JOHNSON SHOYAMA
GRADUATE SCHOOL OF PUBLIC POLICY
UREGINA USASK

JSGS 888 – Health Informatics and Health Information Technology

	UNIVERSITY OF SASKATCHEWAN CAMPUS	UNIVERSITY OF REGINA CAMPUS
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OFFICE LOCATION:		Home
TERM:		Spring 2021
ROOM:		On-Line
DATE AND TIME:		TBD

LAND ACKNOWLEDGEMENT

The University of Saskatchewan campus of the Johnson Shoyama Graduate School of Public Policy is situated on Treaty 6 Territory and the Homeland of the Métis, while the University of Regina campus is situated on Treaty 4 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. As we engage in Remote Teaching and Learning, we 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.

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

The content of this course and the syllabus were developed by Neil Gardner.

HONOUR CODE

At the Johnson Shoyama Graduate School of Public Policy (JSGS), we believe honesty and integrity are fundamental in a community dedicated to learning, personal development, and a search for understanding. We revere these values and hold them essential in promoting personal responsibility, moral and intellectual leadership, and pride in ourselves and our University.

As JSGS students, we will represent ourselves truthfully, claim only work that is our own, and engage honestly in all academic assignments.

Since articulated standards and expectations can influence attitudes, and because each of us shares the responsibility for maintaining academic integrity (see below for details on academic integrity at the

JSGS), we are committed to upholding the Academic Honor Code.

Academic Honour Pledge

As a member of the JSGS community, I pledge to live by and to support the letter and spirit of JSGS's Academic Honour Code.

REMOTE LEARNING CONTEXT

We acknowledge the complex circumstances – i.e., a worldwide pandemic – in which this course is taking place. Since remote teaching and learning context is new to both instructors and students, all participations should interact with empathy, patience and care. Links to online learning resources are provided below.

CALENDAR DESCRIPTION

This is an integrative course on information technology used for tactical and strategic decision making in all facets of health care. It focuses on defining information needs, interpreting the capabilities of health information systems, setting forth feasible alternatives, adhering to international and national standards, and guiding the diffusion of information technology.

This course covers the foundational concepts in health informatics and focuses on the practical application of these concepts in enabling continuing health system improvement through advances in 'digital health'. The course content is intended to equip MHA students with a solid foundation in health informatics and information technology concepts so that, as managers, they can shape key decisions and strategies within their organizations that leverage the opportunities for improving the health of our communities that the ongoing advances in digital health will continue to enable into the future.

LEARNING OBJECTIVES

JSGS has developed a set of four competencies that all graduates with an MHIM major will be able to demonstrate. The specific readings, assignments and activities in JSGS 888 will help you both acquire and demonstrate the ability to:

- Improve the capture, quality, and use of information to support the Canadian health care system.
- Understand the value, importance and influence of health information in policy, strategy and decision making, and to advance the use of information to inform and evaluate health policy and management decisions.
- Apply methods, techniques, and tools to analyze health care data and transform it into actionable business and clinical intelligence.
- Demonstrate cross functional leadership and develop solutions to address the diverse needs and priorities in complex and rapidly changing healthcare systems.

ATTRIBUTES OF JSGS GRADUATES

Through the development of the following competencies, JSGS MHA graduates will be prepared to meet the policy challenges of a rapidly changing world:

- Analyze health services and other factors that impact health status and demonstrate a commitment to improving the health status of individuals, families, and communities.
- Inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it.
- Communicate effectively and build enduring, trust-based professional relationships.
- Identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.
- Understand how organizational and public policies are formulated, their impact on healthcare organizations and communities, and how to influence their development.
- Evaluate for continuous organizational and personal improvement.

COURSE CONTENT AND APPROACH

Health informatics integrates knowledge from the health, information and management sciences to enable us to realize the significant potential of advances in health information technology in the most effective way. This course will draw upon the skills and experience of all participants and complement other JSGS courses through its focus on harnessing the power of information and technology to address our many health care policy and operational challenges.

The course is designed to provide a survey of the increasing ways in which health information technology is being applied across the health care spectrum, and the ways in which health informatics principles, best practices and knowledge optimize the value of digital health investments and reduce risks. It will address the importance of sound governance and management practices throughout the lifecycle of an organization's health IT infostructure, including defining information and system requirements; selecting the most appropriate technologies; the need for continuous engagement of health care providers; alignment of infostructure planning with organizational strategy; sound procurement, project and vendor management; the importance of health IT architecture and systems interoperability; and a comprehensive approach to risk management, change management and workflow optimization.

The course will also review and discuss new and emerging technologies and assess their potential to enable future health innovations. Case studies and recorded interviews with experts will be used to illustrate application of these practices in a range of health care environments.

Upon completion of the course students will be able to:

- Identify strategic opportunities for applying continuing advances in digital health to their area of focus within the healthcare system, and the critical success factors involved;
- Evaluate alternate strategies for using health information technologies to achieve health policy objectives (e.g., more effective, accessible and efficient services) - taking into account impacts on patients, providers, organizations and the health information and technology ecosystem;

- Represent the health program owner for a new information system through all phases of a project including system procurement and vendor selection, project planning, cost & benefits evaluation, system development, implementation, optimization and ongoing maintenance;
- Implement best practices in change management to foster adoption, use and value realization with the implementation of new health IT systems in a wide range of health care settings;
- Apply best practices in risk management to address the wide range of risks inherent in implementing IT systems in complex health care environments and infostructure ecosystems;
- Describe the main privacy, security and safety risks that health organizations need to address in their health IT implementations, as well as the techniques for successfully managing these risks;
- Identify the key elements that make up an organization's health infostructure and articulate their IT architecture roles, relationships and characteristics in supporting the continuing evolution of health IT strategy, policy and program innovation;
- Enunciate the role and attributes of the key elements necessary to achieve interoperability between health IT systems, including technologies, standards, trust and conformance;
- Critically assess emerging trends in health IT, their potential application to addressing both existing and emerging health system challenges and the critical factors that will influence the focus and likelihood of their adoption and use.

REQUIRED TEXTS

Course Textbook:

Health Care Information Systems: A Practical Approach for Health Care Management – 4th Edition
Authors: Karen Wager, Frances W Lee and John Glaser – Wiley & Sons 2017 - ISBN 978-1-119-33718-8

Additional Readings:

Principles of Health Interoperability: SNOMED CT, HL7 and FHIR – 3rd Edition
Authors: Tim Benson and Grahame Grieves - available at: 10.1007/978-3-319-30370-3.pdf (uregina.ca)

Transforming Health Care Through Information: Case Studies
Authors Laura Einbinder, Nancy M. Lorenzi, Joan Ash, Cynthia Gadd, and Jonathan Einbinder
Transforming Health Care Through Information: Case Studies | SpringerLink (uregina.ca)

COURSE OUTLINE AND ASSIGNMENTS

Module 1 – Health Informatics & Health IT Infostructure concepts

This module will begin by facilitating group introductions and will include an overview of the course structure, content, expectations and methods of evaluation. Following an introduction to the evolving field of health informatics, we will the explore the electronic health record (EHR) and the many other infostructure components that support and complement it. In doing so we will discuss how the many components in the health infostructure interrelate within the broader 'socio-technical ecosystem'; the role of the underpinning information systems, services and technologies; and the importance of

standards, architecture and strategic investments in positioning health organizations for enabling continuous improvement in health outcomes into the future.

Topics covered in this module:

- Intro on the course and an overview of expectations, assignments, discussion forums, etc.
- What is health informatics and what are the key competencies and roles involved
- What is the 'EHR' and why is it important in supporting health system goals in Canada?
- Concept of health info/infrastructures and the wider ecosystem they exist within
- Architecture concepts and a high-level description of the various elements and how they inter-relate (incl. infrastructure components, applications, data repositories, networks, end-point devices and the role of services supporting data quality, security, privacy, interoperability, etc.)
- Health information and technology standards - types, standards setting bodies & processes, standards adoption considerations and conformity assessment

Required Readings:

- Chapter 11 and pages 551-558 of the Textbook (Wager et al)
- A Primer on Health Enterprise Architecture – Ritz & Gardner (provided by instructor)

Supplementary Readings:

WHO-ITU eHealth Strategy Toolkit
9789241548465_eng.pdf;jsessionid=8ECFA617AF48C7C7621F3A6929EA33CB (who.int)

ASSIGNMENTS:

1. **Health Informatics Competencies & Roles**
   Log into the Digital Health Canada website using your student membership and review both the core competencies for health informatics and the various roles involved. Identify 2 or 3 roles that you have some of the core knowledge or experience to perform and could see potentially see yourself growing into in the next 3-5 years. In 300 words or less, describe the main skills you would need to build on and/or acquire if you chose to pursue a HI role in your future career trajectory.

2. **Health Enterprise Architecture & Standards**
   For a health information system that you have some familiarity with:
   - Briefly describe the system from an architecture perspective using at least two viewpoints described in A Primer on Health Enterprise Architecture. e.g., use a swim lane diagram, develop a short use case, etc.
   - Identify what standards the system is using

   NOTE: There will be assignments in other modules where you will likely want to refer to this same system, so takes some time to learn about it and gather some documentation

Module 2 – Health IT Systems & Interoperability

This module provides an overview of the main types of health information systems, including the technologies behind them; their health care functions and role; challenges and drivers with their

adoption; methods for achieving their interoperability with other systems; alignment with health system policy and program priorities; and key dependencies on other health infostructure components.

Topics covered in this module:

- The patient record – the information and functions that need to be supported and augmented through health IT systems in supporting current and emerging policy directions
- The evolution of health information systems and technology and the health care system drivers and policy levers for their increasingly wide-spread adoption in Canada and the U.S.
- Health information systems in hospitals – the information and functions they perform; the technologies, standards and interfaces involved; and the main challenges in their adoption
- Health information systems and technologies in other care settings (including the home), as well for population health, analytics and consumer health
- Interoperability – concepts, approaches and evolving techniques to address the important semantic and technical challenges

Required Readings:

- Chapters 1- 4 of our Textbook (Wager et al)
- Chapter 2: 'Why Interoperability Is Hard' from the book - Principles of Health Interoperability Principles of Health Interoperability | SpringerLink (uregina.ca)

ASSIGNMENTS:

1. Pick an information system that you have experience with, or are interested in learning more about. (Note: this can be the same one used in the Health Enterprise Architecture & Standards assignment)

   Imagine that you are the person in your clinical/business area who is most familiar with the system and are asked by your new department head to prepare a two-page **briefing note** describing the:

   - Most important functions the system provides and its impacts on the department's services
   - Data the system contains, the data standards being used and the key data quality challenges
   - Interfaces of the system with other systems, and how the data is exchanged
   - Key dependencies that the system has on the infrastructure for IT services
   - Implications of a 24-hour system failure of the system for providers and patients
   - Information generated from this system and its main uses and value
   - Your thoughts for the new manager on areas where the system could be improved (e.g., the software, the processes it's integrated into, its adoption & use by staff, the supporting computer infrastructure and/or the information it produces)

2. Engage in a discussion group on interoperability and the International Patient Summary (IPS)
3. Participate in a 'fireside chat' with Mr. Nusbaum who will provide his perspective on the challenges and emerging opportunities about interoperability by interactively addressing some of the key issues that surface through our discussion forum.

4. Test your understanding of chapters 1-4 of the text book by completing a 25-question quiz of randomly selected questions and answering at least 20 of the questions correctly. Once you complete the quiz you can 'reveal' all the questions, answers and the references in the text book.
5. In module 6 you will need to prepare a 3-5 page analysis on an area of interest where you believe future technology could enable important health innovation. You should begin thinking about what area you want to explore and begin researching and thinking about it from this point on in the course. (The instructor will schedule special virtual office hours where you can consult with him on the topic(s) you are considering for your final course paper and to clarify any expectations).

Module 3 – Lifecycle Management of Health IT

This module focuses on **t**he management of health information & technology investments (systems, technology and data resources) across their lifecycle by examining a number of best practices. These include: IT organization structures, roles and delivery models; stakeholder communication and engagement; needs analysis and requirements definition; procurement and contracting; project management; information technology governance; and IT asset, vendor and service management.

Topics covered in this module:

- Information system and technology lifecycle concepts & stages - from needs identification & conceptualization through to IT operations & de-commissioning
- Information technology roles, organizational structures, accountabilities and delivery models (including shared services, outsourcing, and cloud service model)
- Processes for managing health information systems and technology services – finance & budgeting; procurement & contracting; architecture & IT change control; project management; asset management; operations (service) management; and evaluation
- Health IT governance, vendor relationships and stakeholder engagement

Required Readings:

- Chapters 5, 6, 8 and 13, as well as pages 525-550 of our textbook (Wager et al)

ASSIGNMENTS:

1. Examine the organization chart in your own organization, or another one you are familiar with. In 1-2 pages, identify what units provide the major IT services we have discussed in this module. What services are/could be outsourced and what would be your rationale for doing so?
2. Participate in the class discussion group on health IT lifecycle management
3. Review the case study 'A CIO's Story' and prepare a 1-2 page response to the questions
4. Complete a 25-question quiz of randomly selected questions and demonstrate your understanding of chapters 5,6,8 & 13 in the textbook by answering at least 80% questions correctly (you will be able to take the quiz up to 3 times and are only graded on your participation in successfully completing the quiz).

Module 4 – Strategy, Adoption and Value Realization

This module discusses strategic planning for the organization's health infostructure**,** including the importance of its alignment with organizational goals and evolving technological change as well as approaches to prioritizing investments through cost/benefit analysis and evaluation of alternatives. The module then shifts to achieving value from IT investments through focus on adoption, benefit realization, change management and system optimization through ongoing user engagement.

Topics covered in this module:

- Understanding how the broader context of health care system policy, program directions and technology trends drives innovation and strategy across the digital health ecosystem
- Developing Information & technology strategy – linkage with organizational goals and key stakeholder interests; analysis and prioritization of digital health investment proposals; and forging consensus on a multi-year plan that balances the key consideration and interests.
- Creatively executing the strategic plan - cultivating realistic expectations, managing the 'hype cycle', being responsive to immediate business needs and fostering both innovation & learning - while at the same time, delivering on service levels, building the organization's I&T capacity and minimizing the risk of inevitable project failures and technology speed bumps.
- Addressing the critical role of human factors, change management, user engagement and communication in designing and successfully implementing new health information systems
- Optimizing the long-term value from health data and information systems through by cultivating user champions and innovators, supporting workflow and creative system adaptation, measuring value and fostering a culture of continuous improvement.

Required Readings:

- Chapters 7, 10 & 12 of our textbook (Wager et al)
- Pages 3-6 in Transforming Health Care Through Information: Case Studies | SpringerLink (uregina.ca)
- Chapters 1, 2 & 20 in the University of Victoria: Handbook of eHealth Evaluation Handbook of eHealth Evaluation: An Evidence-based Approach (uvic.ca)

ASSIGNMENTS:

1. Review case #14 in Wager et al and provide a 1-2 page response covering the three questions

Module 5 – Managing the Risks

This module discusses the analysis and management of risks inherent in health IT implementations, as well as mitigation techniques. The importance of a comprehensive approach that addresses patient safety, security, privacy, system downtime, adoption and technology risks is emphasized. Even with sound risk management processes, the complex and critical nature of health care delivery and its supporting technology will mean the unexpected can and will still occur, so key learnings from managing unplanned events will be discussed.

Topics covered in this module:

- Risk management principles, processes and their application in health informatics
- Assessing and mitigating privacy and security risks for health information systems
- Patient safety – optimizing the positive impact of health information systems by maximizing the safety benefits, while minimizing the iatrogenic risks that health IT can introduce
- Addressing privacy, security and safety risks through an integrated approach to assessing, mitigating, monitoring and communicating risk information (e.g. through assurance cases)
- Post implementation surveillance, reporting and incident management

Required Readings:

- Chapter 9 from our textbook (Wager et al), plus Pages 88-93 on Usability and Patient Safety
- Chapters 19 in the University of Victoria: Handbook of eHealth Evaluation Handbook of eHealth Evaluation: An Evidence-based Approach (uvic.ca)

ASSIGNMENTS:

1. Review case #17 in Wager et al and provide a 1-2 page response covering the four questions
2. Review case #18 in Wager et al and provide a 1-2 page response covering the three questions

Module 6 – Emerging Technologies, Trends and Opportunities – Date TBD

The final module integrates knowledge gained throughout the course and contemplates the future of health informatics and information technology by assessing information technology trends and future opportunities for innovation in the context of health care needs and policy directions. The agility and capability (as well as the limitations) of health infostructures to meet the urgent demands of COVID-19 will be used as a contemporary case study in discussing how we can leverage information and technology capabilities even more effectively in the future.

Topics covered in this module:

- Assessing eHealth progress over the past two decades – major developments, successes and disappointments – what have we learned that we can now apply going forward?
- How agile is our health infostructure in supporting changing health system needs? We will discuss COVID-19 as a case example and identify potential areas for improvement.
- Future trends in health care – where might health information and technology best support future program goals and foster innovation? We will discuss virtual care as a case example.
- Trends in health information technology – what are some of the key future IT advances that we could leverage in achieving our health system improvement goals and how can we manage the application of these technologies within our health system most effectively?
- Managing the risks and rewards – how can health information and technology strategies and policies at the local health care organization, provincial and national levels factor in these trends, support innovation and manage the inherent risks?

Required Readings:

- Virtual Care White Paper (Australia) Reimagining a better healthcare system through virtual care (cisco.com)

ASSIGNMENTS:

1. Participate in a discussion group that will review how well different countries leveraged information and technology in responding to COVID-19, and why. Each discussion group will develop a short PowerPoint briefing that addresses one country's experience and includes one slide for each of assigned questions.
2. Participate in a discussion with Dr. Trish Williams from Flinders University in Australia, who was one of the authors of the Virtual Care White Paper.
3. Complete a 3-5 page discussion paper on an area of interest where you believe future technology could enable important health innovation.

EVALUATION

The course is assessed via a combination of participation in live discussions, online discussion forums, quizzes, practical assignments, and a final report on a new technology opportunity. Grades are assigned on the following basis: one mark is worth one mark towards your total mark for the course. Your final percentage is calculated as marks achieved / total marks available.

1. **Class Participation – 5%**
   This will be assigned by the instructor based on questions and contributions to class discussion.
2. **Completing two quiz's– 8% (2 @ 4% each)**
   Five pts will be given for completing each quiz successfully (i.e., achieving a mark at least 80% after a maximum of three attempts)
3. **Practical Assignments – 12% (3 @ 4% each)**
4. **Briefing Note – 8%**
5. **Case Studies – 32% (4 @ 8% each)**
6. **Final Paper on future technology and health innovation – 20%**
7. **Forum Discussion Participation – 15 % (3 @ 5% each)**
   Posts are expected on the discussion forum by 12 noon CST on the day before class.
   Posts should provide critique and analysis on issues and build on ideas from lectures and readings in this course. Discussion prompts have been provided to aid in the selection of one forum posting topic as an original post. Alternatively, students may pose their own questions, share personal practice experience, where appropriate, reflect on relevant stories from the news media, or weigh-in on ethical decision-making cases of the week.
   Contributions should be thoughtful with respectful consideration to the diverse ideas and viewpoints of others. Efforts made by students to post on the threads of others or respond to posts made by fellow students on their own thread will count favorably toward their participation mark as follows:

Grading Rubric for Asynchronous Class Discussion				
Criteria	0 points	1 point	2-3 points	4-5 points
Initial posting content	* No post is made in answer to the posed questions. * Post is inappropriate and subsequently removed by instructor.	Post attempts to answer the question but is not specific or is vague. Appears somewhat off-topic and/or does not address main point. Post is made late in the module week	Post addresses the question with thought and clarity. Applies content and material from the course readings and/or lecture content in the post. Word count for initial post is between 151 and 250 words. Posted by the end of the module week.	Post addresses question with thought, clarity and analysis, showing depth of understanding through application of module content: i.e., from reading material and/or lecture content. Applies concepts outside of course content, which relate to question, demonstrating thoughtful analysis through use of appropriate examples. Word count for initial post is 251 words or more.
Follow-up responses	Makes 0 responses	Makes 1 response. Responses are one or two sentences in length. Responds late in the module week.	Makes at least 1 response which is clear and relevant. One or more responses include references to class content. Responds by the end of the module week.	Responds to one, two, or more classmates with thoughtful and supportive responses. One or more responses include references to class content AND related content from outside sources. Responds earlier in the module week.

LATE ASSIGNMENTS

Late assignment will be assigned a penalty of 5%; assignments more than a week late will lose a full grade of 10%; special circumstances will be considered upon application by the student.

JSGS GRADE DESCRIPTIONS

85+ excellent

A *superior performance* with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

80-85 very good

An *excellent performance* with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- a strong ability to apply theories to real-world problems and intersect with related disciplines.

75-80 good

A *good performance* with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
- some ability to apply theories to real-world problems and intersect with related disciplines.

70-75 satisfactory

A *generally satisfactory and intellectually adequate performance* with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material; and
- a moderate ability to examine the material in a critical and analytical manner.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend all the synchronous sessions. If you are unable to attend (e.g., Internet problems), you must let the instructor know.

Active participation in class discussion is expected by all students**.**

ACADEMIC INTEGRITY AND CONDUCT

Understanding and following the principles of academic integrity and conduct is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. The JSGS has developed an Honour Code (see above) that encapsulates these values.

If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions. For more information, please see:

Academic Integrity – https://www.uregina.ca/gradstudies/current-students/academic-integrity/index.html

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University of Regina Copyright information: https://www.uregina.ca/copyright/guidelines/fair-dealing.html

STUDENT RESOURCES

Remote learning information page for students. This resource engages students in learning about the skills associated with remote learning success.

https://www.uregina.ca/remote-learning/

RIGHTS & RESPONSIBILITIES OF GRADUATE STUDENTS

https://www.uregina.ca/gradstudies/current-students/Rights%20/index.htmlights & Responsibilities of graduate students

STUDENT ACCESSIBILITY AND ACCOMMODATIONS

The University of Regina wishes to support all students in achieving academic success while enjoying a full and rewarding university experience.

The Centre for Student Accessibility upholds the University's commitment to a diverse and inclusive learning environment by providing services and support to enable students with disabilities, health conditions, illnesses and injuries, to approach their studies in an equal and effective manner. The Centre for Student Accessibility aims to encourage independence, self-advocacy, and equality for all students, while maintaining privacy and confidentiality.

Students who need these services are encouraged to register with the Centre for Student Accessibility to discuss the possibility of academic accommodations and other supports as early as possible. The deadline to register and/or request accommodation letters for instructors coincides with the W drop deadline for courses each semester. To register with the Centre for Student Accessibility, please book an appointment with an Accessibility Advisor by calling 306-585-4491. For further information on what is required to register and receive academic accommodation, please explore the Centre for Student Accessibility website - https://www.uregina.ca/student/accessibility/.

STUDENTS EXPERIENCING STRESS

Students in this course who are experiencing stress can seek assistance from the University of Regina Counselling Services – http://www.uregina.ca/student/counselling/contact.html or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

USE OF VIDEO AND RECORDING OF THE COURSE

Video conference sessions in this course, including your participation, will be recorded and made available only to students in the course for viewing via Canvas after each session. This is done, in part, to ensure that students unable to join the session (due to, for example, issues with their Internet connection) can view the session later. This will also provide students with the opportunity to review any material discussed. Students may also record sessions for their own use, but they are not permitted to distribute the recordings (see below).

Please remember that course recordings belong to the 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 at https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings.

ADDITIONAL EVALUATION INFORMATION

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://teaching.usask.ca/about/policies/learning-charter.php.