two previous fall and winter terms. The combination of sessions that provides the minimum number of required credit units and applicable award averages will be assessed. Applicable academic sessions, up to and including the session the credit unit requirement is reached, will be included in the calculation of an award average.
  - c. University of Saskatchewan students participating in formal exchange programs will be eligible during their absence and upon their return for all centrally-administered undergraduate awards including both scholarships and bursaries. In all cases, it is the student's responsibility to notify the appropriate awarding body of their wish to be considered for University of Saskatchewan awards.
2. Students entering their first year of study in a non-direct entry degree program and students transferring from another institution may be considered for department- and college-administered awards at the department or college's discretion, unless otherwise specified by an award's terms of reference.
  3. College and department award committees may consider, on a case by case basis and at their discretion, a student's request to re-enter the award pool after an absence from the University of Saskatchewan of one or more years unless otherwise specified by an award's terms of reference. It is the student's responsibility to request consideration by the college prior to the selection of recipients by the college.

### D. Academic average requirements

1. For continuing awards, academic averages will be calculated based on all U of S courses attempted during the previous year's fall and winter terms, as defined in paragraph I.B.1. above. **Courses completed during the spring and summer terms are not used in the average calculation for awards.**
2. Eligibility for centrally-administered awards requires a minimum sessional average of 65%. Colleges may set academic achievement thresholds for awards granted at the college or department level.
3. For the purposes of determining whether a student has met renewal criteria for a centrally-administered award, the average will be rounded to the nearest whole number unless otherwise prohibited by an award's terms of reference.



### III. BURSARIES

- A. Recipient selection for bursaries will be based on financial need alone, unless additional selection criteria are imposed in an award's terms of reference.
- B. Where terms of reference specify the use of both financial need and academic achievement as selection criteria for awards under the administration of the Scholarships and Awards Committee, the weighting of financial need and academic achievement will be 50/50.
- C. All bursary candidates will be required to provide financial information in a standardized format to and as determined by Student Finance and Awards, for determination of need.
- D. A bursary may be awarded to a recipient even if the value of the bursary exceeds the actual value of the recipient's calculated financial need.
- E. Students in the colleges of Medicine, Dentistry, and students not covered by Inter-Provincial Agreement in the Western College of Veterinary Medicine will be considered for centrally-administered bursaries based on living need (excluding tuition, fees, books, equipment), in order to eliminate the disadvantage to students of other, non-health sciences programs and provide a more level playing field for bursary distribution.

### IV. AWARD ADJUDICATION

- A. The Scholarships and Awards Committee may establish adjudication committees for any awards under its administration at its discretion. Each adjudication committee is comprised of at least three members as determined by the Chair or designate with the Chair being a voting member ex officio and a member of Student Finance and Awards being a voting member, and is empowered to make award selection decisions and report these decisions back to the full Committee. The Chair may change or augment membership, or appoint members from beyond the Scholarships and Awards Committee.

### V. LIMITS ON RECEIVING AWARDS

- A. Entering students may receive one competitive entrance award.

Exceptions include:

- a. Guaranteed Entrance Scholarships and any other automatic awards.
- b. awards with highly specific criteria with a resulting small pool of eligible candidates may be awarded to students who have qualified for a competitive award.

- B. Continuing students may receive one centrally-administered scholarship annually.

Exceptions include:

- a. second and subsequent years of renewable awards.



- b. awards with highly specific criteria resulting in a small pool of eligible candidates may be awarded to students who have qualified for a centrally-administered bursary.
- C. Continuing students may receive centrally-administered bursaries to a maximum of **\$5,000** over the fall and winter terms (if receiving multiple bursaries) or a single bursary of a value greater than **\$5,000**.
- D. No undergraduate student may receive awards with a cumulative dollar value greater than the cost of tuition for the fall and winter terms plus the amount designated by Saskatchewan's Student Financial Assistance Branch as the allowable living costs of a 'single student living away from home' for student loans purposes. The differential fee for international students, sometimes referred to as "differential tuition," is not considered in this calculation. This policy does not prevent or limit the value of any single award.

Exceptions include:

- a. second and subsequent years of renewable awards.
- b. travel awards.

## VI. DEFERRAL OF AWARDS

- A. Competitive entrance awards may not be deferred.
- B. To accommodate opportunities for learning experiences outside the academic setting, students pursuing non-academic opportunities may apply to Student Finance and Awards to defer centrally-administered renewable scholarships and centrally-administered continuing scholarships for one year, provided they are not registered as regular students at another post-secondary institution for the duration of the deferral period.
- C. Centrally-administered bursaries (awards for which selection is made wholly or partially on the basis on financial need) may not be deferred.
- D. College and department award committees may allow undergraduate students to defer college-administered awards unless otherwise specified by an award's terms of reference.

## VII. TRANSFERRING OF AWARDS

- A. Under exceptional circumstances on the recommendation of the appropriate academic units, students registered as visiting students at other universities may request permission to transfer University of Saskatchewan awards. The recommendations must be based on academic considerations and approved by the Dean's Office. The supporting documents must verify that the selected courses are required or recommended as an asset to the academic program. Students must be proceeding to the completion of a degree at the University of Saskatchewan. This regulation will be administered at the college level; however, colleges must inform Student Finance and Awards of their decisions under this regulation.



## VIII. TRAVEL AWARDS

- A. Travel award recipients must follow university policies around international travel risk management, administered by the International Student and Study Abroad Centre.

## IX. PAYMENT OF AWARDS

- A. Payment of all undergraduate awards is authorized by Student Finance and Awards upon confirmation that candidates have met all eligibility requirements. Award administrators will submit presumptive recipient and award information in a consistent format as determined from time to time by Student Finance and Awards. In cases where presumptive recipients are found to be ineligible for an award, the award administrator is notified by Student Finance and Awards and an alternate recipient is identified wherever possible.
- B. All undergraduate awards are paid out through the student's U of S tuition account upon confirmation of compliance with all requirements (including credit unit requirements) by Student Finance and Awards.

### Exceptions include:

- a. Book prizes: paid out through the University of Saskatchewan Bookstore as vouchers or credits.
- ~~b. Bursaries to Indigenous students: Bursaries restricted to Indigenous students will be disbursed through the recipients' tuition accounts for accounting purposes but immediately refunded in their entirety to the recipients regardless of their account status.~~

- be. Some travel awards will be disbursed through recipients' tuition accounts for accounting purposes but immediately refunded in their entirety to the recipients regardless of their account status. These awards are identified by Student Finance and Awards in consultation with the International Student and Study Abroad Centre.

- D. Awards are generally paid out in a single instalment per academic year; however, some awards' terms of reference dictate otherwise, and in some cases Student Finance and Awards will recommend payment in instalments by term.
- E. Award payment will not be pro-rated.
- F. Notification of award recipients by the adjudicating college or department will include conditions for maintaining the award (minimum registration, achievement, etc.) and the consequences of not meeting those conditions (revoking of awards). Award administrators and academic advisors are strongly encouraged to counsel students of the consequences for dropping below the minimum registration.

## X. REVOKING AWARDS

- A. Students whose course loads fall **below the number of credit units required to maintain award eligibility, as outlined in II.B.2 of this policy**, will have their **merit-based awards revoked and the disbursement reversed**, unless otherwise specified in an award's terms of reference. **Revoked awards will not appear on the transcript or co-curricular record. Need-based awards may be revoked but disbursement reversed**



only to the extent of any existing credit on the student account. Students whose awards have been revoked may appeal the decision on the basis of compassionate or medical grounds as outlined below.

- B. Students whose awards are revoked are notified in writing by Student Finance and Awards.
- C. A revoked award appears on the student's tuition account as an amount owing to the university. Collection of the outstanding balance is subject to university policies on student accounts receivable.
- D. **Right to appeal**

Students whose awards have been revoked may appeal the decision on the basis of compassionate or medical grounds. All appeals must be in writing and contain documentation (e.g., doctors' notes) supporting the student's case. Student Finance and Awards adjudicates all appeals and reports decisions to the Scholarships and Awards committee. Student Finance and Awards consults with the committee on appeals that in Student Finance and Awards' judgment are of an equivocal or difficult nature. All adjudications, whether conducted by Student Finance and Awards or the committee, are considered final, with no further appeal option.

## XI. EQUITY

- A. The University of Saskatchewan shall ensure that fund raising activities related to the establishment of student awards address education equity goals through the creation of scholarships, bursaries and other awards for **Indigenous** people, persons with disabilities, visible minorities, women, and **non-binary persons**. Furthermore, all awards including terms that are affirmative with respect to an identifiable group under The Saskatchewan Human Rights Code must include a clause that directs how the award should be made when it is no longer necessary to be affirmative towards the group.
- B. **Targeted awards for Indigenous students shall require verification of applicants as eligible with respect to their Indigenous membership or citizenship in accordance with the current University policy framework.**
- C. The University of Saskatchewan encourages all students to apply for awards, regardless of their gender identity. For awards purposes, the phrase "female student(s)" and the words "woman," "women," and "female" are inclusive of ~~female~~**woman**-identified, trans woman, two-spirited, gender-queer, gender-variant, gender fluid, transgender, gender nonconforming, or otherwise non-binary individuals. Similarly, the phrase "male student(s)" and the words "man," "men," and "male" are inclusive of ~~male~~**man**-identified, trans man, two-spirited, gender-queer, gender-variant, gender fluid, transgender, gender nonconforming, or otherwise non-binary individuals. Awards restricted to men or women must also explicitly include and welcome applications from trans men/ women and non-binary persons in any context in which those restrictions are outlined. Award applications for awards restricted to or directed towards men or women must also provide space for applicants to articulate their gender identity and/or preferred pronouns, as relevant in the context of the award. ~~Confirmation of gender for all awards restricted to or directed toward male students or toward female students will be made by the inclusion of the question, "What is your gender identity and/or preferred pronouns?" with free text space for the student to insert the wording with which they are most comfortable into applications for such awards.~~
- D. **Some awards require students to register for and complete more than the minimum number of 18 credit units over the fall and winter terms in the academic year in which the award is paid, and/or to have**



completed more than 18 credit units over the previous fall and winter terms. These requirements are 6 credit units lower for students approved for a reduced course load because of disability.

## XII. PRIVACY AND PUBLIC RECOGNITION OF AWARD RECIPIENTS

- A. Any public recognition of award recipients will be made only with recipients' prior permission. The sole exception to this practice will be for those awards announced at Convocation.

### GLOSSARY: Definitions for awards purposes

**Academic year:** the period from May 1 through April 30, defined as the spring, summer, fall and winter terms.

**Bursaries:** awards granted fully or partially on the basis of financial need.

**Centrally-administered awards:** those open to students of more than one college or program, or to students university-wide, adjudicated by Student Finance and Awards by authority of the scholarships and awards committee.

**College-administered awards:** open to students of a single college or program, normally adjudicated by a committee of the college or program department as authorized by the Dean. Student Finance and Awards adjudicates some college awards on behalf of their designated award committees.

**Competitive awards:** students apply and compete among their peers.

**Continuing / Returning / In-course:** student has earned 18 or more credit units at or transferable to the University of Saskatchewan in previous academic years, regardless of year in program.

**Continuing awards:** for students with 18 or more credit units at or transferred to the U of S, generally beyond their first year of program and in a degree or diploma program. Continuing awards are not awards where payment continues from one academic year to another: such awards are known as renewable awards.

**Disability:** student registered with the office of [Access and equity services](#).

**Dual registered:** student registered and taking courses at the University of Saskatchewan and also completing credit units at another post-secondary institution(s) which are transferable to the University of Saskatchewan towards completion of a University of Saskatchewan degree. Students of other institutions taking University of Saskatchewan courses for credit at their home institutions are not eligible for University of Saskatchewan awards.

**Entering / Incoming / First year:** student either has not previously taken courses at the university level or has earned fewer than 18 credit units of university courses at or transferable to the University of Saskatchewan. Students beginning study in non-direct-entry colleges are not entering students for awards purposes.



**Entrance awards:** granted to students beginning their university studies in a direct-entry college in a degree or diploma program. Students who are beginning study in non-direct-entry colleges are not entering students for awards purposes.

**Exchange:** outbound University of Saskatchewan student who spends up to one year at a university in another country under an exchange agreement while obtaining credit towards their U of S degree. Students approved to participate in an exchange program are considered U of S students during the period of exchange, are assessed standard full-time U of S tuition, and are responsible for their own travel and accommodation costs. Students of other institutions taking University of Saskatchewan courses for credit at their home institutions are not eligible for University of Saskatchewan awards.

**Female / Woman / Women students:** inclusive of female-identified, trans woman, two-spirited, gender-queer, gender-variant, gender fluid, transgender, and non-binary individuals.

**Full course load:** 30 credit units or more over the fall and winter terms.

**Full time:** 18 credit units or more over the fall and winter terms.

**Guaranteed awards:** granted on the basis of achievement and require no application and no competition. Currently guaranteed awards are limited to the Guaranteed Entrance Scholarships.

**Indigenous:** a student who is a Métis, First Nations, or Inuit person of Canada. To receive a scholarship, bursary, or other award directed for Indigenous students, recipients will be required to participate in the [deybwewin|taapwaywin|tapwewin](#) verification process through their PAWS account.

**International:** student at the University of Saskatchewan on a visa or study permit and not a Canadian citizen, permanent resident, or protected person.

**Male / Man / Men students:** inclusive of male-identified, trans man, gender-queer, two-spirited, gender-variant, gender fluid, transgender, and non-binary individuals.

**Non-Binary/ Gender non-conforming/ genderqueer:** inclusive umbrella terms to describe individuals who identify with a gender outside of the gender binary pair of male/ female or man/ woman.

**Prizes:** awards granted in recognition of a specific accomplishment or project.

**Renewable awards:** a student may receive in one or more academic years subsequent to the original award, provided she or he meets renewal requirements, typically obtaining a particular academic average.

**Scholarships:** awards granted fully or partially on the basis of academic merit.

**Transfer:** student has earned 18 or more credit units of university courses transferable to the University of Saskatchewan, not one who has transferred from one U of S program to another.

**Visiting:** outbound University of Saskatchewan student with approval on a Letter of Permission from their college to take one or more courses at another accredited post-secondary institution and receive credit towards their U of S degree.



UNIVERSITY COUNCIL  
**PLANNING & PRIORITIES COMMITTEE**  
**REQUEST FOR DECISION**

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**PRESENTED BY:** Vicki Squires Chair, Planning and Priorities Committee

**DATE OF MEETING:** January 25, 2024

**SUBJECT:** **Department of Oncology**

**MOTION:** *It is recommended that Council approve the Establishment of the Department of Oncology in the College of Medicine, as outlined in the agenda material; and that, with its establishment, the Division of Oncology be disestablished.*

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**SUMMARY:**

Throughout the month of November, both the Academic Programs Committee (APC) and the Planning and Priorities Committee (PPC) reviewed the attached proposal to establish a Department of Oncology in the College of Medicine. The proposal was brought to Council as a Notice of Motion at the December meeting.

By way of background, the Division of Oncology has been in operation since 1977; however, with a new residency training program being developed, the division will need to transition to a department prior to offering a residency program.

Dr. Shahid Ahmed, Division Head, Division of Oncology summarized the proposal and answered questions from the committee regarding financial impact and Indigenization. The proponents were also encouraged to build relationships with the newly formed Indigenous Health and Wellness Department.

Both committees support the establishment of the Department of Oncology and the learning opportunities to come with the new residency program.

**ATTACHMENTS:**

1. Department of Oncology Proposal
2. APC Feedback and Recommendation

# Proposal to Establish a Department of Oncology

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## Name of Department

The proposed name for the department is the Department of Oncology.

## Academic Rationale

### Terms of Reference

The Division of Oncology has been making significant contributions to the academic mission for over 40 years. In addition to being active researchers, its faculty train and supervise undergraduate medical students, postgraduate medical residents, graduate students and post-doctoral fellows. With the introduction of Saskatchewan's first oncology residency program, the division is now eligible to become a department.

The new residency program in medical oncology is a collaboration between the College of Medicine (CoM), the Saskatchewan Cancer Agency (SCA) and the Ministry of Health. Medical residents will complete two years of training, according to the requirements of the Royal College of Physicians and Surgeons of Canada. Residents will mentor and teach undergraduate medical students and will have dedicated time and faculty supervision to engage in research projects. The division is also planning to establish residency training programs in hematology, radiation oncology and gynecologic oncology. Having residency training programs in Saskatchewan means that more of our undergraduate medical students can complete their training in the province, increasing the likelihood that they will choose to live and practice in the province.

More than 5000 new cancer patients are diagnosed each year in Saskatchewan, and cancer remains the leading cause of death in Saskatchewan and Canada. The Division of Oncology's advancement of cancer care and research aligns with the University's commitment to [Inspired Communities](#), and the goal of [Amplifying Value](#) by improving the quality of life for people in Saskatchewan and beyond.

*"Despite intensive worldwide research efforts (cancer) remains a devastating, often poorly treatable disease...establishing a home department will provide the much-needed focus to centralize all the efforts within our College and combat this deadly disease, right here in Saskatchewan" Dr. Franco Vizeacoumar, Senior Scientist, SCA, Associate Professor, Division of Oncology*

Recognition of oncology as a department in its own right will strengthen the College of Medicine's partnership with the Saskatchewan Cancer Agency and assist with the recruitment and retention of high-caliber physicians and research scientists. These outcomes will contribute to the University's research strategy [Invigorate our Health Cluster](#) and the new signature area [Health and Wellness](#).

*“The partnership between the SCA and the division of oncology has produced outstanding research but also is responsible for critical infrastructure available to all U of S researchers such as the Next Generation Sequencing Facility located in the Health Sciences Building. Moreover, initiatives such as the Saskatchewan Cancer Research Institute (SCRI) will strengthen the U of S as a powerhouse of Cancer research in Canada” Dr. David Blackburn, Professor and Associate Dean, Research and Graduate Affairs, College of Pharmacy and Nutrition*

*“I firmly believe that the elevation of our Division of Oncology to the Department of Oncology is a progressive move that aligns with our institution's commitment to exceptional patient care, research, and education. I urge you to consider this proposal seriously and support its implementation for the betterment of our institution and the communities we serve” Dr. Ayesha Bashir, Assistant Professor, Medical Oncology*

Recruiting oncologists to Saskatchewan also aligns with the government's [Health Human Resources Action Plan](#) aimed at building a stronger more sustainable healthcare workforce.

*“Saskatchewan, not unlike other provinces, is facing a human health resource crisis and establishing the division as a vibrant department would provide visibility and legitimacy to attract top caliber residents, physicians, and research scientists to train and work in Saskatchewan” Dr. Marilyn Baetz, Vice Dean of Faculty Engagement, College of Medicine*

Elevating the division to department status aligns with the College of Medicine's strategic plan, particularly the following strategic directions: strengthen research capacity, quality education, and faculty engagement.

### **Strengthen Research Capacity**

Research plays a critical role in the success of the College of Medicine, fostering academic growth and discovery among our faculty and students to create a foundation of new knowledge. For this reason, the college aims to “create an environment where research can excel.” The Division of Oncology contributes to this aim in many ways.

*“The oncologists are deeply involved in research projects and have strong ties with the Department of Surgery. As a result, many medical students have had the opportunity to work with these experts and publish their first papers in the field. I have been particularly impressed with the level of scientific rigour and precision that they bring to their work, which has undoubtedly helped to advance our understanding of cancer and its treatment” Dr. Michael Moser, Associate Professor, Department of Surgery, College of Medicine*

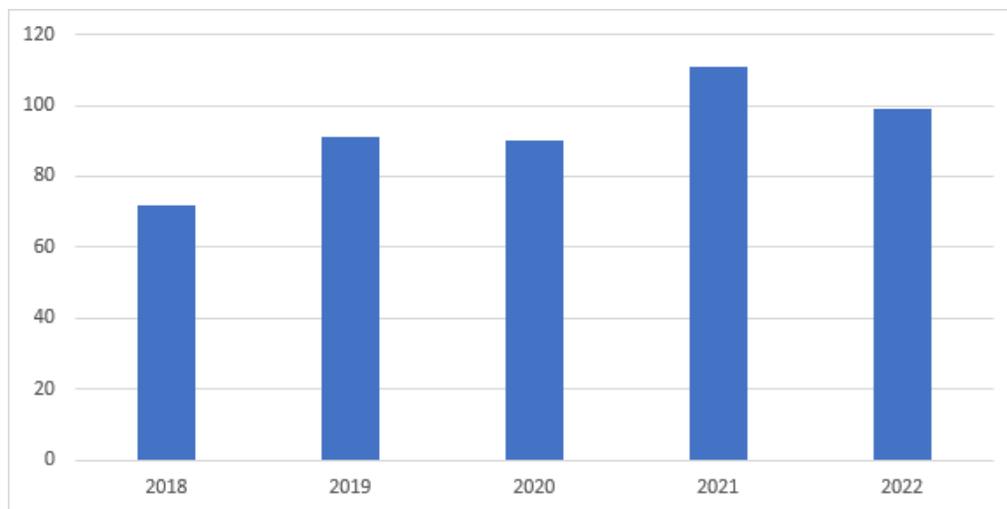
The division's researchers advance every one of the College's strategic goals regarding research:

- Recruit, support and retain excellent researchers and encourage and expand CoM interdisciplinary collaborations
- Encourage and expand collaborations - both interdisciplinary and college basic science/clinical
- Implement a strong biomedical science program that stimulates graduate student and faculty research programs
- Increase Tri-Agency and other prestigious national grant submissions, awards, and funding dollars

The oncology division is very successful in terms of research productivity. Compared to the CoM's 12 academic-clinical departments, the division's performance stands out across various productivity indicators. It has the highest proportion of research active faculty (i.e., faculty who have received research funding, or had a peer-reviewed publication or citation within the past 4 years). It is the second highest research funded unit in the CoM, second only to a department that has more than twice as many faculty, and has the highest average funding per research active faculty. Finally, the division has the third highest average research publication output, in spite of being compared with much larger departments with higher numbers of faculty contributors.

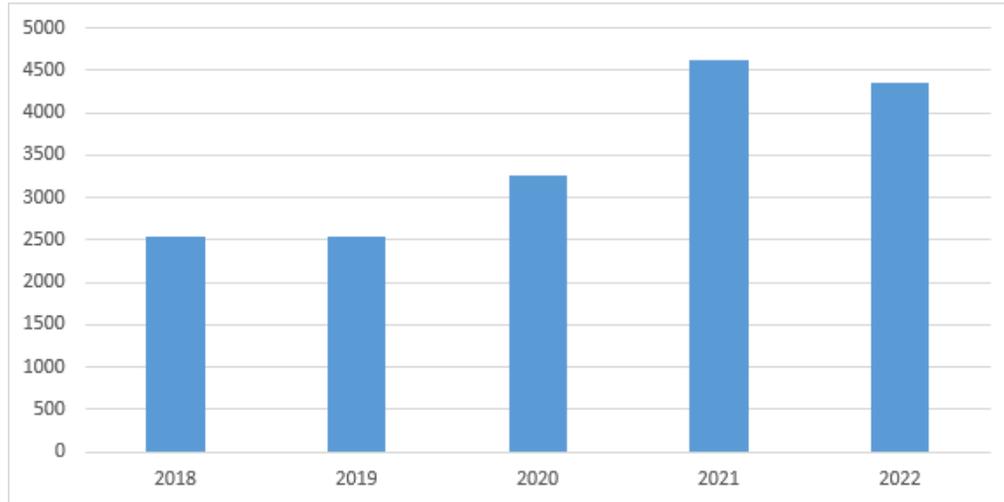
As noted in Figures 1 and 2 below, oncology's publications and citations have increased significantly in the past 4 years. See Appendix A for a list of selected 2022-2023 peer-reviewed publications and book chapters authored by oncology faculty and Appendix B for a list of selected 2022-2023 conference presentations and invited talks.

Figure 1. Peer Reviewed Publications



Source: Office of the Vice Dean Research, College of Medicine

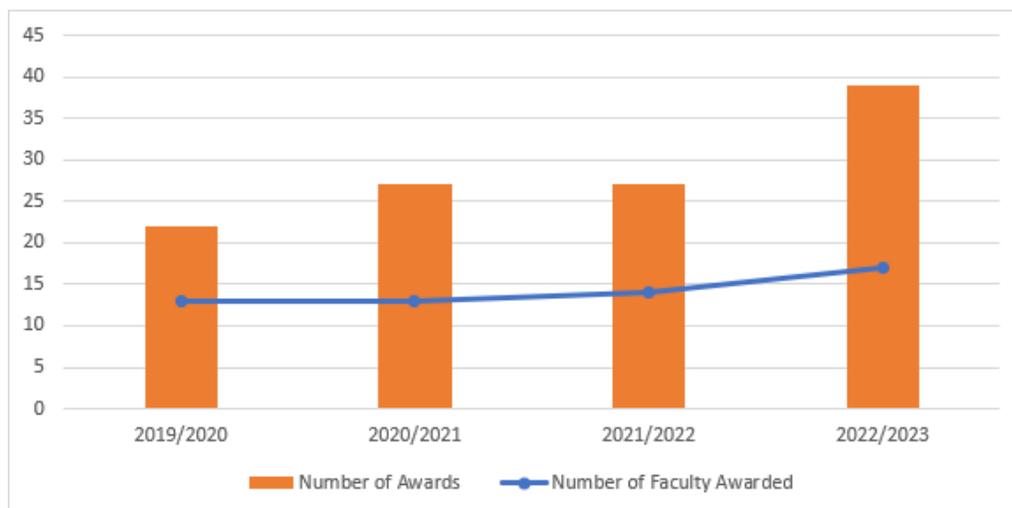
Figure 2. Oncology Citations



Source: Office of the Vice Dean Research, College of Medicine

As noted in Figure 3 below, the number of oncology faculty awarded funding has remained stable in the past 4 years. However, total funding awarded to oncology researchers has nearly doubled in this time frame: \$3,250,850 in 2019/2020 to \$6,142,433 in 2022/2023. See Appendix C for a list of 2022-2023 funded research grants. Primary sources of these grants are the Saskatchewan Cancer Agency, Saskatchewan Health Research Foundation, and the Canadian Institute of Health Research. A recent example of an exceptional funding award is the collaboration led by Drs Hopkins (Oncology), Kinloch and DeCoteau (Pathology): a world-first clinical trial to improve ovarian cancer treatment, made possible by \$3.8 million in funding, including \$1.1 million from Genome Canada's Genomic Applications Partnership Program.

Figure 3. Funding Awards and Award Recipients



Source: Office of the Vice Dean Research, College of Medicine

*"I feel that elevation of the Division of Oncology to the Department of Oncology will allow our cancer research effort to go from strength to strength. A quick environmental scan shows that departments of oncology are considered 'the gold standard' for excellence and success in cancer research. For example, departments of oncology lead research in such prestigious institutions like University of Alberta, University of Toronto, Mayo Clinic, Trinity College Dublin or University of Cambridge" Dr. Marek Radomski, Vice Dean of Research, College of Medicine*

## **Quality Education**

The Division of Oncology shares the College of Medicine's commitment to training and developing learners across the continuum, and implementing innovative programming that meets learner and provincial needs.

*"The Division of Oncology has been recognized by both the College of Medicine and the University of Saskatchewan for its exceptional teaching on numerous occasions. Namely, Dr. Vickie Martin, was awarded the 2022 Resident Doctors of Saskatchewan, Excellence in Teaching Award, and in addition to being awarded the 2023 College of Medicine Excellence in Teaching award, Dr. Kelsey Brose was the recipient of the Provost's College Award for Outstanding Teaching 2023. These are just two of the many incredibly committed, driven, inspirational teachers oncology is privileged to have" Dr. Shazia Mahmood, Associate Professor, Division of Oncology, VP Medical Services, SCA*

In addition to training residents in the new medical oncology residency program, faculty will continue to supervise medical residents in Family Medicine, Internal Medicine, and other specialties, including Surgery, Neurology, Pathology, Obstetrics & Gynecology, and Physical Medicine and Rehabilitation. As noted earlier, the division is also planning to open residency training programs in Hematology, Radiation Oncology and Gynecologic Oncology. Again, having local residency training programs increases the likelihood that oncologists will stay in the province, improving the health and quality of life of people in Saskatchewan.

Beyond training undergraduate and postgraduate medical learners, oncology faculty provide training for undergraduate students, graduate students (MSc, PhD), post-doctoral fellows and research assistants. Faculty serve on graduate student advisory committees and contribute to formal teaching in other departments (e.g., Anatomy, Physiology and Pharmacology; Biochemistry, Microbiology and Immunology; Biomedical Engineering; Chemistry) and colleges (e.g., Veterinary Medicine; Pharmacy and Nutrition).

*"The Department of Biochemistry, Microbiology & Immunology has greatly benefited from the contributions of members of the Division to our academic mission as well as to our research programs over the years... (in particular, Deborah Anderson and Dean Chamberlain, both associate members of our department) have diversified and enriched our programs by providing unique training opportunities for students in our undergraduate and graduate programs that would not otherwise be available through faculty in our department." Dr. Bill*

*Roesler, Professor and Head, Department of Biochemistry, Microbiology & Immunology*

*“At the College of Pharmacy and Nutrition we recognize the tremendous contributions of our (oncology) colleagues with respect to research output, funding, and training opportunities. They have served as critical collaborators of our faculty and valued committee members for our students” Dr. David Blackburn, Professor and Associate Dean, Research and Graduate Affairs, College of Pharmacy and Nutrition*

## **Faculty Engagement**

The College of Medicine is committed to supporting, developing and engaging its comprehensive complement of faculty, including oncology faculty. Granting the oncology division departmental status will align it with the other academic-clinical units in the College.

*“I hope to strengthen the cancer research community within the U of S. The expansion of oncology to a department will help to do this by giving us a voice at the table to promote the needs of oncology clinicians and researchers within the College of Medicine” Dr. Dean Chamberlain, Jean E Murray Chair of Cancer Research, Assistant Professor, Division of Oncology*

*“Oncology is home to engaged and productive members whose accomplishments elevate our College as a whole. Faculty engagement is a strategic priority within the College of Medicine and the ability to elevate a productive division to the status of a department and acknowledge contributions on an equal footing with other departments is a significant part of the engagement process. I unreservedly support the establishment of the department of Oncology and expect it will contribute to raising the profile of college and province as an attractive place to recruit new faculty to, while appropriately recognizing the history and current members” Dr. Marilyn Baetz, Vice Dean of Faculty Engagement, CoM*

The Division of Oncology actively participates in academic advancement. It has its own review committees (appointment and promotions) and each year oncology faculty seek promotion to Associate and Full Professor. In addition to reflecting the accomplishments of the individual faculty, these promotions enhance the reputation of the College and University.

*“The current Division Head, Dr. Shahid Ahmed, has been a passionate advocate of the integration of the academic and clinical roles and spearheaded initiatives such as a mentorship program which support the scholarly approach to practice” Dr. Marilyn Baetz, Vice Dean of Faculty Engagement, CoM*

Dr. Laura Hopkins, Provincial Lead for Gynecologic Oncology, can attest to the division’s commitment to engaging its faculty in the academic mission. Since Gynecologic Oncology joined the division in 2019, Dr. Hopkins and her colleagues *“have enjoyed the*

*support of the Division of Oncology and feel that our academic achievements have been facilitated. What our group has accomplished academically and clinically, in just under 4 years is remarkable and speaks to the academic support and infrastructure that we have received” (Dr. Laura Hopkins, Professor, Division of Oncology, Provincial Lead Gynecologic Oncology, Saskatchewan Cancer Agency).*

## **Impact and Relationships**

The vast majority of CoM faculty are physicians and researchers working within the Saskatchewan health system. It is, therefore, critical that the College continues to strengthen its relationships with its health system partners, including the Saskatchewan Cancer Agency. Elevating oncology to a department is a concrete way to recognize the tremendous contributions of its faculty and the Saskatchewan Cancer Agency.

*“The Division of Oncology certainly exemplifies and supports the academic mission of the Health Authority as well as the College of Medicine due to the broad reach that it has across multiple disciplines. The Division trains numerous undergraduate, graduate and post-graduate students bridging many medical Divisions and Departments” Dr. John Shaw, Clinical Professor, Division Head, General Surgery*

The creation of a Department of Oncology will bring USask in line with the majority of Canadian medical schools. Eight schools have a stand-alone oncology department, five have a division of oncology within the Department of Medicine, and one has oncology divisions within four separate departments.

*“The elevation from a division to a department would positively impact not only the College of Medicine and University of Saskatchewan, but also the province as a whole. Being aligned with other academic-clinical units within the College of Medicine and across the country creates a valuable opportunity to strengthen our ability to attract exceptional students, residents, physicians, and research scientists to study and work in Saskatchewan.” Dr. Shazia Mahmood, Associate Professor, Division of Oncology, Vice President Medical Services, Saskatchewan Cancer Agency*

The Division of Oncology’s faculty are members Canadian Cancer Clinical Trials and are actively involved in collaborative clinical trials to advance cancer care. Many of these faculty also collaborate with other organizations to advance cancer research, including the Marathon of Hope, and the universities of British Columbia, Alberta and Toronto.

*“We anticipate that the creation of this department will...be instrumental in fostering novel research through multiple collaborations within the University researchers, the Saskatchewan Cancer Agency and the national partners including the Canadian Partnership Against Cancer and the Canadian Cancer Clinical Trials cooperative group based at Queens’ University” Dr. Anne Leis, Professor and Department Head, Department of Community Health and Epidemiology*

## Consultation

Plans to elevate the division to department status were discussed at SCA faculty town hall meetings and Physician Leadership Team meetings. Faculty and leaders were supportive of the proposed change. The CoM Dean and the Head of the Division of Oncology met with SCA's CEO and VP Medical Services to discuss leadership of the new department, reporting relationships, and department resources. All leaders expressed enthusiastic support for the creation of a Department of Oncology.

The Dean received letters of support (see Appendix D) for this proposal from the following faculty and leaders within the University of Saskatchewan and the Saskatchewan Cancer Agency:

- Dr. Deborah Anderson, Director of Research, SCA; Cancer Cluster Leader; Professor, Division of Oncology; Associate Member, Department of Biochemistry, Microbiology & Immunology
- Dr. Marilyn Baetz, Vice Dean of Faculty Engagement, CoM
- Dr. Ayesha Bashir, Assistant Professor, Medical Oncology
- Dr. David Blackburn, Professor and Associate Dean, Research and Graduate Affairs, College of Pharmacy and Nutrition
- Dr. Dean Chamberlain, Jean E. Murray Chair of Cancer Research; Cancer Cluster Leader; Assistant Professor, Division of Oncology; Associate Member, Department of Biochemistry, Microbiology & Immunology; Associate Member, Biomedical Engineering
- Dr. John DeCoteau, Professor, Pathology and Laboratory Medicine, Director, Advanced Diagnostics Research Laboratory
- Dr. Thomas Fisher, Professor and Head, Department of Anatomy, Physiology and Pharmacology
- Dr. Andrew Freywald, Professor, Department of Pathology, CoM
- Dr. Hadi Goubbran Messiha, Professor, Division of Hematology and Oncology, CoM
- Dr. Haissam Haddad, Professor and Provincial Department Head, Department of Medicine, Louis Horlick Chair in Medicine
- Dr. Laura Hopkins, Professor, Division of Oncology, Provincial Lead Gynecologic Oncology, SCA
- Dr. Michael Kelly, Provincial Department Head, Department of Surgery, CoM
- Dr. Anne Leis, Professor and Department Head, Department of Community Health and Epidemiology
- Dr. Shazia Mahmood, Associate Professor, Division of Oncology, VP Medical Services, SCA
- Dr. Michael Moser, Associate Professor, Department of Surgery, CoM
- Dr. Mateen Raazi, Provincial Department Head, Anesthesiology, CoM
- Dr. Marek Radomski, Vice Dean of Research, CoM, Professor, Department of Anatomy, Physiology and Pharmacology, CoM
- Dr. Bill Roesler, Professor and Head, Department of Biochemistry, Microbiology & Immunology, CoM
- Dr. Anurag Saxena, Associate Dean, Postgraduate Medical Education, CoM
- Dr. John Shaw, Clinical Professor, Division Head, General Surgery
- Dr. Roona Sinha, Provincial Division Head, Pediatric Hematology/Oncology, Department of Pediatrics, CoM

- Dr. James Stempien, Provincial Department Head, Department of Emergency Medicine, CoM
- Dr. Franco Vizeacoumar, Senior Scientist, SCA, Associate Professor, Division of Oncology, Associate Member, Pathology and Laboratory Medicine

### Scholarly Work

For a full list of oncology faculty, see Appendix E. While the Division is home to many exceptional scholars, it is important to highlight four of those scholars in particular. The following research scientists/ principal investigators are part of the [Cancer Cluster](#):

- [Dr. Deborah Anderson](#), BSc, PhD Director of Research, SCA; Cancer Cluster Leader; Professor, Division of Oncology; Associate Member, Department of Biochemistry, Microbiology & Immunology
- [Dr. Dean Chamberlain](#), BSc, PhD Jean E. Murray Chair of Cancer Research; Cancer Cluster Leader; Assistant Professor, Division of Oncology; Associate Member, Department of Biochemistry, Microbiology & Immunology; Associate Member, Biomedical Engineering
- [Dr. Franco Vizeacoumar](#), BSc, PhD Associate Professor, Division of Oncology; Associate Member, Pathology and Laboratory Medicine
- [Dr. Jim Xiang](#), BSc, PhD, MD Professor, Division of Oncology; Associate Member, Pathology and Laboratory Medicine

The Cancer Cluster occupies more than 6,000 sq. ft. of space in the Academic Health Sciences Building and includes a large open laboratory, several side-support areas, dedicated tissue culture facilities, and centralized spaces for common functions such as bacterial work and the preparation of solutions. The group embraces an interactive collaborative research environment, providing faculty and learners, from across the university, with access to specialized [equipment](#) (e.g., Confocal Microscope, Flow Cytometer) and interdisciplinary training in the use of that equipment through its [Expert User Database](#).

*“I look forward to additional collaborative opportunities, particularly as we move ahead with the establishment of a Saskatchewan Cancer Research Institute (SCRI) at the University of Saskatchewan in partnership with the Saskatchewan Cancer Agency. The SCRI will be a conduit to translate local research discoveries into intellectual property with new patents, and into new clinical trials in Saskatchewan to offer cutting edge Precision Oncology therapies” Dr. Deborah Anderson, Director of Research, SCA, Professor, Division of Oncology*

In addition to their contributions to education and research, oncology faculty are engaged in College, University, provincial and national committees. Examples include:

- CoM Faculty Council: Dr. Hadi Goubran-Messiha, Dr Ayesha Bashir
- CoM Undergraduate Medical Education Committees: Dr. Branawan Gowrishankar, Dr. Kelsey Brose
- CoM Continuing Medical Education Committee: Dr. Osama Souied
- USask Health Sciences Research Advisory Committee: Dr. Deborah Anderson
- University of Saskatchewan Provincial Ethics Board: Dr. Dilip Panjwani, Dr. Ibraheem Othman, Dr. Hadi Goubran

- Clinical and Population Health Research Committee University of Saskatchewan: Dr. Shahid Ahmed
- Cancer Research Institute of Saskatchewan Steering Committee: Dr. Deborah Anderson (Chair), Dr. Franco Vizeacoumar
- Saskatchewan Cancer Agency Biomarkers Quality Assurance Committee: Dr. Osama Souied, Dr. Mark Bosch
- Saskatchewan Cancer Agency First Nation and Métis Culturally Responsive Advisory Committee and Violence and Aggression Committee: Dr. Kimberly Hagel
- Canadian Stem Cell Transplant Expert Committee: Dr. Mohamed Elemary
- Canadian Cancer Society Advisory Committee on Research: Dr. Deborah Anderson
- Terry Fox Research Institute, Marathon of Hope Cancer Centres Network: Dr. Deborah Anderson, Lynn Dwernychuk, SK Leads
- Canadian Institutes of Health Research and Cancer Research Society national grant review committees: Dr. Deborah Anderson, Dr. Franco Vizeacoumar
- Canadian Cancer Trial Group Design, Methodology, and Data Management Equity, Diversity, Indigeneity, Inclusion, Accessibility (EDIIA) Working Group: Dr. Shahid Ahmed
- Canadian Cancer Trial Group Operation Equity, Diversity, Indigeneity, Inclusion, Accessibility (EDIIA) Working Group: Ms. Lynn Dwernychuk
- The Royal College of Physicians Edinburgh Symposium Committee: Drs. Hadi Goubran, Shahid Ahmed
- Canadian Cancer Clinical Trial Network Peer Review Council: Dr. Shahid Ahmed
- Western Canadian Gastrointestinal Consensus Executive Committee: Drs. Shahid Ahmed, Bryan Brunet, Dorie-Anna Dueck, Duc Le and Adnan Zaidi
- Ovarian Cancer Canada Governing Council: Dr. Laura Hopkins
- Gynecologic Oncologist's of Canada BRCA Collaborative Community of Practice: Dr. Laura Hopkins
- Royal College of Physicians & Surgeons of Canada Hematology Exam Board Chair: Dr. Kelsey Brose
- Lymphoma Canada Scientific Advisory Committee: Dr. Mark Bosch
- CADTH HTA Committee: Dr. Mark Bosch
- Molecular Biomarker Prioritization Committee: Dr. Osama Souied, Dr. Mark Bosch
- Canadian Clinical Trials Group Audit & Monitoring Committee: Dr. Osama Souied
- Royal College of Physicians and Surgeons Area of Focused Competence (AFC) Subcommittee in Adult Thrombosis Medicine: Dr. Otto Moodley
- Royal College of Physicians & Surgeons Specialty Committee in Radiation Oncology: Dr. Duc Le
- NRG Cooperative Group Site Lead (Saskatoon): Dr. Ali El-Gayed
- NRG Cooperative Group Site Lead (Regina): Dr. Taskia Mir
- Canadian Cancer Trials Group Site Lead (Saskatoon): Dr. Mita Manna
- Canadian Cancer Trials Group Site Lead (Regina): Dr. Osama Souied
- Alliance Lead: Dr. Muhammad Khan

## Department Management

Members of the current Division of Oncology will transition to the Department of Oncology. The division has a total of 76 faculty (see Appendix E), including 61 medical faculty (physicians and researchers) and 15 support faculty (medical physicists). These faculty have academic appointments with the College of Medicine. The division also includes 25 supporting medical staff, clinical associates and nurse practitioners who do not currently have faculty appointments. All division members are salaried employees with the SCA.

The Department of Oncology will be led by a Provincial Department Head (PDH), similar to other academic-clinical departments within the College (see Figure 4). The Oncology PDH will report to the Dean of the College of Medicine and the Vice President of Medical Services, Saskatchewan Cancer Agency (see Figure 5). These reporting lines are consistent with the current Division Head role. Within the SCA, the PDH will also be known as the Academic Medical Director, to reflect SCA's naming conventions. The SCA has a distributed physician leadership model. There are five medical directors who report to the Vice President of Medical Services (see Figure 6). In addition to the Academic Medical Director who will lead the Oncology Department, there are two Medical Directors who oversee clinical operations and two Medical Directors involved in disease site operations who oversee quality and safety related to clinical care. The Oncology PDH/Academic Medical Director will work closely with his/her fellow Medical Directors to ensure the integration of medical education, research and patient care across the province.

Figure 4: College of Medicine Senior Leadership Organizational Chart

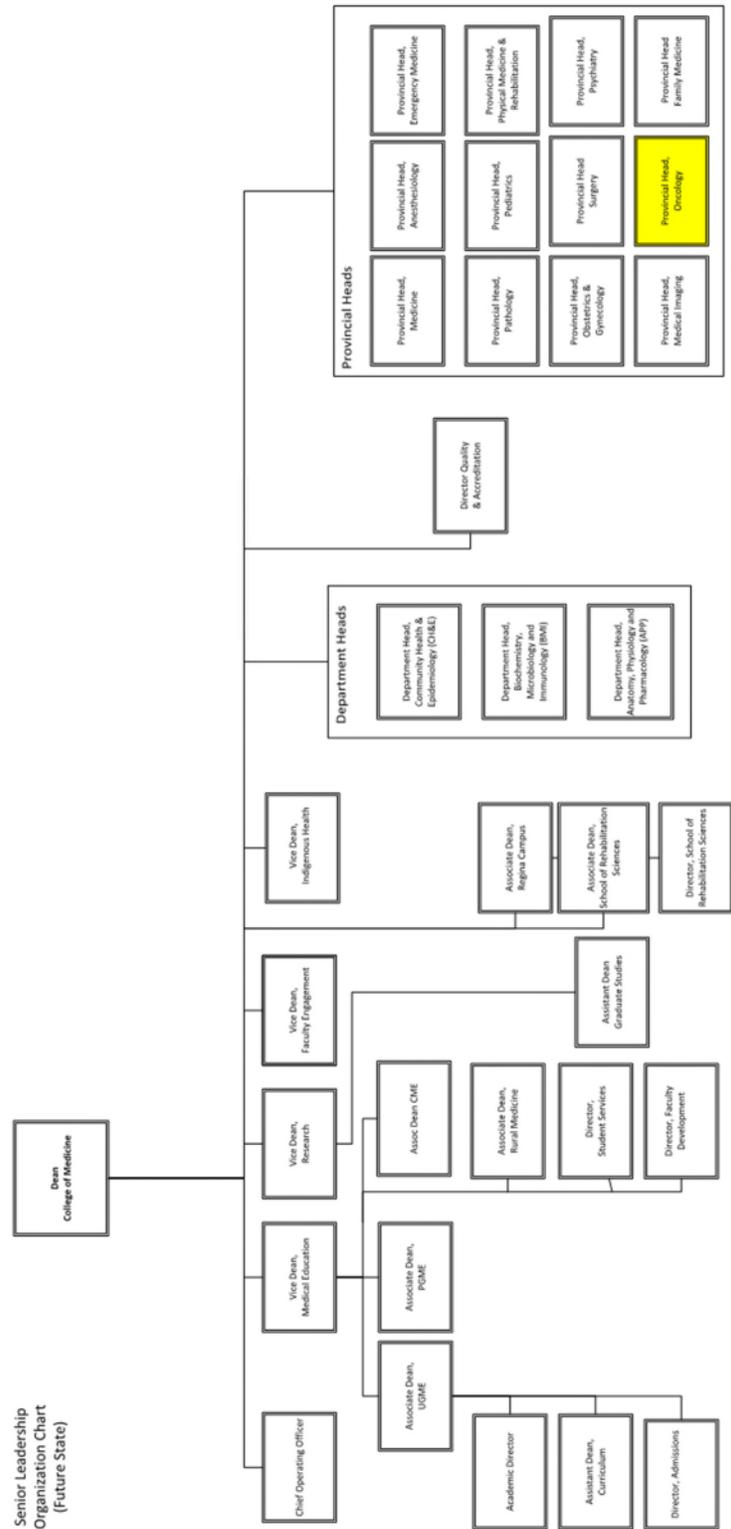


Figure 5: Oncology Provincial Department Head Reporting Lines

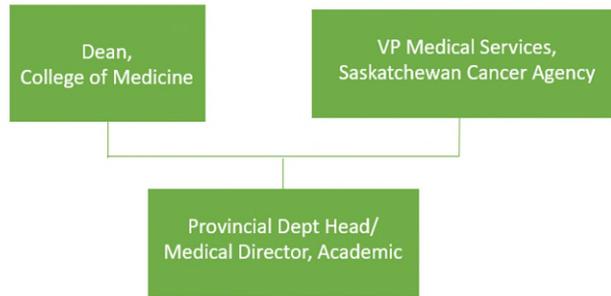
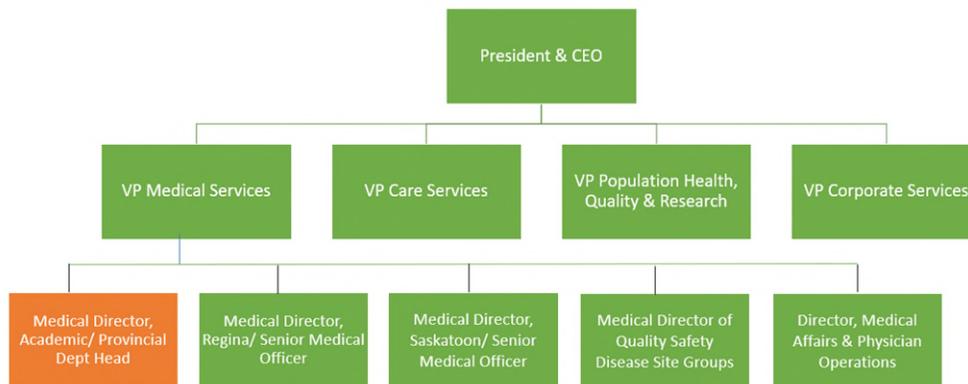


Figure 6: Saskatchewan Cancer Agency Organizational Chart (partial)



Once approved, the transition to department status will require that an Interim Provincial Department Head be selected and a formal search be initiated to recruit the department's first Provincial Department Head. It is recommended that the current Division Head take on the role of Interim PDH. The PDH search process will be similar to the one used in the other academic-clinical departments within the College of Medicine.

### Resources and Budget

Because the Department of Oncology is a partnership between the college and the Saskatchewan Cancer Agency, rather than between the college and the Saskatchewan Health Authority, it will be funded differently than the other academic-clinical departments within the College. It is not anticipated that elevating the division to department status will have any resource implications. Oncology faculty will continue to be salaried employees with the SCA, and all operating costs will continue to be borne by the SCA, including administrative personnel, space, and equipment.

If, however, the department grows over time and additional resources are required to support the academic mission (e.g., teaching, research, leadership), the College of Medicine and SCA will jointly request additional funding from the Ministry of Health to ensure the ongoing effectiveness of the department.

## **Support of Faculty Council**

Dr. Shahid Ahmed, Oncology Division Head, presented the following Motion to the College of Medicine Faculty Council on September 27, 2023: That Faculty Council approve the proposal to elevate the Division of Oncology to the Department of Oncology in the College of Medicine, pending approval of the University Council, the Board of Governors and the confirmation of the Senate. This proposal was presented along with the Motion. The Motion was carried.

## **Appendices**

Appendix A: 2022-2023 Peer-reviewed Publications and Book Chapters

Appendix B: 2022-2023 Conference Presentations and Invited Talks

Appendix C: 2022-2023 Funded Research Grants

Appendix D: Letters of Support

Appendix E: Faculty List

## Appendix A: 2022-2023 Peer-reviewed Publications and Book Chapters

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| <p><b>Ahmed S</b>, Bosma N, Moser M, Ahmed S, <b>Brunet B</b>, Davies J, Doll C, <b>Dueck DA</b>, Kim CA, Ji S, <b>Le D</b>, Lee-Ying R, Lim H, McGhie JP, Mulder K, Park J, Ravi D, Renouf DJ, Schellenberg D, Wong RPW, <b>Zaidi A</b>. Systemic Therapy and Its Surgical Implications in Patients with Resectable Liver Colorectal Cancer Metastases. A Report from the Western Canadian Gastrointestinal Cancer Consensus Conference. <i>Curr Oncol</i>. 2022 Mar 8;29(3):1796-1807. doi: 10.3390/curroncol29030147. PMID: 35323347; PMCID: PMC8947455.</p>  |
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| <p><b>Chapter 13:</b> Monoclonal Gammopathy of Renal Significance: An insight James Barton, <b>Waleed Sabry &amp; Hadi Goubran</b></p> <p><b>Chapter 23:</b> Non-pharmacological management of paraproteinemias: <b>Hadi Goubran, Mark Bosch, Thierry Burnouf.</b></p>  |
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| <p>Swaminath A, Wierzbicki M, Parpia S, <b>Kundapur V</b>, Faria S, Ahmed N, Bujold A, Hirmiz K, Owen T, <b>Leong N</b>, Ramchandar K, Filion E, Lau H, Thompson R, Yaremko B, Gabos Z, Mehiri S, Wright JR, Tsakiridis TK, Cline K, Whelan TJ. Lung SBRT credentialing in the Canadian OCOG-LUSTRE randomized trial. <i>Clin Transl Radiat Oncol.</i> 2022 Oct 13;37:145-152. doi: 10.1016/j.ctro.2022.10.002. PMID: 36275452; PMCID: PMC9579727.</p>            |
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| <p>White J, <b>Elemery M</b>, Linn SM, Novitzky-Basso I, Culos S, Tan SK, Kelly K, Deotare U, Xenocostas A, Hamad N, Law A, Kumar R, Kim DDH. A Multicenter, Retrospective Study Evaluating Clinical Outcomes of Ruxolitinib Therapy In Heavily Pretreated Chronic GVHD Patients With Steroid Failure. <i>Transplant Cell Ther.</i> 2022 Nov 30:S2666-6367(22)01797-3. doi: 10.1016/j.jtct.2022.11.025. Epub ahead of print. PMID: 36460202</p>                   |
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| <p>Yanko E, <b>Le D</b>, <b>Mahmood S</b>, Ginther DN, <b>Chalchal HI</b>, Kanthan R, <b>Haider K</b>, <b>Zaidi A</b>, <b>Dueck DA</b>, <b>Ahmed O</b>, <b>Gowrishankar B</b>, <b>Ahmed S</b>. Outcomes of Patients with Small Intestine Adenocarcinoma in a Canadian Province: A Retrospective Multi-Center Population-Based Cohort Study. <i>Cancers (Basel).</i> 2022 May 24;14(11):2581. doi: 10.3390/cancers14112581. PMID: 35681560; PMCID: PMC9252258.</p> |

## Appendix B: 2022-2023 Conference Presentations and Invited Talks

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| A Dedinca, J. Song, H. Eckel, T. Le and <b>L. Hopkins</b> . Recurrence risk among women who underwent minimally-invasive versus open laparotomy for intermediate-risk endometrial cancer; a multi-center retrospective cohort study. Annual General Meeting, Gynecologic Oncology of Canada, Virtual Platform. June 2022   |
| Ara A. and <b>Xiang J</b> . "The critical role of AMPK energy sensor in mTORC1-induced T cell memory", Abstract presentation, Annual AAI Immunology Meeting, New Orleans   |
| Devisetty K, Pugh S, Brown P, Gondi V, Wefel J, Solanki A, Kalappambath T, Harmon G, Saripalli A, Chou B, Venkatesulu BP, Boike T, <b>Kundapur V</b> , Roberge D, Bovi J, mcgee M, Kruser T, Baschnagel A, Usuki K, Mehta M, and Kachnic L. Impact of the rate of radiographic response (RR) of brain metastases (bm) to whole brain radiation therapy (wbrt) on neurocognitive function (ncf) on NRG-CC001. November 2022. <i>Neuro-Oncology</i> 24(Supplement_7):vii197-vii197. DOI:10.1093/neuonc/noac209.756 |
| Emma Yanko, <b>Duc Le</b> , <b>Shazia Mahmood</b> , Nathan Ginther, <b>Haji I Chalchal</b> , Rani Kanthan, <b>Kamal Haider</b> , <b>Adnan Zaidi</b> , <b>Shahid Ahmed</b> . Outcomes of patients with small intestine adenocarcinoma (SIA) in a Canadian province: A population-based cohort study. <i>Journal of Clinical Oncology</i> 2022;40(4_suppl):641   |
| <b>Hopkins</b> , Precision Medicine Gets Personal; Precision Medicine Symposium for Gynecologic and Genitourinary Cancers. Saskatoon, Saskatchewan. Sept 22, 2022(invited talk)  |
| J. Kim, D. Kristmanson, J. Hearn, <b>L. Hopkins</b> . Rising Above our Reputation: Strategies to Improve the Learning Environment on the Birthing Unit. SMFM 42 <sup>nd</sup> Annual Pregnancy Meeting, February 2022  |
| <b>L. Hopkins</b> , The 4PDQ Study in Saskatchewan. Precision Medicine Symposium, Saskatoon, Saskatchewan. Sept 22, 2022   |
| <b>L. Hopkins</b> , Cervical Cancer Approach to Treatment and Outcomes in Saskatchewan. Western Canadian Gynecologic Cancer Symposium. April 21, 2022(invited talk)  |
| <b>L. Hopkins</b> , Precision Medicine and tumor testing for women with ovarian cancer in Saskatchewan. Terry Fox Research Day. June 15, 2022(invited talk)  |
| <b>Matthew Nicholson</b> . Abdulrehman, J., & Airdrie, D. (Hosts). (Recorded June 2022). CLOT CONVERSATIONS (No. 14) [Audio podcast episode]. Thrombosis Canada. <a href="https://thrombosiscanada.ca/clot-conversations">https://thrombosiscanada.ca/clot-conversations</a>   |
| <b>Matthew Nicholson</b> . Code blue Continuing Medical Education Series(invited talk)   |
| <b>Matthew Nicholson</b> . Saskatchewan obstetrics and gynecology group(invited talk)  |
| Safavi AH, Freeman C, Cheng S, Patel S, Mitera G, <b>Kundapur V</b> , Rutledge R, Tsang DS. Proton Therapy in Canada: Towards Universal Access and Health Equity with a Publicly-Funded Facility. <i>International Journal of Radiation Oncology* Biology* Physics</i> . 2022 Dec 21. doi.org/10.1016/j.ijrobp.2022.12.021   |
| Swaminath A, Wierzbicki M, Parpia S, <b>Kundapur V</b> , Faria S, Ahmed N, Bujold A, Hirmiz K, Owen T, Leong N, Ramchandar K. Lung SBRT credentialing in the Canadian OCOG-LUSTRE randomized trial. <i>Clinical and Translational Radiation Oncology</i> . 2022 Nov 1;37:145-52. doi.org/10.1016/j.ctro.2022.10.002 V. Kundapur; M. Mayer; R. N. Auer; A. Alexander; S. Weibe; M. J. Pushie; G. Cranmer-Sargison   |
| <b>V. Kundapur</b> ; M. Mayer; R. N. Auer; A. <b>Alexander</b> ; S. Weibe; M. J. Pushie; <b>G. Cranmer-Sargison</b> . Is Mini Beam Ready for Human Trials? Results of Randomized Study of Treating De-Novo Brain Tumors in Canines Using Linear Accelerator Generated Mini Beams. <i>Radiat Res</i> (2022). <a href="https://doi.org/10.1667/RADE-21-00093.1">https://doi.org/10.1667/RADE-21-00093.1</a>  |
| <b>Xiang J</b> . "Novel Irreversible electroporation (IRE)+Combo immunotherapy eradicates primary/distant tumors via converting immunotolerant tumor microenvironment (iTME)". Virtual Int Forum of lung cancer ablation and immunotherapy. Suchow, China, Sept 23-24, 2022.   |

Appendix C: 2022-2023 Funded Research Grants

| Funded Research Grants   | Organization Funding Received From                          | Researcher   | Award Period | Total Amount Awarded |
|--|---|--|--------------|----------------------|
| Enhancing the Quality of CLL patient Care Using Optical Genomic Mapping and Minimal Residual Disease Monitoring  | Saskatchewan Cancer Agency                                  | <b>Shruthi Ganeshappa Kodad</b> (Principal Investigator), John DeCoteau, <b>Mark Bosch, Mohamed Elemery</b>  | 2023-2025    | \$102,852            |
| Breast Cancer Tumoroids to study the role of Hypoxia and Cancer Stem Cells in Drug Resistance  | Saskatchewan Cancer Agency                                  | <b>Dean Chamberlain</b> (Principal Investigator)   | 2023-2025    | \$200,000            |
| Tumor nerve innervations as a prognostic marker for metastatic recurrence of breast cancer   | The Breast Cancer Society of Canada                         | Anand Krishnan (Principal Investigator), <b>Shahid Ahmed</b> and Others  | 2022-2025    | 75000                |
| Is Immune modulation the basis for microbeam radiation effect?- Characterizing the findings of randomized Canine brain tumor study   | Saskatchewan Cancer Agency                                  | <b>Vijay Kundapur</b> (Principal Investigator), Emina Torlakovic, Roland Nikolaus Auer, Michael Jacob Pushie   | 2022-2024    | \$140,302            |
| Effect of adjunct dexamethasone on insulin resistance and its correlation with outcomes in women with early stage breast cancer  | Saskatchewan Cancer Agency                                  | <b>Osama Ahmed</b> (Principal Investigator), Rabia Shahid (CO-PI), <b>Shahid Ahmed, Haji Chalchal, Lynn Dwernychuk, Nassein Hussein, Duc Le, Prosanta Mondal</b> | 2022-2024    | \$113126             |
| Enhancing the Quality of AML Care in Saskatchewan Using Optical Genome Mapping   | Pfizer  | <b>Mark Bosch</b> (Principal Investigator), John DeCoteau  | 2022-2024    | \$127,997            |
| Irreversible electroporation (IRE) combined with electro-immunotherapy greatly boosts therapeutic immunity via enhanced conversion of immunotolerant microenvironment in IRE-ablated pancreatic cancer | Saskatchewan Cancer Agency                                  | <b>Jim Xiang</b> (Principal Investigator)  | 2022-2024    | \$200,000            |
| Contribution of CREB3L1-deficiency to the metastatic properties of lung squamous cell carcinoma  | Saskatchewan Cancer Agency                                  | <b>Deborah Anderson</b> (Principal Investigator)   | 2022-2024    | \$200,000            |
| Development of 3D tissue engineered tumour   | Saskatchewan Health Research Foundation Establishment grant | <b>Dean Chamberlain</b>  | 2022-2024    | \$120,000            |

|  |  |  |              |              |
|--|--|--|--------------|--------------|
| microtissue models for precision medicine  |  |  |              |              |
| Mapping synthetic lethal interactions using high density CRISPR/Cas9 screens   | Saskatchewan Cancer Agency   | <b>Franco Vizeacoumar</b> (Principal Investigator)   | 2022-2024    | \$200,000    |
| Homologous Recombinant Proficiency management in women with ovarian cancer   | Terry Fox Marathon of Hope Research Consortium Grant               | <b>L. Hopkins</b> (Principal Investigator), M. Carey, M. Kinloch   | 2022-2024    | \$360,000.00 |
| Anti-estrogen Therapy and ER/PR expression in Low-grade Serous Ovarian Carcinoma   | OCC/OvCAN-CRS: STRATEGIC PARTNERSHIP GRANT                         | M. Carey, A. Cameron, J. Brown-Broderick, P. Ghatage, <b>L. Hopkins</b> , H. Kim, C. Lee, M. Koebel, S. Pin, H. Steed, N. Wong | 2022-2024    | \$150,000.00 |
| Clinical Implementation of Oncogenomic testing and Synoptic Reporting for improved ovarian cancer patient care in Saskatchewan                                     | Genome Canada's Genomic Applications Partnership Program Grant     | M. Kinloch, J. Decoteau (Co-PIs); <b>L. Hopkins</b>  | 2022-2023/24 | \$1.1M       |
| Geriatric Oncology in Action: A need assessment in Saskatchewan: The ACCESS Project  | Saskatchewan Health Research Foundation Align Grant                | Schroder Sattar(Principal Investigator), <b>Shahid Ahmed</b> and Others  | 2022-2023    | 9,770        |
| Combining PD-1/TGF blockades for enhancing IRE ablation of breast cancer--   | Breast Cancer Society  | <b>Jim Xiang</b> (Principal Investigator)  | 2022-2023    | \$25,000     |
| Eradication of both primary and distant prostate cancer - -----".  | Prostate Cancer Fight Foundation                                   | <b>Jim Xiang</b> (Principal Investigator)  | 2022-2023    | \$15,000     |
| Targeting metastatic breast cancer   | CIHR   | <b>Deborah Anderson</b> (Principal Investigator), Jane Alcorn, Brent Page  | 2022-2023    | 100,000      |
| Towards improved cryopreservation of ovarian tissue to preserve fertility in women and girls undergoing cancer treatment   | SHRF Grant   | James Benson (Principal investigator), <b>Laura Hopkins</b>  | 2022-2023    | \$60,000.00  |
| A Patient Decision Aid for Women with Homologous Recombination Proficient Ovarian Cancer: Treatment Options Following Completion of Surgery and Chemotherapy       | Saskatchewan Health Research Foundation Research Connections Grant | <b>L. Hopkins</b> (Principal Investigator)   | 2022-2023    | \$20,00.00   |
| Genes regulated by CREB3L1 in breast cancer  | CoM/UoFS   | <b>Deborah Anderson</b> (Principal Investigator)   | 2022-2022    | \$30,000     |
| Circulating Tumour DNA Analysis Informing Adjuvant Chemotherapy in Stage III Colorectal Cancer: A Multicentre Phase II/III Randomis Controlled Trial (DYNAMIC-III) | CIHR   | Jonathan Loree (Principal Investigator), Chris O'Callaghan(Co-Principal investigator), <b>Shahid Ahmed</b> and Others          | 2021-2027    | 1,426,724    |
| Identification of therapeutically relevant   | Canadian Institute of Health Research                              | <b>Franco Vizeacoumar</b> , (Principal   | 2021-2026    | \$983,026    |

|   |   |   |           |              |
|---|---|---|-----------|--------------|
| targets in telomerase overexpressing prostate cancer  |   | Investigator); Andrew Freywald, Judy Wong, Wang Youzhou (Co-Investigators)  |           |              |
| Exploring the nerve-tumor interface to identify novel therapeutic targets for cancer  | Saskatchewan Health Research Foundation Establishment Grant | Anand Krishnan (principal Investigator); <b>Franco Vizeacoumar</b> , Subha Krishnamoorthy (co-applicants)   | 2021-2024 | \$120,000    |
| Developing novel targeted therapies for telomerase overexpressing pancreatic cancer.  | Canadian Research Society                                   | <b>Franco Vizeacoumar</b> (Principal Investigator), Rani Kanthan, Deepti Ravi and <b>Shahid Ahmed</b>   | 2021-2023 | 120,000      |
| Exploiting synthetic dosage lethality network for suppressing neuroendocrine prostate cancer  | U of S Bridge fund for top ranked CIHR                      | Anand Krishnan (Principal Investigator) <b>Franco Vizeacoumar</b> , Andrew Freywald (Co-Investigators)  | 2021-2023 | \$50,000     |
| Applying synthetic dosage lethality to develop therapeutic strategies for ovarian cancer cell carcinoma   | Cancer Research Society / Ovarian Cancer Canada             | <b>Franco Vizeacoumar</b> (Principal Investigator), Andrew Freywald, Barbara Vanderhyden, Judy Wong, Ailes Laurie (co-applicants)   | 2021-2023 | \$222,930    |
| Systemic Therapy with a Loco-regional Treatment in Patients with Locally Advanced Pancreatic Cancer: The SMART Study  | Saskatchewan Cancer Agency                                  | <b>Shahid Ahmed</b> (Principal Investigator), Michael Moser (CO-PI) and others  | 2020-2024 | 199,570      |
| Novel enhancement of irreversible electroporation through the use of prodrug activated by electrical current.   | RUH Foundation  | Michael Moser (Principal Investigator), Phenix, Price and <b>Shahid Ahmed</b>   | 2020-2024 | . 25,000     |
| Prairie Cancer Research Consortium-Marathon of Hope Cancer Centres Network Pilot – Understanding how the tumor microenvironment drives therapy resistance and metastasis            | Terry Fox Research Institute/CoM-UofS/SHRF                  | <b>Deborah Anderson</b> (Principal Investigator)  | 2020-2022 | \$60,000 yr2 |
| Conversion From Unresectable To Resectable Liver Metastases In Patients With Liver-Only Metastatic Colorectal Cancer Treated With FOLFOXIRI Plus Bevacizumab. The Conversion Trial. | CIHR  | <b>Shahid Ahmed</b> (Principal Investigator, ) Raj Rakheja, <b>Lynn Dwernychuk</b> , <b>Franco Vizeacoumar</b> , June Lim, <b>Adnan Zaidi</b> , <b>Haji Chalchal</b> and others | 2019-2026 | 100,000      |

## Appendix D: Letters of Support



July 19, 2023

Dr. Preston Smith  
Dean, College of Medicine  
University of Saskatchewan  
107 Wiggins Road  
Saskatoon, SK, S7N 5E5

RE: Support for elevating the Division of Oncology to the Department of Oncology

Dear Dr. Smith,

I am writing to express my enthusiastic support to elevate the Oncology Division to a Department.

I am the Director of Research and Senior Research Scientist at the Saskatchewan Cancer Agency (SCA) and a Professor in the Division of Oncology, College of Medicine, University of Saskatchewan (UofS). In addition, I serve as the Leader of the Cancer Cluster within the Health Sciences Building. Over my 32 years within the Division of Oncology, College of Medicine, I have appreciated the close collaborations with many University colleagues and supportive programs in the College to facilitate research on many levels (CoMRad, CoMBridge, CoMGrad, Biomed and Dean's projects, conference funding). During recent years, the relationship between Oncology, College of Medicine and the SCA has been further strengthened through several partnering opportunities.

First, in 2013 when the new Health Sciences building opened, the four SCA cancer research scientists relocated into the Cancer Cluster, with our like-minded UofS colleagues, to more effectively carry out cancer research activities. We also brought with us, many specialized capital equipment items that we fully share with the entire research community on campus. The SCA has continued to replace and repair, as well as add new types of capital equipment into the Cancer Cluster with an open access policy.

Second, the Jean E. Murray Chair in Cancer Research has provided the start-up (\$500K) and the first five years of salary support for a new cancer researcher through the support of the College and donor funds. After this initial five years, this cancer research scientist will have ongoing salary support provided by the SCA; a true win-win.

Third, the Next Generation Sequencing Facility located in the Health Sciences building provides sequencing services at reasonable costs to the entire UofS research community. The funding for the capital equipment, bioinformatics support and ongoing service contracts is provided by the SCA, with space and some annual staff salary support from the College. Access to next generation sequencing technology and the expertise of a local core facility to help guide and advise clients is of benefit to the entire research community since it serves clients across campus.

Fourth, the College has supported the Terry Fox Marathon of Hope Cancer Centers Network, ensuring that Saskatchewan is a partner in this coast-to-coast Canadian program to enable

research discoveries to be translated into clinical evaluations and ultimately inform clinical decision making to enable Precision Oncology delivery of care.

Members of Oncology, contribute in significant ways within the College of Medicine such as teaching and training of undergraduates, graduate students and post-doctoral fellows. The four SCA Research Scientists currently support 35 research personnel, including: 10 summer students, 10 MSc students, 2 PhD students, 3 post-doctoral fellows, 2 research associates, 6 research technicians and 2 research assistants. We also secure significant amounts of grant funding, including several Tri-Council CIHR and NSERC grants. Our research programs are very robust, obtaining on average about \$1 million in research funding per year consistently over the past 8 years or more. We also make significant scientific contributions in the form of publications with h-indexes of (26, 27, 30, 51) and i10-indexes of (31, 46, 49, 163) and citation numbers of (2488, 5972, 6748, 8104). Further, we serve as journal editors, on editorial boards, on advisory committees, mentorship committees, and as peer reviewers.

I look forward to additional collaborative opportunities, particularly as we move ahead with the establishment of a Saskatchewan Cancer Research Institute (SCRI) at the University of Saskatchewan in partnership with the Saskatchewan Cancer Agency. The SCRI will be conduit to translate local research discoveries into intellectual property with new patents, and into new clinical trials for cancer patients in Saskatchewan to offer cutting edge Precision Oncology therapies.

As you can see, Oncology members within the College of Medicine contribute in many significant ways to College and the University and elevating the Division of Oncology to a Department status would recognize our impacts and grow our influence and partnerships. I strongly support this change.

Yours Sincerely,



**Deborah Anderson, Ph.D.**

Director of Research, Saskatchewan Cancer Agency  
Cancer Cluster Leader, Health Sciences Building  
Professor, Division of Oncology and  
Associate Member, Dept of Biochemistry, Microbiology & Immunology,  
University of Saskatchewan  
Phone: (306) 966-7038  
E-mail: [deborah.anderson@saskcancer.ca](mailto:deborah.anderson@saskcancer.ca)

August 10, 2023

Dean's Office Suite, College of Medicine  
Box 19, 107 Wiggins Road  
4A20, Health Sciences Building  
Saskatoon SK S7N 5E5 Canada  
Fax: 306-966-6164

Dr. Preston Smith  
Dean, College of Medicine  
University of Saskatchewan  
107 Wiggins Road  
Saskatoon, SK S7N 5E5

RE: Support for elevating the Division of Oncology to the Department of Oncology

I would like to extend support for the establishment of a department of Oncology in the College of Medicine at the University of Saskatchewan. Oncology is an active clinical and academic division with an existing complement of over 60 faculty in both Saskatoon and Regina. These members have made significant contributions to the academic mission of the College and University for over 40 years through participation at all levels of medical education, continuing medical education, and research. Faculty supervise and train medical residents in various clinical departments and contribute to the learnings of graduate students and post-doctoral fellows in the basic science departments as well. Excellence in teaching has been acknowledged college and campus wide by awards for faculty.

As Vice Dean of Faculty Engagement, I can specifically speak to the Division's active participation in academic advancement. Each year Oncology faculty members seek promotion to Associate and Full Professor. This reflects highly on the individual and is a visible sign of academic achievement to the larger academic community providing enhanced reputation for the College and University. The current Division Head, Dr. Shahid Ahmed, has been a passionate advocate of the integration of the academic and clinical roles and spearheaded initiatives such as a mentorship program which support the scholarly approach to practice.

The majority of oncology faculty are actively engaged in research, with over 100 publications and over 3700 citations in 2021/22. In the same year, oncology faculty were awarded more than \$4.4 million in research funding. Collaborations with Pathology researchers have recently resulted in a world-first clinical trial to improve ovarian cancer treatment. The Cancer Research Cluster in the college of Medicine is led by Dr. Deborah Anderson, an outstanding researcher in the Division of Oncology, and is a physical and intellectual space for sharing of ideas, high caliber interdisciplinary training, and specialized equipment.

Oncology recently established a residency program and to grant departmental status will align it with other academic-clinical units, allowing for appropriate recognition of faculty, staff, and learners for their contributions. Saskatchewan, not unlike other provinces, is facing a human health resource crisis and establishing the division as a vibrant department would provide visibility and legitimacy to attract top caliber residents, physicians, and research scientists to train and work in Saskatchewan.

In summary, Oncology is home to engaged and productive members whose accomplishments elevate our College as a whole. Faculty engagement is a strategic priority within the College of Medicine and the ability to elevate a productive division to the status of a department and acknowledge contributions on an equal footing with other departments is a significant part of the engagement process. I unreservedly support the establishment of the department of Oncology and expect it will contribute to raising the profile of college and province as an attractive place to recruit new faculty to, while appropriately recognizing the history and current members.

A handwritten signature in black ink, appearing to read 'M. Baetz', with a stylized flourish at the end.

Dr. Marilyn Baetz, MD FRCPC CCPE  
Vice Dean Faculty Engagement  
College of Medicine



August 30, 2023

Dr. Preston Smith  
Dean, College of Medicine  
University of Saskatchewan  
107 Wiggins Road  
Saskatoon, SK, S7N 5E5

RE: Support for elevating the Division of Oncology to the Department of Oncology

Dear Sir:

I hope this letter finds you well. I am writing to express my strong support for the proposal to elevate the Division of Oncology to the Department of Oncology.

Since 2018, I have had the privilege of serving the Regina community and its surrounding areas as a medical oncologist. During this time, I have actively participated in discussions and meetings at various levels, and I have closely followed the developments regarding the potential elevation of our Division of Oncology.

The Division of Oncology has been making significant contributions to the academic mission for over 40 years. Its faculty train and supervise undergraduate medical learners, and medical residents in various programs including Family Medicine, Internal Medicine, Surgery, Pathology, Obstetrics and Gynecology.

It has also been playing a vital role in the training of graduate students and post-doctoral fellows in various departments, some of these are Anatomy, Physiology and Pharmacology; Biochemistry, Microbiology and Immunology; and Biomedical Engineering.

The majority of oncology faculty are actively engaged in research, with over 100 publications and over 3700 citations in 2021/22. In the same year, oncology faculty were awarded more than \$4.4 million in research funding. Division's exceptional contributions to teaching were recently recognized by both the College of Medicine and the University with awards for "excellence in teaching" to Dr. Kelsey Brose.

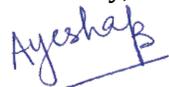
I believe that elevating the Division of Oncology to a full-fledged Department of Oncology is a significant and forward-thinking step for our institution. This transformation will undoubtedly have a positive impact on the level of service we provide to our communities. Here are a few reasons why I believe this elevation is not only necessary but also beneficial:

1. **Enhanced Patient Care:** Elevating the Division to a Department signifies a commitment to providing the highest standard of patient care. This elevation will allow for improved coordination, more comprehensive care, and increased access to a wider range of Cancer specialties.
2. **Attracting Top Talent:** A Department of Oncology is more likely to attract and retain top-tier oncologists and medical professionals. This will enable us to strengthen our team and continue to deliver exceptional medical services.
3. **Research and Innovation:** The elevation will encourage a culture of research and innovation. As a Department, we will be better equipped to conduct research, and contribute to advancements in the field of oncology.
4. **Educational Opportunities:** The transition to a Department will open up new educational opportunities, including expanded residency programs and increased collaboration with medical schools. This will help nurture the next generation of oncologists and medical professionals.
5. **Community Confidence:** Elevating our oncology services to a Department status will instill confidence in our community. It sends a clear message that we are committed to excellence and are dedicated to meeting the healthcare needs of our patients.

In conclusion, I firmly believe that the elevation of our Division of Oncology to the Department of Oncology is a progressive move that aligns with our institution's commitment to exceptional patient care, research, and education. I urge you to consider this proposal seriously and support its implementation for the betterment of our institution and the communities we serve.

Thank you for your time and consideration. If you require any further information, please feel free to reach out to me.

Sincerely,



Ayesha Bashir, MD, FRCPC  
Assistant Professor, Medical Oncology



UNIVERSITY OF SASKATCHEWAN

## College of Pharmacy and Nutrition

PHARMACY-NUTRITION.USASK.CA

 [www.pharmacy-nutrition.usask.ca](http://www.pharmacy-nutrition.usask.ca)

August 29, 2023

Dr. Preston Smith  
Dean, College of Medicine  
University of Saskatchewan

Re: College of Pharmacy and Nutrition supports elevating the Division of Oncology to a Department.

Dear Dr. Smith,

I am pleased to provide a letter of support for the proposed elevation for the Division of Oncology to Department status in the College of Medicine. At the College of Pharmacy and Nutrition we recognize the tremendous contributions of our colleagues with respect to research output, funding, and training opportunities. They have served as critical collaborators of our faculty and valued committee members for our students.

The partnership between the SCA and the division of oncology has produced outstanding research but also is responsible for critical infrastructure available to all U of S researchers such as the Next Generation Sequencing Facility located in the Health Sciences Building. Moreover, initiatives such as the Saskatchewan Cancer Research Institute (SCRI) will strengthen the U of S as a powerhouse of Cancer research in Canada.

We look forward to expanding our collaborations and training opportunities and we strongly believe the division of oncology should be represented as their own department. If you require any further information, please don't hesitate to reach out to me.

Sincerely,



David Blackburn, BSP, ACPR, PharmD, FCSHP  
Professor and Associate Dean, Research and Graduate Affairs  
College of Pharmacy and Nutrition  
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Aug 29, 2023

Dr. Preston Smith  
Dean, College of Medicine  
University of Saskatchewan  
107 Wiggins Road  
Saskatoon, SK, S7N 5E5

RE: Support for elevating the Division of Oncology to the Department of Oncology

Dear Dr. Smith,

I am writing to express my enthusiastic support to elevate the Oncology Division to a Department.

I am the Jean E Murray Chair of Cancer Research which is a joint position between the University of Saskatchewan and the Saskatchewan Cancer Agency. As such I am a Research Scientist at the Saskatchewan Cancer Agency (SCA) and an Assistant Professor in the Division of Oncology, College of Medicine, University of Saskatchewan (U of S).

As an early career researcher in oncology, I believe that the elevation of the Division of Oncology to a department will help with the growth of cancer research within Saskatchewan. Since starting my position here in Sept of 2021, I have developed many research collaborations within the College of Medicine and the U of S. I hope to strengthen the cancer research community within the U of S. The expansion of oncology to a department will help to do this by giving us a voice at the table to promote the needs of oncology clinicians and researchers within the College of Medicine.

Yours Sincerely,



**M. Dean Chamberlain, Ph.D.**

Jean E Murray Chair of Cancer Research  
Research Scientist, Saskatchewan Cancer Agency  
Cancer Cluster Leader, Health Sciences Building  
Assistant Professor, Division of Oncology and  
Associate Member, Dept of Biochemistry, Microbiology & Immunology,  
Associate Member, Division of Biomedical Engineering, College of Engineering,  
University of Saskatchewan  
Phone: (306) 966-7038  
E-mail: dean.chamberlain@saskcancer.ca

University of Saskatchewan and Saskatchewan Health Authority  
Room 2841, Royal University Hospital  
103 Hospital Drive  
Saskatoon, Saskatchewan, CANADA S7N 0W8  
TEL: (306) 655-0238 FAX: (306) 655-0235

September 5, 2023

Dr. Preston Smith  
Dean, College of Medicine  
University of Saskatchewan  
107 Wiggins Road  
Saskatoon, SK, S7N 5E5

**RE: Support for Elevating the Division of Oncology to the Department of Oncology**

Dear Dr. Smith

I am writing to provide my strong support for the proposal to elevate the Division of Oncology to the Department of Oncology that will be presented to the College of Medicine Faculty Council, University Council, Board of Governors and Senate.

As you know, the Division of Oncology has made significant contributions to the USask academic mission for many years. The Advanced Diagnostics Research Laboratory (ADRL) that I direct was initiated as a partnership between the Saskatchewan Cancer Agency (SCA) and USask over ten years ago and has made key contributions to the local academic environment by supporting clinical trial activities and conducting translational and patient oriented research projects in collaboration with SCA clinicians including Mark Bosch, Julie Stakiw, and most recently Laura Hopkins. The collaboration with Laura Hopkins also involves Mary Kinloch, Head of Anatomic Pathology at the Saskatchewan Health Authority (SHA) and resulted in a recently awarded \$3.8 million Genome Canada Genomic Applications Partnership Program (GAPP) grant.

Division of Oncology faculty also provide key contributions to the teaching mandate of the College of Medicine through the training and supervision of undergraduate medical learners, medical residents in various and graduate students and post-doctoral fellows in various departments.

It is my understanding that with the introduction of Saskatchewan's first oncology residency program, the Division of Oncology is now eligible to become a department. Granting department status to oncology presents an excellent opportunity to align it with academic-clinical units within the College of Medicine; recognize its faculty for their significant contributions to the USask academic mandate; and continue to build on the research successes that have emanated from collaborations between College of Medicine and SCA faculty.

Sincerely,



John DeCoteau, MD FRCP  
Professor of Pathology and Laboratory Medicine  
Director, Advanced Diagnostics Research Laboratory (ADRL)



September 1, 2023

Dr. Preston Smith  
Dean, College of Medicine  
University of Saskatchewan  
107 Wiggins Road  
Saskatoon, SK, S7N 5E5

RE: Support for elevating the Division of Oncology to the Department of Oncology

Dear Preston,

As Head of the Department of Anatomy, Physiology, and Pharmacology, I am very pleased to support the proposal for creation of a Department of Oncology.

APP faculty members have many strong ties with cancer researchers who would become part of the new department. These ties include research collaborations, use of shared equipment, service on student thesis committees, and involvement in graduate and undergraduate teaching. The creation of a Department of Oncology would enable us to strengthen existing connections and to build new ways for our faculty members to collaborate.

We therefore strongly support the creation of the Department of Oncology.

Kind regards,

Thom

To: Dr. Preston Smith  
Dean, College of Medicine  
University of Saskatchewan  
107 Wiggins Road  
Saskatoon, SK, S7N 5E5

July 13, 2023

**RE:** Support for elevating the Division of Oncology to the Department of Oncology

Dear Dr. Smith,

I am writing this letter to express my enthusiastic support for elevating the Division of Oncology to the Department of Oncology at our College. The Division of Oncology has been actively involved for many years in training and supervising undergraduate medical students and medical residents in multiple programs. They have been assisting in training for Family Medicine, Internal Medicine, Surgery, Pathology, Obstetrics and Gynecology. Faculty from this Division also supervised and guided graduate students and postdoctoral fellows in conjunction with our biomedical science departments, including Biochemistry Microbiology and Immunology (BMI), Anatomy Physiology and Pharmacology (APP), and Biomedical Engineering. What is even more relevant to my work, the Oncology faculty actively contribute to biomedical and clinical research, with over 100 publications and over 3700 citations in the 2021/22 academic year. This includes members of the Cancer Research Cluster, a cohesive group of scientists at the College of Medicine and I am actively collaborating with some of these investigators. In the last academic year, Oncology faculty were awarded more than \$4.4 million in research funding. This includes an important translational project spearheaded by Drs Hopkins (Oncology), Kinloch and DeCoteau (Pathology). This the first ever clinical trial of its kind aiming to improve treatment of ovarian cancer patients, supported by \$3.8 million in competitive research funding. My team is now involved in a collaboration with these faculty to further the research aspect of their work.

With the introduction of the first Saskatchewan's oncology residency program, the Division is now eligible for upgrading to the Department status. This would in effect appropriately align Oncology with other academic units within the College of Medicine, acknowledge contributions of Oncology faculty to education and research, and enhance their ability to recruit top caliber residents, physicians and researchers to train and work in Saskatchewan.

Sincerely,



Andrew Freywald, PhD  
Professor  
Department of Pathology  
College of Medicine  
University of Saskatchewan  
[andrew.freywald@usask.ca](mailto:andrew.freywald@usask.ca)



July 25, 2023

Dr. Preston Smith  
Dean, College of Medicine  
University of Saskatchewan  
107 Wiggins Road  
Saskatoon, SK, S7N 5E5

Dear Dr. Smith,

RE: Support for elevating the Division of Oncology to the Department of Oncology

I request your support for the elevation of the Division of Oncology to the Department of Oncology, which will be presented to the College of Medicine Faculty Council, Board of Governors, and Senate.

Over the last 40 years, the Division of Oncology has contributed significantly to the College's academic mission. Its faculty has been instrumental in training and supervising medical learners, Internal Medicine residents, and residents from various disciplines, including Family Medicine, Surgery, Pathology, Obstetrics and Gynecology, neurology, and anesthesiology. Training and support are also provided to graduate and post-doctoral fellows of various departments (e.g., Anatomy, Physiology, and Pharmacology; Biochemistry, Microbiology and Immunology; Biomedical Engineering). As an example of the division's exceptional contributions recognized by the College of Medicine and the University with awards for "excellence in teaching" was one of its members, Dr. Kelsey Brose.

Most oncology faculty are actively engaged in research, with over 100 publications, a few books, and chapters with over 3700 citations in 2021/22.

The same year, oncology faculty were awarded more than \$4.4 million in research funding. The research faculty are members of the Cancer Research Cluster, a collaborative research group at the University of Saskatchewan. The Cancer Cluster provides faculty and learners, from across the university, with access to shared specialized equipment and high-caliber interdisciplinary training in studying cancer cells.

With the introduction of Saskatchewan's first oncology residency program, the Division is now eligible to become a Department (pending approval of the aforementioned governing bodies). Granting department status to oncology is an opportunity to align it with all other academic-clinical units within



the College of Medicine, recognize its faculty for their contributions to education and research, and enhance its ability to attract top-caliber residents, physicians, and research scientists to train and work in Saskatchewan.

I appreciate your support.

Sincerely,

A handwritten signature in black ink that reads "Hadi A. Goubran Messiha". The signature is written in a cursive style.

Hadi A. Goubran Messiha, M.B., B.Ch., M.Sc., M.D.(Ph.D.), F.A.C.P., F.R.C.P. Edin  
Professor, Division of Hematology and Oncology, College of Medicine, University of Saskatchewan  
Hematologist, Saskatoon Cancer Centre, SK, Canada  
Email: [hadi.goubranmessiha@saskcancer.ca](mailto:hadi.goubranmessiha@saskcancer.ca) [hag567@usask.ca](mailto:hag567@usask.ca)  
Telephone: 306 6556461 – Fax: 1 855 809 3068  
SCC: 20 Campus Drive, Saskatoon, SK, S7N 4H4



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September 01, 2023

Dr. Preston Smith  
Dean, College of Medicine  
University of Saskatchewan

**RE: Support for elevating the Division of Oncology to the Department of Oncology.**

Dear Preston,

It is with great pleasure I write this letter of support for elevation of the Division of Oncology to the Department of Oncology. The Division of Oncology has been involved in undergraduate and postgraduate education and research. Our residents regularly rotate and work with various faculty members in the Division of Oncology. In addition, faculty from various divisions are doing collaborative work with oncology faculty. As the Provincial Department Head of Medicine, I believe elevation to the Department status will enhance its ability to pursue collaborative research, improve various educational and academic programs and enhance collaboration with the Department of Medicine and other units in the College of Medicine. I fully support this important recognition and look forward to ongoing collaboration.

Sincerely,

A handwritten signature in black ink, appearing to read "Haissam Haddad".

Haissam Haddad O.C., MD, FRCPC, FRCP Edin, CCPE  
Professor and Head Department of Medicine  
University of Saskatchewan  
Louis Horlick Chair in Medicine  
Provincial Head, Department of Medicine



July 10, 2023

Dr. Preston Smith  
Dean, College of Medicine  
University of Saskatchewan  
107 Wiggins Road  
Saskatoon, SK, S7N 5E5  
RE: Support for elevating the Division of Oncology to the Department of Oncology

Dear Dr. Smith:

My name is Laura Hopkins, and I am a Professor in the Division of Oncology, Provincial Lead for Gynecologic Oncology at the Saskatchewan Cancer Agency. I have been a Gynecologic Oncologist for over 20 years, practicing at The Ottawa Hospital between 2002 and 2019 and here in Saskatoon since September 2019.

You may recall that Gynecologic Oncology was 'moved' from the Department of Obstetrics and Gynecology into the Division of Oncology, forcibly, in May 2019 with a Ministry of Health directive. Since that time, we have established a robust clinical and academic program in Gynecologic Oncology with over 5 million dollars in active grants and the first clinical trials program in Gynecologic Oncology, (ever) in Saskatchewan. We have enjoyed the support of the Division of Oncology and feel that our academic achievements have been facilitated. What our group has accomplished academically and clinically, in just under 4 years is remarkable and speaks to the academic support and infrastructure that we have received. We have had two visiting Fellows for electives in Gynecologic Oncology and recognition of our members with important local and provincial teaching awards. We have supported several 'Dean's Awards' medical students and one of my students won first prize at the fall research day in 2020. We always have residents (junior and senior) from the Department of Obstetrics and Gynecology on service with us, with no breaks or gaps. We attend the Resident Research Day every year with the Department of Obstetrics and Gynecology and our group's members have served as resident supervisor for several research projects across the last four years. We contribute significantly to research activity within the USask, collaborating with Faculty in the Biology Department and Department of Anatomic Pathology and Laboratory Medicine. Gynecologic Oncology opened the first Saskatchewan Tumor Bank in October of 2021 which facilitates research collaboration with scientists here in Saskatchewan. For the first time, our USask ovarian cancer researchers do not have to purchase tumor samples from out of province. We have recently expanded the tumor bank to store samples of tumor from all cancer types. Gynecologic Oncology has initiated a Prairie Ovarian Cancer Research



Consortium with scientists from the USask, the SCA Cancer Cluster, as well as Manitoba, Edmonton, and Calgary. We created this collaboration originally for the Terry Fox Marathon of Hope Research Initiative/competition and we have been awarded funding to support therapeutic development for ovarian cancer patients who have a unique and unmet need in terms of access to effective therapies. We have had two in-person meetings so far in Saskatoon; more are planned as we embark on the first pragmatic trial in ovarian cancer in Canada. This trial is open to accrual now and we hope to enroll the first patient within the next couple of weeks. This pragmatic trial is being supported by the Division of Oncology, using our own internal resources, and is expected to set a new precision medicine standard of care in ovarian cancer.

It is for all these reasons, that I believe the Division of Oncology should be elevated to a Department of Oncology. Medical Oncology has recently been granted a residency program and I believe this program completes fulfillment of the criteria needed for consideration of elevation to Department status.

If you would have any questions, please feel free to ring my cell, 639.480.8333.

Sincerely yours,

A handwritten signature in blue ink that reads "Laura Hopkins".

Dr. Laura Hopkins, BSc, MSc, MD, FRCSC  
Professor; Division of Oncology, University of Saskatchewan  
Provincial Lead; Gynecologic Oncology, Saskatchewan Cancer Agency  
[Laura.hopkins@saskcancer.ca](mailto:Laura.hopkins@saskcancer.ca) ; Cell. 639.480.8333

August 10, 2023

Dr. Preston Smith  
Dean, College of Medicine  
University of Saskatchewan  
107 Wiggins Road  
Saskatoon, SK, S7N 5E5

Dear Dr. Smith,

**RE: Support for elevating the Division of Oncology to the Department of Oncology**

I am writing a letter of support for the Department of Oncology to be formed in the College of Medicine. I attended the presentation at the last faculty council meeting and was impressed with the direction that they wish to take the new department. I do think a Department of Oncology is important for the overall progressive movement of the College of Medicine. Within the Department of Surgery, we have multiple surgeons with expertise in oncology. The formation of a Department of Oncology is timely. In my new role as Provincial Department Head of Surgery, this would be a critical relationship that we would establish. The collaboration would include clinical and basic science research along with quality improvement work. Surgical oncology remains a high priority item of the Government of Saskatchewan and Saskatchewan Health Authority.

Please do not hesitate to contact me if you any concerns or questions.

Regards,



Michael Kelly, MD, PhD, FRCSC, FACS  
Provincial Department Head and Fred H. Wigmore Professor of Surgery  
University of Saskatchewan and Saskatchewan Health Authority  
MK/bb



UNIVERSITY OF SASKATCHEWAN

## College of Medicine

DEPARTMENT OF COMMUNITY  
HEALTH AND EPIDEMIOLOGY  
MEDICINE.USASK.CA

September 10, 2023

Dear Committee Members:

Re: creation of a department of oncology in the College of Medicine

As Department Head of Community Health & Epidemiology (CH&E) in the College of Medicine at the University of Saskatchewan, I am thrilled to provide this letter in support of the transition of the Oncology Division to a full-fledged department of Oncology in the College of Medicine.

This move is essential for bringing together a number of disciplines and several specialties in medicine such as medical oncology and radiation oncology while bridging the gap between teaching, practice and research. Hopefully the specialty of surgical oncology will also be closely associated with this new department as it is the case in other Canadian provinces.

This restructuring will strengthen the collaboration between the University, the College of Medicine and the Saskatchewan Cancer Agency and better anchor the training of medical students and residents as well as research for the benefit of patients' outcomes. Please note that several faculty in the CH&E department are fully engaged in cancer research from prevention to palliative care and collaborate with patient partners through SCPOR, with the Indigenous leadership (FSIN and the Metis Nation) and the broader healthcare system. We anticipate that the creation of this department will provide a fertile ground for a whole variety of oncology research that will impact patient care and quality of life. It will also be instrumental in fostering novel research through multiple collaborations within the University researchers, the Saskatchewan Cancer Agency and the national partners including the Canadian Partnership Against Cancer and the Canadian Cancer Clinical Trials cooperative group based at Queens' University.

I fully support this application and hope that the oncology department will build on the strengths that already exist in this province and will be bold in taking cancer training and research to the next level, thus contributing to excellence in cancer care.

A handwritten signature in blue ink that reads "Anne Leis".

Anne Leis, PhD  
Professor and Department Head



July 25, 2023

Dr. Preston Smith  
Dean, College of Medicine  
University of Saskatchewan  
107 Wiggins Road  
Saskatoon, SK, S7N 5E5

Dear Dr. Smith,

RE: Support for elevating the Division of Oncology to the Department of Oncology

It is my pleasure to write a letter of support to elevate the Division of Oncology to the Department of Oncology within the College of Medicine at the University of Saskatchewan.

I have been a Radiation Oncologist with the Saskatchewan Cancer Agency since 2004 and have held the role of Vice President of Medical Services since 2019. For over 40 years, the Division of Oncology has been making monumental contributions to academics and research. The faculty educate, train, supervise, and mentor undergraduate medical learners, residents, graduate students, and post-doctoral fellows in departments across the College of Medicine. The Division of Oncology has been recognized by both the College of Medicine and the University of Saskatchewan for its exceptional teaching on numerous occasions. Namely, Dr. Vickie Martin, was awarded the 2022 Resident Doctors of Saskatchewan, Excellence in Teaching Award, and in addition to being awarded the 2023 College of Medicine Excellence in Teaching award, Dr. Kelsey Brose was the recipient of the Provost's College Award for Outstanding Teaching 2023. These are just two of the many incredibly committed, driven, inspirational teachers oncology is privileged to have. The Division of Oncology has worked tirelessly to introduce Saskatchewan's first oncology residency program and is currently in the very early stages of developing a hematology residency program, another first for the province.

Many of the faculty are engaged in research which has resulted in over 100 publications and over 3700 citations in 2021/22 alone. That same year, oncology faculty were awarded with over \$4.4 million in research funding. A notable example of what the division is working on is a world-first clinical trial to improve ovarian cancer treatment led by Dr. Laura Hopkins. This funding is also used to study cancer cells by the research faculty of the Cancer Research Cluster. This is a collaborative research group in the University of Saskatchewan that provides faculty and learners from across the university with access to highly specialized equipment and training.

The elevation from a division to a department would positively impact not only the College of Medicine and University of Saskatchewan, but also the province as a whole. Being aligned with other academic-clinical units within the College of Medicine and across the country creates a valuable opportunity to strengthen our ability to attract exceptional students, residents, physicians, and research scientists to study and work in Saskatchewan. Granting the status of department to oncology will also recognize the



hard work and dedication the faculty of oncology has to the academic mission and the College of Medicine.

It is for these reasons, and many more, that I wholeheartedly support the elevation of the Division of Oncology to the Department of Oncology.

Regards,

A handwritten signature in black ink, appearing to read "Shazia", with a flourish extending to the right.

**Shazia Mahmood, MD, FRCPC**  
**Associate Professor College of Medicine**

VP Medical Services  
Saskatchewan Cancer Agency  
4101 Dewdney Avenue,  
Regina, SK S4V 7T1  
P. 306-766-2068 | C. 306-519-8942  
[saskcancer.ca](http://saskcancer.ca)



## Hepatobiliary & Pancreatic Surgeons

**Michael Moser, MD, MSc, FRCSC**   **John Shaw, MBBCh, FCS, FRCSC, MMed**  
**Yigang Luo, MD, PhD, FRCSC**   **Gavin Beck, BSc, MD, FRCSC**

Division of General Surgery Royal University Hospital  
Room 161 Ellis Hall 103 Hospital Drive Saskatoon, SK S7N 0W8 Canada  
Phone: (306) 844-1005 Facsimile: (306) 844-1522

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Dr. Preston Smith  
Dean, College of Medicine  
University of Saskatchewan

RE: Support for elevating the Division of Oncology to the Department of Oncology.

August 14, 2023

Dear Dr. Smith,

I am writing to express my support for the establishment of the Department of Oncology within the College of Medicine. The division as it currently exists is exemplary in terms of education and research, and I strongly believe that formalizing it with a department dedicated to oncology will only enhance its capabilities.

Over the last 18 years in my role as a hepato-pancreatico-biliary surgeon treating many cancer patients, I have appreciated collaborating with the oncologists and this collaboration is one of their strengths. I have personally witnessed the benefits of this teamwork; scientific discussions by phone take place nearly each week; these conversations with easily accessible oncologists have led to faster and more effective patient care. The formal rounds are a testament to their multidisciplinary approach, and I have no doubt that the people of Saskatchewan are receiving world-class care as a result.

In addition, the oncologists are deeply involved in research projects (from chart reviews to world-class clinical trials) and have strong ties with the HPB group in the Department of Surgery. As a result, many medical students have had the opportunity to work with these experts and publish their first papers in the field. I have been particularly impressed with the level of scientific rigour and precision that they bring to their work, which has undoubtedly helped to advance our understanding of cancer and its treatment.

Finally, the oncologists are highly knowledgeable about the latest treatments and provide residents and medical students with precise and scientific information. They practice evidence-based medicine at every step! The educational and research opportunities offered by the department are numerous, and the newly formed fellowship program in particular will provide excellent teaching and research experiences in the years ahead.

Considering all these factors, I firmly believe that the creation of the Department of Oncology will be beneficial in enhancing education, research, and patient care for the patients and learners of our province. I look forward to much more collaborative work between the Department of Surgery and the new Department of Oncology!

Sincerely,



Michael A. J. Moser, MD, MSc, FRCSC  
Associate Professor of Surgery



August 14, 2023

Dr. Preston Smith  
Dean, College of Medicine  
University of Saskatchewan  
107 Wiggins Road  
Saskatoon, SK, S7N 5E5

RE: Support for elevating the Division of Oncology to the Department of Oncology

Dear Dean Smith,

Please accept this letter of support on behalf of the Provincial Department of Anesthesiology to elevate the Division of Oncology to the Department of Oncology. I fully agree with the proposal provided.

Be well,



Mateen Raazi

Provincial Department Head – Anesthesiology

10 August 2023

Dr. Preston Smith  
Dean, College of Medicine  
University of Saskatchewan  
107 Wiggins Road  
Saskatoon, SK, S7N 5E5

Dear Dr. Smith,

**Re: Support for elevating the Division of Oncology to the Department of Oncology**

I am very pleased to write in support of formation of the Department of Oncology in the College of Medicine.

There is no shadow of doubt that the Division of Oncology has been instrumental to the academic mission of our college for the past 40 years. The division greatly contributed to teaching of both undergraduate medical students as well as graduate students in the College of Medicine (CoM.) As an example of the division's exceptional contributions to teaching, Dr. Kelsey Brose was recently recognized by both the College of Medicine and the University with awards for "excellence in teaching."

As Vice Dean of Research CoM, I am particularly pleased by the involvement of Division of Oncology in research.

The activities of Cancer Cluster, which is in the Health Sciences Building, grouping 4 researchers from the Saskatchewan Cancer Agency and 4 from the University of Saskatchewan underscores strong, collaborative links between our institutions. As a result of these collaboration cancer researchers associated with the cluster published 100 in 2021/22. In the same year, oncology faculty were awarded more than \$4.4 million in research funding. A notable recent example is the exciting collaboration led by Drs Hopkins (Oncology), Kinloch and DeCoteau (Pathology): a world-first clinical trial to improve ovarian cancer treatment, made possible by \$3.8 million in funding, including \$1.1 million from Genome Canada's Genomic Applications Partnership Program.

The research productivity of cluster researchers led by Dr. Deborah Anderson with prominent contributions of CIHR -funded researchers including Drs. Franco Vizeacoumar, Shahid Ahmed, Jim Xiang, as well as Jean E. Murray Chair in Cancer Research Dr. Dean Chamberlain is a shining example of successful interactions between SCA and CoM.

I feel that elevation of the Division of Oncology to the Department of Oncology will allow our cancer research effort to go from strength to strength. A quick environmental scan shows that departments of oncology are considered "the gold standard" for excellence and success in cancer research. For example, departments of oncology lead research in such prestigious institution like University of Alberta, University of Toronto, Mayo Clinic, Trinity College Dublin or University of Cambridge.

I hope that you find this short but compelling letter as a very strong endorsement of the proposed elevation of the Division of Oncology to the Department of Oncology.

I look forward to continuing academic interactions between SCA and CoM, now on a new exciting platform, the departmental one.

I will be happy to expand on these remarks if needed.

With kind regards,

Marek Radomski

Marek W. Radomski, MD, PhD, DSc, Dr Honoris Causa, FCAHS  
Vice Dean Research and Professor of Anatomy, Physiology and Pharmacology



UNIVERSITY OF SASKATCHEWAN

College of Medicine

MEDICINE.USASK.CA

Department of Biochemistry, Microbiology, and Immunology

2D01 – 107 Wiggins Road, Saskatoon, SK Canada S7N 5E5

Phone: 306-966-6538 Fax: 306-966-4298

To: Dr. Preston Smith  
Dean, College of Medicine

From: Bill Roesler, Professor and Head  
Department of Biochemistry, Microbiology & Immunology  
College of Medicine

Date: August 10, 2023

**Re: Support for elevating the Division of Oncology to the Department of Oncology**

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It is my pleasure to provide this letter of support for the proposal to elevate the Division of Oncology to the Department of Oncology. The Department of Biochemistry, Microbiology & Immunology has greatly benefited from the contributions of members of the Division to our academic mission as well as to our research programs over the years. Specifically, there are three researchers in the Division that have strong ties to our department, and in particular to our cancer-related researchers. Deborah Anderson, Director of Research for the Saskatchewan Cancer Agency and a member of the Division, has been an associate member of our department for many years. Her contributions include lecturing in both undergraduate and graduate courses; supervision of undergraduate research projects; and supervision of graduate and postdoctoral trainees. She has provided access to specialized equipment that has been vital for researchers in our department, and she has collaborated with faculty in our department on specific research projects. Dean Chamberlain, a recent recruit to the Division, is also an associate member of our department and is actively engaged in our academic programs. These two researchers have diversified and enriched our programs by providing unique training opportunities for students in our undergraduate and graduate programs that would not otherwise be available through faculty in our department. The third Division member, whose team has collaborated with a number of our faculty, is Dr. Franco Vizeacoumar. While not a formal associate member of our department, his particular expertise in synthetic lethality and genotype-directed cancer therapy have been of special interest to certain faculty in our department and productive collaborations have resulted.

While I am not fully knowledgeable of the benefits of elevating the Division to a Department, I do know that many in the College aren't even aware that the division is not currently a department, because of its significant and substantive contributions to the research and academic activities of the College. Elevating the Division to a Department will essentially formalize this perception.

**William (Bill) J. Roesler, Professor and Head**

Department of Biochemistry, Microbiology, and Immunology, University of Saskatchewan

107 Wiggins Road, Saskatoon, SK S7N 5E5 Canada

Telephone: 306-966-4375 Email: bill.roesler@usask.ca



UNIVERSITY OF SASKATCHEWAN

College of Medicine

MEDICINE.USASK.CA

Department of Biochemistry, Microbiology, and Immunology

2D01 – 107 Wiggins Road, Saskatoon, SK Canada S7N 5E5

Phone: 306-966-6538 Fax: 306-966-4298

Sincerely,

A handwritten signature in blue ink that reads "Bill Roesler".

Bill Roesler

**William (Bill) J. Roesler, Professor and Head**

Department of Biochemistry, Microbiology, and Immunology, University of Saskatchewan

107 Wiggins Road, Saskatoon, SK S7N 5E5 Canada

Telephone: 306-966-4375 Email: bill.roesler@usask.ca

August 23, 2023

Dr. Preston Smith  
Dean, College of Medicine  
University of Saskatchewan

Dear Dr. Smith:

This is to provide my strong support to the elevation of the Division of Oncology to the Department of Oncology at the University of Saskatchewan.

Given the strategic direction of the University, the specific focus and priorities within the college of medicine (Strategic Plan 2017-2025), and the PGME (PGME strategic Plan 2021-2025) to ensure our college aligns with University Plan 2025 the elevation from Division to Department of Oncology will provide a much-needed academic base and become a critical resource for resident training, education and research- aspects of the core business of our university. As the Associate Dean of Postgraduate Medical Education, I have seen the division make significant contributions to the academic mission in the training of medical residents across a number of our resident training programs; Family Medicine, Internal Medicine, Surgery, Pathology and OBGYN have been privileged to receive excellent training and teaching by award winning faculty members which has contributed greatly to resident learning and success

In aligning with the University of Saskatchewan's strategic plan in research, the division received \$4.4 million dollars in research funding to lead the world-first clinical trial to improve ovarian cancer treatment. The division is home to the Cancer Research Cluster, a collaborative research environment occupying more the 6,000 sq ft of space in the Health Sciences building, this cancer cluster provides faculty and learners, with access to specialized equipment and high caliber interdisciplinary study of cancer cells.

Saskatchewan's first oncology resident program at USASK provides the eligibility of the division to become the Department of Oncology and will provide the opportunity to align with all other academic-clinical units within the College of Medicine. The faculty will then be recognized for their contributions to the training of our upcoming resident trainees and will allow for the ability to attract resident trainees, physicians, and researchers to train, work and hopefully continue their practice in Saskatchewan.

As we head toward becoming the University the World needs it is my privilege to provide my support for this important change for Division of Oncology in the College of Medicine.

Sincerely,



Anurag Saxena MD, M.Ed., MBA, FRCPC

Associate Dean, Postgraduate Medical Education

University of Saskatchewan

September 5, 2023

Dr. Preston Smith  
Dean, College of Medicine  
University of Saskatchewan  
107 Wiggins Road  
Saskatoon, SK S7N 5E5

Dear Dr. Smith

RE: Support for elevating the Division of Oncology to the Department of Oncology

I am writing this letter of support on behalf of the Division of General Surgery. I am currently the Head of the Division of General Surgery as well as the head of Hepatobiliary Surgery within Saskatoon. Our relationship to the Division of Oncology is extremely close due to the high volume patients that share both surgery and medical oncology in their management pathway. It is impossible for us to operate effectively without their commitment and support.

The Division of Oncology has always been engaged and supportive of all the subspecialty Surgical Oncology groups within Surgery. There are regular multidisciplinary team meetings (Surgery, Oncology, Radiology and Pathology) to address the various cancers and the nuances within each to provide optimum care for patients, which is essential for the best outcome possible.

The Division of Oncology certainly exemplifies and supports the academic mission of the Health Authority as well as the College of Medicine due to the broad reach that it has across multiple disciplines. This Division trains numerous undergraduate, graduate and post-graduate bridging many medical Divisions and Departments.

Oncology have always been active locally and nationally, maintaining a very visible contribution to cancer care in Canada. Their research productivity is impressive in both the number of publications and citations they receive on a regular basis. They also receive significant research funding to improve cancer care with an example being the recent substantial grant being obtained by Dr. Hopkins for ovarian cancer treatment research.

Elevating the Division of Oncology to a Department would be important to recognize the breadth and reach that Oncology has in their own right as they continues to evolve as a fast paced and growing area in medicine.

We look forward to a favorable response to this request by the College of Medicine Faculty Council, University Council, Board of Governors and Senate so Oncology can continue and further the significant advances that they are making in cancer care in Saskatchewan and Canada.

With kindest regards,



John Shaw, MBBCh, FCS, MMed, FRCSC  
Clinical Professor, University of Saskatchewan  
Division Head, General Surgery  
Hepatobiliary and Pancreatic Surgeon  
Royal University Hospital

JMS/trs

Dr. Preston Smith  
Dean, College of Medicine  
University of Saskatchewan  
107 Wiggins Road  
Saskatoon, SK, S7N 5E5

August 29<sup>th</sup> 2023

**RE: Support for elevating the Division of Oncology to the Department of Oncology**

Dear Dr. Preston Smith,

I am reaching out to you as the Division Head of pediatric oncology to indicate my strong support for granting the division of oncology departmental status. Having Departmental status would elevate the ability of the oncology program to pursue research, educational pursuits as well as help better support clinical care.

The Division of Oncology has a long history of providing excellence in teaching to both medical learners and biomedical sciences students. In addition, the division also has one of the College of Medicine's most successful research programs housed within the Cancer Research Cluster.

Supporting oncology academic pursuits within the Department of Internal Medicine can sometimes be challenging especially when so many of the academic pursuits actually cross departmental lines. This includes those collaborations with us as in Pediatric Oncology. In pediatric oncology access to clinical trials is a key part of clinical care and increasingly it is our standard of care to improve the access of our patients to enroll on clinical trials. The goal is to have the same access in Saskatchewan for our patients as elsewhere in Canada. This is because in pediatric oncology it has been proven that patients on clinical trials have better outcomes in the long term. In our Division, we feel strongly that having a separate division of oncology will better support both the adult oncology program and the pediatric oncology program. In our world, clinical trials are truly embedded into everyday clinical care and thus the academic pursuits are quite different than a lot of other areas of clinical care. Thus, having a separate Department of oncology will allow all of our members to pursue academic pursuits to further increase our reach and ability to support local, national and international research and education.

Having a stand-alone Department of Oncology would allow improved ability to support joint ventures by allowing for cross appointments and collaborations. This is key for supporting academic pursuits within the College of Medicine but perhaps more importantly with our external partners and funders. Ultimately, this will help the College of Medicine achieve even greater success with supporting investigator initiated research and obtaining research funding which will ultimately result in publications.

Please do not hesitate to contact me if you have any questions or concerns. I would also welcome the opportunity to meet to discuss this further.

Yours sincerely,

A handwritten signature in cursive script that reads "Roona Sinha".

Roona Sinha



July 11, 2023

Dr. Preston Smith  
Dean, College of Medicine  
University of Saskatchewan  
107 Wiggins Road  
Saskatoon, SK S7N 5E5

RE: Support for elevation the Division of Oncology to the Department of Oncology

I am very happy to write a letter of support for the Department of Oncology to Departmental status.

I am Provincial Head of Emergency Medicine. Emergency Medicine has recently (2016) achieved departmental status and I am aware of the benefits this can bring to both the department in question and the departments they collaborate with.

Working in the emergency department, our physicians regularly work with and consult with the Division of Oncology. Over the past decade, we have appreciated the increasingly academic and collaborative approach we have seen from this division.

As a department with increasing teaching responsibilities, I expect we will see increased presence in the ER and ability to collaborate on care.

Research is a major focus in Emergency Medicine, and we welcome and look forward to future collaborations with Oncology.

I whole heartedly support oncology becoming a full department within the College of Medicine.

Sincerely,

James Stempien, BSC, MD, CCFPEM, FCFP, CCPE, MA (Leadership)  
Provincial Head  
Department of Emergency Medicine

September 4, 2023

Dr. Preston Smith  
Dean, College of Medicine  
University of Saskatchewan  
107 Wiggins Road Saskatoon, SK, S7N 5E5

**RE:** Support for elevating the Division of Oncology to the Department of Oncology

Dear Dr. Smith,

I am writing this letter to express my sincere and strong support for elevating the Division of Oncology to the Department of Oncology within our College of Medicine.

My name is Franco Vizeacoumar and I am a Senior Scientist at the Saskatchewan Cancer Agency and an Associate Professor within the University of Saskatchewan. I have been conducting independent research program and has been a member of the Division of Oncology for the past ten years. While you might know and appreciate all the statistics and accolades associated with the productivity of this Division, below I am providing my perspective as to how elevating the 'Division of Oncology' to the 'Department of Oncology', is an important move.

**Focus on an important health problem:** As you are aware, Cancer is a leading cause of death in Canada and one of the most imminent health problems with untold physical, psychological and economic costs to society. Despite intensive worldwide research efforts, it remains a devastating, often poorly treatable disease. With support from multiple granting agencies, including the Canadian Institute of Health Research, my lab has been making important strides to discover drug targets to treat this deadly disease. Establishing a home department, will provide the much-needed focus to centralize all the efforts within our College and combat this deadly disease, right here in Saskatchewan.

**Training the next generation of cancer scientists:** As an academic institution, we have an important mandate to train the next generation scientists. Students interested in cancer research are often unable to reach out and take advantage of the dedicated research program. Unlike basic biochemistry and cell biology programs offered within the respective departments, for students specifically interested in cancer research, our college does not offer a dedicated training program. Given the advances in cancer genomic and proteomic approaches and other sequencing technologies, cancer biologists are now generating data at crushing speeds. These biological datasets are often not structured and are associated with multiple variables. Hence, there is an urgent need for building training programs that are

dedicated to cancer research and enable students of Saskatchewan to access state-of-the-art technologies. By establishing a dedicated Department, together with colleagues, there will be opportunities to spear-head a dedicated cancer research training program and it is my sincere belief that our College will set an outstanding example for other Universities, where cancer research is still taught as a component of the mainstream biology. With the introduction of the first Saskatchewan's oncology residency program, the Division is also now eligible for upgrading to the Department status. This would in effect appropriately align Oncology with other academic units within the College of Medicine, acknowledge contributions of Oncology faculty to education and research, and enhance their ability to recruit top caliber residents, physicians and researchers to train and work in Saskatchewan.

**Foster collaborations between researchers and Clinicians:** I have been fortunate to work and collaborate with a number of my colleagues within the Cancer Research Cluster. This cluster brought like-minded researchers from different departments/ divisions to work together on scientific projects. However, elevating the 'Division of Oncology' to the 'Department of Oncology', will enable deeper interactions amidst clinical and research faculties. As such, in its current form, in the last academic year, Oncology faculty were awarded more than \$4.4 million in research funding. Strengthening the interactions via regular departmental meetings, will only foster collaborations between researchers and clinicians.

In summary, I strongly believe that this important step of elevating the Division of Oncology to the Department of Oncology will establish a strong track-record of research and excellence in cancer research within Saskatchewan. On a personal level, it will also enable me to recruit, train and interact with my clinical colleagues more effectively. Thus, I strongly support this important endeavour.

Please do not hesitate to contact me if you have any further questions and thank you for your support.

Sincerely,



Franco Vizeacoumar  
Senior Scientist  
Saskatchewan Cancer Agency  
Associate Professor, Division of Oncology  
University of Saskatchewan

## Appendix E: Faculty

| Last name        | First name         | Present rank        | Medical or Support Faculty |
|------------------|--------------------|---------------------|----------------------------|
| Abbas            | Tahir              | Assistant Professor | Medical Faculty            |
| Ahmed            | Shahid             | Professor           | Medical Faculty            |
| Ahmed            | Osama              | Assistant Professor | Medical Faculty            |
| Al Hayki         | Maryam             | Assistant Professor | Medical Faculty            |
| Alexander        | Andrew             | Clinical Assistant  | Support Faculty            |
| Alsafar          | Noura              | Assistant Professor | Medical Faculty            |
| Alvi             | Riaz               | Clinical Lecturer   | Support Faculty            |
| Amjad            | Asim               | Assistant Professor | Medical Faculty            |
| Anderson         | Deborah            | Clinical Professor  | Medical Faculty            |
| Aslam            | Muhammad           | Assistant Professor | Medical Faculty            |
| Baden            | Hussein            | Assistant Professor | Medical Faculty            |
| Bashir           | Ayesha             | Assistant Professor | Medical Faculty            |
| Beckett          | Craig              | Clinical Lecturer   | Support Faculty            |
| Bosch            | Mark               | Associate Professor | Medical Faculty            |
| Brose            | Kelsey             | Assistant Professor | Medical Faculty            |
| Brown Broderick  | Jennifer           | Assistant Professor | Medical Faculty            |
| Brunet           | Bryan              | Assistant Professor | Medical Faculty            |
| Chalchal         | Haji Ibrahim       | Clinical Associate  | Medical Faculty            |
| Chamberlain      | Michael Dean       | Clinical Assistant  | Support Faculty            |
| Cranmer-Sargison | Gavin              | Clinical Assistant  | Support Faculty            |
| Dolata           | Wojciech           | Assistant Professor | Medical Faculty            |
| Drever           | Laura              | Clinical Lecturer   | Support Faculty            |
| Dueck            | Dorie-Anna         | Assistant Professor | Medical Faculty            |
| Dwernychuk       | Lynn               | Adjunct Professor   | Support Faculty            |
| Elemary          | Mohamed            | Professor           | Medical Faculty            |
| El-Gayed         | Ali A. H.          | Clinical Professor  | Medical Faculty            |
| Eswedi           | Abdulhakim         | Assistant Professor | Medical Faculty            |
| Giambattista     | Joshua Aaron       | Assistant Professor | Medical Faculty            |
| Glass            | Lisa               | Clinical Assistant  | Support Faculty            |
| Goubran Messiha  | Hadi               | Professor           | Medical Faculty            |
| Gowrishankar     | Branawan           | Assistant Professor | Medical Faculty            |
| Hagel            | Kimberly M.        | Assistant Professor | Medical Faculty            |
| Haider           | Kamal-Uddin        | Clinical Professor  | Medical Faculty            |
| Hart             | Caroline           | Assistant Professor | Medical Faculty            |
| Hopkins          | M. Laura           | Professor           | Medical Faculty            |
| Iqbal            | Nayyer             | Professor           | Medical Faculty            |
| Iqbal            | Mussawar           | Assistant Professor | Medical Faculty            |
| Jim              | Brent              | Assistant Professor | Medical Faculty            |
| Johnson          | Kate Johannah      | Assistant Professor | Medical Faculty            |
| Khan             | Muhammad Imtiaz    | Assistant Professor | Medical Faculty            |
| Khan             | Habib              | Assistant Professor | Medical Faculty            |
| Kodad            | Shruthi Ganeshappa | Assistant Professor | Medical Faculty            |
| Kundapur         | Vijayananda        | Clinical Professor  | Medical Faculty            |
| Le               | Duc                | Assistant Professor | Medical Faculty            |

|             |                     |                     |                 |
|-------------|---------------------|---------------------|-----------------|
| Lee         | Joohyun Shaina      | Assistant Professor | Medical Faculty |
| Liu         | Derek Man Chun      | Clinical Assistant  | Support Faculty |
| Maas        | Benjamin            | Assistant Professor | Medical Faculty |
| MacKay      | Rebecca             | Assistant Professor | Medical Faculty |
| Mahmood     | Shazia              | Clinical Associate  | Medical Faculty |
| Manna       | Mita (Madhumita)    | Assistant Professor | Medical Faculty |
| Marchant    | Kristin             | Adjunct Professor   | Support Faculty |
| Martin      | Vickie Janine       | Assistant Professor | Medical Faculty |
| Mir         | Taskia              | Assistant Professor | Medical Faculty |
| Moodley     | Otto U.             | Clinical Associate  | Medical Faculty |
| Moore       | Jocelyn             | Assistant Professor | Medical Faculty |
| Morton      | Daniel              | Clinical Assistant  | Support Faculty |
| Nicholson   | Matthew Christopher | Associate Professor | Medical Faculty |
| Othman      | Ibraheem Mohammed   | Associate Professor | Medical Faculty |
| Panjwani    | Dilip               | Assistant Professor | Medical Faculty |
| Pearson     | Derek               | Assistant Professor | Medical Faculty |
| Pekar       | Julius              | Clinical Assistant  | Support Faculty |
| Sabry       | Waleed              | Professor           | Medical Faculty |
| Salim       | Muhammad            | Clinical Associate  | Medical Faculty |
| Sami        | Amer                | Clinical Professor  | Medical Faculty |
| Sherin      | Danielle            | Clinical Assistant  | Support Faculty |
| Souied      | Osama               | Assistant Professor | Medical Faculty |
| Stakiw      | Julie               | Clinical Associate  | Medical Faculty |
| Suderman    | Derek               | Assistant Professor | Medical Faculty |
| Thakur      | Varun Singh         | Clinical Lecturer   | Support Faculty |
| Vizeacoumar | Franco              | Associate Professor | Medical Faculty |
| Wright      | Philip              | Assistant Professor | Medical Faculty |
| Xiang       | Jim                 | Clinical Professor  | Medical Faculty |
| Xu          | Heping              | Clinical Assistant  | Support Faculty |
| Yadav       | Sunil               | Clinical Associate  | Medical Faculty |
| Younis      | Moftah              | Assistant Professor | Medical Faculty |
| Zaidi       | Adnan               | Associate Professor | Medical Faculty |
| Zarkovic    | Mirjana             | Assistant Professor | Medical Faculty |



TO: Catherine Delaney, Project Manager, College of Medicine  
Shahid Ahmed, Division Head, Division on Oncology  
Preston Smith, Dean, College of Medicine

Cc: Vicki Squires, Chair, Planning and Priorities Committee

FROM: Yansun Yao, Chair, Academic Programs Committee

DATE: November 8, 2023

RE: Establishment of the Department of Oncology - APC feedback

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Thank you for attending the Academic Programs Committee meeting on November 1, 2023 to present the proposal to establish the Department of Oncology in the College of Medicine.

The committee appreciated the thorough and engaging presentation that was provided, including the history of the Division of Oncology and the rationale for elevating the Division to a Department now.

The committee is excited about the new residency program in medical oncology and the education and training opportunities it will open up for USask students, as well as the plans for further residency training programs. The committee also appreciates that this change will strengthen the research capacity of the unit.

The committee noted the robust and extensive consultation listed in the proposal and appreciated the thorough proposal that was provided to the committee.

The Academic Programs Committee supports the establishment of this department and looks forward to seeing this proposal come to University Council.

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Carolyn Augusta, member, Academic Programs Committee

**DATE OF MEETING:** January 25, 2024

**SUBJECT:** Master of Clinical Pharmacy program

**MOTION:** *It is recommended that Council approve the Master of Clinical Pharmacy program, effective May 2024.*

**PURPOSE:**  
University Council has the authority to approve new degree program.

**CONTEXT AND BACKGROUND:**

The College of Graduate and Postdoctoral Studies and College of Pharmacy and Nutrition are proposing the approval of a new Master of Clinical Pharmacy program, with a major in Psychiatry. This program will support the training of clinical pharmacy leaders, educators, and mentors in Saskatchewan by providing advanced clinical training and specialization in hospital practice.

This program will combine classroom learning with onsite experiential opportunities with health care providers. The program will have 51 credit units, with 21 being achieved through more traditional, classroom-based learning with the remaining 30 credit units coming from onsite practicums. Applicants to the program will be required to have a degree in pharmacy (a Bachelor of Pharmacy or a Doctor of Pharmacy), as well as have an active license to practice pharmacy in Saskatchewan and have a hospital residency certificate or evidence of at least 1 year of established clinical practice. Nine new courses were developed for this program.

**CONSULTATION:**

This change was reviewed by the Graduate Programs Committee on November 22, 2023 and that committee was very supportive of the program. The Academic Programs Committee reviewed the proposed changes at its December 13, 2023 meeting. The committee discussed the admissions requirements of needing experience in clinical practice, and appreciated that this is highly specialized training that will require students to have exposure to clinical pharmacy prior to admission.

**ATTACHMENTS:**

1. **Proposal for Academic or Curricular Change – Master of Clinical Pharmacy**



# MEMORANDUM

**To:** Academic Programs Committee of Council

**From:** Graduate Programs Committee, CGPS

**Date:** December 6, 2023

**Re:** Master of Clinical Pharmacy

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The College of Graduate and Postdoctoral Studies is recommending the approval of a new Master of Clinical Pharmacy Program, with a major in Psychiatry. This new program seeks to address the lack of clinical pharmacy leaders, educators, and mentors in Saskatchewan by providing pharmacy graduates with advanced clinical training and specialization in hospital practice. The expected implementation date for this program is May 1, 2024.

The Graduate Programs Committee of the College of Graduate and Postdoctoral Studies reviewed the proposal at its meeting on November 22, 2023. The committee felt the proposal was comprehensive and clear and met with the proponent to address questions around the psychiatry major, admissions, and licensure. Minor revisions were required by the committee and were later addressed and clarified in the proposal document by the proponent. The committee was excited about the opportunity for program growth with the addition of more majors in the future. The Graduate Programs Committee approved the proposal, with the following motion:

**Motion:** To recommend approval of the Master of Clinical Pharmacy program, pending minor revisions as noted.

**Yang/Morrison – CARRIED**

Nine courses, including six clinical practicums, were included in the program proposal. Minor revisions were required to clarify competency, assessment and assignments and were addressed by the proponent. The nine courses were approved with the following motions:

**Motion** “To recommend approval of PHAR 855 pending minor revisions as noted” **Cottrell/Stewart – CARRIED**

**Motion** “To recommend approval of PHAR 860 pending minor revisions as noted” **Morrison/Yang – CARRIED**

**Motion** “To recommend approval of PHAR 992 pending minor revisions as noted” **Yang/Stewart – CARRIED**

**Motion:** “To recommend approval of all six clinical practicum courses, pending clarification about meeting the competency” **Cottrell/Morrison – CARRIED**

The proponent satisfactorily addressed all revisions as confirmed by the Graduate Programs Committee Chair, Dr. Mark Eramian, on December 4, 2023.

Attached please find the proposal for the Master of Clinical Pharmacy.

If you have any questions, please contact the Academic Affairs Specialist at [gradprograms.academicaffairs@usask.ca](mailto:gradprograms.academicaffairs@usask.ca)

# University of Saskatchewan

## Proposal for Academic or Curricular Change

### PROPOSAL IDENTIFICATION

**Title of proposal:** Proposal for a new Master program in Pharmacy

**Degree(s):** Master of Clinical Pharmacy (MCP)

**Field(s) of Specialization:** Psychiatry

**Level(s) of Concentration:**

- N/A

**Option(s):\***

- The current application outlines a proposal for a Master of Clinical Pharmacy focusing on psychiatry. However, our long-term goal is to offer multiple streams (or tracks) within this master degree program. Following implementation of the Psychiatry stream outlined in this proposal, we will seek to add at least two more streams in subsequent years (i.e., a Clinical Internal Medicine Pharmacy stream and a Critical Care Pharmacy stream).

**Degree College:** College of Graduate and Postdoctoral Studies (CGPS)

**Contact person(s) (name, telephone, fax, e-mail):**

David Blackburn  
Associate Dean, Research and Graduate Affairs  
Phone: 2081; email: [d.blackburn@usask.ca](mailto:d.blackburn@usask.ca)

Katelyn Halpape

Associate Professor and Program Director  
Phone: 2814; email: [Katelyn.halpape@usask.ca](mailto:Katelyn.halpape@usask.ca)

**Proposed date of implementation:**

September 2024

## Proposal Document

**Please provide information which covers the following subtopics. The length and detail should reflect the scale or importance of the program or revision. Documents prepared for your college may be used. Please expand this document as needed to embrace all your information.**

**1. Academic justification:**

- a. Describe why the program would be a useful addition to the university, from an academic programming perspective.*
- Pharmacy graduates have very limited options for advanced clinical training in SK (and across Canada). Out of 90 graduates from our pharmacy program annually, approximately 4 to 6 positions are available in post-graduate clinical training across the entire province. Although the College of Pharmacy and Nutrition offers a thesis-based Master program, its focus is a research thesis so clinical application and clinical training is often lacking. The existing training program for clinical pharmacy practice in Saskatchewan is offered through the Saskatchewan Health Region. It is limited to a 1-year hospital residency that is delivered almost exclusively with clinical placements only with little or no classroom learning.
  - The limited options for advanced clinical pharmacy training has created challenges for our pharmacy graduates and pharmacy employers, especially in Saskatchewan hospitals. Pharmacists with the entry-to-practice degree (i.e., the Doctor of Pharmacy degree) do not have adequate specialization for hospital practice immediately upon graduation. Although basic training is provided routinely for new employees, additional specialization in clinical pharmacy practice is difficult and time consuming to obtain. Once pharmacists have reached a level of competency in front-line practice, they have very few opportunities to obtain advanced clinical skills. This gap has led to a deficiency in the Saskatchewan Health Authority of clinical pharmacy leaders, educators, and mentors.
  - From the academic programming perspective, the training provided by the proposed program is an extension of the undergraduate curriculum in pharmacy. It also links clinical practitioners with academic faculty. Because we also offer a thesis-based MSc, it is expected that students will intermingle significantly during their training.

**b. Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.**

- Establishment of an advanced clinical training program has been a strategic goal of the College of Pharmacy and Nutrition for several years. Our graduates have limited options if they desire post-graduate clinical training after their undergraduate pharmacy degree. Limited options are a problem facing pharmacists across the country, not just in Saskatchewan.
- Health services delivery, interdisciplinary care, and quality of health care are important aspects of the “One-Health” and “Health and Wellness” signature area at the University of Saskatchewan. Quality training programs are essential to progress towards interdisciplinary care models, improved health care quality and efficiency.
- There is immense potential for clinical pharmacists to contribute to the quality and efficiency of health care in Canada as well as contribute to health services research as we explore novel models of interdisciplinary care. Given the current shortage of health care providers across Canada, this advanced pharmacist training programs can be a key strategy to increase critical human resources and enable greater opportunities for interdisciplinary care and also research into the cost-effectiveness of such alternative delivery models.
- Although this graduate degree is focused on clinical training primarily, it has a research component and we are hopeful that some students may be attracted to continuing their research training after obtaining their Masters.

**c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)***

- This program will target graduates from the undergraduate pharmacy program at the U of S as well as other pharmacy programs across Canada who have subsequently completed a hospital residency program or obtained equivalent clinical practice exposure in their employment setting. In other words, we are recruiting practicing pharmacists who have demonstrated an aptitude for clinical practice. Our goal is to develop leaders in the profession and leaders in healthcare.
- Because the program requires a license to practice pharmacy, it will be challenging for internationally trained pharmacists to be accepted at this time because the process for obtaining an international license is extremely time consuming.

**d. *What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?***

- Nationally, the profession of pharmacy has undergone major changes with the termination of longstanding post-graduate clinical training programs at UBC and University of Toronto. These programs previously offered post-graduate Doctor of Pharmacy (i.e., PharmD) degrees during an era when bachelor degrees were required to practice pharmacy in Canada. Since then, all English-speaking pharmacy programs in Canada have converted their degree to a Doctor of Pharmacy for the minimum entry-to-practice requirement. As a result, the traditional PharmD

programs converted to “bridging programs” that offered existing pharmacists with a bachelor’s degree an opportunity to “upgrade” to an entry-to-practice-level PharmD. However, these program changes left a gap for Canadian pharmacists wishing to obtain advanced clinical training (i.e., training that extends beyond the entry-to-practice minimum requirements).

Saskatchewan programs: In Saskatchewan, we currently have only two post-graduate education options for students wishing for advanced training in pharmacy.

1. **MSc in Pharmacy (thesis based)**. Our MSc (thesis-based) program does provide opportunities for research training in clinically-focused topics. However, it is not a program that provides clinical skill training; thus, it does not attract the interest of many practicing pharmacists. It is also less relevant to health care employers such as our provincial hospitals.
2. **The hospital residency program** (a clinical training program for pharmacists). The Saskatchewan Health Authority administers 1-year residency programs in Saskatoon and Regina. The focus of these programs is on clinical skill development that is specific to hospital pharmacy practice. These programs are very popular and receive a high number of applications every year. However, their capacity is limited to approximately 4 to 6 new students per year. This program is virtually all experiential training with little or no formal academic (i.e., classroom) instruction. Furthermore, the hospital residency program does not achieve an advanced level of practice skills among its graduates.

Canadian programs: Five Canadian pharmacy schools currently offer non-thesis, post-graduate clinical training programs in English (UBC, U of Alberta, Waterloo, U of Toronto, and Memorial). Three of these programs are limited to bridging programs that accept only pharmacists with bachelor degrees to upgrade them to an entry-to-practice PharmD degree. However, Canadian pharmacists who graduated previously with a bachelor’s degree do not require to upgrade to a PharmD in order to continue to practice; thus, it is expected that the entry-to-practice PharmD bridging programs will have a limited relevance over the long term. Interestingly, the UBC bridging program has been suspended indefinitely (as of July 2023) suggesting the program may already be experiencing low application numbers.

Only two Canadian universities offers a similar graduate program compared to the proposal described herein. Waterloo offers a “Master of Pharmacy (MPharm) in Advanced Pharmacy Practice”. The MPharm is a 24-month program combining both classroom learning and experiential rotations to provide advanced clinical skills. One major difference between the MPharm from Waterloo compared to our proposal is the level of specialization. Waterloo’s program allows students to “tailor their clinical experiences in order to meet their future practice goals”. In other words, their program offers general clinical skills in various practice settings. The focus of our clinical Master program is psychiatry. Mental health is taking a toll on Canadians and our health care system is ill-equipped to manage the current demand. Few front-line health care providers have expertise in the drug therapies used for mental health conditions

and the clinical approach to people living with these conditions is not necessarily transferrable from the care of other chronic conditions such as heart disease and diabetes.

The University of Toronto also offers an advanced clinical training program similar to our proposal. U of T offers a Master of Science in Pharmacy (MScPhm). They have several areas of specialization in addition to mental health. Students must secure a Master supervisor in order to be accepted. The program is 24 months in duration, including coursework, clinical practicum, and a research project. Students spend eight months in a clinical practicum in their supervisor's practice site.

## **2. Admissions**

### ***a. What are the admissions requirements of this program?***

Applicants must possess all of the following to be eligible for acceptance:

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a 4-year bachelor's degree in pharmacy OR a Doctor of Pharmacy degree, from a recognized college or university
- an active license to practice pharmacy in Saskatchewan, obtained prior to beginning the application process.
- a hospital residency certification or evidence of an established clinical practice of at least 1-year duration (hospital or community). Applicants must submit either a hospital residency certificate OR a "clinical biosketch" package containing: a) description of your practice site, clinical role, and services provided; b) interdisciplinary collaborations in your daily practice; c) a list of clinical presentations provided over the past two years; d) two patient cases outlining your role and resolution EXCLUDING ALL patient identifiers; e) a list of at least two colleagues who can provide a reference about your clinical practice.

## **3. Description of the program**

### ***a. What are the curricular objectives, and how are these accomplished?***

Curricular objectives are divided into two general categories: a) Foundational Knowledge and b) Clinical Skills

Foundational Knowledge - By the end of the program, students will be able to:

- i. Demonstrate competence in discussing the pharmacology, pharmacokinetics, therapeutic drug monitoring (where applicable), adverse effects, and evidence-base for major therapeutic drug classes.

*\*NOTE: For the psychiatry stream, instruction will focus on the following specific drug classes*

3. *Antidepressants*
4. *Antipsychotics*
5. *Mood stabilizers*
6. *Benzodiazepines and hypnotics*
7. *Psychostimulants*
8. *Substance use disorder treatments (time permitting)*

- ii. Demonstrate competence in discussing the epidemiology, pathophysiology, etiology, risk factors, onset, course and prognosis, signs and symptoms, diagnostic criteria, goals of therapy, therapeutic alternatives, and monitoring parameters for prominent health conditions relevant to the stream:

*\*NOTE: For the psychiatry stream, instruction will focus on the following psychiatric conditions:*

- *Schizophrenia and related psychosis*
- *Bipolar disorder*
- *Major depressive disorder*
- *Anxiety and related disorders*
- *Insomnia*
- *Attention deficit hyperactivity disorder (ADHD)*
- *Personality disorders*
- *Other conditions may be reviewed as time permits (e.g. Substance use disorders (e.g. opioid use disorder, alcohol use disorder, amphetamine use disorder, cocaine use disorder))*

- iii. Evaluate the effectiveness of drugs or health care interventions by applying knowledge about evidence-based medicine, research design, and statistics.

*\*NOTE: For the psychiatry stream:*

- *Accurately appraise the literature of specific landmark psychiatry clinical trials, systematic reviews, clinical guidelines, as assigned for the following mental health conditions (depression, schizophrenia, bipolar disorder, anxiety, insomnia, ADHD), as well as, any other literature reviews pertinent to patient care activities.*

- iv. Conduct a research study to generate information about a clinical/applied health services problem

- v. Appreciate the skills required to provide leadership and management in a health care provider setting.

## Clinical skills

- i. Contribute to the care of patients to improve the chance for positive outcomes or to improve the efficiency of care provided. Skill development will be primarily focused on:
- Patient assessment/evaluation (including medication regimens, interviews, laboratory tests, signs and symptoms, electronic records, charts)
  - Prescribing or recommending medication regimens aligned with evidence-based guidelines and patient-specific factors
  - Monitoring the effectiveness and safety of medication regimens.
  - Providing patient education responsive to patient specific factors
  - Collaboration with other health care providers involved in a patient's care

*\*NOTE: For the psychiatry stream:*

*Demonstrate competence in providing clinical pharmaceutical care for patients with the following conditions.):*

- *Schizophrenia and related psychosis*
- *Bipolar disorder*
- *Major depressive disorder*
- *Anxiety and related disorders*
- *Insomnia*
- *Attention deficit hyperactivity disorder (ADHD)*
- *Personality disorders*

*Review the pathophysiology, physical presentation, and treatment options for extrapyramidal symptoms, and conduct at least three movement assessments with a patient for the presence of extrapyramidal symptoms or tardive dyskinesia.*

*Review the pathophysiology, physical presentation, and treatment options for extrapyramidal symptoms, and conduct at least three movement assessments with a patient for the presence of extrapyramidal symptoms or tardive dyskinesia.*

- ii. Complete a clinical case presentation for an interdisciplinary audience

***j. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.***

- Modes of Delivery
  - The program will be delivered in two main settings: classroom learning (year 1), and experiential learning on site with health care providers (year 2).
  - Course-based elements of the program will be available remotely and part-time studies will be allowed. We believe these elements will make the program more

attractive to working professionals. However, experiential learning rotations will be delivered in-person without exception.

- General teaching philosophy
  - Foundational knowledge of human body systems, pharmacy sciences, and research approaches will be emphasized early in the program using traditional teaching methods and self-directed learning.
  - The program will emphasize the integration of foundational knowledge with front-line provision of health care.
  - The program will demand independent and self-directed learning, self-assessment, application of knowledge, and decision-making.
  - Learning will be assessed frequently using real-world contexts such as oral exams, debates, and clinical problem solving.
  - Since students entering this program will have a strong clinical background, the relationship between teacher/learner will be collaborative. In fact, our program will push students to exceed the skills/knowledge of teachers in many areas.

**k. Provide an overview of the curriculum mapping.**

Students will need to obtain a total of 51 credit units to meet the degree requirement. Twenty-one credit units will be obtained from traditional courses and 30 credit units will be obtained through experiential learning practicums.

| Objective code<br>*see next table | PHAR 857<br>Advanced Pharmacotherapy | PHAR 855<br>Advanced Pharm – Mental health | PHAR 848<br>Pharmacokinetics | PHAR 860<br>Health admin | PUBH 805<br>Biostats | PHAR 870<br>Research Methods | PHAR 990<br>Graduate seminar | PHAR 992<br>Capstone | GPS 960.0 +/- GPS 961 OR GPS 962<br>Ethics and Integrity | PHAR 901<br>Gen medicine foundation Practicum (x1) | Psych Practicums (x5) |
|-----------------------------------|--------------------------------------|--|------------------------------|--------------------------|----------------------|------------------------------|------------------------------|----------------------|--|--|-----------------------|
| FK-i                              | X                                    | X  | X                            |                          |                      |                              |                              | X                    |  | X  | X                     |
| FK-ii                             | X                                    | X  |                              |                          |                      |                              |                              |                      |  | X  | X                     |
| FK-iii                            |                                      |  |                              |                          | X                    | X                            |                              | X                    |  |  |                       |
| FK-iv                             |                                      |  |                              |                          | X                    | X                            |                              | X                    | X  |  |                       |
| FK-v                              |                                      |  |                              | X                        |                      |                              | X                            |                      |  |  | X                     |
| CS – i                            |                                      |  |                              |                          |                      |                              |                              |                      | X  | X  | X                     |
| CS-ii                             |                                      |  |                              |                          |                      |                              | X                            | X                    |  |  | X                     |

| Objective code* | Learning objectives  |
|-----------------|--|
| <b>FK-i</b>     | <i>i. Demonstrate competence in discussing the pharmacology, pharmacokinetics, therapeutic drug monitoring (where applicable), adverse effects, and evidence-base for major therapeutic drug classes.</i>  |
| <b>FK-ii</b>    | <i>ii. Demonstrate competence in discussing the epidemiology, pathophysiology, etiology, risk factors, onset, course and prognosis, signs and symptoms, diagnostic criteria, goals of therapy, therapeutic alternatives, and monitoring parameters for prominent health conditions relevant to the stream:</i> |
| <b>FK-iii</b>   | <i>iii. Evaluate the effectiveness of drugs or health care interventions by applying knowledge about evidence-based medicine, research design, and statistics.</i>   |
| <b>FK-iv</b>    | <i>iv. Conduct a research study to generate information about a clinical/applied health services problem</i>   |
| <b>FK-v</b>     | <i>v. Appreciate the skills required to provide leadership and management in a health care provider setting.</i>   |

|                     |   |
|---------------------|---|
| <b><u>CS-i</u></b>  | <p>vi. <i>Contribute to the care of patients to improve the chance for positive outcomes or to improve the efficiency of care provided. Skill development will be primarily focused on:</i></p> <ul style="list-style-type: none"><li>• <i>Patient assessment/evaluation (including medication regimens, interviews, laboratory tests, signs and symptoms, electronic records, charts)</i></li><li>• <i>Prescribing or recommending medication regimens aligned with evidence-based guidelines and patient-specific factors</i></li><li>• <i>Monitoring the effectiveness and safety of medication regimens.</i></li><li>• <i>Providing patient education responsive to patient specific factors</i></li><li>• <i>Collaboration with other health care providers involved in a patient's care</i></li></ul> |
| <b><u>CS-ii</u></b> | <p>vii. <i>Deliver formal presentations on clinical cases, research, and educational material for varied audiences.</i></p>   |

**viii. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.**

Many of our courses will involve extensive self-direction and oral examinations will be used in the assessment of knowledge and critical thinking skills. In addition to course-based learning, a major component of the program is experiential learning carried out in health care settings across Saskatchewan. We are partnering with the Saskatchewan Health Region to offer a highly integrated program with both clinical and academic components. In the second year of the program, students will apply their knowledge and problem-solving skills in real-world health care settings to address pharmacotherapy challenges under the supervision of a clinical pharmacist. All students in the psychiatry stream will receive at least one rotation in the Leslie and Irene Dube Centre for Mental Health in Saskatoon or the Adult Inpatient Mental Health Unit in Regina (Regina General Hospital). Individuals admitted to these centres have extremely complex pharmacotherapy needs and students will need to demonstrate a firm grasp of content knowledge and apply it to these challenging situations in the context of interdisciplinary care.

Clinical Master students will also present in our PHAR 990 graduate research day and conduct a research project under the supervision of an academic supervisor.

**ix. Explain the comprehensive breadth of the program.**

The main focus of this program is on advanced pharmacy practice (i.e., clinical pharmacy knowledge and skills). However, students will receive foundational content in several areas such as statistics, pharmacokinetics, research methods, leadership, and health care administration. As discussed above, students are also expected to complete a research project before the end of their program.

**x. Referring to the university “Learning Charter”, explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.**

**Note: The current university Learning Charter includes five learning pursuits (not called goals anymore)**

**The Pursuit of Truth and Understanding**

*j Applying critical and creative mamitoneyihtamowin1 (i.e., thinking) to problems, including analysis, synthesis, and evaluation.*

*Being open to and adept at different ways of knowing and learning, including independently, experientially, and collaboratively.*

*j Possessing intellectual flexibility, ability to manage change, open-mindedness with the unfamiliar and an enthusiasm for life-long and life-wide learning.*

**Response:**

- *Health care in Canada is undergoing positive change. People living with chronic diseases are encouraged to take leadership in their own care, including defining success and taking ownership over treatment decisions. Our program fully embraces this paradigm where pharmacists will be taught to establish partnerships with patients and learn the unique perspectives of each individual.*

- *In addition to recognizing the critical perspectives and knowledge of patients, our trainees will be taught to work collaboratively, respecting the opinions and knowledge of others.*

**The Pursuit of Knowledges**

*j Achieving a comprehensive knowledge of one's subject area, discipline, or profession.*

*j Understanding how one's subject area may intersect with related disciplines, perspectives, and worldviews different than one's own, including Indigenous worldviews.*

*j Understanding how one's subject area, discipline or profession connects to and impacts Indigenous and non-Indigenous communities in Saskatchewan, and beyond where applicable.*

*j Utilizing and applying one's knowledge with manacihitowin<sup>1</sup> (ma-na-chi-hi-to-win)/manachihitoohk<sup>2</sup> (mana-chi-hitoohk) (i.e., respect of all individuals).*

**Response:**

- *Applicants to our program will be licensed pharmacists who are seeking to expand their knowledge of the discipline. Thus, we expect a core of students with a quest for knowledge and the energy to pursue it. Our program will challenge students to understand their own biases and the perspectives of others.*
- *The College of Pharmacy and Nutrition is committed to reconciliation and understanding wider context of social, economic, and cultural issues pertaining to Indigenous and non-Indigenous communities.*

**The Pursuit of Integrity and Respect**

*j Exercising intellectual integrity and ethical behaviour with kitimakeyichikewin<sup>1</sup> (ki-tee-ma-ke i-chi-ke-win)/kitimakaymitoohk<sup>2</sup> (kiti-ma-kaymi-toohk) (i.e., kindness by self to others).*

*j Recognizing and thinking through moral and ethical issues in a variety of contexts, perspectives, and alternative worldviews.*

*j Recognizing the limits to one's knowledge, skills and understanding, and acting in accordance with these limits.*

*j Developing understanding and appreciation for one's own perspectives, strengths and worldview, while demonstrating mutual and reciprocal respect for the diverse perspectives, strengths and worldviews of others and their communities.*

**Response:**

- *Our program focuses on the care of people living with mental health conditions and our clinical faculty are skilled individuals with substantial experience in supporting people through their most difficult challenges. Our students will be individually mentored by these faculty, often on a one-to-one basis. As a result, integrity and respect can be evaluated personally by each clinical faculty member because our program is small.*

**The Pursuit of Skills and Practices**

*j Developing and applying appropriate skills of research, inquiry and knowledge creation and translation.*

*j Communicating clearly, substantively and persuasively in different academic, professional, and cultural contexts; nihtâ-âcimowin<sup>1</sup> (neh-tah achi-mo-win)/nihta achimoohk<sup>2</sup> (nih-ta achi-moohk) (i.e., being a good storyteller).*

*j Being able to locate, understand, evaluate and use information effectively, ethically, legally and with cultural appropriateness.*

**Response:**

- *The second year of our program is exclusively practice-based. Students will be placed in practicums in health care facilities under an experienced preceptor. The primary goal is to develop skills and practices that can support people with health conditions.*
- *All students are expected to complete a research project over the course of the program also. They must present and defend their research at the end of the program.*

**Individual and Community Pursuits**

*j Committing to positive growth and change for oneself and for local, national and global communities.*

*j Acting with confidence and strength of purpose for the good of oneself and the different communities represented on our campuses.*

*j Embracing responsibilities to oneself and others in ways that are authentic and meaningful.*

*j Sharing Knowledges and exercising nîkânîwin<sup>1</sup> (nee-ka nee-win)/nihta niikaaniw<sup>2</sup> (nih-ta nee-kaa-niiw) (i.e., leadership) as acts of individual and community responsibility.*

**Response:**

- *All students in the College of Pharmacy and Nutrition benefit from a vibrant community of students and employees representing different interests, cultures, and professions. Our college has an active Indigenization committee who organize numerous events every year to help people reflect on our relationships with people from cultures different from our own. Our 990 seminar program exposes students to many different topics and includes current events that are affecting our world.*
- *By spending significant time within several different mental health clinics/facilities in Saskatchewan, students will be exposed to people representing many cultures and communities who are struggling to heal. Students will witness, first-hand, the impact of individual, family, and community level factors contributing to the mental health crisis in Canada.*

**xi. Describe how students can enter this program from other programs (program transferability).**

- This program is ONLY available to practicing pharmacists with an active license in Saskatchewan
- Students may transfer INTO the program from
  - A hospital residency program (accredited programs are offered across Canada). Saskatchewan Health Authority has hospital residents in Regina and Saskatoon. Students who have completed the residency program will be given credit for the following program requirements:
    - PHAR 990 seminar
    - Advanced Therapeutics I
    - General medicine/foundations rotation
    - All psychiatry focused rotations completed successfully during the residency program.
  - A thesis-based Master degree program in pharmacy

**xii. Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.**

- The long term goal is to increase the number of advanced pharmacy practitioners working in Saskatchewan health care organizations.
- Short-term goals/milestones are listed below:

| <b>Category</b>     | <b>Milestones</b>   |
|---------------------|---|
| Enrollment numbers  | <ul style="list-style-type: none"><li>• Two students enrolled in the first year of the program (i.e., September 2024). Minimum of 4 students enrolled at any given time in the program by 2026.</li></ul> |
| Graduates           | <ul style="list-style-type: none"><li>• Minimum of 2 graduates per year (starting in 2026)</li></ul>  |
| Graduate employment | <ul style="list-style-type: none"><li>• By 2027, 50% of graduates practicing clinical psychiatry in a Saskatchewan hospital, community pharmacy, or medical clinic.</li></ul>                             |

***xiii. If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.***

- At this time, program accreditation is not available. However, the Canadian Council for Accreditation of Pharmacy Programs (CCAPP.CA) is aware of emerging clinical programs and has indicated a willingness to develop accreditation standards for advanced clinical programs (see *email from Wayne Hindmarsh, Executive Director of CCAPP on Sept 1, 2023*). However, CCAPP has not yet received direction from the Deans of Pharmacy across Canada to develop accreditation standards. We believe this national accreditation body will develop standards within the next 5 to 10 years. We will work with CCAPP during the development of our program to stay apprised of the developments in this area.

#### **4. Consultation**

***a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?***

- *Existing programs in the College of Pharmacy and Nutrition*
  - **The thesis-based MSc degree in pharmacy.** Our traditional MSc program has been relatively unpopular among graduates of our undergraduate pharmacy program, presumably because of the focus on research skills, whereas many of our pharmacy graduates are interested in improving their clinical skills. However, we anticipate highly productive interactions between our thesis-based and clinical master students. Our clinical students will enroll in existing courses such as PHAR 870: Research methods in pharmacy practice; PHAR 990: graduate seminar; and our basic statistics course. These interactions with our thesis-based students will provide critical insights into the importance of the research process and testing hypotheses.
  - We are also hoping to establish clinical certificate programs using elements of our clinical master program. These components will involve brief, focused, clinical skills or knowledge that can be obtained by students not requiring the entire master program curriculum.
- *Existing programs on campus*
  - None of the colleges on campus offer programs delivering clinical training to practicing pharmacists.
  - Practicing pharmacists interested in our program may be considering other post-graduate programs at the U of S such as Health Systems Management Certificate, Master of Health Administration (Graduate School of Public Policy), Master of Education (Education). However, none of these programs provide clinical training specific to pharmacists.

- Leading into other programs in the College of Pharmacy and Nutrition
  - Graduates of our clinical master program wishing to obtain a thesis-based MSc will be given credit for their courses they have taken if they wish to expand the clinical research project into a thesis.
  - We will also accept high quality students from our clinical master program into the PhD (i.e., as a direct-entry student pending acceptance by a supervisor). Although we do not expect this to be a route for all graduates, we hope to identify a select number of high-calibre trainees to recruit for our PhD program.

***b. List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.***

- Nursing
  - Discussed program in person with Mary Ellen Labrecque, Associate Dean Academic (August 11, 2023), in the College of Nursing. Mary Ellen provided very helpful advice based on her extensive experience as Director of the Nurse Practitioner Program. Mary Ellen offered the possibility of our clinical pharmacy students accessing their patient assessment course. No concerns were raised.
- Psychiatry
  - Dr. Katelyn Halpape has consulted with the head of the Psychiatry Residency Program (Dr. Marla Davidson). Dr. Davidson is very supportive of the new program and is writing a formal letter of support.
- Saskatchewan Health Region – Pharmacy Department
  - The health region pharmacy department has assisted in the development of this new program and has provided a letter of support (Bill Semchuk).
- Pharmacists Association of Saskatchewan (PAS)
  - PAS is our provincial advocacy body for pharmacists. They have provided a letter of support.
- Canadian Society of Hospital Pharmacists (CSHP) – Saskatchewan Branch
  - CSHP Sask Branch is also supportive and has provided a letter of support.

***c. Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.***

- The School of Public Health will allow our students to take their biostatistics course. We are currently developing a Memorandum of Understanding to ensure our program has available seats in this course. Dr. George Mutwiri (Executive Director, SPH has verbally approved this agreement).

**c. Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.**

- No additional resources will be required from our University Library. Our library already provides a wealth of resources for trainees in clinical programs including medicine and nursing. The library resources we require are exactly the same.

**d. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)**

- Consultation has been described above in part “b”. We have received very positive feedback through all our consultations thus far. More letters of support will be provided over the next two months.

**5. Budget** *a. How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*

#### **Course instructors**

Our new program will be led by four core clinical pharmacist faculty who are widely recognized across Saskatchewan for their expertise in Mental Health Care. The program director is **Katelyn Halpape**, BSP, ACPR, PharmD, BCPP who is an Associate Professor in the College of Pharmacy and Nutrition as well as a Clinical Pharmacist Specialist at the Irene and Leslie Dube Centre for Mental Health. **Melanie McLeod** BSP, ACPR, PharmD, BCPP is a Clinical Pharmacist Specialist for the Department of Psychiatry, Saskatchewan Health Region located in Regina. She has practiced in the mental health area for over 20 years and is widely recognized for her expertise and commitment to mental health care in Saskatchewan. **Amy Soboulsky** BSP, MSc, is the newly appointed Clinical Pharmacist Specialist on the Mental Health Outpatient Referral Team created by Mental Health and Addictions Community Services and she is based in Saskatoon. Amy obtained her MSc in the area of psychiatry under Katelyn Halpape and previously worked as a clinical pharmacist at the Battlefords Union Hospital and Saskatchewan Hospital in North Battleford where she developed clinical services for inpatients with mental health conditions. Finally, **Lindsey Ziegler** BSc, BPharm, PharmD, BCPP is a community pharmacist in Regina. She specializes in providing care for patients living with psychiatric illnesses and substance use disorders. Lindsey also practices part-time as a Clinical Pharmacist in the Regina Mental Health Clinic.

All four of these mental health practitioners share the vision for creating a mental health training program for pharmacy practitioners. They have agreed to serve as clinical faculty in our program and will provide our students with exceptional practicum experiences in their unique practice settings.

Upon approval of this new program, we will move to appoint them as Professional Affiliates in the College of Graduate and Postdoctoral Studies as well as Clinical Assistant Professors in the College of Pharmacy and Nutrition. They will receive \$500 honorarium for each student they supervise and will provide ongoing support and leadership for the maintenance and evolution of the program.

| Instructors  | Program involvement  | Estimated number of contact hours  |
|--|--|--|
| Katelyn Halpape  | <p>Program Director</p> <p>Course coordinator (therapeutics-2)</p> <p>Preceptor</p>                            | <p>Dr. Halpape will oversee this program. Administrative support for admissions, practicum/preceptor schedules, and grade submissions will be provided by the Research and Graduate Affairs office in the College of Pharmacy and Nutrition.</p> <p>36h per year (<i>note- this is a pre-existing course of Katelyn's open to thesis-based students in our college</i>)</p> <p>Katelyn already has a clinical practice in the Psychiatry unit at RUH. She will oversee a minimum of two students in her unit every year for six-week practicums.</p> |
| David Blackburn  | <p>Associate Dean</p> <p>Course coordinator (Phar 870)</p> <p>Course coordinator Advanced Therapeutics – 1</p> | <p>30 hours</p> <p>10 hours</p>  |
| Jason Perepelkin   | Course coordinator (Health admin – new course)   | 36 hours   |
| College of Pharmacy and Nutrition faculty members  | Teaching - course modules  | Various clinical faculty will be invited to deliver 1 to 2 week modules in our foundational therapeutics course. Course content will align with their expertise. Average contact hours will = 10 per year at maximum   |
| <p>Core Clinical Faculty</p> <p>Melanie Mcleod</p> <p>Amy Soubolsky</p> <p>Lindsey Zeigler</p> | <p>Preceptors of students on practicum</p> <p>May help in teaching specific modules in PHAR 855</p>            | We have a core group of approximately five clinicians who will play an important role in precepting students and providing input in the program.   |

***b. What courses or programs are being eliminated in order to provide time to teach the additional courses?***

- No courses are being eliminated.
- We will maximize the use of existing courses within our graduate program
  - PHAR 857 Advanced Therapeutics 1- Foundations
  - PHAR 855 – Advanced Therapeutics 2 – Mental Health (previously offered as an 898)
  - PHAR 870 – Research Methods in Pharmacy (offered every year)
  - PHAR 990 – Seminar (offered every year)
  - PUBH 805 – Biostatistics (offered every year)
- The current program is being established to help recruit high-calibre graduate students into the pharmacy graduate program. Initially, we will only accept two students per year to ensure the program is manageable with our existing faculty compliment.

***c. How are the teaching assignments of each unit and instructor affected by this proposal?***

- One faculty member is disproportionately affected by the new program, Dr. Katelyn Halpape. Dr. Halpape is already a clinical specialist in psychiatric pharmacotherapy and practices in the inpatient mental health centre. She is a driving force behind the conception of this stream and is eager to integrate program responsibilities within her current portfolio. She has already offered the advanced psychiatric pharmacotherapy course as an 898 and has supervised several students in these clinical practice sites. Katelyn is strongly committed to this stream, has been preparing for some time, and is excited for implementation. The research and graduate affairs office will provide administrative support in order to maximize her time in the clinical teaching environment.
- Another new course is planned in the area of Health administration and leadership. This course will be led by Dr.'s Jason Perepelkin. Dr. Perepelkin already teaches an undergraduate course in this area and are interested in expanding their content for a graduate level course.

***d. Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements).***

- See proposed budget below. We do not expect any additional requirements for space or classrooms.

|  | Academic Year       |                     |                     |                     |                     | Comments   |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|--|
|  | Year 1              | Year 2              | Year 3              | Year 4              | Year 5              |  |
| <b>Revenue</b>   |                     |                     |                     |                     |                     |  |
| <b>Tuition</b>   |                     |                     |                     |                     |                     |  |
| New domestic students  | 2                   | 2                   | 2                   | 2                   | 2                   |  |
| Domestic students continuing in the program  | 0                   | 2                   | 2                   | 2                   | 2                   |  |
| Total # of domestic students (headcount)   | 2                   | 4                   | 4                   | 4                   | 4                   |  |
| Domestic tuition rate per credit unit, <i>if known</i>                                       |                     |                     |                     |                     |                     |  |
| Domestic tuition rate per student  | \$ 6,777.90         | \$ 7,116.80         | \$ 7,472.63         | \$ 7,846.27         | \$ 8,238.58         | *Tuition was based on a program total of 51 credit units (over 2 years) and the current graduate student cost per credit unit of \$265.80. We added a 5% increase each year  |
| Total tuition revenue - domestic   | \$ 13,555.80        | \$ 28,467.18        | \$ 29,890.54        | \$ 31,385.07        | \$ 32,954.32        |  |
| New international students   | 0                   | 0                   | 0                   | 0                   | 0                   | *We are not recruiting international students because our program will require a license to practice pharmacy in Saskatchewan.   |
| Int'l students continuing in the program   | 0                   | 0                   | 0                   | 0                   | 0                   |  |
| Total # of international students (headcount)  | 0                   | 0                   | 0                   | 0                   | 0                   |  |
| Int'l tuition rate per credit unit, <i>if known</i>  |                     |                     |                     |                     |                     |  |
| International tuition rate per student   |                     |                     |                     |                     |                     |  |
| Total tuition revenue - international  | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                |  |
| Total Tuition Revenue  | \$ 13,555.80        | \$ 28,467.18        | \$ 29,890.54        | \$ 31,385.07        | \$ 32,954.32        |  |
| <b>Student fees (specific to course or program)</b> <i>use total amount, not per student</i> |                     |                     |                     |                     |                     |  |
| (Choose from drop down menu)   | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                |  |
| (Choose from drop down menu)   |                     |                     |                     |                     |                     |  |
| Other (list in Comments)   |                     |                     |                     |                     |                     |  |
| Total Student Fees   | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                |  |
| <b>External funding support</b> (list in Comments)   |                     |                     |                     |                     |                     |  |
| <b>Internal re-allocation</b> (list in Comments)   |                     |                     |                     |                     |                     |  |
| <b>Total Revenue</b>   | <b>\$ 13,555.80</b> | <b>\$ 28,467.18</b> | <b>\$ 29,890.54</b> | <b>\$ 31,385.07</b> | <b>\$ 32,954.32</b> |  |
| <b>Costs</b>   |                     |                     |                     |                     |                     |  |
| <b>Start-up costs</b>  |                     |                     |                     |                     |                     |  |
| New space/renovations (classroom, office, laboratory, workshop, etc.)                        | 0                   |                     |                     |                     |                     |  |
| Equipment, including IT (e.g. hardware, software, lab material)                              | 0                   |                     |                     |                     |                     |  |
| Faculty Recruitment  | 0                   |                     |                     |                     |                     |  |
| Marketing and Promotion, <i>if not using centralized services</i>                            | 0                   |                     |                     |                     |                     |  |
| Curriculum Development, <i>if not using centralized services</i>                             | 0                   |                     |                     |                     |                     |  |
| Other start-up costs   | 0                   |                     |                     |                     |                     |  |
| Total Start-up Costs   | \$ -                |                     |                     |                     |                     |  |
| <b>Salary and benefits (if hired new)</b>  |                     |                     |                     |                     |                     |  |
| Faculty  |                     |                     |                     |                     |                     |  |
| Sessionals or limited term instructional support   |                     |                     |                     |                     |                     |  |
| Students (Teaching and/or Marking Assistants)  |                     |                     |                     |                     |                     |  |
| Staff  | \$ 800.00           | \$ 824.00           | \$ 848.72           | \$ 874.18           | \$ 900.41           | *We have budgeted \$400 for each new student to the program to ensure any administrative costs associated with practicum placements in health care facilities are accounted for (e.g., mask fitting, workplace safety requirements, etc.)  |
| Honoraria (courses)  | \$ 2,000.00         | \$ 2,060.00         | \$ 2,121.80         | \$ 2,185.45         | \$ 2,251.02         | *We have budgeted honoraria for 4 clinical specialists in pharmacy to lecture in selected modules of our therapeutics courses (\$500 each).  |
| Honoraria (practicums)   | \$ 2,000.00         | \$ 6,180.00         | \$ 6,365.40         | \$ 6,556.36         | \$ 6,753.05         | *We have budgeted honoraria for clinical preceptors in our practicums (\$500 per student). There are two practicums in year 1 of the program (i.e., \$1,000 per student) and four practicums in year 2 (i.e., \$2,000 per student).        |
| Total New Salary and Benefits  | \$ 4,800.00         | \$ 9,064.00         | \$ 9,335.92         | \$ 9,616.00         | \$ 9,904.48         |  |
| <b>Other Operational Costs</b>   |                     |                     |                     |                     |                     |  |
| Scholarships and bursaries   |                     |                     |                     |                     |                     |  |
| Marketing and promotion  |                     |                     |                     |                     |                     |  |
| Materials and supplies   |                     |                     |                     |                     |                     |  |
| Travel   |                     |                     |                     |                     |                     |  |
| Equipment and IT   |                     |                     |                     |                     |                     |  |
| Other costs (list in Comments)   | \$ 1,196.00         | \$ 1,231.88         | \$ 1,268.84         | \$ 1,306.90         | \$ 1,346.11         | *75% of tuition for SPH 805 (3 credits) to be directed to SPH. We documented this as a "cost" to the program to reflect the impact on tuition revenue above.   |
| Total Other Operational Costs  | \$ 1,196.00         | \$ 1,231.88         | \$ 1,268.84         | \$ 1,306.90         | \$ 1,346.11         |  |
| <b>Total Costs</b>   | <b>\$ 5,996.00</b>  | <b>\$ 10,295.88</b> | <b>\$ 10,604.76</b> | <b>\$ 10,922.90</b> | <b>\$ 11,250.59</b> |  |
| <b>Estimated Surplus or Deficit*</b>   | <b>\$ 7,559.80</b>  | <b>\$ 18,171.30</b> | <b>\$ 19,285.78</b> | <b>\$ 20,462.17</b> | <b>\$ 21,703.73</b> |  |
| <b>per student</b>   | <b>\$ 3,779.90</b>  | <b>\$ 4,542.83</b>  | <b>\$ 4,821.45</b>  | <b>\$ 5,115.54</b>  | <b>\$ 5,425.93</b>  |  |
| <i>* If deficit in any given year, explain how it will be managed:</i>                       |                     |                     |                     |                     |                     |  |
| Year 1 deficit (2024-2025) due to tuition lag  | 4598                |                     |                     |                     |                     | Due to the strong similarities of this proposed program with our existing thesis-based MSc, the start-up costs are minimal. Our college (Dean) will cover the expected shortfall of \$6,000 in the first year due to a 1 year tuition lag. |

***e. If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.***

- Student costs
  - Students must complete six experiential learning placements. Students will be responsible for any travel/lodging expenses
- Rotation sites
  - Preceptors in our program will be provided an honorarium of \$500 per student.

***e. If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.***

- N/A - This is not an interdisciplinary program

***g. What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?***

- We have one internal scholarship that students will be eligible for, the Betty Corrine Riddell and W. Murray Riddell Postgraduate Pharmacy Award”.
- We are currently working to secure an additional scholarship award from an external donor.

***f. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).***

The program will utilize a per credit model with a total program tuition cost of \$13,555.80.

Program tuition was established by applying the graduate student rate per credit unit in 23/24 (i.e., \$265.80 per credit unit) to the estimate of the total number of credit units (51). The program includes 21 credit units of graduate courses and 30 for practicums. Students will earn ten credit units per term based on 6-week, full-time practicum duration (i.e., 2x 5 credit unit practicums per term).

***g. What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)***

- See budget in “d”. Costs of program delivery are minimal because of the dedicated leadership of our program director, Dr. Katelyn Halpape. Also, the College of Pharmacy and Nutrition will

provide in-kind administrative support through its research and graduate affairs office. See the "Financial Implications form" for additional information.

***h. What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?***

- A part-time option will be available. Thus, students may be in different stages of the program at a given time.
- Our program can exist with only one student during the initial years. Our target enrollment is four. We will cap enrollment at four initially to ensure the workload is manageable. That said, we hope to scale up this program in the future.

***i. What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?***

- At a target enrollment of four students, we expect a surplus of approximately \$16,000 to \$18,000 per year. See section "d" (budget)

***j. At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?***

Due to the similarities in programming between our current thesis-based graduate program and our undergraduate pharmacy program along with the low numbers of current graduate students in our thesis-based program, we believe this program stream is sustainable with 1 student per year. Our program can generate approximately \$4,000 in revenues from a single student due to the existing infrastructure and faculty complement in the College.

***k. Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).***

- See budget in section "d". At no point do costs exceed revenue with this new program.

***n. List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what***

***conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program***

- No new in-kind support needed.

## **College Statement**

**Please provide here or attach to the online portal, a statement from the College which contains the following:**

- **Recommendation from the College regarding the program**
- **Description of the College process used to arrive at that recommendation**
- **Summary of issues that the College discussed and how they were resolved**

*This clinical Master program has been in development for several years. Most recently, we have consulted with our pharmacy practice group of faculty most closely to arrive at the current proposal. We have also received approval by the College of Pharmacy and Nutrition's Faculty Council (October 2023).*

*Issues mostly focused on workload on faculty. However, after the final draft of the program was developed, faculty in pharmacy practice were supportive of moving forward. We have not received any major concerns to date.*

## **Related Documentation**

**At the online portal, attach any related documentation which is relevant to this proposal to the online portal, such as:**

- **Excerpts from the College Plan and Planning Parameters**
- **SPR recommendations**
- **Relevant sections of the College plan**
- **Accreditation review recommendations**
- **Letters of support**
- **Memos of consultation**

**It is particularly important for Council committees to know if a curriculum changes are being made in response to College Plans and Planning Parameters, review recommendations or accreditation recommendations.**

The development of this Master of Clinical Pharmacy has been part of the college's strategic plan for several years. We have further plans to expand the program in the future pending our assessment of demand and success of the current application.

**Consultation Forms** At the online portal, attach the following forms, as required

**Required for all submissions:**

- **Consultation with the Registrar form**
- **Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red**

**Required for all new courses:**

- **New Course Proposal forms**
- **Calendar-draft list of new and revised courses**

**Required if resources needed:**

- **Information Technology Requirements form**
- **Library Requirements form**
- **Physical Resource Requirements form**
- **Budget Consultation form**

## Pharmacy

Master of Clinical Pharmacy (MCP) (Course-based)

### Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a 4-year bachelor's degree in pharmacy OR a Doctor of Pharmacy degree, from a recognized college or university
- an active license to practice pharmacy in Saskatchewan, obtained prior to beginning the application process
- a hospital residency certification or evidence of an established clinical practice of at least 1-year duration (hospital or community). Applicants must submit either a hospital residency certificate OR a "clinical biosketch" package containing: a) description of your practice site, clinical role, and services provided; b) interdisciplinary collaborations in your daily practice; c) a list of clinical presentations provided over the past two years; d) two patient cases outlining your role and resolution EXCLUDING ALL patient identifiers; e) a list of at least two colleagues who can provide a reference about your clinical practice.

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#) for more information.

### Degree Requirements

- [GPS 960.0](#) Introduction to Ethics and Integrity
- [GPS 961.0](#) Ethics and Integrity in Human Research, if research involves human subjects
- [GPS 962.0](#) Ethics and Integrity in Animal Research, if research involves animal subjects
- [PHAR 990.0](#) Seminar

21 credit units in course work, including:

- PHAR 857.3 Advanced Pharmacotherapy 1 - Foundations
- PHAR 855.3 Advanced Pharmacotherapy 2 - Mental Health
- PHAR 848.3 Pharmacokinetics/pharmacodynamics
- PHAR 860.3 Practice Management and Leadership
- PUBH 805.3 Biostatistics for Public Health
- PHAR 870.3 Research Methods in Pharmacy Practice
- PHAR 992.3 Capstone Project and Evaluation

30 credit units in clinical practice, including:

- PHAR 901.5 General Medicine Foundations Practicum
- PHAR 902.5 General Psychiatry Foundations Practicum
- PHAR 903.5 Psychiatry Practicum 1
- PHAR 904.5 Psychiatry Practicum 2
- PHAR 905.5 Psychiatry Elective Practicum
- PHAR 909.5 Psychiatry Independent Practice



December 3, 2023

University of Saskatchewan College of Graduate & Postdoctoral Studies  
110 Science Place Room 116  
Saskatoon, SK S7N 5C9

To Whom it may concern,

I am writing to you in my role as the University of Saskatchewan Psychiatry Residency Program Director to outline support for the development of a clinical master's degree for pharmacists specializing in mental health care.

There is an increased demand for mental health care and access to individuals with expertise in mental health. Pharmacists are an integral part of the mental health care team. This program will help address the significant demand for mental health services and will help improve clinical expertise across the province.

The establishment of the program would allow our resident trainees to train in an interprofessional learning environment to prepare them for collaborative practice. The psychiatry residents currently have opportunities to work with pharmacy students on the Dubé Psychiatry Inpatient Unit. This experience of training alongside an allied health professional is invaluable to their learning experience. It creates opportunities where they learn from each other as they collaborate on assessments and engage in the development of evidence-based management plans. If this program is established, it would enhance our psychiatry residents' learning experiences as they will be working alongside trainees who have proficiency in the area of mental health pharmaceutical care.

Our residency program has had the opportunity to collaborate with experienced mental health pharmacists in Saskatchewan who facilitate core seminars in psychopharmacology. The pharmacists have developed clinical teaching cases that allow the psychiatry residents to apply their knowledge through case-based learning. This opportunity allows us the unique opportunity to train future psychiatrists with enhanced knowledge in psychopharmacology. I envision that a program dedicated to training pharmacists with expertise in mental health will benefit the psychiatry residents by providing increased learning opportunities.

On behalf of the residency program, I am pleased to support the establishment of a new clinical master's degree for pharmacists specializing in mental health care.

Sincerely,

---

Marla Davidson MD FRCPC  
Geriatric Psychiatrist  
Associate Professor & Psychiatry Residency Program Director  
Director of Transfers, Postgraduate Medical Education

University of Saskatchewan & Saskatchewan Health Authority  
Rm 184 Ellis Hall, 103 Hospital Drive  
Saskatoon, SK S7N 0W8  
Tel: 306-844-1080 Fax 306-844-1504

Amy Soubolsky  
13-2112 Ste Cecilia Ave  
Saskatoon, SK  
S7M 0P2

Nov 3, 2023

College of Pharmacy & Nutrition  
University of Saskatchewan  
107 Wiggins Rd, Saskatoon, SK, S7N 5E5

Dear Dr. Dave Blackburn & Dr. Katelyn Halpape,

Thank you for your invitation to be appointed as a clinical assistant professor with the College of Pharmacy & Nutrition and as a professional affiliate with the College of Graduate and Postdoctoral Studies at the University of Saskatchewan. I would like to confirm my enthusiastic acceptance of this offer.

I believe my past experiences and current role with the Saskatchewan Health Authority as a clinical specialist on the mental health team position me as an ideal candidate for this appointment. My work and academic experiences have given me a variety of skills that would be an asset to the College and to pharmacy students, such as: communication skills, leadership skills, proficiency in evidence based medicine, formal research and quality improvement training, clinical expertise in the area of psychiatry, and experience in academic teaching and writing.

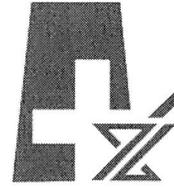
I would be honoured to contribute to the profession by teaching, mentoring, and precepting undergraduate and graduate pharmacy students, as well as by supporting the development of clinical programs and experiential learning rotations. Thank you for considering me for this role.

Sincerely,



**Amy Soubolsky BSP MSc(Pharm)**

Clinical Pharmacist Specialist, Mental Health & Addictions Services - Adult Pooled Referral  
Information Support Pharmacist, RxFiles, University of Saskatchewan  
H102, Hantelman Building, Royal University Hospital, Saskatoon  
Saskatchewan Health Authority | 306-251-2240



Saskatchewan Branch  
Canadian Society of  
Hospital Pharmacists

November 3, 2023

Dr Dave Blackburn  
Associate Dean, Research and Graduate Affairs  
College of Pharmacy and Nutrition  
University of Saskatchewan  
[d.blackburn@usask.ca](mailto:d.blackburn@usask.ca)

**RE: Letter of Support for Masters of Clinical Pharmacy – Psychiatry**

Dear Dr Blackburn,

Thank you for providing the Canadian Society of Hospital Pharmacists (CSHP), Saskatchewan Branch, with the program overview for the proposed Masters of Clinical Pharmacy with a focused stream in psychiatry.

On behalf of CSHP, please accept this letter of support in your efforts at the College of Pharmacy and Nutrition to move forward with the program. We are pleased that the proposed program will increase the opportunities for hospital pharmacists to develop advanced clinical skills that will directly benefit patient care.

On the national level, CSHP oversees the Canadian Pharmacy Residency Board (CPRB). The role of CPRB is to coordinate the accreditation of pharmacy residency programs in collaborative health care settings across Canada and the application process. Both organizations are supportive of the program pre-requisite, “c) an ideal candidate for the proposed program will have an Accredited Hospital Residency (ACPR) in Canada or US or equivalent experience in practice.” A Masters of Clinical Pharmacy program with a focus in Psychiatry is analogous to a Year 2 pharmacy residency program where participants refine their professional skill on a defined area of practice. CPRB and CSHP recognize this program as a beneficial opportunity for not only gaining clinical knowledge but more importantly, developing academic and leadership skills.

Please contact myself if there are additional ways CSHP Saskatchewan Branch can support you at this time.

All the best in your endeavor,

Kaitlyn Tress BSP ACPR  
Canadian Society of Hospital Pharmacists  
Saskatchewan Branch – President  
[President.sk@cshp.ca](mailto:President.sk@cshp.ca)

Lindsey Ziegler  
48 Gardiner Avenue  
Regina, SK, S4S 4P6  
lziegler@ualberta.ca  
306-450-0221

Dr. David Blackburn  
College of Pharmacy and Nutrition  
A20.20 Health Science Building  
University of Saskatchewan, Saskatoon, SK, S7N 2Z4

November 11, 2023

Re: Expression of Interest – Master of Clinical Pharmacy

Dear Dr. Blackburn and Dr. Halpape,

Thank you for reaching out.

I am writing to express my sincere interest in joining the University of Saskatchewan's clinical masters in pharmacy program with a psychiatric focus. I am impressed by the university's commitment to excellence and its forward-thinking approach to specialized clinical training in a vulnerable population. With a solid foundation in pharmacy and passion for mental health, I am eager to contribute my skills and dedication in the development of this program in whatever capacity I am able.

From 2017 until June of this year, I managed a community pharmacy that specialized in mental health, spearheading and bringing forward much needed services and interventions to an underserved population. Working in this environment sparked a passion for me to actively pursue my PharmD through the University of Alberta, as well as the completion of my Board Certification in Psychiatric Pharmacy. The combination of my academic and professional career has reinforced my belief in the transformative potential of pharmaceutical care in psychiatric pharmacy.

I am excited about the prospect of contributing to and engaging in a dynamic learning environment at the University of Saskatchewan. I look forward to the opportunity to collaborate and discuss how my background and passions align with the goals of the program.

Thank you again for the opportunity and engaging me in the development and implementation of the clinical masters program.

Sincerely,

Lindsey Ziegler BSc, BPharm, PharmD, BCPP



Dr. Melanie McLeod BSP, ACPR, PharmD, BCPP  
Clinical Pharmacist Specialist- Psychiatry  
Department of Psychiatry  
Saskatchewan Health Authority- Regina  
Regina, SK S4P 2E3  
P: 306-766-7707 | F: 306-766-7800

**November 6, 2023**

Dr. David Blackburn  
Professor and Associate Dean, Research and Graduate Affairs  
College of Pharmacy and Nutrition, University of Saskatchewan  
2A20.20 Health Sciences  
107 Wiggins Road, Saskatoon SK, S7N 5E5  
[d.blackburn@usask.ca](mailto:d.blackburn@usask.ca)

**Re: Proposal for Master's of Clinical Pharmacy**

I am absolutely delighted to support the proposed endeavor to create a new Master's of Clinical Pharmacy (MCP) with specialization in Clinical Psychiatric Practice.

As a pharmacist with advanced clinical training obtained out of province, I can attest to the difficulty attaining adequate specialized training in psychiatry in Saskatchewan. This program will provide essential skills, support and clinical training for pharmacists while also allowing for specialization in psychiatric practice.

Specialized pharmacists, particularly in the area of mental health, are in high demand in our province. Unfortunately, funded positions for psychiatric pharmacists within the Saskatchewan Health Authority are unfilled, due to a scarcity of qualified candidates. Providing an opportunity for pharmacists to obtain advanced clinical training and specialize in psychiatric pharmacy- in Saskatchewan- would certainly help support the development and ongoing mentorship of competent psychiatric pharmacists in our province. With the lack of post-graduate opportunities for advanced clinical (non-thesis based) training in Canada; this program is likely to draw in pharmacists from other provinces to the University of Saskatchewan.

I wholeheartedly support the aforementioned proposal to develop advanced post-graduate clinical training opportunities for pharmacists, particularly in the clinical psychiatric practice area. I am happy to support the program by providing teaching, mentorship, project oversight and experiential rotation(s) preceptorship to students within such a program.

Please let me know if you require any additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Melanie McLeod".

Melanie McLeod BSP, ACPR, PharmD, BCPP  
Clinical Pharmacist Specialist- Psychiatry  
Department of Psychiatry, Saskatchewan Health Authority- Regina  
& Clinical Lecturer, Department of Psychiatry, College of Medicine, University of Saskatchewan

***Healthy People, Healthy Saskatchewan***

The Saskatchewan Health Authority works in the spirit of truth and reconciliation,  
acknowledging Saskatchewan as the traditional territory of First Nations and Métis People.

**NOTICE OF CONFIDENTIALITY:** This information is for the recipient(s) listed and is considered confidential by law. If you are not the intended recipient, any use, disclosure, copying or communication of the contents is strictly prohibited.



Bill Semchuk, M.Sc., Pharm.D., FCSHP  
Director - Patient Care and Performance, Pharmacy  
Regina General Hospital  
1440 14th Avenue  
Regina, SK S4P 0W5  
P: 306-766-4010

David Blackburn, PharmD  
Professor and Associate Dean, Research and Graduate Affairs  
College of Pharmacy and Nutrition  
2A20.20 Health Sciences  
107 Wiggins Road  
Saskatoon, Sask  
S7N 5E5

October 24, 2023

Dear Dave,

Pharmacy Services, Saskatchewan Health Authority strongly supports the establishment of a new clinical master's degree in Pharmacy. Members of our Clinical Leadership team have worked with the College of Pharmacy and Nutrition through the development of this proposal and believe it will have significant benefits for professional pharmacists as well as the provincial health care system.

We are committed to providing a general foundations practicum for up to two students per year. In addition, facilities in the Saskatchewan Health Region will serve as excellent sites for students to undertake their practicums under the leadership of Dr. Katelyn Halpape.

I look forward to seeing this program launch in September of 2024. If you require any additional information, please don't hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Bill Semchuk".

Wm. Semchuk, MSc, PharmD, FCSHP  
Director, Patient Care and Performance  
Provincial Programs – Pharmacy Services  
Saskatchewan Health Authority

### ***Healthy People, Healthy Saskatchewan***

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# MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (the “MOU” or “Memorandum”), is entered into on June 1, 2024 (the “Effective Date”), between the College of Pharmacy and Nutrition (CoPN) and the School of Public Health (SPH) at the University of Saskatchewan.

## 1. BACKGROUND

The School of Public Health (SPH) offers a graduate course in statistics (PUBH 805) that is closed to students in other colleges unless prior approval is granted on a case-by-case basis.

## 2. PURPOSE AND SCOPE

SPH will reserve TWO seats per year in the SPH statistics course (PUBH 805-online section) for students registered in the Master of Clinical Pharmacy (MCP) Program in the College of Pharmacy and Nutrition. SPH 805 is a core requirement of the MCP program in pharmacy; thus, the current MOU will ensure new students in the Pharmacy program can register automatically without concern of being denied entry.

Of note, the current MOU applies only to students enrolled in the MCP program at the College of Pharmacy and Nutrition (CoPN). Students enrolled in other programs from CoPN such as their thesis-based MSc or PhD programs must still obtain prior-approval to register according to current policies.

## 3. TERMS OF UNDERSTANDING

The term of the MOU shall be for a period of FOUR years from the effective date (i.e., to May 31, 2026) and may be extended upon written mutual agreement of both parties.

## 4. AUTHORIZATION AND EXECUTION

The signatories shall strive to reach, to the best of their abilities, the objective stated in this MOU.



---

George Mutwiri DVM, PhD  
Interim Executive Director, School of Public Health  
University of Saskatchewan

November 9, 2023

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DATE



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David Blackburn, PharmD  
Associate Dean, Research and Graduate Affairs  
College of Pharmacy and Nutrition  
University of Saskatchewan

November 13, 2023

---

DATE



1. Approval by Department Head or Dean

1.1 College or School with academic authority:

COLLEGE OF PHARMACY AND NUTRITION

1.2 Department with academic authority:

N/A

1.3 Term from which the course is effective:

2024/2025 WINTER

2. Information required for the Catalogue

2.1 Label & Number of course:

PHAR 855

2.2 Academic credit units:

3

2.3 Course Long Title (maximum 100 characters):

ADVANCED PHARMACOTHERAPY 2 – MENTAL HEALTH

Course Short Title (maximum 30 characters):

MENTAL HEALTH THERAPEUTICS

2.4 Total Hours: Lecture 35 Seminar Lab Tutorial Other

2.5 Weekly Hours: Lecture 2.5 Seminar Lab Tutorial Other

2.6 Term in which it will be offered: T1 T2 T1 or T2 OR SPRING/SUMMER T1 and T2

2.7 Prerequisite:

N/A

If there is a prerequisite waiver, who is responsible for signing it?

**D – Instructor/Dept Approval**

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

THIS COURSE IS DESIGNED TO PROVIDE STUDENTS INTERESTED IN MENTAL HEALTH WITH AN ADVANCED KNOWLEDGE IN PSYCHOPHARMACOTHERAPY. THIS COURSE WILL PROVIDE LEARNERS WITH DIVERSE, STRUCTURED, AND ROBUST LEARNING OPPORTUNITIES NECESSARY TO DEVELOP THE PROFESSIONAL ATTRIBUTES REQUIRED FOR MENTAL HEALTH RELATED PATIENT CARE ACTIVITIES AND INSTRUCTION OF HEALTHCARE PROFESSIONALS AND LEARNERS. THIS COURSE WILL BE TAUGHT USING A VARIETY OF TECHNIQUES INCLUDING INDEPENDENT READING AND WRITING ACTIVITIES, THERAPEUTIC DISCUSSIONS, CASE-BASED LEARNING, AND UNDERGRADUATE/GRADUATE STUDENT INSTRUCTION, ASSESSMENT, AND MENTORSHIP.

2.9 Do you allow this course to be repeated for credit?

NO

3. **Please list rationale for introducing this course:**

THIS COURSE IS REQUIRED BY STUDENTS ENROLLED IN OUR NEW CLINICAL (I.E., NON-THESIS) MASTER'S DEGREE PROGRAM. THIS COURSE PROVIDES FOCUSED KNOWLEDGE IN THE AREA OF PSYCHIATRIC THERAPEUTICS. THIS COURSE WILL BE A KEY AND DISTINGUISHING LEARNING EXPERIENCE FOR STUDENTS IN THE PSYCHIATRY STREAM OF THE PROGRAM PRIOR TO THEIR PRACTICUM EXPERIENCES.

4. **Please list the learning objectives for this course:**

By the completion of this course, students will be expected to:

1. Demonstrate competence in discussing the pharmacology, pharmacokinetics, therapeutic drug monitoring (where applicable), adverse effects, and evidence-base for the following drug classes:
  - Antidepressants
  - Antipsychotics
  - Mood stabilizers
  - Benzodiazepines and hypnotics
  - Substance use disorder treatments (time permitting)
  
2. Demonstrate competence in discussing the epidemiology, pathophysiology, etiology, risk factors, onset, course and prognosis, signs and symptoms, DSM-V diagnostic criteria, goals of therapy, therapeutic alternatives, and monitoring of the following conditions:
  - Schizophrenia and related psychosis
  - Bipolar disorder
  - Major depressive disorder
  - Anxiety and related disorders
  - Insomnia
  - Attention deficit hyperactivity disorder (ADHD)

- Personality disorders
- Other conditions may be reviewed as time and patients permit (e.g. Substance use disorders (e.g. opioid use disorder, alcohol use disorder, amphetamine use disorder, cocaine use disorder))

3. Accurately appraise the literature of specific landmark psychiatry clinical trials, systematic reviews, clinical guidelines, as assigned for the following mental health conditions (depression, schizophrenia, bipolar disorder, anxiety, insomnia, ADHD), as well as, any other literature reviews pertinent to patient care activities.

4. Develop and deliver educational material on a mental health topic to undergraduate/graduate students.

5. Assist with the assessment of undergraduate pharmacy students.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course?

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal?

NO OTHER PROGRAMS WILL BE AFFECTED. THIS COURSE IS SPECIFIC TO STUDENTS ENROLLED IN OUR MCP PROGRAM.

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted?

NO COURSES WILL BE AFFECTED.

6.2 Courses for which this course will be a prerequisite?

NONE

6.3 Is this course to be required by your majors, or by majors in another program?

NO

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

COURSE SYLLABUS IS ATTACHED

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?

2 – THIS COURSE IS RESTRICTED TO STUDENTS ENROLLED IN THE MASTER'S OF CLINICAL PHARMACY PROGRAM IN THE COLLEGE OF PHARMACY AND NUTRITION UNLESS INSTRUCTOR AUTHORIZES OTHER STUDENTS TO ENROL

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

10-50 – LESS THAN 10 STUDENTS

50-90

90-130

130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*

**N – Numeric/Percentage**

**(Grade options for instructor: grade of 0% to 100%, IP in Progress)**

P – Pass/Fail

*(Grade options for instructor: Pass, Fail, In Progress)*

S – Special

*(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:*

9.2 Is the course exempt from the final examination?

NO

10. **Required text**

Include a bibliography for the course.

SEE ATTACHED SYLLABUS

11. **Resources**

11.1 Proposed instructor:

THE COURSE INSTRUCTOR IS KATELYN HALPAPE.

11.2 How does the department plan to handle the additional teaching or administrative workload?

KATELYN HAS PREVIOUSLY OFFERED THIS COUSE AS A PHAR 898 AND WANTS TO TEACH IT YEARLY.

11.3 Are sufficient library or other research resources available for this course?

YES

11.4 Are any additional resources required (library, audio-visual, technology, etc.)?

NO

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category)

PER TERM TUITION – CODE: TC31

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form”

<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

NO

---

**Detailed Course Information**

**1. Schedule Types**

Please choose the Schedule Types that can be used for sections that fall under this course:

| <b>Code</b> | <b>Description</b>           | <b>Code</b> | <b>Description</b>                 |
|-------------|------------------------------|-------------|------------------------------------|
| CL          | Clinical                     | PRB         | Problem Session                    |
| COO         | Coop Class                   | RDG         | Reading Class                      |
| FLD         | Field Trip                   | RES         | Research                           |
| ICR         | Internet Chat Relay          | ROS         | Roster (Dent Only)                 |
| IHP         | Internet Help                | SEM         | Seminar                            |
| IN1         | Internship - Education       | SSI         | Supervised Self Instruction        |
| IN2         | Internship - CMPT & EPIP     | STU         | Studio                             |
| IN3         | Internship - General         | SUP         | Teacher Supervision                |
| LAB         | Laboratory                   | TUT         | Tutorial                           |
| LC          | Lecture/Clinical (Dent Only) | WEB         | Web Based Class                    |
| <b>LEC</b>  | <b>Lecture</b>               | XCH         | Exchange Program                   |
| LL          | Lecture/Laboratory           | XGN         | Ghost Schedule Type Not Applicable |
| MM          | Multimode                    | XHS         | High School Class                  |
| PCL         | Pre-Clinical (Dent Only)     | XNA         | Schedule Type Not Applicable       |
| PRA         | Practicum                    | XNC         | No Academic Credit                 |

**2. Course Attributes** **N/A**

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

**3. Registration Information (Note: multi-term courses cannot be automated as corequisites)**

3.1 Permission Required:

YES

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

ONLY OPEN TO STUDENTS IN THE MASTER’S OF CLINICAL PHARMACY PROGRAM

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

N/A

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

NONE

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

NONE

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

N/A

**4. List Equivalent Course(s) here:**

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

NONE

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

N/A

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

**NONE**

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**

Updated 2022



## Advanced Psychopharmacotherapeutics I Course Syllabus and Schedule

|                     |   |
|---------------------|---|
| <b>TITLE</b>        | Advanced Psychopharmacotherapy 2 – Mental Health  |
| <b>CODE</b>         | PHAR 855  |
| <b>CREDITS</b>      | 3   |
| <b>PREREQUISITE</b> | PHAR 857 and permission of instructor   |
| <b>COORDINATOR</b>  | Dr. Katelyn Halpape, BSP, ACPR, PharmD, BCPP<br>Associate Professor, College of Pharmacy and Nutrition, Uni<br>Office: E3124 Health Sciences Building<br>Email: <a href="mailto:katelyn.halpape@usask.ca">katelyn.halpape@usask.ca</a> Cell: 306-209-4365<br>Office Hours: Please email for an appointment. |
| <b>TERM</b>         | Term 2  |
| <b>START DATE</b>   | TBA   |
| <b>END DATE</b>     | TBA   |
| <b>LOCATION</b>     | Hybrid  |
| <b>DELIVERY</b>     | Online, in-person   |
| <b>TIME</b>         | TBA   |

### Course Description

This course is designed to provide students interested in mental health with an advanced knowledge and skill base in psychopharmacotherapy, as well as, pharmaceutical care experiences on an inpatient psychiatry setting. This course will provide learners with diverse, structured, and robust learning opportunities necessary to develop the professional attributes required for direct mental health patient care activities and innovative pharmacy practice. This course will be taught using a variety of techniques including independent reading and writing activities, therapeutic discussions, case-based learning, patient care activities, and undergraduate/graduate student instruction, assessment, and mentorship.

### Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another.

### Learning Outcomes

By the completion of this course, students will be expected to:

1. Demonstrate competence in discussing the pharmacology, pharmacokinetics, therapeutic drug monitoring (where applicable), adverse effects, and evidence-base for the following drug classes:
  - Antidepressants
  - Antipsychotics
  - Mood stabilizers
  - Benzodiazepines and hypnotics
  - Substance use disorder treatments (time permitting)
2. Demonstrate competence in discussing the epidemiology, pathophysiology, etiology, risk factors, onset, course and prognosis, signs and symptoms, DSM-V diagnostic criteria, goals of therapy, therapeutic alternatives, and monitoring of the following conditions:
  - Schizophrenia and related psychosis
  - Bipolar disorder
  - Major depressive disorder
  - Anxiety and related disorders
  - Insomnia
  - Attention deficit hyperactivity disorder (ADHD)
  - Personality disorders
  - Other conditions may be reviewed as time and patients permit (e.g. Substance use disorders (e.g. opioid use disorder, alcohol use disorder, amphetamine use disorder, cocaine use disorder))
3. Accurately appraise the literature of specific landmark psychiatry clinical trials, systematic reviews, clinical guidelines, as assigned for the following mental health conditions (depression, schizophrenia, bipolar disorder, anxiety, insomnia, ADHD), as well as, any other literature reviews pertinent to patient care activities.
4. Demonstrate competence in providing clinical pharmaceutical care for patients with the following conditions (Note that not all conditions may be covered depending on the patients admitted to hospital during the period of the course. Minimum requirement is to care for patients with at least 4 of the listed conditions.):
  - Schizophrenia and related psychosis
  - Bipolar disorder
  - Major depressive disorder
  - Anxiety and related disorders
  - Insomnia
  - Attention deficit hyperactivity disorder (ADHD)
  - Personality disorders
5. Track clinical pharmacy activities and prepare report for RUH Pharmacy department.
6. Develop and deliver educational material on a mental health topic to undergraduate/graduate students.
7. Assist with the assessment of undergraduate pharmacy students.

### **University of Saskatchewan Grading System (for graduate courses)**

Students will be graded using the USask Grading system for graduate courses:  
<https://students.usask.ca/academics/grading/grading-system.php#GradingSystem>

### **Class Schedule (see attached calendar for detailed course schedule)**

| Weeks | Module | Readings |
|-------|--------|----------|
|-------|--------|----------|

|     |   |  |
|-----|---|--|
| 1-2 | General Psychiatry & Evidence Based Medicine Principles | <ul style="list-style-type: none"> <li>Snyderman D, Rovner B. Mental Status Examination in Primary Care: A Review. <i>Am Fam Physician</i> 2009; 80(8): 809-814.</li> <li>NbN 2<sup>nd</sup> Edition Revised Website: <a href="https://nbn2r.com/">https://nbn2r.com/</a> (review website and watch videos)</li> <li>PANSS Handout</li> <li>How to Critically Appraise an RCT in 10 Minutes</li> </ul>   |
| 3-4 | Bipolar Disorder  | <ul style="list-style-type: none"> <li>Grande et al. Bipolar disorder. <i>Lancet</i> 2016; 387: 1561-72</li> <li>Sachs G.S. Effectiveness of Adjunctive Antidepressant Treatment for Bipolar Depression. <i>NEJM</i> 2007; 356: 1711-22.</li> <li>Lahteenvuo M., et al. Real-world effectiveness of pharmacologic treatments for the prevention of rehospitalization in a Finnish nationwide cohort of patients with bipolar disorder. <i>JAMA Psychiatry</i> 2018; 75(4): 347-355.</li> <li>Yatham LN et al CANMAT and ISBD 2018 guidelines for the management of patients with bipolar disorder. <ul style="list-style-type: none"> <li>Section 3: Acute Management of Bipolar Mania</li> <li>Section 4: Acute Management of Bipolar Depression</li> <li>Section 5: Maintenance Therapy for Bipolar Disorder</li> <li>Page 31: "Should antidepressants be used in bipolar II depression?"</li> </ul> </li> </ul> |
| 5   | ADHD  | <ul style="list-style-type: none"> <li>CADDRA Canadian ADHD Practice Guidelines 4<sup>th</sup> Edition: Chapter 5</li> <li>CADDRA Guide to ADHD Pharmacological Treatments in Canada – 2020<br/>Available here: <a href="https://www.caddra.ca/wp-content/uploads/Medication_Chart_English_CANADA.pdf">https://www.caddra.ca/wp-content/uploads/Medication_Chart_English_CANADA.pdf</a></li> <li>Posner J., et al. Attention-deficit hyperactivity disorder. <i>Lancet</i> 2020; 395: 450-462.</li> <li>Newcorn J., et al. Atomoxetine and Osmotically Released Methylphenidate for the Treatment of Attention Deficit Hyperactivity Disorder: Acute Comparison and Differential Response. <i>Am J Psychiatry</i> 2008; 164:1-10. <b>(Article that will be used for Assessment 3: PHAR 358 Journal Club)</b></li> </ul>  |
| 6-7 | Psychosis   | <ul style="list-style-type: none"> <li>Marder S.R., Cannon T.D. Schizophrenia. <i>NEJM</i> 2019; 381: 1753-61.</li> <li>Naber D., et al. Qualify: a randomized head-to-head study of aripiprazole once-monthly and paliperidone palmitate in the treatment of schizophrenia. <i>Schizophrenia Research</i> 2015; 168: 498-504.</li> <li>Lieberman J.A., et al. Effectiveness of Antipsychotic Drugs in Patients with Chronic Schizophrenia (CATIE). <i>NEJM</i> 2005; 353: 1209-23.</li> <li>Huhn M, et al. Comparative efficacy and tolerability of 32 oral antipsychotics for the acute treatment of adults with multi-episode schizophrenia: a systematic review and network meta-analysis. <i>Lancet</i> 2019; 394 (10202): 939-951.</li> <li>Guidelines for the Pharmacotherapy of Schizophrenia in Adults. <i>Canadian Journal of Psychiatry</i> 2017; 62(9): 604-616.</li> </ul>                            |
| 8-9 | MDD   | <ul style="list-style-type: none"> <li>Cipriani A, et al. Comparative efficacy and acceptability of 21 antidepressant drugs for the acute treatment of adults with major depressive disorder: a systematic review and network meta-analysis. <i>Lancet</i> 2018; 391: 1357-66.</li> <li>Rush AJ, et al. STAR*D. Revising conventional wisdom. <i>CNS Drugs</i>. 2009; 23(8):627-47.</li> <li>Mahli G.S., Mann J. Depression. <i>Lancet</i> 2018; 392: 2299-312.</li> <li>CANMAT 2016 Guidelines for the Management of Adults with MDD.</li> </ul>  |
| 10  | Eating Disorders  | <ul style="list-style-type: none"> <li>Davis H., Attia E. Pharmacotherapy of eating disorders. <i>Curr Opin Psychiatry</i> 2017; 30: 452-457.</li> <li>Harrington B.C., et al. Initial Evaluation, Diagnosis, and Treatment of Anorexia Nervosa and Bulimia Nervosa. <i>Am Fam Physician</i></li> </ul>  |

|    |                               |  |
|----|-------------------------------|--|
|    |                               | <p>2015;91(1):46-52.</p> <ul style="list-style-type: none"> <li>• Boateng A.A., et al. Refeeding syndrome: treatment considerations based on collective analysis of literature case reports. <i>Nutrition</i> 2010; 26: 156-167.</li> <li>• Clinical Practice Guidelines for the BC Eating Disorders Continuum of Services. 2012. Parts 8 and 9.</li> </ul>  |
| 11 | Anxiety and Related Disorders | <ul style="list-style-type: none"> <li>• Katzman. Canadian clinical practice guidelines for the management of anxiety, PTSD, and OCD. <i>BMC Psychiatry</i> 2014, 14 (Suppl 1: S1)</li> <li>• Dell'osso B &amp; Lader M. Do benzodiazepines still deserve a major role in the treatment of psychiatric disorders? A critical reappraisal. <i>Eur Psych</i>. 2013; 28:7-20.</li> <li>• Raskind M.A., et al. A trial of prazosin for combat trauma PTSD with nightmares in active-duty soldiers returned from Iraq and Afghanistan. <i>Am J Psych</i> 2013; 170: 1003-1010.</li> <li>• Raskind M.A., et al. Trial of prazosin for post-traumatic stress disorder in military veterans. <i>NEJM</i> 2018; 378: 507-17.</li> </ul> |
| 12 | Insomnia                      | <ul style="list-style-type: none"> <li>• Centre for Effective Practice: Management of Chronic Insomnia. January 2017.</li> <li>• Morin C., Benca R. Chronic Insomnia. <i>Lancet</i> 2012; 379: 1129-41.</li> <li>• Pottie K. et al. Deprescribing benzodiazepine receptor agonists. <i>Canadian Family Physician</i> 2018; 64: 339- 351.</li> <li>• British Association of Psychopharmacology consensus statement on evidence-based treatment of insomnia, parasomnias, and circadian rhythm disorders: An update. <i>Journal of Psychopharmacology</i> 2019: <b>pages 2-12.</b></li> </ul>  |
| 13 | Personality Disorders         | <ul style="list-style-type: none"> <li>• Stoffers et al. Pharm interventions for BPD CDSR 2010</li> <li>• Wasylyshen A., Williams A. Second-generation antipsychotic use in borderline personality disorder: What are we targeting? <i>Ment Health Clin</i> 2016;6(2):82-8.</li> <li>• Tyrer P, Reed G., Crawford M. Classification, assessment, prevalence, and effect of personality disorder. <i>Lancet</i> 2015; 385: 717-26.</li> </ul>   |

### Midterm and Final Examination Scheduling

There are no midterm or final examinations for this course. Assessment is modular and will occur at specified times throughout the course (see Evaluation Components section of the rubric)

### Required Activities Outside of Class Time

Students will be required to complete assigned readings and learning materials outside of class time to prepare for patient care activities and therapeutic discussions. Preparation of teaching materials and assessment of undergraduate learners will also occur outside of course time.

### Evaluation Components

| Date                            | Assessment Type | Assessment   | Percentage of Final Mark           |
|---------------------------------|-----------------|--|------------------------------------|
| Sept 11 <sup>th</sup>           | Summative       | General Psychiatric Principles Therapeutic Discussion    | 10%                                |
| Sept 18 <sup>th</sup>           | Summative       | Bipolar Therapeutic Discussion                           | 10%                                |
| Oct 2 <sup>nd</sup>             | Summative       | PHAR 358 ADHD Journal Club Teaching Activity             | 10%                                |
| Sept 28-<br>Oct 9 <sup>th</sup> | Formative       | PHAR 374 Bipolar Lab and Care Plan Assessment Assignment | Completion required to pass course |

|                      |           |   |                                    |
|----------------------|-----------|---|------------------------------------|
| Oct 16th             | Summative | Psychosis Therapeutic Discussion                                    | 10%                                |
| Oct 20 <sup>th</sup> | Summative | Psychopharmacology Academic Teaching Activity: Drugs for Bipolar    | 10%                                |
| Oct 30 <sup>th</sup> | Formative | Pacific Psychopharmacology Conference Reflective Writing Assignment | Completion required to pass course |
| Oct 30 <sup>th</sup> | Summative | MDD Therapeutic Discussion  | 10%                                |
| Nov 6 <sup>th</sup>  | Summative | Eating Disorders Therapeutic Discussion                             | 10%                                |
| Nov 20 <sup>th</sup> | Summative | Anxiety Therapeutic Discussion                                      | 10%                                |
| Nov 27 <sup>th</sup> | Summative | Insomnia Therapeutic Discussion                                     | 10%                                |
| Dec 4 <sup>th</sup>  | Summative | Personality Disorder Therapeutic Discussion                         | 10%                                |
| <b>Total</b>         |           |   | <b>100%</b>                        |

### Summative Assessments

#### **Assessment Type 1: Therapeutic Discussions (General Psychiatric Principles, Bipolar Disorder, Psychosis, MDD, Eating Disorders, Anxiety & Related Disorders, Insomnia, Personality Disorders)**

**Value:** 4% of final grade/therapeutic discussion x 8 therapeutic discussions = 32% of final grade

**Due Date:** See Course Schedule

**Type:** Focused clinical discussions on various psychopharmacotherapeutic topics.

**Description:** Student will be responsible for reviewing the provided reading and learning materials, related to the therapeutic area, prior to each session. Student must be prepared to discuss the pathophysiology, etiology, risk factors, clinical presentation, goals of therapy, therapeutic alternatives, supporting literature, and monitoring of the various psychopharmacotherapeutic topic. Therapeutic discussions will occur at the Royal University Hospital (RUH) and an effort should be made to incorporate patient case information into the therapeutic discussions. The student may have the opportunity to lead therapeutic discussions for other pharmacy learners such as: working pharmacists, undergraduate pharmacy students, and pharmacy practice residents.

**Evaluation:** See Therapeutic Discussion Evaluation Rubric (Appendix 1).

#### **Assessment Type 2: PHAR 358 ADHD Journal Club Teaching Activity**

**Value:** 10% of final grade

**Due Date:** See Course Schedule

**Type:** Student will have the opportunity to critically appraise a psychopharmacotherapy journal article and will assist with the education of undergraduate pharmacy students.

**Description:** Student will be responsible for reading assigned journal article (Newcorn J., et al. Atomoxetine and Osmotically Released Methylphenidate for the Treatment of Attention Deficit Hyperactivity Disorder: Acute Comparison and Differential Response. Am J Psychiatry 2008; AiA:1-10) and critically appraising article using the recommended critical appraisal tool (<https://static1.squarespace.com/static/56a0651bbe7b96af3e170173/t/58d001298419c272379a16f5/1490026797475/NERDCAT-RCT+2017+Mar.pdf>). Student will assist with delivery of remote learning, to PHAR 358 pharmacy students, on the same journal article and critical appraisal via use of a Canvas discussion board. Student will be required to post their completed critical appraisal tool as an answer key for PHAR 358 students.

**Evaluation:** Student will be evaluated on their critical appraisal skills and facilitation of discussion board.

#### **Assessment Type 3: Psychopharmacology Academic Teaching Activity: Drugs for Bipolar**

**Value:** 10% of final grade

**Due Date:** See Course Schedule (note lecture slides/documents must be sent to K. Halpape by 12:00 on Oct 19<sup>th</sup>)

**Type:** Student will have the opportunity to prepare and deliver a 1.5 h lecture to psychiatry medical residents.

**Description:** This lecture is one section of the UofS Department of Psychiatry Resident Seminars. This seminar must address the following objectives as outlined by the Residency Curriculum subcommittee:

1. Review what we know about Neurotransmitter Abnormalities and Signal Transduction Pathways that might be relevant to bipolar disorders and the effects of mood-stabilizing drugs. Address Genetics and Pathophysiologic studies on bipolar.
2. Identify the clinical indications for mood stabilizers and other clinical uses
3. Review the therapeutics of the various classes of mood stabilizers
4. Review the guidelines and research for the pharmacotherapy of bipolar disorder

**Evaluation:** See Lecture Evaluation Rubric (Appendix 3).

### Formative Assessments

#### **Assignment 1: PHAR 374 Bipolar Lab and Care Plan Assessment Assignment**

**Value:** Completion required to pass course

**Due Date:** See Course Schedule

**Type:** Student will have the opportunity to apply knowledge of bipolar and bipolar pharmacotherapy to undergraduate pharmacy learning activities.

**Description:** Student will participate as a pharmacy lab instructor/assess for PHAR 374 and will assist with the grading of bipolar care plans that accompany this lab activity.

**Evaluation:** Student will receive verbal and/or written feedback from K.Halpape.

#### **Assignment 2: Pacific Psychopharmacology Conference Reflective Writing Assignment**

**Value:** Completion required to pass course

**Due Date:** See Course Schedule

**Type:** Reflective writing assignment.

**Description:** Student is to write a maximum 500-word reflection summarizing their key learnings from the conference. Student is encouraged to critically evaluate conference and comment on any conflicts of interest/bias observed. Student must summarize how the conference will or will not change their practice.

**Evaluation:** Student will receive verbal and/or written feedback from K.Halpape.

### Submitting Assignments

Method for submitting assignments will vary depending on the assignment. Please confirm with K.Halpape a minimum of 1 week prior to assignment deadline for appropriate means of submission.

### Late Assignments

All formative and summative assignments must be completed. Absences are only acceptable for personal illness or for compassionate reasons. Please contact K. Halpape as soon as possible if you are unable to complete an assessment on the scheduled date

### Criteria That Must Be Met to Pass

- Completion of all clinical activities as assigned
- Completion of all therapeutic discussions with an average score (on all 8 discussions combined) of 70% or higher
- Evaluation of clinical activities: a minimum pass of "P" on the PHAR 481.4 Evaluation Rubric must be obtained on at least 3 of 4 evaluations
- Completion of 2 teaching assignments
- Completion of Pacific Psychopharmacology reflective writing assignment
- Completion of KPI Tracking Tool and written reflection for RUH Mental Health Short Stay Unit experience

### Attendance Expectations

Attendance at all course activities is expected. Preparation for case and therapeutic discussions is expected. Readings may be assigned by Dr. Halpape prior to discussions. Handouts will be posted on CANVAS prior to sessions in most cases.

Attendance of scheduled clinical activities is mandatory. Students must confirm availability for clinical activities via creation of a calendar indicating clinical schedule. The calendar will be posted on the RUH Pharmacy Department

OneNote MHSSU page a minimum of 1-month in advance. If student must be absent for clinical activities due to personal illness and/or emergency situation they must contact the RUH Pharmacy Department and K. Halpape as soon as possible.

### **Participation**

Student is expected to complete learning material provided by their instructor. Preparation for course discussions and activities is expected. Handouts and reading materials will be posted on Canvas prior to learning sessions in most cases.

### **Experiential Learning**

Experiential clinical psychiatric pharmacy learning activities will occur at the Royal University Hospital. Evaluation of experiential learning activities will occur on Sept 18, Oct 16, Nov 6, and December 4 using the PHAR 481 Advanced Practice Experience evaluation form.

### **Required Resources (available online through USask Library)**

- Clinical Handbook of Psychotropic Drugs, KZ Bezchlibnyk-Butler, Hogrefe & Huber Publishers, Toronto.
- Kaplan and Sadock's Synopsis of Psychiatry: Behavioural Sciences/Clinical Psychiatry 11<sup>th</sup> Ed.

### **Student Feedback**

Before the end of term, students will have the opportunity to provide feedback on teaching and learning within the course. This helps faculty gain insight into their instructional methods and practices. Students are encouraged to contact instructor via email regarding questions/concerns throughout the term. Additionally, instructors may provide opportunities for feedback throughout the course.

### **Recording of the Course**

If video conference sessions occur in this course, including your participation, prior to the recording you will be informed about who the recording will be shared with and your verbal consent will be obtained. You will have the opportunity to decline recording at any time. The purpose of recordings made in this course will be for use for future teaching activities such as undergraduate pharmacy student lectures. Recordings will also provide you the opportunity to review any material discussed.

Please remember that course recordings belong to your instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact your instructor. More information on class recordings can be found in the Academic Courses Policy <https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordingsStudentFeedback> Before the end of each term, students will have the opportunity to provide feedback on teaching and learning within the course. This helps faculty gain insight into their instructional methods and practice

## **UNIVERSITY REGULATIONS**

### **Copyright Information**

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). Other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the [Canadian Copyright Act](#).

**You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "[Use of Materials Protected By Copyright](#)" Policy.** For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit <https://library.usask.ca/copyright/students/index.php> or contact the University Copyright Coordinator at [copyright.coordinator@usask.ca](mailto:copyright.coordinator@usask.ca) or 306-966-8817.

## **Academic Integrity**

The University of Saskatchewan is committed to the highest standards of academic integrity. <https://academic-integrity.usask.ca/>

Students are urged to read the [Regulations on Academic Misconduct](#) and to avoid any behaviours that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

For help developing the skills for meeting academic integrity expectations, see: <https://academic-integrity.usask.ca/students.php>

Students are encouraged to ask their instructors for clarification on academic integrity requirements.

Generative Artificial intelligence tools are not permitted to be used in any assessments for this course. Any use of such tools will be considered academic misconduct in this course.

Generative Artificial intelligence tools are permitted in this course following specific guidance on proper use as provided with assessment instructions. Improper use of such tools will be considered academic misconduct in this course. Students wanting to connect their assessment in this course to assessments they have completed in another course must get explicit permission of the instructor in order to avoid potential academic misconduct or self-plagiarism.

## **Access and Equity Services (AES)**

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates.

Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office.

Students who require accommodations due to religious practices that prohibit the writing of exams on religious holidays should contact AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 (Voice/TTY 1-306-966-7276) or email [aes@usask.ca](mailto:aes@usask.ca).

## **Student Supports**

### **Academic Help – University Library**

Visit the [University Library](#) and [Learning Hub](#) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend [workshops](#), access [online resources and research guides](#), book [1-1 appointments](#) or hire a [subject tutor](#) through the [USask Tutoring Network](#)

Connect with library staff through the [AskUs](#) chat service or visit various [library locations](#) on campus. Enrolled in an online course? Explore the [Online Learning Readiness Tutorial](#).

### **Teaching, Learning and Student Experience**

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' website <http://students.usask.ca>.

### **Financial Support**

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

### **Gordon Oakes Red Bear Student Centre**

The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC's website <https://students.usask.ca/indigenous/gorbsc.php>

## **International Student and Study Abroad Centre**

The International Student and Study Abroad Centre (ISSAC) supports student success and facilitates international education experiences at USask and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange, and English as a Second Language students in their transition to the University of Saskatchewan and to life in Canada. ISSAC offers advising and support on matters that affect international students and their families and on matters related to studying abroad as University of Saskatchewan students. Visit <https://students.usask.ca/international/issac.php> for more information.

# EXAMPLE OF SCHEDULE WHEN OFFERED AS 898 IN 2020. MODIFICATIONS TO THE SCHEDULE WILL BE MADE. ATTACHED FYI September 2020

| Themes                                       | Monday   | Tuesday | Wednesday   | Thursday | Friday   | Comments   |
|--|--|---------|---|----------|--|--|
|  | 31   | 1       | 2   | 3        | 4  | No scheduled class.<br>Independent reading<br>as assigned by K.<br>Halpape |
| <b>General<br/>Psychiatry<br/>Principles</b> | <b>Labor Day<br/>(University<br/>Closed)</b> 7 | 8       | 9<br>08:00 – 11:30<br>Clinical Orientation<br>(RUH) | 10       | 11<br>08:00 – 11:30<br>Clinical &<br>General Psychiatry<br>Therapeutic<br>Discussion<br>(RUH)              |  |
| <b>Bipolar</b>                               | 14   | 15      | 16<br>08:00 – 11:30<br>Clinical<br>(RUH)            | 17       | 18<br>08:00 – 11:30<br>Clinical &<br>Bipolar Therapeutic<br>Discussion<br>(RUH)<br><br>Clinical Evaluation |  |
| <b>Bipolar</b>                               | 21   | 22      | 23<br>08:00 – 11:30<br>Clinical<br>(RUH)            | 24       | 25<br>08:00 – 11:30<br>Clinical<br>(RUH)   |  |

|                      |    |   |                                    |  |  |  |
|----------------------|----|---|------------------------------------|--|--|--|
|                      | 28 | 29  | 30                                 |  |  |  |
| <b>Bipolar/ ADHD</b> |    | 08:30-11:30<br>Assist with<br>PHAR 374 Bipolar<br>Lab Assessment<br>(WebEx) | 08:00 – 11:30<br>Clinical<br>(RUH) |  |  |  |

## October 2020

| Themes               | Monday   | Tuesday  | Wednesday                                | Thursday   | Friday   | Comments   |
|----------------------|--|--|--|--|--|--|
| <b>Bipolar/ ADHD</b> |  |  |  | 1<br>08:30-11:30 Assist<br>with PHAR 374<br>Bipolar Lab<br>Assessment<br>(WebEx) | 2<br>08:00 – 11:30<br>Clinical<br>(RUH)<br>13:00-14:50<br>ADHD Journal Club &<br>PHAR 358 Discussion<br>Board Assessment |  |
| <b>Psychosis</b>     | 5  | 6  | 7<br>08:00 – 11:30<br>Clinical<br>(RUH)  | 8  | 9<br>08:00 – 11:30<br>Clinical<br>(RUH)  | PHAR 374 Bipolar<br>care plan marking<br>due October 9 <sup>th</sup> |
| <b>Psychosis</b>     | 12<br>Thanksgiving<br>(University<br>Closed)             | 13   | 14<br>08:00 – 11:30<br>Clinical<br>(RUH) | 15   | 16<br>08:00 – 11:30<br>Clinical &<br>Psychosis Therapeutic<br>Discussion<br>(RUH)<br>Clinical Evaluation                 |  |
| <b>MDD</b>           | 19<br>Deadline for Bipolar<br>Teaching Slides<br>(12:00) | 20<br>08:30 – 10:15<br>Psychopharmacology<br>Academic Teaching<br>Session for Psych<br>Residents: Drugs for<br>Bipolar | 21<br>08:00 – 11:30<br>Clinical<br>(RUH) | 22   | 23<br>Pacific<br>Psychopharmacology<br>Conference (Virtual)  |  |

|            |    |    |  |    |  |  |
|------------|----|----|--|----|--|--|
|            |    |    |  |    |  |  |
| <b>MDD</b> | 26 | 27 | 28<br>08:00 – 11:30<br>Clinical<br>(RUH) | 29 | 30<br>08:00 – 11:30<br>Clinical &<br><b>MDD Therapeutic<br/>Discussion</b> (RUH)<br><br><b>Reflective Writing<br/>Assignment Due</b> | <i>Opportunity to lead<br/>therapeutic<br/>discussion with 4<sup>th</sup><br/>year PharmD<br/>students</i> |

## November 2020

| Themes                  | Monday              | Tuesday              | Wednesday                               | Thursday             | Friday   | Comments   |
|-------------------------|---------------------|----------------------|---|----------------------|--|--|
| <b>Eating Disorders</b> | 2                   | 3                    | 4<br>08:00 – 11:30<br>Clinical<br>(RUH) | 5                    | 6<br>08:00 – 11:30<br>Clinical &<br><b>Eating Disorder<br/>Therapeutic<br/>Discussion</b><br>(RUH)<br><br><b>Clinical Evaluation</b> | <i>Opportunity to lead<br/>therapeutic<br/>discussion with 4<sup>th</sup><br/>year PharmD<br/>students</i> |
|                         | 9<br>Mid-term Break | 10<br>Mid-term Break | 11<br>Mid-term Break                    | 12<br>Mid-term Break | 13<br>Mid-term Break   |  |

|  |    |    |  |    |  |  |
|--|----|----|--|----|--|--|
| <b>Anxiety &amp; Related Disorders</b> | 16 | 17 | 18<br>08:00 – 11:30<br>Clinical<br>(RUH) | 19 | 20<br>08:00 – 11:30<br>Clinical &<br><b>Anxiety Therapeutic Discussion</b><br>(RUH)  | <i>Opportunity to lead therapeutic discussion with 4<sup>th</sup> year PharmD students</i> |
| <b>Insomnia</b>                        | 23 | 24 | 25<br>08:00 – 11:30<br>Clinical<br>(RUH) | 26 | 27<br>08:00 – 11:30<br>Clinical &<br><b>Insomnia Therapeutic Discussion</b><br>(RUH) | <i>Opportunity to lead therapeutic discussion with 4<sup>th</sup> year PharmD students</i> |

## December 2020

| Theme                        | Monday | Tuesday | Wednesday                               | Thursday | Friday   | Comments   |
|------------------------------|--------|---------|---|----------|--|--|
| <b>Personality Disorders</b> |        | 1       | 2<br>08:00 – 11:30<br>Clinical<br>(RUH) | 3        | 4<br>08:00 – 11:30<br>Clinical & <b>Personality Disorder Therapeutic Discussion</b><br>(RUH)<br><b>Clinical Evaluation</b> | <i>Opportunity to lead therapeutic discussion with 4<sup>th</sup> year PharmD students</i> |



1. Approval by Department Head or Dean

1.1 College or School with academic authority:

COLLEGE OF PHARMACY AND NUTRITION

1.2 Department with academic authority:

N/A

1.3 Term from which the course is effective:

2024/2025 WINTER

2. Information required for the Catalogue

2.1 Label & Number of course:

PHAR 860

2.2 Academic credit units:

3

2.3 Course Long Title (maximum 100 characters):

PRACTICE MANAGEMENT AND LEADERSHIP

Course Short Title (maximum 30 characters):

PRACTICE MANAGEMENT

2.4 Total Hours: Lecture 30 Seminar Lab Tutorial Other 6

2.5 Weekly Hours: Lecture 2.5 Seminar Lab Tutorial Other 0.5

2.6 Term in which it will be offered: T1 T2 T1 or T2 OR SPRING/SUMMER T1 and T2

2.7 Prerequisite:

N/A

If there is a prerequisite waiver, who is responsible for signing it?

**D – Instructor/Dept Approval**

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

THIS COURSE INTRODUCES STUDENTS TO ASPECTS OF LEADERSHIP (FORMAL AND INFORMAL) AND LEADERSHIP THEORY, WITH EMPHASIS ON EFFECTIVE LEADERSHIP AS A PHARMACIST. STUDENTS WILL EXPLORE THE QUALITIES, BEHAVIOURS, AND PRACTICES OF EFFECTIVE LEADERS BY DEVELOPING AN UNDERSTANDING OF PRACTICE MANAGEMENT AND LEADERSHIP WHICH CAN BE APPLIED TO THE PROVISION OF PHARMACY SERVICES. THIS COURSE TAKES A HANDS-ON, PRAGMATIC APPROACH WITH ASSESSMENT METHODS SO THAT STUDENTS CAN TANGIBLY RELATE TO AND APPLY COURSE CONCEPTS.

2.9 Do you allow this course to be repeated for credit?

NO

3. **Please list rationale for introducing this course:**

THIS COURSE IS REQUIRED BY STUDENTS ENROLLED IN OUR NEW CLINICAL (I.E., NON-THESIS) MASTER'S DEGREE PROGRAM. THIS COURSE PROVIDES BREADTH OF CONTENT IN A PROGRAM THAT IS HEAVILY FOCUSED ON CLINICAL SKILLS AND KNOWLEDGE. OUR PRACTITIONERS ARE EXPECTED TO BE LEADERS IN THEIR FIELD BUT ALSO LEADERS IN THEIR WORKPLACE. KNOWLEDGE OF LEADERSHIP AND MANAGEMENT ARE EXPECTED TO HELP PREPARE OUR GRADUATES FOR THE REAL WORLD OF HEALTH CARE PRACTICE.

4. **Please list the learning objectives for this course:**

1. Compare and contrast management and leadership
2. Outline leadership traits, qualities, and competencies
3. Demonstrate leadership skills to enhance practice and health care delivery
4. Apply the principles of effective management and supervision of health human resources
5. Identify effective strategies to manage and improve their own practice environment
6. Set professional and personal goals, and be able to balance patient care, workflow, and practice requirements
7. Examine, reflect upon and manage personal attributes (knowledge, skills, beliefs, biases, motivations, emotions) that could influence self-development and professional performance.
8. Apply evidence and management processes to change practice in a manner that benefits multiple stakeholders including patients and the health care system.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course?

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal?

NO OTHER PROGRAMS WILL BE AFFECTED. THIS COURSE IS SPECIFIC TO STUDENTS ENROLLED IN OUR MCP PROGRAM.

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted?

NO COURSES WILL BE AFFECTED.

6.2 Courses for which this course will be a prerequisite?

NONE

6.3 Is this course to be required by your majors, or by majors in another program?

NO

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

COURSE SYLLABUS IS ATTACHED

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?

**2 – THIS COURSE IS RESTRICTED TO STUDENTS ENROLLED IN THE MASTER'S OF CLINICAL PHARMACY PROGRAM IN THE COLLEGE OF PHARMACY AND NUTRITION UNLESS INSTRUCTOR AUTHORIZES OTHER STUDENTS TO ENROL**

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

10-50 – LESS THAN 10 STUDENTS

50-90

90-130

130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*

**N – Numeric/Percentage**

**(Grade options for instructor: grade of 0% to 100%, IP in Progress)**

P – Pass/Fail

*(Grade options for instructor: Pass, Fail, In Progress)*

S – Special

*(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:*

9.2 Is the course exempt from the final examination?

NO

10. **Required text**

Include a bibliography for the course.

SEE ATTACHED SYLLABUS

11. **Resources**

11.1 Proposed instructor:

THE COURSE INSTRUCTOR IS JASON PEREPELKIN.

11.2 How does the department plan to handle the additional teaching or administrative workload?

JASON VOLUNTEERED TO TEACH THIS COURSE. THE CONTENT FALLS WITHIN HIS AREA OF EXPERTISE AND HE TEACHES VERY SIMILAR CONTENT AT THE UNDERGRADUATE LEVEL. JASON BELIEVES THIS WILL BE A RELATIVELY SIMPLE ADDITION TO HIS YEARLY DUTIES.

11.3 Are sufficient library or other research resources available for this course?

YES

11.4 Are any additional resources required (library, audio-visual, technology, etc.)?

NO

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category)

PER TERM TUITION – CODE: TC31

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"  
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

NO

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**Detailed Course Information**

**1. Schedule Types**

Please choose the Schedule Types that can be used for sections that fall under this course:

| Code       | Description                  | Code | Description                        |
|------------|------------------------------|------|------------------------------------|
| CL         | Clinical                     | PRB  | Problem Session                    |
| COO        | Coop Class                   | RDG  | Reading Class                      |
| FLD        | Field Trip                   | RES  | Research                           |
| ICR        | Internet Chat Relay          | ROS  | Roster (Dent Only)                 |
| IHP        | Internet Help                | SEM  | Seminar                            |
| IN1        | Internship - Education       | SSI  | Supervised Self Instruction        |
| IN2        | Internship - CMPT & EPIP     | STU  | Studio                             |
| IN3        | Internship - General         | SUP  | Teacher Supervision                |
| LAB        | Laboratory                   | TUT  | Tutorial                           |
| LC         | Lecture/Clinical (Dent Only) | WEB  | Web Based Class                    |
| <b>LEC</b> | <b>Lecture</b>               | XCH  | Exchange Program                   |
| LL         | Lecture/Laboratory           | XGN  | Ghost Schedule Type Not Applicable |
| MM         | Multimode                    | XHS  | High School Class                  |
| PCL        | Pre-Clinical (Dent Only)     | XNA  | Schedule Type Not Applicable       |
| PRA        | Practicum                    | XNC  | No Academic Credit                 |

## 2. Course Attributes **N/A**

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

## 3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

YES

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

ONLY OPEN TO STUDENTS IN THE MASTER'S OF CLINICAL PHARMACY PROGRAM

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

N/A

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

NONE

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

NONE

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

N/A

**4. List Equivalent Course(s) here:**

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

NONE

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

N/A

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

NONE

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**

Updated 2022



### COURSE SYLLABUS

|                        |                                    |                    |        |
|------------------------|------------------------------------|--------------------|--------|
| <b>COURSE TITLE:</b>   | Practice Management and Leadership |                    |        |
| <b>COURSE CODE:</b>    | PHAR 860                           | <b>TERM:</b>       | 2      |
| <b>COURSE CREDITS:</b> | 03                                 | <b>DELIVERY:</b>   | Hybrid |
| <b>CLASS SECTION:</b>  | 01                                 | <b>START DATE:</b> | TBD    |
| <b>CLASS LOCATION:</b> | TBD                                | <b>CLASS TIME:</b> | TBD    |

#### **Land Acknowledgement**

The land is acknowledged as our Mother, the Earth. The University of Saskatchewan is committed to honour and support the Indigenous peoples, Indigenous cultures, Indigenous values, and Indigenous languages that belong to the land of Treaty 6 Territory and Homeland of the Métis. The University of Saskatchewan is committed to working towards mending colonized lands and protecting the land in a way that demonstrates honour, respect, and love. The University of Saskatchewan extends this commitment to the lands and Treaty territories (Treaties 2, 4, 5, 6, 7, 8, and 10) that constitute kisiskâciwan ([Saskatchewan], “the swift current”, Cree/Saulteaux), and all Indigenous people that call kisiskâciwan home. We are born to the land and the land claims us.

#### **Course Description**

This course introduces students to aspects of leadership (formal and informal) and leadership theory, with emphasis on effective leadership as a pharmacist. Students will explore the qualities, behaviours, and practices of effective leaders by developing an understanding of practice management and leadership which can be applied to the provision of pharmacy services. This course takes a hands-on, pragmatic approach with assessment methods so that students can tangibly relate to and apply course concepts.

#### **Prerequisites**

Completion of an entry-to-practice pharmacy degree or permission from the instructor.

#### **Learning Outcomes**

By the completion of this course, students will be expected to:

1. Compare and contrast management and leadership
2. Outline leadership traits, qualities, and competencies
3. Demonstrate leadership skills to enhance practice and health care delivery
4. Apply the principles of effective management and supervision of health human resources
5. Identify effective strategies to manage and improve their own practice environment
6. Set professional and personal goals, and be able to balance patient care, workflow, and practice requirements
7. Examine, reflect upon and manage personal attributes (knowledge, skills, beliefs, biases, motivations, emotions) that could influence self-development and professional performance.
8. Apply evidence and management processes to change practice in a manner that benefits multiple stakeholders including patients and the health care system.

Information on literal descriptors for grading at the University of Saskatchewan can be found at:  
<https://students.usask.ca/academics/grading/grading-system.php#GradingSystem>

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

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

DRAFT

### **University of Saskatchewan Grading System (for graduate courses)**

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate and Postdoctoral Studies:

#### **90-100 Exceptional**

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

#### **80-89 Very Good to Excellent**

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

#### **70-79 Satisfactory to Good**

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

#### **60-69 Poor**

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

**<60 Failure**

An unacceptable performance.

**Program Requirements**

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- Percentage scores of at least 70% are required for a minimal pass performance for each course which is included in a Ph.D. program;
- Percentage scores of at least 70% are required for a minimal pass performance in all courses used toward JSJS Public Policy and Public Administration programs and all core courses for Master of Public Health students, whether included in a Ph.D. program or a Master's program;
- For all other graduate courses, percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;
- Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%;
- Students should seek information on other program requirements in the Course & Program Catalogue and in academic unit publications.

**Course Overview****Class Schedule**

| <b>Week</b> | <b>Module</b>                                      | <b>Readings</b>  |
|-------------|--|--|
| 1           | Introduction to leadership and practice management | Hill, J. D., & Fenn III, N. E. (2019). The future of pharmacy leadership: Investing in students and new practitioners. <i>American Journal of Health-System Pharmacy</i> , 76(23), 1904-1906.  |
| 2           | Fundamentals of leadership                         | Tsuyuki, R. T., & Schindel, T. J. (2008). Changing pharmacy practice: the leadership challenge. <i>Canadian Pharmacists Journal/Revue Des 3Pharmaciens Du Canada</i> , 141(3), 174-180.<br><br>Svensson, C. K., Ascione, F. J., Bauman, J. L., Brueggemeier, R. W., Letendre, D. E., Roberts, J. C., & Speedie, M. K. (2012). Are we producing innovators and leaders or change resisters and followers?. <i>American Journal of Pharmaceutical Education</i> , 76(7). |
| 3           | Strategic analysis and decision-making             | Chapters 2, 3, 4, & 8 in Hindmarsh, et al. (2015).<br><br>Boyd, A. M., Clark, J. S., & Kent, S. S. (2017). Strategic thinking in pharmacy. <i>American Journal of Health-System Pharmacy</i> , 74(14), 1103-1108.  |
| 4           | Human resources & organizational behaviour         | Chapters 29-32 in Hindmarsh, et al. (2015).  |

|    |  |   |
|----|--|---|
|    |  | Tarasawatpipat, C., & Mekhum, W. (2020). The Role of Human Resource Practices on the Employee Engagement: The Mediating Role of Perceived Organizational Support. <i>Systematic Reviews in Pharmacy</i> , 11(1).  |
| 5  | Conflict management                      | Chapters 33 & 34 in Hindmarsh, et al. (2015).<br><br>Austin, Z., Gregory, P. A., & Martin, C. (2009). A conflict management scale for pharmacy. <i>American Journal of Pharmaceutical Education</i> , 73(7).<br><br>Haumschild, R. J., Hertig, J. B., & Weber, R. J. (2015). Managing conflict: a guide for the pharmacy manager. <i>Hospital Pharmacy</i> , 50(6), 543-549.                          |
| 6  | Change management                        | Chapters 35 & 36 in Hindmarsh, et al. (2015).<br><br>Alsharif, N. Z. (2019). The need for disruptive innovation in pharmacy. <i>American journal of pharmaceutical education</i> , 83(10).<br><br>Luetsch, K. (2017). Attitudes and attributes of pharmacists in relation to practice change—A scoping review and discussion. <i>Research in Social and Administrative Pharmacy</i> , 13(3), 440-455. |
| 7  | Values, attitudes, emotions, and culture | de Oliveira, D. R., & Shoemaker, S. J. (2006). Achieving patient centeredness in pharmacy practice: openness and the pharmacist's natural attitude. <i>Journal of the American Pharmacists Association</i> , 46(1), 56-66.  |
| 8  | Effective groups and teams               | Mirkov, S. (2018). Teamwork for innovation in pharmacy practice: from traditional to flexible teams. <i>Drugs &amp; Therapy Perspectives</i> , 34(6), 274-280.  |
| 9  | Motivation                               | Ward, A., Hall, J., Mutch, J., Cheung, L., Cor, M. K., & Charrois, T. L. (2019). What makes pharmacists successful? An investigation of personal characteristics. <i>Journal of the American Pharmacists Association</i> , 59(1), 23-29.<br><br>Rajan, D. (2015). Motivation and job satisfaction: a study of pharmacists in private hospitals. <i>Samvad</i> , 9, 87-100.                            |
| 10 | Managing and leading a diverse workforce | Rajan, D. (2015). Motivation and job satisfaction: a study of pharmacists in private hospitals. <i>Samvad</i> , 9, 87-100.  |
| 11 | Strategic communications                 | Chapters 42-45 in Hindmarsh, et al. (2015).<br><br>Jalal, Z., Cox, A., Goel, N., Vaitha, N., King, K., & Ward, J. (2018). Communications skills in the pharmacy profession: a cross sectional survey of UK registered pharmacists and pharmacy educators. <i>Pharmacy</i> , 6(4), 132.  |

|    |                  |   |
|----|------------------|---|
|    |                  | Kent, K., Goetzel, R. Z., Roemer, E. C., Prasad, A., & Freundlich, N. (2016). Promoting healthy workplaces by building cultures of health and applying strategic communications. <i>Journal of occupational and environmental medicine</i> , 58(2), 114-122.  |
| 12 | Social marketing | Opel, D. J., Diekema, D. S., Lee, N. R., & Marcuse, E. K. (2009). Social marketing as a strategy to increase immunization rates. <i>Archives of Pediatrics &amp; Adolescent Medicine</i> , 163(5), 432-437.<br><br>Morris, Z. S., & Clarkson, P. J. (2009). Does social marketing provide a framework for changing healthcare practice?. <i>Health Policy</i> , 91(2), 135-141. |

### Final Assessment Scheduling

The final assessment may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures: <https://students.usask.ca/academics/exams.php>

### Instructor Information

**INSTRUCTOR** Jason Perepelkin, PhD (he/him)  
**TELEPHONE** 306.966.6992  
**OFFICE** Room 3212, HSc E-wing  
**EMAIL** jason.perepelkin@usask.ca  
**OFFICE HOURS** By appointment

### Required Resources

#### Readings/Textbooks

Hindmarsh, Jaczko, Low, Perepelkin, Hall, Slavcev, and Winn (2015). *Pharmacy Management in Canada*. Brush Education Inc.

Textbooks are available from the University of Saskatchewan Bookstore:  
<http://www.usask.ca/bookstore/>

#### Other Required Materials

See class schedule.

**Grading Scheme**

|                                |      |
|--------------------------------|------|
| Personal SWOT                  | 15%  |
| Leader interview               | 20%  |
| Conflict management reflection | 20%  |
| Final assessment               | 45%  |
| Total                          | 100% |

**Evaluation Components**

Detailed descriptions will be provided on Canvas for all assessment methods in this course. Below are short descriptions for each assessment method.

**Assignment 1: Personal SWOT**

**Value:** 15% of final grade

**Due Date:** See Course Schedule

**Type:** You will be conducting a SWOT analysis of yourself.

**Description:** A personal SWOT analysis is a good way to identify your strengths and weaknesses and analyze your opportunities and threats. A SWOT analysis is commonly used to assess what organizations are doing and not doing, and what they should and should not do moving forward. This analysis tool can also be used on a personal level to spot opportunities you didn't know existed, and to identify potential issues that might have a negative effect on your career and life in general.

You are more likely to succeed in life when you use your talents to their fullest extent. You'll also suffer fewer problems if you know what your weaknesses are and manage them so that they don't matter in what you do. In conducting a SWOT you can uncover opportunities you would not have otherwise spotted. In understanding your weaknesses, you can manage and eliminate threats that might otherwise hurt your ability to move forward. Conducting a personal SWOT will make you more self-aware and allow you to separate yourself from your peers, and further develop your specialized talents and abilities that you need to start and advance your career, and help you achieve personal goals.

**Assignment 2: Leader interview**

**Value:** 20% of final grade

**Due Date:** See Course Schedule

**Type:** Brief (1-2 sentences) description of how the assignment relates to the course.

**Description:** For this assignment you will be interviewing someone you consider a leader (does not have to be pharmacy related) who is not in your family or a university student; some examples would be former teachers, coaches, bosses, work colleagues, community leaders, religious leaders, etc. Once you complete the interview you will video record your findings (must be at least 5 minutes long) and submit it on Canvas. A separate handout is provided on Canvas outlining the details and requirements for the assignment.

**Assignment 3: Conflict management reflection**

**Value:** 20% of final grade

**Due Date:** See Course Schedule

**Type:** Brief (1-2 sentences) description of how the assignment relates to the course.

**Description:** For this assignment you will be completing the Conflict Management Scale. Once you complete the Scale and complete your self-reflection, including answering questions provided, you will write up your reflection (no more than 3 pages... unless you have a good reason for it). The

assignment will be submitted electronically, directly on Canvas. A separate handout is provided on Canvas outlining the details and requirements for the assignment.

Self-awareness, that comes about through self-reflection, is vital to personally managing conflict. When there is a lot at stake, opinions differ, and emotions are high, being self-aware can make the difference between resolution and escalation. When you are self-aware you recognize issues that will get you and others worked up, and how you can best handle the situation. Low self-awareness may result in being driven by self-defeating personal biases, prejudices, beliefs, and assumptions, most of which are unspoken and often unconscious. Taking a mindful examination of why you behave in certain ways can help improve how you handle conflict.

“Low self-awareness often means that we underestimate the negative impact our words and actions have on others – and ultimately our careers. We ignore the gap between what we mean to say and what others actually hear” (University of Florida, n.d.).

This assignment is meant to give you the opportunity to become more self-aware by reflecting upon your conflict management style that you discovered in completing the Conflict Management Scale (Austin, Gregory, & Martin, 2010), as well as thinking about past experiences with conflict. While there are other tools to measure one’s conflict style, the Conflict Management Scale (CMS) was developed specifically for pharmacists and pharmacy students, and therefore should give you a better sense of how your conflict style may impact you, your career, and your remaining time in the College.

#### **Final Assessment**

**Value:** 45% of final grade

**Date:** TBD by USask Registrar

**Type:** Online submission.

**Description:** In an effort to help you see the connection between practice management and leadership, and your future career, reflective journaling is being used as a form of assessment. A reflective journal allows you to demonstrate evidence of your individual learning as well as your contributions to class discussions; it is an opportunity to take responsibility for, reflect on, and evaluate your level of engagement (in and out of ‘class’). The task is akin to the practice of writing your performance evaluation as a basis for a performance review meeting with your manager. Reflection is a form of personal response to experiences, situations, events and/or new information; it’s a processing phase where thinking and learning take place. There is neither a right nor a wrong way of reflective journaling, there are just questions to explore. Before you can begin to assess the words and ideas of others, you need to pause and identify and examine your own thoughts.

Doing this involves revisiting your prior experience and knowledge (or absence of it) of the topic you are exploring, in this case practice management and leadership and the profession of pharmacy. It also involves considering how and why you think the way you do. The examination of your experiences, beliefs, values, attitudes, and assumptions form the foundation of your understanding. Reflective thinking demands that you recognise that you bring valuable knowledge to every experience, even if you think you ‘know nothing’ about practice management and leadership. Therefore, it helps you recognise and clarify the important connections between what you already know and what you are learning. It is a way of helping you to become a more active, aware, and critical learner.

For this assignment there are two parts: the first will be a summary of your experience in completing your weekly reflective journal entries and your learning throughout the term, and the second is your reflective journal entries.

### **Submitting Assignments**

All assignments will be submitted directly on Canvas before 11:59 PM on the due date.

### **Late Assignments**

Late assignments will be considered on a case-by-case basis.

### **Criteria That Must Be Met to Pass**

No additional requirements beyond a final grade of 60%.

### **Attendance Expectations**

There is an expectation that students attend every class session. That being said, life happens and therefore if you cannot attend a class session please contact your instructor ahead of time to let them know of your upcoming absence.

### **Participation**

This is a graduate level course that will rely on contributions from students toward class discussions.

### **Student Feedback**

Students will be provided with the opportunity to provide formal, anonymous feedback at two points – the first being during the mid-point of the course, and the second being at the end of the course. However, in order to enhance your experience during the term you are encouraged to reach out to the instructor during the term either by contacting them directly or by providing feedback to the College secretary that will ensure your feedback is presented to the instructor anonymously.

### **Integrity Defined (from the Office of the University Secretary)**

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

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

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

### **Examinations with Access and Equity Services (AES)**

Students who have disabilities (learning, medical, physical, or mental health) are strongly

encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check [www.students.usask.ca/aes](http://www.students.usask.ca/aes), or contact AES at 306-966-7273 or [aes@usask.ca](mailto:aes@usask.ca).

Students registered with AES may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

## **Student Supports**

### **Student Learning Services**

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

### **Student and Enrolment Services Division**

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

### **Financial Support**

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

### **Aboriginal Students Centre**

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

### **International Student and Study Abroad Centre**

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit [students.usask.ca](http://students.usask.ca) for more information.

### **College Supports**

Please visit the College website for more information on supports available to you – <https://pharmacy-nutrition.usask.ca/students/graduate-programs/current-students.php>



**1. Approval by Department Head or Dean**

- 1.1 College or School with academic authority: COLLEGE OF PHARMACY AND NUTRITION
- 1.2 Department with academic authority: N/A (NON-DEPARTMENTALIZED COLLEGE)
- 1.3 Term from which the course is effective: 2024 TERM 2 (WINTER)

**2. Information required for the Catalogue**

- 2.1 Label & Number of course: PHAR 992
- 2.2 Academic credit units: 3
- 2.3 Course Long Title (maximum 100 characters): CAPSTONE PROJECT AND EVALUATION  
Course Short Title (maximum 30 characters): CAPSTONE
- 2.4 Total Hours:    Lecture 2       Seminar 3       Other 34
- 2.5 Weekly Hours:    Other 3
- 2.6 Term in which it will be offered:    T1       **T2**       T1 or T2       T1 and T2
- 2.7 Prerequisite:

If there is a prerequisite waiver, who is responsible for signing it?

D – Instructor/Dept Approval

H – Department Approval

**I – Instructor Approval**

- 2.8 Catalogue description (150 words or less):

THIS COURSE IS DESIGNED TO PROVIDE THE STUDENT EXPERIENCE IN CONDUCTING AND PRESENTING A RESEARCH PROJECT. UNDER THE SUPERVISION OF A FACULTY MEMBER, STUDENTS WILL UNDERTAKE A RESEARCH PROJECT, COMPLETE A WRITTEN RESEARCH MANUSCRIPT, AND COMMUNICATE THE RESULTS IN A FORMAL PRESENTATION.

- 2.9 Do you allow this course to be repeated for credit? NO

**3. Please list rationale for introducing this course:**

CAPSTONE IS A CORE COURSE IN THE MASTER'S OF CLINICAL PHARMACY PROGRAM. THIS IS THE ONLY OPPORTUNITY FOR OUR STUDENTS TO CARRY OUT A RESEARCH PROJECT AND GAIN EXPERIENCE IN KNOWLEDGE TRANSLATION THROUGH MANUSCRIPT DEVELOPMENT AND ORAL PRESENTATION OF THEIR OWN PROJECT.

**4. Please list the learning objectives for this course:**

1. CONDUCT A RESEARCH PROJECT UNDER THE SUPERVISION OF A FACULTY SUPERVISOR
2. WRITE A RESEARCH MANUSCRIPT WITH APPROPRIATE FORMATTING FOR A SPECIFIC JOURNAL.
3. PERFORM AN ORAL PRESENTATION OF THE RESEARCH PROJECT WITH A CLEAR PERSPECTIVE ABOUT IMPLICATIONS, LIMITATIONS, AND FUTURE DIRECTIONS.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course?  
If so, were these departments consulted? (Include correspondence)  
Were any other departments asked to review or comment on the proposal?

NO OTHER DEPARTMENTS WILL BE AFFECTED BY THIS COURSE. IT IS ONLY OPEN TO STUDENTS ENROLLED IN OUR MASTER'S OF CLINICAL PHARMACY PROGRAM.

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted?

NO

6.2 Courses for which this course will be a prerequisite?

None

6.3 Is this course to be required by your majors, or by majors in another program?

IT IS REQUIRED ONLY BY STUDENTS ENROLLED IN OUR MASTER'S OF CLINICAL PHARMACY PROGRAM

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

SYLLABUS IS ATTACHED

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?

4 – ONLY STUDENTS IN OUR PROGRAM

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

- 10-50
- 50-90
- 90-130
- 130+

NONE- SINCE THE PURPOSE OF THE COURSE IS TO GUIDE EACH STUDENT THROUGH PERFORMING A RESEARCH PROJECT, MOST OF THE INTERACTIONS WILL BE ONE-TO-ONE MEETINGS WITH THE STUDENT AND SUPERVISOR. THUS, MEETINGS CAN TAKE PLACE IN OFFICES AND SMALL MEETING ROOMS AT THE DISCRETION OF THE SUPERVISOR AND STUDENT(S).

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

N – NUMERIC/PERCENTAGE (*GRADE OPTIONS FOR INSTRUCTOR: GRADE OF 0% TO 100%, IP IN PROGRESS*)

9.2 Is the course exempt from the final examination?

YES

10. **Required text**

Include a bibliography for the course.

THIS COURSE DOES NOT HAVE A REQUIRED TEXTBOOK BECAUSE STUDENTS WILL BE RESPONSIBLE FOR CARRYING OUT THE LITERATURE REVIEW TO JUSTIFY THEIR INDIVIDUAL PROJECT OBJECTIVES

11. **Resources**

11.1 Proposed instructor:

DR. KATELYN HALPAPE  
ASSISTANT PROFESSOR  
COLLEGE OF PHARMACY AND NUTRITION

11.2 How does the department plan to handle the additional teaching or administrative workload?

KATELYN WILL SHIFT HER GRADUATE SUPERVISORY ACTIVITIES TO THESE NON-THESIS MASTER'S STUDENTS. THUS, SHE WILL NOT BE SUPERVISING ANY THESIS-BASED MASTER'S STUDENTS. THE COLLEGE HAS CONSULTED WITH KATELYN ON NUMEROUS OCCASIONS AND SHE IS VERY COMFORTABLE WITH HER NEW ROLE IN THIS COURSE AND THE MASTER'S OF CLINICAL PHARMACY PROGRAM.

11.3 Are sufficient library or other research resources available for this course?

YES - PROJECTS WILL NEED TO BE LOW-RISK AND SUITABLE FOR A RELATIVELY FAST COMPLETION TIME.

11.4 Are any additional resources required (library, audio-visual, technology, etc.)?

NO

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category)

TUITION CATEGORY --- PROGRAM TUITION??

- PER TERM TUITION.. TC31

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"  
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

NO

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## **Detailed Course Information**

### **1. Schedule Types**

Please choose the Schedule Types that can be used for sections that fall under this course:

| <b>Code</b> | <b>Description</b>           | <b>Code</b> | <b>Description</b>                 |
|-------------|------------------------------|-------------|------------------------------------|
| CL          | Clinical                     | PRB         | Problem Session                    |
| COO         | Coop Class                   | RDG         | Reading Class                      |
| FLD         | Field Trip                   | <b>RES</b>  | <b>Research</b>                    |
| ICR         | Internet Chat Relay          | ROS         | Roster (Dent Only)                 |
| IHP         | Internet Help                | SEM         | Seminar                            |
| IN1         | Internship - Education       | SSI         | Supervised Self Instruction        |
| IN2         | Internship - CMPT & EPIP     | STU         | Studio                             |
| IN3         | Internship - General         | SUP         | Teacher Supervision                |
| LAB         | Laboratory                   | TUT         | Tutorial                           |
| LC          | Lecture/Clinical (Dent Only) | WEB         | Web Based Class                    |
| LEC         | Lecture                      | XCH         | Exchange Program                   |
| LL          | Lecture/Laboratory           | XGN         | Ghost Schedule Type Not Applicable |
| MM          | Multimode                    | XHS         | High School Class                  |
| PCL         | Pre-Clinical (Dent Only)     | XNA         | Schedule Type Not Applicable       |
| PRA         | Practicum                    | XNC         | No Academic Credit                 |

### **2. Course Attributes** **N/A**

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement  
ILRQ – Indigenous Learning Requirement  
QRRQ – Quantitative Reasoning Requirement

**3. Registration Information (Note: multi-term courses cannot be automated as corequisites)**

3.1 Permission Required:

YES

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

ONLY OPEN TO STUDENTS IN THE MASTER'S OF CLINICAL PHARMACY PROGRAM (PROPOSED DEGREE) WHO HAVE COMPLETED AT LEAST ONE YEAR.

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

- PHAR 855.3 Advanced Pharmacotherapy 2 - Mental Health
- PHAR 848.3 Pharmacokinetics/pharmacodynamics
- PUBH 805.3 Biostatistics for Public Health
- PHAR 870.3 Research Methods in Pharmacy Practice

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

NONE

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

NONE

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

NONE

**4. List Equivalent Course(s) here:**

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

NONE

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

NONE

**6. Additional Notes:**

Updated 2022

### COURSE SYLLABUS

|                        |  |                  |            |
|------------------------|--|------------------|------------|
| <b>COURSE TITLE:</b>   | <b>Capstone Project and Evaluation</b> |                  |            |
| <b>COURSE CODE:</b>    | PHAR 992                               | <b>TERM:</b>     | 2 (Winter) |
| <b>COURSE CREDITS:</b> | 3                                      | <b>DELIVERY:</b> | Hybrid     |
| <b>START DATE</b>      |  |                  |            |
| <b>CLASS LOCATION:</b> | TBA                                    |                  |            |
| <b>CLASS TIME:</b>     | MWF – 4:30 TO 5:20pm                   |                  |            |

### Course Description

**This course is designed to provide the student experience in conducting and presenting a research project. Under the supervision of a faculty member, students will undertake a research project, complete a written research manuscript, and communicate the results in a formal presentation.**

### Prerequisites

- PHAR 855.3 Advanced Pharmacotherapy 2 - Mental Health
- PHAR 848.3 Pharmacokinetics/pharmacodynamics
- PUBH 805.3 Biostatistics for Public Health
- PHAR 870.3 Research Methods in Pharmacy Practice

### Learning Outcomes

**By the completion of this course, students will be expected to:**

- 1. Conduct a research project under the supervision of a faculty supervisor**
- 2. Write a research manuscript with appropriate formatting for a specific journal.**
- 3. Perform an oral presentation of the research project with a clear perspective about implications, limitations, and future directions.**

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

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

## **University of Saskatchewan Grading System (for graduate courses)**

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate and Postdoctoral Studies:

### **90-100 Exceptional**

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

### **80-89 Very Good to Excellent**

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

### **70-79 Satisfactory to Good**

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

### **60-69 Poor**

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

**<60 Failure**

An unacceptable performance.

**Program Requirements**

- Percentage scores of at least 70% are required for a minimal pass performance in undergraduate courses taken by graduate students;
- Percentage scores of at least 70% are required for a minimal pass performance for each course which is included in a Ph.D. program;
- Percentage scores of at least 70% are required for a minimal pass performance in all courses used toward JSJS Public Policy and Public Administration programs and all core courses for Master of Public Health students, whether included in a Ph.D. program or a Master's program;
- For all other graduate courses, percentage scores of at least 60-69% are required for a minimal pass performance for each course which is included in a Master's program, provided that the student's Cumulative Weighted Average is at least 70%;
- Graduate courses for which students receive grades of 60-69% are minimally acceptable in a Postgraduate Diploma program, provided that the Cumulative Weighted Average is at least 65%;
- Students should seek information on other program requirements in the Course & Program Catalogue and in academic unit publications.

**Course Overview****Class Schedule**

| <b>Week</b> | <b>Module</b>  |
|-------------|--|
| 1           | Course introduction<br>Establish deadline for permission to write document<br>Determine target journal for submission and identify formatting requirements |
| 2 - 6       | Finalize data collection and analysis – meet with supervisor at least once per week  |
| 7           | <b>FEBRUARY 15 IS LAST day</b> to submit permission to write document  |
| 8-9         | Finalize discussion section for manuscript   |
| 10-12       | Revise permission to write document based on supervisor feedback   |
|             |  |

|    |  |
|----|--|
| 13 | <b>SUBMIT FINAL MANUSCRIPT TO SUPERVISOR (deadline is last day of classes)</b> |
|    | FINAL EXAM<br><br><b>FINAL RESEARCH PRESENTATION</b>                           |

## Midterm and Final Examination Scheduling

Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures: <https://students.usask.ca/academics/exams.php>

## Instructor Information

### Contact Information

**Katelyn Halpape**  
**E3124 Health Sciences Building**  
**Phone: 306-966-2814**  
**Email: Katelyn.halpape@usask.ca**

**Additional faculty supervisors TBA**

### Office Hours

**TBA**

## Required Resources

**Students will be expected to identify relevant peer-reviewed literature via searches in databases such as PubMed/Medline, accessible through the University of Saskatchewan Library. A wealth of textbooks and other tertiary resources are available through the library also.**

**Data analysis software may be required for specific research projects (e.g., SPSS, Revman, or NVIVO). Access and orientation to necessary programs will be provided by the supervisor or designated faculty member.**

## Grading Scheme

|   |     |
|---|-----|
| Permission to write document (initial submission) | 15% |
| Discussion section (initial draft)                | 5%  |

|   |      |
|---|------|
| Final written manuscript (see attached rubric)    | 35%  |
| Final Research Presentation (see attached rubric) | 30%  |
| Student engagement/<br>participation              | 15%  |
| Total   | 100% |

## Evaluation Components

### Deadline #1: Permission to Write Document

**Value:** 15% of final grade

**Due Date:** See Course Schedule

**Type:**

The Permission to Write document contains output from all research objectives (i.e., results) and is structured into a document containing background and methods in addition to results. This document is used to assess whether the student requires any further data analysis prior to beginning the discussion section of their research manuscript.

**Description:**

Although the structure/organization of the permission to write document can vary, it is strongly recommended that the student follows the formatting requirements of their target journal to reduce the amount of editing required at the end of the course. At minimum, the permission to write document must include the background, objectives, methods, and results in a clear and organized fashion. The student is encouraged to seek feedback from the supervisor and/or other research team members prior to submitting this document. Please note, the student may be required to revise and resubmit the permission to write document if it is deemed insufficient. Additional course requirements cannot be achieved unless the permission to write document has been approved.

### Deadline #2: Discussion section

**Value:** 5% of final grade

**Due Date:** See Course Schedule

**Type:**

Following approval of the permission to write document, students will develop and submit a discussion section pertaining to their research findings.

**Description:**

The discussion section should contain a summary of the major findings, an assessment of these findings in relation to previous research, limitations, and directions for future research.

### Deadline #3: Final written manuscript

**Value:** 35% of final grade

**Due Date:** See Course Schedule

**Type:**

The final written manuscript must be submitted prior to the last day of classes for the given term. It must be formatted according to the requirements of a peer-reviewed journal previously identified and approved by the supervisor. It must also include a cover letter and any other documents (i.e., such as conflict of interest forms) as required by the journal. It is not necessary to

publish or submit the article in order to pass the course; however, the article must be of potentially publishable quality to meet the standard.

**Description:**

The final written manuscript is the final product of the research endeavor whereby the student has received formative and summative feedback on the project and has revised the document accordingly.

**Final Research Presentation**

**Value:** 30% of final grade

**Date:** Will be scheduled during final examination period

**Length:** 30 minute presentation followed by 15 minute question period

**Description:** Students will present a formal research talk on their research project. The question period will be attended by faculty and students.

**Participation and interaction with supervisor/research team**

**Value:** 15% of final grade

**Due Date:** N/A

**Type:** The participation mark will be determined by the supervisor and any relevant team member who was involved in the conduct of the research project.

**Description:** The final participation mark will be determined by an evaluation of the student in three general areas: organization/timeliness, initiative/independence, and insight/creativity. It will be based on meetings with the supervisor and research team, punctuality, and engagement in the direction of the research project.

**Submitting Assignments**

All assignments are to be emailed to the supervisor (+/- any research team members identified at the beginning of the project)

**Late Assignments**

Late assignments will be assessed a penalty of 5% per week unless a new deadline had been previously negotiated by the student and supervisor.

**Criteria That Must Be Met to Pass**

In order to pass the course, the student must satisfy the following criteria:

- Achieve a final grade of at least 60%
- Receive a “pass” on both the Permission to Write document AND the Final Research Presentation (see attached rubric for assessment procedure)

**Attendance Expectations**

- Students are expected to meet with their supervisor at least once per week.

## **Integrity Defined (from the Office of the University Secretary)**

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1. Approval by Department Head or Dean

1.1 College or School with academic authority:

COLLEGE OF PHARMACY AND NUTRITION

1.2 Department with academic authority:

N/A

1.3 Term from which the course is effective:

2024/2025 WINTER

2. Information required for the Catalogue

2.1 Label & Number of course:

PHAR 901

2.2 Academic credit units:

5

2.3 Course Long Title (maximum 100 characters):

GENERAL MEDICINE FOUNDATIONS PRACTICUM

Course Short Title (maximum 30 characters):

GENERAL MEDICINE FOUNDATIONS

2.4 Total Hours: Lecture Seminar Lab Tutorial Other 240 hours

2.5 Weekly Hours: Lecture Seminar Lab Tutorial Other 40 hours

2.6 Term in which it will be offered: T1 T2 T1 or T2 OR SPRING/SUMMER T1 and T2

2.7 Prerequisite:

PHAR 857 – Advanced Pharmacotherapy 1 – Foundations

PHAR 855 – Advanced Pharmacotherapy 2 (mental health or other specialty)

**PHAR 848 – Pharmacokinetics/Pharmacodynamics**  
**PUBH 805 – Biostatistics**  
**PHAR 870 – Research Methods in Pharmacy Practice**

If there is a prerequisite waiver, who is responsible for signing it?

**D – Instructor/Dept Approval**

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

STUDENTS WILL COMPLETE A 6-WEEK (240 HOUR) ADVANCED CLINICAL PRACTICUM IN AN ACUTE CARE (HOSPITAL) SETTING. THIS INTRODUCTORY PRACTICUM CAN OCCUR AFTER COMPLETION OF THE REQUIRED PREREQUISITE COURSES. STUDENTS WILL APPLY SKILLS LEARNED IN PREVIOUS COURSEWORK FOR CONTRIBUTING MEANINGFULLY, PRODUCTIVELY, AND SAFELY TO DIRECT PATIENT CARE. STUDENTS WILL BE EXPOSED TO A VARIETY OF PATIENT CONDITIONS IN ORDER TO EXPERIENCE A GENERAL MEDICINE EXPERIENCE THAT COMPLIMENTS THEIR SKILL DEVELOPMENT REGARDLESS OF THEIR AREA OF FOCUS.

2.9 Do you allow this course to be repeated for credit?

NO

3. **Please list rationale for introducing this course:**

THIS COURSE IS REQUIRED BY STUDENTS ENROLLED IN OUR NEW CLINICAL (I.E., NON-THESIS) MASTER’S DEGREE PROGRAM. THIS EXPERIENTIAL LEARNING COURSE WILL PROVIDE STUDENTS A CHANCE TO LEARN AND APPLY THEIR KNOWLEDGE AND SKILLS IN A REAL-WORLD HEALTH CARE FACILITY. THE DEGREE/PROGRAM COULD NOT EXIST WITHOUT GENUINE EXPERIENCES IN HEALTH CARE PROVISION UNDER AN EXPERIENCED CLINICAL PRECEPTOR.

4. **Please list the learning objectives for this course:**

|    |   |
|----|---|
| 1. | Demonstrates application of fundamental knowledge and skills expected of a practicing pharmacist without sub-specialization   |
| 2. | Uses a combination of knowledge, critical thinking, and problem-solving skills to make and justify decisions or recommendations   |
| 3. | Applies a clearly evident process for the purpose of assessing and managing a specific patient situation <ul style="list-style-type: none"> <li>• Gathers appropriate and necessary information</li> <li>• Identifies and prioritizes drug therapy problems</li> <li>• Establishes appropriate and achievable goals of therapy for a given drug therapy problem</li> <li>• Identifies and evaluates relevant, alternative strategies/treatments that can achieve desired goals of therapy</li> <li>• Selects and comprehensively defends a specific and individualized treatment</li> </ul> |

|     |   |
|-----|---|
|     | <p>strategy for each drug therapy problem</p> <ul style="list-style-type: none"> <li>Facilitates the implementation of a treatment strategy and assesses progress in achieving goals with careful attention to patient safety, satisfaction, and responsiveness to and individual's preferences and values</li> </ul> |
| 4.  | Establishes and maintains respectful relationships with patients, colleagues, and supervisors   |
| 5.  | Demonstrates excellent communication in a clinical setting  |
| 6.  | Demonstrates effective written communication for clinical care situations (e.g., chart documentation, written communication to health care team)  |
| 7.  | Values the involvement of other individuals involved in the health care process (e.g., health care providers, family members, social workers, etc) with a priority on the needs and preferences of each individual patient.   |
| 8.  | Demonstrates responsibility and commitment to learning through the demonstration of, but not limited to, self-assessment, self-directed learning, receptiveness to feedback, and adaptability   |
| 9.  | Demonstrates the attitudes, qualities, ethical principles, commitment, and characteristics of a professional as expected by patients, other pharmacists, regulatory bodies, and other health care professionals.  |
| 10. | Practices within ethical, legal, and professional requirements as stipulated in federal and provincial legislation bylaws, policies, and practice standards.  |

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course?  
 If so, were these departments consulted? (Include correspondence)  
 Were any other departments asked to review or comment on the proposal?

NO OTHER PROGRAMS WILL BE AFFECTED. THIS COURSE IS SPECIFIC TO PHARMACY.

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted?

NO COURSES WILL BE AFFECTED. THIS IS AN EXPERIENTIAL LEARNING OPPORTUNITY NOT AVAILABLE CURRENTLY AT THE U OF S.

6.2 Courses for which this course will be a prerequisite?

NONE

6.3 Is this course to be required by your majors, or by majors in another program?

NO

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

COURSE SYLLABUS IS ATTACHED

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?

2 – THIS COURSE IS RESTRICTED TO STUDENTS ENROLLED IN THE MASTER'S OF CLINICAL PHARMACY PROGRAM IN THE COLLEGE OF PHARMACY AND NUTRITION

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

10-50

50-90

90-130

130+

**N/A – THIS COURSE WILL TAKE PLACE IN A HEALTH CARE FACILITY**

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*

N – Numeric/Percentage

*(Grade options for instructor: grade of 0% to 100%, IP in Progress)*

**P – Pass/Fail**

**(Grade options for instructor: Pass, Fail, In Progress)**

S – Special

*(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:*

9.2 Is the course exempt from the final examination?

YES

10. **Required text**

Include a bibliography for the course.

N/A

11. **Resources**

11.1 Proposed instructor:

THE COURSE INSTRUCTOR IS KATELYN HALPAPE (PROGRAM DIRECTOR). HOWEVER, OTHER PRECEPTORS MAY BE ASSIGNED DEPENDING ON THE FACILITY.

11.2 How does the department plan to handle the additional teaching or administrative workload?

THE PROGRAM WILL ASSIGN ADMINISTRATIVE SUPPORT THROUGH THE RESEARCH AND GRADUATE AFFAIRS OFFICE TO ASSIST IN ALL THE LOGISTIC/ADMINISTRATIVE ACTIVITIES RELATING TO EXPERIENTIAL LEARNING FOR STUDENTS IN OUR PROGRAM.

11.3 Are sufficient library or other research resources available for this course?

YES

11.4 Are any additional resources required (library, audio-visual, technology, etc.)?

NO

## 12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category)

PER TERM TUITION – CODE: TC31

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form”  
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

NO

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## Detailed Course Information

### 1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

| Code       | Description                  | Code | Description                        |
|------------|------------------------------|------|------------------------------------|
| <b>CL</b>  | <b>Clinical</b>              | PRB  | Problem Session                    |
| COO        | Coop Class                   | RDG  | Reading Class                      |
| FLD        | Field Trip                   | RES  | Research                           |
| ICR        | Internet Chat Relay          | ROS  | Roster (Dent Only)                 |
| IHP        | Internet Help                | SEM  | Seminar                            |
| IN1        | Internship - Education       | SSI  | Supervised Self Instruction        |
| IN2        | Internship - CMPT & EPIP     | STU  | Studio                             |
| IN3        | Internship - General         | SUP  | Teacher Supervision                |
| LAB        | Laboratory                   | TUT  | Tutorial                           |
| LC         | Lecture/Clinical (Dent Only) | WEB  | Web Based Class                    |
| LEC        | Lecture                      | XCH  | Exchange Program                   |
| LL         | Lecture/Laboratory           | XGN  | Ghost Schedule Type Not Applicable |
| MM         | Multimode                    | XHS  | High School Class                  |
| PCL        | Pre-Clinical (Dent Only)     | XNA  | Schedule Type Not Applicable       |
| <b>PRA</b> | <b>Practicum</b>             | XNC  | No Academic Credit                 |

## 2. Course Attributes **N/A**

Please highlight the attributes that should be attached to the course (they will apply to all sections):

### 2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

### 2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

## 3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

### 3.1 Permission Required:

YES

### 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

ONLY OPEN TO STUDENTS IN THE MASTER’S OF CLINICAL PHARMACY PROGRAM

### 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

- PHAR 857 – Advanced Pharmacotherapy 1 – Foundations
- PHAR 855– Advanced Pharmacotherapy 2 (mental health or other specialty)
- PHAR 848 – Pharmacokinetics/Pharmacodynamics
- PUBH 805 – Biostatistics
- PHAR 870 – Research Methods in Pharmacy Practice

### 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

NONE

### 3.5 Corequisite(s): course(s) that must be taken at the same time as this course

NONE

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

N/A

**4. List Equivalent Course(s) here:**

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

NONE

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

N/A

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

NONE

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**

### COURSE SYLLABUS

|                        |   |                  |           |
|------------------------|---|------------------|-----------|
| <b>COURSE TITLE:</b>   | General Medicine Foundations Practicum                    |                  |           |
| <b>COURSE CODE:</b>    | PHAR 901  | <b>TERM:</b>     | TBA       |
| <b>COURSE CREDITS:</b> | 5   | <b>DELIVERY:</b> | In person |
| <b>LOCATION:</b>       | A Saskatchewan tertiary care hospital                     |                  |           |
| <b>TIME:</b>           | Monday to Friday 8:00AM to 4:30PM unless otherwise stated |                  |           |

### Course Description

Students will complete a 6-week (240 hour) advanced clinical practicum in an acute care (hospital) setting. This introductory practicum can occur after completion of the required prerequisite courses. Students will apply skills learned in previous coursework for contributing meaningfully, productively, and safely to direct patient care. Students will be exposed to a variety of patient conditions in order to experience a general medicine experience that compliments their specialty practicum experiences in their other required practicums.

### **Prerequisites**

PHAR 857 – Advanced Pharmacotherapy 1 – Foundations  
 PHAR 855 – Advanced Pharmacotherapy 2 (mental health or other specialty)  
 PHAR 848 – Pharmacokinetics/Pharmacodynamics  
 PUBH 805 – Biostatistics  
 PHAR 870 – Research Methods in Pharmacy Practice

### Learning Outcomes

By the completion of this course, students will be expected to:

1.

|    |  |
|----|--|
| 1. | Demonstrates application of fundamental knowledge and skills expected of a practicing pharmacist without sub-specialization  |
| 2. | Uses a combination of knowledge, critical thinking, and problem-solving skills to make and justify decisions or recommendations  |
| 3. | Applies a clearly evident process for the purpose of assessing and managing a specific patient situation <ul style="list-style-type: none"> <li>• Gathers appropriate and necessary information</li> <li>• Identifies and prioritizes drug therapy problems</li> </ul> |

|     |   |
|-----|---|
|     | <ul style="list-style-type: none"> <li>• Establishes appropriate and achievable goals of therapy for a given drug therapy problem</li> <li>• Identifies and evaluates relevant, alternative strategies/treatments that can achieve desired goals of therapy</li> <li>• Selects and comprehensively defends a specific and individualized treatment strategy for each drug therapy problem</li> <li>• Facilitates the implementation of a treatment strategy and assesses progress in achieving goals with careful attention to patient safety, satisfaction, and responsiveness to and individual's preferences and values</li> </ul> |
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Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students. More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php> The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: [http://www.usask.ca/university\\_secretary/LearningCharter.pdf](http://www.usask.ca/university_secretary/LearningCharter.pdf)

## **University of Saskatchewan Grading System (for graduate courses)**

<https://programs.usask.ca/grad-studies/policies.php#GradingSystem>

### **Course Overview**

### **Class Schedule**

Students will be provided with a schedule at the beginning of the practicum. Students will spend 40 hours per week at their assigned site for 6 consecutive weeks. If you are unable to attend your rotation at any point to make alternate arrangements.

In general, students are expected at the site in-person from Monday to Friday from 8:00am to 4:30pm. However, please contact the supervisor at least TWO WEEKS prior to the first day to confirm the schedule as modifications are possible.

### **Assessment**

There is no final exam for this course. Students will be evaluated on their performance by the preceptor. Students must seek feedback from their preceptor regarding their performance and participate in any debrief sessions.

Marks will not be formally assigned, but instead a Pass/Fail system will be utilized. The final course grade will be listed at the Registrar's Office as incomplete until all the requirements are met. An IP (in progress) is assigned if the requirements are not met within 30 days of the end of the practicum. Failure to complete course requirements will result in failure of the course.

### **Instructor Information**

#### **Contact Information**

**Katelyn Halpape**  
**E3124 Health Sciences Building**  
**Phone: 306-966-2814**  
**Email: [Katelyn.halpape@usask.ca](mailto:Katelyn.halpape@usask.ca)**

**David Blackburn**  
**A20.20 Health Science Building**  
**Phone: 306-966-2081**  
**Email: [d.blackburn@usask.ca](mailto:d.blackburn@usask.ca)**

### **Required Resources**

Assigned by preceptor at time of practicum

## **Grading Scheme**

|                     |     |
|---------------------|-----|
| Midpoint Evaluation | P/F |
| Final Evaluation    | P/F |
| Total               | P/F |

## **Evaluation Components**

### **Assignment 1: Midpoint Evaluation**

**Value:** pass/fail

**Due Date:** ~ 3 weeks into rotation

**Type:** Clinical Evaluation

**Description:** The student and preceptor(s) will meet at the midpoint of the evaluation to discuss progress towards meeting the required competencies.

### **Assignment 2: Final Evaluation**

**Value:** pass/fail

**Due Date:** At conclusion of rotation

**Type:** Clinical Evaluation

**Description:** The student and preceptor(s) will meet at the end of the practicum to review the evaluation pertaining to achievement of the required competencies.

## **Criteria That Must Be Met to Pass**

Minimum = Meeting COMPETENT level of performance on all aspects of the evaluation form by the END of the practicum.

## **Attendance Expectations**

Students are required to attend all scheduled rotation activities.

## **Student Feedback**

Formal feedback will be provided at mid point and final evaluations. Informal, real-time feedback will be provided throughout the rotation on an ongoing basis. Students are encouraged to ask instructors for feedback on specific aspects, as desired.

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1. Approval by Department Head or Dean

1.1 College or School with academic authority:

COLLEGE OF PHARMACY AND NUTRITION

1.2 Department with academic authority:

N/A

1.3 Term from which the course is effective:

2024/2025 WINTER

2. Information required for the Catalogue

2.1 Label & Number of course:

PHAR 902

2.2 Academic credit units:

5

2.3 Course Long Title (maximum 100 characters):

GENERAL PSYCHIATRY FOUNDATIONS PRACTICUM

Course Short Title (maximum 30 characters):

GENERAL PSYCHIATRY

2.4 Total Hours: Lecture Seminar Lab Tutorial Other 240 hours

2.5 Weekly Hours: Lecture Seminar Lab Tutorial Other 40 hours

2.6 Term in which it will be offered: T1 T2 T1 or T2 OR SPRING/SUMMER T1 and T2

2.7 Prerequisite:

PHAR 857 – Advanced Pharmacotherapy 1 – Foundations

PHAR 855 – Advanced Pharmacotherapy 2 (mental health or other specialty)

**PHAR 848 – Pharmacokinetics/Pharmacodynamics**  
**PUBH 805 – Biostatistics**  
**PHAR 870 – Research Methods in Pharmacy Practice**

If there is a prerequisite waiver, who is responsible for signing it?

**D – Instructor/Dept Approval**

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

STUDENTS WILL COMPLETE A 6-WEEK (240 HOUR) ADVANCED CLINICAL PRACTICUM IN A PSYCHIATRIC ACUTE CARE (HOSPITAL) SETTING. THIS INTRODUCTORY PRACTICUM CAN OCCUR AFTER COMPLETION OF THE REQUIRED PREREQUISITE COURSES IN THE MASTER'S OF CLINICAL PHARMACY PROGRAM. STUDENTS WILL APPLY SKILLS LEARNED IN PREVIOUS COURSEWORK FOR CONTRIBUTING MEANINGFULLY, PRODUCTIVELY, AND SAFELY TO DIRECT PATIENT CARE. STUDENTS WILL BE EXPOSED TO A VARIETY OF PATIENT CONDITIONS IN ORDER TO EXPERIENCE A GENERAL PSYCHIATRY EXPERIENCE THAT WILL SERVE TO BUILD THEIR EXPERTISE FOR APPLICATION TO OTHER PSYCHIATRIC PRACTICES IN CANADA.

2.9 Do you allow this course to be repeated for credit?

NO

3. **Please list rationale for introducing this course:**

THIS COURSE IS REQUIRED BY STUDENTS ENROLLED IN OUR NEW CLINICAL (I.E., NON-THESIS) MASTER'S DEGREE PROGRAM. THIS EXPERIENTIAL LEARNING COURSE WILL PROVIDE STUDENTS A CHANCE TO LEARN AND APPLY THEIR KNOWLEDGE AND SKILLS IN A REAL-WORLD HEALTH CARE FACILITY. THE DEGREE/PROGRAM COULD NOT EXIST WITHOUT GENUINE EXPERIENCES IN HEALTH CARE PROVISION UNDER AN EXPERIENCED CLINICAL PRECEPTOR.

4. **Please list the learning objectives for this course:**

|    |   |
|----|---|
| 1. | Demonstrates application of fundamental knowledge and skills expected of a practicing pharmacist without sub-specialization   |
| 2. | Uses a combination of knowledge, critical thinking, and problem-solving skills to make and justify decisions or recommendations   |
| 3. | Applies a clearly evident process for the purpose of assessing and managing a specific patient situation <ul style="list-style-type: none"> <li>• Gathers appropriate and necessary information</li> <li>• Identifies and prioritizes drug therapy problems</li> <li>• Establishes appropriate and achievable goals of therapy for a given drug therapy problem</li> <li>• Identifies and evaluates relevant, alternative strategies/treatments that can achieve desired goals of therapy</li> <li>• Selects and comprehensively defends a specific and individualized treatment</li> </ul> |

|     |   |
|-----|---|
|     | <p>strategy for each drug therapy problem</p> <ul style="list-style-type: none"> <li>Facilitates the implementation of a treatment strategy and assesses progress in achieving goals with careful attention to patient safety, satisfaction, and responsiveness to and individual's preferences and values</li> </ul> |
| 4.  | Establishes and maintains respectful relationships with patients, colleagues, and supervisors   |
| 5.  | Demonstrates excellent communication in a clinical setting  |
| 6.  | Demonstrates effective written communication for clinical care situations (e.g., chart documentation, written communication to health care team)  |
| 7.  | Values the involvement of other individuals involved in the health care process (e.g., health care providers, family members, social workers, etc) with a priority on the needs and preferences of each individual patient.   |
| 8.  | Demonstrates responsibility and commitment to learning through the demonstration of, but not limited to, self-assessment, self-directed learning, receptiveness to feedback, and adaptability   |
| 9.  | Demonstrates the attitudes, qualities, ethical principles, commitment, and characteristics of a professional as expected by patients, other pharmacists, regulatory bodies, and other health care professionals.  |
| 10. | Practices within ethical, legal, and professional requirements as stipulated in federal and provincial legislation bylaws, policies, and practice standards.  |

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course?  
 If so, were these departments consulted? (Include correspondence)  
 Were any other departments asked to review or comment on the proposal?

NO OTHER PROGRAMS WILL BE AFFECTED. THIS COURSE IS SPECIFIC TO PHARMACY.

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted?

NO COURSES WILL BE AFFECTED. THIS IS AN EXPERIENTIAL LEARNING OPPORTUNITY NOT AVAILABLE CURRENTLY AT THE U OF S.

6.2 Courses for which this course will be a prerequisite?

NONE

6.3 Is this course to be required by your majors, or by majors in another program?

NO

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

COURSE SYLLABUS IS ATTACHED

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?

2 – THIS COURSE IS RESTRICTED TO STUDENTS ENROLLED IN THE MASTER'S OF CLINICAL PHARMACY PROGRAM IN THE COLLEGE OF PHARMACY AND NUTRITION

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

- 10-50
- 50-90
- 90-130
- 130+

**N/A – THIS COURSE WILL TAKE PLACE IN A HEALTH CARE FACILITY**

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*

N – Numeric/Percentage

*(Grade options for instructor: grade of 0% to 100%, IP in Progress)*

**P – Pass/Fail**

**(Grade options for instructor: Pass, Fail, In Progress)**

S – Special

*(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:*

9.2 Is the course exempt from the final examination?

YES

10. **Required text**

Include a bibliography for the course.

N/A

11. **Resources**

11.1 Proposed instructor:

THE COURSE INSTRUCTOR IS KATELYN HALPAPE (PROGRAM DIRECTOR). HOWEVER, OTHER PRECEPTORS MAY BE ASSIGNED DEPENDING ON THE FACILITY.

11.2 How does the department plan to handle the additional teaching or administrative workload?

THE PROGRAM WILL ASSIGN ADMINISTRATIVE SUPPORT TO DR. HALPAPE THROUGH THE RESEARCH AND GRADUATE AFFAIRS OFFICE TO ASSIST IN ALL THE LOGISTIC/ADMINISTRATIVE ACTIVITIES RELATING TO EXPERIENTIAL LEARNING FOR STUDENTS IN OUR PROGRAM.

11.3 Are sufficient library or other research resources available for this course?

YES

11.4 Are any additional resources required (library, audio-visual, technology, etc.)?

NO

## 12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category)

PER TERM TUITION – CODE: TC31

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form”

<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

NO

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## Detailed Course Information

### 1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

| Code       | Description                  | Code | Description                        |
|------------|------------------------------|------|------------------------------------|
| <b>CL</b>  | <b>Clinical</b>              | PRB  | Problem Session                    |
| COO        | Coop Class                   | RDG  | Reading Class                      |
| FLD        | Field Trip                   | RES  | Research                           |
| ICR        | Internet Chat Relay          | ROS  | Roster (Dent Only)                 |
| IHP        | Internet Help                | SEM  | Seminar                            |
| IN1        | Internship - Education       | SSI  | Supervised Self Instruction        |
| IN2        | Internship - CMPT & EPIP     | STU  | Studio                             |
| IN3        | Internship - General         | SUP  | Teacher Supervision                |
| LAB        | Laboratory                   | TUT  | Tutorial                           |
| LC         | Lecture/Clinical (Dent Only) | WEB  | Web Based Class                    |
| LEC        | Lecture                      | XCH  | Exchange Program                   |
| LL         | Lecture/Laboratory           | XGN  | Ghost Schedule Type Not Applicable |
| MM         | Multimode                    | XHS  | High School Class                  |
| PCL        | Pre-Clinical (Dent Only)     | XNA  | Schedule Type Not Applicable       |
| <b>PRA</b> | <b>Practicum</b>             | XNC  | No Academic Credit                 |

## 2. Course Attributes **N/A**

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

## 3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

YES

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

ONLY OPEN TO STUDENTS IN THE MASTER'S OF CLINICAL PHARMACY PROGRAM

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

PHAR 857 – Advanced Pharmacotherapy 1 – Foundations

PHAR 855– Advanced Pharmacotherapy 2 (mental health or other specialty)

PHAR 848 – Pharmacokinetics/Pharmacodynamics

PUBH 805 – Biostatistics

PHAR 870 – Research Methods in Pharmacy Practice

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

NONE

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

NONE

- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

N/A

**4. List Equivalent Course(s) here:**

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

NONE

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

N/A

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

NONE

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**

### COURSE SYLLABUS

|                        |   |                  |           |
|------------------------|---|------------------|-----------|
| <b>COURSE TITLE:</b>   | General Psychiatry Foundations Practicum                  |                  |           |
| <b>COURSE CODE:</b>    | PHAR 902  | <b>TERM:</b>     | TBA       |
| <b>COURSE CREDITS:</b> | 5   | <b>DELIVERY:</b> | In person |
| <b>LOCATION:</b>       | A Saskatchewan tertiary care hospital                     |                  |           |
| <b>TIME:</b>           | Monday to Friday 8:00AM to 4:30PM unless otherwise stated |                  |           |

### Course Description

Students will complete a 6-week (240 hour) advanced clinical practicum in a psychiatric acute care setting. This introductory practicum in mental health can occur after completion of the required prerequisite courses. Students will apply skills and begin to contribute meaningfully, productively, and safely to the care of people living with mental health conditions. Students will respond to the needs of each individual patient in an organized, interdisciplinary setting. Assessment and management of non-psychiatric conditions will also be emphasized as part of a holistic care approach.

### Prerequisites

PHAR 857 – Advanced Pharmacotherapy 1 – Foundations  
 PHAR 855 – Advanced Pharmacotherapy 2 (mental health or other specialty)  
 PHAR 848 – Pharmacokinetics/Pharmacodynamics  
 PUBH 805 – Biostatistics  
 PHAR 870 – Research Methods in Pharmacy Practice

### Learning Outcomes

By the completion of this course, students will be expected to:

1.

|    |  |
|----|--|
| 1. | Applies fundamental knowledge and skills expected of a practicing pharmacist without sub-specialization  |
| 2. | Uses a combination of knowledge, critical thinking, and problem-solving skills to make and justify decisions or recommendations  |
| 3. | Applies a clearly evident process for the purpose of assessing and managing a specific patient situation <ul style="list-style-type: none"> <li>• Gathers appropriate and necessary information</li> <li>• Identifies and prioritizes drug therapy problems</li> </ul> |

|     |   |
|-----|---|
|     | <ul style="list-style-type: none"> <li>• Establishes appropriate and achievable goals of therapy for a given drug therapy problem</li> <li>• Identifies and evaluates relevant, alternative strategies/treatments that can achieve desired goals of therapy</li> <li>• Selects and comprehensively defends a specific and individualized treatment strategy for each drug therapy problem</li> <li>• Facilitates the implementation of a treatment strategy and assesses progress in achieving goals with careful attention to patient safety, satisfaction, and responsiveness to and individual patient preferences and values</li> </ul> |
| 4.  | Establishes and maintains respectful relationships with patients, colleagues, and supervisors   |
| 5.  | Demonstrates excellent verbal and non-verbal communication in a clinical setting  |
| 6.  | Demonstrates effective written communication for clinical care situations (e.g., chart documentation, written communication to health care team)  |
| 7.  | Values the involvement of other individuals involved in the health care process (e.g., health care providers, family members, social workers, etc.) with a priority on the needs and preferences of each individual patient.  |
| 8.  | Demonstrates responsibility and commitment to learning through the demonstration of, but not limited to, self-assessment, self-directed learning, receptiveness to feedback, and adaptability   |
| 9.  | Demonstrates the attitudes, qualities, ethical principles, commitment, and characteristics of a professional as expected by patients, other pharmacists, regulatory bodies, and other health care professionals.  |
| 10. | Practices within ethical, legal, and professional requirements as stipulated in federal and provincial legislation bylaws, policies, and practice standards.  |

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students. More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php> The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these

aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: [http://www.usask.ca/university\\_secretary/LearningCharter.pdf](http://www.usask.ca/university_secretary/LearningCharter.pdf)

## **University of Saskatchewan Grading System (for graduate courses)**

<https://programs.usask.ca/grad-studies/policies.php#GradingSystem>

### **Course Overview**

#### **Class Schedule**

Students will be provided with a schedule at the beginning of the practicum. Students will spend 40 hours per week at their assigned site for 6 consecutive weeks. Students unable to attend to the rotation at any point must contact their instructor immediately to make alternate arrangements.

In general, students are expected at the site in-person from Monday to Friday from 8:00am to 4:30pm. However, please contact the supervisor at least TWO WEEKS prior to the first day to confirm the schedule as modifications are possible.

#### **Assessment**

There is no final exam for this course. Students will be evaluated on their performance by the preceptor. Students must seek feedback from their preceptor regarding their performance and participate in all debrief sessions.

Marks will not be formally assigned, but instead a Pass/Fail system will be utilized. The final course grade will be listed at the Registrar's Office as incomplete until all the requirements are met. An IP (in progress) is assigned if the requirements are not met within 30 days of the end of the practicum. Failure to complete course requirements will result in failure of the course.

## **Instructor Information**

### **Contact Information**

**Katelyn Halpape**  
**E3124 Health Sciences Building**  
**Phone: 306-966-2814**  
**Email: [Katelyn.halpape@usask.ca](mailto:Katelyn.halpape@usask.ca)**

**David Blackburn**  
**A20.20 Health Science Building**  
**Phone: 306-966-2081**  
**Email: [d.blackburn@usask.ca](mailto:d.blackburn@usask.ca)**

## Required Resources

| Topic   | Readings  |
|---|---|
| General Psychiatry & Evidence Based Medicine Principles | <ul style="list-style-type: none"> <li>• Snyderman D, Rovner B. Mental Status Examination in Primary Care: A Review. Am Fam Physician 2009; 80(8): 809-814.</li> <li>• NbN 2<sup>nd</sup> Edition Revised Website: <a href="https://nbn2r.com/">https://nbn2r.com/</a> (review website and watch videos)</li> <li>• PANSS Handout</li> <li>• How to Critically Appraise an RCT in 10 Minutes</li> </ul>   |
| Bipolar Disorder  | <ul style="list-style-type: none"> <li>• Grande et al. Bipolar disorder. Lancet 2016; 387: 1561-72</li> <li>• Sachs G.S. Effectiveness of Adjunctive Antidepressant Treatment for Bipolar Depression. NEJM 2007; 356: 1711-22.</li> <li>• Lahteenvuo M., et al. Real-world effectiveness of pharmacologic treatments for the prevention of rehospitalization in a Finnish nationwide cohort of patients with bipolar disorder. JAMA Psychiatry 2018; 75(4): 347-355.</li> <li>• Yatham LN et al CANMAT and ISBD 2018 guidelines for the management of patients with bipolar disorder. <ul style="list-style-type: none"> <li>• Section 3: Acute Management of Bipolar Mania</li> <li>• Section 4: Acute Management of Bipolar Depression</li> <li>• Section 5: Maintenance Therapy for Bipolar Disorder</li> <li>• Page 31: "Should antidepressants be used in bipolar II depression?"</li> </ul> </li> </ul> |
| ADHD  | <ul style="list-style-type: none"> <li>• CADDRA Canadian ADHD Practice Guidelines 4<sup>th</sup> Edition: Chapter 5</li> <li>• CADDRA Guide to ADHD Pharmacological Treatments in Canada – 2020<br/>Available here: <a href="https://www.caddra.ca/wp-content/uploads/Medication_Chart_English_CANADA.pdf">https://www.caddra.ca/wp-content/uploads/Medication_Chart_English_CANADA.pdf</a></li> <li>• Posner J., et al. Attention-deficit hyperactivity disorder. Lancet 2020; 395: 450-462.</li> <li>• Newcorn J., et al. Atomoxetine and Osmotically Released Methylphenidate for the Treatment of Attention Deficit Hyperactivity Disorder: Acute Comparison and Differential Response. Am J Psychiatry 2008; 165:1-10. <b>(Article that will be used for Assessment 3: PHAR 358 Journal Club)</b></li> </ul>   |
| Psychosis   | <ul style="list-style-type: none"> <li>• Marder S.R., Cannon T.D. Schizophrenia. NEJM 2019; 381: 1753-61.</li> <li>• Naber D., et al. Qualify: a randomized head-to-head study of aripiprazole once-monthly and paliperidone palmitate in the treatment of schizophrenia. Schizophrenia Research 2015; 168: 498-504.</li> <li>• Lieberman J.A., et al. Effectiveness of Antipsychotic Drugs in Patients with Chronic Schizophrenia (CATIE). NEJM 2005; 353: 1209-23.</li> <li>• Huhn M, et al. Comparative efficacy and tolerability of 32 oral antipsychotics for the acute treatment of adults with multi-episode schizophrenia: a systematic review and network meta-analysis. Lancet 2019; 394 (10202): 939-951.</li> <li>• Guidelines for the Pharmacotherapy of Schizophrenia in Adults. Canadian Journal of Psychiatry 2017; 62(9): 604-616.</li> </ul>  |

|                               |  |
|-------------------------------|--|
|                               |  |
| MDD                           | <ul style="list-style-type: none"> <li>• Cipriani A, et al. Comparative efficacy and acceptability of 21 antidepressant drugs for the acute treatment of adults with major depressive disorder: a systematic review and network meta-analysis. <i>Lancet</i> 2018; 391: 1357-66.</li> <li>• Rush AJ, et al. STAR*D. Revising conventional wisdom. <i>CNS Drugs</i>. 2009; 23(8):627-47.</li> <li>• Mahli G.S., Mann J. Depression. <i>Lancet</i> 2018; 392: 2299-312.</li> <li>• CANMAT 2016 Guidelines for the Management of Adults with MDD.</li> </ul>  |
| Eating Disorders              | <ul style="list-style-type: none"> <li>• Davis H., Attia E. Pharmacotherapy of eating disorders. <i>Curr Opin Psychiatry</i> 2017; 30: 452-457.</li> <li>• Harrington B.C., et al. Initial Evaluation, Diagnosis, and Treatment of Anorexia Nervosa and Bulimia Nervosa. <i>Am Fam Physician</i> 2015;91(1):46-52.</li> <li>• Boateng A.A., et al. Refeeding syndrome: treatment considerations based on collective analysis of literature case reports. <i>Nutrition</i> 2010; 26: 156-167.</li> <li>• Clinical Practice Guidelines for the BC Eating Disorders Continuum of Services. 2012. Parts 8 and 9.</li> </ul>  |
| Anxiety and Related Disorders | <ul style="list-style-type: none"> <li>• Katzman. Canadian clinical practice guidelines for the management of anxiety, PTSD, and OCD. <i>BMC Psychiatry</i> 2014, 14 (Suppl 1: S1)</li> <li>• Dell'osso B &amp; Lader M. Do benzodiazepines still deserve a major role in the treatment of psychiatric disorders? A critical reappraisal. <i>Eur Psych</i>. 2013; 28:7-20.</li> <li>• Raskind M.A., et al. A trial of prazosin for combat trauma PTSD with nightmares in active-duty soldiers returned from Iraq and Afghanistan. <i>Am J Psych</i> 2013; 170: 1003-1010.</li> <li>• Raskind M.A., et al. Trial of prazosin for post-traumatic stress disorder in military veterans. <i>NEJM</i> 2018; 378: 507-17.</li> </ul> |
| Insomnia                      | <ul style="list-style-type: none"> <li>• Centre for Effective Practice: Management of Chronic Insomnia. January 2017.</li> <li>• Morin C., Benca R. Chronic Insomnia. <i>Lancet</i> 2012; 379: 1129-41.</li> <li>• Pottie K. et al. Deprescribing benzodiazepine receptor agonists. <i>Canadian Family Physician</i> 2018; 64: 339- 351.</li> <li>• British Association of Psychopharmacology consensus statement on evidence-based treatment of insomnia, parasomnias, and circadian rhythm disorders: An update. <i>Journal of Psychopharmacology</i> 2019: <b>pages 2-12.</b></li> </ul>  |
| Personality Disorders         | <ul style="list-style-type: none"> <li>• Stoffers et al. Pharm interventions for BPD CDSR 2010</li> <li>• Wasylyshen A., Williams A. Second-generation antipsychotic use in borderline personality disorder: What are we targeting? <i>Ment Health Clin</i> 2016;6(2):82-8.</li> <li>• Tyrer P, Reed G., Crawford M. Classification, assessment, prevalence, and effect of personality disorder. <i>Lancet</i> 2015; 385: 717-26.</li> </ul>   |

## **Grading Scheme**

|                     |     |
|---------------------|-----|
| Midpoint Evaluation | P/F |
| Final Evaluation    | P/F |
| Total               | P/F |

## **Evaluation Components**

### **Assignment 1: Midpoint Evaluation**

**Value:** pass/fail

**Due Date:** ~ 3 weeks into rotation

**Type:** Clinical Evaluation

**Description:** The student and preceptor(s) will meet at the midpoint of the evaluation to discuss progress towards meeting the required competencies.

### **Assignment 2: Final Evaluation**

**Value:** pass/fail

**Due Date:** At conclusion of rotation

**Type:** Clinical Evaluation

**Description:** The student and preceptor(s) will meet at the end of the practicum to review the evaluation pertaining to achievement of the required competencies.

## **Criteria That Must Be Met to Pass**

Minimum = Meeting COMPETENT level of performance on all aspects of the evaluation form by the END of the practicum.

## **Attendance Expectations**

Students are required to attend all scheduled rotation activities.

## **Student Feedback**

Formal feedback will be provided at mid point and final evaluations. Informal, real-time feedback will be provided throughout the rotation on an ongoing basis. Students are encouraged to ask instructors for feedback on specific aspects, as desired.

## **Integrity Defined (from the Office of the University Secretary)**

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

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

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

## **Examinations with Access and Equity Services (AES)**

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check [www.students.usask.ca/aes](http://www.students.usask.ca/aes), or contact AES at 306-966-7273 or [aes@usask.ca](mailto:aes@usask.ca).

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

## **Student Supports**

### **Student Learning Services**

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

### **Student and Enrolment Services Division**

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

### **Financial Support**

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

**Aboriginal Students Centre**

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

**International Student and Study Abroad Centre**

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit [students.usask.ca](https://students.usask.ca) for more information.



1. Approval by Department Head or Dean

1.1 College or School with academic authority:

COLLEGE OF PHARMACY AND NUTRITION

1.2 Department with academic authority:

N/A

1.3 Term from which the course is effective:

2024/2025 WINTER

2. Information required for the Catalogue

2.1 Label & Number of course:

PHAR 903

2.2 Academic credit units:

5

2.3 Course Long Title (maximum 100 characters):

PSYCHIATRY PRACTICUM 1

Course Short Title (maximum 30 characters):

PSYCH 1

2.4 Total Hours: Lecture Seminar Lab Tutorial Other 240 hours

2.5 Weekly Hours: Lecture Seminar Lab Tutorial Other 40 hours

2.6 Term in which it will be offered: T1 T2 T1 or T2 OR SPRING/SUMMER T1 and T2

2.7 Prerequisite:

PHAR 902 – General Psychiatry Foundations Practicum

## PHAR 901 – General Medicine Foundations Practicum

If there is a prerequisite waiver, who is responsible for signing it?

### D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

STUDENTS WILL COMPLETE A 6-WEEK (240 HOUR) ADVANCED CLINICAL PRACTICUM IN A PSYCHIATRIC HEALTH CARE SETTING. THIS PRACTICUM CAN OCCUR AFTER COMPLETION OF THE FOUNDATIONAL PRACTICUMS IN GENERAL MEDICINE AND GENERAL PSYCHIATRY WITH PASSING GRADES. STUDENTS WILL APPLY SKILLS LEARNED IN PREVIOUS COURSEWORK AND PRACTICUMS FOR CONTRIBUTING MEANINGFULLY, PRODUCTIVELY, AND SAFELY TO DIRECT PATIENT CARE. STUDENTS WILL BE EXPOSED TO A VARIETY OF PATIENT CONDITIONS IN ORDER TO EXPERIENCE A UNIQUE PSYCHIATRY EXPERIENCE THAT WILL SERVE TO BUILD THEIR EXPERTISE FOR APPLICATION TO OTHER PSYCHIATRIC PRACTICES IN CANADA.

2.9 Do you allow this course to be repeated for credit?

NO

### 3. Please list rationale for introducing this course:

THIS COURSE IS REQUIRED BY STUDENTS ENROLLED IN OUR NEW CLINICAL (I.E., NON-THESIS) MASTER'S DEGREE PROGRAM. THIS EXPERIENTIAL LEARNING COURSE WILL PROVIDE STUDENTS A CHANCE TO LEARN AND APPLY THEIR KNOWLEDGE AND SKILLS IN A REAL-WORLD HEALTH CARE FACILITY. THE DEGREE/PROGRAM COULD NOT EXIST WITHOUT GENUINE EXPERIENCES IN HEALTH CARE PROVISION UNDER AN EXPERIENCED CLINICAL PRECEPTOR.

### 4. Please list the learning objectives for this course:

|    |  |
|----|--|
| 1. | Applies fundamental knowledge and skills expected of a practicing pharmacist without sub-specialization  |
| 2. | Uses a combination of knowledge, critical thinking, and problem-solving skills to make and justify decisions or recommendations  |
| 3. | Applies a clearly evident process for the purpose of assessing and managing a specific patient situation <ul style="list-style-type: none"><li>• Gathers appropriate and necessary information</li><li>• Identifies and prioritizes drug therapy problems</li><li>• Establishes appropriate and achievable goals of therapy for a given drug therapy problem</li><li>• Identifies and evaluates relevant, alternative strategies/treatments that can achieve desired goals of therapy</li><li>• Selects and comprehensively defends a specific and individualized treatment strategy for each drug therapy problem</li><li>• Facilitates the implementation of a treatment strategy and assesses progress in achieving goals with careful attention to patient safety, satisfaction, and</li></ul> |

|     |  |
|-----|--|
|     | responsiveness to and individual patient preferences and values  |
| 4.  | Establishes and maintains respectful relationships with patients, colleagues, and supervisors  |
| 5.  | Demonstrates excellent verbal and non-verbal communication in a clinical setting   |
| 6.  | Demonstrates effective written communication for clinical care situations (e.g., chart documentation, written communication to health care team)   |
| 7.  | Values the involvement of other individuals involved in the health care process (e.g., health care providers, family members, social workers, etc.) with a priority on the needs and preferences of each individual patient. |
| 8.  | Demonstrates responsibility and commitment to learning through the demonstration of, but not limited to, self-assessment, self-directed learning, receptiveness to feedback, and adaptability                                |
| 9.  | Demonstrates the attitudes, qualities, ethical principles, commitment, and characteristics of a professional as expected by patients, other pharmacists, regulatory bodies, and other health care professionals.             |
| 10. | Practices within ethical, legal, and professional requirements as stipulated in federal and provincial legislation bylaws, policies, and practice standards.   |

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course?  
 If so, were these departments consulted? (Include correspondence)  
 Were any other departments asked to review or comment on the proposal?

NO OTHER PROGRAMS WILL BE AFFECTED. THIS COURSE IS SPECIFIC TO PHARMACY.

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted?

NO COURSES WILL BE AFFECTED. THIS IS AN EXPERIENTIAL LEARNING OPPORTUNITY NOT AVAILABLE CURRENTLY AT THE U OF S.

6.2 Courses for which this course will be a prerequisite?

NONE

6.3 Is this course to be required by your majors, or by majors in another program?

NO

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

COURSE SYLLABUS IS ATTACHED

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?

**2 – THIS COURSE IS RESTRICTED TO STUDENTS ENROLLED IN THE MASTER'S OF CLINICAL PHARMACY PROGRAM IN THE COLLEGE OF PHARMACY AND NUTRITION**

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

- 10-50
- 50-90
- 90-130
- 130+

**N/A – THIS COURSE WILL TAKE PLACE IN A HEALTH CARE FACILITY**

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*

N – Numeric/Percentage

*(Grade options for instructor: grade of 0% to 100%, IP in Progress)*

**P – Pass/Fail**

**(Grade options for instructor: Pass, Fail, In Progress)**

S – Special

*(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:*

9.2 Is the course exempt from the final examination?

YES

10. **Required text**

Include a bibliography for the course.

N/A

11. **Resources**

11.1 Proposed instructor:

THE COURSE INSTRUCTOR IS KATELYN HALPAPE (PROGRAM DIRECTOR). HOWEVER, OTHER PRECEPTORS MAY BE ASSIGNED DEPENDING ON THE FACILITY.

11.2 How does the department plan to handle the additional teaching or administrative workload?

THE PROGRAM WILL ASSIGN ADMINISTRATIVE SUPPORT TO DR. HALPAPE THROUGH THE RESEARCH AND GRADUATE AFFAIRS OFFICE TO ASSIST IN ALL THE LOGISTIC/ADMINISTRATIVE ACTIVITIES RELATING TO EXPERIENTIAL LEARNING FOR STUDENTS IN OUR PROGRAM.

11.3 Are sufficient library or other research resources available for this course?

YES

11.4 Are any additional resources required (library, audio-visual, technology, etc.)?

NO

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category)

PER TERM TUITION – CODE: TC31

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"  
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

NO

---

**Detailed Course Information**

**1. Schedule Types**

Please choose the Schedule Types that can be used for sections that fall under this course:

| <b>Code</b> | <b>Description</b>           | <b>Code</b> | <b>Description</b>                 |
|-------------|------------------------------|-------------|------------------------------------|
| <b>CL</b>   | <b>Clinical</b>              | PRB         | Problem Session                    |
| COO         | Coop Class                   | RDG         | Reading Class                      |
| FLD         | Field Trip                   | RES         | Research                           |
| ICR         | Internet Chat Relay          | ROS         | Roster (Dent Only)                 |
| IHP         | Internet Help                | SEM         | Seminar                            |
| IN1         | Internship - Education       | SSI         | Supervised Self Instruction        |
| IN2         | Internship - CMPT & EPIP     | STU         | Studio                             |
| IN3         | Internship - General         | SUP         | Teacher Supervision                |
| LAB         | Laboratory                   | TUT         | Tutorial                           |
| LC          | Lecture/Clinical (Dent Only) | WEB         | Web Based Class                    |
| LEC         | Lecture                      | XCH         | Exchange Program                   |
| LL          | Lecture/Laboratory           | XGN         | Ghost Schedule Type Not Applicable |
| MM          | Multimode                    | XHS         | High School Class                  |
| PCL         | Pre-Clinical (Dent Only)     | XNA         | Schedule Type Not Applicable       |
| <b>PRA</b>  | <b>Practicum</b>             | XNC         | No Academic Credit                 |

**2. Course Attributes** **N/A**

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

**3. Registration Information (Note: multi-term courses cannot be automated as corequisites)**

3.1 Permission Required:

YES

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

ONLY OPEN TO STUDENTS IN THE MASTER'S OF CLINICAL PHARMACY PROGRAM

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

**PHAR 902 – General Psychiatry Foundations Practicum**

**PHAR 901 – General Medicine Foundations Practicum**

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

NONE

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

NONE

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

N/A

**4. List Equivalent Course(s) here:**

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

NONE

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

N/A

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

NONE

**\*Please note:** SIRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**

Updated 2022

### COURSE SYLLABUS

|                        |  |                  |           |
|------------------------|--|------------------|-----------|
| <b>COURSE TITLE:</b>   | Psychiatry Practicum 1   |                  |           |
| <b>COURSE CODE:</b>    | PHAR 903   | <b>TERM:</b>     | TBA       |
| <b>COURSE CREDITS:</b> | 5  | <b>DELIVERY:</b> | In person |
| <b>LOCATION:</b>       | Health care organization providing care to people living with mental health conditions |                  |           |
| <b>TIME:</b>           | Monday to Friday 8:00AM to 4:30PM unless otherwise stated                              |                  |           |

### Course Description

Students will complete a 6-week (240 hour) advanced clinical practicum with an organization providing health care to people living with mental health conditions. This practicum in mental health can occur after successful completion of the general medicine and general psychiatry foundations practicums. Students will apply skills and begin to contribute meaningfully, productively, and safely to the care of people living with mental health conditions. Students will respond to the needs of each individual patient in an organized, interdisciplinary setting. Assessment and management of non-psychiatric conditions will also be emphasized as part of a holistic care approach.

### **Prerequisites**

PHAR 901 – General Medicine Foundations Practicum

PHAR 902 – General Psychiatry Foundations Practicum

### **Learning Outcomes**

By the completion of this course, students will be expected to:

1.

|    |  |
|----|--|
| 1. | Applies fundamental knowledge and skills expected of a practicing pharmacist without sub-specialization  |
| 2. | Uses a combination of knowledge, critical thinking, and problem-solving skills to make and justify decisions or recommendations  |
| 3. | Applies a clearly evident process for the purpose of assessing and managing a specific patient situation <ul style="list-style-type: none"> <li>• Gathers appropriate and necessary information</li> <li>• Identifies and prioritizes drug therapy problems</li> </ul> |

|     |   |
|-----|---|
|     | <ul style="list-style-type: none"> <li>• Establishes appropriate and achievable goals of therapy for a given drug therapy problem</li> <li>• Identifies and evaluates relevant, alternative strategies/treatments that can achieve desired goals of therapy</li> <li>• Selects and comprehensively defends a specific and individualized treatment strategy for each drug therapy problem</li> <li>• Facilitates the implementation of a treatment strategy and assesses progress in achieving goals with careful attention to patient safety, satisfaction, and responsiveness to and individual patient preferences and values</li> </ul> |
| 4.  | Establishes and maintains respectful relationships with patients, colleagues, and supervisors   |
| 5.  | Demonstrates excellent verbal and non-verbal communication in a clinical setting  |
| 6.  | Demonstrates effective written communication for clinical care situations (e.g., chart documentation, written communication to health care team)  |
| 7.  | Values the involvement of other individuals involved in the health care process (e.g., health care providers, family members, social workers, etc.) with a priority on the needs and preferences of each individual patient.  |
| 8.  | Demonstrates responsibility and commitment to learning through the demonstration of, but not limited to, self-assessment, self-directed learning, receptiveness to feedback, and adaptability   |
| 9.  | Demonstrates the attitudes, qualities, ethical principles, commitment, and characteristics of a professional as expected by patients, other pharmacists, regulatory bodies, and other health care professionals.  |
| 10. | Practices within ethical, legal, and professional requirements as stipulated in federal and provincial legislation bylaws, policies, and practice standards.  |

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students. More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php> The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these

aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: [http://www.usask.ca/university\\_secretary/LearningCharter.pdf](http://www.usask.ca/university_secretary/LearningCharter.pdf)

## **University of Saskatchewan Grading System (for graduate courses)**

<https://programs.usask.ca/grad-studies/policies.php#GradingSystem>

### **Course Overview**

### **Class Schedule**

Students will be provided with a schedule at the beginning of the practicum. Students will spend 40 hours per week at their assigned site for 6 consecutive weeks. Students unable to attend to the rotation at any point must contact their instructor immediately to make alternate arrangements.

In general, students are expected at the site in-person from Monday to Friday from 8:00am to 4:30pm. However, please contact the supervisor at least TWO WEEKS prior to the first day to confirm the schedule as modifications are possible.

### **Assessment**

There is no final exam for this course. Students will be evaluated on their performance by the preceptor. Students must seek feedback from their preceptor regarding their performance and participate in all debrief sessions.

Marks will not be formally assigned, but instead a Pass/Fail system will be utilized. The final course grade will be listed at the Registrar's Office as incomplete until all the requirements are met. An IP (in progress) is assigned if the requirements are not met within 30 days of the end of the practicum. Failure to complete course requirements will result in failure of the course.

## **Instructor Information**

### **Contact Information**

**Katelyn Halpape**  
E3124 Health Sciences Building  
Phone: 306-966-2814  
Email: [Katelyn.halpape@usask.ca](mailto:Katelyn.halpape@usask.ca)

**David Blackburn**  
A20.20 Health Science Building  
Phone: 306-966-2081  
Email: [d.blackburn@usask.ca](mailto:d.blackburn@usask.ca)

## Required Resources

| Topic   | Readings  |
|---|---|
| General Psychiatry & Evidence Based Medicine Principles | <ul style="list-style-type: none"> <li>• Snyderman D, Rovner B. Mental Status Examination in Primary Care: A Review. Am Fam Physician 2009; 80(8): 809-814.</li> <li>• NbN 2<sup>nd</sup> Edition Revised Website: <a href="https://nbn2r.com/">https://nbn2r.com/</a> (review website and watch videos)</li> <li>• PANSS Handout</li> <li>• How to Critically Appraise an RCT in 10 Minutes</li> </ul>   |
| Bipolar Disorder  | <ul style="list-style-type: none"> <li>• Grande et al. Bipolar disorder. Lancet 2016; 387: 1561-72</li> <li>• Sachs G.S. Effectiveness of Adjunctive Antidepressant Treatment for Bipolar Depression. NEJM 2007; 356: 1711-22.</li> <li>• Lahteenvuo M., et al. Real-world effectiveness of pharmacologic treatments for the prevention of rehospitalization in a Finnish nationwide cohort of patients with bipolar disorder. JAMA Psychiatry 2018; 75(4): 347-355.</li> <li>• Yatham LN et al CANMAT and ISBD 2018 guidelines for the management of patients with bipolar disorder. <ul style="list-style-type: none"> <li>• Section 3: Acute Management of Bipolar Mania</li> <li>• Section 4: Acute Management of Bipolar Depression</li> <li>• Section 5: Maintenance Therapy for Bipolar Disorder</li> <li>• Page 31: "Should antidepressants be used in bipolar II depression?"</li> </ul> </li> </ul> |
| ADHD  | <ul style="list-style-type: none"> <li>• CADDRA Canadian ADHD Practice Guidelines 4<sup>th</sup> Edition: Chapter 5</li> <li>• CADDRA Guide to ADHD Pharmacological Treatments in Canada – 2020<br/>Available here: <a href="https://www.caddra.ca/wp-content/uploads/Medication_Chart_English_CANADA.pdf">https://www.caddra.ca/wp-content/uploads/Medication_Chart_English_CANADA.pdf</a></li> <li>• Posner J., et al. Attention-deficit hyperactivity disorder. Lancet 2020; 395: 450-462.</li> <li>• Newcorn J., et al. Atomoxetine and Osmotically Released Methylphenidate for the Treatment of Attention Deficit Hyperactivity Disorder: Acute Comparison and Differential Response. Am J Psychiatry 2008; 165(1):1-10. <b>(Article that will be used for Assessment 3: PHAR 358 Journal Club)</b></li> </ul>  |
| Psychosis   | <ul style="list-style-type: none"> <li>• Marder S.R., Cannon T.D. Schizophrenia. NEJM 2019; 381: 1753-61.</li> <li>• Naber D., et al. Qualify: a randomized head-to-head study of aripiprazole once-monthly and paliperidone palmitate in the treatment of schizophrenia. Schizophrenia Research 2015; 168: 498-504.</li> <li>• Lieberman J.A., et al. Effectiveness of Antipsychotic Drugs in Patients with Chronic Schizophrenia (CATIE). NEJM 2005; 353: 1209-23.</li> <li>• Huhn M, et al. Comparative efficacy and tolerability of 32 oral antipsychotics for the acute treatment of adults with multi-episode schizophrenia: a systematic review and network meta-analysis. Lancet 2019; 394 (10202): 939-951.</li> <li>• Guidelines for the Pharmacotherapy of Schizophrenia in Adults. Canadian Journal of Psychiatry 2017; 62(9): 604-616.</li> </ul>  |

|                               |  |
|-------------------------------|--|
|                               |  |
| MDD                           | <ul style="list-style-type: none"> <li>• Cipriani A, et al. Comparative efficacy and acceptability of 21 antidepressant drugs for the acute treatment of adults with major depressive disorder: a systematic review and network meta-analysis. <i>Lancet</i> 2018; 391: 1357-66.</li> <li>• Rush AJ, et al. STAR*D. Revising conventional wisdom. <i>CNS Drugs</i>. 2009; 23(8):627-47.</li> <li>• Mahli G.S., Mann J. Depression. <i>Lancet</i> 2018; 392: 2299-312.</li> <li>• CANMAT 2016 Guidelines for the Management of Adults with MDD.</li> </ul>  |
| Eating Disorders              | <ul style="list-style-type: none"> <li>• Davis H., Attia E. Pharmacotherapy of eating disorders. <i>Curr Opin Psychiatry</i> 2017; 30: 452-457.</li> <li>• Harrington B.C., et al. Initial Evaluation, Diagnosis, and Treatment of Anorexia Nervosa and Bulimia Nervosa. <i>Am Fam Physician</i> 2015;91(1):46-52.</li> <li>• Boateng A.A., et al. Refeeding syndrome: treatment considerations based on collective analysis of literature case reports. <i>Nutrition</i> 2010; 26: 156-167.</li> <li>• Clinical Practice Guidelines for the BC Eating Disorders Continuum of Services. 2012. Parts 8 and 9.</li> </ul>  |
| Anxiety and Related Disorders | <ul style="list-style-type: none"> <li>• Katzman. Canadian clinical practice guidelines for the management of anxiety, PTSD, and OCD. <i>BMC Psychiatry</i> 2014, 14 (Suppl 1: S1)</li> <li>• Dell'osso B &amp; Lader M. Do benzodiazepines still deserve a major role in the treatment of psychiatric disorders? A critical reappraisal. <i>Eur Psych</i>. 2013; 28:7-20.</li> <li>• Raskind M.A., et al. A trial of prazosin for combat trauma PTSD with nightmares in active-duty soldiers returned from Iraq and Afghanistan. <i>Am J Psych</i> 2013; 170: 1003-1010.</li> <li>• Raskind M.A., et al. Trial of prazosin for post-traumatic stress disorder in military veterans. <i>NEJM</i> 2018; 378: 507-17.</li> </ul> |
| Insomnia                      | <ul style="list-style-type: none"> <li>• Centre for Effective Practice: Management of Chronic Insomnia. January 2017.</li> <li>• Morin C., Benca R. Chronic Insomnia. <i>Lancet</i> 2012; 379: 1129-41.</li> <li>• Pottie K. et al. Deprescribing benzodiazepine receptor agonists. <i>Canadian Family Physician</i> 2018; 64: 339- 351.</li> <li>• British Association of Psychopharmacology consensus statement on evidence-based treatment of insomnia, parasomnias, and circadian rhythm disorders: An update. <i>Journal of Psychopharmacology</i> 2019: <b>pages 2-12.</b></li> </ul>  |
| Personality Disorders         | <ul style="list-style-type: none"> <li>• Stoffers et al. Pharm interventions for BPD CDSR 2010</li> <li>• Wasylyshen A., Williams A. Second-generation antipsychotic use in borderline personality disorder: What are we targeting? <i>Ment Health Clin</i> 2016;6(2):82-8.</li> <li>• Tyrer P, Reed G., Crawford M. Classification, assessment, prevalence, and effect of personality disorder. <i>Lancet</i> 2015; 385: 717-26.</li> </ul>   |

## Grading Scheme

|                     |     |
|---------------------|-----|
| Midpoint Evaluation | P/F |
| Final Evaluation    | P/F |
| Total               | P/F |

## Evaluation Components

### Assignment 1: Midpoint Evaluation

**Value:** pass/fail

**Due Date:** ~ 3 weeks into rotation

**Type:** Clinical Evaluation

**Description:** The student and preceptor(s) will meet at the midpoint of the evaluation to discuss progress towards meeting the required competencies.

### Assignment 2: Final Evaluation

**Value:** pass/fail

**Due Date:** At conclusion of rotation

**Type:** Clinical Evaluation

**Description:** The student and preceptor(s) will meet at the end of the practicum to review the evaluation pertaining to achievement of the required competencies.

## Criteria That Must Be Met to Pass

Minimum = Meeting COMPETENT level of performance on all aspects of the evaluation form by the END of the practicum.

## Attendance Expectations

Students are required to attend all scheduled rotation activities.

## Student Feedback

Formal feedback will be provided at mid point and final evaluations. Informal, real-time feedback will be provided throughout the rotation on an ongoing basis. Students are encouraged to ask instructors for feedback on specific aspects, as desired.

## **Integrity Defined (from the Office of the University Secretary)**

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

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

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

## **Examinations with Access and Equity Services (AES)**

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check [www.students.usask.ca/aes](http://www.students.usask.ca/aes), or contact AES at 306-966-7273 or [aes@usask.ca](mailto:aes@usask.ca).

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

## **Student Supports**

### **Student Learning Services**

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

### **Student and Enrolment Services Division**

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

### **Financial Support**

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

**Aboriginal Students Centre**

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

**International Student and Study Abroad Centre**

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit [students.usask.ca](https://students.usask.ca) for more information.



1. Approval by Department Head or Dean

1.1 College or School with academic authority:

COLLEGE OF PHARMACY AND NUTRITION

1.2 Department with academic authority:

N/A

1.3 Term from which the course is effective:

2024/2025 WINTER

2. Information required for the Catalogue

2.1 Label & Number of course:

PHAR 904

2.2 Academic credit units:

5

2.3 Course Long Title (maximum 100 characters):

PSYCHIATRY PRACTICUM 2

Course Short Title (maximum 30 characters):

PSYCH 2

2.4 Total Hours: Lecture Seminar Lab Tutorial Other 240 hours

2.5 Weekly Hours: Lecture Seminar Lab Tutorial Other 40 hours

2.6 Term in which it will be offered: T1 T2 T1 or T2 OR SPRING/SUMMER T1 and T2

2.7 Prerequisite:

PHAR 902 – General Psychiatry Foundations Practicum

## PHAR 901 – General Medicine Foundations Practicum

If there is a prerequisite waiver, who is responsible for signing it?

### D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

STUDENTS WILL COMPLETE A 6-WEEK (240 HOUR) ADVANCED CLINICAL PRACTICUM IN A HEALTH CARE SETTING PROVIDING CARE TO PEOPLE LIVING WITH MENTAL HEALTH CONDITIONS. THIS PRACTICUM CAN OCCUR AFTER COMPLETION OF THE FOUNDATIONAL PRACTICUMS IN GENERAL MEDICINE AND GENERAL PSYCHIATRY WITH PASSING GRADES. STUDENTS WILL APPLY SKILLS LEARNED IN PREVIOUS COURSEWORK AND PRACTICUMS FOR CONTRIBUTING MEANINGFULLY, PRODUCTIVELY, AND SAFELY TO DIRECT PATIENT CARE. STUDENTS WILL BE EXPOSED TO A VARIETY OF PATIENT CONDITIONS IN ORDER TO EXPERIENCE A UNIQUE PSYCHIATRY EXPERIENCE THAT WILL SERVE TO BUILD THEIR EXPERTISE FOR APPLICATION TO OTHER PSYCHIATRIC PRACTICES IN CANADA.

2.9 Do you allow this course to be repeated for credit?

NO

### 3. Please list rationale for introducing this course:

THIS COURSE IS REQUIRED BY STUDENTS ENROLLED IN OUR NEW CLINICAL (I.E., NON-THESIS) MASTER'S DEGREE PROGRAM. THIS EXPERIENTIAL LEARNING COURSE WILL PROVIDE STUDENTS A CHANCE TO LEARN AND APPLY THEIR KNOWLEDGE AND SKILLS IN A REAL-WORLD HEALTH CARE FACILITY. THE DEGREE/PROGRAM COULD NOT EXIST WITHOUT GENUINE EXPERIENCES IN HEALTH CARE PROVISION UNDER AN EXPERIENCED CLINICAL PRECEPTOR.

### 4. Please list the learning objectives for this course:

|    |  |
|----|--|
| 1. | Applies fundamental knowledge and skills expected of a practicing pharmacist without sub-specialization  |
| 2. | Uses a combination of knowledge, critical thinking, and problem-solving skills to make and justify decisions or recommendations  |
| 3. | Applies a clearly evident process for the purpose of assessing and managing a specific patient situation <ul style="list-style-type: none"><li>• Gathers appropriate and necessary information</li><li>• Identifies and prioritizes drug therapy problems</li><li>• Establishes appropriate and achievable goals of therapy for a given drug therapy problem</li><li>• Identifies and evaluates relevant, alternative strategies/treatments that can achieve desired goals of therapy</li><li>• Selects and comprehensively defends a specific and individualized treatment strategy for each drug therapy problem</li><li>• Facilitates the implementation of a treatment strategy and assesses progress in achieving goals with careful attention to patient safety, satisfaction, and</li></ul> |

|     |  |
|-----|--|
|     | responsiveness to and individual patient preferences and values  |
| 4.  | Establishes and maintains respectful relationships with patients, colleagues, and supervisors  |
| 5.  | Demonstrates excellent verbal and non-verbal communication in a clinical setting   |
| 6.  | Demonstrates effective written communication for clinical care situations (e.g., chart documentation, written communication to health care team)   |
| 7.  | Values the involvement of other individuals involved in the health care process (e.g., health care providers, family members, social workers, etc.) with a priority on the needs and preferences of each individual patient. |
| 8.  | Demonstrates responsibility and commitment to learning through the demonstration of, but not limited to, self-assessment, self-directed learning, receptiveness to feedback, and adaptability                                |
| 9.  | Demonstrates the attitudes, qualities, ethical principles, commitment, and characteristics of a professional as expected by patients, other pharmacists, regulatory bodies, and other health care professionals.             |
| 10. | Practices within ethical, legal, and professional requirements as stipulated in federal and provincial legislation bylaws, policies, and practice standards.   |

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course?  
 If so, were these departments consulted? (Include correspondence)  
 Were any other departments asked to review or comment on the proposal?

NO OTHER PROGRAMS WILL BE AFFECTED. THIS COURSE IS SPECIFIC TO PHARMACY.

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted?

NO COURSES WILL BE AFFECTED. THIS IS AN EXPERIENTIAL LEARNING OPPORTUNITY NOT AVAILABLE CURRENTLY AT THE U OF S.

6.2 Courses for which this course will be a prerequisite?

NONE

6.3 Is this course to be required by your majors, or by majors in another program?

NO

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

COURSE SYLLABUS IS ATTACHED

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?

**2 – THIS COURSE IS RESTRICTED TO STUDENTS ENROLLED IN THE MASTER'S OF CLINICAL PHARMACY PROGRAM IN THE COLLEGE OF PHARMACY AND NUTRITION**

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

- 10-50
- 50-90
- 90-130
- 130+

**N/A – THIS COURSE WILL TAKE PLACE IN A HEALTH CARE FACILITY**

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*

N – Numeric/Percentage

*(Grade options for instructor: grade of 0% to 100%, IP in Progress)*

**P – Pass/Fail**

**(Grade options for instructor: Pass, Fail, In Progress)**

S – Special

*(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:*

9.2 Is the course exempt from the final examination?

YES

10. **Required text**

Include a bibliography for the course.

N/A

11. **Resources**

11.1 Proposed instructor:

THE COURSE INSTRUCTOR IS KATELYN HALPAPE (PROGRAM DIRECTOR). HOWEVER, OTHER PRECEPTORS MAY BE ASSIGNED DEPENDING ON THE FACILITY.

11.2 How does the department plan to handle the additional teaching or administrative workload?

THE PROGRAM WILL ASSIGN ADMINISTRATIVE SUPPORT TO DR. HALPAPE THROUGH THE RESEARCH AND GRADUATE AFFAIRS OFFICE TO ASSIST IN ALL THE LOGISTIC/ADMINISTRATIVE ACTIVITIES RELATING TO EXPERIENTIAL LEARNING FOR STUDENTS IN OUR PROGRAM.

11.3 Are sufficient library or other research resources available for this course?

YES

11.4 Are any additional resources required (library, audio-visual, technology, etc.)?

NO

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category)

PER TERM TUITION – CODE: TC31

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"  
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

NO

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**Detailed Course Information**

**1. Schedule Types**

Please choose the Schedule Types that can be used for sections that fall under this course:

| <b>Code</b> | <b>Description</b>           | <b>Code</b> | <b>Description</b>                 |
|-------------|------------------------------|-------------|------------------------------------|
| <b>CL</b>   | <b>Clinical</b>              | PRB         | Problem Session                    |
| COO         | Coop Class                   | RDG         | Reading Class                      |
| FLD         | Field Trip                   | RES         | Research                           |
| ICR         | Internet Chat Relay          | ROS         | Roster (Dent Only)                 |
| IHP         | Internet Help                | SEM         | Seminar                            |
| IN1         | Internship - Education       | SSI         | Supervised Self Instruction        |
| IN2         | Internship - CMPT & EPIP     | STU         | Studio                             |
| IN3         | Internship - General         | SUP         | Teacher Supervision                |
| LAB         | Laboratory                   | TUT         | Tutorial                           |
| LC          | Lecture/Clinical (Dent Only) | WEB         | Web Based Class                    |
| LEC         | Lecture                      | XCH         | Exchange Program                   |
| LL          | Lecture/Laboratory           | XGN         | Ghost Schedule Type Not Applicable |
| MM          | Multimode                    | XHS         | High School Class                  |
| PCL         | Pre-Clinical (Dent Only)     | XNA         | Schedule Type Not Applicable       |
| <b>PRA</b>  | <b>Practicum</b>             | XNC         | No Academic Credit                 |

**2. Course Attributes** **N/A**

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

**3. Registration Information (Note: multi-term courses cannot be automated as corequisites)**

3.1 Permission Required:

YES

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

ONLY OPEN TO STUDENTS IN THE MASTER'S OF CLINICAL PHARMACY PROGRAM

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

**PHAR 902 – General Psychiatry Foundations Practicum**

**PHAR 901 – General Medicine Foundations Practicum**

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

NONE

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

NONE

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

N/A

**4. List Equivalent Course(s) here:**

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

NONE

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

N/A

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

NONE

**\*Please note:** SIRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**

Updated 2022

## COURSE SYLLABUS

|                        |  |                  |           |
|------------------------|--|------------------|-----------|
| <b>COURSE TITLE:</b>   | Psychiatry Practicum 2   |                  |           |
| <b>COURSE CODE:</b>    | PHAR 904   | <b>TERM:</b>     | TBA       |
| <b>COURSE CREDITS:</b> | 5  | <b>DELIVERY:</b> | In person |
| <b>LOCATION:</b>       | Health care organization providing care to people living with mental health conditions |                  |           |
| <b>TIME:</b>           | Monday to Friday 8:00AM to 4:30PM unless otherwise stated                              |                  |           |

### Course Description

Students will complete a 6-week (240 hour) advanced clinical practicum with an organization providing health care to people living with mental health conditions. This practicum in mental health can occur after successful completion of the general medicine and general psychiatry foundations practicums. Students will apply skills and begin to contribute meaningfully, productively, and safely to the care of people living with mental health conditions. Students will respond to the needs of each individual patient in an organized, interdisciplinary setting. Assessment and management of non-psychiatric conditions will also be emphasized as part of a holistic care approach.

### **Prerequisites**

PHAR 901 – General Medicine Foundations Practicum

PHAR 902 – General Psychiatry Foundations Practicum

### **Learning Outcomes**

By the completion of this course, students will be expected to:

1.

|    |  |
|----|--|
| 1. | Applies fundamental knowledge and skills expected of a practicing pharmacist without sub-specialization  |
| 2. | Uses a combination of knowledge, critical thinking, and problem-solving skills to make and justify decisions or recommendations  |
| 3. | Applies a clearly evident process for the purpose of assessing and managing a specific patient situation <ul style="list-style-type: none"> <li>• Gathers appropriate and necessary information</li> <li>• Identifies and prioritizes drug therapy problems</li> </ul> |

|     |   |
|-----|---|
|     | <ul style="list-style-type: none"> <li>• Establishes appropriate and achievable goals of therapy for a given drug therapy problem</li> <li>• Identifies and evaluates relevant, alternative strategies/treatments that can achieve desired goals of therapy</li> <li>• Selects and comprehensively defends a specific and individualized treatment strategy for each drug therapy problem</li> <li>• Facilitates the implementation of a treatment strategy and assesses progress in achieving goals with careful attention to patient safety, satisfaction, and responsiveness to and individual patient preferences and values</li> </ul> |
| 4.  | Establishes and maintains respectful relationships with patients, colleagues, and supervisors   |
| 5.  | Demonstrates excellent verbal and non-verbal communication in a clinical setting  |
| 6.  | Demonstrates effective written communication for clinical care situations (e.g., chart documentation, written communication to health care team)  |
| 7.  | Values the involvement of other individuals involved in the health care process (e.g., health care providers, family members, social workers, etc.) with a priority on the needs and preferences of each individual patient.  |
| 8.  | Demonstrates responsibility and commitment to learning through the demonstration of, but not limited to, self-assessment, self-directed learning, receptiveness to feedback, and adaptability   |
| 9.  | Demonstrates the attitudes, qualities, ethical principles, commitment, and characteristics of a professional as expected by patients, other pharmacists, regulatory bodies, and other health care professionals.  |
| 10. | Practices within ethical, legal, and professional requirements as stipulated in federal and provincial legislation bylaws, policies, and practice standards.  |

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students. More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php> The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these

aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: [http://www.usask.ca/university\\_secretary/LearningCharter.pdf](http://www.usask.ca/university_secretary/LearningCharter.pdf)

## **University of Saskatchewan Grading System (for graduate courses)**

<https://programs.usask.ca/grad-studies/policies.php#GradingSystem>

### **Course Overview**

### **Class Schedule**

Students will be provided with a schedule at the beginning of the practicum. Students will spend 40 hours per week at their assigned site for 6 consecutive weeks. Students unable to attend to the rotation at any point must contact their instructor immediately to make alternate arrangements.

In general, students are expected at the site in-person from Monday to Friday from 8:00am to 4:30pm. However, please contact the supervisor at least TWO WEEKS prior to the first day to confirm the schedule as modifications are possible.

### **Assessment**

There is no final exam for this course. Students will be evaluated on their performance by the preceptor. Students must seek feedback from their preceptor regarding their performance and participate in all debrief sessions.

Marks will not be formally assigned, but instead a Pass/Fail system will be utilized. The final course grade will be listed at the Registrar's Office as incomplete until all the requirements are met. An IP (in progress) is assigned if the requirements are not met within 30 days of the end of the practicum. Failure to complete course requirements will result in failure of the course.

## **Instructor Information**

### **Contact Information**

**Katelyn Halpape**  
**E3124 Health Sciences Building**  
**Phone: 306-966-2814**  
**Email: [Katelyn.halpape@usask.ca](mailto:Katelyn.halpape@usask.ca)**

**David Blackburn**  
**A20.20 Health Science Building**  
**Phone: 306-966-2081**  
**Email: [d.blackburn@usask.ca](mailto:d.blackburn@usask.ca)**

## Required Resources

| Topic   | Readings  |
|---|---|
| General Psychiatry & Evidence Based Medicine Principles | <ul style="list-style-type: none"> <li>• Snyderman D, Rovner B. Mental Status Examination in Primary Care: A Review. Am Fam Physician 2009; 80(8): 809-814.</li> <li>• NbN 2<sup>nd</sup> Edition Revised Website: <a href="https://nbn2r.com/">https://nbn2r.com/</a> (review website and watch videos)</li> <li>• PANSS Handout</li> <li>• How to Critically Appraise an RCT in 10 Minutes</li> </ul>   |
| Bipolar Disorder  | <ul style="list-style-type: none"> <li>• Grande et al. Bipolar disorder. Lancet 2016; 387: 1561-72</li> <li>• Sachs G.S. Effectiveness of Adjunctive Antidepressant Treatment for Bipolar Depression. NEJM 2007; 356: 1711-22.</li> <li>• Lahteenvuo M., et al. Real-world effectiveness of pharmacologic treatments for the prevention of rehospitalization in a Finnish nationwide cohort of patients with bipolar disorder. JAMA Psychiatry 2018; 75(4): 347-355.</li> <li>• Yatham LN et al CANMAT and ISBD 2018 guidelines for the management of patients with bipolar disorder. <ul style="list-style-type: none"> <li>• Section 3: Acute Management of Bipolar Mania</li> <li>• Section 4: Acute Management of Bipolar Depression</li> <li>• Section 5: Maintenance Therapy for Bipolar Disorder</li> <li>• Page 31: "Should antidepressants be used in bipolar II depression?"</li> </ul> </li> </ul> |
| ADHD  | <ul style="list-style-type: none"> <li>• CADDRA Canadian ADHD Practice Guidelines 4<sup>th</sup> Edition: Chapter 5</li> <li>• CADDRA Guide to ADHD Pharmacological Treatments in Canada – 2020<br/>Available here: <a href="https://www.caddra.ca/wp-content/uploads/Medication_Chart_English_CANADA.pdf">https://www.caddra.ca/wp-content/uploads/Medication_Chart_English_CANADA.pdf</a></li> <li>• Posner J., et al. Attention-deficit hyperactivity disorder. Lancet 2020; 395: 450-462.</li> <li>• Newcorn J., et al. Atomoxetine and Osmotically Released Methylphenidate for the Treatment of Attention Deficit Hyperactivity Disorder: Acute Comparison and Differential Response. Am J Psychiatry 2008; 165(1):1-10. <b>(Article that will be used for Assessment 3: PHAR 358 Journal Club)</b></li> </ul>  |
| Psychosis   | <ul style="list-style-type: none"> <li>• Marder S.R., Cannon T.D. Schizophrenia. NEJM 2019; 381: 1753-61.</li> <li>• Naber D., et al. Qualify: a randomized head-to-head study of aripiprazole once-monthly and paliperidone palmitate in the treatment of schizophrenia. Schizophrenia Research 2015; 168: 498-504.</li> <li>• Lieberman J.A., et al. Effectiveness of Antipsychotic Drugs in Patients with Chronic Schizophrenia (CATIE). NEJM 2005; 353: 1209-23.</li> <li>• Huhn M, et al. Comparative efficacy and tolerability of 32 oral antipsychotics for the acute treatment of adults with multi-episode schizophrenia: a systematic review and network meta-analysis. Lancet 2019; 394 (10202): 939-951.</li> <li>• Guidelines for the Pharmacotherapy of Schizophrenia in Adults. Canadian Journal of Psychiatry 2017; 62(9): 604-616.</li> </ul>  |

|                               |  |
|-------------------------------|--|
|                               |  |
| MDD                           | <ul style="list-style-type: none"> <li>• Cipriani A, et al. Comparative efficacy and acceptability of 21 antidepressant drugs for the acute treatment of adults with major depressive disorder: a systematic review and network meta-analysis. <i>Lancet</i> 2018; 391: 1357-66.</li> <li>• Rush AJ, et al. STAR*D. Revising conventional wisdom. <i>CNS Drugs</i>. 2009; 23(8):627-47.</li> <li>• Mahli G.S., Mann J. Depression. <i>Lancet</i> 2018; 392: 2299-312.</li> <li>• CANMAT 2016 Guidelines for the Management of Adults with MDD.</li> </ul>  |
| Eating Disorders              | <ul style="list-style-type: none"> <li>• Davis H., Attia E. Pharmacotherapy of eating disorders. <i>Curr Opin Psychiatry</i> 2017; 30: 452-457.</li> <li>• Harrington B.C., et al. Initial Evaluation, Diagnosis, and Treatment of Anorexia Nervosa and Bulimia Nervosa. <i>Am Fam Physician</i> 2015;91(1):46-52.</li> <li>• Boateng A.A., et al. Refeeding syndrome: treatment considerations based on collective analysis of literature case reports. <i>Nutrition</i> 2010; 26: 156-167.</li> <li>• Clinical Practice Guidelines for the BC Eating Disorders Continuum of Services. 2012. Parts 8 and 9.</li> </ul>  |
| Anxiety and Related Disorders | <ul style="list-style-type: none"> <li>• Katzman. Canadian clinical practice guidelines for the management of anxiety, PTSD, and OCD. <i>BMC Psychiatry</i> 2014, 14 (Suppl 1: S1)</li> <li>• Dell'osso B &amp; Lader M. Do benzodiazepines still deserve a major role in the treatment of psychiatric disorders? A critical reappraisal. <i>Eur Psych</i>. 2013; 28:7-20.</li> <li>• Raskind M.A., et al. A trial of prazosin for combat trauma PTSD with nightmares in active-duty soldiers returned from Iraq and Afghanistan. <i>Am J Psych</i> 2013; 170: 1003-1010.</li> <li>• Raskind M.A., et al. Trial of prazosin for post-traumatic stress disorder in military veterans. <i>NEJM</i> 2018; 378: 507-17.</li> </ul> |
| Insomnia                      | <ul style="list-style-type: none"> <li>• Centre for Effective Practice: Management of Chronic Insomnia. January 2017.</li> <li>• Morin C., Benca R. Chronic Insomnia. <i>Lancet</i> 2012; 379: 1129-41.</li> <li>• Pottie K. et al. Deprescribing benzodiazepine receptor agonists. <i>Canadian Family Physician</i> 2018; 64: 339- 351.</li> <li>• British Association of Psychopharmacology consensus statement on evidence-based treatment of insomnia, parasomnias, and circadian rhythm disorders: An update. <i>Journal of Psychopharmacology</i> 2019: <b>pages 2-12.</b></li> </ul>  |
| Personality Disorders         | <ul style="list-style-type: none"> <li>• Stoffers et al. Pharm interventions for BPD CDSR 2010</li> <li>• Wasylyshen A., Williams A. Second-generation antipsychotic use in borderline personality disorder: What are we targeting? <i>Ment Health Clin</i> 2016;6(2):82-8.</li> <li>• Tyrer P, Reed G., Crawford M. Classification, assessment, prevalence, and effect of personality disorder. <i>Lancet</i> 2015; 385: 717-26.</li> </ul>   |

## Grading Scheme

|                     |     |
|---------------------|-----|
| Midpoint Evaluation | P/F |
| Final Evaluation    | P/F |
| Total               | P/F |

## Evaluation Components

### Assignment 1: Midpoint Evaluation

**Value:** pass/fail

**Due Date:** ~ 3 weeks into rotation

**Type:** Clinical Evaluation

**Description:** The student and preceptor(s) will meet at the midpoint of the evaluation to discuss progress towards meeting the required competencies.

### Assignment 2: Final Evaluation

**Value:** pass/fail

**Due Date:** At conclusion of rotation

**Type:** Clinical Evaluation

**Description:** The student and preceptor(s) will meet at the end of the practicum to review the evaluation pertaining to achievement of the required competencies.

## Criteria That Must Be Met to Pass

Minimum = Meeting COMPETENT level of performance on all aspects of the evaluation form by the END of the practicum.

## Attendance Expectations

Students are required to attend all scheduled rotation activities.

## Student Feedback

Formal feedback will be provided at mid point and final evaluations. Informal, real-time feedback will be provided throughout the rotation on an ongoing basis. Students are encouraged to ask instructors for feedback on specific aspects, as desired.

## **Integrity Defined (from the Office of the University Secretary)**

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

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

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

## **Examinations with Access and Equity Services (AES)**

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check [www.students.usask.ca/aes](http://www.students.usask.ca/aes), or contact AES at 306-966-7273 or [aes@usask.ca](mailto:aes@usask.ca).

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

## **Student Supports**

### **Student Learning Services**

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

### **Student and Enrolment Services Division**

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

### **Financial Support**

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

**Aboriginal Students Centre**

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

**International Student and Study Abroad Centre**

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit [students.usask.ca](https://students.usask.ca) for more information.



1. Approval by Department Head or Dean

1.1 College or School with academic authority:

COLLEGE OF PHARMACY AND NUTRITION

1.2 Department with academic authority:

N/A

1.3 Term from which the course is effective:

2024/2025 WINTER

2. Information required for the Catalogue

2.1 Label & Number of course:

PHAR 905

2.2 Academic credit units:

5

2.3 Course Long Title (maximum 100 characters):

PSYCHIATRY ELECTIVE PRACTICUM

Course Short Title (maximum 30 characters):

PSYCH ELECTIVE

2.4 Total Hours: Lecture Seminar Lab Tutorial Other 240 hours

2.5 Weekly Hours: Lecture Seminar Lab Tutorial Other 40 hours

2.6 Term in which it will be offered: T1 T2 T1 or T2 OR SPRING/SUMMER T1 and T2

2.7 Prerequisite:

PHAR 902 – General Psychiatry Foundations Practicum

## PHAR 901 – General Medicine Foundations Practicum

If there is a prerequisite waiver, who is responsible for signing it?

**D – Instructor/Dept Approval**

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

STUDENTS WILL COMPLETE A 6-WEEK (240 HOUR) ADVANCED CLINICAL PRACTICUM WITH AN ORGANIZATION PROVIDING HEALTH CARE TO PEOPLE LIVING WITH MENTAL HEALTH CONDITIONS. STUDENTS WILL HAVE THE OPPORTUNITY TO CHOOSE BETWEEN PRACTICUM SITES OFFERED THROUGH THE PROGRAM OR THEY MAY PROPOSE A SPECIFIC HEALTH CARE FACILITY IF A SUITABLE PRECEPTOR CAN BE IDENTIFIED. THIS PRACTICUM IN MENTAL HEALTH CAN OCCUR AFTER SUCCESSFUL COMPLETION OF THE GENERAL MEDICINE AND GENERAL PSYCHIATRY FOUNDATIONS PRACTICUMS. STUDENTS WILL APPLY SKILLS AND BEGIN TO CONTRIBUTE MEANINGFULLY, PRODUCTIVELY, AND SAFELY TO THE CARE OF PEOPLE LIVING WITH MENTAL HEALTH CONDITIONS. STUDENTS WILL RESPOND TO THE NEEDS OF EACH INDIVIDUAL PATIENT IN AN ORGANIZED, INTERDISCIPLINARY SETTING. ASSESSMENT AND MANAGEMENT OF NON-PSYCHIATRIC CONDITIONS WILL ALSO BE EMPHASIZED AS PART OF A HOLISTIC CARE APPROACH.

2.9 Do you allow this course to be repeated for credit?

NO

3. **Please list rationale for introducing this course:**

THIS COURSE IS REQUIRED BY STUDENTS ENROLLED IN OUR NEW CLINICAL (I.E., NON-THESIS) MASTER'S DEGREE PROGRAM. THIS EXPERIENTIAL LEARNING COURSE WILL PROVIDE STUDENTS A CHANCE TO LEARN AND APPLY THEIR KNOWLEDGE AND SKILLS IN A REAL-WORLD HEALTH CARE FACILITY. THE DEGREE/PROGRAM COULD NOT EXIST WITHOUT GENUINE EXPERIENCES IN HEALTH CARE PROVISION UNDER AN EXPERIENCED CLINICAL PRECEPTOR.

4. **Please list the learning objectives for this course:**

|    |   |
|----|---|
| 1. | Applies fundamental knowledge and skills expected of a practicing pharmacist without sub-specialization   |
| 2. | Uses a combination of knowledge, critical thinking, and problem-solving skills to make and justify decisions or recommendations   |
| 3. | Applies a clearly evident process for the purpose of assessing and managing a specific patient situation <ul style="list-style-type: none"><li>• Gathers appropriate and necessary information</li><li>• Identifies and prioritizes drug therapy problems</li><li>• Establishes appropriate and achievable goals of therapy for a given drug therapy problem</li><li>• Identifies and evaluates relevant, alternative strategies/treatments that can achieve desired goals of therapy</li></ul> |

|     |   |
|-----|---|
|     | <ul style="list-style-type: none"> <li>• Selects and comprehensively defends a specific and individualized treatment strategy for each drug therapy problem</li> <li>• Facilitates the implementation of a treatment strategy and assesses progress in achieving goals with careful attention to patient safety, satisfaction, and responsiveness to and individual patient preferences and values</li> </ul> |
| 4.  | Establishes and maintains respectful relationships with patients, colleagues, and supervisors   |
| 5.  | Demonstrates excellent verbal and non-verbal communication in a clinical setting  |
| 6.  | Demonstrates effective written communication for clinical care situations (e.g., chart documentation, written communication to health care team)  |
| 7.  | Values the involvement of other individuals involved in the health care process (e.g., health care providers, family members, social workers, etc.) with a priority on the needs and preferences of each individual patient.  |
| 8.  | Demonstrates responsibility and commitment to learning through the demonstration of, but not limited to, self-assessment, self-directed learning, receptiveness to feedback, and adaptability   |
| 9.  | Demonstrates the attitudes, qualities, ethical principles, commitment, and characteristics of a professional as expected by patients, other pharmacists, regulatory bodies, and other health care professionals.  |
| 10. | Practices within ethical, legal, and professional requirements as stipulated in federal and provincial legislation bylaws, policies, and practice standards.  |

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course?  
 If so, were these departments consulted? (Include correspondence)  
 Were any other departments asked to review or comment on the proposal?

NO OTHER PROGRAMS WILL BE AFFECTED. THIS COURSE IS SPECIFIC TO PHARMACY.

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted?

NO COURSES WILL BE AFFECTED. THIS IS AN EXPERIENTIAL LEARNING OPPORTUNITY NOT AVAILABLE CURRENTLY AT THE U OF S.

6.2 Courses for which this course will be a prerequisite?

NONE

6.3 Is this course to be required by your majors, or by majors in another program?

NO

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

COURSE SYLLABUS IS ATTACHED

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?

2 – THIS COURSE IS RESTRICTED TO STUDENTS ENROLLED IN THE MASTER'S OF CLINICAL PHARMACY PROGRAM IN THE COLLEGE OF PHARMACY AND NUTRITION

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

- 10-50
- 50-90
- 90-130
- 130+

**N/A – THIS COURSE WILL TAKE PLACE IN A HEALTH CARE FACILITY**

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*

N – Numeric/Percentage

*(Grade options for instructor: grade of 0% to 100%, IP in Progress)*

**P – Pass/Fail**

**(Grade options for instructor: Pass, Fail, In Progress)**

S – Special

*(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:*

9.2 Is the course exempt from the final examination?

YES

10. **Required text**

Include a bibliography for the course.

N/A

11. **Resources**

11.1 Proposed instructor:

THE COURSE INSTRUCTOR IS KATELYN HALPAPE (PROGRAM DIRECTOR). HOWEVER, OTHER PRECEPTORS MAY BE ASSIGNED DEPENDING ON THE FACILITY.

11.2 How does the department plan to handle the additional teaching or administrative workload?

THE PROGRAM WILL ASSIGN ADMINISTRATIVE SUPPORT TO DR. HALPAPE THROUGH THE RESEARCH AND GRADUATE AFFAIRS OFFICE TO ASSIST IN ALL THE LOGISTIC/ADMINISTRATIVE ACTIVITIES RELATING TO EXPERIENTIAL LEARNING FOR STUDENTS IN OUR PROGRAM.

11.3 Are sufficient library or other research resources available for this course?

YES

11.4 Are any additional resources required (library, audio-visual, technology, etc.)?

NO

## 12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category)

PER TERM TUITION – CODE: TC31

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form”

<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

NO

---

## Detailed Course Information

### 1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

| Code       | Description                  | Code | Description                        |
|------------|------------------------------|------|------------------------------------|
| <b>CL</b>  | <b>Clinical</b>              | PRB  | Problem Session                    |
| COO        | Coop Class                   | RDG  | Reading Class                      |
| FLD        | Field Trip                   | RES  | Research                           |
| ICR        | Internet Chat Relay          | ROS  | Roster (Dent Only)                 |
| IHP        | Internet Help                | SEM  | Seminar                            |
| IN1        | Internship - Education       | SSI  | Supervised Self Instruction        |
| IN2        | Internship - CMPT & EPIP     | STU  | Studio                             |
| IN3        | Internship - General         | SUP  | Teacher Supervision                |
| LAB        | Laboratory                   | TUT  | Tutorial                           |
| LC         | Lecture/Clinical (Dent Only) | WEB  | Web Based Class                    |
| LEC        | Lecture                      | XCH  | Exchange Program                   |
| LL         | Lecture/Laboratory           | XGN  | Ghost Schedule Type Not Applicable |
| MM         | Multimode                    | XHS  | High School Class                  |
| PCL        | Pre-Clinical (Dent Only)     | XNA  | Schedule Type Not Applicable       |
| <b>PRA</b> | <b>Practicum</b>             | XNC  | No Academic Credit                 |

## 2. Course Attributes **N/A**

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

## 3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

YES

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

ONLY OPEN TO STUDENTS IN THE MASTER'S OF CLINICAL PHARMACY PROGRAM

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

**PHAR 902 – General Psychiatry Foundations Practicum**

**PHAR 901 – General Medicine Foundations Practicum**

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

NONE

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

NONE

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

N/A

**4. List Equivalent Course(s) here:**

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

NONE

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

N/A

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

NONE

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**

## COURSE SYLLABUS

|                        |  |                  |           |
|------------------------|--|------------------|-----------|
| <b>COURSE TITLE:</b>   | Psychiatry Elective Practicum  |                  |           |
| <b>COURSE CODE:</b>    | PHAR 905   | <b>TERM:</b>     | TBA       |
| <b>COURSE CREDITS:</b> | 5  | <b>DELIVERY:</b> | In person |
| <b>LOCATION:</b>       | Health care organization providing care to people living with mental health conditions |                  |           |
| <b>TIME:</b>           | Monday to Friday 8:00AM to 4:30PM unless otherwise stated                              |                  |           |

### Course Description

Students will complete a 6-week (240 hour) advanced clinical practicum with an organization providing health care to people living with mental health conditions. Students will have the opportunity to choose between practicum sites offered through the program or they may propose a specific health care facility for this elective practicum if a suitable preceptor can be identified. This practicum in mental health can occur after successful completion of the general medicine and general psychiatry foundations practicums. Students will apply skills and begin to contribute meaningfully, productively, and safely to the care of people living with mental health conditions. Students will respond to the needs of each individual patient in an organized, interdisciplinary setting. Assessment and management of non-psychiatric conditions will also be emphasized as part of a holistic care approach.

### **Prerequisites**

PHAR 901 – General Medicine Foundations Practicum

PHAR 902 – General Psychiatry Foundations Practicum

### Learning Outcomes

By the completion of this course, students will be expected to:

1.

|    |  |
|----|--|
| 1. | Applies fundamental knowledge and skills expected of a practicing pharmacist without sub-specialization  |
| 2. | Uses a combination of knowledge, critical thinking, and problem-solving skills to make and justify decisions or recommendations  |
| 3. | Applies a clearly evident process for the purpose of assessing and managing a specific patient situation <ul style="list-style-type: none"> <li>• Gathers appropriate and necessary information</li> <li>• Identifies and prioritizes drug therapy problems</li> </ul> |

|     |   |
|-----|---|
|     | <ul style="list-style-type: none"> <li>• Establishes appropriate and achievable goals of therapy for a given drug therapy problem</li> <li>• Identifies and evaluates relevant, alternative strategies/treatments that can achieve desired goals of therapy</li> <li>• Selects and comprehensively defends a specific and individualized treatment strategy for each drug therapy problem</li> <li>• Facilitates the implementation of a treatment strategy and assesses progress in achieving goals with careful attention to patient safety, satisfaction, and responsiveness to and individual patient preferences and values</li> </ul> |
| 4.  | Establishes and maintains respectful relationships with patients, colleagues, and supervisors   |
| 5.  | Demonstrates excellent verbal and non-verbal communication in a clinical setting  |
| 6.  | Demonstrates effective written communication for clinical care situations (e.g., chart documentation, written communication to health care team)  |
| 7.  | Values the involvement of other individuals involved in the health care process (e.g., health care providers, family members, social workers, etc.) with a priority on the needs and preferences of each individual patient.  |
| 8.  | Demonstrates responsibility and commitment to learning through the demonstration of, but not limited to, self-assessment, self-directed learning, receptiveness to feedback, and adaptability   |
| 9.  | Demonstrates the attitudes, qualities, ethical principles, commitment, and characteristics of a professional as expected by patients, other pharmacists, regulatory bodies, and other health care professionals.  |
| 10. | Practices within ethical, legal, and professional requirements as stipulated in federal and provincial legislation bylaws, policies, and practice standards.  |

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students. More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php> The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these

aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: [http://www.usask.ca/university\\_secretary/LearningCharter.pdf](http://www.usask.ca/university_secretary/LearningCharter.pdf)

## **University of Saskatchewan Grading System (for graduate courses)**

<https://programs.usask.ca/grad-studies/policies.php#GradingSystem>

### **Course Overview**

### **Class Schedule**

Students will be provided with a schedule at the beginning of the practicum. Students will spend 40 hours per week at their assigned site for 6 consecutive weeks. Students unable to attend to the rotation at any point must contact their instructor immediately to make alternate arrangements.

In general, students are expected at the site in-person from Monday to Friday from 8:00am to 4:30pm. However, please contact the supervisor at least TWO WEEKS prior to the first day to confirm the schedule as modifications are possible.

### **Assessment**

There is no final exam for this course. Students will be evaluated on their performance by the preceptor. Students must seek feedback from their preceptor regarding their performance and participate in all debrief sessions.

Marks will not be formally assigned, but instead a Pass/Fail system will be utilized. The final course grade will be listed at the Registrar's Office as incomplete until all the requirements are met. An IP (in progress) is assigned if the requirements are not met within 30 days of the end of the practicum. Failure to complete course requirements will result in failure of the course.

## **Instructor Information**

### **Contact Information**

**Katelyn Halpape**  
E3124 Health Sciences Building  
Phone: 306-966-2814  
Email: [Katelyn.halpape@usask.ca](mailto:Katelyn.halpape@usask.ca)

**David Blackburn**  
A20.20 Health Science Building  
Phone: 306-966-2081  
Email: [d.blackburn@usask.ca](mailto:d.blackburn@usask.ca)

## **Required Resources**

Assigned by preceptor at the time of practicum

## **Grading Scheme**

|                     |     |
|---------------------|-----|
| Midpoint Evaluation | P/F |
| Final Evaluation    | P/F |
| Total               | P/F |

## **Evaluation Components**

### **Assignment 1: Midpoint Evaluation**

**Value:** pass/fail

**Due Date:** ~ 3 weeks into rotation

**Type:** Clinical Evaluation

**Description:** The student and preceptor(s) will meet at the midpoint of the evaluation to discuss progress towards meeting the required competencies.

### **Assignment 2: Final Evaluation**

**Value:** pass/fail

**Due Date:** At conclusion of rotation

**Type:** Clinical Evaluation

**Description:** The student and preceptor(s) will meet at the end of the practicum to review the evaluation pertaining to achievement of the required competencies.

## **Criteria That Must Be Met to Pass**

Minimum = Meeting COMPETENT level of performance on all aspects of the evaluation form by the END of the practicum.

## **Attendance Expectations**

Students are required to attend all scheduled rotation activities.

## **Student Feedback**

Formal feedback will be provided at mid point and final evaluations. Informal, real-time feedback will be provided throughout the rotation on an ongoing basis. Students are encouraged to ask instructors for feedback on specific aspects, as desired.

## **Integrity Defined (from the Office of the University Secretary)**

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

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

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

## **Examinations with Access and Equity Services (AES)**

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check [www.students.usask.ca/aes](http://www.students.usask.ca/aes), or contact AES at 306-966-7273 or [aes@usask.ca](mailto:aes@usask.ca).

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

## **Student Supports**

### **Student Learning Services**

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

### **Student and Enrolment Services Division**

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

### **Financial Support**

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

**Aboriginal Students Centre**

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

**International Student and Study Abroad Centre**

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit [students.usask.ca](https://students.usask.ca) for more information.



1. Approval by Department Head or Dean

1.1 College or School with academic authority:

COLLEGE OF PHARMACY AND NUTRITION

1.2 Department with academic authority:

N/A

1.3 Term from which the course is effective:

2024/2025 WINTER

2. Information required for the Catalogue

2.1 Label & Number of course:

PHAR 909

2.2 Academic credit units:

5

2.3 Course Long Title (maximum 100 characters):

PSYCHIATRY INDEPENDENT PRACTICE PRACTICUM

Course Short Title (maximum 30 characters):

INDEPENDENT PRACTICE

2.4 Total Hours: Lecture Seminar Lab Tutorial Other 240 hours

2.5 Weekly Hours: Lecture Seminar Lab Tutorial Other 40 hours

2.6 Term in which it will be offered: T1 T2 T1 or T2 OR SPRING/SUMMER T1 and T2

2.7 Prerequisite:

PHAR 901.5 General Medicine Foundations Practicum

PHAR 902.5 General Psychiatry Foundations Practicum  
PHAR 903.5 Psychiatry Practicum 1  
PHAR 904.5 Psychiatry Practicum 2  
PHAR 905.5 Psychiatry Elective Practicum

If there is a prerequisite waiver, who is responsible for signing it?

**D – Instructor/Dept Approval**

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

PHAR 909 IS THE FINAL PRACTICUM IN THE MASTER OF CLINICAL PHARMACY PROGRAM. STUDENTS WILL COMPLETE A 6-WEEK (240 HOUR) ADVANCED CLINICAL PRACTICUM IN AN ACUTE CARE FACILITY FOR PEOPLE LIVING WITH MENTAL HEALTH CONDITIONS. THIS PRACTICUM IN MENTAL HEALTH CANNOT OCCUR UNTIL ALL OTHER REQUIRED PRACTICUMS HAVE BEEN COMPLETED SUCCESSFULLY. STUDENTS WILL BE EXPECTED TO PROVIDE CARE FOR A HIGHER PATIENT LOAD AND PARTICIPATE IN OTHER ACTIVITIES SUCH AS TRAINEE SUPERVISION AND MANAGEMENT DISCUSSIONS AS APPROPRIATE. THE FOCUS OF THIS PRACTICUM IS TO ALLOW STUDENTS MORE INDEPENDENCE OVER DECISIONS AND ACTIVITIES BASED ON THEIR PRIORITIZATION OF DEMANDS IN THEIR UNIT. STUDENTS WILL ENDEAVOR TO CONTRIBUTE MEANINGFULLY, PRODUCTIVELY, AND SAFELY TO THE CARE OF PEOPLE IN THE UNIT – NOT JUST THOSE PATIENTS SELECTED BY THE PRECEPTOR. STUDENTS WILL RESPOND TO THE NEEDS OF EACH INDIVIDUAL PATIENT IN AN ORGANIZED, INTERDISCIPLINARY SETTING.

2.9 Do you allow this course to be repeated for credit?

NO

3. **Please list rationale for introducing this course:**

THIS COURSE IS REQUIRED BY STUDENTS ENROLLED IN OUR NEW CLINICAL (I.E., NON-THESIS) MASTER'S DEGREE PROGRAM. THIS EXPERIENTIAL LEARNING COURSE WILL PROVIDE STUDENTS A CHANCE TO LEARN AND APPLY THEIR KNOWLEDGE AND SKILLS IN A REAL-WORLD HEALTH CARE FACILITY. THE DEGREE/PROGRAM COULD NOT EXIST WITHOUT GENUINE EXPERIENCES IN HEALTH CARE PROVISION UNDER AN EXPERIENCED CLINICAL PRECEPTOR.

4. **Please list the learning objectives for this course:**

|    |   |
|----|---|
| 1. | Applies fundamental knowledge and skills expected of a practicing pharmacist without sub-specialization   |
| 2. | Uses a combination of knowledge, critical thinking, and problem-solving skills to make and justify decisions or recommendations   |
| 3. | Applies a clearly evident process for the purpose of assessing and managing a specific patient situation <ul style="list-style-type: none"><li>• Gathers appropriate and necessary information</li><li>• Identifies and prioritizes drug therapy problems</li></ul> |

|     |   |
|-----|---|
|     | <ul style="list-style-type: none"> <li>• Establishes appropriate and achievable goals of therapy for a given drug therapy problem</li> <li>• Identifies and evaluates relevant, alternative strategies/treatments that can achieve desired goals of therapy</li> <li>• Selects and comprehensively defends a specific and individualized treatment strategy for each drug therapy problem</li> <li>• Facilitates the implementation of a treatment strategy and assesses progress in achieving goals with careful attention to patient safety, satisfaction, and responsiveness to and individual patient preferences and values</li> </ul> |
| 4.  | Establishes and maintains respectful relationships with patients, colleagues, and supervisors   |
| 5.  | Demonstrates excellent verbal and non-verbal communication in a clinical setting  |
| 6.  | Demonstrates effective written communication for clinical care situations (e.g., chart documentation, written communication to health care team)  |
| 7.  | Values the involvement of other individuals involved in the health care process (e.g., health care providers, family members, social workers, etc.) with a priority on the needs and preferences of each individual patient.  |
| 8.  | Demonstrates responsibility and commitment to learning through the demonstration of, but not limited to, self-assessment, self-directed learning, receptiveness to feedback, and adaptability   |
| 9.  | Demonstrates the attitudes, qualities, ethical principles, commitment, and characteristics of a professional as expected by patients, other pharmacists, regulatory bodies, and other health care professionals.  |
| 10. | Practices within ethical, legal, and professional requirements as stipulated in federal and provincial legislation bylaws, policies, and practice standards.  |

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course?  
 If so, were these departments consulted? (Include correspondence)  
 Were any other departments asked to review or comment on the proposal?

NO OTHER PROGRAMS WILL BE AFFECTED. THIS COURSE IS SPECIFIC TO PHARMACY.

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted?

NO COURSES WILL BE AFFECTED. THIS IS AN EXPERIENTIAL LEARNING OPPORTUNITY NOT AVAILABLE CURRENTLY AT THE U OF S.

6.2 Courses for which this course will be a prerequisite?

NONE

6.3 Is this course to be required by your majors, or by majors in another program?

NO

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

COURSE SYLLABUS IS ATTACHED

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?

2 – THIS COURSE IS RESTRICTED TO STUDENTS ENROLLED IN THE MASTER'S OF CLINICAL PHARMACY PROGRAM IN THE COLLEGE OF PHARMACY AND NUTRITION

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

10-50

50-90

90-130

130+

**N/A – THIS COURSE WILL TAKE PLACE IN A HEALTH CARE FACILITY**

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*

N – Numeric/Percentage

*(Grade options for instructor: grade of 0% to 100%, IP in Progress)*

**P – Pass/Fail**

**(Grade options for instructor: Pass, Fail, In Progress)**

S – Special

*(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:*

9.2 Is the course exempt from the final examination?

YES

10. **Required text**

Include a bibliography for the course.

N/A

11. **Resources**

11.1 Proposed instructor:

THE COURSE INSTRUCTOR IS KATELYN HALPAPE (PROGRAM DIRECTOR). HOWEVER, OTHER PRECEPTORS MAY BE ASSIGNED DEPENDING ON THE FACILITY.

11.2 How does the department plan to handle the additional teaching or administrative workload?

THE PROGRAM WILL ASSIGN ADMINISTRATIVE SUPPORT TO DR. HALPAPE THROUGH THE RESEARCH AND GRADUATE AFFAIRS OFFICE TO ASSIST IN ALL THE LOGISTIC/ADMINISTRATIVE ACTIVITIES RELATING TO EXPERIENTIAL LEARNING FOR STUDENTS IN OUR PROGRAM.

11.3 Are sufficient library or other research resources available for this course?

YES

11.4 Are any additional resources required (library, audio-visual, technology, etc.)?

NO

## 12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category)

PER TERM TUITION – CODE: TC31

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"  
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

NO

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## Detailed Course Information

### 1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

| Code      | Description                  | Code | Description                        |
|-----------|------------------------------|------|------------------------------------|
| <b>CL</b> | <b>Clinical</b>              | PRB  | Problem Session                    |
| COO       | Coop Class                   | RDG  | Reading Class                      |
| FLD       | Field Trip                   | RES  | Research                           |
| ICR       | Internet Chat Relay          | ROS  | Roster (Dent Only)                 |
| IHP       | Internet Help                | SEM  | Seminar                            |
| IN1       | Internship - Education       | SSI  | Supervised Self Instruction        |
| IN2       | Internship - CMPT & EPIP     | STU  | Studio                             |
| IN3       | Internship - General         | SUP  | Teacher Supervision                |
| LAB       | Laboratory                   | TUT  | Tutorial                           |
| LC        | Lecture/Clinical (Dent Only) | WEB  | Web Based Class                    |
| LEC       | Lecture                      | XCH  | Exchange Program                   |
| LL        | Lecture/Laboratory           | XGN  | Ghost Schedule Type Not Applicable |

|            |                          |     |                              |
|------------|--------------------------|-----|------------------------------|
| MM         | Multimode                | XHS | High School Class            |
| PCL        | Pre-Clinical (Dent Only) | XNA | Schedule Type Not Applicable |
| <b>PRA</b> | <b>Practicum</b>         | XNC | No Academic Credit           |

## 2. Course Attributes **N/A**

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

## 3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

YES

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

ONLY OPEN TO STUDENTS IN THE MASTER'S OF CLINICAL PHARMACY PROGRAM

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

- **PHAR 901.5 General Medicine Foundations Practicum**
- **PHAR 902.5 General Psychiatry Foundations Practicum**
- **PHAR 903.5 Psychiatry Practicum 1**
- **PHAR 904.5 Psychiatry Practicum 2**
- **PHAR 905.5 Psychiatry Elective Practicum**

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

NONE

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

NONE

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

N/A

**4. List Equivalent Course(s) here:**

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

NONE

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

N/A

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

NONE

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**

## COURSE SYLLABUS

|                        |   |                  |           |
|------------------------|---|------------------|-----------|
| <b>COURSE TITLE:</b>   | Psychiatry Independent Practice Practicum                 |                  |           |
| <b>COURSE CODE:</b>    | PHAR 909  | <b>TERM:</b>     | TBA       |
| <b>COURSE CREDITS:</b> | 5   | <b>DELIVERY:</b> | In person |
| <b>LOCATION:</b>       | Acute Care Psychiatry Facility                            |                  |           |
| <b>TIME:</b>           | Monday to Friday 8:00AM to 4:30PM unless otherwise stated |                  |           |

### Course Description

PHAR 909 is the final practicum in the Master of Clinical Pharmacy Program. Students will complete a 6-week (240 hour) advanced clinical practicum in an acute care facility for people living with mental health conditions. This practicum in mental health cannot occur until all other required practicums have been completed successfully. Students will be expected to provide care for a higher patient load and participate in other activities such as trainee supervision and management discussions as appropriate. The focus of this practicum is to allow students more independence over decisions and activities based on their prioritization of demands in their unit. Students will endeavor to contribute meaningfully, productively, and safely to the care of people in the unit – not just those patients selected by the preceptor. Students will respond to the needs of each individual patient in an organized, interdisciplinary setting. Assessment and management of non-psychiatric conditions will also be emphasized as part of a holistic care approach.

### **Prerequisites**

- PHAR 901.5 General Medicine Foundations Practicum
- PHAR 902.5 General Psychiatry Foundations Practicum
- PHAR 903.5 Psychiatry Practicum 1
- PHAR 904.5 Psychiatry Practicum 2
- PHAR 905.5 Psychiatry Elective Practicum

### **Learning Outcomes**

By the completion of this course, students will be expected to:

1.

|    |   |
|----|---|
| 1. | Applies fundamental knowledge and skills expected of a practicing pharmacist without sub-specialization                         |
| 2. | Uses a combination of knowledge, critical thinking, and problem-solving skills to make and justify decisions or recommendations |

|     |  |
|-----|--|
| 3.  | <p>Applies a clearly evident process for the purpose of assessing and managing a specific patient situation</p> <ul style="list-style-type: none"> <li>• Gathers appropriate and necessary information</li> <li>• Identifies and prioritizes drug therapy problems</li> <li>• Establishes appropriate and achievable goals of therapy for a given drug therapy problem</li> <li>• Identifies and evaluates relevant, alternative strategies/treatments that can achieve desired goals of therapy</li> <li>• Selects and comprehensively defends a specific and individualized treatment strategy for each drug therapy problem</li> <li>• Facilitates the implementation of a treatment strategy and assesses progress in achieving goals with careful attention to patient safety, satisfaction, and responsiveness to and individual patient preferences and values</li> </ul> |
| 4.  | Establishes and maintains respectful relationships with patients, colleagues, and supervisors  |
| 5.  | Demonstrates excellent verbal and non-verbal communication in a clinical setting   |
| 6.  | Demonstrates effective written communication for clinical care situations (e.g., chart documentation, written communication to health care team)   |
| 7.  | Values the involvement of other individuals involved in the health care process (e.g., health care providers, family members, social workers, etc.) with a priority on the needs and preferences of each individual patient.   |
| 8.  | Demonstrates responsibility and commitment to learning through the demonstration of, but not limited to, self-assessment, self-directed learning, receptiveness to feedback, and adaptability  |
| 9.  | Demonstrates the attitudes, qualities, ethical principles, commitment, and characteristics of a professional as expected by patients, other pharmacists, regulatory bodies, and other health care professionals.   |
| 10. | Practices within ethical, legal, and professional requirements as stipulated in federal and provincial legislation bylaws, policies, and practice standards.   |

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students. More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

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

## **University of Saskatchewan Grading System (for graduate courses)**

<https://programs.usask.ca/grad-studies/policies.php#GradingSystem>

### **Course Overview**

### **Class Schedule**

Students will be provided with a schedule at the beginning of the practicum. Students will spend 40 hours per week at their assigned site for 6 consecutive weeks. Students unable to attend to the rotation at any point must contact their instructor immediately to make alternate arrangements.

In general, students are expected at the site in-person from Monday to Friday from 8:00am to 4:30pm. However, please contact the supervisor at least TWO WEEKS prior to the first day to confirm the schedule as modifications are possible.

### **Assessment**

There is no final exam for this course. Students will be evaluated on their performance by the preceptor. Students must seek feedback from their preceptor regarding their performance and participate in all debrief sessions.

Marks will not be formally assigned, but instead a Pass/Fail system will be utilized. The final course grade will be listed at the Registrar's Office as incomplete until all the requirements are met. An IP (in progress) is assigned if the requirements are not met within 30 days of the end of the practicum. Failure to complete course requirements will result in failure of the course.

## **Instructor Information**

### **Contact Information**

**Katelyn Halpape**  
E3124 Health Sciences Building  
Phone: 306-966-2814  
Email: [Katelyn.halpape@usask.ca](mailto:Katelyn.halpape@usask.ca)

**David Blackburn**  
A20.20 Health Science Building  
Phone: 306-966-2081  
Email: [d.blackburn@usask.ca](mailto:d.blackburn@usask.ca)

## **Required Resources**

Assigned by preceptor at the time of practicum

## **Grading Scheme**

|                     |     |
|---------------------|-----|
| Midpoint Evaluation | P/F |
| Final Evaluation    | P/F |
| Total               | P/F |

## **Evaluation Components**

### **Assignment 1: Midpoint Evaluation**

**Value:** pass/fail

**Due Date:** ~ 3 weeks into rotation

**Type:** Clinical Evaluation

**Description:** The student and preceptor(s) will meet at the midpoint of the evaluation to discuss progress towards meeting the required competencies.

### **Assignment 2: Final Evaluation**

**Value:** pass/fail

**Due Date:** At conclusion of rotation

**Type:** Clinical Evaluation

**Description:** The student and preceptor(s) will meet at the end of the practicum to review the evaluation pertaining to achievement of the required competencies.

## **Criteria That Must Be Met to Pass**

Minimum = Meeting COMPETENT level of performance on all aspects of the evaluation form by the END of the practicum.

## **Attendance Expectations**

Students are required to attend all scheduled rotation activities.

## **Student Feedback**

Formal feedback will be provided at mid point and final evaluations. Informal, real-time feedback will be provided throughout the rotation on an ongoing basis. Students are encouraged to ask instructors for feedback on specific aspects, as desired.

## **Integrity Defined (from the Office of the University Secretary)**

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

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

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

## **Examinations with Access and Equity Services (AES)**

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check [www.students.usask.ca/aes](http://www.students.usask.ca/aes), or contact AES at 306-966-7273 or [aes@usask.ca](mailto:aes@usask.ca).

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

## **Student Supports**

### **Student Learning Services**

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

### **Student and Enrolment Services Division**

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

### **Financial Support**

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

**Aboriginal Students Centre**

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

**International Student and Study Abroad Centre**

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit [students.usask.ca](https://students.usask.ca) for more information.

| Practicum  | Possible Practicum sites/facilities  |
|--|--|
| <p><b>PHAR 901</b><br/> <b>General Medicine</b><br/> <b>Foundations</b></p>    | <p>Saskatoon:<br/> Royal University Hospital, or<br/> St. Pauls Hospital</p> <p>OR</p> <p>Regina:<br/> Regina General Hospital, or<br/> Pasqua Hospital</p>  |
| <p><b>PHAR 902</b><br/> <b>General Psychiatry</b><br/> <b>Foundations</b></p>  | <p>Saskatoon<br/> Royal University Hospital</p> <p>OR</p> <p>Regina<br/> Regina General Hospital</p>   |
| <p><b>PHAR 903</b><br/> <b>Psychiatry Practicum 1<sup>δ</sup></b></p>          | <p>Several sites are possible</p> <ul style="list-style-type: none"> <li>• Saskatoon or Regina hospitals</li> <li>• Saskatchewan Hospital (North Battleford)</li> <li>• Community pharmacy practice, Regina</li> <li>• Community Clinic (Saskatoon)</li> <li>• Others..</li> </ul> |
| <p><b>PHAR 904</b><br/> <b>Psychiatry Practicum 2<sup>δ</sup></b></p>          |  |
| <p><b>PHAR 905</b><br/> <b>Elective<sup>α</sup></b></p>                        |  |
| <p><b>PHAR 909</b><br/> <b>Psychiatry</b><br/> <b>Independent practice</b></p> | <p>Saskatoon<br/> Royal University Hospital</p> <p>OR</p> <p>Regina<br/> Regina General Hospital</p>   |

MCP Calendar - PSYCHIATRY STREAM

| YEAR 1  |  |   |  | YEAR 2   |  |   |   |  |
|---|--|---|--|--|--|---|---|--|
| Sept to Dec   | Jan to April   | May 15 to June 30   | Aug 10 to Sept 21  | Sept 22 to Nov 7                                 | Nov 8 to Dec 21                                  | Jan 8 to Feb 21   | Feb 22 to April 6   | April 7-30   |
| <b>*PHAR 857.3</b><br><i>Advanced Pharmacotherapy 1 - Foundations</i> | <b>*PHAR 855.3</b><br><i>Advanced Pharmacotherapy 2 – Mental Health</i>  | <b>PHAR 901</b><br><b>General Medicine Foundations</b><br><br>(SK Health Region)<br><br>• <i>Pref timeslot. This practicum may not have flexibility in dates offered.</i> | <b>PHAR 902</b><br><b>General Psychiatry Foundations</b><br><br>(SK Health Region) | <b>PHAR 903</b><br><b>Psychiatry Practicum 1</b> | <b>PHAR 904</b><br><b>Psychiatry Practicum 2</b> | <b>PHAR 905</b><br><b>Elective<sup>α</sup></b>  | <b>PHAR 909</b><br><b>Psychiatry Independent practice</b><br><br>(SK Health Region) | <b>PHAR 992:</b><br><b>Capstone Project</b><br><br>(Research Presentation and Oral exam) |
| <b>PHAR 860.3</b><br><b>Practice Management-Leadership PHAR</b>       | <b>848 .3</b><br><b>Advanced Pharmacokinetics</b>                        |   |  |  |  |   |   |  |
| <b>*PUBH 805.3</b><br><b>Biostatistics for Public Health (3cu)</b>    | <b>PHAR 870.3</b><br><b>Research Methods in Pharmacy Practice</b>        |   |  |  |  |   |   |  |
| <b>X</b>  | <b>*PHAR 990</b><br>Seminar T2 (yr 1)<br>Professional development topics |   |  |  |  | <b>PHAR 990 Seminar T2 (yr 2)</b><br>• 2 <sup>nd</sup> year's present at research day |   |  |

<sup>α</sup> Students will be allowed to propose a rotation and supervisor from outside the program.

## YEAR 1 COURSE SCHEDULE:

### FALL TERM (September to December)

PHAR 860.3 – T TH 1:00 TO 2:20

PHAR 857.3 W 1:00 to 3:50

PUBH 805 \*fully online

| MONDAY | TUESDAY                    | WEDNESDAY                 | THURSDAY                   | FRIDAY |
|--------|----------------------------|---------------------------|----------------------------|--------|
|        |                            |                           |                            |        |
|        | PHAR 860 T TH 1:00 TO 2:20 | PHAR 857.3 W 1:00 to 3:50 | PHAR 860 T TH 1:00 TO 2:20 |        |
|        |                            |                           |                            |        |

\*PUBH 805 is fully online

\*\*Students must begin developing their research project

### WINTER TERM (January to April)

PHAR 848 – MW (8:30 to 10:00am)

PHAR 870 W 1:30 to 4:30

PHAR 855 TH 1:00 TO 3:50

| MONDAY                | TUESDAY | WEDNESDAY               | THURSDAY                | FRIDAY |
|-----------------------|---------|-------------------------|-------------------------|--------|
| PHAR 848 (8:30 -10am) |         | PHAR 848 (8:30 -9:50am) |                         |        |
|                       |         |                         |                         |        |
|                       |         | PHAR 870 W 1:30 to 4:20 | PHAR 855 T 1:00 to 3:50 |        |

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Carolyn Augusta, member, Academic Programs Committee

**DATE OF MEETING:** January 25, 2024

**SUBJECT:** **Termination- Certificate in Teaching English as a Second Language program**

**MOTION:** *It is recommended that Council approve the termination of the Certificate in Teaching English as a Second Language Program, effective May 2024*

**PURPOSE:**

University Council has the authority to terminate degree-level program, including certificate programs.

**CONTEXT AND BACKGROUND:**

The College of Education is proposing the termination of the Certificate in Teaching English as a Second Language (CERTESL) program. The CERTESL was moved from the Distance Education Unit (DEU) to the Department of Curriculum Studies in the College of Education in October 2022. In the DEU instructors were paid on a per student basis; however, in the College of Education, sessional instructors are paid on a per class basis. This change has rendered the program to be no longer financially viable, given the low enrolments in the program.

There are numerous alternative providers who offer online and distance options for training in teaching English as an additional language and existing students are receiving support and advice to transfer their existing credits to another institution or to complete their remaining courses at another institution and transfer those to USask.

Along with the termination of this program, a number of associated courses will be deleted and are detailed in the proposal.

It should be noted that while there are a number of students who have completed a variety of the courses needed to achieve the CERTESL, none are registered in CERTESL courses currently. There are many viable and affordable options provided by other providers to enable students to complete the courses required to complete their program online.

**CONSULTATION:**

The Department of Curriculum Studies voted to recommend the termination at its October 27, 2023 meeting. The Academic Programs Committee reviewed the proposed termination at its January 10, 2024 meeting and the committee was supportive, recognizing that changes both at USask with the dissolution of the DEU and the rise of quality online programming hastened the need for the decision.

**ATTACHMENTS:**

1. **Report form for Program Termination – Certificate in Teaching English as a Second Language**



**Program(s) to be deleted:** Certificate in Teaching English as a Second Language (CERTESL)

**Effective date of termination:** 2024 Spring Term (202405)\*

*\*The CERTSEL certificate program was under review and, therefore, intake was put on hold in the 2023 Fall Term. There has been no intake of students since the program has been under review.*

## 1. List reasons for termination and describe the background leading to this decision.

The CERTESL program was no longer financially viable due to a change in the financial model to pay instructors when it moved from the Distance Education Unit in October 2022 to the Department of Curriculum Studies in the College of Education. In the DEU instructors were paid on a per student basis; however, in the College of Education, sessional instructors are paid on a per class basis. Enrolment in the certificate was low and as the certificate requires 10 units it ran at a loss from the point it switched to this funding model. The program generated a deficit surpassing \$200,000. The Department of Curriculum Studies explored the market for Teaching English as an Additional Language and ascertained that there are numerous alternative providers who offer online and distance options. Therefore, existing students are receive support and advice to transfer their existing credits to another institution or to complete their remaining courses at another institution and transfer those to USask.

The ASPA CERTESL Academic Coordinator position was laid off in September 2023.

## 2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

Courses:

- [ECUR 291.3](#) Introduction to Teaching of English as a Second Additional Language
- [ECUR 391.3](#) Theory of Second Additional Language Learning and Methods of Skills Development
- [ECUR 393.3](#) Advanced Methods in Teaching English as a Second Additional Language
- [ECUR 292.3](#) The Structure of English for Language Teaching
- [ECUR 331.3](#) Materials and Assessment in English Language Teaching or [ECUR 415.3](#) Current Issues in English as an Additional Language
- [ECUR 445.1](#) Observations Across CERTESL
- [ECUR 446.3](#) Supervised Practicum for English Language Teaching or [ECUR 448.3](#) Professional Project in English Language Teaching
- [ECUR 447.1](#) Practicum Additional Hours

- [ECUR 339.3](#) Teaching English as a Second Language for Adult Literacy Learners or [ECUR 448.3](#) Professional Project in English Language Teaching (or an approved 3-credit unit course elective)

Resources required:

- ASPA term employee as the Academic Coordinator, CERTESL
- Sessional instructors for a large number of courses not taught by the Academic Coordinator

2.2 Other resources (staff, technology, physical resources, etc) used for this program.

There were various other resources, which were recently moved from the Distance Education Unit (DEU) to the College of Education. For example, the Academic Coordinator (benefits related to being an ASPA employee), the technology for the Academic Coordinator (e.g., computer, etc.), and dedicated office space.

2.3 Courses to be deleted, if any.

All of the courses presented in Item 2.1 barring [ECUR 291.3](#): Introduction to Teaching of English as a Second Additional Language, [ECUR 391.3](#): Theory of Second Additional Language Learning and Methods of Skills Development, [ECUR 393.3](#): Advanced Methods in Teaching English as a Second Additional Language, and [ECUR 415.3](#): Current Issues in English as an Additional Language, which are also part of the PDCEAL program, will be deleted.

Therefore, the list of deleted courses includes:

- [ECUR 292.3](#) The Structure of English for Language Teaching
- [ECUR 331.3](#) Materials and Assessment in English Language Teaching
- [ECUR 339.3](#) Teaching English as a Second Language for Adult Literacy Learners
- [ECUR 445.1](#) Observations Across CERTESL
- [ECUR 446.3](#) Supervised Practicum for English Language Teaching
- [ECUR 447.1](#) Practicum Additional Hours
- [ECUR 448.3](#) Professional Project in English Language Teaching

2.4 Number of students presently enrolled.

Currently, 29 students require a variety of courses for certificate completion; however, none of them are currently registered in USask CERTESL courses. Students range from needing two to nine courses. Worthy of note, whether it is two or nine, they are able to complete these courses elsewhere with a variety of viable options offered primarily online by other providers. The Department of Curriculum Studies is supporting these students to transfer elsewhere and/or to bring transfer credits to USask to complete their certificates.

2.5 Number of students enrolled and graduated over the last five years.

| Academic Year | CERTESL Student Enrolment |
|---------------|---------------------------|
| 2019-2020     | 28                        |
| 2020-2021     | 29                        |
| 2021-2022     | 18                        |

|           |    |
|-----------|----|
| 2022-2023 | 16 |
| 2023-2024 | 0  |

| Convocation Ceremony | Number of CERTESL Graduates |
|----------------------|-----------------------------|
| Spring 2019          | 28                          |
| Fall 2019            | 8                           |
| Spring 2020          | 24                          |
| Fall 2020            | 11                          |
| Spring 2021          | 5                           |
| Fall 2021            | 12                          |
| Spring 2022          | 8                           |
| Fall 2022            | 16                          |
| Spring 2023          | 8                           |
| Fall 2023            | 3                           |

### 3. Impact of the termination.

#### Internal

- 3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?

This will not have an impact on graduate students. Undergraduate students have been provided alternative programs to join and/or courses to complete. Certain programs were specifically recommended by the outgoing CERTESL Academic Coordinator (e.g., Algonquin College and other online options). Students who have completed their programs elsewhere echo the sentiments of the Academic Coordinator in terms of the alternative programs to join (i.e., it was confirmed that it was a viable alternative to completing the CERTESL certificate).

- 3.2 What impact will this termination have on faculty and teaching assignments?

The CERTESL Academic Coordinator was laid off with settlement through to the end of their contract. The individual is no longer with the University of Saskatchewan.

- 3.3 Will this termination affect other programs, departments or colleges?

The courses required for the other programs, specifically the Post-Degree Certificate in English as an Additional Language (PDCEAL) have been preserved. In particular:

- ECUR 291.3: Introduction to Teaching of English as a Second Additional Language;
- ECUR 391.3: Theory of Second Additional Language Learning and Methods of Skills Development;
- ECUR 393.3: Advanced Methods in Teaching English as a Second Additional Language; and,
- ECUR 415.3: Current Issues in English as an Additional Language.

As such, this termination will not affect other programs, departments or colleges.

- 3.4 If courses are also to be deleted, will these deletions affect any other programs?

As noted in Item 3.3, the courses required for other programs, specifically PDCEAL have been preserved. As such, this termination will not affect other programs, departments or colleges.

- 3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

Given the number of viable options online elsewhere, it is neither appropriate nor likely that another department or college will develop a program to replace this one.

- 3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

Given the number of viable options online elsewhere, it is neither appropriate nor likely that another department or college will develop courses to constitute a program to replace this one.

- 3.7 Describe any impact on research projects.

To the best of our knowledge, there are no research projects associated with CERTESL.

- 3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

Office space will become available and technology returned to the college will be used by other staff or faculty members in the College of Education.

- 3.9 Describe the budgetary implications of this deletion.

We have stopped the tremendous deficit this certificate has created. Dealing with the deficit is a matter involving many individuals within the College of Education.

### External

- 3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

CERTESL will no longer be an option for an Additional Qualification Certificate (AQC) through the Saskatchewan Professional Teachers Regulatory Board (SPTRB).

The height of the reputation for the CERTESL program is long past. The proliferation of online CERTESL certification available through other providers reduces any external impact.

- 3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

Many other educational institutions offer this program and do so in a format more conducive to students seeking CERTESL certification. The numerous other offerings educational institutions is, in fact, at the root of the termination of CERTESL here at the University of Saskatchewan.

#### Other

- 3.12 Are there any other relevant impacts or considerations?

Although this termination is being requested now, CERTESL has been strategically phased out over the last number of years by the new head of the Department of Curriculum Studies, the interim Dean, and the new Dean of the College of Education.

- 3.13 Please provide any statements or opinions received about this termination.

Statements submitted to the Department Head, Curriculum Studies include:

- Expressions of sadness that the Academic Coordinator, CERTESL is no longer with us.
- Alternative courses and programs suggested by the outgoing Academic Coordinator have been warmly received by those students who have enrolled in the alternative options.
- The sun setting of CERTESL confirms that change is the only constant.

#### **(Optional)**

**4. Additional information.** *Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.*

The motion to terminate the CERTESL program was brought before the Department of Curriculum Studies at the October 27, 2023 department meeting. The motion was moved by Professor Wilson (former Department Head, Curriculum Studies), and seconded by Dr. MacDowell (former interim Department Head, Curriculum Studies). The Department voted in favour, unanimously, to terminate the program. Worthy of note, quorum was achieved.

The current Department Head, Curriculum Studies, is willing to provide additional information as necessary.

### Consultation with the Registrar Form

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

#### Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate?

|     |                          |    |                                     |
|-----|--------------------------|----|-------------------------------------|
| Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
| Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |

Is an existing degree, diploma, or certificate being renamed?

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new degree, diploma, or certificate?

[60 character maximum for the long description; 30 character maximum for short description; 6 character maximum for code]

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

4 If you have renamed an existing degree, diploma, or certificate, what is the current name?

5 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

|     |                          |    |                          |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

8 Which College is responsible for the awarding of this degree, diploma, or certificate?

9 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

10 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

NOTE: Minors and concentrations are listed on transcripts, but not on parchments (this note also applies to options which are built as concentrations in Banner).

One major is required on all programs [4 characters for code and 30 characters for description]

11 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

|  |
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**UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REPORT FOR INFORMATION**

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**PRESENTED BY:** Carolyn Augusta, member, Academic Programs Committee

**DATE OF MEETING:** January 25, 2024

**SUBJECT:** **Academic Calendar 2024-25**

**COUNCIL ACTION:** **For Information Only**

**SUMMARY:**

At its meeting of December 13, 2023, the Academic Programs Committee approved the Academic Calendar for 2024-25.

The Academic Calendar was developed in consultation with academic deans of the colleges as well as with administrative units and is based on the previous year's calendar, adjusting for yearly calendar changes and timing of statutory holidays.

**ATTACHMENTS:**

1. Academic Calendar 2024-25

# Academic Calendar 2024-25

FINAL DRAFT

| April               |  |  |
|---------------------|--|--|
| Mon. Apr 29, 2024   | First day of classes for Pharmacy Year 4   |  |
| May                 |  |  |
| Wed. May 1, 2024    | First day of Spring/Summer Term classes for Nursing Year 2 and Year 3 (BSN)                                      |  |
| Wed. May 1, 2024    | Start of PHAR 487 Integrating seminar for Pharmacy Year 4  |  |
| Fri. May 3, 2024    | End of PHAR 487 Integrating seminar for Pharmacy Year 4  |  |
| Fri. May 3, 2024    | Last day of Winter Term classes for Medicine Year 1 and 2  |  |
| Mon. May 6, 2024    | First day of Winter Term final examinations for Medicine Year 1 & 2  |  |
| Mon. May 6, 2024    | Quarter 1, Spring Term and Multi-term Spring and Summer Session classes begin                                    |  |
| Tues. May 7, 2024   | Deadline for registration changes for Quarter 1 classes with 100% tuition credit                                 |  |
| Thurs. May 9, 2024  | Last day to withdraw from Quarter 1 classes with 75% tuition credit  |  |
| Fri. May 10, 2024   | Deadline for registration changes for Spring Term classes with 100% tuition credit                               |  |
| Fri. May 10, 2024   | Deadline for registration changes for Multi-term classes with 100% tuition credit                                |  |
| Fri. May 10, 2024   | Last day to withdraw from Quarter 1 classes with 50% tuition credit  |  |
| Fri. May 10, 2024   | Last day of Winter Term and Multi-term classes for Dentistry all years (including CDA, excluding Dental Therapy) |  |
| Fri. May 10, 2024   | Last day of Winter Term final examinations for Medicine Year 1 and Year 2  |  |
| Mon. May 13, 2024   | First day of Winter Term and Multi-term final examinations for Dentistry all years (excluding CDA)               |  |
| Mon. May 13, 2024   | Start of CDA external practicum  |  |
| Mon. May 13, 2024   | Convocation faculty meeting  |  |
| Tues. May 14, 2024  | Convocation faculty meeting  |  |
| Tues. May 14, 2024  | Last day to withdraw from Spring Term classes with 75% tuition credit  |  |
| Wed. May 15, 2024   | Deadline for submitting Winter Term and Multi-term supplemental and deferred exam authorizations                 |  |
| Thurs. May 16, 2024 | University Council meeting   |  |
| Fri. May 17, 2024   | End of CDA External practicum  |  |
| Fri. May 17, 2024   | Last day to withdraw from Multi-term classes with 75% tuition credit   |  |

# Academic Calendar 2024-25

FINAL DRAFT

|                      |  |  |
|----------------------|--|--|
| Fri. May 17, 2024    | Last day to withdraw from Spring Term classes with 50% tuition credit  |  |
| Mon. May 20, 2024    | Victoria Day – university closed   |  |
| Fri. May 24, 2024    | Last day to withdraw from Multi-term classes with 50% tuition credit   |  |
| Fri. May 24, 2024    | Last day of Winter Term and Multi-term final examinations for Dentistry all years (excluding CDA)                          |  |
| Mon. May 27, 2024    | Last day of instruction for Quarter 1 classes  |  |
| Mon. May 27, 2024    | Last day to withdraw from Quarter 1 classes  | For classes that do not follow the standard start and end dates, please consult an academic advisor. |
| Wed. May 29, 2024    | Exam period (Wed. May 29 to Fri. May 31 <sup>st</sup> , 2024) for Quarter 1 classes  |  |
| Wed. May 29, 2024    | Mid-Term break (Wed. May 29 to Fri. May 31 <sup>st</sup> , 2024) for Spring Term (T1) and Multi-term (T1T2) classes begins | Classes resume on Mon. Jun. 3, 2024.   |
| June                 |  |  |
| Mon. Jun. 3, 2024    | Quarter 2 classes begin; Spring Term and Multi-term classes resume   |  |
| Mon. Jun. 3, 2024    | Deadline to pay Spring Term and Multi-term tuition   |  |
| Mon. Jun. 3, 2024    | Spring Convocation   |  |
| Tues. Jun. 4, 2024   | Deadline for registration changes for Quarter 2 classes with 100% tuition credit   |  |
| Tues. Jun. 4, 2024   | Spring Convocation   |  |
| Wed. Jun. 5, 2024    | Spring Convocation   |  |
| Thurs. Jun. 6, 2024  | Spring Convocation   |  |
| Thurs. Jun. 6, 2024  | Last day to withdraw from Quarter 2 classes with 75% tuition credit  |  |
| Fri. Jun. 7, 2024    | Last day to withdraw from Quarter 2 classes with 50% tuition credit  |  |
| Fri. Jun. 7, 2024    | Spring Convocation   |  |
| Thurs. Jun. 13, 2024 | University Council meeting   |  |
| Fri. Jun. 14, 2024   | Orientation for Medicine Year 4  |  |
| Tues. Jun. 18, 2024  | Winter Term and Multi-term deferred and supplemental examinations begin  |  |
| Fri. Jun. 21, 2024   | Winter Term and Multi-term deferred and supplemental examinations end  |  |
| Fri. Jun. 21, 2024   | Last day of instruction for Quarter 2 and Spring Term classes  |  |

# Academic Calendar 2024-25

**FINAL DRAFT**

|                      |   |  |
|----------------------|---|--|
| Fri. Jun. 21, 2024   | Last day to withdraw from Quarter 2   | For classes that do not follow the standard start and end dates, please consult an academic advisor. |
| Fri. Jun. 21, 2024   | Last day to withdraw from Spring Term classes   | For classes that do not follow the standard start and end dates, please consult an academic advisor. |
| Mon. Jun. 24, 2024   | Exam period (Mon. June 24 to Wed. June 26, 2024) for Quarter 2 and Spring Term classes                                |  |
| Mon. Jun. 24, 2024   | Mid-Term break (Mon. June 24 to Fri. June 28, 2024) for Multi-term (T1T2) classes begins                              | Classes will resume on Tues. Jul. 2, 2024  |
| July                 |   |  |
| Mon. Jul. 1, 2024    | Canada Day – university closed  |  |
| Tues. Jul. 2, 2024   | Summer Term and Quarter 3 classes begin; Multi-term classes resume  |  |
| Wed. Jul. 3, 2024    | Deadline for registration changes for Quarter 3 classes with 100% tuition credit                                      |  |
| Fri. Jul. 5, 2024    | Last day to withdraw from Quarter 3 classes with 75% tuition credit   |  |
| Sun. Jul. 7, 2024    | Last day of Spring/Summer Term classes for Nursing Year 2 and Year 3 (BSN)  |  |
| Mon. Jul. 8, 2024    | Last day to withdraw from Quarter 3 classes with 50% tuition credit   |  |
| Mon. Jul. 8, 2024    | Deadline for registration changes for Summer Term classes with 100% tuition credit                                    |  |
| Wed. Jul. 10, 2024   | Last day to withdraw from Summer Term classes with 75% tuition credit   |  |
| Mon. Jul. 15, 2024   | Last day to withdraw from Summer Term classes with 50% tuition credit   |  |
| Mon. Jul. 15, 2024   | Orientation for Medicine Year 3   | The orientation period for this year in study will conclude on Fri. Jul 26, 2024.                    |
| Mon. Jul. 15, 2024   | Fall Term classes begin for Medicine Year 4   |  |
| Mon. Jul. 22, 2024   | Last day of instruction for Quarter 3 classes   |  |
| Mon. Jul. 22, 2024   | Last day to withdraw from Quarter 3 classes   | For classes that do not follow the standard start and end dates, please consult an academic advisor. |
| Tues. Jul. 23, 2024  | Exam period (Tues. July 23 to Wed. July 24, 2024) for Quarter 3 classes; break for Summer Term and Multi-term classes |  |
| Tues. Jul. 23, 2024  | Mid-Term break (Tues. July 23 to Wed. July 24, 2024) for Summer Term and Multi-term classes begins                    | Classes resume on Thurs. Jul. 25, 2024   |
| Thurs. Jul. 25, 2024 | Quarter 4 classes begin; Summer Term and Multi-term classes resume  |  |
| Thurs. Jul. 25, 2024 | Deadline to pay Summer Term tuition   |  |

# Academic Calendar 2024-25

FINAL DRAFT

|                      |   |  |
|----------------------|---|--|
| Fri. Jul. 26, 2024   | Deadline for registration changes for Quarter 4 classes with 100% tuition credit                                |  |
| Mon. Jul 29, 2024    | Fall Term classes begin for Medicine Year 3   |  |
| Tues. Jul. 30, 2024  | Last day to withdraw from Quarter 4 classes with 75% tuition credit   |  |
| Wed. Jul. 31, 2024   | Last day to withdraw from Quarter 4 classes with 50% tuition credit   |  |
| Wed. Jul. 31, 2024   | Orientation begins for Medicine Year 1  |  |
| August               |   |  |
| Mon. Aug. 5, 2024    | Saskatchewan Day – university closed  |  |
| Tues. Aug. 6, 2024   | Fall Term classes begin for Medicine Year 1 and Year 2  |  |
| Thurs. Aug. 15, 2024 | Last day of instruction for Quarter 4, Summer Term, and Multi-term classes                                      |  |
| Thurs. Aug. 15, 2024 | Last day of Spring/Summer Term classes for Dental Therapy Year 1 and Year 2                                     |  |
| Thurs. Aug. 15, 2024 | Last day to withdraw from Quarter 4 classes   | For classes that do not follow the standard start and end dates, please consult an academic advisor. |
| Thurs. Aug. 15, 2024 | Last day to withdraw from Summer Term classes   | For classes that do not follow the standard start and end dates, please consult an academic advisor. |
| Thurs. Aug. 15, 2024 | Last day to withdraw from Multi-term classes  | For classes that do not follow the standard start and end dates, please consult an academic advisor. |
| Fri. Aug. 16, 2024   | Exam Period (Fri. August 16 to Tues. August 20, 2024) for Multi-term, Summer Term, and Quarter 4 classes begins |  |
| Mon. Aug. 19, 2024   | First day of Fall Term classes for Veterinary Medicine Year 1, Year 2 and Year 3                                |  |
| Fri. Aug. 23, 2024   | Deadline for submitting Spring and Summer Term supplemental and deferred exam authorizations                    |  |
| Mon. Aug. 26, 2024   | Clinical rotations begin for Veterinary Medicine Year 4   |  |
| Mon. Aug. 26, 2024   | First day of Fall Term classes for MBA program  |  |
| Mon. Aug. 26, 2024   | Clinical placements begin for Physical Therapy Year 3   |  |
| Mon. Aug. 26, 2024   | First day of Fall Term classes for Pharmacy Year 1, Year 2 and Year 3   |  |
| Mon. Aug. 26, 2024   | First day of Fall Term classes for Nutrition Year 1   |  |
| Mon. Aug 26, 2024    | Orientation and Fall Term classes begin for Dentistry (including DMD program all years, DETH and CDA)           |  |
| Fri. Aug. 30, 2024   | Residence Move-In- all buildings  |  |

# Academic Calendar 2024-25

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| September            |   |  |
|----------------------|---|--|
| Mon. Sep. 2, 2024    | Labour Day – university closed  |  |
| Tues. Sep. 3, 2024   | First day of Fall Term classes for Engineering Year 1   |  |
| Tues. Sep. 3, 2024   | First day of Fall Term classes for Nurse Practitioner programs  |  |
| Tues. Sep. 3, 2024   | First day of Fall Term classes for Nutrition Year 4   |  |
| Tues. Sep. 3, 2024   | Orientation for Nursing Year 2 and NURS 450.9   |  |
| Tues. Sep. 3, 2024   | Orientation and first day of Fall Term classes for Law (Year 1)   |  |
| Tues. Sep. 3, 2024   | First day of Fall Term classes for Physical Therapy Year 1 and Year 2   |  |
| Wed. Sep. 4, 2024    | Orientation for Law (Year 1) continued  |  |
| Wed. Sep. 4, 2024    | First day of Fall Term classes for Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies (except MBA and Physical Therapy), Kinesiology, Law (except Year 1), Nursing (BSN), Nutrition (except Year 1 and Year 4). This excludes the colleges of Dentistry, Medicine, Pharmacy, Veterinary Medicine |  |
| Tues. Sep. 17, 2024  | Deadline for registration changes for Fall Term and Multi-term (September to April) classes with 100% tuition credit  |  |
| Tues. Sep. 17, 2024  | Last day for Masters and PhD students to submit approved thesis to ETD site and for departments to submit all supporting documentations, indicating completion of the graduate degree, to graduate at Fall Convocation  | If this date falls on a weekend/holiday, the last business day <b>prior</b> is observed. |
| Sat. Sep. 14, 2024   | Spring and Summer term supplemental and deferred examinations   |  |
| Sun. Sep. 15, 2024   | Application deadline for academic exchanges for Winter 2024   |  |
| Fri. Sep. 20, 2024   | Vet-a-Vision – no classes for Veterinary Medicine Year 1, Year 2 and Year 3   |  |
| Sat. Sep. 21, 2024   | Vet-A-Vision  |  |
| Mon. Sep. 23, 2024   | No Classes for Veterinary Medicine Year 1 - white coat ceremony   |  |
| Mon. Sep. 23, 2024   | Last day to withdraw from Fall Term classes with 75% tuition credit   |  |
| Thurs. Sep. 26, 2024 | University Council meeting  |  |
| Fri. Sep. 27, 2024   | Tuition payment deadline for Fall Term classes  |  |
| Mon. Sep. 30, 2024   | National Day for Truth and Reconciliation – university closed   |  |
| October              |   |  |
| Tues. Oct. 1, 2024   | Last day to withdraw from Multi-term classes with 75% tuition credit  |  |

# Academic Calendar 2024-25

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|                      |  |   |
|----------------------|--|---|
| Tues. Oct. 1, 2024   | Last day to withdraw from Fall Term classes with 50% tuition credit  |   |
| Tues. Oct. 8, 2024   | Convocation faculty meeting  |   |
| Wed. Oct. 9, 2024    | Convocation faculty meeting  |   |
| Mon. Oct. 14, 2024   | Thanksgiving Day – university closed   |   |
| Mon. Oct. 14, 2024   | Fall break week (Mon. Oct. 14 to Fri. Oct. 18, 2024) for Veterinary Medicine Year 1, Year 2, and Year 3  | Fall break week for Veterinary Medicine Year 1-3 ends on Oct. 18, 2024. Classes resume on Mon. Oct. 21, 2024. |
| Wed. Oct. 16, 2024   | Last day to withdraw from Multi-term classes with 50% tuition credit   |   |
| Thurs. Oct. 24, 2024 | University Council Meeting   |   |
| November             |  |   |
| Fri. Nov. 8, 2024    | College of Nursing Break Day (both graduate and undergraduate programs)  |   |
| Mon. Nov. 11, 2024   | Remembrance Day – university closed  |   |
| Mon. Nov. 11, 2024   | First day of the Fall Term break week for the colleges/programs of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Law, Medicine (Year 1 and Year 2), Nutrition (except Year 4), Pharmacy (except Year 4). This excludes the colleges of Dentistry, Medicine (Year 3 and Year 4), Nursing, Veterinary Medicine<br><br>The Fall Term break week runs from Monday, November 11 <sup>th</sup> to Friday, November 15 <sup>th</sup> , 2024. Classes will resume on Monday, November 18 <sup>th</sup> , 2024. |   |
| Wed. Nov. 13, 2024   | Fall Convocation   |   |
| Fri. Nov. 15, 2024   | Fall Term deadline to change from audit to credit or credit to audit   |   |
| Thurs. Nov. 21, 2024 | University Council Meeting   |   |
| Fri. Nov. 29, 2024   | Last day of Fall Term classes for the College of Dentistry (including CDA)   |   |
| December             |  |   |
| Mon. Dec. 2, 2024    | Last day of Fall Term classes for Medicine Year 1 and Year 2   |   |
| Mon. Dec. 2, 2024    | First day of Fall Term examinations for the College of Dentistry (excluding CDA)   |   |
| Tues. Dec. 3, 2024   | Last day of Fall Term classes for Law  |   |
| Tues. Dec. 3, 2024   | First day of Fall Term examinations for Medicine Year 1 and Year 2   |   |
| Thu. Dec. 5, 2024    | Last day of Fall Term classes for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies, Kinesiology, and Nursing (BSN), Nutrition (except Year 4),  |   |

# Academic Calendar 2024-25

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|                      |  |  |
|----------------------|--|--|
|                      | Pharmacy (except Year 4). This excludes the colleges of Dentistry, Law, Medicine, Veterinary Medicine  |  |
| Thu. Dec. 5, 2024    | Last day to withdraw from Fall Term classes without academic penalty   | For classes that do not follow the standard start and end dates, please consult an academic advisor. |
| Fri. Dec. 6, 2024    | First day of Fall examinations classes for Law   |  |
| Sat. Dec. 7, 2024    | First day of Fall Term examinations (including night classes) for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies, Kinesiology, Nursing (BSN), Nutrition (except Year 4), Pharmacy (except Year 4). This excludes the colleges of Dentistry, Law, Medicine, Veterinary Medicine. |  |
| Mon. Dec. 9, 2024    | Last day of Fall Term classes for Veterinary Medicine Year 2   |  |
| Mon. Dec. 9, 2024    | Last day of Fall Term examinations for Medicine Year 1 and Year 2  |  |
| Wed. Dec. 11, 2024   | First day of Fall Term examinations for Veterinary Medicine 2  |  |
| Fri. Dec. 13, 2024   | Last day of Fall Term classes for Veterinary Medicine Year 1 and Year 3  |  |
| Fri. Dec. 13, 2024   | Last day of Fall Term examinations for the College of Dentistry (excluding CDA)  |  |
| Sun. Dec. 15, 2024   | Last day of clinical rotations for Veterinary Medicine Year 4  |  |
| Sun. Dec. 15, 2024   | Last day of Fall Term classes for Medicine Year 3 and Year 4   |  |
| Mon. Dec. 16, 2024   | First day of Fall Term final examinations for Veterinary Medicine Year 1 and Year 3  |  |
| Mon. Dec. 16, 2024   | Last day of Fall Term final examinations for Veterinary Medicine Year 2  |  |
| Mon. Dec. 16, 2024   | Start of PHAR 488 Integrating seminar for Pharmacy Year 4  |  |
| Wed. Dec 18, 2024    | End of PHAR 488 Integrating seminar for Pharmacy Year 4  |  |
| Thurs. Dec. 19, 2024 | University Council Meeting   |  |
| Fri. Dec. 20, 2024   | Last day of Fall Term classes for Nutrition Year 4   |  |
| Fri. Dec. 20, 2024   | Last day of Fall examinations classes for Law  |  |
| Fri. Dec. 20, 2024   | Last day of Fall Term final examinations for Veterinary Medicine Year 1 and Year 3   |  |
| Sat. Dec. 21, 2024   | Last day of Fall Term classes for Engineering Year 1   |  |
| Mon. Dec. 23, 2024   | Fall Term (Term 1) Residence Move out date   |  |
| Mon. Dec. 23, 2024   | Last day of Fall Term exams for colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies, Kinesiology, Nursing (BSN), Nutrition (except Year 4), Pharmacy (except Year 4). This excludes the colleges of Dentistry, Law, Medicine, Veterinary Medicine  |  |

# Academic Calendar 2024-25

FINAL DRAFT

|                      |   |  |
|----------------------|---|--|
| Tue. Dec. 24, 2024   | Christmas Eve – university closed   |  |
| Wed. Dec. 25, 2024   | Christmas Day – university closed   |  |
| Thu. Dec. 26, 2024   | Boxing Day – university closed  |  |
| Fri. Dec. 27, 2024   | University closed   |  |
| Mon. Dec. 30, 2024   | University closed   |  |
| Tues. Dec. 31, 2024  | New Year’s Eve – university closed  |  |
| January              |   |  |
| Wed. Jan. 1, 2025    | New Year’s Day – university closed  |  |
| Thurs. Jan 2, 2025   | USASK re-opens  |  |
| Thurs. Jan 2, 2025   | First day of Winter Term classes for Nurse Practitioner programs  |  |
| Thurs. Jan 2, 2025   | Post Degree BSN (PDBSN) Year 1 Orientation  |  |
| Thurs. Jan 2, 2025   | Residence main move-in – all buildings  |  |
| Thurs. Jan 2, 2025   | First day of Winter Term classes Medicine Year 1 and Year 2   |  |
| Thurs. Jan 2, 2025   | Winter Term classes begin for Dentistry (including DMD program all years, DETH and CDA)   |  |
| Fri. Jan 3, 2025     | First day of Winter Term classes for Engineering Year 1   |  |
| Fri. Jan. 3, 2025    | NURS 450.9 Orientation  |  |
| Mon. Jan. 6, 2025    | First day of Winter Term classes for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies, Kinesiology, Medicine (Year 3 and Year 4), Nursing (BSN), Pharmacy and Nutrition, and Veterinary Medicine. This excludes the colleges of Dentistry, Law, Medicine (Year 1 and Year 2). Multi-term classes resume. |  |
| Mon. Jan. 6, 2025    | First day of clinical rotations for Veterinary Medicine Year 4  |  |
| Wed. Jan 15, 2025    | Deadline for submitting Fall Term supplemental and deferred exam authorizations   |  |
| Fri. Jan. 17, 2025   | Deadline for registration changes for Winter Term classes with 100% tuition credit  |  |
| Fri. Jan. 17, 2025   | Veterinary Symposium – no classes for Veterinary Medicine Year 1, Year 2 and Year 3   |  |
| Sat. Jan. 18, 2025   | Veterinary Symposium  |  |
| Thurs. Jan. 23, 2025 | Last day to withdraw from Winter Term classes with 75% tuition credit   |  |
| Thurs. Jan. 30, 2025 | Last day to withdraw from Winter Term classes with 50% tuition credit   |  |

# Academic Calendar 2024-25

FINAL DRAFT

|                      |  |  |
|----------------------|--|--|
| Thurs. Jan. 30, 2025 | University Council Meeting   |  |
| Thurs. Jan. 30, 2025 | Tuition payment deadline for Winter Term classes   |  |
| February             |  |  |
| Sat. Feb. 1, 2025    | Application deadline for academic exchanges for Spring/Summer 2025, Fall 2025 and full academic year (multi-term from September to April) exchange programs for 2025-26 programs abroad.   |  |
|                      | Registration opens for Spring and Summer classes   |  |
| Sat. Feb. 15, 2025   | Multi-term class deadline to change from audit to credit or credit to audit  |  |
| Mon. Feb. 17, 2025   | Family Day – university closed   |  |
| Mon. Feb. 17, 2025   | First day of the Winter Term break week for the colleges of Agriculture and Bioresources, Arts and Science, Dentistry (except DMD Year 4 and CDA), Edwards School of Business, Education, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Law, Medicine (Year 1 and 2), Nursing, Nutrition (except Year 4), Pharmacy (except Year 4), Veterinary Medicine (except Year 4). This excludes the colleges of Medicine (Year 3 and Year 4).<br><br>The Winter Term break week runs from Monday, February 17th to Friday, February 21st, 2025. Classes will resume on Monday, Feb 24th, 2025. |  |
| Tues. Feb 18, 2025   | Fall Term deferred and supplemental examinations begin   |  |
| Fri. Feb 28, 2025    | Mid-Term Break (starting at 6pm on Fri. Feb. 28 to Mon. Mar. 3, 2025) begins for Veterinary Medicine Year 4 (no clinical rotations)  |  |
| March                |  |  |
| Tues, Mar. 4, 2025   | Clinical rotations resume for Veterinary Medicine Year 4   |  |
| Sat. Mar. 15, 2025   | Winter Term deadline to change from audit to credit or credit to audit   |  |
| Thurs. Mar. 20, 2025 | University Council Meeting   |  |
| April                |  |  |
| Fri. Apr. 4, 2025    | Last day of Winter and multi-term classes for the colleges of Agriculture and Bioresources, Arts and Science, , Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies, Kinesiology, Law, Nursing (BSN), ), Nutrition (except Year 4), Pharmacy (except Year 4). This excludes the colleges of Dentistry, Medicine, Veterinary Medicine   |  |
| Fri. Apr. 4, 2025    | Last day to withdraw from Winter Term and Multi-term classes   | For classes that do not follow the standard start and end dates, please consult an academic advisor. |
| Mon. Apr. 7, 2025    | First day of Winter and multi-term examinations (including night classes) for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies, Kinesiology, Law, Nursing (BSN), ), Nutrition (except Year 4), Pharmacy (except Year 4). This excludes the colleges of Dentistry, Medicine, Veterinary Medicine   |  |

# Academic Calendar 2024-25

FINAL DRAFT

|                      |   |  |
|----------------------|---|--|
| Fri. Apr. 11, 2025   | Last day of Winter Term classes for Veterinary Medicine Year 2  |  |
| Mon. Apr. 14, 2025   | First day of Winter Term final examinations for Veterinary Medicine Year 2  |  |
| Tue. Apr. 15, 2025   | First day of NURS 858.3 in the Nurse Practitioner programs  |  |
| Tues. Apr. 15, 2025  | Last day for Master's and PhD students to submit approved thesis to ETD site and for departments to submit all supporting documentations, indicating completion of the graduate degree, in order to graduate at Spring Convocation  | If this date falls on a weekend/holiday, the first business day prior is observed. |
| Thurs. Apr. 17, 2025 | University Council Meeting  |  |
| Thurs. Apr. 17, 2025 | Last day of Winter Term classes for Veterinary Medicine Year 3  |  |
| Thurs. Apr. 17, 2025 | Last day of Winter Term classes for Medicine Year 4   |  |
| Fri. Apr. 18, 2025   | Good Friday – university closed   |  |
| Mon. Apr. 21, 2025   | Last day of Winter Term classes for Veterinary Medicine Year 1  |  |
| Mon. Apr. 21, 2025   | First day of Winter Term final examinations for Veterinary Medicine Year 3  |  |
| Tue. Apr. 22, 2025   | Last day of Winter and Multi-term examinations for College of Law   |  |
| Wed. Apr. 23, 2025   | First day of Winter Term final examinations for Veterinary Medicine Year 1  |  |
| Thurs, Apr 24, 2025  | Mandatory 4 <sup>th</sup> Year Orientation for Veterinary Medicine Year 3   |  |
| Fri. Apr. 25, 2025   | Last day of Winter Term final examinations for Veterinary Medicine Year 3   |  |
| Sat. Apr. 26, 2025   | Last day of Winter Term final examinations for Pharmacy Year 3  |  |
| Sun. Apr. 27, 2025   | Last day of clinical rotations for Veterinary Medicine Year 4   |  |
| Mon. Apr. 28, 2025   | Mandatory 4 <sup>th</sup> Year Orientation for Veterinary Medicine Year 3   |  |
| Mon. Apr. 28, 2025   | First day of classes for Pharmacy Year 4  |  |
| Mon. Apr. 28, 2025   | Last day of Winter Term final examinations for Veterinary Medicine Year 2   |  |
| Mon. Apr 28, 2025    | Start of PHAR 489 Integrating seminar for Pharmacy Year 4   |  |
| Wed. Apr. 30, 2025   | Last day of Winter and Multi-term examinations for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies, Kinesiology, Nursing (BSN), Nutrition (except Year 4), Pharmacy (except Year 3 and Year 4) and Veterinary Medicine (Year 1). This excludes the colleges of Dentistry, Law, Medicine and Veterinary Medicine (Year 2, Year 3 and Year 4) |  |
| Wed. Apr. 30, 2025   | Last day of Winter Term classes Engineering Year 1  |  |
| Wed. Apr. 30, 2025   | Winter Term (Term 2) Residence Move out date  |  |

# Academic Calendar 2024-25

FINAL DRAFT

| May                 |  |  |
|---------------------|--|--|
| Thurs. May 1, 2025  | First day of Spring Term classes for Nursing Year 2 and Year 3 (BSN)                               |  |
| Fri. May 2, 2025    | End of PHAR 487 Integrating seminar for Pharmacy Year 4  |  |
| Fri. May 2, 2025    | Last day of classes for Year 4 Nutrition   |  |
| Mon. May 5, 2025    | Quarter 1, Spring Term (T1), and Multi-term (T1T2) Spring and Summer Session classes begin         |  |
| Tues. May 6, 2025   | Deadline for registration changes for Quarter 1 classes with 100% tuition credit                   |  |
| Wed. May 7, 2025    | Last day of Winter Term classes for Medicine Year 1 and 2  |  |
| Thurs. May 8, 2025  | First day of Winter Term final examinations for Medicine Year 1 & 2                                |  |
| Fri. May 9, 2025    | Last day of Winter Term and Multi-Term classes for Dentistry all years (including CDA)             |  |
| Mon., May 12, 2025  | First day of Winter Term and Multi-Term final examinations for Dentistry all years (excluding CDA) |  |
| Thurs. May 8, 2025  | Last day to withdraw from Quarter 1 classes with 75% tuition credit                                |  |
| Fri. May 9, 2025    | Deadline for registration changes for Spring Term classes with 100% tuition credit                 |  |
| Fri. May 9, 2025    | Deadline for registration changes for Multi-term classes with 100% tuition credit                  |  |
| Fri. May 9, 2025    | Last day to withdraw from Quarter 1 classes with 50% tuition credit                                |  |
| Mon. May 12, 2025   | Convocation faculty meeting  |  |
| Tues. May 13, 2025  | Convocation faculty meeting  |  |
| Tues. May 13, 2025  | Last day to withdraw from Spring Term classes with 75% tuition credit                              |  |
| Wed. May 14, 2025   | Last day of Winter Term final examinations for Medicine Year 1 and Year 2                          |  |
| Wed. May 14, 2025   | Deadline for submitting Winter Term and Multi-term supplemental and deferred exam authorizations   |  |
| Thurs. May 15, 2025 | Deadline for submitting Winter Term and Multi-term supplemental and deferred exam authorizations   |  |
| Thurs. May 15, 2025 | University Council Meeting   |  |
| Fri. May 16, 2025   | Last day to withdraw from Multi-term classes with 75% tuition credit                               |  |
| Fri. May 16, 2025   | Last day to withdraw from Spring Term classes with 50% tuition credit                              |  |
| Mon. May 19, 2025   | Victoria Day – university closed   |  |
| Tues. May 20, 2025  | Quarter 1 deadline to change from audit to credit or credit to audit                               |  |

# Academic Calendar 2024-25

FINAL DRAFT

|                      |   |  |
|----------------------|---|--|
| Fri. May 23, 2025    | Last day of Winter Term and Multi-Term final examinations for Dentistry all years (excluding CDA)     |  |
| Fri. May 23, 2025    | Last day to withdraw from multi-term classes with 50% tuition credit                                  |  |
| Mon. May 26, 2025    | Last day of instruction for Quarter 1 classes   |  |
| Mon. May 26, 2025    | Last day to withdraw from Quarter 1 classes   | For classes that do not follow the standard start and end dates, please consult an academic advisor. |
| Wed. May 28, 2025    | Midterm break for Spring Term (T1) and Multi-term (T1T2) classes. Classes resume on Mon. Jun 2, 2025. |  |
| Wed. May 28, 2025    | Exam Period for Quarter 1 classes   |  |
| Thurs. May, 29, 2025 | Exam Period for Quarter 1 classes   |  |
| Fri. May 30, 2025    | Exam Period for Quarter 1 classes   |  |
| June                 |   |  |
| Mon. Jun. 2, 2025    | Quarter 2 classes begin   |  |
| Mon. Jun. 2, 2025    | Deadline to pay Spring Term and Multi-term tuition  |  |
| Tues. Jun. 3, 2025   | Deadline for registration changes for Quarter 2 classes with 100% tuition credit                      |  |
| Thurs. Jun. 5, 2025  | Last day to withdraw from Quarter 2 classes with 75% tuition credit                                   |  |
| Fri. Jun. 6, 2025    | Last day to withdraw from Quarter 2 classes with 50% tuition credit                                   |  |
| Mon. Jun. 2, 2025    | Spring Convocation  |  |
| Tues. Jun. 3, 2025   | Spring Convocation  |  |
| Wed. Jun. 4, 2025    | Spring Convocation  |  |
| Thurs. Jun. 5, 2025  | Spring Convocation  |  |
| Fri. Jun. 6, 2025    | Spring Convocation  |  |
| Wed. Jun. 11, 2025   | Spring Term (T1) deadline to change from audit to credit or credit to audit                           |  |
| Thurs. Jun. 12, 2025 | University Council Meeting  |  |
| Mon. Jun. 16, 2025   | Quarter 2 deadline to change from audit to credit or credit to audit                                  |  |
| Tues. Jun 17, 2025   | Winter Term and Multi-term deferred and supplemental examinations begin                               |  |
| Fri. Jun 20, 2025    | Winter Term and Multi-term deferred and supplemental examinations end                                 |  |

# Academic Calendar 2024-25

FINAL DRAFT

|                      |  |  |
|----------------------|--|--|
| Fri. Jun 20, 2025    | Last day of instruction for Spring Term (T1) and Quarter 2 classes   |  |
| Fri. Jun 20, 2025    | Last day to withdraw from Spring Term (T1) and Quarter 2 classes with 50% tuition credit   | For classes that do not follow the standard start and end dates, please consult an academic advisor. |
| Mon. Jun 23, 2025    | First day of the Midterm break for Multi-term (T1T2) classes. This break runs from Mon. Jun 23rd to Mon. Jun 30, 2025. Classes resume on Wed. Jul 2, 2025. |  |
| Mon. Jun 23, 2025    | Exam Period for Spring Term (T1) and Quarter 2 classes   |  |
| Tues. Jun 24, 2025   | Exam Period for Spring Term (T1) and Quarter 2 classes   |  |
| Wed. Jun 25, 2025    | Exam Period for Spring Term (T1) and Quarter 2 classes   |  |
| Sat. Jun. 29, 2025   | Last day of classes for Medicine Year 3  |  |
| July                 |  |  |
| Tue. Jul. 1, 2025    | Canada Day – university closed   |  |
| Wed. Jul 2, 2025     | Summer Term (T2) and Quarter 3 classes begin   |  |
| Thurs. Jul. 3, 2025  | Deadline for registration changes for Quarter 3 classes with 100% tuition credit   |  |
| Mon. Jul. 7, 2025    | Last day to withdraw from Quarter 3 classes with 75% tuition credit  |  |
| Tues. Jul. 8, 2025   | Last day to withdraw from Quarter 3 classes with 50% tuition credit  |  |
| Tues. Jul. 8, 2025   | Deadline for registration changes for Summer Term classes with 100% tuition credit   |  |
| Thurs. Jul. 10, 2025 | Last day to withdraw from Summer Term classes with 75% tuition credit  |  |
| Tues. Jul. 15, 2025  | Last day to withdraw from Summer Term classes with 50% tuition credit  |  |
| Wed. Jul. 16, 2025   | Quarter 3 deadline to change from audit to credit or credit to audit   |  |
| Tues. Jul 22, 2025   | Multi-term (T1T2) deadline to change from audit to credit or credit to audit   |  |
| Tues. Jul 22, 2025   | Last day of instruction for Quarter 3 classes  |  |
| Tues. Jul 22, 2025   | Last day to withdraw from Quarter 3 classes  | For classes that do not follow the standard start and end dates, please consult an academic advisor. |
| Wed. Jul 23, 2025    | Midterm break for Summer Term (T2) and Multi-term (T1T2) classes. Classes resume on Fri. Jul 25, 2025.   |  |
| Wed. Jul 23, 2025    | Exam Period for Quarter 3 classes  |  |
| Thurs. Jul 24, 2025  | Exam Period for Quarter 3 classes  |  |

# Academic Calendar 2024-25

FINAL DRAFT

|                      |  |  |
|----------------------|--|--|
| Fri. Jul 25, 2025    | Quarter 4 classes begin  |  |
| Fri. Jul 25, 2025    | Deadline to pay Summer Term tuition  |  |
| August               |  |  |
| Mon. Aug. 4, 2025    | Saskatchewan Day – university closed   |  |
| Wed. Aug. 6, 2025    | Summer (T2) deadline to change from audit to credit or credit to audit                       |  |
| Mon. Jul. 28, 2025   | Deadline for registration changes for Quarter 3 classes with 100% tuition credit             |  |
| Wed. Jul. 30, 2025   | Last day to withdraw from Quarter 4 classes with 75% tuition credit                          |  |
| Thurs. Jul. 31, 2025 | Last day to withdraw from Quarter 4 classes with 50% tuition credit                          |  |
| Mon. Aug. 11, 2025   | Quarter 4 deadline to change from audit to credit or credit to audit                         |  |
| Fri. Aug. 15, 2025   | Last day of instruction for Multi-term, Summer Term (T2), and Quarter 4 classes              |  |
| Fri. Aug. 15, 2025   | Last day to withdraw from Multi-term, Summer Term (T2), and Quarter 4 classes                | For classes that do not follow the standard start and end dates, please consult an academic advisor. |
| Mon. Aug. 18, 2025   | Exam Period for Multi-term (T1T2), Summer Term (T2), and Quarter 4 classes                   |  |
| Tues. Aug. 19, 2025  | Exam Period for Multi-term (T1T2), Summer Term (T2), and Quarter 4 classes                   |  |
| Wed. Aug 19, 2025    | Exam Period for Multi-term (T1T2), Summer Term (T2), and Quarter 4 classes                   |  |
| Fri. Aug 22, 2025    | Deadline for submitting Spring and Summer Term supplemental and deferred exam authorizations |  |
| September            |  |  |
| Mon. Sep. 1, 2025    | Labour Day – university closed   |  |
| Sat. Sep. 20, 2025   | Spring and Summer Term supplemental and deferred examinations                                |  |

Please note the following exclusions as the dates are yet to be determined:

- Senate Meeting Fall Term 2024
- General Academic Assembly Meeting Winter Term 2025
- Senate Meeting Winter Term 2025

**UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REPORT FOR INFORMATION**

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**PRESENTED BY:** Carolyn Augusta, member, Academic Programs Committee

**DATE OF MEETING:** January 25, 2024

**SUBJECT:** **Master of Sustainability –Energy Security field of specialization revisions**

**COUNCIL ACTION:** **For Information Only**

**SUMMARY:**

The Academic Programs Committee has authority to approve changes to programs that impact program length or tuition, but that are not at the scale of a replacement program.

At its meeting of December 13, 2023, the Academic Programs Committee approved changes to Energy Security field of specialization for the Master of Sustainability program. These changes will be effective May 2024. These changes were approved by the Graduate Programs Committee on November 22, 2023.

The proposed changes modify the existing MSs in Energy Security from a project-based program to a course-based program. The program is targeted to working professionals and the existing format presented challenges. It is expected that the structured nature of a course-based program will better support student success. Program revisions will include removing the 6 credit unit project course with two additional 3 credit unit courses and combining or removing existing 1 and 3 credit unit courses so that the program is structured at ten 3 cu courses. This should simply deliver of the program, and will aid instructors in allowing more time to provide meaningful feedback.

The committee appreciated the changes made to keep this program sustainable and to respond to the needs to the target students.

**ATTACHMENTS:**

1. Proposal for New Programs or Curricular Changes – Master of Sustainability in Energy Security: Major Revisions Proposal.



# MEMORANDUM

**To:** Academic Programs Committee of Council  
**From:** Graduate Programs Committee, CGPS  
**Date:** December 5, 2023  
**Re:** Master of Sustainability – Energy Security field of specialization revisions

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The College of Graduate and Postdoctoral Studies is recommending the approval of revisions to the Master of Sustainability Energy Security field of specialization, changing from project to course based. This revision will help support students to complete a program that accommodates their working schedules and will enhance teamwork and collaboration amongst students by utilizing a cohort model. The expected implementation date of this proposal is May 1, 2024.

The Graduate Programs Committee of the College of Graduate and Postdoctoral Studies reviewed the proposed revisions at its meeting on November 22, 2023, and were supportive of the proposal. The committee was intrigued by the two-eyed seeing and student-centered approach to learning and are interested to see how reconciliation can be more wholly integrated into each course. The committee approved the proposal with the following motion:

**Motion:** To recommend approval of the revisions to the Master of Sustainability Energy Security field of specialization”  
**Morrison/Stewart – CARRIED unanimously**

Course revisions and new course proposals were included in the proposal and were approved with the following motions:

**Motion:** “To approve the revisions to ENVS 844 Community Vision and Engagement”  
**Heavin/Stewart – CARRIED Unanimously**

**Motion:** “To approve new course proposals for ENVS 839, ENVS 845, ENVS 846, ENVS 847, and ENVS 848”  
**Cottrell/Morrison – CARRIED unanimously**

Attached please find the proposal for the revisions to the Master of Sustainability Energy Security field of specialization.

If you have any questions, please contact the Academic Affairs Specialist at [gradprograms.academicaffairs@usask.ca](mailto:gradprograms.academicaffairs@usask.ca)



UNIVERSITY OF  
SASKATCHEWAN

## Proposal for Academic or Curricular Change

### PROPOSAL IDENTIFICATION: Master of Sustainability (MSs)

**Title of proposal:** Master of Sustainability (MSs) in Energy Security: Major Revisions Proposal

**Degree(s):** Master of Sustainability (MSs)

**Field(s) of Specialization:**

- 1) Regenerative Sustainability
- 2) Energy Security

**Level(s) of Concentration:** n/a

**Option(s):** n/a

**Contact person(s):**

**Dr. Ryan Walker**  
Associate Dean  
College of Graduate and Postdoctoral Studies (CGPS)  
306-966-2229  
[gradprograms.academicaffairs@usask.ca](mailto:gradprograms.academicaffairs@usask.ca)

**Dr. Karsten Liber**  
Executive Director  
School of Environment and Sustainability (SENS)  
[Karsten.liber@usask.ca](mailto:Karsten.liber@usask.ca)

**Proposed date of implementation:** September 2024

# Proposal Document

## Academic Justification

- a. Describe why the program would be a useful addition to the university, from an academic programming perspective.

Our existing Master of Sustainability (MSs) program focuses on two areas (streams)—energy security and regenerative sustainability. Renewable energy is a focal area and significant challenge for the coming decades, especially in Northern Canada where *we aim to train community energy champions for Northern, remote, and Indigenous communities and to help build the leaders needed to facilitate the necessary renewable energy transition*. The Energy Security stream is designed as an online program so that our domestic and Indigenous students can study from remote locations. However, the opportunity exists for students to take the program in person as well by offering the courses in a hybrid delivery format. Regenerative sustainability challenges students to think beyond the environment and simply lessening impacts; it focuses on truly transformative options that help regenerate and sustain local and global environments and communities. Through this Master of Sustainability program, we build capacity in areas of high demand, strongly aligned with the university's strategic plan and Sustainability Strategy and in response to the needs of Saskatchewan, Canada, and the world. SENS has adopted a hybrid delivery approach to allow us to accommodate both in-person and online cohorts for a richer learning experience for both.

**IMPORTANT NOTE:** We are not proposing a new graduate program. Rather, we are proposing significant structural changes to the existing Energy Security field of study in the MSs to optimize delivery of interdisciplinary learning and increase student enrolment within the program. The proposed changes to the program will result in a student-centred program with rich and meaningful student experience as students work towards becoming sustainable energy champions.

To help guide us through this program revision, SENS established an Energy Security External Curriculum Review Committee (ECRC) comprised of industry and community energy experts and consultants. This committee made recommendations regarding learning outcomes and program competencies needed in the renewable energy sector. In addition, we relied on the experiences of key faculty with regard to program delivery and the feedback from student learning experiences. The ECRC strongly believes that implementing the following three significant programmatic changes to the MSs in Energy Security program will promote recruitment and retention:

1. **Change:** Modify the MSs in Energy Security into a course-based program (rather than a project-based program)

**Rationale:** We propose a course-based MSs in Energy Security to support students to successfully complete a series of classes that accommodate their working schedule.

- Completing a project can be overwhelming for a working professional.
- Having structured assignments with due dates would be easier for working professionals to manage, organize into their lives, and complete on time.
- Providing a course-based program allows students to seek a more focused and structured application of knowledge to energy security solutions.

Additionally, a course-based program would help ensure the cohort of students start and successfully complete the journey at the same time, enhancing teamwork and collaboration amongst students and faculty. By focusing on core competencies in community energy planning, we can build a learning experience that cultivates the skills required of an energy champion. The current ENVS 992 (Project in

Environment and Sustainability) structure does not guarantee that the core competencies are being developed.

2. ***Change:*** Revise the program structure into 10 three credit unit courses, by removing/combining one and two cu courses and replacing the 6cu project course with two additional 3cu courses

***Rationale:*** Revising the courses to be all 3cu courses provides additional time for students to retain and apply the knowledge that they are learning. We have found that some of the requirements in a 1cu course sometimes approach those of a 3cu course which adds additional stress to students. Additionally, by extending all courses over 6 weeks, instructors have more time to provide meaningful feedback on assignments before the next assignment is due.

Four of the original Energy Security courses (ENVS 840, ENVS 841, ENVS 842, ENVS 843) and their learning objectives remain the same. The new/revised courses are as follows:

- a) **ENVS 839.3 *Ways of Knowing Through the Concept of Sustainability***—combined ENVS 818.1 (*Introduction to Sustainability*) and ENVS 850.1 (*Systems Thinking*); students need an introductory course to support them in developing their academic and foundational skills to be successful in the program.
- b) **ENVS 844.3 *Community Vision and Engagement***—significantly revise the current course to provide more time and have more focus on building respectful and reciprocal relationships with communities. Students will gain and apply skills to identify community readiness, energy resources, and economic and community needs based on community values.  
  
[**Note:** This course already exists but has undergone a significant revision of content and assessments, so it has been included as part of the proposal package.]
- c) **ENVS 845.3 *Project Development: Governance, Law, and Regulations***—combine ENVS 885.1 (*Practical Law for Project Development*) and ENVS 882.2 (*Governance Foundations for Sustainability*) and add a regulatory component; the course would be an introduction to the policy, legal and regulatory issues for community energy projects.
- d) **ENVS 846.3 *Negotiations and Consultations in Sustainable Development***—expand ENVS 834.2 (*The Art and Practice in Negotiations*) into a 3cu course; the course needs more time for students to complete the negotiation simulation exercise.
- e) **ENVS 847.3 *Data Collection for Community Energy Planning***—will introduce students to collecting and assessing community energy use, greenhouse gas emissions, and climate risk data for building a community energy plan framework. Additionally, it aims to discover and support community goals and priorities and the alignment of other community energy plans.
- f) **ENVS 848.3 *Creating a Community Energy Plan***— students will create a community energy plan framework for leading holistic community energy project development and implementation.

3. ***Change:*** Weave two-eyed seeing approaches, multiple ways of knowing, and reconciliation through all 10 courses to tie the courses together so that students travel a path of discovery from the very beginning of the program through to completion.

***Rationale:*** Implementation of a Two-Eyed Seeing Approach has reshaped the current pedagogies, courses, and assessments to promote the strengths of both Indigenous and Western ways of knowing to benefit all learners. The inclusion of Indigenous protocols, languages and world views in a meaningful way has been guided by Indigenous leaders and knowledge keepers to promote Reconciliation and reciprocal relationships with communities.

- b. **Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.**

The Master of Sustainability (MSs) degree program aligns well with the newly revised, “Energy and Mineral Resources for a Sustainable Future,” and the new “Communities and Sustainability” signature areas—which themselves were crafted to materially advance the University’s *Sustainability Strategy (2021–2030)*—and the University’s priorities. The MSs degree and this new signature areas share common objectives for meeting the *Sustainability Strategy*’s commitments, specifically by influencing and being influenced by our social, economic, environmental, and cultural settings (Commitment 1), and equipping and empowering the next generation of learners and achievers to take action to achieve the SDGs (Commitment 3). Collectively, by working within campus (Commitment 2) and beyond, the MSs program will help catalyze the knowledge sharing and mobilization needed to affect social change (Commitment 5) and ensure that the University of Saskatchewan is “The University the World Needs.”

Through our MSs Energy Security curriculum redesign with our Energy Security ECRC, we demonstrate our commitments to Courageous Curiosity, Boundless Collaboration, and Inspired Communities.

**Courageous Curiosity:** We focused on *uplifting Indigenization* by including Indigenous Elders, knowledge keepers and leaders in co-developing curricular policies, practices, and principles that align with Indigenous ways of knowing. Making sure Indigenous voices, stories, and languages are integrated in a meaningful way supports developing core competencies in students that align with Indigenous worldviews and enhance communities’ resilience to climate change. By teaching and acknowledging Indigenous worldviews, we can introduce students to important and foundational perspectives on life that include the stories of Indigenous people’s lives, their land, and their relationships to it. Celebrating and sharing success stories of Indigenous-led initiatives will foster an understanding of the durable skills needed in academia to make communities healthier, more resilient, and strengthen the bond of respect, trust, and reciprocity.

**Boundless Collaboration:** We embraced boundless collaboration through discussions with interdisciplinary, inter-sectoral, and inter-cultural professionals on the advisory committee and beyond. Collaboration provided an opportunity to share learning experiences that will equip graduates with the knowledge and skills to identify solutions expressed by the needs of communities and organizations. Fostering existing and new partnerships with external international and national advisors provides opportunity to build connections, share learnings, and promote cooperation globally to support communities to achieve their goals and enhance economic growth. Additionally, we can learn about the opportunities that exist for building and maintaining respectful relationships among students and partners for job security after graduation.

**Inspired Communities:** By listening to the real challenges rural, northern, remote, and isolated communities face every day, we strove to understand the needs of communities and to support embedding decolonization into the curriculum and advancing economic reconciliation. Celebrating and sharing the success stories of Indigenous led initiatives within the curriculum fostered an understanding of the durable skills needed in academia to make communities healthier and more resilient. Further, we gained insight into how to strengthen bonds of respect, trust, and reciprocity. In the end, we will gain meaningful insight on how to meet communities where they are at, spark change, and inspire innovative solutions to increase capacity to fight climate change.

- c. **Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)**

Within the MSs program, we target a fairly broad demographic. We aim to attract both **mid-career professionals** who already have experience in environmental and sustainability fields and **returning students** wanting to work in sectors addressing sustainability challenges.

The Energy Security stream is aimed at a somewhat narrower demographic and is designed to train professionals (Community Energy Champions) who need this training to advance their work in or enter the clean energy sector. Priority is given to the recruitment and training of **Indigenous students** and students from **northern and remote communities** that face energy insecurity. Indigenous partner organizations and communities have committed to assisting with curriculum design and development, lecturing, and promotion of the program to Indigenous students and communities (e.g., First Nations Power Authority, Cold Lake First Nations, McKercher LLP, and Peter Ballantyne Cree Nation). Indigenous students will have the opportunity to live and study in their own community, ensuring retention and building capacity in local Indigenous communities.

**d. What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?**

As mentioned above, we are proposing changes to our existing MSs in Energy Security rather than proposing a new program. Our program offers a Master degree with specialization in one of two fields of study. No other university is offering the suite of applied, design-thinking, and assessment-oriented courses that we offer, focussed on **regeneration** and **energy security**. Additionally, this program provides skills development for professionals to take up leadership positions in work situations rather than training future academics. The two closest programs offered in Canada are at Royal Roads University (MA/MSc in Environment and Management) and Western University (Master of Environment and Sustainability); however, neither institution's program offers a focus on Energy or Regenerative Sustainability.

See Appendix B for a list of other sustainability programs across Canada.

## Admissions

**a. What are the admissions requirements of this program?**

The admissions requirements for the MSs remain unchanged. See pages 20–22 below.

## Description of Program

**a. What are the curricular objectives, and how are these accomplished?**

The curricular objectives remain unchanged. The MSs is a 30-credit unit program with two fields of study: Energy Security and Regenerative Sustainability. The mission of the MSs is to **inspire** the next generation of leaders to **forge** robust and collaborative solutions to sustainability challenges.

### ***Curricular Objectives for the Energy Security stream***

The mission of the **Energy Security** stream is to **empower** a network of northern, Indigenous, and remote career professionals through distance education and purpose-driven practical experience to lead sustainable community energy development. Graduates of the MSs in Energy Security will be able to

1. Demonstrate knowledge of clean energy technology for energy transitions and their relationship to reconciliation.
2. Employ their skills and crucial tools for managing energy projects.
3. Identify policy and regulatory opportunities and barriers for advancing community clean energy.
4. Undertake community energy resource, economic and community needs assessments to determine the business case for clean energy projects.

5. Lead best practices for holistic community energy project development, including community protocols, effective analysis, and best approaches (e.g., employ a lens of two-eyed seeing to clean energy projects).

**Figure 1: Proposed Revised Structure for Master of Sustainability [MSs] Program**

**Mission Statement:** The mission of the Master of Sustainability Program is to inspire the next generation of leaders to forge robust and collaborative solutions to sustainability challenges.

### Energy Security

**Mission Statement:** The Energy Security stream empowers a network of northern, Indigenous, remote, and career professionals through distance education and purpose-driven practical experience to lead sustainable community energy development.

#### Required Courses (30 cu)

- ENVS 839.3 *Ways of Knowing Through the Concept of Sustainability*
- ENVS 844.3 *Community Vision and Engagement*
- ENVS 841.3 *Renewable and Clean Energy Systems*
- ENVS 840.3 *Energy Transitions and Renewable Energy*
- ENVS 842.3 *Community Economics Analysis and Renewable Energy*
- ENVS 843.3 *Introduction to Community Energy Development and Project Finance*
- ENVS 845.3 *Project Development: Governance, Law, and Regulations*
- ENVS 846.3 *Negotiations and Consultations in Sustainable Development*
- ENVS 847.3 *Data Collection for Community Energy Planning*
- ENVS 848.3 *Creating a Community Energy Plan*

### Regenerative Sustainability

**Mission Statement:** The Regenerative Sustainability stream empowers our graduates to catalyze positive, transformative, changes in socio-ecological systems by engaging with the latest developments in sustainability thinking and practice.

#### Required Foundational Courses (12 cu)

- ENVS 807.3 *Sustainability in Theory and Practice*
- ENVS 818.1 *Introduction to Sustainability*
- ENVS 850.1 *Systems Thinking*
- ENVS 851.2 *Design-Thinking for Sustainability*
- ENVS 853.3 *Regenerative Sustainability*
- ENVS 886.2 *Building Understanding in the Age of Reconciliation*

#### Electives (minimum 12 cu)

To be chosen from the suite of SENS 800-level courses in any given year—with the possibility of special permission to take courses outside of SENS. All electives must be pre-approved by the Program Director through the completion of a “program of studies”.

#### Project (6 cu)

- ENVS 992.6 *Project in Environment and Sustainability*

or

#### Additional Electives

(6 cu)

- b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.

Our teaching philosophy is centered around building the skills and approaches students need to tackle deep, complex, and long-lasting sustainability and energy problems. Students develop community and workplace skills valued by top employers. The program promotes an experiential, solution-focused, interdisciplinary (sometimes transdisciplinary) approach, with an emphasis on professional skill development and deployment. We will engage case-based learning approaches to build crucial links across courses, helping

students understand how to apply the new skills and methods they are learning, becoming agents of change as they mobilize theory into practice to solve multi-faceted problems. Students will work on diverse and often multicultural teams and develop a concise portfolio resume to lead community-driven energy initiatives that align with local resources, values, aspirations, and current and future capacities.

A major revision of our MSs in Energy Security program was to create a **two-eyed seeing and student-centered** program that ensures the student experience is rich and meaningful. The course-based Masters applies to students who seek a more focused and structured application of knowledge to find energy security solutions. These revisions focus on building and strengthening professional skills to become “sustainable energy champions” who can transform energy systems and promote sustainable energy in northern, remote, and Indigenous communities. Integration of a two-eyed seeing approach provides students the opportunity to see strengths of both Indigenous and western knowledges and ways of knowing for the benefit of all. The revisions provide professional learning experiences that deliver on the most relevant and current training needs of employers and includes voices of an external advisory committee (the ECRC) composed of Indigenous, utility, academia, community, and industry partners. The integration of multiple ways of knowing supports the university’s commitment to sustainability in academic programming by providing an integrated, forward-thinking approach to tackling today’s sustainability issues, challenges, and needs. Boundless collaboration provides an opportunity to share learning experiences that equip graduates with the knowledge and skills to identify solutions expressed by the needs of communities and promote cooperation globally to support communities achieve their goals and enhance economic growth. Further, students learn about the opportunities that exist for building and maintaining respectful relationships among partners for job security after graduation and inspire innovative solutions to increase the capacity to mitigate climate change.

c. Provide an overview of the curriculum mapping.

| <b>Master of Sustainability in Energy Security</b> |                         |   |                                 |                          |   |   |  |   |   |   |                                  |
|--|-------------------------|---|---------------------------------|--------------------------|---|---|--|---|---|---|----------------------------------|
|  |                         | <b>839</b>  | <b>844</b>                      | <b>841</b>               | <b>840</b>                              | <b>842</b>  | <b>843</b>   | <b>845</b>  | <b>846</b>  | <b>847</b>                                    | <b>848</b>                       |
|  |                         | Ways of Knowing Through the Concept of Sustainability | Community Vision and Engagement | Renewable Energy Systems | Energy Transitions and Renewable Energy | Community Economics Analysis and Renewable Energy | Introduction to Renewable Energy Development and Project Finance | Project Development: Governance, Law, and Regulations | Negotiations and Consultations in Sustainable Development | Data Collection for Community Energy Planning | Creating a Community Energy Plan |
| <b>Leader</b>                                      |                         |   |                                 |                          |   |   |  |   |   |   |                                  |
| L1   | ethics                  | x   | x                               |                          | x                                       | x   | x  | x   | x   | x   | x                                |
| L2   | commitment              | x   | x                               |                          | x                                       | x   |  | x   | x   | x   | x                                |
| L3   | trust                   | x   | x                               |                          | x                                       |   |  | x   | x   |   |                                  |
| L4   | reconciliation          | x   | x                               |                          | x                                       | x   | x  | x   | x   | x   | x                                |
| L5   | growth                  | x   |                                 | x                        | x                                       |   | x  | x   | x   | x   | x                                |
| L6   | adaptive                | x   |                                 | x                        | x                                       |   | x  | x   | x   |   |                                  |
| L7   | risk-taking             | x   | x                               | x                        | x                                       |   | x  | x   | x   | x   |                                  |
| <b>Integrator</b>                                  |                         |   |                                 |                          |   |   |  |   |   |   |                                  |
| I1   | understand              | x   | x                               | x                        | x                                       | x   | x  | x   | x   | x   | x                                |
| I2   | multiple sources        | x   |                                 |                          | x                                       | x   | x  | x   | x   | x   | x                                |
| I3   | theories of interaction | x   |                                 | x                        | x                                       | x   |  | x   | x   | x   | x                                |
| I4   | change agents           | x   | x                               |                          | x                                       |   | x  | x   | x   | x   | x                                |
| I5   | conflict                | x   | x                               |                          | x                                       |   | x  | x   | x   | x   | x                                |
| <b>Thinker</b>                                     |                         |   |                                 |                          |   |   |  |   |   |   |                                  |
| T1   | complexity              | x   | x                               |                          | x                                       | x   | x  | x   | x   | x   | x                                |
| T2   | open-minded             | x   | x                               | x                        | x                                       | x   | x  | x   | x   | x   | x                                |
| T3   | multiple dimensions     | x   | x                               | x                        | x                                       | x   | x  | x   | x   | x   | x                                |
| T4   | challenge               | x   | x                               | x                        | x                                       | x   | x  | x   | x   | x   | x                                |
| T5   | diverse data            | x   | x                               | x                        | x                                       | x   | x  | x   | x   | x   | x                                |
| <b>Collaborator</b>                                |                         |   |                                 |                          |   |   |  |   |   |   |                                  |
| C1   | communication           | x   | x                               | x                        | x                                       | x   |  | x   | x   | x   | x                                |
| C2   | relationships           | x   | x                               |                          |   | x   |  | x   | x   | x   | x                                |
| C3   | ways of knowing         | x   | x                               |                          | x                                       |   | x  | x   | x   | x   | x                                |
| C4   | humility                | x   | x                               |                          |   |   |  | x   | x   | x   | x                                |
| C5   | healthy debate          | x   | x                               | x                        |   |   |  | x   | x   | x   | x                                |
| <b>Adaptor</b>                                     |                         |   |                                 |                          |   |   |  |   |   |   |                                  |
| A1   | self-awareness          | x   | x                               | x                        |   |   |  | x   | x   | x   | x                                |
| A2   | continual learning      | x   | x                               | x                        | x                                       | x   | x  | x   | x   | x   | x                                |
| A3   | management              | x   | x                               | x                        |   |   | x  | x   | x   | x   | x                                |
| A4   | feedback                | x   | x                               |                          |   | x   | x  | x   | x   | x   | x                                |
| A5   | self-monitoring         | x   | x                               | x                        |   |   |  |   | x   | x   | x                                |

**d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.**

Our programs and courses are centered on building professional skills and knowledge for problem solving and application of solutions. We will help students further develop their skills in synthesis and analysis, critical thinking, and problem solving. All courses within the MSs provide learning opportunities for our graduate students to develop and hone their professional skills, including critical and creative-thinking, interdisciplinary and intercultural collaboration, and professionalism. Our curriculum will also expand their potential for reflection, communication, and leadership. We aim to equip our graduates with a solutions-oriented skill set well matched to addressing real-world problems. We aspire to not only bring key solutions-oriented practitioners together to become agents of change and build solutions, but ensure they are equipped with the critical interdisciplinary, intersectoral, and intercultural skills required.

Students delve into courses in their area of focus (Regenerative Sustainability or Energy Security) with opportunities for application, problem-solving, critical thinking, interdisciplinary collaboration, and synthesis. We sequence and network these courses appropriately to enhance student success. Some courses include delivery by experienced practitioners (through either sessional or guest lecturers). Having access to this professional experience and expertise helps students better understand real-world applications and build their professional networks.

All courses in the Energy Security stream have been co-designed by Indigenous knowledge holders and leaders to advance Indigenous participation, include Indigenous languages and traditions in a meaningful way, and enhance social and economic resilience. Energy awareness and literacy education through the lens of Indigenous worldviews provides students with the tools to question learning and to include the knowledge and practical skills to live well in a place, as well as to develop the skills that are needed to regenerate and sustain communities. Some courses will be delivered by Indigenous instructors to include Indigenous pedagogies, philosophies, and languages to braid strengths of both Indigenous and Western knowledge and ways of knowing throughout the program.

**e. Explain the comprehensive breadth of the program.**

The primary objective of the MSs is to empower graduates to become leaders in addressing sustainability-related challenges and to design and implement solutions to current and arising sustainability challenges. This program is designed to meet the needs of working professionals and recent graduates wanting to expand their skills in sustainability-related issues.

Sustainability solutions do not belong to a single discipline; rather, the transdisciplinary nature of the program will bring together the vast expertise of our faculty with the educational and work experiences of our student base. This program does not just focus on sustainability concepts but will also offer opportunities for students to learn how to apply knowledge and gain key skills related to governance, economics, law, finance, planning and regulation, negotiations, and Indigenous relations.

Solving the sustainability challenges of the world will only happen by bringing people together from across disciplines and ensuring development of critical skills for interdisciplinary, intersectoral, and intercultural collaboration. Not only will the program bring people together from across disciplines, but this mingling of the minds in the context of well-designed programming will also allow us to contribute to and advance positive solutions towards the United Nations' [Sustainable Development Goals \(SDGs\)](#).

## Sustainable Development Goals (SDGs)



| SDG |                                      | Aspiration  | Relevant Energy Security courses |
|-----|--------------------------------------|---|----------------------------------|
| 1   | No Poverty                           | End poverty in all its forms everywhere   | 840, 841, 842, 843, 844          |
| 2   | Zero Hunger                          | End hunger, achieve food security and improved nutrition and promote sustainable agriculture  | 839                              |
| 3   | Good Health & Well-being             | Ensure health lives and promote well-being for all  | 839, 840, 842, 846               |
| 4   | Quality Education                    | Ensure quality education and promote lifelong learning opportunities for all  | 839, 844                         |
| 5   | Gender Equality                      | Achieve gender equality and empower all women and girls   |                                  |
| 6   | Clean Water & Sanitation             | Ensure access to water and sanitation for all   | 839, 844                         |
| 7   | Affordable & Clean Energy            | Ensure access to affordable, reliable sustainable and modern energy for all   | 840, 845, 846, 848               |
| 8   | Decent Work & Economic Growth        | Promote inclusive and sustainable economic growth, employment, and decent work for all  | 842, 845, 846, 848               |
| 9   | Industry Innovation & Infrastructure | Build resilient infrastructure, promote sustainable industrialization, and foster innovation  | 840, 844                         |
| 10  | Reduced Inequalities                 | Reduce inequalities within and among countries  | 840                              |
| 11  | Sustainable Cities & Communities     | Make cities and human settlements inclusive, safe, resilient, and sustainable   | 839, 840, 845                    |
| 12  | Responsible Consumption & Production | Ensure sustainable consumption and production patterns  | 839, 842                         |
| 13  | Climate Action                       | Take urgent action to combat climate change and its impacts   | 839, 840, 841, 842, 843, 844     |
| 14  | Life Below Water                     | Conserve and sustainably use the oceans, seas, and marine resources for sustainable development   |                                  |
| 15  | Life on Land                         | Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss | 839, 840, 841, 842, 843, 844     |
| 16  | Peace & Justice Strong Institutions  | Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels            | 844, 845, 846                    |
| 17  | Partnerships for the Goals           | Strengthen the means of implementation and revitalize the global partnership for sustainable development  | 839, 840, 841, 842, 843, 844     |

- f. Referring to the university “Learning Charter”, explain how the 5 learning goals are addressed, what degree attributes and skills will be acquired by graduates of the program.

The table below illustrates how the required courses in the MSs align with the Five Learning Objectives outlined in the University’s *Learning Charter*.

**Learning Charter: Five Learning Objectives**

|   | Description   | Relevant Energy Security courses                 |
|---|---|--|
| Pursuit of Truth and Understanding                        | Critical thinking   | 839, 840, 841, 842, 843, 844, 845, 846, 847, 848 |
|   | Multiple ways of knowing and learning   | 839, 840, 843, 844, 845, 846, 847                |
|   | Intellectual flexibility  | 839, 840, 841, 842, 843, 844, 845, 846, 847, 848 |
| Pursuit of Knowledges                                     | Depth of understanding in subject area  | 839, 840, 841, 842, 843, 844, 845, 846, 847, 848 |
|   | Breadth of understanding how subject area intersects with related subject areas                                     | 840, 842, 848, 849                               |
|   | Understanding how one’s subject area impacts communities  | 839, 840, 841, 842, 843, 844, 845, 846, 847, 848 |
|   | Using and applying one’s knowledge with respect to all individuals  | 840, 842, 844, 845, 846, 847, 848, 849           |
| Pursuit of Integrity and Respect                          | Exercising intellectual integrity and ethical behavior  | 839, 840, 841, 842, 843, 844, 845, 846, 847, 848 |
|   | Recognizing and thinking through moral and ethical issues   | 839, 840, 844, 845, 846, 848                     |
|   | Recognizing the limits to one’s knowledge, skills and understanding and acting in accordance with these limits      | 845, 846, 847, 848                               |
|   | Appreciate one’s own worldview while showing respect for others’ worldviews   | 839, 840, 841, 842, 843, 844, 845, 846, 847, 848 |
| Recognizing and thinking through moral and ethical issues | Develop and apply research, inquiry, knowledge creation and translation skills                                      | 839, 840, 841, 842, 843, 844, 845, 846, 847, 848 |
|   | Communicate clearly, substantively, and persuasively in different contexts  | 839, 840, 841, 842, 843, 844, 845, 846, 847, 848 |
|   | Locate, understand, evaluate, and use information effectively, ethically, legally and with cultural appropriateness | 839, 840, 841, 842, 843, 844, 845, 846, 847, 848 |
| Pursuit of Skills and Practices                           | Commit to positive growth, and change for oneself and for local, national and global communities                    | 839, 844, 845, 846, 847, 848                     |
|   | Act with confidence and strength of purpose for the good of oneself and different communities                       | 839, 840, 842, 844, 845, 846, 847, 848           |
|   | Embrace responsibilities to oneself and others in ways that are authentic and meaningful                            | 839, 844, 845, 846, 847, 848                     |
|   | Sharing knowledges and exercise leadership as acts of individual and community responsibility                       | 839, 842, 844, 846, 847, 848                     |

**g. Describe how students can enter this program from other programs (program transferability).**

The MSs (and its related suite of certificates) is open to graduate students from all disciplines. There are no barriers. In fact, we encourage cohorts of students from varying disciplines. We have had students as diverse as music, history, engineering, and health sciences enter SENS programs. Additionally, SENS offers a suite of [certificates](#) that may serve as stand-alone programs for professionals; however, we also expect that some certificate students may also ladder into the professional MSs from the certificates.

**h. Specify the criteria that will be used to evaluate whether the program is a success with a timeframe clearly specified by the proponents in the proposal.**

We will evaluate the success of the program through the following metrics:

1. **Enrolment:** we project that the MSs in Energy Security will meet its enrolment targets within 4 years—25 new and 25 continuing student enrolments per year (approximately 50% Indigenous and Northern Canadian, 25% other Canadian/domestic, and 25% international students)
2. **Demand** (annually)
  - i. overall application numbers received,
  - ii. proportion of high-quality applicants, AND
  - iii. proportion of high-quality applicants that accept and complete the program.
3. **Student satisfaction:** measured by exit surveys and course evaluations (annually)
4. **Graduate employment and/or advancement:** determined by alumni surveys
5. **Recognition:** for example, institutional ranking and rating
6. **Satisfaction of community partners:** measured by partner surveys and continued engagement with communities

**i. If applicable, is accreditation or certificate available, and if so, how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.**

Not applicable

## Consultation

**a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in the program. Does this proposed program lead into other programs offered at the university or elsewhere?**

The MSs will continue to be one of our two professional Masters degrees—alongside our Master of Water Security program. We also have thesis-based Master of Environment and Sustainability (MES) and PhD programs, as well as an Undergraduate Certificate in Sustainability. All the courses within the MSs will be open to our MES and PhD students as electives that may complement some of their research/thesis-related work.

Graduate students outside of SENS will also benefit from individual course offerings within the program. We note that there is a paucity of graduate courses on offer across campus; courses related to energy security and sustainability and governance may be particularly useful to students in other graduate programs—if there is space available in the courses.

- b. List units that were consulted formally and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.

See Appendix C for a complete summary of planning and consultation activities.

- c. Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.

We do not anticipate any additional library resources. See Appendix F for Library Consultation form.

- d. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)

See Appendix C for information on the Advisory Committee (ECRC) consultations and recommendations.

## Budget

[\*\*Note: because we are only proposing changes to the Energy Security stream, the budget section only includes numbers related to that stream—i.e., this section does not include budget information about the Regenerative Sustainability stream of the MSs.]

- a. How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/breadth requirements or electives)? (Estimate the percentage time for each person).

The total number of credit units needed to deliver the MSs in Energy Security remains the same—30 credit units.

We estimate that approximately 7–8 instructors will participate in delivering the program, including a yet to be recruited Academic Programming Appointment (APA)—who will also function as the Program Director for the Energy Security stream—other faculty teaching courses (~0.15 FTE for each 3-cu course), and sessional instructors. Note: We anticipate that some of our instructors will teach more than one course within the program (this accounts for the difference between the number reported here and the number of courses students must take within the program).

- b. What courses or programs are being eliminated in order to provide time to teach the additional courses?

None; we are only revising the structure and courses of our current MSs Energy Security program to improve the program for our learners and better address employer needs.

- c. How are the teaching assignments of each unit and instructor affected by this proposal?

The teaching load of faculty will remain static; however, sessional instructors who are professionals in their fields will be hired to teach some of the courses. This strategy will give the students both an academic and practitioner perspective related to Energy Security and Community Engagement. SENS plans to refill the Academic Programming Appointment position that was left empty when the incumbent left the university in

December 2022. This APA position is expected to teach three of the courses in the program and function as the Program Director for the Energy Security stream.

- d. **Describe budget allocations and how the unit resources are reallocated to accommodate this program. (Unit administrative support; space issues, classroom availability, studio/practice rooms, laboratory/clinical or other instructional space requirements).**

**One-time costs:** There are no one-time costs associated with this program stream revision.

**On-going costs:** On-going costs have been absorbed by the Unit. For example, program directors and coordinators are part of our existing faculty complement; administrative support will be provided by existing staff. We anticipate on-going commitments associated with:

- One Academic Programming Appointment (APA) who will also function as the stream's Program Director (1.0FTE)
- Faculty instructors per 3cu course (3 @ 0.15 FTE)
- Sessional instructors (~4 instructors at 3cu each)
- Salaries of administrative support (Note these positions already exist within in SENS.)
  - Program Coordinator (0.25 FTE)
  - Manager, Academic Programs (0.1 FTE)
- Teaching Assistant positions (~4)
- Promotion, Marketing, and Recruitment costs

As enrolment and revenues increase, we anticipate that these revenues will be reinvested to offset the above on-going costs.

- e. **If this program is to be offered in a distributed content, please describe the costs associated with this approach of delivery and how these costs will be covered.**

No costs are anticipated since we are not proposing to develop any new course for online delivery. All our courses were already developed for online delivery as a result of the pandemic and by original design for the energy security program, as well as the shift to online/remote delivery. However, if needed, Faculty (or sessional) development and delivery costs of the distributed content will be covered under assignment of duties with the program.

- f. **If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.**

N/A. All resources and courses will be delivered from within SENS.

- g. **What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?**

The MSs in Energy Security is typically a self-funded program. However, we presently have scholarship funding from Suncor Energy that provides financial support to a number of Indigenous students on an annual basis.

**h. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).**

We will continue to employ the special tuition model currently in place that charges student tuition based on a single credit unit. Our tuition projections are based on \$425 per credit unit for domestic students and \$957 for international students (based on the assumed 2.25 differential for all graduate students in May 2023) in the 2023–2024 academic year; and then additional 4% tuition increase annually from this start year.

In this model, tuition costs for each student are assessed each semester according to how many credit units the student is taking in that semester (rather than the full program divided equally among 6 terms). Typically, students will be expected to complete 15 credit units in each of Year 1 and Year 2.

Additionally, MSs students who are not enrolled in a course in a particular term do not need to register for that term. MSs students are permitted to be unregistered for a **maximum of two consecutive terms**. If not registered after the two consecutive terms, students will be automatically discontinued from the program and will have to re-apply to the program to continue.

**i. What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer).**

The following table provides 5-year enrolment and budget projections for delivery of the program—along with the expected tuition revenue and costs associated with program delivery. The highlighted column indicates the year (2027–2028) when we anticipate reaching our **target enrolment** numbers (both for incoming and continuing students) for the MSs in Energy Security. In this year, the estimated total cost of the program is \$314,925 while the estimated revenue for SENS is \$441,569, which would lead to a \$126,644 surplus in Year 4. We project a surplus in every year except for Year 1 where we project a deficit slightly over \$10K, which can be covered from our Reserves.

NOTE: Because this is a revision of an existing program, we have factored in the revenue from the previous years (2022–2023 and 2023–2024)—which accounts for the tuition allocations and incremental allocations in Year 1 (cells H16 and H17).

**Table 1:** 5-year enrolment and budget projections for the MSs in Energy Security from 2024 to 2029 (highlighted column indicates anticipated year to reach target enrolments for both incoming and continuing students)

|                     |  | Year 1            | Year 2            | Year 3            | Year 4            | Year 5            |
|---------------------|--|-------------------|-------------------|-------------------|-------------------|-------------------|
|                     |  | 2024–2025         | 2025–2026         | 2026–2027         | 2027–2028         | 2028–2029         |
| <b>REVENUE</b>      |  |                   |                   |                   |                   |                   |
|                     | Tuition (cu)   | 425               | 442               | 460               | 478               | 497               |
|                     | International differential                                     | 2.25              | 2.25              | 2.25              | 2.25              | 2.25              |
|                     | Domestic   | 95,625            | 132,600           | 199,961           | 272,498           | 283,398           |
|                     | International  | 286,875           | 298,350           | 248,227           | 193,617           | 201,362           |
|                     |  | 382,500           | 430,950           | 448,188           | 466,116           | 484,760           |
|                     | Tuition Allocation with 1 year lag                             | \$ 280,676        | \$ 382,500        | \$ 430,950        | \$ 448,188        | \$ 466,116        |
|                     | Incremental allocation over prior year                         | \$ 121,916        | \$ 101,824        | \$ 48,450         | \$ 17,238         | \$ 17,928         |
|                     | <b>50% Tuition Levy</b>  | <b>\$ 60,958</b>  | <b>\$ 50,912</b>  | <b>\$ 24,225</b>  | <b>\$ 8,619</b>   | <b>\$ 8,964</b>   |
|                     | Application Fee Revenue  | \$ 1,600          | \$ 1,600          | \$ 2,000          | \$ 2,000          | \$ 2,000          |
|                     | <b>Total Yearly Revenue</b>                                    | <b>\$ 221,318</b> | <b>\$ 333,188</b> | <b>\$ 408,725</b> | <b>\$ 441,569</b> | <b>\$ 459,152</b> |
| <b>EXPENDITURES</b> |  |                   |                   |                   |                   |                   |
|                     | SALARY & BENEFITS  | 3.0%              | 3.0%              | 3.0%              | 3.0%              | 3.0%              |
| 1                   | 1.0FTE Academic Programming Appointment (APA)/Program Director | 64,923            | 133,741           | 137,754           | 141,886           | 146,143           |
| 3                   | 0.15FTE Faculty (0.15FTE/course)                               | 77,830            | 80,165            | 82,570            | 85,047            | 87,599            |
| 4                   | Sessional lecturer (@\$8K each)                                | 32,000            | 24,000            | 24,000            | 24,000            | 24,000            |
| 0.25                | 0.25 Program Coordinator (ASPA 2)                              | 20,543            | 21,159            | 21,794            | 22,448            | 23,121            |
| 0.1                 | 0.1 FTE SENS Administration (ASPA 3)                           | 13,278            | 13,677            | 14,087            | 14,510            | 14,945            |
| 306                 | 26.62 TAship (delivery)  | 8,390             | 8,642             | 8,901             | 9,168             | 9,443             |
|                     | Total Salary & Benefits  | 216,965           | 281,385           | 289,106           | 297,059           | 305,251           |
|                     | OTHER EXPENDITURES   |                   | 6.0%              | 6.0%              | 6.0%              | 6.0%              |
|                     | Recruitment (travel and meeting costs)                         | 10,000            | 10,600            | 11,236            | 11,910            | 12,625            |
|                     | Operating Costs - promo & recruitment                          | 5,000             | 5,300             | 5,618             | 5,955             | 6,312             |
|                     | Total other expenditures                                       | 15,000            | 15,900            | 16,854            | 17,865            | 18,937            |
|                     | <b>TOTAL EXPENDITURES</b>                                      | <b>231,965</b>    | <b>297,285</b>    | <b>305,960</b>    | <b>314,925</b>    | <b>324,188</b>    |
|                     | <b>REVENUE OVER EXPENDITURES SURPLUS (DEFICIENCY)</b>          | <b>(10,647)</b>   | <b>35,904</b>     | <b>102,765</b>    | <b>126,644</b>    | <b>134,964</b>    |
|                     | Cumulative surplus/(deficit)                                   | (10,647)          | 25,257            | 128,022           | 254,666           | 389,630           |

**Assumptions**

**Notes:**

- 1 Tuition based on \$425/cu for 2024–2025 with increases of 4% per year, Int'l differential at 2.25 for all years
- 2 Overall salary escalation of 3% forecasted for all employee groups
- 3 Non-salary expenditures escalate 6% per year
- 4 Program Coordinator and SENS Administration positions currently exist.

j. What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, given the limitations of the resources allocated to the program?

The target enrolments are as follows for the next 5 years.

|                                   | 2024–2025 |           | 2025–2026 |           | 2026–2027 |           | 2027–2028 |           | 2028–2029 |           |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
|                                   | DOM       | INT       |
| first year students (incoming)    | 10        | 10        | 10        | 10        | 19        | 6         | 19        | 6         | 19        | 6         |
| second year students (continuing) | 5         | 10        | 10        | 10        | 10        | 10        | 19        | 6         | 19        | 6         |
| <b>Total Enrolment</b>            | <b>15</b> | <b>20</b> | <b>20</b> | <b>20</b> | <b>29</b> | <b>16</b> | <b>38</b> | <b>12</b> | <b>38</b> | <b>12</b> |

We anticipate reaching our target enrolment of 50 students (25 incoming and 25 continuing students) in Year 4 (2027–2028).

In Years 1 and 2, we expect that our enrolment will be split evenly (50–50) between domestic and international students. In these initial years, we will actively work towards reaching our target enrolments of 75% domestic (50% Indigenous students, 25% non-Indigenous Canadians) and 25% international students from Year 3 (2026–2027) onwards.

The minimum enrolment number to break even would be approximately 25 students (combined continuing second year students and incoming first year students).

- k. What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?**

In Table 1 above, we provide 5-year enrolment and budget projections for the delivery of the program—this table indicates the enrolment projections for the program over the next 5 years, along with the expected tuition revenue and costs associated with program delivery. Because we are revising the program itself, not the original MSs Energy Security student and revenue projections, we do not anticipate any significant incremental revenue from our original 2020 proposal to create the program stream.

- l. At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?**

The program will be financially sustainable and represents an important revenue stream for SENS. To break even on full costs, we require *approximately 25 students enrolled annually (roughly 13 incoming students and 12 continuing students—assuming the 75% domestic and 25% international composition)*. These numbers are based on the domestic/international enrolment numbers for each mode as outlined in the budget table above in question j.

- m. Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).**

We are revising the program structure to allow us to promote greater recruitment and retention into the program from within Indigenous and remote communities, as well as improve the structure and content of the program, without needing to increase and expand our existing financial resources.

- n. List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. These proponents should also indicate any anticipated surpluses/deficits associated with the new program.**

There are no new funding sources and amounts anticipated. However, we hope that we will be able to continue to receive SUNCOR funding; this would happen on an annual basis and is not confirmed yet.

## School Statement

Please provide here or attach to the online portal, a statement from the College which contains the following:

- Recommendation from the College regarding the program
- Description of the College process used to arrive at the recommendation
- Summary of issues that the College discussed and how they were resolved

The school statement for the Master of Sustainability is provided in Appendix A.

## Related Documents

At the online portal, attach any related documentation which is relevant to this proposal to the online portal. It is particularly important for Council committees to know if curriculum changes are being made in response to College Plans and Planning Parameters, review recommendations or accreditation recommendations.

## Consultation Forms

1. Consultation with the Registrar Form—completed by CGPS with Registrar’s Office
2. Consultation with the Office of Institutional Planning and Assessment (IPA)—Financial Implications Form sent separately to Jennifer Beck
3. Complete Catalogue Entry (changes indicated in red)

### **4. Letters of Support**

Appendix D contains a letter of support from the Advisory Committee outlining their recommendations for revisions to the program.

### **5. Course Proposal Forms**

- ENVS 844.3 Community Vision and Engagement [not a new course, but a major revision so syllabus is included in appendix E. However, there is no new course creation form.]
- ENVS 839.3 Ways of Knowing through the Concept of Sustainability
- ENVS 845.3 Project Development; Governance, Law, and Regulations
- ENVS 846.3 Negotiations and Consultations in Sustainable Development
- ENVS 847.3 Data Collection for Community Energy Planning
- ENVS 848.3 Creating a Community Energy Plan

ENVS 840, 841, 842, and 843 are existing courses—which have NOT undergone any significant changes, and therefore, have not been included here.

All the New Course Proposal forms and the accompanying syllabi can be found in external appendices.

# Appendices

## Appendix A: School Statement



UNIVERSITY OF SASKATCHEWAN  
**School of Environment  
and Sustainability**  
USASK.CA/SENS

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## MEMORANDUM

**To:** College of Graduate and Postdoctoral Studies  
University Council

**From:** Karsten Liber, Executive Director

**Subject:** School Statement: Master of Sustainability (MSs) in Energy Security Major Revisions

**Date:** 6 November 2023

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Dear Colleagues,

On behalf of the School of Environment and Sustainability (SENS), I am pleased to submit this proposal to revise our Master of Sustainability (MSs) in Energy Security program. On 3 November 2023, SENS Faculty Council voted in favour of the proposed curriculum revisions to enhance the program and promote recruitment and retention in Indigenous and remote communities.

The curriculum revisions are a direct result of collaborative work and revision with an external curriculum advisory committee composed of Indigenous, utility, industry, and academic stakeholders—including elders, faculty, energy professionals, students, and staff. The process to arrive at the Committee’s recommendations was an iterative one. Details about the process can be found in Appendix C below.

Based on the recommendations of the Advisory Committee, we propose three important revisions to the Energy Security stream within our Master of Sustainability:

1. Develop the MSs in Energy Security into a course-based program (rather than a project-based program). This means the addition of new courses and the removal of the ENVS 992 Project requirement.
2. Revise the program structure into 10 three credit unit courses, by removing/combining 1cu and 2cu courses and replacing the 6cu project course with two additional 3cu courses.
3. Weave two-eyed seeing approaches, multiple ways of knowing, and reconciliation through all 10 courses to tie the courses together so that students travel a path of discovery from the very beginning of the program through to completion.

I believe these changes will address significant challenges the program has faced in its first few years and will improve the MSs in Energy Security program in a number of ways. For example,

1. We have discovered in the three years since beginning the program that completing a 30–40 hour/week project in the final semester was not manageable for our target student demographic of working professionals. Ten courses spread out over 22 months will be easier for working professionals to manage, organize into their lives, and complete on time.
2. A course-based program will allow students to seek a more focused and structured application of knowledge to energy security solutions through their course work.
3. We have found that compressed 1 and 2 cu courses are also problematic for students and instructors who struggled with short delivery times (2 weeks and 4 weeks, respectively). The 3 cu courses will create additional time for students to retain and apply the knowledge that they will learn, and instructors have more time to provide meaningful feedback on assignments before the next assignment is due.

We are very excited about these new directions and believe that these programmatic changes and additions are critical for our program to flourish and for moving SENS and the University of Saskatchewan forward to become the “University the World Needs.”

Thank you for reviewing this proposal. Please let me know if you require any additional information.

Sincerely,

KARSTEN LIBER, PH.D.

Executive Director (Interim) and Distinguished Professor  
School of Environment and Sustainability

[karsten.liber@usask.ca](mailto:karsten.liber@usask.ca)

## Appendix B: Professional and course-based Master Degree Comparator Programs (2020)

- U15 comparators are shaded in green

| Institution                 | Program   | Description (+ credit units and courses)   | Delivery                  | Tuition (domestic)                              |
|-----------------------------|---|--|---------------------------|---|
| Brock University            | <a href="#">Master of Sustainability</a>                        | <ul style="list-style-type: none"> <li>- Two streams: co-op and thesis</li> <li>- Co-op stream = 6 term courses + major term paper + two co-op placements (16-month completion)</li> <li>- <b>Language proficiency:</b> TOEFL minimum <b>80</b> &amp; IELTS minimum <b>6.5</b></li> </ul>  | onsite                    | \$2725/term + program fees (4 terms) = \$10,900 |
| Royal Roads University      | <a href="#">MA/Sc in Environment and Management</a>             | <ul style="list-style-type: none"> <li>- designed for professionals who are deeply interested and involved in practical environmental issues</li> <li>- 36 cu</li> <li>- <u>at least two years of relevant work or volunteer experience</u></li> <li>- <b>Language proficiency:</b> TOEFL minimum <b>88</b> &amp; IELTS minimum <b>6.5</b></li> </ul>  | Blended (onsite & online) | \$27,675/program                                |
|                             | <a href="#">MA/Sc in Environmental Practice</a>                 | <ul style="list-style-type: none"> <li>- 30 cu</li> <li>- Prepares students for career advancement and environmental problem-solving</li> <li>- 1-year program</li> <li>- Developed in partnership with ECO Canada</li> <li>- <u>at least two years of relevant work or volunteer experience</u></li> <li>- <b>Language proficiency:</b> TOEFL minimum <b>88</b> &amp; IELTS minimum <b>6.5</b></li> </ul>                         | online                    | \$24,824/program                                |
| Dalhousie University        | <a href="#">Master of Resource and Environmental Management</a> | <ul style="list-style-type: none"> <li>- Full-time 16-month course-based program; equivalent of 39 cu</li> <li>- Designed to provide skills and knowledge needed to pursue a career in natural resource and environmental management</li> <li>- Internship component</li> <li>- <b>Language proficiency:</b> TOEFL minimum <b>100</b> &amp; IELTS minimum <b>7.5</b></li> </ul>  | onsite                    | ~\$11843/program                                |
| Queen's University          | <a href="#">Master of Environmental Studies</a>                 | <ul style="list-style-type: none"> <li>- Course-based option</li> <li>- 4–5 semesters (16–20 months)</li> <li>- Course work (18 cu equivalent) + library research project</li> <li>- <b>Language proficiency:</b> TOEFL minimum <b>88</b> &amp; IELTS minimum <b>not listed</b></li> </ul>   | onsite                    | \$7013.32 fall/winter = \$14,026.64             |
| Simon Fraser University     | <a href="#">Master of Resource and Environmental Management</a> | <ul style="list-style-type: none"> <li>- Designed for recent graduates and for individuals with experience in private organizations or public agencies dealing with natural resources and the environment</li> <li>- Course-based option (11 courses + research project == 57 units)</li> <li>- 2-year program (6 terms)</li> <li>- <b>Language proficiency:</b> TOEFL minimum <b>93</b> &amp; IELTS minimum <b>7.0</b></li> </ul> | onsite                    | \$1871.33/term = \$11,226                       |
| University of New Brunswick | <a href="#">Master of Environmental Management</a>              | <ul style="list-style-type: none"> <li>- 16-month program (4 semesters)</li> <li>- Professional program that provides practical skills and experience needed to work as an environmental or natural resource manager</li> <li>- Course work (11 courses) + research project</li> <li>- <b>Language proficiency:</b> TOEFL minimum <b>not listed</b> &amp; IELTS minimum <b>7.0</b></li> </ul>                                      | onsite                    | \$900/course = \$10,800                         |

|                        |  |   |        |  |
|------------------------|--|---|--------|--|
| University of Toronto  | <a href="#">Master of Science in Sustainability Management</a> | <ul style="list-style-type: none"> <li>- 20-month course-based professional program—integrate knowledge from management, social, and natural sciences to address sustainability issues</li> <li>- 4 terms of course work + 1 term summer internship placement</li> <li>- <b>Language proficiency:</b> TOEFL minimum <b>93</b> &amp; IELTS minimum <b>7.0</b></li> </ul>   | onsite | \$16,880 for program                                 |
| University of Ottawa   | <a href="#">MSc in Environmental Sustainability</a>            | <ul style="list-style-type: none"> <li>- Capstone (1 year) option</li> <li>- combines economics, science, law and policy to provide graduates with the skills they need to create effective policy solutions to today’s complex environmental sustainability problems</li> <li>- 9 courses + research paper (31.5 cu)</li> <li>- <b>Language proficiency:</b> TOEFL minimum <b>100</b> &amp; IELTS minimum <b>7.0</b></li> </ul>                            | onsite | \$2,465.71/term + other fees<br>=\$9,160.67 (1 year) |
| Western University     | <a href="#">Master of Environment and Sustainability</a>       | <ul style="list-style-type: none"> <li>- 3 terms (1-year program)</li> <li>- 5 required courses + project</li> <li>- designed to focus and develop intellectual and practical skills for the application and advancement of environmental sciences and sustainability in scientific, business, industrial and policy sectors</li> <li>- <b>Language proficiency:</b> TOEFL minimum <b>94</b> &amp; IELTS minimum <b>7.0</b></li> </ul>                      | onsite | \$12,179/program                                     |
| University of Calgary  | <a href="#">MSc in Sustainable Energy Development</a>          | <ul style="list-style-type: none"> <li>- Interdisciplinary program—designed for professionals and students who are seeking a broad-based and comprehensive education in sustainable energy</li> <li>- 16 months of full-time study</li> <li>- 13 courses + capstone project</li> <li>- <b>Language proficiency:</b> TOEFL minimum <b>86</b> &amp; IELTS minimum <b>6.5</b></li> </ul>   | onsite | \$28,426/program                                     |
| University of Waterloo | <a href="#">Master of Climate Change</a>                       | <ul style="list-style-type: none"> <li>- Professional Masters—for students looking for advanced training and expertise specific to climate change.</li> <li>- Full-time 12 months / part-time 24 months</li> <li>- 7 courses: 3 required course, 2 climate change electives, 2 open electives</li> <li>- Research paper or grad studies practicum</li> <li>- <b>Language proficiency:</b> TOEFL minimum <b>90</b> &amp; IELTS minimum <b>7.0</b></li> </ul> | onsite | \$2254/term<br>=\$6762                               |

## Appendix C: Consultations and Program Planning Activities

### Program Planning Meetings with SENS Faculty and Students/Alumni

| Date  | Discussion/Decisions/Outcomes  | Attendees  |
|---|--|--|
| <p>March 2<sup>nd</sup> and 3<sup>rd</sup> 2022<br/>Online</p>      | <p><b>Advisory Introductions</b><br/><b>Overview of the Process</b></p> <ul style="list-style-type: none"> <li>• Mission of the energy stream and its relationship to communities</li> <li>• Mission of the curriculum and its relationship to community energy champions</li> <li>• Mission of the curriculum committee to support communities and community energy champions</li> </ul> <p><b>Discussion Points:</b><br/>How would an energy stream program recognize the uniqueness of Indigenous, northern, and remote communities?<br/>How would an energy stream recognize the uniqueness of Indigenous students in northern and remote communities and the challenges they may face as an energy ambassador? In other words, what foundation skills are required for someone to be a community energy champion (numeracy, communication).<br/>What values do these energy community champions need to have?<br/>Who are the trendsetters in transportation and clean energy?<br/>What curriculum committee supports do we need?</p> <p><b>Review Existing Syllabi</b></p> <ul style="list-style-type: none"> <li>- Better student performance over a 2-year schedule—fewer courses to focus on per term.</li> <li>- Indigenous Ways of Knowing in a meaningful way               <ul style="list-style-type: none"> <li>o Engaging Indigenous World Views:                   <ul style="list-style-type: none"> <li>▪ Able to learn from Indigenous and non-Indigenous knowledge holders.</li> <li>▪ Practice 2-eyed way of seeing and knowing.</li> <li>▪ Able to apply traditional language.</li> <li>▪ Apply a lens of reconciliation.</li> <li>▪ Apply practical ways of using Indigenous knowledge</li> </ul> </li> </ul> </li> <li>- Review of learning outcomes and course descriptions</li> </ul> | <p>Greg Poelzer, Dave Schneider, Elaina Guilmette, Ronelda Robilliard, Dakota Norris, Kristine Dreaver- Charles, Melissa Beatty, Pat Bell, Heather Bishop, Lorne Fagnan, Gwen Holdmann, Lee Huskey, Guy Lonechild, Shane Shircliff, Tracy Summerville,</p> |
| <p>April 3<sup>rd</sup> and 4<sup>th</sup> 2022</p>                 | <p>Meetings with Gwenna Moss Centre<br/>Agenda Planning<br/>Curriculum Alignment</p>   | <p>Sara Dzaman, Elaina Guilmette</p>   |
| <p>April 28<sup>th</sup> and 29<sup>th</sup> 2022<br/>Elk Ridge</p> | <p><b>Discussion Points:</b><br/>Vision, Goals &amp; Needs Assessment<br/>Energy Security Main Principles:</p> <ul style="list-style-type: none"> <li>• Indigenous World Views</li> <li>• Foundational Skills</li> <li>• Foundational Knowledge</li> <li>• Project Management</li> </ul>   | <p>Elaina Guilmette, Ronelda Robilliard, Melissa Beatty, Pat Bell, Heather Bishop, Lorne Fagnan, Gwen Holdmann, Lee Huskey, Guy Lonechild, Shane Shircliff, Tracy Summerville, Sara</p>  |

|                                      |   |   |
|--------------------------------------|---|---|
|                                      | <ul style="list-style-type: none"> <li>• Successful Relationships</li> <li>• Communication</li> <li>• Community Engagement</li> </ul> <p><b>Energy Champion Competencies</b></p> <ul style="list-style-type: none"> <li>○ Coordinate engagement efforts with integrity, honesty, and professionalism</li> <li>○ Strong relationship building and partner building skills, particularly in Indigenous business and economic development</li> <li>○ Support the development and implementation of community energy tool kits</li> <li>○ Able to proactively recognize and manage risks and strategic opportunities</li> <li>○ Compile and analyze energy and environment data</li> <li>○ Review environmental and power regulatory criteria</li> <li>○ Identify opportunities to conserve energy and apply renewable energy opportunities</li> <li>○ Identify programs available to support energy conservation and efficiency</li> <li>○ Assess community readiness</li> <li>○ Support the establishment of community energy planning goals and priorities</li> <li>○ Support the alignment of community energy plans with other community plans</li> <li>○ Professional report writing</li> <li>○ Prepare and deliver presentations</li> <li>○ Proficiency in Microsoft Office programs (Word, Excel, PowerPoint, Outlook)</li> </ul> <p>SWOT (Strengths, Weaknesses, Opportunities, Threats) in the Energy Security Field</p> <p>Experiential Learning</p> <p>Course Design</p> <ul style="list-style-type: none"> <li>• At the end of program/entry to practice, what skills have students developed?</li> <li>• At the end of program/entry to practice, what experiences and practice have students had?</li> <li>• At the end of program/entry to practice, what evidence do students have from their education (what could they show or describe to a potential employer)?</li> </ul> <p>Design an Energy Champion’s Portfolio</p> <p><b>E-portfolio</b>—“purposeful collection of samples of student work, demonstrations, and artifacts that showcase students’ learning progression, achievement, and evidence of what students can do” <a href="#">Berkley Center for Teaching and Learning</a>.</p> <ul style="list-style-type: none"> <li>○ Parts of the portfolio could include: <ul style="list-style-type: none"> <li>▪ <i>Learning outcomes</i> (why they are doing what they are doing)</li> <li>▪ <i>Activities</i> (e.g., courses, microcredentials, PD, conferences, etc.)</li> <li>▪ <i>Outputs</i> (e.g., reports, assignments, presentations, etc.)</li> <li>▪ <i>Reflective piece on learning</i> (debrief on what they have learnt)</li> </ul> </li> </ul> | <p>Dzman, Megan Evans, Carolyn Pytlyk</p>   |
| <p><b>2 February 2023 Online</b></p> | <p><b>Discussion Points:</b></p> <ul style="list-style-type: none"> <li>- Overview of the work we have done</li> <li>- Proposed program changes</li> </ul>  | <p>Elaina Guilmette, Ronelda Robilliard, Melissa Beatty, Pat Bell, Heather Bishop, Lorne Fagnan, Gwen Holdmann, Lee</p> |

|                                       |   |   |
|---------------------------------------|---|---|
|                                       | <p>-Course Descriptions and Learning Outcomes<br/>-Identify Subject Matter Experts</p> <p><b>Required vs. Electives</b></p> <ul style="list-style-type: none"> <li>- Ability to customize will be more attractive to potential students.</li> <li>- Keep Regenerative Sustainability as the “stream” — keep 850, 851, &amp; 853 in required courses</li> </ul> <p><b>Remove Project (992)</b></p> <p><b><u>Decisions confirmed:</u></b></p> <ol style="list-style-type: none"> <li>1. Provide a way to finish quicker (course-based option)</li> <li>2. Build in more flexibility (important to find a balance between required and electives)</li> <li>3. Stay with compressed nature of the courses—6-week delivery for a 3-cu course</li> <li>4. All courses will be 3-cu.</li> <li>5. Combine ENVS 818 and ENVS 850 into the introduction course.</li> <li>6. 6 new courses and 4 courses will remain the same</li> <li>7. 1 portfolio artifact from each course</li> </ol>   | <p>Huskey, Guy Lonechild, Shane Shircliff, Tracy Summerville, Sara Dzman, Carolyn Pytlyk</p>  |
| <p><b>2 March 2023<br/>Online</b></p> | <p><b><u>Discussion Points:</u></b></p> <p><b>Review Advisory Letter</b></p> <p><b>1.Modify the MSs in Energy Security into a course-based program (rather than a project-based program)</b></p> <p>Rationale:</p> <p>We proposed a course based MSs in Energy Security to support students to successfully complete a series of classes that accommodate their working schedule.</p> <ul style="list-style-type: none"> <li>-Completing a project can be overwhelming for a working professional.</li> <li>-Having structured assignments with due dates would be easier for working professionals to manage, organize into their lives, and complete on time.</li> <li>-Providing a course-based program allows students to seek a more focused and structured application of knowledge to energy security solutions.</li> </ul> <p>Additionally, a course-based program would help ensure the cohort of students start and successfully complete the journey at the same time enhancing teamwork and collaboration amongst students and faculty. By focusing on core competencies in community energy planning in three stages (see 844, 845, 846 below) we can build a learning experience that cultivates the skills required of an energy champion. The current ENVS 992 structure does not guarantee that the core competencies are being developed.</p> | <p>Elaina Guilmette, Ronelda Robilliard, Melissa Beatty, Pat Bell, Heather Bishop, Lorne Fagnan, Gwen Holdmann, Lee Huskey, Guy Lonechild, Shane Shircliff, Tracy Summerville, Sara Dzman, Carolyn Pytlyk</p> |

|  |   |  |
|--|---|--|
|  | <p><b>2. Revise the program structure into 10 three credit unit courses, by removing/combining one and two cu courses and replacing the 6cu project course with two additional 3cu courses</b></p> <p>Rationale:</p> <p>Revising the courses to be all 3cu courses provides additional time for students to retain and apply the knowledge that they are learning. We have found that some of the requirements in a 1cu are the same as a 3cu which adds additional stress to students. Additionally, by extending the course over 6 weeks instructors have more time to provide meaningful feedback on assignments before the next assignment is due.</p> <p>All other Energy Security courses and their learning objectives would remain the same (840, 841, 842, &amp; 843)</p> <p>a) ENVS 8**.3 Foundations Course—combine 818 and 850; students need an introductory course to support them in developing their academic and foundational skills to be successful in the program.</p> <p>b) ENVS 8**.3 Project Government, Law, and Regulations—combine 885 &amp; 882 and add a regulatory component; the course would be an introduction to the policy, legal and regulatory issues for community energy projects</p> <p>c) ENVS 8**.3 Negotiations—expand ENVS 834 into a 3cu course; the course needs more time for students to complete the negotiation simulation exercise</p> <p>d) ENVS 844.3 Community Vision Building for Community Energy Planning—significantly revise current course to have more of a focus on building relationships with communities; this would be the first course in a 3-course capstone series</p> <p>e) ENVS 845.3 Data Collection Practicum for Community Energy Planning—understanding how to collect and work with community energy data; this would be the second course in a 3-course capstone series</p> <p>f) ENVS 846.3 Creating a Community Energy Plan— Creating a community energy plan; this would be the third course in a 3-course capstone series</p> |  |
| <p><b>April 13<sup>th</sup>/14<sup>th</sup> 2023</b><br/><b>Wanuskewin</b></p> | <p><b><u>Discussion Points:</u></b></p> <ul style="list-style-type: none"> <li>• What have we learned over the last year as an advisory committee</li> <li>• Partnership between Education and SENS</li> <li>• Portfolio Artifacts and Assessment</li> <li>• Course Design Workshop (6 new courses)</li> <li>• Learning Outcomes, Assessment &amp; Course Description</li> <li>• Course Design Workshop (Revision of 4 existing courses)</li> <li>• Learning Outcomes, Assessment &amp; Course Description</li> </ul>   | <p>Karsten Liber, Jennifer Milburn, Elaina Guilmette, Ronelda Robilliard, Anne Robilliard, Abraham Femi, Rebecca Agecoutay, Vasily Bigildeev, Josie Ward, Dmytro Merkulov, Joshua Thomas, Oscar Zapata, Dave Schneider, Melissa Beatty, Pat Bell, Heather Bishop, Lorne Fagnan, Gwen Holdmann, Lee Huskey, Guy Lonechild, Shane Shircliff, Tracy Summerville, Sara</p> |

|                            |  |  |
|----------------------------|--|--|
|                            |  | Dzaman, Daryl Iylybster, Carolyn Pytlyk  |
| <b>May 2023<br/>Online</b> | <p>Review all 10 syllabi with the advisory:</p> <p>May 3rd</p> <ul style="list-style-type: none"> <li>• ENVS 848.3 Ways of Knowing through the Concept of Sustainability</li> <li>• ENVS 844.3 Community Vision and Engagement</li> </ul> <p>May 10th</p> <ul style="list-style-type: none"> <li>• ENVS 840.3 Renewable Energy and Energy Transitions</li> <li>• ENVS 841.3 Renewable Energy Systems</li> </ul> <p>May 17th</p> <ul style="list-style-type: none"> <li>• ENVS 842.3 Community Economic Analysis and Renewable Energy</li> <li>• ENVS 849.3 Project Development; Governance, Law, and Regulations</li> </ul> <p>May 24th</p> <ul style="list-style-type: none"> <li>• ENVS 843.3 Introduction to Renewable Energy Development and Project Finance</li> <li>• ENVS 847.3 Negotiations and Consultations in Sustainable Development</li> </ul> <p>May 31<sup>st</sup></p> <ul style="list-style-type: none"> <li>• ENVS 845.3 Data Collection for Community Energy Planning</li> <li>• ENVS 846.3 Creating a Community Energy Plan</li> </ul> | Elaina Guilmette, Ronelda Robilliard, Anne Robilliard, Abraham Femi, Rebecca Agecutay, Vasily Bigildeev, Josie Ward, Dmytro Merkulov, Joshua Thomas, Oscar Zapata, Melissa Beatty, Pat Bell, Heather Bishop, Lorne Fagnan, Guy Lonechild, Shane Shircliff, Tracy Summerville, Carolyn Pytlyk |
| <b>May 24 2023</b>         | <p>Consultation with Students</p> <ul style="list-style-type: none"> <li>• Shared proposal with SENS students; gathered and incorporated feedback/comments.</li> <li>• No concerns about new structure and changes to the MSs and the Regenerative Sustainability field of study</li> <li>• Discussion around student’s learning experience: challenges, achievements, assessment, time management, skills, etc.</li> </ul>  | Elaina Guilmette, Ronelda Robilliard, Josie Ward, Abraham Femi, Marie Rogel, Tara Ebach, Jaclyn Porter, Vasily Bigildeev, Josie Ward, Dmytro Merkulov, Joshua Thomas, Rebecca Agecutay, Ji Xiaowen, Shahbazi Elham, Matthew Taylor, Kristen Hargis   |

## Appendix D: Letter of Support

7 July 2023

Dr Karsten Liber, Executive Director  
School of Environment and Sustainability  
University of Saskatchewan

**RE: External Curriculum Review Committee recommendations for MSs in Energy Security program revisions**

Dear Dr Liber and SENS Graduate Programs Committee,

The Energy Security External Curriculum Review Committee (ECRC) is composed of community, industry, utility, university, and Indigenous partners located in both Canada and the United States with a mission to co-design curriculum content and learning outcomes that are aligned with Indigenous community, industry, utility needs and academic requirements. Over the past year, the ECRC has worked hard to review, evaluate, and identify recommendations for improving the Master of Sustainability in Energy Security program at the University of Saskatchewan to enhance the program structure and make it more engaging, meaningful, and purposeful for Indigenous communities and working professionals.

Based on the recommendations of the ECRC regarding learning outcomes and program competencies, the experiences of the key faculty in program delivery, and the feedback from student learning experience, the Committee strongly believes that implementing the following two significant programmatic changes to the MSs in Energy Security program will promote recruitment and retention in communities:

### **Modify the MSs in Energy Security into a course-based program (rather than a project-based program)**

***Rationale:***

We proposed a course-based MSs in Energy Security to support students to successfully complete a series of classes that accommodate their working schedule.

- Completing a project can be overwhelming for a working professional.
- Having structured assignments with due dates would be easier for working professionals to manage, organize into their lives, and complete on time.
- Providing a course-based program allows students to seek a more focused and structured application of knowledge to energy security solutions.

Additionally, a course-based program would help ensure the cohort of students start and successfully complete the journey at the same time enhancing teamwork and collaboration amongst students and faculty. By focusing on core competencies in community energy planning in three stages (see 844, 845, 846 below) we can build a learning experience that cultivates the skills required of an energy champion. The current ENVS 992 structure does not guarantee that the core competencies are being developed.

### **Revise the program structure into 10 three credit unit courses, by removing/combining one and two cu courses and replacing the 6cu project course with two additional 3cu courses**

***Rationale:***

Revising the courses to be all 3cu courses provides additional time for students to retain and apply the knowledge that they are learning. We have found that some of the requirements in a 1cu are the same as a

3cu which adds additional stress to students. Additionally, by extending the course over 6 weeks, instructors have more time to provide meaningful feedback on assignments before the next assignment is due.

All other Energy Security courses and their learning objectives would remain the same (840, 841, 842, & 843)

- **ENVS 839.3 *Ways of Knowing Through the Concept of Sustainability*** —combine 818 and 850; students need an introductory course to support them in developing their academic and foundational skills to be successful in the program.
- **ENVS 844.3 *Community Vision and Engagement*** —significantly revise current course to provide more time and have more focus on building respectful and reciprocal relationships with communities. Students will gain and apply skills to identify community readiness, energy resources, and economic and community needs based on community values.
- **ENVS 845.3 *Project Development: Governance, Law, and Regulations***—combine 885 & 882 and add a regulatory component; the course would be an introduction to the policy, legal and regulatory issues for community energy projects.
- **ENVS 846.3 *Negotiations and Consultations in Sustainability***—expand ENVS 834 into a 3cu course; the course needs more time for students to complete the negotiation simulation exercise.
- **ENVS 847.3 *Data Collection for Community Energy Planning***—introduces students to collecting and assessing community energy use, greenhouse gas emissions, and climate risk for building a community energy plan framework. Additionally, discover and support community goals and priorities and the alignment of other community energy plans.
- **ENVS 848.3 *Creating a Community Energy Plan*** - students will create a community energy plan framework for leading holistic community energy project development and implementation.

We are very excited about these new directions and believe that these programmatic changes and additions are critical for moving the MSs in Energy Security program forward to become the unique program that our community energy champions need.

Thank you for reviewing and considering these recommendations. Please let us know if you require any additional information.

Sincerely,



Tracy Summerville  
UNBC Retired, Political Science  
Co-Chair ECR Committee



Guy Lonechild  
CEO, First Nations Power Authority  
Co-Chair ECR Committee

## Appendix E: Library Consultation Form

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### Library Requirements for New Programs and Major Revisions

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This form is to be completed by the librarian assigned liaison responsibilities for the sponsoring college/department. Contact the [appropriate librarian](#) for assistance. Attach the completed form to the program proposal prior to submission to the Academic Programs Committee. Additional comments may also be attached if required.

#### 1. Proposal Identification

1.1. Full name of program: Master of Sustainability in Energy Security

1.2. Short form (degree abbreviation): MSs

1.3. Sponsoring college/department: School of Environment and Sustainability

1.4. Degree level: Undergraduate  Graduate: X

#### 2. Current library collections, services, and spaces to support this program

##### 2.1. Current library collections

###### **Books**

Books are still of importance to the learning and research in this discipline, and faculty and students are encouraged to recommend books for selection to the Liaison Librarian. The annual allocation for acquisition of books in environment and sustainability studies is \$15,634.00 for 2023/24, and it has remained stable over the past few years.

In recent years, book acquisition efforts have been shifted from printed books to electronic books to ensure equal access for students on campus and in distance education. Individual titles are typically found using the library catalogue. A broad catalogue search by word “energy” retrieved 32,000 e-books and 15,500 printed books. The printed books on environment and sustainability are mainly located in the Science Library. There are also resources available in other branch libraries because of the interdisciplinary nature of this field.

In addition to the fund specifically allocated for books in this field, the University Library offers a broad range of e-book collections in many disciplines from major academic publishers, most of which are funded through a central university library collection fund. The following e-book collections include a substantial number of books in the disciplines of environment and sustainability including energy security:

[Cambridge Books](#)

[EBSCOhost eBook Collection](#)

[Oxford Academic](#)

[Proquest eBook Central](#)

[ScienceDirect](#)  
[SpringerLink: Books](#)  
[Wiley Online Library](#)

In addition to e-books provided by traditional publishers, the University Library also supports open access movement and provides direct access to free peer-reviewed e-book collections such as [Directory of Open Access Books \(DOAB\)](#), and [MIT Press Direct to Open Ebooks](#), which also include a considerable number of e-books on sustainability and energy.

### **Journals**

The university Library invests heavily in journal subscriptions, most of which are available online, to support the teaching, learning, and research at the University of Saskatchewan. The library subscribes to nearly complete collections of journals from major scholarly publishers, including Springer, Elsevier, Oxford University Press, Cambridge University Press, and selected subscriptions to journals of other publishers. Because of the interdisciplinary nature of sustainability in energy security studies, it is difficult to quantify the number of journals in this field that the library subscribes to. However, a broad catalogue search of word “energy OR sustain\*” in the library’s journal collection retrieved 2,199 journal titles. The full-text of the subscribed online journal articles are discoverable in a variety of ways to meet needs of library users: through USearch (the library’s federated search engine), through the library’s catalogue, and through the library’s OpenURL linking (“Find it”, which is embedded in all the library databases).

In addition, an increasing number of open access (OA) scholarly journals are freely available to the students and researchers of the University. The full-text of many of these OA journal articles can be discovered and accessed through “Find it” linking when searching a database.

To demonstrate the library’s coverage of the core journals in the area of sustainability in energy security, data from Journal Citation Reports (JCR) database was analyzed. The library’s current journal coverage by relevant JCR subjects is listed below:

**Environmental Sciences:** 24/25 of the top journals  
**Environmental Studies:** 21/25 of the top journals  
**Green & Sustainable Science & Technology:** 24/25 of the top journals  
**Engineering, Environmental:** 25/25 of the top journals  
**Energy & Fuels:** 25/25 of the top journals

### **Electronic Resources and Databases**

The students and researchers at the University of Saskatchewan use subscription-based and publicly available subject databases as gateways to full-text e-resources. “Find it” linking, embedded by the university library in subscription-based e-resources as well as publicly available web resources, emulates seamless access to our licensed full-text journals.

The University Library subscribes to approximately 660 databases. The major databases for sustainability and energy security include the following:

[Web of Science Core Collection](#)  
[Scopus](#)  
[GreenFILE](#)  
[JSTOR Sustainability](#)  
[Academic Search Complete \(ASC\)](#)  
[Compendex and Engineering Index Backfile](#)

In addition to subject specific electronic resources, the library provides extensive resources on indigenous and northern studies, important to the program's unique focus from northern and indigenous perspectives. The following are selected library resources on indigenous and northern studies:

[Informit Indigenous Collection](#)

[I-Portal - Indigenous Studies Portal](#)

[Bibliography of Indigenous Peoples in North America Arctic & Antarctic Regions](#)

### **Data Sets and Government Information**

Data sets and government information are important types of information resources for the proposed program.

Government publications, statistics, and GIS information resources are rapidly evolving with an increasing amount of government documents, statistical datasets, and geospatial information being made freely available on the internet. Not everything is open access, however, and the library provides access to many licensed services. For example, Statistics Canada publishes many statistical datasets, including census data and specialized surveys, which are available through the Data Liberation Initiative license to which the University Library subscribes. The Data and GIS Librarian and the Government Information Librarian at the University Library have specialized expertise to help users find specific data sets and government information.

### **InterLibrary Loan**

The Interlibrary Loan (ILL) Service enables library users to request materials not owned by the University Library at no charge to them. The service depends on borrowing and lending agreements between the University Library and other libraries and does not replace on-campus support for programs. The library provides desktop delivery of ILL materials in electronic format when possible, which not only enables users to retrieve the requested materials from their computers but also significantly reduced the request time.

## **2.2. Current library services**

The Library offers a suite of services to support the program of Master of Sustainability in Energy Security.

### **Liaison Services**

A liaison librarian is assigned to the School of Environment and Sustainability (SENS). The Liaison Librarian for SENS is situated at the Science Library. The role of the Liaison Librarian is to develop the collection, provide research assistance and consultation, teach information research skills, and communicate library events and initiatives to students and faculty in SENS.

### **Academic Skills Support**

Learning Specialists at the University Library provide services and supports to graduate students to improve their academic skills from a variety of perspectives, such as time management, writing skills, and preparing for comprehensive exams. Each term, online or in-person workshops are offered to graduate students. Recordings of these workshops are available for those unable to attend live. Individual appointments are also available to help with students' specific needs.

### **Research Support Services**

The Research Support Services Division of the University Library provides specialized services to support the needs of students and researchers of the University of Saskatchewan. The services of particular relevance to the program include scholarly publishing, research data management, and synthesis reviews.

With its recent integration into the University Library, [the Canadian Hub for Applied and Social Research](#) (CHASR) supports researchers in all phases of research, including data collection, data processing, data analysis, and reporting. The service is provided on a cost-recovery basis.

### **Distance and Distributed Library Services**

The library offers free distance and distributed services to all members of the University of Saskatchewan and will mail library materials directly to the library users at any address within Canada other than locations on the main campus in Saskatoon.

#### 2.3. Current library spaces

The University Library has six branches and offers several types of study spaces to meet students' needs: social spaces, individual and small group spaces, and quiet study spaces. With an extensive suite of programs, Library Desktop Computers are available for students to use. To further support the curriculum needs of the University, the library has established 43 bookable spaces, most of which are equipped with screens that are PC and Mac compatible, to allow students for group collaborative work or practice presentations and interviews.

### 3. Required revisions or additions to collections, services, or spaces to support this program

#### 3.1. Required changes for library collections

No significant new resources for library collections have been identified. The ongoing acquisition of books in this area will ensure the library's continuing adequate support to the program.

#### 3.2. Required changes for library services

Further promotion of library services and online resources, and development of workshops specifically targeted to the students in this program are needed to ensure them, particularly those in distance education, receive adequate training and assistance during their graduate study.

No additional costs are needed.

#### 3.3. Required changes for library spaces

The library spaces meet the revised program's needs. No required changes are identified.

### 4. Summary assessment of library capacity and requirements to support the new program

The Science Library is a branch of the University of Saskatchewan Library dedicated to supporting the teaching, learning and research needs in science and applied science including the School of Environment and Sustainability. The library's collection of information resources, its provision of access services to information available elsewhere, information research consultations, academic skills training, and its program of library instructions are offered in direct support of programs at SENS.

The information resources provided by the library are of sufficient comprehensiveness and research depth to support the revised program of Master of Sustainability in Energy Security. In addition to well-established printed collections in environment and sustainability, the library subscribes to/purchased all major electronic resources in this field including databases, e-journals, and e-book collections. The library

also provides extensive access to government information and data sets. These electronic resources can be accessed 24x7 both on campus and remotely using the library's authentication system. The Environment and Sustainability Research Guide (<https://libguides.usask.ca/SENS>) provides an access point for the information resources in this field.

Following the liaison librarian model used at the University of Saskatchewan Library, the SENS liaison librarian acts as the link between SENS and the University Library's collections and services. The liaison librarian's role is to continually develop the collection, provide research assistance and teach research skills to faculty and students, and communicate library events and initiatives with SENS.

The library also provides services to enhance graduate students' academic skills and assist them in developing their research skills. The students in the program are encouraged to use these library services for their academic success.

Date: September 15, 2023

Liaison Librarian: Li Zhang 

Dean, University Library: Melissa Just 

Faculty member for the sponsoring college/dept: \_\_\_\_\_

# Master of Sustainability

Master of Sustainability (M.Ss.) - Project-based and Course-based

## Admission Requirements

- a four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution that meets the criteria set forth in the [Bologna Declaration](#), will be acceptable as the equivalent of an undergraduate degree.
- a minimum cumulative weighted average of **at least** a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5, or another approved test as outlined by the [College of Graduate and Postdoctoral Studies](#). **[Note: These are minimum language proficiency requirements; however, stronger scores are generally expected for successful entry into the program.]**
- A completed online application, the application fee, and all supporting application documents including:
  - Statement of Intent: Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to join the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program. ***This statement is a key component in adjudicating each applicant's suitability for the program.***
  - Letters of reference: Applicants will need to provide three letters of reference—either academic or professional letters. In their letters of reference, all referees should speak to the applicant's ability for success in a graduate program.
  - Up-to-date Curriculum Vitae: Applicants must include all post-secondary education, work experiences, and any publications, presentations, and awards.

**Probationary Admission:** Applicants whose qualifications do not meet the minimum requirements listed above or whose academic qualifications are difficult to assess may be admitted on a probationary status to a program. Applicants in this category may, in some situations, be required to take certain preparatory courses to improve their qualifications. In this case they will be required to pay additional fees. The student's probationary status will be reviewed after a specified amount of academic work is completed. If progress is satisfactory, the Program Director or Graduate Chair will recommend to CGPS that the student be considered fully qualified. Students who do not achieve the probationary conditions may withdraw voluntarily or failing this, will be required to discontinue. In certain exceptional situations, the academic unit may extend the probationary period with a new set of conditions, agreed to by the student and by CGPS.

## Degree Requirements

- [GPS 960.0](#) Introduction to Ethics and Integrity
- [GPS 961.0](#) Ethics and Integrity in Human Research, if research involves human subjects
- [GPS 962.0](#) Ethics and Integrity in Animal Research, if research involves animal subjects

All M.Ss. students must complete a total of **30 credit units**.

## Regenerative Sustainability

Students in the Regenerative Sustainability field of study may choose to pursue either a project or course-based program of study. Students must take the following:

### 1) Required Courses (12 credit units)

- [ENVS 807.3](#) Sustainability in Theory and Practice
- [ENVS 818.1](#) Introduction to Sustainability
- [ENVS 850.1](#) Systems Thinking for Sustainability
- [ENVS 851.2](#) Design Thinking for Sustainability
- [ENVS 853.3](#) Regenerative Sustainability
- [ENVS 886.2](#) Building Understanding in the Age of Reconciliation
- [ENVS 990.0](#) Seminar in Environment and Sustainability

**2) Electives (minimum 12 credit units):** students must choose a minimum of 12 cu of course work from the available graduate courses offered in any given year—with the possibility of special permission to take courses outside of SENS. All electives must be pre-approved by the Program Director through the completion of a “program of studies”.

### 3) Project or Additional Electives (6 credit units)

- [ENVS 992.6](#) Research - Project  
OR
- Additional Electives (6 credit units)

## Energy Security

The Energy Security field of study is offered as a ~~project~~ **course**-based program of study. Students must take the following:

### 1) Required Energy Security Courses (~~15~~ **30** credit units)

- [ENVS 839.3](#) Ways of Knowing through the Concept of Sustainability
- [ENVS 840.3](#) Renewable Energy and Energy Transitions
- [ENVS 841.3](#) Renewable **and Clean** Energy Systems
- [ENVS 842.3](#) Community Economic Analysis and Renewable Energy
- [ENVS 843.3](#) ~~Energy Project Finance~~ **Introduction to Community Energy Development and Project Finance**
- [ENVS 844.3](#) ~~Community Energy Planning~~ **Community Vision and Engagement**
- [ENVS 845.3](#) Project Development: Governance, Law, and Regulations
- [ENVS 846.3](#) Negotiations and Consultations in Sustainable Development
- [ENVS 847.3](#) Data Collection for Community Energy Planning
- [ENVS 848.3](#) Creating a Community Energy Plan

### ~~2) Required Foundational Courses (9 credit units)~~

- ~~[ENVS 818.1](#) Introduction to Sustainability~~
- ~~[ENVS 834.2](#) The Art and Practice of Negotiations~~
- ~~[ENVS 850.1](#) Systems Thinking for Sustainability~~

- ~~[ENVS 882.2](#)~~ Foundations of Governance for Sustainability
- ~~[ENVS 885.1](#)~~ Practical Law for Project Development
- ~~[ENVS 886.2](#)~~ Building Understanding in the Age of Reconciliation
- ~~[ENVS 990.0](#)~~ Seminar in Environment and Sustainability

3) **2) Project (6 credit units)**

- [ENVS 992.6](#) Research - Project

**Course Title:** ENVS 844 Community Vision and Engagement

**Course Length:** 3CU (6 weeks; 39 contact hours)

**Instructor:** TBD

### Course Description:

This course introduces students to the key components of community engagement. Students will learn how to engage respectfully and meaningfully with communities to build a robust community strategy that is informed by community values.

### Land Acknowledgement

As we engage in remote teaching and learning, I would like to acknowledge that the Saskatoon campus of the University of Saskatchewan is on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. I would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

### Course Learning Outcomes

Upon completion of this course, the students will be able to:

1. Acknowledge and incorporate community values and history.
2. Engage the community to build a vision for energy transition.
  - o Practice community engagement.
3. Articulate meaningful engagement with Indigenous communities.
4. Acknowledge and incorporate the local value proposition of energy projects.
5. Demonstrate graphical representations to illustrate community engagement.
6. Develop relationships with:
  - o Elected Officials
  - o Administrative Departments
  - o External Partners, Community Members, and Stakeholders

### Required Readings:

Arctic Energy Alliance. (2023). *Community energy planning toolkit*. Retrieved from Arctic Energy Alliance:  
<https://aea.nt.ca/communities/#Resources>

Fong, W., & Et al. (2023). *Global protocol for community-scale greenhouse gas inventories*. Retrieved from Greenhouse Gas Protocol:  
[https://ghgprotocol.org/sites/default/files/standards/GPC\\_Full\\_MASTER\\_RW\\_v7.pdf](https://ghgprotocol.org/sites/default/files/standards/GPC_Full_MASTER_RW_v7.pdf)

Haítzaqv Climate Action Team (HCEP). (2023). *Haítzaqv Community Energy Plan*. Retrieved from  
<https://static1.squarespace.com/static/60394f7485292c31ba663836/t/6215a24d1e68366e6433c2a8/1645585007996/Hai%CC%81%C9%ABzaqv+Community+Energy+Plan.pdf>

Natural Resources Canada. (2023). Comprehensive energy use database. Retrieved from [https://oee.nrcan.gc.ca/corporate/statistics/neud/dpa/menus/trends/comprehensive\\_tables/list.cfm](https://oee.nrcan.gc.ca/corporate/statistics/neud/dpa/menus/trends/comprehensive_tables/list.cfm)

Sustainable Development Working Group (SDWG). (2019). *Arctic community energy planning and implementation toolkit*. Arctic Council. Retrieved from <https://gwichincouncil.com/sites/default/files/v1-2-ACEPI-toolkit-Sept2019.pdf>

The First Nations Leadership Council (FNLC). (2022). *BC first nations climate strategy and action plan*. Retrieved from British Columbia Assembly of First Nations: <https://www.bcafn.ca/sites/default/files/2022-04/BCFNCSAP%20Final%20Draft%20%2822April2022%29.pdf>

The Indigenous Climate Hub. (2023). *Indigenous climate cub: Climate change adaptation*. Retrieved from <https://indigenousclimatehub.ca/>

| Week | Topic                                     | Teaching and Learning Activities                                       | Key Terms and Concepts  |
|------|---|--|---|
| 1    | Engagement vs Consultation                | Discussion Post # 1: Engagement Strategy (500 words)                   | <ul style="list-style-type: none"> <li>● Distinguish between engagement and consultation</li> <li>● Understand how community values and history will guide the project <ul style="list-style-type: none"> <li>○ Relationship building</li> <li>○ Understand how to approach people, ask the right questions, and listen with intent</li> <li>○ Understand how to do things in a “good way”</li> <li>○ Identify and follow community protocols</li> </ul> </li> <li>● Establish key contacts in a community</li> </ul> |
| 2    | Community Needs                           | Discussion Post # 2: Community needs, goals and priorities (500 words) | <ul style="list-style-type: none"> <li>● Background on the community (history, demographics, geography, utilities, asset inventory, housing inventory, energy)</li> <li>● Review other community plans</li> <li>● Identify needs and barriers</li> <li>● Build a clear vision by setting goals and priorities, strategic direction</li> </ul>   |
| 3    | Introduction to Community Energy Planning | Assignment # 1: Applying Systems Thinking to CEP                       | <ul style="list-style-type: none"> <li>● Introduction to CEP <ul style="list-style-type: none"> <li>○ Define a CEP</li> </ul> </li> <li>● Intro to climate action and clean energy typology</li> <li>● Rationale and benefits of a CEP</li> <li>● Economic – energy affordability</li> <li>● Energy security, energy sovereignty</li> <li>● Environmental (including net zero)</li> <li>● Health, social and cultural</li> <li>● Future funding</li> <li>● Capacity building and learning opportunities</li> </ul>    |
| 4    | Elements of Community Energy Planning     | Assignment # 2: Analyze a Sample CEP                                   | <ul style="list-style-type: none"> <li>● Elements of a CEP</li> <li>● Early planning stage</li> <li>● Project start</li> <li>● Energy baseline</li> </ul>   |

|   |  |   |  |
|---|--|---|--|
|   |  |   |  |
| 5 | <b>Creating the Communities Energy Vision, Goals and Actions</b> | Case Study: A Mission-Driven, Culture-Sensitive Plan                    | <ul style="list-style-type: none"> <li>• Forecasting</li> <li>• Opportunity assessment</li> <li>• Action planning</li> <li>• Implementation</li> </ul>   |
| 6 | <b>Approaches to Community Energy Planning</b>                   | <b>Assignment # 3:</b> Create a Community Engagement Communication Plan | <ul style="list-style-type: none"> <li>• Methodology</li> <li>• Considerations for Indigenous, remote, and northern communities and organizations</li> <li>• Defining a community</li> <li>• Types of CEPs (with specific examples)</li> </ul> |

| Grading Scheme                   | % of the final grade |
|----------------------------------|----------------------|
| Discussion Posts x 2             | 20 %                 |
| Applying Systems Thinking to CEP | 20 %                 |
| Analyze a sample CEP             | 20 %                 |
| Community Engagement Plan        | 40 %                 |
| <b>Total</b>                     | <b>100%</b>          |

### Assignment Description:

#### ***Discussion Post # 1: Engagement Strategy***

For this assignment, you are required to comment on the activity below and one of your classmates' entries. Your comment will be a written piece of approximately 500 words, The comments on your classmates' entries should have at least 80 words and are expected to be constructive and respectful.

Engaging community members can be challenging. Using the community, you live in, describe the community and make a specific list of ways your community could be engaged throughout the development of a CEP. Please provide, the questions you would ask a community member to find out what they think should be an energy plan priority for their community. Use these ideas to design a short questionnaire for the community and post on the discussion board.

#### ***Discussion Post # 2: Community Needs, Goals and Priorities***

For this assignment, you are required to comment on the activity below and one of your classmates' entries. Your comment will be a written piece of approximately 500 words, The comments on your classmates' entries should have at least 80 words and are expected to be constructive and respectful.

1. Review the *Regional Municipality of Wood Buffalo Strategic Plan 2022-2025* [RMWB-Strategic-Plan-2022-Nov-23.pdf](#) and reflect on what goals and priorities from this strategic plan would be useful for the development of a CEP.
2. Describe what you believe would happen if a CEP was developed without the community's priorities being considered.
3. Prepare an interview for residents of your community. Describe to them what a CEP is and construct interview questions to acquire what their goals and priorities are at this initial phase. Remember it is

important to respect the community's feelings and use methods that will promote the best communication possible.

### **Assignment # 1: Applying Systems Thinking to CEP**

Through the lens of systems thinking, use some of the systems thinking frameworks in the form of a diagram to describe the CEP within the entire community system.

### **Assignment # 2: Analyze a Sample CEP**

Analyse a sample community energy plan designed for a community in Canada. Based on the information provided in the course material, the Artic Community Energy Planning & Implementation Toolkit, and the Haítzaqv Community Energy Plan either:

- a) Prepare a one-page report describing how you would go about creating a community engagement plan in your own community. (Think about who you would engage, how you would engage them and when you would engage them.) OR
- b) In one page, summarize the community engagement process undertaken by the Haítzaqv Nation (with whom did they engage, how did they engage them and when) and highlight why you think their approach was successful.

### **Assignment # 3: Create a Community Engagement Communication Plan**

Everyone is to select a unique CEP that has been developed for a community (students cannot select a CEP that another student has already selected). Using the frameworks presented in this course, please write a report that critiques the CEP in terms of what it did well, and what it didn't do well. Every CEP has its strengths and weaknesses, and I want to see that you are able to critically assess the contents of an existing CEP. You don't need to have a good and bad aspect in every category – but I want to see that you can justify your points based on the foundational learnings in this course. Finally, include in the conclusions a reflection on what you've learned and how you could use it in developing your own CEP.

### **Grading System Description**

The grade required to pass differs for masters and PhD students and is noted in the section "Grades required to pass" SENS uses the grading system as adopted by the College of Graduate and Postdoctoral Studies. Information on this grading system is available [here](#):

#### **90–100 Exceptional**

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of subject matter,
- an ability to make insightful critical evaluation of information,
- an exceptional capacity for original, creative, and/or logical thinking,
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently,
- an exceptional ability to analyze and solve difficult problems related to subject matter

#### **80–89 Excellent**

A very good to excellent performance with strong evidence of:

- a comprehensive grasp of subject matter,
- an ability to make sound critical evaluation of information,
- a very good to excellent capacity for original, creative, and/or logical thinking,
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently,

- a very good to excellent ability to analyze and solve difficult problems related to subject matter

### **70–79 Satisfactory to Good**

A satisfactory to good performance with evidence of:

- a substantial knowledge of subject matter,
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology,
- satisfactory to good capacity for logical thinking,
- some capacity for original and creative thinking,
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner; a satisfactory to good ability to analyze and solve moderately difficult problems related to the subject matter

### **60–69 Poor**

A generally weak performance, but with some evidence of:

- a basic grasp of the subject matter,
- some understanding of the basic issues,
- some familiarity with the relevant literature & techniques,
- some ability to develop solutions to moderately difficult problems related to the subject matter,
- some ability to examine the material in a critical & analytical manner

### **<60 Failure**

An unacceptable performance

### Criteria to Pass

Regardless of the marks you receive on assessments in this course, you must complete all assignments, quizzes, and exams to pass the course.

[standard back matter material to be added when syllabus is formalized]



**1. Approval by Department Head or Dean**

- 1.1 College or School with academic authority: **School of Environment and Sustainability**
- 1.2 Department with academic authority: **n/a**
- 1.3 Term from which the course is effective: **202409**

**2. Information required for the Catalogue**

- 2.1 Label & Number of course: **ENVS 839**
- 2.2 Academic credit units: **3cu**
  
- 2.3 Course Long Title (maximum 100 characters): **Ways of Knowing Through the Concept of Sustainability**  
Course Short Title (maximum 30 characters):
  
- 2.4 Total Hours: Lecture **39**
  
- 2.5 Weekly Hours: Lecture **6.5**
  
- 2.6 Term in which it will be offered: **T1**
  
- 2.7 Prerequisite: **none**

If there is a prerequisite waiver, who is responsible for signing it? **n/a**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

**This course is guided by a two-eyed seeing approach, weaving together Indigenous knowledge and Western knowledge systems. The foundations of an Indigenous worldview will be explored. Topics include Indigenous worldviews and ways of knowing, social and technical communication, sustainability, energy security, systems thinking, and communities.**

2.9 Do you allow this course to be repeated for credit? **no**

**3. Please list rationale for introducing this course:**

**This course combines 2 one credit unit courses together to create a more comprehensive introductory (standardized) course for the MSs in Energy Security. Revising the courses to be all 3cu courses provides additional time for students to retain and apply the knowledge that they are learning. We have found that some of the requirements in a 1cu are the same as a 3cu which adds additional stress to students.**

4. **Please list the learning objectives for this course:**
1. Articulate key commonalities and differences between Western science/knowledge and Indigenous ways of knowing.
  2. Demonstrate skills for meaningful intercultural engagement and awareness.
  3. Present ideas using scholarship from both Indigenous and non-Indigenous scholars.
  4. Develop advanced reading and writing habits for life-long learning.
  5. Describe foundational knowledge of the concepts, components, and dynamics of complex systems.
  6. Define sustainability by using culturally relevant concepts.
  7. Demonstrate graphical representations to illustrate the value of systems thinking in sustainability problem-solving.
  8. Explain the way the term sustainability/stewardship is used in other places and in other cultures.
  9. Develop a professional profile.

5. **Impact of this course**  
 Are the programs of other departments or Colleges affected by this course? **No**  
 If so, were these departments consulted? (Include correspondence)  
 Were any other departments asked to review or comment on the proposal? **no**

6. **Other courses or program affected** (please list course titles as well as numbers)
- 6.1 Courses to be deleted? **none**
  - 6.2 Courses for which this course will be a prerequisite? **none**
  - 6.3 Is this course to be required by your majors, or by majors in another program? **no**

7. **Course outline**  
 (Weekly outline of lectures or include a draft of the course information sheet.)

| Week | Topic   | Assignments   | Key Terms and Concepts   |
|------|---|---|--|
| 1    | “The Truth about Stories”: Two Ways of Seeing       | <b>Assignment # 1:</b><br>What did I learn today?   | <ul style="list-style-type: none"> <li>• The intrinsic value of nature</li> <li>• Indigenous worldviews</li> <li>• Threshold concepts</li> <li>• Planetary boundaries</li> </ul>   |
| 2    | Characterizing Sustainability                       | <b>Assignment # 2:</b><br>Writing an Abstract       | <ul style="list-style-type: none"> <li>• Conceptualizing sustainability</li> <li>• Interactions amongst society, economy, and environment</li> <li>• Tensions between economic growth and development</li> <li>• Environmental dimensions of sustainability</li> </ul> |
| 3    | Applying System Thinking in Sustainable Development | <b>Assignment # 3:</b><br>Writing a Discussion Post | <ul style="list-style-type: none"> <li>• Circular Economy</li> <li>• Development</li> <li>• Doughnut Economics</li> <li>• Ecological Footprint</li> <li>• Genuine Progress</li> <li>• Gross Domestic Product (GDP)</li> <li>• Human Development Index</li> </ul>       |

|   |   |  |  |
|---|---|--|--|
|   |   |  | <ul style="list-style-type: none"> <li>• Sustainable Development</li> </ul>  |
| 4 | Building Connections  | <b>Assignment # 4:</b> Designing a professional portfolio and creating a LinkedIn profile. | <ul style="list-style-type: none"> <li>• Social Networks</li> <li>• Network Analysis</li> <li>• Causal Loop Diagram</li> <li>• Patterns of Influence</li> <li>• Place within a network</li> <li>• Agents within a network</li> <li>• Influencers within a network</li> <li>• Complex networks</li> <li>• Feedback loops</li> </ul> |
| 5 | Sustainable development as a transformative process by applying systems thinking. | <b>Assignment #5:</b> Interpretation of large causal loop diagrams                         | <ul style="list-style-type: none"> <li>• Circular Economy</li> <li>• Development</li> <li>• Doughnut Economics</li> <li>• Ecological Footprint</li> <li>• Genuine Progress</li> <li>• Gross Domestic Product (GDP)</li> <li>• Human Development Index</li> <li>• Sustainable Development</li> </ul>                                |
| 6 | Community-oriented Systems Thinking   | <b>Round Table Discussion # 1:</b> Community-based development approaches.                 | <ul style="list-style-type: none"> <li>• Reflect on sustainability and sustainable development</li> <li>• Articulate the United Nations Sustainable Development Goals</li> </ul>   |

## 8. Enrolment

8.1 Expected enrollment: **30**

8.2 From which colleges? [School of Environment and Sustainability](#)

## 9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*

N – Numeric/Percentage

*(Grade options for instructor: grade of 0% to 100%, IP in Progress)*

P – Pass/Fail

*(Grade options for instructor: Pass, Fail, In Progress)*

S – Special

*(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:*

| Grading Scheme                               | % of the final grade |
|--|----------------------|
| What did I learn today?                      | 10%                  |
| Abstract Assignment                          | 10%                  |
| Writing a Discussion Post                    | 10%                  |
| Professional Portfolio                       | 45%                  |
| Interpretation of large causal loop diagrams | 15%                  |
| Round Table Discussion                       | 10%                  |
| <b>Total</b>                                 | <b>100%</b>          |

9.2 Is the course exempt from the final examination? **yes**

## 10. Required text

- Goodchild, M. (2022). Relational systems thinking: The Dibaajimowin (story) of re-theorizing “systems thinking” and “complexity science”. *Journal of Awareness-Based Systems Change*, 2(1), 53-76.
- Goodchild, M. (2021). Relational systems thinking: That’s how change is going to come, from our earth mother. *Journal of Awareness-Based Systems Change*, 1(1), 75-103.
- King, T. (2003). The truth about stories: A native narrative. House of Anansi.
- Seibert, M. (2018). Systems thinking and how it can help build a sustainable world: A beginning conversation. *The Solutions Journal*, 9(3).
- Simpson, L. (2001). Aboriginal peoples and knowledge: Decolonizing our processes. *The Canadian Journal of Native Studies*, 21(1), 137-148. [https://cjns.brandonu.ca/wp-content/uploads/21-1-cjnsv21no1\\_pg137-148.pdf](https://cjns.brandonu.ca/wp-content/uploads/21-1-cjnsv21no1_pg137-148.pdf)
- Tejeda, J., & Ferreira, S. (2014). Applying systems thinking to analyze wind energy sustainability. *Procedia Computer Science*, 28, 213-220
- Throsby, D., & Petetskaya, E. (2016). Sustainability concepts in indigenous and non-indigenous cultures. *International Journal of Cultural Property*, 23(2), 119-140.
- Ermine, W. (2007). The ethical space of engagement. *Indigenous LJ*, 6, 193.

## 11. Resources

- 11.1 Proposed instructor: **Sessional Instructor**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **SENS plans to hire practitioners as sessionals to teach some of the courses in this program.**
- 11.3 Are sufficient library or other research resources available for this course? **Yes**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

## 12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use [tuition category](#)) **We are planning to charge a standard rate based on the existing Master of Sustainability in SENS escalated at 4%. (<https://students.usask.ca/documents/registrarial/2023-2024-tuition-factsheet.pdf>)**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form” **NO**  
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

## Detailed Course Information

### 1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

| Code | Description                    | Code | Description                        |
|------|--------------------------------|------|------------------------------------|
| CL   | Clinical                       | PRB  | Problem Session                    |
| COO  | Coop Class                     | RDG  | Reading Class                      |
| FLD  | Field Trip                     | RES  | Research                           |
| ICR  | Internet Chat Relay            | ROS  | Roster (Dent Only)                 |
| IHP  | Internet Help                  | SEM  | Seminar                            |
| IN1  | Internship - Education         | SSI  | Supervised Self Instruction        |
| IN2  | Internship - CMPT & EPIP       | STU  | Studio                             |
| IN3  | Internship - General           | SUP  | Teacher Supervision                |
| IND  | Independent Studies            | TEL  | Televised Class                    |
| LAB  | Laboratory                     | TUT  | Tutorial                           |
| LC   | Lecture/Clinical (Dent Only)   | WEB  | Web Based Class                    |
| LEC  | Lecture                        | XCH  | Exchange Program                   |
| LL   | Lecture/Laboratory (Dent Only) | XGN  | Ghost Schedule Type Not Applicable |
| MM   | Multimode                      | XHS  | High School Class                  |
| PCL  | Pre-Clinical (Dent Only)       | XNA  | Schedule Type Not Applicable       |
| PRA  | Practicum                      | XNC  | No Academic Credit                 |

## 2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

## 3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: **None**

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program **Students must be registered as a graduate student in SENS or special permission by instructor.**

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course **None**

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course **None**

3.5 Corequisite(s): course(s) that must be taken at the same time as this course **None**

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information  
**None**

**4. List Equivalent Course(s) here:**

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent: **n/a**

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive: **n/a**

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**

**ENVS 839 SYLLABUS**

Course Title: ENVS 839 Ways of Knowing Through the Concept of Sustainability

Course Length: 3CU (6 weeks/39 contact hours)

Instructor: TBD

**Course Description:**

This course is guided by a two-eyed seeing approach, weaving together Indigenous knowledge and Western knowledge systems. The foundations of an Indigenous worldview will be explored. Topics include Indigenous worldviews and ways of knowing, social and technical communication, sustainability, energy security, systems thinking, and communities.

## Land Acknowledgement

As we engage in teaching and learning, I would like to acknowledge that the Saskatoon campus of the University of Saskatchewan is on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. I would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

## Course Learning Outcomes

Upon completion of this course, the students will be able to:

- 1) Articulate key commonalities and differences between Western science/knowledge and Indigenous ways of knowing.
- 2) Demonstrate skills for meaningful intercultural engagement and awareness.
- 3) Present ideas using scholarship from both Indigenous and non-Indigenous scholars.
- 4) Develop advanced reading and writing habits for life-long learning.
- 5) Describe foundational knowledge of the concepts, components, and dynamics of complex systems.
- 6) Define sustainability by using culturally relevant concepts.
- 7) Demonstrate graphical representations to illustrate the value of systems thinking in sustainability problem-solving.
- 8) Explain the way the term sustainability/stewardship is used in other places and in other cultures.
- 9) Develop a professional profile.

## Required Readings

- Ermine, W. (2007). The ethical space of engagement. *Indigenous Law Journal*, 6(1), 193-203. Retrieved from <https://ilj.law.utoronto.ca/sites/ilj.law.utoronto.ca/files/media/ilj-6.1-ermine.pdf>
- Goodchild, M. (2021). Relational systems thinking: That's how change is going to come, from our earth mother. *Inaugural Issue of The Journal of Awareness-Based Systems Change*, 1(1), 75-103. Retrieved from <https://doi.org/10.47061/jabsc.v1i1.577>
- Goodchild, M. (2022). Relational systems thinking: The Dibaajimowin (Story) of re-theorizing “systems thinking” and “complexity science”. *Journal of Awareness-Based Systems Change*, 21, 53-76. Retrieved from <https://doi.org/10.47061/jabsc.v2i1.2027>
- Selbert, M. (2018). *Systems thinking and how it can help world: A beginning conversation*. Retrieved from Millennium Alliance for Humanity and Biosphere: [https://mahb.stanford.edu/wp-content/uploads/2018/11/MAHBBonusBlog\\_SystemsThinkingandSustainability\\_Seibert-2018.pdf](https://mahb.stanford.edu/wp-content/uploads/2018/11/MAHBBonusBlog_SystemsThinkingandSustainability_Seibert-2018.pdf)
- Simpson, L. (2001). Aboriginal peoples and knowledge: Decolonizing our processes. *The Canadian Journal of Native Studies*, 137-148. Retrieved from [https://cjns.brandonu.ca/wp-content/uploads/21-1-cjnsv21no1\\_pg137-148.pdf](https://cjns.brandonu.ca/wp-content/uploads/21-1-cjnsv21no1_pg137-148.pdf)
- Tejeda, J., & Ferreira, S. (2014). Applying systems thinking to analyze wind energy sustainability. *Procedia Computer Science*, 28, 213-220. Retrieved from <https://doi.org/10.1016/j.procs.2014.03.027>
- Thomas King, “‘You’ll Never Guess What Happened,’ Is Always a Great Way to Start. *The Truth About Stories A Native Narrative*. Massey Lecture House of Anansi Press, 2003: 1-30. Truth About Stories-1st Proof

(weebly.com) or <https://www.cbc.ca/radio/ideas/the-2003-cbc-massey-lectures-the-truth-about-stories-a-native-narrative-1.2946870>

Throsby, D., & Petetskaya, E. (2016). Sustainability concepts in Indigenous and non-Indigenous cultures. *International Journal of Cultural Property*, 23(2), 119-140. doi:10.1017/S0940739116000084

| Week | Topic   | Assignments   | Key Terms and Concepts   |
|------|---|---|--|
| 1    | “The Truth about Stories”: Two Ways of Seeing                                     | <b>Assignment # 1:</b><br>What did I learn today?   | <ul style="list-style-type: none"> <li>• Four Seasons of Reconciliation</li> <li>• The intrinsic value of nature</li> <li>• Indigenous worldviews</li> <li>• Threshold concepts</li> <li>• Planetary boundaries</li> </ul>   |
| 2    | Characterizing Sustainability   | <b>Assignment # 2:</b><br>Writing an Abstract   | <ul style="list-style-type: none"> <li>• Conceptualizing sustainability</li> <li>• Interactions amongst society, economy, and environment</li> <li>• Tensions between economic growth and development</li> <li>• Environmental dimensions of sustainability</li> </ul>   |
| 3    | Applying System Thinking in Sustainable Development                               | <b>Assignment # 3:</b><br>Writing a Discussion Post   | <ul style="list-style-type: none"> <li>• Circular Economy</li> <li>• Development</li> <li>• Doughnut Economics</li> <li>• Ecological Footprint</li> <li>• Genuine Progress</li> <li>• Gross Domestic Product (GDP)</li> <li>• Human Development Index</li> <li>• Sustainable Development</li> </ul>                                |
| 4    | Building Connections  | <b>Assignment # 4:</b><br>Designing a professional portfolio and creating a LinkedIn profile. | <ul style="list-style-type: none"> <li>• Social Networks</li> <li>• Network Analysis</li> <li>• Causal Loop Diagram</li> <li>• Patterns of Influence</li> <li>• Place within a network</li> <li>• Agents within a network</li> <li>• Influencers within a network</li> <li>• Complex networks</li> <li>• Feedback loops</li> </ul> |
| 5    | Sustainable development as a transformative process by applying systems thinking. | <b>Assignment #5:</b><br>Interpretation of large causal loop diagrams                         | <ul style="list-style-type: none"> <li>• Circular Economy</li> <li>• Development</li> <li>• Doughnut Economics</li> <li>• Ecological Footprint</li> <li>• Genuine Progress</li> <li>• Gross Domestic Product (GDP)</li> <li>• Human Development Index</li> <li>• Sustainable Development</li> </ul>                                |

|   |                                     |  |  |
|---|-------------------------------------|--|--|
| 6 | Community-oriented Systems Thinking | <b>Round Table Discussion # 1:</b> Community-based development approaches. | <ul style="list-style-type: none"> <li>• Reflect on sustainability and sustainable development</li> <li>• Articulate the United Nations Sustainable Development Goals</li> </ul> |
|---|-------------------------------------|--|--|

| Grading Scheme                               | % of the final grade |
|--|----------------------|
| What did I learn today?                      | 10%                  |
| Abstract Assignment                          | 10%                  |
| Writing a Discussion Post                    | 10%                  |
| Professional Portfolio                       | 45%                  |
| Interpretation of large causal loop diagrams | 15%                  |
| Round Table Discussion                       | 10%                  |
| <b>Total</b>                                 | <b>100%</b>          |

### Assignment Description:

#### ***What did I learn today?***

The assignment for this module is designed to help you identify what you have learned from the reading and class discussion. You will be asked to read the reading several times and to reflect on your thoughts about the reading in several ways. Reflecting on your learning is personal. It requires you to be humble and for you to reflect honestly about the experience of interacting with ideas, including those you have not considered before.

Number of Words: 250-300 words

#### ***Writing an Abstract Assignment***

The assignment for this module is designed to help you deconstruct an academic article and to practice writing an annotation (as I have done above). Reading and understanding an academic paper can often be daunting. This assignment is designed to help you learn to read an academic paper efficiently.

Number of Words: 250-300 words

#### ***Writing a Discussion Post***

The assignment for this module is designed to help you write a discussion post. The objective is to give you the opportunity to find elements of the article that speak to you and to translate for your reader how you see the work in the context of your worldview. It will give you the opportunity to pose questions and to “problematize” the reading so that you can explore, in more detail than a cursory reading, what is the message of the article and what you think is important.

Number of Words: 450-500 words

#### ***Keeping an Academic Professional Journal and Creating a LinkedIn Profile***

The assignment for this module is designed to help you keep track of the readings you do over the course of this master’s degree program. You will begin here in this course by keeping a professional journal in which you write abstracts for each of your readings over the program and begin to make connections among those readings. You will keep notes and observations about your own learning and knowledge systems. You will make notes about

the skills you have acquired, the people you have met, readings and news feed articles that are relevant to your professional career and developments in the field. Your journal will help you to record your story and to make conscious choices about the kind of energy champion you will be.

***Creating a LinkedIn Profile:***

- (a) Go to LinkedIn and create a free account and begin to create a profile. Remember to highlight your interest in the energy sector and begin to invite people to your network.
- (b) Regularly post articles and stories on your LinkedIn profile that will interest those in your network

Number of Words: In this case, it is not the word count that is important but rather the number of entries. There should be an entry for each reading and a running commentary of the connection to lectures, readings, and activities.

***Interpretation of Large Causal Loop Diagrams***

Causal loop diagrams are devices for managing complexity that helps us bridge our intuition about how the world works with the patterns of critical thinking needed to validate that intuition. Look at the diagrams as stories told by their developer. What do they say to you about the system under investigation? Select an article that uses causal loop diagrams to model one or more aspects of sustainability or energy security. Address at least two of the following questions in a short presentation (5-minute video) or essay (no more than 2–3 pages).

- Is the system clearly defined? If not, what information is missing?
- Are the causal loop diagrams in the paper clear and complete?
- Are the explanations of the causal loop diagrams clear and convincing? If not, how might the presentation be improved?
- Identify at least two system archetypes embedded in one of the causal loop diagrams.

***Round Table Discussion: Community Based Development Approaches.***

A roundtable discussion is a guided conversation, that will be used to explore a specific topic and sometimes come up with recommendations. Each person should participate in the discussion equally.

Length: 1 hour

[standard back matter material to be added when syllabus is formalized]



**1. Approval by Department Head or Dean**

- 1.1 College or School with academic authority: **School of Environment and Sustainability**
- 1.2 Department with academic authority: **n/a**
- 1.3 Term from which the course is effective: **202409**

**2. Information required for the Catalogue**

- 2.1 Label & Number of course: **ENVS 845**
- 2.2 Academic credit units: **3cu**
- 2.3 Course Long Title (maximum 100 characters): **Project Development: Government, Law, Regulations**  
Course Short Title (maximum 30 characters): Project Development
- 2.4 Total Hours:    Lecture **39**    Seminar    Lab    Tutorial    Other
- 2.5 Weekly Hours:    Lecture **6.5**    Seminar    Lab    Tutorial    Other
- 2.6 Term in which it will be offered:    **T1**
- 2.7 Prerequisite: **none**

If there is a prerequisite waiver, who is responsible for signing it? **n/a**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

- 2.8 Catalogue description (150 words or less):  
**Recognizing the strengths of both Indigenous and Western worldviews, this course introduces students to key practical legal and regulatory frameworks as they apply to energy project development. Topics included governance structures, government jurisdictions, engagement and consultation, and general legal and regulatory concepts.**
- 2.9 Do you allow this course to be repeated for credit?    **no**

**3. Please list rationale for introducing this course:**

**This course was originally offered as a 1cu course (ENVS 885), but we have discovered the need to expand the content to include governance and regulatory components to provide the students with a more comprehensive background on energy project development.**

**4. Please list the learning objectives for this course:**

- a) **Communicate the roles of the executive, legislative, and judicial branches of government**
- b) **Explain the importance of jurisdiction among the different levels of government in managing the energy market**

- c) Recognize the role of crown corporations, including energy utilities; the differences among law, policy, and regulation
- d) Communicate regulatory issues, including land management and planning laws, permits and environmental impact assessments that affect project development and project law.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**  
 If so, were these departments consulted? (Include correspondence)  
 Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

- 6.1 Courses to be deleted? **n/a**
- 6.2 Courses for which this course will be a prerequisite? **n/a**
- 6.3 Is this course to be required by your majors, or by majors in another program? **no**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

| Week | Topic                                 | Teaching and Learning Activities  | Key Terms and Concepts   |
|------|---------------------------------------|---|--|
| 1    | Structure of Governments              | Round Table Discussion # 1: Levels of Government  | Project Law and Development Fundamentals <ul style="list-style-type: none"> <li>• Identify partners</li> <li>• Types of Joint Ventures and Partnerships</li> <li>• Include multiple perspectives</li> <li>• Understand different levels of government (provincial, municipal, federal, Indigenous)</li> <li>• Purchase and sale, lease agreements</li> <li>• Indigenous land and territorial considerations</li> </ul> |
| 2    | Structure of Laws and Regulations     | Assignment # 1: Levels of Government  | Permits and Other Legal Considerations <ul style="list-style-type: none"> <li>• Relevant laws</li> <li>• Basic legal concepts in energy development</li> <li>• How regulations are created from laws</li> <li>• Environmental, cultural, and municipal agreements</li> <li>• Exploration permits</li> <li>• Environmental regulations</li> </ul>   |
| 3    | Structure of Business and Partnership | Assignment # 2: Business Structure<br><br>Round Table Discussion # 2: Partnerships and Negotiations | Site Acquisition and Considerations <ul style="list-style-type: none"> <li>• Continuum of consultation</li> <li>• Contract and procurement law</li> <li>• Corporate law and limited partner structures</li> <li>• Cooperatives</li> <li>• Financial construction</li> <li>• How communities will be impacted</li> <li>• How to communicate back to communities</li> <li>• Negotiate</li> <li>• Advocate</li> </ul>     |

|   |  |   |  |
|---|--|---|--|
|   |  |   | <ul style="list-style-type: none"> <li>• Manage</li> <li>• Distill knowledge</li> </ul>  |
| 4 | <b>Indigenous Relationships</b>          | <b>Assignment # 3:</b><br>Relationship-Building Strategy  | Indigenous Groups and Community Involvement <ul style="list-style-type: none"> <li>• Building relationships</li> <li>• Impacts and Benefits</li> <li>• Indigenous law</li> <li>• Traditional (unwritten) laws</li> <li>• Treaty rights</li> <li>• Community customs and protocols</li> <li>• Projects on Reserve and Métis lands</li> <li>• Opportunity and ongoing benefit agreements</li> <li>• Tax and financing</li> </ul> |
| 5 | <b>Project Completion</b>                | <b>Final Assignment:</b><br>Community Energy Plan   | Financing Arrangements <ul style="list-style-type: none"> <li>• Life of the project</li> <li>• Compliance with laws and regulations</li> <li>• Remediation</li> <li>• Fulfillment of contract</li> <li>• Obligations</li> </ul>  |
| 6 | <b>Risk/Dispute Resolution/Mediation</b> | <b>Final Assignment Continued:</b><br>Assemble and write an executive summary plan for the project.<br><br><b>Round Table Discussion # 3:</b><br>Community Energy Plan Reflection | <ul style="list-style-type: none"> <li>• Review multiple case studies</li> <li>• Project Execution Plan:</li> <li>• Identify financial sources and budget</li> <li>• Engagement</li> <li>• Regulatory</li> <li>• Structures</li> <li>• Engineering</li> <li>• Environmental</li> </ul>   |

8. **Enrolment**

8.1 Expected enrollment: **30**

8.2 From which colleges? [School of Environment and Sustainability](#)

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*

N – Numeric/Percentage

*(Grade options for instructor: grade of 0% to 100%, IP in Progress)*

P – Pass/Fail

*(Grade options for instructor: Pass, Fail, In Progress)*

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

| Grading Scheme                              | % of the final grade |
|---|----------------------|
| Assignments (3 x 10% each)                  | 30 %                 |
| Participation in discussion and round table | 20 %                 |
| Community Energy Plan                       | 50 %                 |
| <b>Total</b>                                | <b>100 %</b>         |

9.2 Is the course exempt from the final examination? **Yes**

## 10. Required text

Eggerman, C. (2022). *Practical project law*. Tellwell Talent.

*Engineering procurement and construction agreement*. (2023). Retrieved from Alliance for Rural Electrification: <https://www.ruralelec.org/sites/default/files/EPC%20Agreement%20Template.pdf>

EY. (2019, March 18). *Six ways for regulators to support the energy transition*. EY Building a Better Working World. Retrieved from [https://www.ey.com/en\\_ca/power-utilities/six-ways-for-regulators-to-support-the-energy-transition](https://www.ey.com/en_ca/power-utilities/six-ways-for-regulators-to-support-the-energy-transition)

Federation of Canadian Municipalities. (2023). *Service agreement toolkit*. Retrieved from FCM Federation of Canadian Municipalities: <https://fcm.ca/en/resources/fnmcp/service-agreement-toolkit>

Government of Saskatchewan. (2019). *The renewable energy sector in Saskatchewan*. Retrieved from Saskatchewan Chamber of Commerce: <https://saskchamber.com/isl/uploads/2019/04/State-of-Renewable-Energy-in-Saskatchewan.pdf>

## 11. Resources

11.1 Proposed instructor: **Sessional Instructor**

11.2 How does the department plan to handle the additional teaching or administrative workload? **SENS plans to hire practitioners as sessionals to teach some of the courses in this program.**

11.3 Are sufficient library or other research resources available for this course? **Yes**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

## 12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use [tuition category](#)) **We are planning to charge a standard rate based on the existing Master of Sustainability in SENS escalated at 4%. (<https://students.usask.ca/documents/registrarial/2023-2024-tuition-factsheet.pdf>)**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form” **NO**  
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

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## Detailed Course Information

### 1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

| Code | Description | Code | Description     |
|------|-------------|------|-----------------|
| CL   | Clinical    | PRB  | Problem Session |
| COO  | Coop Class  | RDG  | Reading Class   |

|     |                                |     |                                    |
|-----|--------------------------------|-----|------------------------------------|
| FLD | Field Trip                     | RES | Research                           |
| ICR | Internet Chat Relay            | ROS | Roster (Dent Only)                 |
| IHP | Internet Help                  | SEM | Seminar                            |
| IN1 | Internship - Education         | SSI | Supervised Self Instruction        |
| IN2 | Internship - CMPT & EPIP       | STU | Studio                             |
| IN3 | Internship - General           | SUP | Teacher Supervision                |
| IND | Independent Studies            | TEL | Televised Class                    |
| LAB | Laboratory                     | TUT | Tutorial                           |
| LC  | Lecture/Clinical (Dent Only)   | WEB | Web Based Class                    |
| LEC | Lecture                        | XCH | Exchange Program                   |
| LL  | Lecture/Laboratory (Dent Only) | XGN | Ghost Schedule Type Not Applicable |
| MM  | Multimode                      | XHS | High School Class                  |
| PCL | Pre-Clinical (Dent Only)       | XNA | Schedule Type Not Applicable       |
| PRA | Practicum                      | XNC | No Academic Credit                 |

## 2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

### 2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

### 2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

## 3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: **None**

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program **Students must be registered as a graduate student in SENS or special permission by instructor.**

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course **None**

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course **None**

3.5 Corequisite(s): course(s) that must be taken at the same time as this course **None**

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information **None**

#### 4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent: **n/a**

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

#### 5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive: **n/a**

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

#### 6. Additional Notes:

##### ENVS 845 SYLLABUS

Course Title: ENVS 845 Project Development: Government, Law, Regulations

Course Length: 3CU (6 weeks/ 39 contact hours)

Instructor: TBD

##### Course Description:

Recognizing the strengths of both Indigenous and Western worldviews, this course introduces students to key practical legal and regulatory frameworks as they apply to energy project development. Topics included governance structures, government jurisdictions, engagement and consultation, and general legal and regulatory concepts.

##### Land Acknowledgement

As we engage in teaching and learning, I would like to acknowledge that the Saskatoon campus of the University of Saskatchewan is on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. I would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

##### Course Learning Outcomes

Upon completion of this course, students will be able to:

1. Communicate the roles of the executive, legislative, and judicial branches of government.
2. Explain the importance of jurisdiction among the different levels of government in managing the energy market.
3. Recognize the role of crown corporations, including energy utilities; the differences among law, policy, and regulation.
4. Communicate regulatory issues, including land management and planning laws, permits and environmental impact assessments that affect project development and project law.

**Required Readings:**

Eggerman, C. (2022). *Practical project law*. Tellwell Talent.

*Engineering procurement and construction agreement*. (2023). Retrieved from Alliance for Rural Electrification: <https://www.ruralelec.org/sites/default/files/EPC%20Agreement%20Template.pdf>

EY. (2019, March 18). *Six ways for regulators to support the energy transition*. EY Building a Better Working World. Retrieved from [https://www.ey.com/en\\_ca/power-utilities/six-ways-for-regulators-to-support-the-energy-transition](https://www.ey.com/en_ca/power-utilities/six-ways-for-regulators-to-support-the-energy-transition)

Federation of Canadian Municipalities. (2023). *Service agreement toolkit*. Retrieved from FCM Federation of Canadian Municipalities: <https://fcm.ca/en/resources/fnmcp/service-agreement-toolkit>

Government of Saskatchewan. (2019). *The renewable energy sector in saskatchewan*. Retrieved from Saskatchewan Chamber of Commerce: <https://saskchamber.com/isl/uploads/2019/04/State-of-Renewable-Energy-in-Saskatchewan.pdf>

| Week | Topic                                 | Teaching and Learning Activities                 | Key Terms and Concepts   |
|------|---------------------------------------|--|--|
| 1    | Structure of Governments              | Round Table Discussion # 1: Levels of Government | Project Law and Development Fundamentals <ul style="list-style-type: none"> <li>● Identify partners</li> <li>● Types of Joint Ventures and Partnerships</li> <li>● Include multiple perspectives</li> <li>● Understand different levels of government (provincial, municipal, federal, Indigenous)</li> <li>● Purchase and sale, lease agreements</li> <li>● Indigenous land and territorial considerations</li> </ul> |
| 2    | Structure of Laws and Regulations     | Assignment # 1: Levels of Government             | Permits and Other Legal Considerations <ul style="list-style-type: none"> <li>● Relevant laws</li> <li>● Basic legal concepts in energy development</li> <li>● How regulations are created from laws</li> <li>● Environmental, cultural, and municipal agreements</li> <li>● Exploration permits</li> <li>● Environmental regulations</li> </ul>   |
| 3    | Structure of Business and Partnership | Assignment # 2: Business Structure               | Site Acquisition and Considerations <ul style="list-style-type: none"> <li>● Continuum of consultation</li> <li>● Contract and procurement law</li> </ul>  |

|   |  |  |  |
|---|--|--|--|
|   |  | <b>Round Table Discussion # 2: Partnerships and Negotiations</b>   | <ul style="list-style-type: none"> <li>• Corporate law and limited partner structures</li> <li>• Cooperatives</li> <li>• Financial construction</li> <li>• How communities will be impacted</li> <li>• How to communicate back to communities</li> <li>• Negotiate</li> <li>• Advocate</li> <li>• Manage</li> <li>• Distill knowledge</li> </ul>   |
| 4 | <b>Indigenous Relationships</b>          | <b>Assignment # 3: Relationship-Building Strategy</b>  | Indigenous Groups and Community Involvement <ul style="list-style-type: none"> <li>• Building relationships</li> <li>• Impacts and Benefits</li> <li>• Indigenous law</li> <li>• Traditional (unwritten) laws</li> <li>• Treaty rights</li> <li>• Community customs and protocols</li> <li>• Projects on Reserve and Métis lands</li> <li>• Opportunity and ongoing benefit agreements</li> <li>• Tax and financing</li> </ul> |
| 5 | <b>Project Completion</b>                | <b>Final Assignment: Community Energy Plan</b>   | Financing Arrangements <ul style="list-style-type: none"> <li>• Life of the project</li> <li>• Compliance with laws and regulations</li> <li>• Remediation</li> <li>• Fulfillment of contract</li> <li>• Obligations</li> </ul>  |
| 6 | <b>Risk/Dispute Resolution/Mediation</b> | <b>Final Assignment Continued:</b><br>Assemble and write an executive summary plan for the project.<br><br><b>Round Table Discussion # 3: Community Energy Plan Reflection</b> | <ul style="list-style-type: none"> <li>• Review multiple case studies</li> <li>• Project Execution Plan:             <ul style="list-style-type: none"> <li>• Identify financial sources and budget</li> <li>• Engagement</li> <li>• Regulatory</li> <li>• Structures</li> <li>• Engineering</li> <li>• Environmental</li> </ul> </li> </ul>   |

| Grading Scheme                              | % of the final grade |
|---|----------------------|
| Assignments (3 x 10% each)                  | 30%                  |
| Participation in discussion and round table | 20%                  |
| Community Energy Plan                       | 50 %                 |
| <b>Total</b>                                | <b>100%</b>          |

**Assignment Description:**

***Round Table Discussion # 1: Levels of Government***

Identify different levels of government and their roles.

Length: 1 hour

***Assignment # 1: Levels of Government***

Reflecting on the community of your choice write a one-page paper outlining the different levels of government and their respective roles relating to energy development.

***Round Table Discussion # 2: Partnerships and Negotiations***

Identify and discuss different partnerships and negotiations.

Length: 1 hour

***Assignment # 2: Business Structure***

Provide a one-page description of a specific business structure taking into consideration energy development.

***Assignment # 3: Relationship-Building Strategy***

Explain the relationship-building strategy that was used in the case study. Provide one-page describing considerations that need to be made if the energy project is considering developing on a First Nation territory.

***Round Table Discussion # 3: Community Energy Plan Reflection***

Reflection and discussion on community energy plan.

***Final Assignment: Community Energy Plan***

Develop a 15-page community energy plan. The project can be in any industry but should focus on an energy project. Examples of projects which may be used include a) Solar or Wind Facility Project; b) Residential Solar Project; c) Geothermal Facility; d) Carbon Capture Project; e) Natural Gas or Petroleum Project; f) Coal Project; g) Uranium, Small Modular Reactor Project; h) Hydroelectric Project. The project selected, however, should be one that involves existing technology and maybe a project relevant to the community or region of the individual student.

[standard back matter material to be added when syllabus is formalized]



**1. Approval by Department Head or Dean**

- 1.1 College or School with academic authority: **School of Environment and Sustainability**
- 1.2 Department with academic authority: **n/a**
- 1.3 Term from which the course is effective: **202501**

**2. Information required for the Catalogue**

- 2.1 Label & Number of course: **ENVS 846**
- 2.2 Academic credit units: **3CU (39 contact hours)**
- 2.3 Course Long Title (maximum 100 characters): **Negotiations and Consultations in Sustainable Development**  
Course Short Title (maximum 30 characters):
- 2.4 Total Hours: Lecture **39**
- 2.5 Weekly Hours: Lecture **6.5**
- 2.6 Term in which it will be offered: **T2**
- 2.7 Prerequisite: **none**

If there is a prerequisite waiver, who is responsible for signing it? **n/a**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

- 2.8 Catalogue description (150 words or less):  
**Negotiations and consultations are central to managing relations among the multiple actors in sustainable development initiatives. This includes extensive engagement with Indigenous and non-Indigenous governments and organizations, non-governmental organizations, and the private sector. This course introduces students to key issues in consultation and negotiations and offers practice through a negotiation simulation exercise.**
- 2.9 Do you allow this course to be repeated for credit? **no**

**3. Please list rationale for introducing this course:**

**This course was originally offered as a 2cu course (ENVS 834), but we have discovered the need to expand the content to include consultation and to provide the students with a more comprehensive background in negotiations and to practice their negotiation skills.**

**4. Please list the learning objectives for this course:**

- a. **Identify and apply the main principles of principle-based or interest-based negotiations.**

- b. Identify and explain the importance of community consultations before, during, and after formal negotiations.
- c. Appreciate specific considerations when negotiating with or for an Indigenous and/or Northern community, beyond trust building.
- d. Understand the basic requirements for the successful implementation of a negotiated agreement.
- e. Understand the importance of key elements of organizing and conducting successful negotiations, including:
  - i. Prepare a negotiation background paper or brief to prepare for a set of negotiations.
  - ii. Conduct (hybrid) negotiations using an interest-based protocol.
  - iii. Develop a negotiations plan

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **no**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **ENVS 834**

6.2 Courses for which this course will be a prerequisite? **none**

6.3 Is this course to be required by your majors, or by majors in another program? **no**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

| Week | Topic  | Teaching and Learning Activities                                  | Key Terms and Concepts   |
|------|--|---|--|
| 1    | <b>Introduction: Governance and Policy Environment</b> | <i>Discussion Post # 1: Learning about the Indigenous context</i> | <ul style="list-style-type: none"> <li>• <i>Soft vs hard</i> negotiations</li> <li>• Principle-based negotiations</li> <li>• Interest-based negotiations</li> <li>• "Wise Agreement"</li> <li>• Community consultations</li> <li>• Project lifecycles &amp; important milestones</li> <li>• Indigenous community capacity</li> <li>• Cultural and language considerations</li> </ul> |
| 2    | <b>Preparing for Negotiations</b>                      | <b>Assignment #1: Background Paper</b>                            | <ul style="list-style-type: none"> <li>• Appreciate specific considerations when negotiating with or for an Indigenous or Northern community, beyond trust building</li> <li>• Understand the importance of key elements of preparation for successfully conducting negotiations</li> </ul>  |
| 3    | <b>Conducting Negotiations</b>                         | <b>Assignment #1: Background paper continued</b>                  | <ul style="list-style-type: none"> <li>• Conduct negotiations using an interest-based protocol</li> <li>• Establish a negotiations structure</li> <li>• Develop a negotiations plan</li> <li>• Create a communications plan</li> </ul>   |

|   |                                |   |   |
|---|--------------------------------|---|---|
| 4 | Simulation Exercise            | Simulation Exercise                                 | <ul style="list-style-type: none"> <li>• Identify community goals and protect community interest in the negotiation</li> <li>• Effectively manage negotiation processes and procedures</li> <li>• Identify the full range of issues and options for negotiated outcomes</li> <li>• Understand the essential requirements for the successful implementation of a negotiated agreement</li> </ul> |
| 5 | Simulation Exercise            | Simulation Exercise Continued.                      | <ul style="list-style-type: none"> <li>• Understand the essential requirements for the successful implementation of a negotiated agreement</li> </ul>   |
| 6 | Simulation Exercise Reflection | Discussion Post # 2:<br>Reflections on Negotiations | <ul style="list-style-type: none"> <li>• Reflect on the essential requirements for the successful implementation of a negotiated agreement</li> <li>• Reflect on the negotiation simulation exercise</li> </ul>   |

## 8. Enrolment

8.1 Expected enrollment: **30**

8.2 From which colleges? [School of Environment and Sustainability](#)

## 9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*

N – Numeric/Percentage

*(Grade options for instructor: grade of 0% to 100%, IP in Progress)*

P – Pass/Fail

*(Grade options for instructor: Pass, Fail, In Progress)*

S – Special

*(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:*

| Grading Scheme         | % of the final grade |
|------------------------|----------------------|
| Discussion Posts (2)   | 20%                  |
| Background Paper       | 40%                  |
| Negotiation Simulation | 40%                  |
| <b>Total</b>           | <b>100%</b>          |

9.2 Is the course exempt from the final examination? **yes**

## 10. Required text

Fisher, R., & Et al. (2011). *Getting to yes: Negotiating agreement without giving in*. Penguin Group.

Gibson, G., & O'faircheallaigh, C. (2010). *IBA community toolkit: Negotiation and implementation of impact and benefit agreements*. Walter & Duncan Gordon Foundation. Retrieved from [https://namati.org/wp-content/uploads/2015/05/IBA\\_toolkit\\_March\\_2010\\_low\\_resolution.pdf](https://namati.org/wp-content/uploads/2015/05/IBA_toolkit_March_2010_low_resolution.pdf)

Harris, S. (2012). *For the avoidance of any doubt: Pinehouse signs 'Collaboration Agreement' with Cameco/Areva*. The Council of Canadians. Retrieved from <https://canadians.org/analysis/avoidance-any-doubt-pinehouse-signs-collaboration-agreement-camecoareva/#:~:text=Despite%20opposition%20from%20residents%20in%20the%20northern%20Saskatchewan,preferential%20workforce%20and%20business%20development%20opportun>

Pinehouse Collaboration Agreement. (2012, December 12). *Collaboration agreement between the northern village of pinehouse and kineepik metis local Inc and camaeco coporation and areva resources canada Inc*. Retrieved from file:///C:/Users/rmr727/Downloads/Canada-Pinehouse20201220Collaboration-Agreement-final-1537375726-1.pdf

Thomas, M. W. (2004). A testament to good faith: The process and structure of the nisga's negotiations: a federal negotiators perspective. *International Journal on Minority and Group Rights*, 11(3), 251-258. Retrieved from <https://www.deepdyve.com/lp/brill/a-testament-to-good-faith-the-process-and-structure-of-the-nisga-a-K9su0yoMva>

## 11. Resources

- 11.1 Proposed instructor: **Sessional Instructor**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **SENS plans to hire practitioners as sessionals to teach some of the courses in this program.**
- 11.3 Are sufficient library or other research resources available for this course? **Yes**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

## 12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use [tuition category](#)) **We are planning to charge a standard rate based on the existing Master of Sustainability in SENS escalated at 4%. (<https://students.usask.ca/documents/registrarial/2023-2024-tuition-factsheet.pdf>)**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" **NO**  
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

## Detailed Course Information

### 1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

| Code | Description              | Code | Description                 |
|------|--------------------------|------|-----------------------------|
| CL   | Clinical                 | PRB  | Problem Session             |
| COO  | Coop Class               | RDG  | Reading Class               |
| FLD  | Field Trip               | RES  | Research                    |
| ICR  | Internet Chat Relay      | ROS  | Roster (Dent Only)          |
| IHP  | Internet Help            | SEM  | <b>Seminar</b>              |
| IN1  | Internship - Education   | SSI  | Supervised Self Instruction |
| IN2  | Internship - CMPT & EPIP | STU  | Studio                      |
| IN3  | Internship - General     | SUP  | Teacher Supervision         |
| IND  | Independent Studies      | TEL  | Televised Class             |

|     |                                |     |                                    |
|-----|--------------------------------|-----|------------------------------------|
| LAB | Laboratory                     | TUT | Tutorial                           |
| LC  | Lecture/Clinical (Dent Only)   | WEB | Web Based Class                    |
| LEC | Lecture                        | XCH | Exchange Program                   |
| LL  | Lecture/Laboratory (Dent Only) | XGN | Ghost Schedule Type Not Applicable |
| MM  | Multimode                      | XHS | High School Class                  |
| PCL | Pre-Clinical (Dent Only)       | XNA | Schedule Type Not Applicable       |
| PRA | Practicum                      | XNC | No Academic Credit                 |

## 2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

### 2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

### 2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

## 3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

### 3.1 Permission Required: None

### 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program **Students must be registered as a graduate student in SENS or special permission by instructor.**

### 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course **None**

### 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course **None**

### 3.5 Corequisite(s): course(s) that must be taken at the same time as this course **None**

### 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information **None**

## 4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

### 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent: **n/a**

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive: [n/a](#)

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**

**ENVS 846 SYLLABUS**

**Course Title:** ENVS 846 Negotiations and Consultations in Sustainable Development

**Course Length:** 3CU (6 weeks/39 Contact hours)

**Instructor:** TBD

**Course Description:**

Negotiations and consultations are central to managing relations among the multiple actors in sustainable development initiatives. This includes extensive engagement with Indigenous and non-Indigenous governments and organizations, non-governmental organizations, and the private sector. This course introduces students to key issues in consultation and negotiations and offers practice through a negotiation simulation exercise.

**Land Acknowledgement**

As we engage in teaching and learning, I would like to acknowledge that the Saskatoon campus of the University of Saskatchewan is on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. I would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

**Course Learning Outcomes**

Upon completion of this course, students will be able to:

1. Identify and apply the main principles of principle-based or interest-based negotiations.

2. Identify and explain the importance of community consultations before, during, and after formal negotiations.
3. Appreciate specific considerations when negotiating with or for an Indigenous and/or Northern community, beyond trust building.
4. Understand the basic requirements for the successful implementation of a negotiated agreement.
5. Understand the importance of key elements of organizing and conducting successful negotiations, including:
  - a. Prepare a negotiation background paper or brief to prepare for a set of negotiations.
  - b. Conduct (hybrid) negotiations using an interest-based protocol.
  - c. Develop a negotiations plan

### Required Readings:

Fisher, R., & Et al. (2011). *Getting to yes: Negotiating agreement without giving in*. Penguin Group.

Gibson, G., & O'faircheallaigh, C. (2010). *IBA community toolkit: Negotiation and implemenatation of impact and benefit agreements*. Walter & Duncan Gordon Foundation. Retrieved from [https://namati.org/wp-content/uploads/2015/05/IBA\\_toolkit\\_March\\_2010\\_low\\_resolution.pdf](https://namati.org/wp-content/uploads/2015/05/IBA_toolkit_March_2010_low_resolution.pdf)

Harris, S. (2012). *For the avoidance of any doubt: Pinehouse signs 'Collaboration Agreement' with Cameco/Areva*. The Council of Canadians. Retrieved from <https://canadians.org/analysis/avoidance-any-doubt-pinehouse-signs-collaboration-agreement-camecoareva/#:~:text=Despite%20opposition%20from%20residents%20in%20the%20northern%20Saskatchewan,preferential%20workforce%20and%20business%20development%20opportunities>

Pinehouse Collaboration Agreement. (2012, December 12). *Collaboration agreement between the northern village of pinehouse and kineepik metis local Inc and camaeco coporation and areva resources canada Inc*. Retrieved from file:///C:/Users/rmr727/Downloads/Canada-Pinehouse20201220Collaboration-Agreement-final-1537375726-1.pdf

Thomas, M. W. (2004). A testament to good faith: The process and structure of the nisga's negotiations: a federal negotiators perspective. *International Journal on Minority and Group Rights*, 11(3), 251-258. Retrieved from <https://www.deepdyve.com/lp/brill/a-testament-to-good-faith-the-process-and-structure-of-the-nisga-a-K9su0yoMva>

| Week | Topic  | Teaching and Learning Activities                                  | Key Terms and Concepts  |
|------|--|---|---|
| 1    | <b>Introduction: Governance and Policy Environment</b> | <i>Discussion Post # 1: Learning about the Indigenous context</i> | <ul style="list-style-type: none"> <li>• <b>Soft vs hard negotiations</b></li> <li>• <b>Principle-based negotiations</b></li> <li>• <b>Interest-based negotiations</b></li> <li>• <b>"Wise Agreement"</b></li> <li>• <b>Community consultations</b></li> <li>• <b>Project lifecycles &amp; important milestones</b></li> <li>• <b>Indigenous community capacity</b></li> <li>• <b>Cultural and language considerations</b></li> </ul> |
| 2    | <b>Preparing for Negotiations</b>                      | <b>Assignment #1: Background Paper</b>                            | <ul style="list-style-type: none"> <li>• Appreciate specific considerations when negotiating with or for an Indigenous or Northern community, beyond trust building</li> </ul>  |

|   |                                       |  |   |
|---|---------------------------------------|--|---|
|   |                                       |  | <ul style="list-style-type: none"> <li>• Understand the importance of key elements of preparation for successfully conducting negotiations</li> </ul>   |
| 3 | <b>Conducting Negotiations</b>        | <b>Assignment #1:</b><br>Background paper continued        | <ul style="list-style-type: none"> <li>• Conduct negotiations using an interest-based protocol</li> <li>• Establish a negotiations structure</li> <li>• Develop a negotiations plan</li> <li>• Create a communications plan</li> </ul>  |
| 4 | <b>Simulation Exercise</b>            | <b>Simulation Exercise</b>                                 | <ul style="list-style-type: none"> <li>• Identify community goals and protect community interest in the negotiation</li> <li>• Effectively manage negotiation processes and procedures</li> <li>• Identify the full range of issues and options for negotiated outcomes</li> <li>• Understand the essential requirements for the successful implementation of a negotiated agreement</li> </ul> |
| 5 | <b>Simulation Exercise</b>            | <b>Simulation Exercise Continued.</b>                      | <ul style="list-style-type: none"> <li>• Understand the essential requirements for the successful implementation of a negotiated agreement</li> </ul>   |
| 6 | <b>Simulation Exercise Reflection</b> | <b>Discussion Post # 2:</b><br>Reflections on Negotiations | <ul style="list-style-type: none"> <li>• Reflect on the essential requirements for the successful implementation of a negotiated agreement</li> <li>• Reflect on the negotiation simulation exercise</li> </ul>   |

| <b>Grading Scheme</b>  | <b>% of the final grade</b> |
|------------------------|-----------------------------|
| Discussion Posts (2)   | 20%                         |
| Background Paper       | 40%                         |
| Negotiation Simulation | 40%                         |
| <b>Total</b>           | <b>100%</b>                 |

**Assignment Description:**

*Discussion Post # 1: Learning about the Indigenous Context*

For this assignment, you are required to comment on the activity below and one of your classmates' entries. Your comment will be a written piece of approximately 250 words, The comments on your classmates' entries should have at least 80 words and are expected to be constructive and respectful.

1. Describe how you would approach learning about the realities of an Indigenous community.

### ***Assignment # 1: Background Paper:***

As part of the preparation for the negotiation simulation exercise, *each student will each write an individual background paper for the section that they are responsible for during the negotiations plus one more section of their choosing.*

(1200 words in length)

### ***Simulation Exercise:***

Students will be divided into two negotiating teams and will negotiate several sections of a mining benefit agreement. One side will represent the local community, the other side the mining company. Students will experience what can take place during actual negotiations. Each student will be assessed on his or her individual contributions and participation and collectively on the quality of the final agreement itself.

### ***Discussion Post # 2: Reflections on Negotiations***

For this assignment, you are required to comment on the activity below and one of your classmates' entries. Your comment will be a written piece of approximately 250 words, The comments on your classmates' entries should have at least 80 words and are expected to be constructive and respectful.

1. Describe a story currently in the news, or on a personal experience of a personal negotiation or potential conflict. What worked? What did not work? How would you change the approach taken by the parties?
2. Reflect on any observations, insights, or questions that you have based on the Negotiations Simulation exercise.

[standard back matter material to be added when syllabus is formalized]



**1. Approval by Department Head or Dean**

- 1.1 College or School with academic authority: [School of Environment and Sustainability](#)
- 1.2 Department with academic authority: [n/a](#)
- 1.3 Term from which the course is effective: [202501](#)

**2. Information required for the Catalogue**

- 2.1 Label & Number of course: [ENVS 847](#)
- 2.2 Academic credit units: [3cu](#)
- 2.3 Course Long Title (maximum 100 characters): Data Collection for Community Energy Planning  
Course Short Title (maximum 30 characters):
- 2.4 Total Hours: Lecture [39](#)
- 2.5 Weekly Hours: Lecture [6.5](#)
- 2.6 Term in which it will be offered: [T2](#)
- 2.7 Prerequisite: [none](#)

If there is a prerequisite waiver, who is responsible for signing it? [n/a](#)

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

- 2.8 Catalogue description (150 words or less):  
[This course introduces students to assessing community energy use, greenhouse gas emissions, and climate risk. Students will gain practical experience in designing low-carbon resilience strategies at the community level, using a range of tools and techniques.](#)
- 2.9 Do you allow this course to be repeated for credit?

**3. Please list rationale for introducing this course:**

[We took one course \(original ENVS 844\) and divided it into 3 courses \(ENVS 844, ENVS 847, ENVS 848\) to provide more time for students to develop and apply their skills. We also removed the project and made it course-based because it is advantageous for our professional students. Adding ENVS 845 will provide students with more time to assess community energy use, greenhouse gas emissions, and climate risk before engaging in community energy planning.](#)

**4. Please list the learning objectives for this course:**

- a. **Map energy use: power, heating, transportation.**
- b. **Map energy costs.**
- c. **Identify energy alternatives: generation and demand side management.**

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**  
 If so, were these departments consulted? (Include correspondence)  
 Were any other departments asked to review or comment on the proposal? **no**

6. **Other courses or program affected** (please list course titles as well as numbers)

- 6.1 Courses to be deleted? **none**
- 6.2 Courses for which this course will be a prerequisite? **none**
- 6.3 Is this course to be required by your majors, or by majors in another program? **no**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

| Week | Topic                         | Teaching and Learning Activities   | Key Terms and Concepts  |
|------|-------------------------------|--|---|
| 1    | <b>Introduction to Energy</b> | <b>Assignment 1:</b><br>Mapping and Communicating Energy                           | Energy <ul style="list-style-type: none"> <li>• Introduce concepts of why energy costs vary and why they rise</li> <li>• Types of energy (power, heat, transportation)</li> <li>• Understand trends in production and use</li> </ul> Sourcing Data <ul style="list-style-type: none"> <li>• Where to find energy data</li> <li>• Estimation method</li> <li>• Use case studies</li> <li>• Proxy data</li> <li>• Renewable Energy</li> <li>• Importance of energy efficiency technology               <ul style="list-style-type: none"> <li>○ Individual practices</li> <li>○ Infrastructure</li> </ul> </li> </ul> |
| 2    | <b>Organizing Data</b>        | <b>Assignment # 2:</b><br>Organizing Data  | Organizing Data <ul style="list-style-type: none"> <li>• How to interpret the energy data (energy bills, energy and unit conversions)</li> <li>• Data organization tools, quality control, working with units, presenting data findings</li> </ul> Calculating GHG Emissions Factors <ul style="list-style-type: none"> <li>• Finding and applying the correct emission factors</li> </ul>  |
| 3    | <b>Traditional Knowledge</b>  | <b>Round Table Discussion # 1:</b><br>Energy Security in First Nations Communities | Energy Security in First Nations Communities: <ul style="list-style-type: none"> <li>• Energy resilient communities</li> <li>• Mindful energy use</li> <li>• Conserving</li> <li>• Net metering</li> <li>• Reciprocity</li> <li>• Smart grids as the value of sharing</li> <li>• Democratization of energy system</li> </ul>  |

|   |                                 |  |  |
|---|---------------------------------|--|--|
|   |                                 |  | <ul style="list-style-type: none"> <li>• Energy sharing</li> <li>• Creating a story from the numbers</li> <li>• Communicating the results in a meaningful way</li> </ul>   |
| 4 | <b>Baseline Analysis</b>        | <b>Assignment # 3:</b> Data Collection   | Assessing Energy Use, Climate Risk, and Renewable Energy Opportunities <ul style="list-style-type: none"> <li>• Community energy baseline profile (energy supply, demand, costs, emissions)</li> <li>• Sector and use profiles</li> <li>• Energy benchmarking</li> </ul>   |
| 5 | <b>Forecasting</b>              | <b>Assignment # 4:</b> Sensitivity Analysis  | Projecting Energy Use and Greenhouse Gas Emissions <ul style="list-style-type: none"> <li>• Forecasting scenarios and ranges</li> <li>• Assessing climate risk</li> <li>• Assumptions</li> <li>• Third party sources</li> </ul>  |
| 6 | <b>Obstacles and Priorities</b> | <b>Assignment 5:</b> Projecting Energy Consumption<br><br><b>Round Table Discussion # 2:</b> Data collection | High-Level Assessment of Renewable Energy Opportunities <ul style="list-style-type: none"> <li>• Business as usual profile (projected energy use, costs, and emissions)</li> <li>• What types of renewable energy sources are available</li> <li>• Ownership options</li> <li>• Consultations on projects</li> </ul> |

## 8. Enrolment

8.1 Expected enrollment: **30**

8.2 From which colleges? **School of Environment and Sustainability**

## 9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

*(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*

N – Numeric/Percentage

*(Grade options for instructor: grade of 0% to 100%, IP in Progress)*

P – Pass/Fail

*(Grade options for instructor: Pass, Fail, In Progress)*

S – Special

*(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:*

### Grading Scheme

Round Table Discussion x 2

### % of the final grade

10 %

Assignment #1: Mapping and Communicating Energy

15 %

Assignment # 2: Organizing Data

15 %

Assignment # 3: Data Collection

15 %

Assignment # 4: Sensitivity Analysis

15 %

Assignment # 5: Projecting Energy Consumption

30 %

**Total**

**100%**

9.2 Is the course exempt from the final examination? **yes**

## 10. Required text

Arctic Energy Alliance. (2023). *Community energy planning toolkit*. Retrieved from Arctic Energy Alliance: <https://aea.nt.ca/communities/#Resources>

Fong, W., & Et al. (2023). *Global protocol for community-scale greenhouse gas inventories*. Retrieved from Greenhouse Gas Protocol:

[https://ghgprotocol.org/sites/default/files/standards/GPC\\_Full\\_MASTER\\_RW\\_v7.pdf](https://ghgprotocol.org/sites/default/files/standards/GPC_Full_MASTER_RW_v7.pdf)

Haiłzaqv Climate Action Team (HCEP). (2023). *Haiłzaqv Community Energy Plan*. Retrieved from

<https://static1.squarespace.com/static/60394f7485292c31ba663836/t/6215a24d1e68366e6433c2a8/1645585007996/Hai%CC%81%C9%ABzaqv+Community+Energy+Plan.pdf>

Natural Resources Canada. (2023). Comprehensive energy use database. Retrieved from

[https://oee.nrcan.gc.ca/corporate/statistics/neud/dpa/menus/trends/comprehensive\\_tables/list.cfm](https://oee.nrcan.gc.ca/corporate/statistics/neud/dpa/menus/trends/comprehensive_tables/list.cfm)

Sustainable Development Working Group (SDWG). (2019). *Arctic community energy planning and*

*implementation toolkit*. Arctic Council. Retrieved from <https://gwichincouncil.com/sites/default/files/v1-2-ACEPI-toolkit-Sept2019.pdf>

The First Nations Leadership Council (FNLC). (2022). *BC first nations climate strategy and action plan*. Retrieved from British Columbia Assembly of First Nations: <https://www.bcafn.ca/sites/default/files/2022-04/BCFNCSAP%20Final%20Draft%20%2822April2022%29.pdf>

The Indigenous Climate Hub. (2023). *Indigenous climate cub: Climate change adaptation*. Retrieved from <https://indigenousclimatehub.ca/>

## 11. Resources

11.1 Proposed instructor: **Sessional Instructor**

11.2 How does the department plan to handle the additional teaching or administrative workload? **SENS plans to hire practitioners as sessionals to teach some of the courses in this program.**

11.3 Are sufficient library or other research resources available for this course? **Yes**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

## 12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use [tuition category](#)) **We are planning to charge a standard rate based on the existing Master of Sustainability in SENS escalated at 4%. (<https://students.usask.ca/documents/registrarial/2023-2024-tuition-factsheet.pdf>)**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form" **NO**  
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

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## Detailed Course Information

### 1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

| Code | Description | Code | Description |
|------|-------------|------|-------------|
|------|-------------|------|-------------|

|           |                                |            |                                    |
|-----------|--------------------------------|------------|------------------------------------|
| CL        | Clinical                       | PRB        | Problem Session                    |
| COO       | Coop Class                     | RDG        | Reading Class                      |
| FLD       | Field Trip                     | RES        | Research                           |
| ICR       | Internet Chat Relay            | ROS        | Roster (Dent Only)                 |
| IHP       | Internet Help                  | <b>SEM</b> | <b>Seminar</b>                     |
| IN1       | Internship - Education         | SSI        | Supervised Self Instruction        |
| IN2       | Internship - CMPT & EPIP       | STU        | Studio                             |
| IN3       | Internship - General           | SUP        | Teacher Supervision                |
| IND       | Independent Studies            | TEL        | Televised Class                    |
| LAB       | Laboratory                     | TUT        | Tutorial                           |
| LC        | Lecture/Clinical (Dent Only)   | <b>WEB</b> | <b>Web Based Class</b>             |
| LEC       | Lecture                        | XCH        | Exchange Program                   |
| LL        | Lecture/Laboratory (Dent Only) | XGN        | Ghost Schedule Type Not Applicable |
| <b>MM</b> | <b>Multimode</b>               | XHS        | High School Class                  |
| PCL       | Pre-Clinical (Dent Only)       | XNA        | Schedule Type Not Applicable       |
| PRA       | Practicum                      | XNC        | No Academic Credit                 |

## 2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

### 2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

### 2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

## 3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

### 3.1 Permission Required: **None**

### 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program **Students must be registered as a graduate student in SENS or special permission by instructor.**

### 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course **None**

### 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course **None**

### 3.5 Corequisite(s): course(s) that must be taken at the same time as this course **None**

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information  
**None**

**4. List Equivalent Course(s) here:**

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent: **n/a**

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

**5. List Mutually-Exclusive Course(s) here:**

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive: **n/a**

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

**6. Additional Notes:**

**ENVS 847 SYLLABUS**

Course Title: ENVS 847 Data Collection for Community Energy Planning

Course Length: 3CU (6 weeks/39 contact hours)

Instructor: TBD

**Course Description:**

This course introduces students to assessing community energy use, greenhouse gas emissions, and climate risk. Students will gain practical experience in designing low-carbon resilience strategies at the community level, using a range of tools and techniques.

**Land Acknowledgement**

As we engage in teaching and learning, I would like to acknowledge that the Saskatoon campus of the University of Saskatchewan is on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. I would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a

moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

### Course Learning Outcomes

Upon completion of this course, the students will be able to:

1. Map energy use: power, heating, transportation.
2. Map energy costs.
3. Identify energy alternatives: generation and demand side management.

### Required Readings:

Arctic Energy Alliance. (2023). *Community energy planning toolkit*. Retrieved from Arctic Energy Alliance: <https://aea.nt.ca/communities/#Resources>

Fong, W., & Et al. (2023). *Global protocol for community-scale greenhouse gas inventories*. Retrieved from Greenhouse Gas Protocol: [https://ghgprotocol.org/sites/default/files/standards/GPC\\_Full\\_MASTER\\_RW\\_v7.pdf](https://ghgprotocol.org/sites/default/files/standards/GPC_Full_MASTER_RW_v7.pdf)

Haítzaqv Climate Action Team (HCEP). (2023). *Haítzaqv Community Energy Plan*. Retrieved from <https://static1.squarespace.com/static/60394f7485292c31ba663836/t/6215a24d1e68366e6433c2a8/1645585007996/Hai%CC%81%C9%ABzaqv+Community+Energy+Plan.pdf>

Natural Resources Canada. (2023). Comprehensive energy use database. Retrieved from [https://oee.nrcan.gc.ca/corporate/statistics/neud/dpa/menus/trends/comprehensive\\_tables/list.cfm](https://oee.nrcan.gc.ca/corporate/statistics/neud/dpa/menus/trends/comprehensive_tables/list.cfm)

Sustainable Development Working Group (SDWG). (2019). *Arctic community energy planning and implementation toolkit*. Arctic Council. Retrieved from <https://gwichincouncil.com/sites/default/files/v1-2-ACEPI-toolkit-Sept2019.pdf>

The First Nations Leadership Council (FNLC). (2022). *BC first nations climate strategy and action plan*. Retrieved from British Columbia Assembly of First Nations: <https://www.bcafn.ca/sites/default/files/2022-04/BCFNCSAP%20Final%20Draft%20%2822April2022%29.pdf>

The Indigenous Climate Hub. (2023). *Indigenous climate cub: Climate change adaptation*. Retrieved from <https://indigenousclimatehub.ca/>

| Week | Topic                  | Teaching and Learning Activities               | Key Terms and Concepts  |
|------|------------------------|--|---|
| 1    | Introduction to Energy | Assignment 1: Mapping and Communicating Energy | <p>Energy</p> <ul style="list-style-type: none"> <li>• Introduce concepts of why energy costs vary and why they rise</li> <li>• Types of energy (power, heat, transportation)</li> <li>• Understand trends in production and use</li> </ul> <p>Sourcing Data</p> <ul style="list-style-type: none"> <li>• Where to find energy data</li> <li>• Estimation method</li> <li>• Use case studies</li> <li>• Proxy data</li> </ul> |

|   |                                 |  |  |
|---|---------------------------------|--|--|
|   |                                 |  | <ul style="list-style-type: none"> <li>• Renewable Energy</li> <li>• Importance of energy efficiency technology <ul style="list-style-type: none"> <li>○ Individual practices</li> <li>○ Infrastructure</li> </ul> </li> </ul>   |
| 2 | <b>Organizing Data</b>          | <b>Assignment # 2:</b><br>Organizing Data  | Organizing Data <ul style="list-style-type: none"> <li>• How to interpret the energy data (energy bills, energy and unit conversions)</li> <li>• Data organization tools, quality control, working with units, presenting data findings</li> </ul> Calculating GHG Emissions Factors <ul style="list-style-type: none"> <li>• Finding and applying the correct emission factors</li> </ul>   |
| 3 | <b>Traditional Knowledge</b>    | <b>Round Table Discussion # 1:</b><br>Energy Security in First Nations Communities                                 | Energy Security in First Nations Communities: <ul style="list-style-type: none"> <li>• Energy resilient communities</li> <li>• Mindful energy use</li> <li>• Conserving</li> <li>• Net metering</li> <li>• Reciprocity</li> <li>• Smart grids as the value of sharing</li> <li>• Democratization of energy system</li> <li>• Energy sharing</li> <li>• Creating a story from the numbers</li> <li>• Communicating the results in a meaningful way</li> </ul> |
| 4 | <b>Baseline Analysis</b>        | <b>Assignment # 3:</b><br>Data Collection  | Assessing Energy Use, Climate Risk, and Renewable Energy Opportunities <ul style="list-style-type: none"> <li>• Community energy baseline profile (energy supply, demand, costs, emissions)</li> <li>• Sector and use profiles</li> <li>• Energy benchmarking</li> </ul>   |
| 5 | <b>Forecasting</b>              | <b>Assignment # 4:</b><br>Sensitivity Analysis   | Projecting Energy Use and Greenhouse Gas Emissions <ul style="list-style-type: none"> <li>• Forecasting scenarios and ranges</li> <li>• Assessing climate risk</li> <li>• Assumptions</li> <li>• Third party sources</li> </ul>  |
| 6 | <b>Obstacles and Priorities</b> | <b>Assignment 5:</b><br>Projecting Energy Consumption<br><br><b>Round Table Discussion # 2:</b><br>Data collection | High-Level Assessment of Renewable Energy Opportunities <ul style="list-style-type: none"> <li>• Business as usual profile (projected energy use, costs and emissions)</li> <li>• What types of renewable energy sources are available</li> <li>• Ownership options</li> <li>• Consultations on projects</li> </ul>  |

| Grading Scheme                                  | % of the final grade |
|---|----------------------|
| Round Table Discussion x 2                      | 10%                  |
| Assignment #1: Mapping and Communicating Energy | 15 %                 |
| Assignment # 2: Organizing Data                 | 15 %                 |
| Assignment # 3: Data Collection                 | 15 %                 |
| Assignment # 4: Sensitivity Analysis            | 15 %                 |
| Assignment # 5: Projecting Energy Consumption   | 30%                  |
| <b>Total</b>                                    | <b>100%</b>          |

### **Assignment Description:**

#### ***Round Table Discussion # 1: Energy Security in First Nations Communities***

Energy resilience is a key component of overall community development and often used as an indicator for energy security, as energy is essential to maintaining basic needs such as heating, cooling, lighting, and transportation, as well as critical services within the community.

Watch the following video [Creating Energy Security in First Nations Communities | JOURNEYMAN - YouTube](#)

For this round table discussion:

1. Prepare a summary of your community's current energy situation and any current or possible climate risks.
2. What are some of the outcomes that might occur when a community does not have energy security?
3. Explain what linkages are made between energy security and overall community sustainability.

Length: 1 hour

#### ***Round Table Discussion # 2: Data Collection***

Discuss findings for the largest energy emissions and costs. What is missing from the data? What assumptions were made? List opportunities for reduction. How can these emissions be reduced?

Length: 1 hour

#### ***Assignment 1: Mapping and Communicating Energy***

Given the community energy data you have been provided, create an analysis of the community's energy outlook. Identify trends and patterns in energy consumption. Present your analysis in a report suggesting possible reasons for identified trends, and how different energy choices have contributed to the energy outlook within the community. Apply visualization tools to enrich your report.

#### ***Assignment 2: Organizing Data***

Organize the provided community energy data from the two communities to generate meaningful insights. Use appropriate data organization techniques to compare the data from both communities, paying attention to units. Provide both quantitative and qualitative comparative analysis of how these two communities differ in consumption patterns and consider energy sources distributed across various sectors such as residential, commercial, and transportation. You should also make comparisons on the emission estimates and drivers of emission.

***Assignment 3: Data Collection***

Identify any community of interest (towns/remote community/First Nation community etc.). Use Google Earth to assess building types within the community and estimate the area of at least 10 residential buildings and 4 commercial buildings in the chosen community. Based on the type and size of the buildings, and Heating Degree Days (HDD) of the community, estimate the heating and electricity consumption and cost of energy within the community. Use your research and other identified measures to estimate emissions from community services (transportation, heating, cooking etc). Compile all data estimates into GJ, \$/Gj, and tCO<sub>2</sub>e. Present your findings in a report and provide enough justification for your submission. If you were to work with the community's actual data, how would you source your data?

***Assignment 4: Sensitivity Analysis***

Conduct a sensitivity analysis using the provided energy data in assignment 1. Identify key variables in the data and determine how changes in these variables might affect overall energy use. Visualize the potential impacts of these changes and prepare a report discussing your insights from the analysis.

***Assignment 5: Projecting Energy Consumption***

Based on the estimates you have made in Assignment 3, create a 5-year energy consumption projection for the community. Highlight potential future scenarios, risks, and any assumptions you've made. Propose potential strategies for energy transitions based on your projection and assess the viability of implementing renewable energy sources within the community. Your submission should include a detailed report accompanied by relevant data visualization.

[standard back matter material to be added when syllabus is formalized]



**1. Approval by Department Head or Dean**

- 1.1 College or School with academic authority: **School of Environment and Sustainability**
- 1.2 Department with academic authority: **n/a**
- 1.3 Term from which the course is effective: **202505**

**2. Information required for the Catalogue**

- 2.1 Label & Number of course: **ENVS 848**
- 2.2 Academic credit units: **3cu**
- 2.3 Course Long Title (maximum 100 characters): **Creating a Community Energy Plan**  
Course Short Title (maximum 30 characters):
- 2.4 Total Hours:     Lecture **39**
- 2.5 Weekly Hours:   Lecture **6.5**
- 2.6 Term in which it will be offered:   **T3**
- 2.7 Prerequisite:

If there is a prerequisite waiver, who is responsible for signing it? **n/a**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

- 2.8 Catalogue description (150 words or less):  
**This course introduces systems and best practices for holistic community energy project development, with emphasis on northern, remote, and Indigenous communities. Learning from case studies, students will develop a collaborative community energy plan framework.**
- 2.9 Do you allow this course to be repeated for credit? **no**

**3. Please list rationale for introducing this course:**

**We took one course (original ENVS 844) and divided it into 3 courses (ENVS 844, ENVS 847, ENVS 848) to provide more time for students to develop and apply their skills. We also removed the project and made it course-based because it is advantageous for our professional students. Adding ENVS 845 will allow students to expand the community energy plan over six weeks to give students more time and opportunity to develop a collaborative community energy plan framework.**

**4. Please list the learning objectives for this course:**

- 1. Create a community energy plan.**
- 2. Analyze community energy data.**

3. **Develop the business case.**
4. **Engage with the community and gain support from elected officials.**
5. **Develop a funding proposal and implementation plan.**
6. **Manage the community energy plan framework.**

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**  
 If so, were these departments consulted? (Include correspondence)  
 Were any other departments asked to review or comment on the proposal? **no**

6. **Other courses or program affected** (please list course titles as well as numbers)

- 6.1 Courses to be deleted? **none**
- 6.2 Courses for which this course will be a prerequisite? **none**
- 6.3 Is this course to be required by your majors, or by majors in another program? **no**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

| Week | Topic   | Teaching and Learning Activities  | Key Terms and Concepts  |
|------|---|---|---|
| 1    | <b>Energy and Emission Plan:<br/>Translate data into a vision</b> | <b>Assignment 1:</b><br>Analyse a community emissions reduction strategy. | Understand the components of an energy and emissions plan <ul style="list-style-type: none"> <li>• Inventory</li> <li>• Vision</li> <li>• Target</li> <li>• Actions</li> <li>• Implementation Plan</li> </ul> Types of opportunities <ul style="list-style-type: none"> <li>• Climate action and clean energy solutions typology</li> <li>• Energy alternatives               <ul style="list-style-type: none"> <li>○ generation (low carbon energy supply)</li> <li>○ energy conservation (energy efficiency, conservation, load shifting)</li> </ul> </li> <li>• Green energy investment/business development</li> <li>• Education and awareness</li> </ul> Using case studies for community energy plans.<br>Benefits and opportunities <ul style="list-style-type: none"> <li>• Economic, cultural, social, environmental and health</li> <li>• Metrics of benefits – trade-offs, quantifying cost, environmental, social and cultural benefits</li> </ul> |

|   |   |   |  |
|---|---|---|--|
| 2 | <b>Traditional Knowledge</b>                | <b>Assignment 2:</b><br>Preliminary Assessment of Energy Opportunities                                | <ul style="list-style-type: none"> <li>• Community health and resilience</li> <li>• Low carbon resilience</li> <li>• Interaction between the natural world and energy sources</li> <li>• Climate/weather impacts and what this means for conserving energy and generating energy</li> <li>• How to conserve in addition to generate</li> <li>• Community energy landscape <ul style="list-style-type: none"> <li>○ All energy use</li> <li>○ Sources</li> </ul> </li> </ul>  |
| 3 | <b>Preliminary Assessment and Funding</b>   | <b>Assignment 3:</b><br>Renewable Energy Resource Assessments   | Preliminary Assessment <ul style="list-style-type: none"> <li>• Choosing, and brainstorming opportunities that align with the community's goals</li> <li>• Choosing the filtering criteria</li> <li>• Narrowing down top candidates and identifying risks and barriers</li> <li>• Review of case studies</li> </ul> Funding <ul style="list-style-type: none"> <li>• Funding opportunity effects on opportunity selection</li> <li>• Importance of funding programs, grants</li> <li>• How to obtain funding</li> <li>• Where to find funding</li> <li>• Use artifact from ENVIS 843: <i>Introduction to Renewable Energy Development and Project</i></li> </ul> |
| 4 | <b>Creating the Business Case</b>           | <b>Assignment 4:</b><br>Creating the Energy Development Action Plan                                   | Creating the Business Case <ul style="list-style-type: none"> <li>• Opportunity assessment (what is a business case, the path to recommendations, key components and terminology)</li> <li>• Technical and economic feasibility (review of technical requirements, capital and operating costs, payback period, estimating potential costs and GHG reductions)</li> <li>• Project scoring, categorizing, ranking</li> </ul>  |
| 5 | <b>Action Planning &amp; Implementation</b> | <b>Assignment 5:</b><br>Implementation Plan   | <ul style="list-style-type: none"> <li>• Community/leadership engagement and support</li> <li>• Plan to get project work started</li> <li>• Schedule</li> <li>• Reporting</li> <li>• Ongoing engagement</li> <li>• Community capacity building</li> </ul>  |
| 6 | <b>Final Report</b>                         | <b>Collaborative Plan:</b><br>Students will share and explain their implementation plan to a partner. | <ul style="list-style-type: none"> <li>• Staff—Assess internal staff capacity, plan for new hires, and identify external resources.</li> <li>• Budget</li> <li>• Funding</li> </ul>  |

## 8. Enrolment

### 8.1 Expected enrollment: 30

8.2 From which colleges? **School of Environment and Sustainability**

## 9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

| Grading Scheme | % of the final grade |
|----------------|----------------------|
| Assignment # 1 | 15%                  |
| Assignment # 2 | 15%                  |
| Assignment # 3 | 15%                  |
| Assignment #4  | 25%                  |
| Assignment #5  | 30%                  |
| <b>Total</b>   | <b>100%</b>          |

9.2 Is the course exempt from the final examination? **yes**

## 10. Required text

Arctic Energy Alliance. (2023). *Community energy planning toolkit*. Retrieved from Arctic Energy Alliance: <https://aea.nt.ca/communities/#Resources>

Fong, W., & Et al. (2023). *Global protocol for community-scale greenhouse gas inventories*. Retrieved from Greenhouse Gas Protocol: [https://ghgprotocol.org/sites/default/files/standards/GPC\\_Full\\_MASTER\\_RW\\_v7.pdf](https://ghgprotocol.org/sites/default/files/standards/GPC_Full_MASTER_RW_v7.pdf)

Haítzaqv Climate Action Team (HCEP). (2023). *Haítzaqv Community Energy Plan*. Retrieved from <https://static1.squarespace.com/static/60394f7485292c31ba663836/t/6215a24d1e68366e6433c2a8/1645585007996/Hai%CC%81%C9%ABzaqv+Community+Energy+Plan.pdf>

Natural Resources Canada. (2023). Comprehensive energy use database. Retrieved from [https://oee.nrcan.gc.ca/corporate/statistics/neud/dpa/menus/trends/comprehensive\\_tables/list.cfm](https://oee.nrcan.gc.ca/corporate/statistics/neud/dpa/menus/trends/comprehensive_tables/list.cfm)

Sustainable Development Working Group (SDWG). (2019). *Arctic community energy planning and implementation toolkit*. Arctic Council. Retrieved from <https://gwichincouncil.com/sites/default/files/v1-2-ACEPI-toolkit-Sept2019.pdf>

The First Nations Leadership Council (FNLC). (2022). *BC first nations climate straegy and action plan*. Retrieved from Birthish Columbia Assembly of First Nations: <https://www.bcafn.ca/sites/default/files/2022-04/BCFNCSAP%20Final%20Draft%20%2822April2022%29.pdf>

The Indigenous Climate Hub. (2023). *Indigenous climate cub: Climate change adaptation*. Retrieved from <https://indigenousclimatehub.ca/>

## 11. Resources

- 11.1 Proposed instructor: **TBD**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **SENS plans to hire practitioners as sessionals to teach some of the courses in this program.**
- 11.3 Are sufficient library or other research resources available for this course? **Yes**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

**12. Tuition**

- 12.1 Will this course attract tuition charges? If so, how much? (use [tuition category](#)) **We are planning to charge a standard rate based on the existing Master of Sustainability in SENS escalated at 4%. (<https://students.usask.ca/documents/registrarial/2023-2024-tuition-factsheet.pdf>)**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form” **NO**  
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

**Detailed Course Information**

**1. Schedule Types**

Please choose the Schedule Types that can be used for sections that fall under this course:

| <b>Code</b> | <b>Description</b>             | <b>Code</b> | <b>Description</b>                 |
|-------------|--------------------------------|-------------|------------------------------------|
| CL          | Clinical                       | PRB         | Problem Session                    |
| COO         | Coop Class                     | RDG         | Reading Class                      |
| FLD         | Field Trip                     | RES         | Research                           |
| ICR         | Internet Chat Relay            | ROS         | Roster (Dent Only)                 |
| IHP         | Internet Help                  | <b>SEM</b>  | <b>Seminar</b>                     |
| IN1         | Internship - Education         | SSI         | Supervised Self Instruction        |
| IN2         | Internship - CMPT & EPIP       | STU         | Studio                             |
| IN3         | Internship - General           | SUP         | Teacher Supervision                |
| IND         | Independent Studies            | TEL         | Televised Class                    |
| LAB         | Laboratory                     | TUT         | Tutorial                           |
| LC          | Lecture/Clinical (Dent Only)   | <b>WEB</b>  | <b>Web Based Class</b>             |
| LEC         | Lecture                        | XCH         | Exchange Program                   |
| LL          | Lecture/Laboratory (Dent Only) | XGN         | Ghost Schedule Type Not Applicable |
| <b>MM</b>   | <b>Multimode</b>               | XHS         | High School Class                  |
| PCL         | Pre-Clinical (Dent Only)       | XNA         | Schedule Type Not Applicable       |
| PRA         | Practicum                      | XNC         | No Academic Credit                 |

**2. Course Attributes**

Please highlight the attributes that should be attached to the course (they will apply to all sections):

- 2.1 NOAC No Academic Credit  
0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science

SOCS Social Science  
ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement

ILRQ – Indigenous Learning Requirement

QRRQ – Quantitative Reasoning Requirement

### 3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: **None**

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program **Students must be registered as a graduate student in SENS or special permission by instructor.**

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course **None**

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course **None**

3.5 Corequisite(s): course(s) that must be taken at the same time as this course **None**

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information  
**None**

### 4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent: **n/a**

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

### 5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive: **n/a**

**\*Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

## 6. Additional Notes:

### ENVS 848 SYLLABUS

**Course Title:** ENVS 848 Creating a Community Energy Plan

**Course Length:** 3CU (6 weeks/39 contact hours)

**Instructor:** TBD

**Course Description:**

This course introduces systems and best practices for holistic community energy project development, with emphasis on northern, remote, and Indigenous communities. Learning from case studies, students will develop a collaborative community energy plan framework.

### Land Acknowledgement

As we engage in teaching and learning, I would like to acknowledge that the Saskatoon campus of the University of Saskatchewan is on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. I would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

### Course Learning Outcomes

Upon completion of this course, the students will be able to:

1. Create a community energy plan.
2. Analyze community energy data.
3. Develop the business case.
4. Engage with the community and gain support from elected officials.
5. Develop a funding proposal and implementation plan.
6. Manage the community energy plan framework.

### Required Readings:

Arctic Energy Alliance. (2023). *Community energy planning toolkit*. Retrieved from Arctic Energy Alliance: <https://aea.nt.ca/communities/#Resources>

Fong, W., & Et al. (2023). *Global protocol for community-scale greenhouse gas inventories*. Retrieved from Greenhouse Gas Protocol: [https://ghgprotocol.org/sites/default/files/standards/GPC\\_Full\\_MASTER\\_RW\\_v7.pdf](https://ghgprotocol.org/sites/default/files/standards/GPC_Full_MASTER_RW_v7.pdf)

Haiṭzaqv Climate Action Team (HCEP). (2023). *Haiṭzaqv Community Energy Plan*. Retrieved from <https://static1.squarespace.com/static/60394f7485292c31ba663836/t/6215a24d1e68366e6433c2a8/1645585007996/Hai%CC%81%C9%ABzaqv+Community+Energy+Plan.pdf>

Natural Resources Canada. (2023). Comprehensive energy use database. Retrieved from [https://oee.nrcan.gc.ca/corporate/statistics/neud/dpa/menus/trends/comprehensive\\_tables/list.cfm](https://oee.nrcan.gc.ca/corporate/statistics/neud/dpa/menus/trends/comprehensive_tables/list.cfm)

Sustainable Development Working Group (SDWG). (2019). *Arctic community energy planning and implementation toolkit*. Arctic Council. Retrieved from <https://gwichincouncil.com/sites/default/files/v1-2-ACEPI-toolkit-Sept2019.pdf>

The First Nations Leadership Council (FNLC). (2022). *BC first nations climate strategy and action plan*. Retrieved from British Columbia Assembly of First Nations: <https://www.bcafn.ca/sites/default/files/2022-04/BCFNCSAP%20Final%20Draft%20%2822April2022%29.pdf>

The Indigenous Climate Hub. (2023). *Indigenous climate cub: Climate change adaptation*. Retrieved from <https://indigenousclimatehub.ca/>

| Week | Topic   | Teaching and Learning Activities  | Key Terms and Concepts   |
|------|---|---|--|
| 1    | <b>Energy and Emission Plan:<br/>Translate data into a vision</b> | <b>Assignment 1:</b><br>Analyse a community emissions reduction strategy. | <p>Understand the components of an energy and emissions plan</p> <ul style="list-style-type: none"> <li>○ Inventory</li> <li>○ Vision</li> <li>○ Target</li> <li>○ Actions</li> <li>○ Implementation Plan</li> </ul> <p>Types of opportunities</p> <ul style="list-style-type: none"> <li>● Climate action and clean energy solutions typology</li> <li>● Energy alternatives <ul style="list-style-type: none"> <li>○ generation (low carbon energy supply)</li> <li>○ energy conservation (energy efficiency, conservation, load shifting)</li> </ul> </li> <li>● Green energy investment/business development</li> <li>● Education and awareness</li> </ul> <p>Using case studies for community energy plans.</p> <p>Benefits and opportunities</p> <ul style="list-style-type: none"> <li>● Economic, cultural, social, environmental and health</li> <li>● Metrics of benefits – trade-offs, quantifying cost, environmental, social and cultural benefits</li> </ul> |
| 2    | <b>Traditional Knowledge</b>                                      | <b>Assignment 2:</b><br>Preliminary Assessment of Energy Opportunities    | <ul style="list-style-type: none"> <li>● Community health and resilience</li> <li>● Low carbon resilience</li> <li>● Interaction between the natural world and energy sources</li> <li>● Climate/weather impacts and what this means for conserving energy and generating energy</li> <li>● How to conserve in addition to generate</li> <li>● Community energy landscape <ul style="list-style-type: none"> <li>○ All energy use</li> <li>○ Sources</li> </ul> </li> </ul>  |

|   |   |  |   |
|---|---|--|---|
| 3 | <b>Preliminary Assessment and Funding</b>   | <b>Assignment 3:</b><br>Renewable Energy Resource Assessments                                      | <p>Preliminary Assessment</p> <ul style="list-style-type: none"> <li>• Choosing, and brainstorming opportunities that align with the community's goals</li> <li>• Choosing the filtering criteria</li> <li>• Narrowing down top candidates and identifying risks and barriers</li> <li>• Review of case studies</li> </ul> <p>Funding</p> <ul style="list-style-type: none"> <li>• Funding opportunity effects on opportunity selection</li> <li>• Importance of funding programs, grants</li> <li>• How to obtain funding</li> <li>• Where to find funding</li> </ul> <p><i>Use artifact from ENVS 843: Introduction to Renewable Energy Development and Project</i></p> |
| 4 | <b>Creating the Business Case</b>           | <b>Assignment 4:</b><br>Creating the Energy Development Action Plan                                | <p>Creating the Business Case</p> <ul style="list-style-type: none"> <li>• Opportunity assessment (what is a business case, the path to recommendations, key components and terminology)</li> <li>• Technical and economic feasibility (review of technical requirements, capital and operating costs, payback period, estimating potential costs and GHG reductions)</li> <li>• Project scoring, categorizing, ranking</li> </ul>  |
| 5 | <b>Action Planning &amp; Implementation</b> | <b>Assignment 5:</b><br>Implementation Plan  | <ul style="list-style-type: none"> <li>• Community/leadership engagement and support</li> <li>• Plan to get project work started</li> <li>• Schedule</li> <li>• Reporting</li> <li>• Ongoing engagement</li> <li>• Community capacity building</li> </ul>   |
| 6 | <b>Final Report</b>                         | <b>Collaborative Plan:</b> Students will share and explain their implementation plan to a partner. | <ul style="list-style-type: none"> <li>• Staff <ul style="list-style-type: none"> <li>○ Assess internal staff capacity, plan for new hires, and identify external resources.</li> </ul> </li> <li>• Budget</li> <li>• Funding</li> </ul>  |

**Grading Scheme**

|                | <b>% of the final grade</b> |
|----------------|-----------------------------|
| Assignment # 1 | 15%                         |
| Assignment # 2 | 15%                         |
| Assignment # 3 | 15%                         |
| Assignment #4  | 25%                         |
| Assignment #5  | 30%                         |
| <b>Total</b>   | <b>100%</b>                 |

## **Assignment Description:**

### ***Assignment 1: Analyse a Community Emissions Reduction Strategy***

Study the Cold Lake First Nation Zero Emission strategy; consider its key component parts (Vision, Target, strategic priorities, Implementation Plan, etc.), Write a 1500-word analysis of your overall reflection on the strategy. Discuss the strengths and weaknesses you have identified in the strategy. Evaluate the potential impact of the strategy on the community and its ability to drive the community towards net zero.

### ***Assignment 2: Preliminary Assessment of Energy Opportunities***

Using the Cold Lake First Nations Net-Zero Energy Strategy write a 1500-word analysis of potential energy opportunities that align with the community's goals. In your analysis consider green energy investment opportunities that may emerge based on the components of this plan. Discuss the benefits these opportunities could provide to the community. Develop criteria for evaluating these opportunities, considering factors such as technical feasibility, cost, potential benefits, and potential risks or barriers.

### ***Assignment 3: Renewable Energy Resource Assessments***

Select one of the top energy opportunities you have suggested in Assignment 2 and conduct a renewable energy resource assessment. Analyze the potential for implementing this opportunity within Cold Lake First Nations, considering factors like the local resources, existing infrastructure, and community demographics. Include a discussion of potential funding sources for this opportunity. (1000 words)

### ***Assignment 4: Creating the Energy Development Action Plan***

Develop an action plan for implementing your chosen energy opportunity. This should include an assessment of the opportunity (including technical requirements and potential costs), an estimation of potential GHG savings. A strategic roadmap and success scenario should be considered. Discuss the economic feasibility of the opportunity, including a review of capital and operating costs and the estimated payback period.

### ***Assignment 5: Implementation Plan***

Think through the plan you developed in Assignment #4; how would you implement your chosen energy opportunity? You should develop a breakdown of activities for delivering each component of the plan, including steps for engaging the community leadership included within the project schedule, and a plan for reporting on progress. Discuss assumptions, potential challenges in the implementation process and how you plan to overcome them. Also, discuss how the community can build capacity for managing the project.

[standard back matter material to be added when syllabus is formalized]

**UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REPORT FOR INFORMATION**

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**PRESENTED BY:** Carolyn Augusta, member, Academic Programs Committee

**DATE OF MEETING:** January 25, 2024

**SUBJECT:** **Program Changes – Post-degree Certificate in English as an Additional Language (PDCEAL) program**

**COUNCIL ACTION:** **For Information Only**

**SUMMARY:**

The Academic Programs Committee has authority to approve changes to programs that impact program length or tuition, but that are not at the scale of a replacement program.

At its meeting of January 10, 2024 meeting, the Academic Programs Committee approved changes to the Post-degree Certificate in English as an Additional Language (PDCEAL) program, which will be effective May 2024. These changes were approved by the Undergraduate Programs Committee and the Faculty Council of the College of Education in December 2023.

The proposed changes reduce the required credits for the program from 30 to 15, as a number of courses used in the PDCEAL program were part of the CERTESL program, which is being terminated. The program will continue to be offered online to ensure it is accessible to teachers across the province, who are able to use the 15 credit unit certificate towards the required 30 credit units needed to apply for an Additional Qualification Certificate with the Saskatchewan Professional Teachers Regulatory Board.

The committee appreciated the changes made to keep this program sustainable while supporting the continuing education of teachers in the province.

**ATTACHMENTS:**

1. Proposal for New Programs or Curricular Changes – PDCEAL program revision.



UNIVERSITY OF SASKATCHEWAN  
Governance Office

E290 Administration Building  
105 Administration Place  
Saskatoon, SK S7N 5A2 Canada  
Telephone: (306) 966-6253  
Email: [governance.office@usask.ca](mailto:governance.office@usask.ca)  
[academic\\_programs@usask.ca](mailto:academic_programs@usask.ca)

# Proposal for New Programs or Curricular Changes

**Title of proposal:** PDCEAL program revision

Degree(s): Post-Degree Certificate in English as an Additional Language Education (PDCEAL)

Field(s) of Study:

Level(s) of Concentration: Undergraduate (Post-Degree)

Option(s):

Degree College: College of Education

Contact person(s) (name, telephone, fax, e-mail): Dr. Shaun Murphy, Associate Dean of Undergraduate Programs, Partnerships, and Research; (306) 966-7560; [shaun.murphy@usask.ca](mailto:shaun.murphy@usask.ca)

Arvelle Van Dyck, Undergraduate Programs Director, College of Education; (306) 966-7666; [arvelle.vandyck@usask.ca](mailto:arvelle.vandyck@usask.ca)

Proposed date of implementation: May 2024

**This is not a proposal for a new program. This proposal makes a request for curricular change to the PDCEAL program. This change was proposed by the College of Education Certificate Committee (as part of a larger review of college certificates); approved by the Department of Curriculum Studies, College of Education; approved by members of the Undergraduate Programs Committee, College of Education; and, approved at Education Faculty Council on Friday, December 8, 2023.**

**Please see the following pages for background and university catalogue markup.**

## **Post-Degree Certificate in English as an Additional Language Education (PDCEAL) Program Revision**

The Post-Degree Certificate in English as an Additional Language Education (PDCEAL) was originally approved as a 30-credit unit online post-Bachelor of Education certificate program that emphasizes culturally responsive teaching, the role of first languages, the stages of learning an additional language, and specific learning challenges that may impact EAL learners. It was created to fulfill the Additional Qualification Certificate (AQC) requirements for the Saskatchewan Professional Teachers Regulatory Board (SPTRB).

Given the current enrolment numbers in the Post-Degree Certificate in English as an Additional Language Education (PDCEAL), this certificate is unsustainable as it currently exists and intake for this certificate program is currently on hold.

In the past, a number of courses were shared by students in the Certificate in Teaching English as a Second Language (CERTESL) and students in the Post-Degree Certificate in English as an Additional Language Education (PDCEAL), in particular the 9 credit units below:

- ECUR 291.3 Introduction to Teaching of English as a Second Additional Language
- ECUR 391.3 Theory of Second Additional Language Learning and Methods of Skills Development
- ECUR 393.3 Advanced Methods in Teaching English as a Second Additional Language

With the phasing out and proposed termination of CERTESL, it is more difficult to fill the courses that were once shared between the two certificates with only PDCEAL students. Furthermore, many of the courses that meet the “Individual Language Learning Requirements” and “Elective” options are no longer offered online by the departments in the College of Arts and Science. Although students have been able to enroll in the EPSE 400- or 500-level options at times, often the courses are filled with students who require the courses for the Post-Degree Certificate in Special Education.

Although PDCEAL was originally created as 30 credit units to suffice as an Additional Qualification Certificate (AQC), reducing the number of credit units from 30 credit units to 15 credit units will allow students to complete PDCEAL and five other classes approved by the SPTRB in order to obtain an AQC.

Students enrolled in the Bachelor of Education program often complete ECUR 291.3 and/or ECUR 415.3 as Education electives for the B.Ed. program. As such, these courses typically run at or near capacity. If the pre-requisites were removed from the other PDCEAL-specific classes (with the exception of the capstone class ECUR 493.3: Individual Project English as an Additional Language) then other certificate students and graduate students could enroll thereby increasing enrolment in the other courses required for PDCEAL.

The intent is for PDCEAL courses to continue to be offered online so the certificate is accessible to teachers across the province and beyond.

The curricular revisions to the Post-Degree Certificate in English as an Additional Language Education (PDCEAL) include:

- a) To reduce the certificate program from 30 credit units to 15 credit units.
- b) To require the following courses:
  - o ECUR 291.3 Introduction to Teaching of English as a Second or Additional Language
  - o ECUR 415.3 Current Issues in English as an Additional Language
  - o ECUR 490.3 Language and Content: Instructional Approaches for EAL Learners
  - o ECUR 492.3 Approaches to Assessment with EAL Learners
  - o ECUR 493.3 Individual Project: English as an Additional Language
- c) To revise the pre-requisites for the following courses:
  - o ECUR 490.3 Language and Content: Instructional Approaches for EAL Learners - remove ECUR 291.3, ECUR 391.3, ECUR 393.3, and ECUR 415.3 as prerequisites.
  - o ECUR 492.3 Approaches to Assessment with EAL Learners - remove ECUR 291.3, ECUR 391.3, ECUR 393.3, and ECUR 415.3 as prerequisites.
  - o ECUR 493.3: Individual Project: English as an Additional Language - remove ECUR 391.3 and ECUR 393.3 as prerequisites.

## Proposed Changes to the University Catalogue

### Post-Degree Certificate in English as an Additional Language Education (PDCEAL)

The Post-Degree Certificate in English as an Additional Language Education (EAL) is a ~~1530~~-credit unit online post-Bachelor of Education certificate program that examines the circumstances of EAL learners, their linguistic and cultural diversity, and individual learning needs. Graduates of this certificate will have extensive knowledge of best practices and current methodologies for learning second or additional languages. They will be provided with instructional approaches and assessment strategies that enable EAL learners to move beyond communicative language to academic language in order to reach curriculum outcomes. The certificate emphasizes culturally responsive teaching, the role of first languages, the stages of learning an additional language, and specific learning challenges that may impact EAL learners. ~~This certificate fulfills the Additional Qualification Certificate (AQC) requirements for the Saskatchewan Professional Teachers Regulatory Board.~~

### Program requirements (~~15 30~~ credit units)

- [ECUR 291.3](#) Introduction to Teaching of English as a Second Additional Language
- ~~ECUR 391.3 Theory of Second Additional Language Learning and Methods of Skills Development~~
- ~~ECUR 393.3 Advanced Methods in Teaching English as a Second Additional Language~~
- [ECUR 415.3](#) Current Issues in English as an Additional Language
- [ECUR 490.3](#) Language and Content: Instructional Approaches for EAL Learners
- [ECUR 492.3](#) Approaches to Assessment with EAL Learners
- [ECUR 493.3](#) Individual Project: English as an Additional Language
- ~~3 credit units from Individual Language Learning Experience List~~
- ~~6 credit units from Electives List (in consultation with Program Advisor)~~

### Pre-requisite Changes

#### ECUR 490.3: Language and Content: Instructional Approaches for EAL Learners

This course explores instructional approaches and strategies that are effective with EAL learners in PreK-12 classrooms. Course topics include linguistic and cultural profiles, the shift from conversational to academic language, robust vocabulary-building, and the selection of instructional strategies and resources to support EAL needs. Current research on language learning through content areas will be examined. Students will discuss approaches to instruction with young EAL learners, as well as circumstances that impact the academic success of high school EAL learners.

**Restrictions:** Course only open to students completing the Post-Degree Certificate in English as an Additional Language.

**Prerequisite(s):** ~~ECUR 291.3, ECUR 391.3, ECUR 393.3, and ECUR 415.3.~~

#### ECUR 492.3: Approaches to Assessment with EAL Learners

This course presents an overview of the stages of learning an additional language and proficiency levels required to succeed with curriculum outcomes. Several reference scales used for monitoring and assessing language progress will be examined. Students will study current research and approaches to EAL initial assessment and ongoing assessment. Vulnerability factors that affect the progress of linguistically and culturally diverse learners at school will also be addressed.

**Restrictions:** Course only open to students completing the Post-Degree Certificate in English as an Additional Language.

**Prerequisite(s):** ~~ECUR 291.3, ECUR 391.3, ECUR 393.3, and ECUR 415.3.~~

**ECUR 493.3: Individual Project: English as an Additional Language**

This course allows students to integrate the content and experiences obtained in other courses by undertaking an individual project in the area of EAL education. The central goal is to prepare students as reflective practitioners capable of conducting a critical review of the research literature, integrating this knowledge into their professional repertoire, and communicating the products of this research to colleagues and others. **Restrictions:** Course only open to students completing the Post-Degree Certificate in English as an Additional Language.

**Prerequisite(s):** ECUR 291.3, ~~ECUR 391.3, ECUR 393.3~~, ECUR 415.3, and at least one of ECUR 490.3 or ECUR 492.3.

## Proposal Document

Please provide information which covers the following subtopics. The length and detail should reflect the scale or importance of the program or revision. Documents prepared for your college may be used. Please expand this document as needed to embrace all your information.

### Academic Justification:

- a. *Describe why the program would be a valuable addition to the university from an academic programming perspective.*
- b. *Considering strategic objectives, specify how the new program fits the university signature areas and/or institutional plans and/or the college/school and/or department plans.*
- c. *Is there a particular student demographic this program targets, and if so, what is that target? (e.g., Indigenous, mature, international, returning)*
- d. *What are the most similar competing programs in Saskatchewan and Canada? How is this program different?*

### Admissions:

The **Admission Framework** document must be reviewed to determine how an applicant will be considered for admission. There are several factors to consider when creating a new program. The Manager, Admissions and Transfer Credit, can assist in the development of the criteria. Information determined here should then be used to inform the completion of an Admission Template as found on <https://programs.usask.ca/programs/admission-requirements.php>

- a. **What are the admissions requirements** of this program – high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests?
- b. **What are the selection criteria** – how will you rank and select applicants? For example, ranking by admission average, admission test scores, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, and definition of essential abilities for professional practice?
- c. **What are admission categories** – regular admission, special admission, and Indigenous equity admission?
- d. What are the **admission models** – direct entry, non-direct entry, ranked competitive or cut-off average? Is a confirmation of admission required?

- e. **Intake** - how many seats are required to be filled – for first year and transfer students, reserved for Indigenous, Saskatchewan, out-of-province, and international students?
- f. What are the application process and timelines – September or January intakes, online application, application and document deadlines, and scholarship deadlines to consider?
- g. Which office will manage the admission process – TLSE, college, department, or a combination?
- h. Marketing and Promotion of New Program – consideration needs to be given to a communications plan and marketing of the new program.
- i. Admissions Appeal – what will this process be.
- j. Transfer Credit – when will this be assessed and by which office?

### **Description of the program:**

- a. What are the curricular objectives, and how are these accomplished?
- b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.
- c. Provide an overview of the curriculum mapping.
- d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem-solving are, and other relevant identifiers.
- e. Explain the comprehensive breadth of the program.
- f. Referring to the university “Learning Charter”, explain how the learning pursuits are addressed and what degree attributes and skills will be acquired by graduates of the program.
- g. Describe how students can enter this program from other programs (program transferability).
- h. Specify the criteria that will be used to evaluate whether the program is a success within a specified timeframe
- i. If applicable, is accreditation or certification available, and if so, how will the program meet professional standard criteria? Specify in the budget below any costs that may be associated.

### **Consultation:**

- a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may

*benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*

- b. List units that were consulted formally and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*
- c. Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requirements when including courses from other colleges.*
- d. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.).*

## **Budget:**

The ***Budgetary and Financial Implications Form*** must be completed to determine the cost impact of the proposed program. **Information about budget and financial implications appears in that form.**

## **College Statement**

Please provide here a statement from the College which contains the following:

- Recommendation from the College regarding the program
- Description of the College process used to arrive at that recommendation.
- Summary of issues that the College discussed and how they were resolved.

## **Related Documentation**

In the submission, please attach any related documentation which is relevant to this proposal, such as:

- Relevant sections of the College's/School's plan
- Accreditation review recommendations
- Letters of support - if courses from colleges outside the sponsoring unit are required, please include letters of support for each.
- Memos of consultation
- External Agreements – if the new program or major revision is dependent upon an external partnership or agreement, this must be completed and included.

**Consultation Forms** Attach the following forms, as required.

Required for all submissions:

- Consultation with the Registrar form (Note: this form will be completed by SIS during the Consultation with the Registrar meeting. Completion is based upon the proposal and the meeting discussion; no preliminary work from the college is required).
- Budget forms, including tuition.

- Complete Catalogue entry, if proposing a new program, or excerpt of existing program with proposed changes **marked in red**
  - o Please include admission requirements, complete program of study, and all new, deleted or changed courses in the entry.
- Entry for marketing website: [admissions.usask.ca/programs/find-a-program](http://admissions.usask.ca/programs/find-a-program) OR [gradprograms.usask.ca](http://gradprograms.usask.ca) as appropriate.
- Entry for the Tuition website: [students.usask.ca/money/tuition](http://students.usask.ca/money/tuition)

Required for all new courses:

- New Course Proposal Form

Required if resources needed: Please consult the attached checklist below for a list of necessary forms to be completed and included in the application package.

Submission of Form:

Please submit all completed Proposal for Curricular Changes and other required forms to this email address: [academic\\_programs@usask.ca](mailto:academic_programs@usask.ca)

**Academic Programs Approval Process**  
**Checklist of forms and consultations to be completed before submission of a *Proposal for New Programs or Curricular Changes* to Academic Programs Committee of Council**

|   | <b>Required Consultation/Office</b>  | <b>Required Form (as applicable)</b>   | <b>Date completed (if not required, briefly explain why)</b> | <b>Who did you meet with</b> |
|---|--|--|--|------------------------------|
| 1 | Consultation with other colleges re: impact or similar programs                      | N/A  |  |                              |
| 2 | Financial Sustainability/Tuition Review  | <i>Budgetary and Financial Implications Worksheet</i>  |  |                              |
| 3 | Consultation with Manager, Admissions and Transfer Credit                            | <i>Admissions Template</i>   |  |                              |
| 4 | Budget Consultation with Institutional Planning and Assessment                       | <i>Budgetary and Financial Implications Worksheet</i>  |  |                              |
| 5 | Provost sign-off on Budgetary and Financial Implications Worksheet                   | <i>Budgetary and Financial Implications Worksheet</i>  |  |                              |
| 6 | Secure College Faculty Council Approval  | <ul style="list-style-type: none"> <li>• <i>Proposal for Academic or Curricular Change Form</i></li> <li>• <i>Completion of Physical Resource and Space Requirement Form</i></li> <li>• <i>Completion of Library Requirement Form</i></li> <li>• <i>Completion of ICT Requirement Form</i></li> <li>• <i>Completion of New Course Creation Form</i></li> <li>• <i>Completion of Catalogue Entry</i></li> </ul> |  |                              |
| 7 | (For graduate programs) Secure College of Graduate and Postdoctoral Studies Approval | (As above)   |  |                              |
| 8 | Consultation with Registrar  | <i>Consultation with the Registrar Form (completed during the consultation)</i>  |  |                              |

University of Saskatchewan  
Financial Implications - New or Major Revision of Existing Program Proposal

**Requirements:**

Of primary importance to the University of Saskatchewan is that academic programs:

- be of high quality
- be in demand by students and the public
- use resources efficiently.

This form identifies the relevant financial implications that should be summarized in your proposal and is to be completed for all new programs and major revisions (that require new resources).

Please ensure that this form is completed and reviewed with Office of Institutional Planning & Assessment prior to submission of the program proposal to the Academic Programs Committee of Council.

**Program Information:**

1 Name of the program:  
PDCEAL -Post-Degree Certificate in English as an Additional Language Education

2 Sponsoring unit (department/college/school):  
College of Education - Curriculum Studies

3 Is this an interdisciplinary program? If yes, provide details:  
No

4 Is there a formal agreement required with any parties external to USask for this program?  
No

**Enrolment Expectations:**

5 What is the projected student enrolment in the program initially, and over time, and on what evidence is the projection based?  
Comment upon whether the program is primarily designed to: a) cater to graduates of sponsoring college/school/USask, b) meet a provincial demand (as presented in the SK Growth Plan), c) meet national demand, or d) meet an international demand?  
20 students with an additional 15-20 B.Ed. students taking ECUR 291 & ECUR 415. This post-degree certificate is to meet the provincial need in elementary and high schools for culturally responsive teaching, the role of first languages, the stages of learning an additional language, and specific learning challenges that may impact EAL learners.

6 What is the minimum number of students needed for this program to be viable? Please provide support for calculation.  
20 students + 13 additional B.Ed. Students enrolled in 291 & 415. See Breakeven tab. On average there has been close to 20 students in certificate program and 10-20 addtl B.Ed. Student in 291 and 415.

7 What is the maximum enrolment, given the limitations of the resources allocated to the program?  
40 students

8 How is enrolment expected to increase or decrease in the sponsoring college/department, and in other colleges/departments as result of this new program?  
Is the expectation that total enrolment for USask would increase as a result of this new program? Especially comment if any new courses are being created.  
Enrolment is expected to remain consistent. However if students want to take an additional 5 3cus courses outside of the PDCEAL certificate to obtain an Additional Qualification Certificate (AQC) through the SPTRB, there is potential for additional tuition revenue by offering additional courses.

**Faculty and Staff:**

9 Are there sufficient numbers of appropriately qualified faculty and staff to support the program (teaching, advising, etc)?  
If not, will you be looking to hire? If hiring, what positions and FTE are needed?  
Yes.

10 Please explain if/how teaching assignments of (each) unit and instructor are affected by this proposal?  
Teaching assignments will remain consistent, but with intake only occurring at the beginning of each cohort, classes will be offered in sequence, and thus fewer courses will need to be offered as "one offs", thus reducing sessional costs.

11 Are courses or programs being eliminated in order to provide time to teach the additional courses? If so, please list.  
No.

**Resource Implications**

12 Are there any capital or start-up costs anticipated, and how will these costs be covered?  
Costs can include new space, renovations, equipment, computer hardware and software, marketing and promotion, faculty recruitment, curriculum development, etc. Please provide the exact amounts on sheet titled "Budget".  
No.

13 Explain budget allocations and how the unit resources will be reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio/practice rooms laboratory/clinical or other instructional space requirements)?  
N/A. No change, therefore no budget changes.

14 If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered. Please describe the resources available and committed to the program, both in terms of one-time costs and ongoing operating costs.  
N/A.

15 If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.  
N/A. Not an interdisciplinary program.

16 List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offset incremental program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions.  
N/A. No new funding sources.

**Tuition and Student Cost:**

17 What tuition will the program be charging (Will the program utilize a special tuition model or existing tuition categories)? Note: As per the Tuition & Fees policy, authority for tuition approval is delegated to the Provost on behalf of the Board of Governors  
No change to tuition. Category 2 - 3cus - \$749.70

18 If this is an interdisciplinary program, please explain the proposal for how tuition could be shared amongst the participating colleges/schools? (please provide supporting documents)  
N/A, not an interdisciplinary program.

19 What is the total annual cost of the program for a student (tuition and fees included, if any)?  
=15cu\*749.70 + \$314.10 (students fees 62.82/term\*5 terms) = \$11,559.60 (over 2 years), \$5,779.80/year.  
\*based on 23/24 rates

20 Will there be a tuition deposit for this program? If yes, what is the planned rate?  
Please visit the Fee Review Committee website for information on the processes to set-up a tuition deposit  
No.

21 Compare the proposed total annual cost of the program per student (both domestic and international) with that of similar programs at USask or other relevant institutions (i.e. U15).  
This is not a new program and only a revision to an existing program.

22 What provisions are being provided for student financial aid and to promote accessibility of the program? What scholarships will students be able to apply for, and what proportion of students would be eligible?  
No scholarships for this certificate program at this time.

11,559.60

5,779.80



University of Saskatchewan  
Financial Implications - New or Major Revision of Existing Program Proposal

- Instructions:
- Identify limited term and ongoing revenue and expenditure estimates directly in the worksheet below.
  - Areas shaded in grey denote required inputs. All other cells are auto-calculated.
  - For programs expected to generate a deficit in any given year, provide an explanation (in the Comments section) of how that deficit will be managed in future year(s) in

| Revenue  | Academic Year  |                |               |              |              |               |                |                |               | Comments   |
|--|----------------|----------------|---------------|--------------|--------------|---------------|----------------|----------------|---------------|--|
|  | 2019-2020      | 2020-2021      | 2021-2022     | 2022-2023    | 2023-2024    | 2024-2025     | 2025-2026      | 2026-2027      | 2027-2028     |  |
| <b>Tuition</b>   |                |                |               |              |              |               |                |                |               |  |
| New domestic students  |                |                |               |              |              | 20            | 20             | 20             | 20            | Assumption that enrollment will remain similar to prior 4 years. Assuming all enrolments will be domestic Education students. Historically, most students were domestic Education students, with a small percentage being A&S. |
| BeD. Students  |                |                |               |              |              | 17            | 17             | 17             | 17            | B.Ed. Students taking ECLR 291.3 & ECLR 415.3 in addition to cert students. Assume one class runs in Yr1 and one in Yr 2.  |
| Total # of domestic students (headcount)   | 0              | 0              | 0             | 0            | 0            | 37            | 37             | 37             | 37            |  |
| Domestic tuition rate per credit unit: <i>(if known)</i>   |                |                |               |              |              | \$ 779.69     | \$ 810.88      | \$ 843.31      | \$ 877.94     | Assume Category 2 - 3cu (\$749.70) + 4% increase.  |
| Domestic tuition rate per student  |                |                |               |              |              |               |                |                |               |  |
| Total tuition revenue - domestic   | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ 44,442.22  | \$ 62,437.42   | \$ 48,068.70   | \$ 67,532.31  | Assumption that courses will run as a cohort model. 1 intake every 2 years (2 classes Yr1 and 3 classes Yr2). Only included POCCAL classes and not 5 remaining electives to obtain ADIC.                                       |
| New international students   |                |                |               |              |              |               |                |                |               |  |
| Int'l students continuing in the program   | 0              | 0              | 0             | 0            | 0            | 0             | 0              | 0              | 0             |  |
| Total # of international students (headcount)  | 0              | 0              | 0             | 0            | 0            | 0             | 0              | 0              | 0             |  |
| Int'l tuition rate per credit unit: <i>(if known)</i>  |                |                |               |              |              |               |                |                |               |  |
| International tuition rate per student   |                |                |               |              |              |               |                |                |               |  |
| Total tuition revenue - international  | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ -          | \$ -           | \$ -           | \$ -          | Assuming no international tuition revenue.   |
| Total Tuition Revenue (includes list)  | \$ 38,469.50   | \$ 43,501.67   | \$ 49,408.50  | \$ 57,345.15 | \$ 67,198.27 | \$ 54,988.20  | \$ 44,442.22   | \$ 62,437.42   | \$ 48,068.70  | Note includes tuition lag.   |
| <b>Student fees (specific to course or program)</b> <i>(see notes/comments, not per student)</i> |                |                |               |              |              |               |                |                |               |  |
| (Choose from drop down menu)   |                |                |               |              |              |               |                |                |               |  |
| (Choose from drop down menu)   |                |                |               |              |              |               |                |                |               |  |
| Other: <i>(list in Comments)</i>   |                |                |               |              |              |               |                |                |               | no fees unique to this certificate program.  |
| Total Student Fees   | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ -          | \$ -           | \$ -           | \$ -          |  |
| External funding support: <i>(list in Comments)</i>  |                |                |               |              |              |               |                |                |               | None   |
| Internal re-allocation: <i>(list in Comments)</i>  |                |                |               |              |              |               |                |                |               | N/A  |
| <b>Total Revenue</b>   | \$ 38,469.50   | \$ 43,501.67   | \$ 49,408.50  | \$ 57,345.15 | \$ 67,198.27 | \$ 54,988.20  | \$ 44,442.22   | \$ 62,437.42   | \$ 48,068.70  |  |
| <b>Total adjusted Revenue</b>  |                |                |               |              |              | \$ 9,853.12   | \$ (12,210.07) | \$ (10,545.98) | \$ 17,995.20  | \$ (14,368.71)   |
|  |                |                |               |              |              | \$ (4,936.50) | \$ -           | \$ -           | \$ (8,997.50) | \$ -   |
|  |                |                |               |              |              | \$ 62,271.71  | \$ 54,988.20   | \$ 44,442.22   | \$ 53,439.82  | \$ 48,068.70   |
|  |                |                |               |              |              |               |                |                |               | 50% tuition levy on incremental growth only  |
|  |                |                |               |              |              |               |                |                |               |  |
| <b>Costs</b>   |                |                |               |              |              |               |                |                |               |  |
| <b>Start-up costs</b>  |                |                |               |              |              |               |                |                |               |  |
| New space/renovations: <i>(classroom, office, laboratory, workshop, etc.)</i>                    |                |                |               |              |              |               |                |                |               | N/A  |
| Equipment, including IT: <i>(e.g. hardware, software, lab materials)</i>                         |                |                |               |              |              |               |                |                |               |  |
| Faculty Recruitment  |                |                |               |              |              |               |                |                |               |  |
| Marketing and Promotion: <i>(if not using centralized services)</i>                              |                |                |               |              |              |               |                |                |               |  |
| Curriculum Development: <i>(if not using centralized services)</i>                               |                |                |               |              |              |               |                |                |               |  |
| Other start-up costs   |                |                |               |              |              |               |                |                |               |  |
| Total Start-up Costs   | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ -          | \$ -           | \$ -           | \$ -          |  |
| <b>Salary and benefits (if hired new)</b>  |                |                |               |              |              |               |                |                |               |  |
| Faculty  | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ -          | \$ -           | \$ -           | \$ -          |  |
| Sessionals or limited term instructional support   | \$ 50,792.00   | \$ 29,392.00   | \$ 22,872.00  | \$ 23,547.00 | \$ 8,081.00  | \$ 16,640.00  | \$ 17,056.00   | \$ 17,482.40   | \$ 17,919.46  | Assume level II rate + 2.5% increase yearly. Also assume .3FTE will continue to teach 3 of the 5 classes - 1 yr1, 2 yr 2. Previous years, 3 FTE was paid a stipend in addition to current wage. This has been factored in.     |
| Students (Teaching and/or Marking Assistants)  |                |                |               |              |              |               |                |                |               |  |
| Staff - 3 FTE  | \$ 32,979.48   | \$ 32,399.21   | \$ 27,542.62  | \$ 27,409.46 | \$ 28,434.36 | \$ 29,145.22  | \$ 29,873.85   | \$ 30,620.70   | \$ 31,386.21  | assume 2.5% increase   |
| Honoraria  |                |                |               |              |              |               |                |                |               |  |
| Total New Salary and Benefits  | \$ 83,771.48   | \$ 61,791.21   | \$ 50,414.62  | \$ 50,956.46 | \$ 36,515.36 | \$ 45,785.22  | \$ 46,929.85   | \$ 48,103.10   | \$ 49,305.67  |  |
| <b>Other Operational Costs</b>   |                |                |               |              |              |               |                |                |               |  |
| Scholarships and bursaries   | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ -          | \$ -           | \$ -           | \$ -          |  |
| Marketing and promotion  | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ -          | \$ -           | \$ -           | \$ -          |  |
| Materials and supplies   | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ -          | \$ -           | \$ -           | \$ -          |  |
| Travel   | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ -          | \$ -           | \$ -           | \$ -          |  |
| Equipment and IT   | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ -          | \$ -           | \$ -           | \$ -          |  |
| Other costs: <i>(list in Comments)</i>   | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ -          | \$ -           | \$ -           | \$ -          |  |
| Total Other Operational Costs  | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ -          | \$ -           | \$ -           | \$ -          |  |
| <b>Total Costs</b>   | \$ 83,771.48   | \$ 61,791.21   | \$ 50,414.62  | \$ 50,956.46 | \$ 36,515.36 | \$ 45,785.22  | \$ 46,929.85   | \$ 48,103.10   | \$ 49,305.67  |  |
| <b>Estimated Surplus or Deficit</b>  | \$ (45,301.98) | \$ (18,289.54) | \$ (1,006.12) | \$ 6,388.69  | \$ 30,682.89 | \$ 9,202.98   | \$ (2,487.63)  | \$ 14,334.32   | \$ (1,236.97) | Over two year program cert. program 510k surplus approx.   |
| per student  | #DIV/0!        | #DIV/0!        | #DIV/0!       | #DIV/0!      | #DIV/0!      | \$ 248.73     | \$ (67.23)     | \$ 144.24      | \$ (33.43)    |  |

Yr1 291: Floater Sessional  
Yr1 415: All terms Nadia  
Yr 2 490: Fall Nadia  
Yr2 492: Winter Sessional  
Yr2 493: May Nadia part of FTE position?

\* If deficit in any given year, explain how it will be managed:



University of Saskatchewan  
Financial Implications - New or Major Revision of Existing Program Proposal

- Instructions:
- Identify limited term and ongoing revenue and expenditure estimates directly in the worksheet below.
  - Areas shaded in grey denote required inputs. All other cells are auto-calculated.
  - For programs expected to generate a deficit in any given year, provide an explanation (in the Comments section) of how that deficit will be managed in future year(s) in

| Revenue  | Academic Year  |                |               |              |              |               |                |                | Comments      |  |
|--|----------------|----------------|---------------|--------------|--------------|---------------|----------------|----------------|---------------|--|
|  | 2019-2020      | 2020-2021      | 2021-2022     | 2022-2023    | 2023-2024    | 2024-2025     | 2025-2026      | 2026-2027      |               | 2027-2028  |
| <b>Tuition</b>   |                |                |               |              |              |               |                |                |               |  |
| New domestic students  |                |                |               |              |              | 20            | 20             | 20             | 20            | Assumption that enrollment will remain similar to prior 4 years. Assuming all enrolments will be domestic Education students. Historically, most students were domestic Education students, with a small percentage being A&S. |
| BeD. Students  |                |                |               |              |              | 13            | 13             | 13             | 13            | B.Ed. Students taking ECUR 291.3 & ECUR 415.3 in addition to cert students. Assume one class runs in Yr1 and one in Yr 2.  |
| Total # of domestic students (headcount)   | 0              | 0              | 0             | 0            | 0            | 33            | 33             | 33             | 33            |  |
| Domestic tuition rate per credit unit: <i>(if known)</i>   |                |                |               |              |              | \$ 779.69     | \$ 810.88      | \$ 843.31      | \$ 877.94     | Assume Category 2 - 3cu (\$749.70) + 4% increase.  |
| Domestic tuition rate per student  |                |                |               |              |              |               |                |                |               |  |
| Total tuition revenue - domestic   | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ 41,323.46  | \$ 59,193.91   | \$ 44,695.46   | \$ 64,024.14  | Assumption that courses will run as a cohort model. 1 intake every 2 years (2 classes Yr1 and 3 classes Yr2). Only included POCCAL classes and not S remaining electives to obtain ADC.  |
| <b>New international students</b>  |                |                |               |              |              |               |                |                |               |  |
| Int'l students continuing in the program   | 0              | 0              | 0             | 0            | 0            | 0             | 0              | 0              | 0             |  |
| Total # of international students (headcount)  | 0              | 0              | 0             | 0            | 0            | 0             | 0              | 0              | 0             |  |
| Int'l tuition rate per credit unit: <i>(if known)</i>  |                |                |               |              |              |               |                |                |               |  |
| International tuition rate per student   |                |                |               |              |              |               |                |                |               |  |
| Total tuition revenue - international  | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ -          | \$ -           | \$ -           | \$ -          | Assuming no international tuition revenue.   |
| Total Tuition Revenue (includes Int'l)   | \$ 38,469.50   | \$ 43,501.57   | \$ 49,408.50  | \$ 57,345.15 | \$ 67,198.27 | \$ 54,988.20  | \$ 41,323.46   | \$ 59,193.91   | \$ 44,695.46  | Note includes tuition lag.   |
| <b>Student fees (specific to course or program)</b> <i>(see notes/comments, not per student)</i> |                |                |               |              |              |               |                |                |               |  |
| (Choose from drop down menu)   |                |                |               |              |              |               |                |                |               |  |
| (Choose from drop down menu)   |                |                |               |              |              |               |                |                |               |  |
| Other: <i>(list in Comments)</i>   |                |                |               |              |              |               |                |                |               |  |
| Total Student Fees   | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ -          | \$ -           | \$ -           | \$ -          | no fees unique to this certificate program.  |
| <b>External funding support</b> <i>(list in Comments)</i>  |                |                |               |              |              |               |                |                |               | None   |
| Internal re-allocation <i>(list in Comments)</i>   |                |                |               |              |              |               |                |                |               | N/A  |
| <b>Total Revenue</b>   | \$ 38,469.50   | \$ 43,501.57   | \$ 49,408.50  | \$ 57,345.15 | \$ 67,198.27 | \$ 54,988.20  | \$ 41,323.46   | \$ 59,193.91   | \$ 44,695.46  |  |
| <b>Total adjusted Revenue</b>  |                |                |               |              |              | \$ 9,853.12   | \$ (12,210.07) | \$ (13,664.74) | \$ 17,870.45  | \$ (14,498.45)   |
|  |                |                |               |              |              | \$ (4,926.50) | \$ -           | \$ (8,935.22)  | \$ -          | \$ -   |
|  |                |                |               |              |              | \$ 62,271.71  | \$ 54,988.20   | \$ 41,323.46   | \$ 50,258.69  | \$ 44,695.46   |
|  |                |                |               |              |              |               |                |                |               | 50% tuition levy on incremental growth only  |
|  |                |                |               |              |              |               |                |                |               |  |
| <b>Costs</b>   |                |                |               |              |              |               |                |                |               |  |
| <b>Start-up costs</b>  |                |                |               |              |              |               |                |                |               |  |
| New space/renovations <i>(classroom, office, laboratory, workshop, etc.)</i>                     |                |                |               |              |              |               |                |                |               | N/A  |
| Equipment, including IT <i>(e.g. hardware, software, lab materials)</i>                          |                |                |               |              |              |               |                |                |               |  |
| Faculty Recruitment  |                |                |               |              |              |               |                |                |               |  |
| Marketing and Promotion, <i>if not using centralized services</i>                                |                |                |               |              |              |               |                |                |               |  |
| Curriculum Development, <i>if not using centralized services</i>                                 |                |                |               |              |              |               |                |                |               |  |
| Other start-up costs   |                |                |               |              |              |               |                |                |               |  |
| Total Start-up Costs   | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ -          | \$ -           | \$ -           | \$ -          |  |
| <b>Salary and benefits (if hired new)</b>  |                |                |               |              |              |               |                |                |               |  |
| Faculty  | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ -          | \$ -           | \$ -           | \$ -          |  |
| Sessionals or limited term instructional support   | \$ 50,792.00   | \$ 29,392.00   | \$ 22,872.00  | \$ 23,547.00 | \$ 8,081.00  | \$ 16,640.00  | \$ 17,056.00   | \$ 17,482.40   | \$ 17,919.46  | Assume level II rate + 2.5% increase yearly. Also assume .3FTE will continue to teach 3 of the 5 classes - 1 yr1, 2 yr 2. Previous years, 3FTE was paid a stipend in addition to current wage. This has been factored in.      |
| Students (Teaching and/or Marking Assistants)  |                |                |               |              |              |               |                |                |               |  |
| Staff - 3 FTE  | \$ 32,979.48   | \$ 32,399.21   | \$ 27,542.62  | \$ 27,409.46 | \$ 28,434.36 | \$ 29,145.22  | \$ 29,873.85   | \$ 30,620.70   | \$ 31,386.21  | assume 2.5% increase   |
| Honoraria  |                |                |               |              |              |               |                |                |               |  |
| Total New Salary and Benefits  | \$ 83,771.48   | \$ 61,791.21   | \$ 50,414.62  | \$ 50,956.46 | \$ 36,515.36 | \$ 45,785.22  | \$ 46,929.85   | \$ 48,103.10   | \$ 49,305.67  |  |
| <b>Other Operational Costs</b>   |                |                |               |              |              |               |                |                |               |  |
| Scholarships and bursaries   | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ -          | \$ -           | \$ -           | \$ -          |  |
| Marketing and promotion  | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ -          | \$ -           | \$ -           | \$ -          |  |
| Materials and supplies   | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ -          | \$ -           | \$ -           | \$ -          |  |
| Travel   | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ -          | \$ -           | \$ -           | \$ -          |  |
| Equipment and IT   | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ -          | \$ -           | \$ -           | \$ -          |  |
| Other costs <i>(list in Comments)</i>  | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ -          | \$ -           | \$ -           | \$ -          |  |
| Total Other Operational Costs  | \$ -           | \$ -           | \$ -          | \$ -         | \$ -         | \$ -          | \$ -           | \$ -           | \$ -          |  |
| <b>Total Costs</b>   | \$ 83,771.48   | \$ 61,791.21   | \$ 50,414.62  | \$ 50,956.46 | \$ 36,515.36 | \$ 45,785.22  | \$ 46,929.85   | \$ 48,103.10   | \$ 49,305.67  |  |
| <b>Estimated Surplus or Deficit</b>  | \$ (45,301.98) | \$ (18,289.64) | \$ (1,006.12) | \$ 6,388.69  | \$ 25,756.15 | \$ 9,203.08   | \$ (5,606.39)  | \$ 2,155.59    | \$ (4,610.21) | Over two year program cert. program-\$1.1K breakeven   |
| per student  | #DIV/0!        | #DIV/0!        | #DIV/0!       | #DIV/0!      | #DIV/0!      | \$ 278.88     | \$ (169.89)    | \$ 65.32       | \$ (139.70)   |  |

Yr1 291: Floater Sessional  
Yr1 415: All terms Nadia  
Yr 2 490: Fall Nadia  
Yr2 492: Winter Sessional  
Yr2 493: May Nadia part of her fte position?

\* If deficit in any given year, explain how it will be managed:

|                    |               |
|--------------------|---------------|
| <b>Category</b>    | <b>Amount</b> |
| Operating Expenses |               |
| Capital Expenses   |               |
| Other Expenses     |               |
| <b>Total</b>       |               |

Operating Expenses  
 Capital Expenses  
 Other Expenses  
 Total

Total

**UNIVERSITY COUNCIL**  
**NOMINATIONS COMMITTEE**  
**REQUEST FOR DECISION**

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**PRESENTED BY:** Veronika Makarova, Chair, Nominations Committee of Council

**DATE OF MEETING:** January 25, 2024

**SUBJECT:** **Council Committee Chair Vacancies**

**REQUEST FOR DECISION:** *That Council approve the following appointments for the remainder of 2023-24, effective January 25, 2024:*

- *Carolyn Augusta (Edwards School of Business) as the Chair of the Academic Programs Committee, and*
- *Jason Perepelkin (College of Pharmacy and Nutrition) as the Chair of the Scholarships and Awards Committee.*

**SUMMARY:**

The Nominations Committee continues to review any outstanding vacancies of the Council committees and other university-level committees – including the panels and committees mandated by the collective agreement. We submit nominees to Council for approval. The requested motion is in response to two committee chairs resigning and both suggested replacement chairs have agreed to serve for the remainder of the term.

Volunteers are considered first in determining the list of nominees. The Nominations Committee attempts to include individuals who are broadly representative of disciplines across campus, and prioritizes equity, diversity, and inclusion in representation. In recommending committee chairs, the Nominations Committee considers experience, leadership, continuity, and commitment as key attributes of chair nominees.

**AGENDA ITEM NO: 11.1**

**UNIVERSITY COUNCIL  
SCHOLARSHIPS AND AWARDS COMMITTEE  
REQUEST FOR DECISION**

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|                         |  |
|-------------------------|--|
| <b>PRESENTED BY:</b>    | Jason Perepelkin, Vice-Chair, Scholarships and Awards Committee  |
| <b>DATE OF MEETING:</b> | January 25, 2024   |
| <b>SUBJECT:</b>         | <b>Undergraduate Awards Policy</b>   |
| <b>COUNCIL ACTION:</b>  | <b>Request for Decision</b>  |
| <b>MOTION:</b>          | <i>The Scholarships and Awards Committee recommends that Council approve revisions to the Undergraduate Awards Policy effective immediately.</i> |

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**PURPOSE:** A revision to the University of Saskatchewan’s Undergraduate Awards Policy, last revised in 2012. The Undergraduate Awards Policy provides consistency and ensures responsible administration of university resources across the University of Saskatchewan’s various undergraduate award adjudication bodies, aside from Huskie Athletics, as outlined in the policy.

**SUMMARY:** The policy has been updated to reflect changes in institutional language and award practices. Substantive updates to the policy have been crafted to reduced financial impact of award revokes on bursary recipients discontinuing their studies, and to guide the adjudication of awards that have a gender component when it comes to non-binary award applicants. Additional minor changes were also included in the update.

The policy was brought to Council as a Notice of Motion on December 14, 2023. Feedback was collected and the following additional adjustments were made:

1. Updating an explanation of how Terms work at a broad level to tighten up the language.
2. Removing a section that indicated awards for Indigenous students would be paid out without the money being held on their account (consultation with Student Accounts has indicated doing so is not feasible).
3. Changes to the language around awards that have gender as an eligibility criterion.

**Attachments:**

1. Revised Undergraduate Awards Policy

# Undergraduate Awards Policy

## AUTHORITY

These policies govern all undergraduate scholarships, bursaries, awards and prizes (collectively referred to as “awards”) regardless of the college, department or unit responsible for administration, except where an award’s terms of reference explicitly differ from specific elements of policy, and except for awards administered by Huskie Athletics, which are subject to U SPORTS regulations.

## PRINCIPLES

The University of Saskatchewan’s undergraduate awards program is designed both to reward the academic achievement and to mitigate the financial need of undergraduate students working toward completing University of Saskatchewan programs.

Given the limited student award resources available, the university chooses to direct awards to full-time students. As well, limits are placed on award support to any one student, thereby broadening distribution and mitigating the distorting effect of higher tuition and equipment costs in some colleges relative to others, to ensure access to all programs.

## LAST REVISION

January 2024

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## I. AUTHORITY OVER STUDENT AWARDS

- A. All student awards must have terms of reference. When an award is externally funded, terms of reference must be signed by the designated representative of the Board of Governors (Board), and for awards open to a single college, they are also signed by the respective Deans of those colleges. No award exists, may be adjudicated or its value disbursed, until it is signed on behalf of the Board.
- B. For externally funded awards, terms of reference form a binding trust and are the final authority on the donor's intent, trumping notes, memos, recollections, and changing donor or family opinion. The University is legally responsible for administering the student award according to the terms of reference and these invested trusts may not be revised without formal approval from Donations and Trusts, including the signature of the Board's representative. Revisions of terms of reference are only considered when circumstances make it impossible or impractical for the university to fulfil the donor's original intent, as reflected in the agreements. In some instances, the University would need to avail itself to the Court of King's Bench for rulings on trust amendments.
- C. *The University of Saskatchewan Act 1995* outlines the powers of the Board and of University Council (Council), each of which possesses authority over a different aspect of student awards. The practical translation and application of these powers overlap to some degree. Because of that overlapping, practices and rationales for those practices have developed which are functional and respectful of the relevant authorities of Board and Council.

### 1. *The Act*

- "Powers of the board ... 49(1) The board may: ... (i) provide for the establishment of scholarships, fellowships, bursaries and exhibitions if authorized by the council;"
- "Powers of council" ... 61(1) The council may: ... (d) grant scholarships, prizes fellowships, bursaries and exhibitions;"

### 2. *Interpretation*

No record exists of Council's having explicitly authorized the Board to establish scholarships, fellowships, bursaries, and exhibitions (as stated in 49(1)). Instead, the Board is represented by the Provost on the committee that Council has charged with granting awards. The Scholarships and Awards Committee is responsible for:

- recommending to Council on matters relating to the awards, scholarships, and bursaries under the control of the university,
- recommending to Council on the establishment of awards, scholarships and bursaries,
- granting awards, scholarships, and bursaries which are open to students of more than one college or school, and
- recommending to Council rules and procedures to deal with appeals by students with respect to awards, scholarships and bursaries.



### 3. *Practice*

Current practice is based on the understanding that Council has delegated authority to authorize the establishment of new awards to the Scholarships and Awards Committee and that the Scholarships and Awards Committee has in turn extended that authority to Student Finance and Awards as part of a three-member collaboration:

- The Manager of Donations and Trusts Services, representing the Board of Governors;
- A development officer or, if no donor is involved, a representative of the academic unit; and
- The Awards Development Liaison from Student Finance and Awards, representing Scholarships and Awards committee and University Council.

Under this structure, the fundraiser represents the donor and academic unit and communicates back to both; the Finance and Trusts member represents the financial and trust responsibilities of the Board; and the Liaison works between the two to craft terms of reference (the contract or trust) for student awards that meet donor wishes, conform to the University's policy, and that the University is willing and able to administer. When terms of reference are agreed upon by donor, academic unit and Board representatives, the document is signed by the donor, the Dean (and department head, if applicable), and on behalf of the Board.

Because the Board is responsible for financial affairs and Council for academic affairs, the three-party awards development structure meets both elements of *The Act* quoted above. In addition, the three-party structure conforms to the university's policy on the *Naming of University Assets*, wherein the Board of Governors and Council jointly delegate to Student Finance and Awards in consultation with University Relations responsibility for the naming of awards, scholarships, and bursaries.

## II. AWARD ELIGIBILITY

### A. Entrance awards

1. In order to be eligible for entrance awards, either centrally- or college-administered, students must have a complete secondary level standing or equivalent, either Canadian or international, necessary to obtain admission to the University of Saskatchewan, unless otherwise specified by an award's terms of reference.
2. Candidates must have been admitted to the University of Saskatchewan into a degree or diploma program.
3. Students must have fewer than 18 credit units completed at or transferable to a U of S direct-entry program of study.

Exceptions include:



- a. students competing for entrance awards with a performance component administered by the Department of Music for students in any B.Mus. program are eligible regardless of previous academic study.
- b. students who only have transferable credit units from secondary school coursework are eligible for entering awards regardless of the number of credit units transferable to a U of S direct-entry program of study. Such students are not eligible for the U of S Transfer Scholarship.

## **B. Credit unit requirements**

1. All credit units used to meet requirements for undergraduate awards must be earned at the University of Saskatchewan.

Exceptions Include:

- a. students studying on an approved study abroad program, exchange or letter of permission. Credits earned under such a program will be used to meet credit unit minimums for awards purposes; marks may be used in calculating academic averages for awards, depending upon practices specific to the college.
- b. students transferring credits earned at other institutions to University of Saskatchewan programs may be eligible to receive the U of S Transfer Scholarship and must meet eligibility requirements set out in the terms of reference for the specific award.

2. In order to be eligible for undergraduate awards, students must register for and complete at least 18 credit units over the fall and winter terms in the academic year in which the award is paid.

Exceptions include:

- a. students at regional colleges, who are not subject to a credit unit minimum.
- b. graduating students who require fewer than 18 cu to complete their degree requirements are eligible for scholarships, provided they complete a minimum of 9 cu in either the fall or the winter term.
- c. students receiving prizes/awards specific to particular courses or projects, as well as students receiving awards relevant to their convocation or graduation, who are not subject to a credit unit minimum.
- d. students with disabilities approved to study on a reduced course load, who must register for and complete 12 credit units over the fall and winter terms in the academic year in which the award is paid.

## **C. Continuing awards**

1. For all continuing awards, in order to compare student achievement at a common baseline, students must be pursuing a degree or diploma and have completed 18 credit units over the previous fall and winter terms.



Exceptions include:

- a. students approved for a reduced course load because of disability, who must have completed 12 cu over the previous fall and winter terms.
  - b. students in professional internship and cooperative education programs, who are eligible for consideration for all central and college administered awards based upon completion of at least 18 academic (i.e., non-work experience) credit units. Academic terms appropriate for assessment are a maximum of one previous spring and summer session and two previous fall and winter terms. The combination of sessions that provides the minimum number of required credit units and applicable award averages will be assessed. Applicable academic sessions, up to and including the session the credit unit requirement is reached, will be included in the calculation of an award average.
  - c. University of Saskatchewan students participating in formal exchange programs will be eligible during their absence and upon their return for all centrally-administered undergraduate awards including both scholarships and bursaries. In all cases, it is the student's responsibility to notify the appropriate awarding body of their wish to be considered for University of Saskatchewan awards.
2. Students entering their first year of study in a non-direct entry degree program and students transferring from another institution may be considered for department- and college-administered awards at the department or college's discretion, unless otherwise specified by an award's terms of reference.
  3. College and department award committees may consider, on a case by case basis and at their discretion, a student's request to re-enter the award pool after an absence from the University of Saskatchewan of one or more years unless otherwise specified by an award's terms of reference. It is the student's responsibility to request consideration by the college prior to the selection of recipients by the college.

#### **D. Academic average requirements**

1. For continuing awards, academic averages will be calculated based on all U of S courses attempted during the previous year's fall and winter terms, as defined in paragraph I.B.1. above. Courses completed during the spring and summer terms are not used in the average calculation for awards.
2. Eligibility for centrally-administered awards requires a minimum sessional average of 65%. Colleges may set academic achievement thresholds for awards granted at the college or department level.
3. For the purposes of determining whether a student has met renewal criteria for a centrally-administered award, the average will be rounded to the nearest whole number unless otherwise prohibited by an award's terms of reference.

### **III. BURSARIES**

- A. Recipient selection for bursaries will be based on financial need alone, unless additional selection criteria are imposed in an award's terms of reference.



- B. Where terms of reference specify the use of both financial need and academic achievement as selection criteria for awards under the administration of the Scholarships and Awards Committee, the weighting of financial need and academic achievement will be 50/50.
- C. All bursary candidates will be required to provide financial information in a standardized format to and as determined by Student Finance and Awards, for determination of need.
- D. A bursary may be awarded to a recipient even if the value of the bursary exceeds the actual value of the recipient's calculated financial need.
- E. Students in the colleges of Medicine, Dentistry, and students not covered by Inter-Provincial Agreement in the Western College of Veterinary Medicine will be considered for centrally-administered bursaries based on living need (excluding tuition, fees, books, equipment), in order to eliminate the disadvantage to students of other, non-health sciences programs and provide a more level playing field for bursary distribution.

#### **IV. AWARD ADJUDICATION**

- A. The Scholarships and Awards Committee may establish adjudication committees for any awards under its administration at its discretion. Each adjudication committee is comprised of at least three members as determined by the Chair or designate with the Chair being a voting member ex officio and a member of Student Finance and Awards being a voting member, and is empowered to make award selection decisions and report these decisions back to the full Committee. The Chair may change or augment membership, or appoint members from beyond the Scholarships and Awards Committee.

#### **V. LIMITS ON RECEIVING AWARDS**

- A. Entering students may receive one competitive entrance award.

Exceptions include:

- a. Guaranteed Entrance Scholarships and any other automatic awards.
- b. awards with highly specific criteria with a resulting small pool of eligible candidates may be awarded to students who have qualified for a competitive award.

- B. Continuing students may receive one centrally-administered scholarship annually.

Exceptions include:

- a. second and subsequent years of renewable awards.
- b. awards with highly specific criteria resulting in a small pool of eligible candidates may be awarded to students who have qualified for a centrally-administered bursary.

- C. Continuing students may receive centrally-administered bursaries to a maximum of \$5,000 over the fall and winter terms (if receiving multiple bursaries) or a single bursary of a value greater than \$5,000.



- D. No undergraduate student may receive awards with a cumulative dollar value greater than the cost of tuition for the fall and winter terms plus the amount designated by Saskatchewan’s Student Financial Assistance Branch as the allowable living costs of a ‘single student living away from home’ for student loans purposes. The differential fee for international students, sometimes referred to as “differential tuition,” is not considered in this calculation. This policy does not prevent or limit the value of any single award.

Exceptions include:

- a. second and subsequent years of renewable awards.
- b. travel awards.

## VI. DEFERRAL OF AWARDS

- A. Competitive entrance awards may not be deferred.
- B. To accommodate opportunities for learning experiences outside the academic setting, students pursuing non-academic opportunities may apply to Student Finance and Awards to defer centrally-administered renewable scholarships and centrally-administered continuing scholarships for one year, provided they are not registered as regular students at another post-secondary institution for the duration of the deferral period.
- C. Centrally-administered bursaries (awards for which selection is made wholly or partially on the basis on financial need) may not be deferred.
- D. College and department award committees may allow undergraduate students to defer college-administered awards unless otherwise specified by an award’s terms of reference.

## VII. TRANSFERRING OF AWARDS

- A. Under exceptional circumstances on the recommendation of the appropriate academic units, students registered as visiting students at other universities may request permission to transfer University of Saskatchewan awards. The recommendations must be based on academic considerations and approved by the Dean's Office. The supporting documents must verify that the selected courses are required or recommended as an asset to the academic program. Students must be proceeding to the completion of a degree at the University of Saskatchewan. This regulation will be administered at the college level; however, colleges must inform Student Finance and Awards of their decisions under this regulation.

## VIII. TRAVEL AWARDS

- A. Travel award recipients must follow university policies around international travel risk management, administered by the International Student and Study Abroad Centre.



## IX. PAYMENT OF AWARDS

- A. Payment of all undergraduate awards is authorized by Student Finance and Awards upon confirmation that candidates have met all eligibility requirements. Award administrators will submit presumptive recipient and award information in a consistent format as determined from time to time by Student Finance and Awards. In cases where presumptive recipients are found to be ineligible for an award, the award administrator is notified by Student Finance and Awards and an alternate recipient is identified wherever possible.
- B. All undergraduate awards are paid out through the student's U of S tuition account upon confirmation of compliance with all requirements (including credit unit requirements) by Student Finance and Awards.

Exceptions include:

- a. Book prizes: paid out through the University of Saskatchewan Bookstore as vouchers or credits.
  - b. Some travel awards will be disbursed through recipients' tuition accounts for accounting purposes but immediately refunded in their entirety to the recipients regardless of their account status. These awards are identified by Student Finance and Awards in consultation with the International Student and Study Abroad Centre.
- D. Awards are generally paid out in a single instalment per academic year; however, some awards' terms of reference dictate otherwise, and in some cases Student Finance and Awards will recommend payment in instalments by term.
  - E. Award payment will not be pro-rated.
  - F. Notification of award recipients by the adjudicating college or department will include conditions for maintaining the award (minimum registration, achievement, etc.) and the consequences of not meeting those conditions (revoking of awards). Award administrators and academic advisors are strongly encouraged to counsel students of the consequences for dropping below the minimum registration.

## X. REVOKING AWARDS

- A. Students whose course loads fall below the number of credit units required to maintain award eligibility, as outlined in II.B.2 of this policy, will have their merit-based awards revoked and the disbursement reversed, unless otherwise specified in an award's terms of reference. Revoked awards will not appear on the transcript or co-curricular record. Need-based awards may be revoked but disbursement reversed only to the extent of any existing credit on the student account. Students whose awards have been revoked may appeal the decision on the basis of compassionate or medical grounds as outlined below.
- B. Students whose awards are revoked are notified in writing by Student Finance and Awards.
- C. A revoked award appears on the student's tuition account as an amount owing to the university. Collection of the outstanding balance is subject to university policies on student accounts receivable.
- D. Right to appeal



Students whose awards have been revoked may appeal the decision on the basis of compassionate or medical grounds. All appeals must be in writing and contain documentation (e.g., doctors' notes) supporting the student's case. Student Finance and Awards adjudicates all appeals and reports decisions to the Scholarships and Awards committee. Student Finance and Awards consults with the committee on appeals that in Student Finance and Awards' judgment are of an equivocal or difficult nature. All adjudications, whether conducted by Student Finance and Awards or the committee, are considered final, with no further appeal option.

## **XI. EQUITY**

- A. The University of Saskatchewan shall ensure that fund raising activities related to the establishment of student awards address education equity goals through the creation of scholarships, bursaries and other awards for Indigenous people, persons with disabilities, visible minorities, women, and non-binary persons. Furthermore, all awards including terms that are affirmative with respect to an identifiable group under The Saskatchewan Human Rights Code must include a clause that directs how the award should be made when it is no longer necessary to be affirmative towards the group.
- B. Targeted awards for Indigenous students shall require verification of applicants as eligible with respect to their Indigenous membership or citizenship in accordance with the current University policy framework.
- C. The University of Saskatchewan encourages all students to apply for awards, regardless of their gender identity. For awards purposes, the phrase "female student(s)" and the words "woman," "women," and "female" are inclusive of woman-identified, trans woman, two-spirited, gender-queer, gender-variant, gender fluid, transgender, gender nonconforming, or otherwise non-binary individuals. Similarly, the phrase "male student(s)" and the words "man," "men," and "male" are inclusive of man-identified, trans man, two-spirited, gender-queer, gender-variant, gender fluid, transgender, gender nonconforming, or otherwise non-binary individuals. Awards restricted to men or women must also explicitly include and welcome applications from trans men/ women and non-binary persons in any context in which those restrictions are outlined. Award applications for awards restricted to or directed towards men or women must also provide space for applicants to articulate their gender identity and/or preferred pronouns, as relevant in the context of the award.
- D. Some awards require students to register for and complete more than the minimum number of 18 credit units over the fall and winter terms in the academic year in which the award is paid, and/or to have completed more than 18 credit units over the previous fall and winter terms. These requirements are 6 credit units lower for students approved for a reduced course load because of disability.

## **XII. PRIVACY AND PUBLIC RECOGNITION OF AWARD RECIPIENTS**

- A. Any public recognition of award recipients will be made only with recipients' prior permission. The sole exception to this practice will be for those awards announced at Convocation.



## GLOSSARY: Definitions for awards purposes

**Academic year:** the period from May 1 through April 30, defined as the spring, summer, fall and winter terms.

**Bursaries:** awards granted fully or partially on the basis of financial need.

**Centrally-administered awards:** those open to students of more than one college or program, or to students university-wide, adjudicated by Student Finance and Awards by authority of the scholarships and awards committee.

**College-administered awards:** open to students of a single college or program, normally adjudicated by a committee of the college or program department as authorized by the Dean. Student Finance and Awards adjudicates some college awards on behalf of their designated award committees.

**Competitive awards:** students apply and compete among their peers.

**Continuing / Returning / In-course:** student has earned 18 or more credit units at or transferable to the University of Saskatchewan in previous academic years, regardless of year in program.

**Continuing awards:** for students with 18 or more credit units at or transferred to the U of S, generally beyond their first year of program and in a degree or diploma program. Continuing awards are not awards where payment continues from one academic year to another: such awards are known as renewable awards.

**Disability:** student registered with the office of [Access and equity services](#).

**Dual registered:** student registered and taking courses at the University of Saskatchewan and also completing credit units at another post-secondary institution(s) which are transferable to the University of Saskatchewan towards completion of a University of Saskatchewan degree. Students of other institutions taking University of Saskatchewan courses for credit at their home institutions are not eligible for University of Saskatchewan awards.

**Entering / Incoming / First year:** student either has not previously taken courses at the university level or has earned fewer than 18 credit units of university courses at or transferable to the University of Saskatchewan. Students beginning study in non-direct-entry colleges are not entering students for awards purposes.

**Entrance awards:** granted to students beginning their university studies in a direct-entry college in a degree or diploma program. Students who are beginning study in non-direct-entry colleges are not entering students for awards purposes.

**Exchange:** outbound University of Saskatchewan student who spends up to one year at a university in another country under an exchange agreement while obtaining credit towards their U of S degree. Students approved to participate in an exchange program are considered U of S students during the period of exchange, are assessed standard full-time U of S tuition, and are responsible for their own travel and accommodation costs. Students of other institutions taking University of Saskatchewan courses for credit at their home institutions are not eligible for University of Saskatchewan awards.

**Female / Woman / Women students:** inclusive of female-identified, trans woman, two-spirited, gender-queer, gender-variant, gender fluid, transgender, and non-binary individuals.

**Full course load:** 30 credit units or more over the fall and winter terms.



**Full time:** 18 credit units or more over the fall and winter terms.

**Guaranteed awards:** granted on the basis of achievement and require no application and no competition. Currently guaranteed awards are limited to the Guaranteed Entrance Scholarships.

**Indigenous:** a student who is a Métis, First Nations, or Inuit person of Canada. To receive a scholarship, bursary, or other award directed for Indigenous students, recipients will be required to participate in the deybwewin|taapwaywin|tapwewin verification process through their PAWS account.

**International:** student at the University of Saskatchewan on a visa or study permit and not a Canadian citizen, permanent resident, or protected person.

**Male / Man / Men students:** inclusive of male-identified, trans man, gender-queer, two-spirited, gender-variant, gender fluid, transgender, and non-binary individuals.

**Non-Binary/ Gender non-conforming/ genderqueer:** inclusive umbrella terms to describe individuals who identify with a gender outside of the gender binary pair of male/ female or man/ woman.

**Prizes:** awards granted in recognition of a specific accomplishment or project.

**Renewable awards:** a student may receive in one or more academic years subsequent to the original award, provided she or he meets renewal requirements, typically obtaining a particular academic average.

**Scholarships:** awards granted fully or partially on the basis of academic merit.

**Transfer:** student has earned 18 or more credit units of university courses transferable to the University of Saskatchewan, not one who has transferred from one U of S program to another.

**Visiting:** outbound University of Saskatchewan student with approval on a Letter of Permission from their college to take one or more courses at another accredited post-secondary institution and receive credit towards their U of S degree.



# PRESIDENT'S REPORT TO COUNCIL

## January 2024

Dear Council Members,

With the new year upon us, I would like to offer a warm welcome back to campus for the winter term. I hope that you had the opportunity to rest, relax and spend some special time with family and friends over the holiday break, before beginning what promises to be an exciting 2024 at USask.

Best regards,  
Peter

### USask climbs worldwide sustainability rankings

USask has risen in the QS World University Rankings: Sustainability, cementing its position as a top-100 institution globally taking on the world's greatest environmental, social and governance issues.

In the second-ever QS world sustainability rankings, USask has risen to 89th in the world from a rank of 91 in the inaugural rankings in 2022. USask also maintained its position in the top 100 in the rankings, despite the pool of participating institutions more than doubling from 700 to 1,403 in 2023.

The QS sustainability rankings are intended to highlight the action being taken by institutions around the globe which "demonstrate a commitment to a more sustainable existence," per the QS website. Those actions include factors like how universities are addressing climate change and conducting research in support of the United Nations' Sustainable Development Goals (SDGs).

The sustainability rankings are determined by an institution's performance in various indicators parsed into three categories: Environmental Impact, Social Impact, and Governance. The indicators in each category include research, educational and policy factors that determine each institution's overall rank.

The highest-performing category for USask was Environmental Impact, where USask was ranked in the top 50 globally.

USask's position of 89th overall also places it 24th out of 342 participating institutions in the Americas, and 12th of 31 participating Canadian universities. This is not USask's only marked success in the QS rankings this year – the university also jumped more than 100 spots to a best-ever ranking of 345th in the QS World University Rankings released in the summer.

## Dr. Angela Jaime appointed vice-provost, Indigenous engagement

I wish to congratulate Dr. Angela Jaime, who was recently appointed the vice-provost, Indigenous engagement. Dr. Jaime, who is an enrolled member of the Pit River Tribe of northern California, reports to the provost and vice-president academic. The vice-provost, Indigenous engagement works with Indigenous and non-Indigenous stakeholders on and off campus to support USask's academic mission, intersecting with areas such as governance, teaching, learning, and student experience, and research. The appointment was approved by the USask Board of Governors on Dec. 12.

The vice-provost, Indigenous engagement also provides guidance and leadership to students, faculty, administrators, and staff as the campus community engages in Indigenization and reconciliation initiatives as identified through the university's [Mission, Vision, and Values](#), the [University Plan 2025](#), and [ohpahotân | oohpaahotaan](#) "Let's Fly Up Together"—the first Indigenous Strategy solely created by Indigenous people at a Canadian U15 research institution.

## Discovering the Amatis upcoming concert February 18<sup>th</sup>

The second annual concert series, *Discovering the Amatis*, featuring the famed USask Amati String Instrument Collection, will host its third concert of the season on February 18. The theme of the upcoming concert is *Echoes of the Baroque* and will feature cellist André Micheletti & friends.

The Amati quartet includes a viola, cello, and two violins that were handcrafted in the Italian city of Cremona in the 1600s by members of the famous Amati family. Considered pioneers in the practice of constructing bowed stringed instruments—or the first great luthiers—the Amati family have crafted some of the world's most sought-after instruments.

Learn more about the Amati String Instrument Collection and concert series: <https://leadership.usask.ca/unit/amati.php#top>

## Second half of Huskies season

After returning from a one-month break for final exams, the [University of Saskatchewan \(USask\) Huskies](#) return to action this weekend with high hopes for the second half of the season. As the season resumes, all six men's and women's basketball, volleyball and hockey teams are currently in playoff position, with the Huskies' powerhouse programs in track and field as well as wrestling also projected to be in the medal hunt in conference and national championships this season.



BE WHAT THE WORLD NEEDS

## Provost's Report to Council

### January 2024

Hello Council Chair, members, and visitors. Bonjour.

tānisi. hǎn. ǎdłanet'e? taanishi. aniin

[English. French. Cree. Dakota/Lakota/Nakota. Dene. Michif. Sauteaux]

### GENERAL REMARKS

This report provides updates as well as indications of our progress toward achieving the five aspirations outlined in the [University Plan 2025](#).

As we begin 2024, I would like to offer my very best wishes for the new year and for the new academic term that is now underway at the University of Saskatchewan. Thank you to all faculty, staff, and students for your dedication to USask's teaching, learning, and research missions, and for your continued support of the commitments and goals outlined in the University Plan 2025. I look forward to working and connecting with you during the Winter Term, as we continue to collaborate and innovate in support of our shared aspiration to be the university the world needs.

### Enrolment currently up by 2.4% for Winter Term 2024

USask is on a path to reach record student enrolment at the end of this academic year. Enrolment for Winter Term 2024 is currently up by 2.4% compared to the same time last year. This growth consists of an almost 3% increase at the undergraduate level and an almost 1% increase at the graduate level. Meanwhile, non-degree program enrolment grew by over 4% and post-graduate clinical enrolment increased by 3%.

For undergraduate students, overall enrolment has increased by almost 3% among domestic students and more than 2% among international students. Undergraduate Indigenous student enrolment has increased by just over 1% for Winter Term 2024 compared to Winter Term 2023.

At the graduate studies level, there is growing interest in degree-level certificates (up almost 57%) and master's course-based and project-based programs (up 10.2% and 9.3%, respectively). Among graduate students, overall domestic student enrolment has decreased by about 4% and international student enrolment has increased by more than 9%, year-over-year. For new graduate students, domestic student enrolment has grown by almost 9% and international student enrolment has increased by 42.5%. In addition, Indigenous graduate student enrolment has been trending positively among first-year graduate students (up almost 3%) and continuing graduate students (up almost 3%).

Three-credit-unit equivalent (3cue) teaching activity has increased by 3% compared to last year at this time. In this area, USask has seen 3% growth at the undergraduate level and almost 7% growth at the graduate level. It should be noted that for graduate studies, 3cue activity cannot capture all graduate teaching activity. At the undergraduate level, teaching activity has increased across all course levels—an indication of strong student engagement in academics. This is an area where we have seen significant

improvement compared to the 2022/23 academic year.

### **Activities planned at USask to commemorate Black History Month in February**

Black History Month at the University of Saskatchewan honours the legacy and contributions of members of the university's Black community. USask's Black History Month Planning Committee members are currently planning and coordinating a variety of events and initiatives—including panel discussions, a kick-off event, and a gala—that are scheduled to take place throughout the month of February. [Please visit the Black History Month section of the Spotlight website for more information.](#)

The theme for Black History Month 2024 at USask is “Celebrating Black Experiences: Arts, Literature and More.” The Provost's Book Club will again be held in February, and all members of the USask community are welcome and encouraged to attend the book club sessions. Building on the momentum from 2022 and 2023, book club attendees will again read and discuss selections from *The Black Prairie Archives: An Anthology*, edited by Karina Vernon. The [ebook version is available from the University Library](#), and hard copies of the anthology can be [purchased through the Shop USask Bookstore](#).

The Provost's Book Club will meet in person and online from 12 noon to 1 pm on Feb. 7, Feb. 14, and Feb. 28, 2024. Please feel welcome to attend. Stay tuned for more information, including a listing of the weekly readings.

- **Feb. 7, 12 noon - 1 pm: PMB 206 (Peter MacKinnon Building)**  
Zoom: <https://usask-ca.zoom.us/j/92000182593?pwd=QjBhaXM4d29oY1FtRXE1aFBDRE51UT09&from=addon>  
*Host: Natalya Mason, community engagement specialist, Division of Social Accountability, College of Medicine*
- **Feb. 14, 12 noon – 1 pm: Admin C210 (Administration Building)**  
Zoom: <https://usask-ca.zoom.us/j/93464409712?pwd=bXZ2TnRXUENBN2R5UGZBb1I0UzN6QT09&from=addon>  
*Host: Deputy Provost Patti McDougall, with book editor Karina Vernon to join*
- **Feb. 28, 12 noon – 1 pm: Admin C210 (Administration Building)**  
Zoom: <https://usask-ca.zoom.us/j/94182085831?pwd=bVF2MEsyYkVoeVpwYWR2OHRtYnZNdz09&from=addon>  
*Host: Provost and Vice-President Academic Airini*

### **Annual tuition and fees processes underway**

The processes for setting and approving tuition and fees for the 2024/25 academic year are underway. The [Fee Review Committee](#) will hold two meetings this term, in late January and in early March, to review and recommend any changes to existing fees for the 2024/25 year, including third-party institutional fees and specific course/program fees.

In alignment with the University of Saskatchewan's goal to engage in robust annual discussions with students about tuition, USask undertook its third Tuition Survey for Students in October/November 2023. [A report summarizing the 2023 tuition survey findings is available on the website of the Office of the Provost and Vice-President Academic.](#)

Student town hall events are currently underway in each college and school. Proposed tuition rates from the colleges and schools are due to the Provost's Office by mid-February. These proposed rates are then approved by the provost and vice-president academic. All fees and tuition rates will be presented to the Board of Governors in April before they are publicly communicated.

## Change in accessing class and final exam information

Certain class and final exam information will now be available in PAWS only, as the data has been reclassified from publicly available to internal-only. Final exam schedules have been removed from the [students.usask.ca exam page](#), and the [public class search](#) no longer displays instructor and room location information. Final exam schedules and class schedules with instructor and location information will be available through PAWS.

This change was unanimously supported after consultations in the fall of 2023. Thank you to the groups who discussed this important topic, including deans, associate deans, and representatives from the University of Saskatchewan Students' Union (USSU) and Graduate Students' Association (GSA). The decision aligns with the approaches taken by several other U15 universities and our university's commitment to keep members of the USask community and their data safe, as well as with the university's digital strategy, data governance framework, and data classifications.

What this change means:

- [The public class-search page](#) will no longer include building, room number, and instructor information. Instructors and staff can find this information in the [Registration and Classes channel in PAWS](#) (students will continue to access the information through this channel as they have previously).
- Public final exam information will no longer be available on the [exams page on students.usask.ca](#). Students, instructors, and staff can find this information in the [Exams channel in PAWS](#).
- Class syllabi will be posted publicly on each course page listed within the [Course and Program Catalogue](#) at the end of the term instead of the start.
- Colleges, schools, and departments should review their local practices as they relate to releasing class/exam location and instructor information in publicly available formats.

For more information on how to access class and final exam information—including if you have problems accessing the data through PAWS—contact [IT Support](#). For more information about this change, contact the [University Registrar](#).

## Faculty Complement Planning Working Group formed

The primary objective of the new Faculty Complement Planning Working Group at the University of Saskatchewan is to develop principles to guide the hiring of faculty in a manner that is strategic, inclusive, and cognizant of USask's dual mandates around research and teaching. The sponsors for this project are the provost and vice-president academic and the vice-president research.

A comprehensive faculty complement plan is needed as we prepare our students to work with others to address the world's greatest challenges, and as we continue to amplify our research, scholarly, and artistic work and strive to have a positive impact for Saskatchewan and from Saskatchewan. This plan will support USask's complement renewal efforts in a context of bold ambition while living within our means. The plan will serve as a guide to inform how USask can integrate a multi-year complement planning process at an institutional level with academic priorities and the complement planning and budget processes within each college/school.

The Faculty Complement Planning Working Group will be chaired by Dr. Vince Bruni-Bossio, interim associate provost, strategic priorities. The group's membership is currently being finalized. An environmental scan of the principles utilized by other universities in faculty complement planning is being conducted as a first step. The working group is expected to meet for the first time at the end of January 2024 to review the environmental scan.

## **Artificial Intelligence (AI) taskforce to develop principles and guidelines for USask**

The primary objective of USask's new Artificial Intelligence (AI) Taskforce is to develop principles and an associated set of comprehensive guidelines for the use of AI in research, scholarly, and artistic work, administration and support services, and teaching and learning.

The widespread adoption of Large Language Models (LLMs) and other generative AI tools began more than a year ago, prompting substantial discussion, challenges, and significant opportunities for current practices in higher education. In this global context, USask has established a taskforce to create principles and guidelines for AI usage at the University of Saskatchewan. The work of this taskforce is crucial to harness AI's potential while aligning it with the university's vision, priorities, and commitment to equity, Indigenous advancement, and innovation.

The taskforce is co-chaired by Dr. Nancy Turner, associate vice-provost, teaching and learning, and Dr. Vince Bruni-Bossio, interim associate provost, strategic priorities. It is comprised of thought- and practice-leaders across various disciplines and service units, who were scheduled to meet for the first time in mid-January. We look forward to a wide range of input and learning from expertise across the university and beyond. A landscape review and themed analysis of international promising practices and U15 approaches has been completed to inform the taskforce's initial work. The work of the taskforce and associated working groups will be completed by the end of June 2024. We anticipate ongoing work in this area.

## **Planning underway for Strategic Enrolment Management (SEM) refresh**

Planning is underway within the Office of the Provost and Vice-President Academic to refresh the university's implementation of Strategic Enrolment Management (SEM) to initiate and enhance processes, activities, and analytics designed to support student experience and success. This work will unfold as a partnership between the Provost's Office and each college and school and will focus on all aspects of the student lifecycle, from recruitment to graduation.

Deputy Provost Patti McDougall will lead this work under a governance structure that will consist of a steering committee and sub-committees pertaining to student activity at the graduate, undergraduate, professional, and non-degree levels. Further updates will be provided on a regular basis through the Provost's Report to Council, including insights pertaining to the SEM work plan, initiatives, and outcomes.

## **Update on the Administrative Services Renewal (ASR) Initiative**

The [Administrative Services Renewal \(ASR\) Initiative](#) is re-envisioning how business services are delivered across colleges, schools, and vice-presidential portfolios with the goal of aligning and integrating USask's people, operations, and resources. This important work is a continuation of efforts over the past decade to provide effective end-to-end support services, greater organizational alignment, consistent approaches to administrative service delivery, and enhanced staff retention and development.

Since last fall, the ASR Initiative co-sponsors, Dr. Vince Bruni-Bossio, interim associate provost strategic priorities, and Chantel Laventure, director of shared services, have been meeting with deans, executive directors, and senior leaders within central units regarding the initiative. With two sub-projects now underway—the Administrative Network Project and the Communications and Marketing Project (co-led by Heather Persson, AVP strategic communications and chief communications officer)—the respective project teams are beginning to engage further. Through a series of consultations and workshops, project teams are connecting with academic and central leaders and administrative professionals to determine how services can be aligned and integrated across campus. By actively engaging leadership teams and

functional experts as collaborators in the co-design process, ASR can ensure that recommendations on future administrative structures are sustainable, people-focused, and innovative.

The review and co-design process will inform a series of recommendations that will go to the executive sponsors, and ultimately the President's Executive Council, by the end of April 2024, regarding how USask can enhance the delivery of administrative support services and communications and marketing functions across the institution. Implementation planning on approved recommendations will commence in May 2024 and could take up to five years to realize the intended benefits.

### **Dr. Angela Jaime appointed vice-provost, Indigenous engagement**

[Dr. Angela M. Jaime \(PhD\) has been appointed to the role of vice-provost, Indigenous engagement at USask](#) for a five-year term, effective Dec. 1, 2023, to Nov. 30, 2028. This appointment was approved by the USask Board of Governors on Dec. 12, 2023.

Reporting to the provost and vice-president academic, the vice-provost, Indigenous engagement works with Indigenous and non-Indigenous stakeholders on and off campus to support USask's academic mission, intersecting with areas such as governance, teaching, learning, and student experience, and research.

The vice-provost, Indigenous engagement also provides guidance and leadership to students, faculty, administrators, and staff as the campus community engages in Indigenization and reconciliation initiatives as identified through the university's Mission, Vision, and Values, the University Plan 2025, and [ohpahotân | oohpaahotaan "Let's Fly Up Together"](#)—the first Indigenous Strategy solely created by Indigenous people at a Canadian U15 research institution.

Dr. Jaime was previously appointed as interim vice-provost, Indigenous engagement on Sept. 1, 2021. Prior to that, she held the position of vice-dean Indigenous and full professor in USask's College of Arts and Science, from July 1, 2020, to Aug. 31, 2021. Dr. Jaime teaches and consults in the areas of Indigenous membership/citizenship, equity, diversity, and inclusion (EDI), anti-racism/anti-oppression, and social justice. Her areas of research include Indigenous women and their experiences in higher education, Indigenous education, and the experiences of Indigenous and students of colour in post-secondary education.

### **College of Medicine developing new program, expanding seats in existing programs**

The College of Medicine is continuing on its path of growth to meet the health-care needs of the people of Saskatchewan. Work is underway, including job positions posted, [for the new Master of Physician Assistant Studies program](#), which will welcome its first learners in 2025. The initial intake will be 20 students, with potential for the program seats to grow in the future. Curriculum for the program is in early development, working with key health, education, and government partners, and will be subject to approval through appropriate USask governance pathways.

The [Master of Physical Therapy program](#), within the School of Rehabilitation Science (SRS), successfully expanded from 40 to 55 seats in 2023 and welcomed its second cohort of learners in the expanded seat count this past fall. Work continues in the school and college, and with partners within the university, government, and health, on the proposal for new programs in occupational therapy and speech language pathology within the SRS.

A full accreditation review of the college's Postgraduate Medical Education (PGME) programs took place at the end of November 2023, with credit to the PGME team and others in the college for extensive

work coordinating and carrying out the visit of about 50 reviewers at various sites around the province. The official report from the reviewing body will be provided to the president in the coming months.

The Undergraduate Medical Education (UGME) team continues to work toward increased seats in [the Medical Doctor program](#) at USask, with expansion from 100 to 104 seats with the incoming first-year students this past August, and further growth to 108 seats with the 2024 intake this coming August. The admissions process for the 108-seat expansion began in October and is well underway. The college continues to work toward a UGME full accreditation review in 2026.

### **medSask pharmacy guidelines gaining nationwide reach**

[A Saskatchewan-developed tool to support pharmacists with prescribing for various minor ailments and self-care conditions is now used by thousands of students and professionals in every province across Canada.](#) More than 19,000 pharmacists in Canada are using the University of Saskatchewan-developed tool in their daily practice to assist with prescribing medicines to patients.

The pharmacy prescribing guidelines developed by [medSask, a non-profit organization to support pharmacists operating out of USask's College of Pharmacy and Nutrition](#), were established more than a decade ago to provide protocols and support for Saskatchewan pharmacists to prescribe medications for certain minor ailments and self-care conditions without needing to visit a doctor's office. The guidelines gained widespread use not only in Saskatchewan but across Canada. In September 2020, medSask moved to a subscription-based model for non-Saskatchewan practitioners to support the work of medSask to maintain and evolve the guidelines.

Since moving to a subscription and licensing-based model, more than 19,000 individual pharmacists and students are now accessing the guidelines through businesses, universities, or independently. Dr. Charity Evans (PhD), the director of medSask, said the guidelines are one example of how Saskatchewan is leading the way for pharmacists in Canada. The prescribing guidelines web page has become one of the most frequented for USask as the number of users and licenses continues to grow across the country.

### **Academic activities taking place in Winter/Spring 2024**

USask's Academic Program Review process involves conducting reviews of all graduate and undergraduate programs over a 10-year period. Reviews generally occur in the spring and fall each year. Currently, programs within the College of Arts and Science are involved in the review process. [More information on the APR process and the schedule can be found online.](#)

Further activities and projects occurring in Winter/Spring 2024 include:

- Space planning for the 2024/25 academic year
- [Tuition and fees planning](#) for the 2024/25 academic year
- [Honorary degrees](#)
- [Distinguished Professorship Program announcement](#)
- [Renewal, tenure and promotion](#)
- [Administrative Services Renewal \(ASR\) Initiative](#)



## UNIVERSITY 2025 PLAN: THE UNIVERSITY THE WORLD NEEDS

nīkānītān manāchitowinihk / ni manachīhitoonaan

### Meaningful Impact

#### **USask research tackles food insecurity in the community**

Researchers at the University of Saskatchewan have found a new way to fight local food insecurity in Saskatchewan: [a dry soup mix product to be distributed by the Regina Food Bank and the Saskatoon Food Bank & Learning Centre](#). The Farm2Kitchen soup mix product is a collaboration between the USask College of Agriculture and Bioresources, the Global Institute for Food Security (GIFS), Saskatchewan Food Industry Development Centre Inc. (Food Centre), and the Regina Food Bank and the Saskatoon Food Bank & Learning Centre.

To address issues of food insecurity in Saskatchewan, USask researcher Dr. Michael Nickerson (PhD) partnered with the Food Centre to develop an affordable, easy-to-make and nourishing soup, using crops grown in Saskatchewan. The science behind the soup mix is based on a research project led by Dr. Nickerson, acting head of the Department of Food and Bioproduct Sciences in the College of Agriculture and Bioresources. Funded by GIFS, the goal of the project was to produce therapeutic food products made primarily from pulses and cereals that could respond to moderate-to-acute malnutrition within high-risk communities.

In the original project, researchers investigated the protein quality of pulse and cereal crops and how to process them into food aid products for use in Ethiopia. The research team investigated blending ratios to maximize the nutritional benefits of the protein. One product developed was a fortified cereal-based product with all the micronutrients that children would need to maintain growth nutrition. The other

product was a lipid-based supplement that could be prescribed by a community health clinic to address nutritional needs of children six months and older.

Dr. Nickerson has now expanded the notable health benefits from the research project into Saskatchewan by partnering with the Food Centre and local foods banks, bringing this nutritious soup to families in need. Packed with protein and nutrients from lentils and oats, each soup packet makes four to five cups of soup when mixed with water. A total of 15,000 packages have been produced at the Food Centre and will be shared in food hampers by the Regina Food Bank and the Saskatoon Food Bank & Learning Centre.

### **College of Nursing celebrates 85th anniversary**

In 2023, the College of Nursing celebrated 85 years of delivering nursing education in Saskatchewan, educating the health-care professionals of the future, and contributing to nursing research. The College of Nursing was established in 1938, first as a department in the School of Medical Sciences (now the College of Medicine). In 1973, the School of Nursing became the College of Nursing.

To mark this historical milestone, [anniversary celebrations were held at College of Nursing campuses and sites across Saskatchewan in fall 2023](#). Kicking off festivities in September, College of Nursing faculty and staff celebrated in Prince Albert on Sept. 25, La Ronge on Sept. 26, and Île-à-la-Crosse on Sept. 27. In October, celebrations were held in Regina on Oct. 17 and in Yorkton on Oct. 18. On Nov. 21, the College of Nursing celebrated [the establishment of the distributed nursing site at Lakeland College](#), as well as the 85th anniversary. On Dec. 13, at the main USask campus in Saskatoon, the final 85th anniversary celebration took place.

### **Scholarship established in memory of late USask statistics professor**

A professor of statistics for 46 years, Dr. Dennis O'Shaughnessy (BA'62, PhD'68) loved teaching mathematics and statistics at USask's College of Arts and Science. [A new scholarship, called C.D. O'Shaughnessy Graduate Scholarship in Statistics, was established in 2023 in memory of Dr. O'Shaughnessy, who died in 2019](#). Dr. O'Shaughnessy's wife, Cynthia Carr, honoured her late husband's memory and passion for teaching and statistics by establishing the scholarship to support graduate students.

The scholarship is intended to recognize the academic achievements of a PhD student pursuing studies in statistics in the Department of Mathematics and Statistics. The \$2,500 scholarship will be awarded annually in March of every year, in perpetuity. The first scholarship is expected to be awarded in the 2024/25 academic year. If there isn't an eligible candidate, the award may be granted to continuing students in a Master of Science graduate degree program in statistics, or an undergraduate student pursuing statistics in the Bachelor of Science honours program or double honours program.

## **Productive Collaboration**

### **USask appoints new lentil and faba bean breeder**

[Dr. Ana Vargas \(PhD\) has been appointed as the new lentil and faba bean breeder and an Agri-Food Innovation Fund Chair at the University of Saskatchewan](#). Dr. Vargas will lead the successful lentil and faba bean breeding program at the Crop Development Centre (CDC) in the College of Agriculture and Bioresources. To date, the program has released 40 lentil and five faba bean varieties. Dr. Vargas looks forward to developing lentil and faba bean varieties that will positively impact farmers and Western Canadian agriculture.

Dr. Vargas obtained a PhD in plant breeding and genetics from USask in 2021, exploring genetic resources for improving nitrogen fixation and dissecting the genetics of nodulation among *Lens* species. Prior to her appointment, she was a post-doctoral fellow in the Department of Plant Sciences, working in lentils and common beans under the supervision of Dr. Kirstin Bett. Dr. Vargas' research areas in lentils include micronutrients, seed quality and colour stability, nitrogen fixation, and protein and disease resistance. She will also hold an assistant professor appointment in the Department of Plant Sciences.

The endowed chair was established under the Canada-Saskatchewan Agri-Food Innovation Agreement through the Agri-Food Innovation Fund (AFIF). This is one of four AFIF chairs that were created at USask to complement and strengthen expertise at the university.

### **USask student works to crack the code of Long COVID**

University of Saskatchewan graduate student Ethan Jansen is on a mission to help those affected by emerging global viruses and has joined a team of Canadian researchers leading the charge to discover more about the long-term effects of COVID-19. Having started his master's program during the height of the pandemic, [Jansen "jumped at the opportunity" to join a research team that studied SARS-CoV-2—the virus that causes COVID-19—at the university's world-class Vaccine and Infectious Disease Organization \(VIDO\)](#). "I am particularly interested in emerging viruses and global health," said Jansen. "I knew people experiencing Long COVID and was lucky enough to be working with top researchers in virology as well as public health in Saskatchewan."

Long COVID is characterized by causing long-term symptoms in those previously infected with the virus. Symptoms can include shortness of breath, chronic cough, headaches, brain fog, and fatigue, which can "greatly impact the quality of life of those inflicted," Jansen said. He has been a key member of a VIDO research team looking to understand how immune responses can be different in those who suffer from Long COVID, which could help researchers understand why some people get Long COVID in the first place. Under the expert supervision of VIDO virologist Dr. Alyson Kelvin, Jansen was involved in the creation of the Sask Long COVID app that was built to collect the experiences of people in Saskatchewan with Long COVID symptoms. Jansen said the project helped to demonstrate the need for more supports and a better understanding of post-viral disease.

## **Distinguished Learners**

### **College of Arts and Science: CSPIP offers students opportunities to enhance career skills**

[A program in the College of Arts and Science's Department of Computer Science is receiving accolades from students and employers](#). Through the [Computer Science Professional Internship Program \(CSPIP\)](#), undergraduate students engage in practical on-the-job experience with sponsoring companies prior to completing the final year of their bachelor's degrees. The work placements commence after students have completed three years of the four-year Bachelor of Science program. The placements can start in May or September and can be 12 or 16 months in duration.

Ellen Redlick, academic programs and outreach coordinator in the Department of Computer Science, said CSPIP enables students to take the skills they learn in the classroom and apply and hone them in the workplace. The internship program first began at USask more than 25 years ago, in 1997, and has since placed more than 400 students at companies across Canada.

Students in CSPIP complete a professional development course prior to starting work at their internship placement. There is also an academic portion of the program that requires students to submit

assignments on topics such as goal setting and prompts them to reflect on their work experiences. In recent years, approximately 70 to 75 per cent of participating students have reported receiving offers to return to their interning company, either to continue working on a part-time basis as they complete their degree or for full-time employment after graduation—or, in some cases, both options. That demonstrates “how the internship is a highly effective tool for employers to build their talent pipelines,” said Redlick.

### **College of Nursing: New course focuses on environmental sustainability in health care**

[A new USask course is inspiring nursing students to learn more about how they can support ecological health for the benefit of people and the planet.](#) The innovative College of Nursing course, [NURS 405.3/805.3: Environmental Sustainability in Health Care](#), was first offered in 2023 as an introduction to planetary health and environmental sustainability practices for nurses and other health-care professionals. The course was developed by Dr. Wanda Martin, a planetary health nurse who is passionate about creating a healthy lifestyle and growing food while supporting local, small-scale farmers who engage in ecologically sound practices. Dr. Martin saw a need for such a course at post-secondary institutions across the country and created NURS 405.3/805.3 at USask as a result.

NURS 405.3/805.3 is open to undergraduate and graduate students, including students enrolled in the College of Nursing and other academic programs at USask. The course, which will again be offered to students this term, focuses on interdisciplinary learning and includes an art-project component. It also emphasizes the United Nations Sustainable Development Goals (SDGs) and inter-professional action, while integrating topics such as systems thinking, movement building, health equity, and social justice.

The 17 SDGs are at the heart of the 2030 Agenda for Sustainable Development, which was adopted by all United Nations member states in 2015 as a shared blueprint for peace and prosperity for the planet and its people. The SDGs are universal goals that are designed to meet urgent social, environmental, economic, and political challenges facing the world by the year 2030. At USask, [the Critical Path to Sustainability strategy](#) lays out an ambitious set of goals and actions that draw inspiration from the Agenda for Sustainable Development Goals.

### **Transformative Decolonization Leading to Reconciliation**

#### **University Library: Tenille Campbell named Indigenous Storyteller-in-Residence for 2024**

[Award-winning poet, photographer, and USask graduate Tenille Campbell has been selected as the next Indigenous Storyteller-in-Residence](#) for a 12-week residency with the University Library, beginning on Jan. 1, 2024, and concluding on March 22, 2024. Campbell holds a Bachelor of Arts degree from USask and a Master of Fine Arts degree from the University of British Columbia. She lives in Saskatoon and is currently pursuing her doctorate in English at USask.

Campbell is the author of two books of poetry: *#IndianLove: Poems* (2017) and *Nedí Nezy (Good Medicine)* (2021). She is also a professional photographer and entrepreneur, establishing her photography company, sweetmoon photography, in 2010. Campbell has been described as a “Daughter of Northern Saskatchewan” with Dene and Métis roots and hails from English River First Nation, with ties to Batoche, Duck Lake, and St. Louis. As a part of her residency, she plans to focus on the themes of friendship and joy through workshops on beading, photo portraits, and self-love poetry.

#### **USask students address Indigenous rights at Model UN conference**

Adriana Juárez, a USask master’s student in Indigenous studies, returned home from the recent Model UN conference in Vancouver with renewed determination and dedication to make a difference, and to

encourage support for the implementation of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). [Juárez was joined at the Model UN in Vancouver from Oct. 13-15, 2023, by fellow USask Indigenous Studies graduate student Sadia Afrin Lema, as well as Amanda Vanzan, a USask research assistant and student in the College of Pharmacy and Nutrition.](#)

With the United Nations' Human Rights Day on Dec. 10, 2023, marking the 75th anniversary of the Universal Declaration of Human Rights (UDHR), the Model UN was a timely eye-opening experience for the three USask scholars, bringing together a diverse group of students from different backgrounds across Western Canada to focus on Indigenous rights across the country and around the world.

The delegates teamed up to debate and draft resolutions focused on Indigenous rights in a mock United Nations General Assembly, mirroring the format and process that occurs at the UN in New York. Both Juárez and Lema recently took part in the USask [Department of Indigenous Studies 40th anniversary event](#) on Sept. 22, 2023. The October Model UN hosted by the United Nations Association in Canada—with President and CEO Jaime Webbe in attendance—provided a new opportunity to connect and collaborate with fellow students from other institutions on Indigenous issues.

## **Global Recognition**

### **USask climbs worldwide sustainability rankings**

[The University of Saskatchewan has risen in the QS World University Rankings: Sustainability](#), cementing its position as a top-100 institution globally taking on the world's greatest environmental, social, and governance issues. In the second-ever QS world sustainability rankings, USask has risen to 89th in the world from a rank of 91 in the inaugural rankings in 2022. USask also maintained its position in the top 100 in the rankings, despite the pool of participating institutions more than doubling from 700 to 1,403 in 2023.

The QS sustainability rankings are intended to highlight the action being taken by institutions around the globe that “demonstrate a commitment to a more sustainable existence,” per the QS website. Those actions include factors such as how universities are addressing climate change and conducting research in support of the United Nations' Sustainable Development Goals (SDGs). The sustainability rankings are determined by an institution's performance in various indicators parsed into three categories: Environmental Impact, Social Impact, and Governance. The indicators in each category include research, educational, and policy factors that determine each institution's overall rank.

The highest-performing category for USask was Environmental Impact, where USask was ranked in the top 50 globally. USask's position of 89th overall also places it 24th out of 342 participating institutions in the Americas, and 12th of 31 participating Canadian universities. This is not USask's only marked success in the QS rankings recently—the university also jumped more than 100 spots to a best-ever ranking of 345th in the QS World University Rankings released in the summer.

### **Former USask faculty member becomes one of New Zealand's chief science advisors**

Former [University of Saskatchewan researcher Dr. Simon Lambert \(PhD\) has accepted a new national leadership role with the New Zealand government](#). Dr. Lambert, who was an associate professor in the College of Arts and Science's Department of Indigenous Studies since 2017, recently accepted the position of Chief Science Advisor (Māori) for the Ministry for the Environment in New Zealand. He is the first person to hold the newly created role.

In his new job, Dr. Lambert provides science leadership and advice on environmental policy issues and ensures that the ministry receives and engages with mātauranga Māori—Māori knowledge. The former USask researcher will contribute to the ministry’s goal of providing “a flourishing environment for every generation” in New Zealand, a country increasingly known by its Māori-language name, Aotearoa.

A Māori researcher from Aotearoa New Zealand, Dr. Lambert is a member of the Tūhoe and Ngāti Ruapani tribes. Since the deadly earthquakes in Christchurch, N.Z., in 2011, he has focused his research on disaster risk reduction and emergency management with Indigenous communities, specifically in urban settings. He has also elevated Indigenous voices at the United Nations Global Forum on Disaster Risk Reduction. During his six years at USask, Dr. Lambert became the executive director of the Network Environments for Indigenous Health Research (NEIHR) National Coordinating Centre, a program funded by the Canadian Institutes of Health Research Institute of Indigenous Peoples’ Health (CIHR-IIPH).

|  |  |
|--|--|
| <b>Transformative decolonization leading to reconciliation</b> | A university in which Indigenous concepts, methodologies, pedagogies, languages, and philosophies are respectfully woven into the tapestry of learning, research, scholarship, creativity, and community engagement. |
| <b>Productive collaboration</b>                                | A university in which research and innovation are inspired by and accountable to community partners.   |
| <b>Meaningful impact</b>                                       | A university resolutely committed to measuring its own success in terms of the aspirations of the communities it serves.   |
| <b>Distinguished Learners</b>                                  | A university whose graduates have the drive, the curiosity, and the humility to work with others in addressing the greatest challenges and opportunities the world faces.  |
| <b>Global recognition</b>                                      | A university that sets the standard in learning, research, scholarship, creativity, and community engagement.  |

## REVIEWS, SEARCHES, APPOINTMENTS

### Searches:

- Dean, College of Kinesiology
- Dean, College of Engineering
- Dean, College of Medicine

### Appointments:

- Dr. Adam Baxter-Jones has been extended as interim associate provost, health, beginning Jan. 1, 2024, and ending no later than Dec. 31, 2024.

- Dr. Stella Spriet has been appointed as acting head of the Department of Languages, Literature and Cultural Studies in the College of Arts and Science for a six-month term, effective Jan. 1, 2024, to June 30, 2024.
- Dr. Joel Lanovaz has been extended as interim dean, College of Kinesiology for a term of up to six months, beginning Jan. 1, 2024, and up to June 30, 2024, or until a new dean is appointed, whichever occurs first.
- Dr. Maha Kumaran has been appointed as the acting assistant dean, collections and discovery, with the University Library for a term of six months, effective Jan. 1, 2024, to June 30, 2024.
- Dr. Alison Oates has been extended as acting associate dean, academic, College of Kinesiology for a term of up to six months, beginning Jan. 1, 2024, and up to June 30, 2024, or until a new dean is appointed (whichever occurs first), at which point the current interim dean will return to their associate dean position.
- Dr. Jennifer Lang has been appointed as acting vice-dean, academic, College of Arts and Science, for a term of six months, effective Jan. 1, 2024, to June 30, 2024.
- Dr. David Williams has been appointed as acting head, Department of Management and Marketing, Edwards School of Business for a term of six months, effective Jan. 1, 2024, to June 30, 2024.
- Dr. Angela Jaime has been appointed as vice-provost, Indigenous engagement for a five-year term, from Dec. 1, 2023, to Nov. 30, 2028.
- Dr. Matthew Bradshaw has been appointed as interim provincial head, Department of Pediatrics, College of Medicine, effective Nov. 16, 2023, to April 1, 2024, or until a new provincial head is appointed.
- Dr. Regina Taylor-Gjevre has been re-appointed as assistant dean, curriculum, College of Medicine for three years, effective Nov. 1, 2023, to Oct. 31, 2026.
- Dr. Terry Klassen has been appointed as head, Department of Pediatrics, College of Medicine for a three-year term, effective April 1, 2024.
- Dr. Stephen Manning has been appointed as associate dean, clinical programs, Western College of Veterinary Medicine for a term of up to five years, effective Jan. 1, 2024.

thank you

mąsi / pidamaya / pinámaya miigwetch / marsee / hiy hiy

Date: January 18, 2024

Dear University Council members,

We hope this message finds you well. We would like to provide you with a brief update on recent developments within the Graduate Student Association (GSA) and share some important action items moving forward.

#### Leadership Transition:

Following a recent vote by the GSA council, it has been decided to remove the previous president from their position. In light of this, we are pleased to announce that Kayla Benoit has been elected as the interim president for the remaining tenure. We appreciate your understanding during this period of transition and are confident in Kayla's ability to lead the association effectively.

#### Upcoming Action Items:

**GSA Annual Gala on April 27:** The GSA is actively planning the Annual Gala scheduled for April 27. This event promises to be a celebration of our vibrant graduate student community, providing an opportunity for networking and socializing. Further details will be shared as the date approaches. \*Mark your calendars\*

**Succession Planning for 2024-2025 Executives:** Recognizing the importance of continuity, the GSA is diligently working on completing a comprehensive succession plan for the incoming executive team for the academic year 2024-2025.

**Childcare Initiatives:** We are excited to share our aspirations regarding childcare initiatives. The GSA is exploring the possibility of repurposing the GSA commons space to create a childcare facility.

Recognizing the importance of accessible childcare for graduate students, this initiative aligns with our commitment to supporting the diverse needs of our community. We will keep you updated on the progress of this endeavor and welcome any input or collaboration.

**Participation in Committees:** The GSA is actively seeking volunteers to represent the graduate student body on various committees, including those related to university hiring processes, USASK committees, and other student forums. Your involvement is crucial in ensuring that the graduate student perspective is well-represented in these important decision-making bodies.

#### Expression of Gratitude:

We would like to extend our heartfelt thanks for your patience and support during this transitional period. Your understanding is invaluable as we work to ensure the smooth functioning of the GSA.

#### Volunteer Opportunities:

As we embark on these initiatives, we encourage you to share these above mentioned committee opportunities to your students and communities. Your active participation will contribute to the continued success of the GSA and enhance the overall graduate student experience.

For any inquiries, suggestions, or if you know a student interested in getting involved, please do not hesitate to contact us at [gsa.pres@usask.ca](mailto:gsa.pres@usask.ca) or [gsa.admn@usask.ca](mailto:gsa.admn@usask.ca).

Thank you for your ongoing support and dedication to the graduate student community at USASK.

Sincerely,

Kayla Benoit on behalf of the executives,

Interim President, Graduate Student Association - University of Saskatchewan

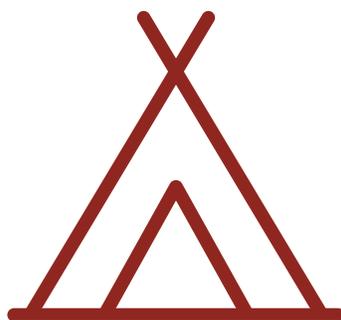


# UNIVERSITY COUNCIL

UPDATES | RECOMMENDATIONS | JANUARY 2024

# ACKNOWLEDGEMENT

As an organization of Indigenous and Non-Indigenous students, we acknowledge that we gather on Treaty 6 territory, the homeland of the Cree, Sauteaux, Blackfoot, Métis, Dene and Dakota people. We acknowledge the harm that colonial institutions, such as the University of Saskatchewan, have done. We remember that there were centuries of governance and education on this land before the settlers arrived and that these forms of education and governance are continuing today. We honour and reaffirm our relationships with one another and the land that we are on as we work to dismantle the systematic barriers to education that First Nations, Métis, Inuit and other marginalized people face.



# INTRODUCTION

Honourable members of the University Council,

The USSU is pleased to be the primary support mechanism for students on campus. Our current report highlights the projects, initiatives, and partnerships from the recent months and sets out our primary goals for the year ahead.

To dive deeper into our activities and see firsthand the vibrant campus life over the past months, we invite you to peruse our Instagram @ussuexec and visit the USSU website.

The pulse of the university is its students. Recognizing their diverse needs and aspirations, we've meticulously curated our priorities, grounded in direct feedback and extensive consultations. Our refocused trajectory revolves around three cardinal pillars:

1. **Empowerment:** Beyond mere recognition, our vision is to foster an environment where students are inspired to fully realize their potential, leading their academic and co-curricular activities with assurance and enthusiasm.
2. **Wellness:** Recognizing the multifaceted pressures of modern academic life, our allegiance goes beyond just scholastic achievement. We are dedicated to promoting holistic well-being, inclusive of extensive mental health support, resources for physical health, and avenues for emotional well-being.
3. **Accessibility:** With a commitment to inclusivity at the forefront, we are amplifying our initiatives to ascertain that all students, irrespective of their unique backgrounds, abilities, or situations, can effortlessly access the comprehensive range of resources, opportunities, and experiences we proudly offer.



# ACADEMIC ADVOCACY



As we progress to the finals season, we continue to observe a rise in academic-related concerns among our students. To address this, our office consistently offered a suite of resources focused on mental health and academic support. These included Empower Me, academic advising, access to the Student Wellness Centre, and guidance on academic policies, among others. The primary concerns raised by students involved requests for overrides, missed midterms, academic appeals, and navigating the process of communicating with professors to address various issues. Additionally, there was a notable need for guidance in instructor-student interactions and advocacy support. Our commitment to supporting our students remains steadfast, as we continue to provide them with essential resources and educate them about their academic rights and responsibilities.

# TEACHING EXCELLENCE AWARDS

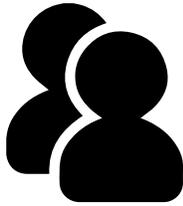


# 75+

# RECORD BREAKING NOMINATIONS

The **Teaching Excellence Awards (TEA)**, hosted by the USSU, present a remarkable opportunity to celebrate and recognize the exceptional educators within our university community. These awards are a testament to the dedication and passion that our professors and teaching assistants invest in their roles. Nominees for the TEA are those who have shown outstanding commitment to student success, employing innovative teaching methods and inspiring students through their enthusiasm and knowledge. We encourage all students to participate in this process of acknowledgement by nominating instructors who have made a significant impact on their learning journey. Nominations can be made through the USSU website at [ussu.ca/tea](http://ussu.ca/tea). This initiative not only honours the recipients but also reinforces the culture of academic excellence and collaborative learning that our institution upholds. The TEA serves as a platform to showcase the high standards of teaching and the invaluable contribution of our educators to the academic and personal growth of our students.

# STUDENT LEADERSHIP



## USSU Executive Networks

AACP members are the bridge between USSU and the student community, and collaboratively, they advocate for student support and services. We are happy to continually aim to focus on sharing our strategies and priorities for the year, achievements, and resources for the presidents. Additionally, we encourage the association presidents to share their priorities and plans for the year and how USSU can help them achieve their goals. Furthermore, VP Singh, Bauman, and Mehta are additionally creating similar networks with students from such associations that serve a role similar to them. The purpose of these executive networks will be to offer 1-on-1 mentorship and advice to student leaders as governance can be a challenging endeavour.

## University Students Council (USC)



University Students' Council Meetings are every Thursday at 6:00 PM in the Roy Romanow Student Council Chamber, with the exception of May, June, July, and August. On September 14, we began council meetings and welcomed several new councillors who are just starting their advocacy journeys. We would like to thank everyone in the uSask community who will be coming to the council and using the opportunity to engage with young leaders. The council recently completed the Annual General Meeting and brought on exciting new changes to the USSU governance.



## President's Executive Committee (PEC)

USSU executives are very grateful to have the opportunity to engage with PEC members on a regular basis. We are currently discussing issues such as student wellness wait times, building wellness spaces, academic appeals, ensuring student safety, and working with President Stoicheff to understand how students can contribute to increasing our university's rankings on a national and global scale.

# USSU CENTRES

The USSU takes pride in its centres, which serve as inclusive sanctuaries equipped with pivotal resources for the campus community. Throughout the summer, these centres were abuzz with preparations, organizing a range of programming and support initiatives for the forthcoming academic year.

Before stepping into their roles, our centre volunteers undergo comprehensive training. This covers several crucial areas, such as USSU-specific training, protocols related to sexual violence and assault, anti-racism and anti-oppression measures, LGBTQ2SA+ inclusivity, and peer health education.

In recognition of their invaluable contributions, every USSU centre volunteer is awarded CCR credit along with an honorarium.

Currently, the USSU centres are open and ready to assist from 9 AM to 4:30 PM, Monday through Friday.



The USSU extends its centre support to the entire academic community, embracing both undergraduate and graduate students. For a deeper dive into what our centres offer, please visit our website at [www.ussu.ca](http://www.ussu.ca).

# USSU FRESH MARKET

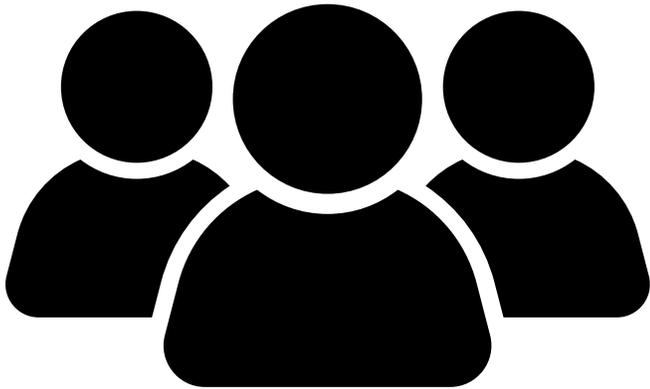
The USSU Food Centre offers a fresh food market in Place Riel, as a convenient option for students looking to grab healthy snacks or groceries. This program provides fresh fruit and vegetable options at extremely low prices to accommodate students' health needs.

You can find the Fresh Market set up on the main level of Place Riel, near the USSU, from Tuesday to Friday 10:30 am – 4:30 pm.

The Food Centre continues to run the uFood emergency hamper program for students. Students can order non-perishable goods online from our website for pick up at our office.



# USSU COMMUNITY EVENTS



# ACKNOWLEDGEMENTS

A heartfelt thank you from all of us at the USSU team. Should you have any inquiries or suggestions, please do not hesitate to contact Ishita Mann, S.V.M., at [president@ussu.ca](mailto:president@ussu.ca) or call 306-966-6965. We're here to listen and assist.

We are very grateful to our USSU senior managers, Amanda Mitchell (Controller), Jason Ventnor (Communications and Marketing Manager), Jason Kovitch (Business and Services Manager), and Stefanie Ewen (Facilities Manager), for answering our questions and guiding us in the right direction.

*We thank the university administration for your continued support in our efforts to empower more resilient student leaders.*



## President

**Ishita Mann, S.V.M.**

1 Campus Dr, Saskatoon, SK S7N 5A3

306-966-6965

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[president@ussu.ca](mailto:president@ussu.ca)

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