

2024 UGME Orientation

August 27, 2024

# Serving and Engaging Society



**DALHOUSIE**  
UNIVERSITY

FACULTY OF MEDICINE  
Office of Community  
Partnerships and Global Health

# Agenda

1. Welcome, Land Acknowledgement, and Overview
2. Program Introduction and Highlights
3. Activity
4. Discussion and Q&A
5. Break
6. Public Health Presentation with Dr. Gaynor Watson-Creed



# Serving & Engaging Society (SES)

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## Where the Faculty of Medicine and Community Meet

Strategic priority for the Faculty of Medicine

Embedded across curriculum, research, policy  
and community engagement



# Serving and Engaging Society

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## **Our Vision**

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Healthier  
communities

## **What We Value**

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- Respect
  - Collaboration
  - Accountability
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# Social Accountability Statement

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**Dalhousie Medicine is dedicated to upholding its social accountability framework, rooted in principles of anti-oppression, community engagement, and equity. Our commitment to educate, innovate, and lead in a manner that embraces and serves all communities. We recognize that catalyzing health systems change is essential for integrating sustainability and resilience, enabling us to respond and adapt to evolving challenges within both local and global communities.**

*Serving and Engaging Society holds the administrative responsibility for this statement.*

*Read the full statement on our website:*



SCAN ME



# Anti-Oppression Policy

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The Faculty of Medicine is committed to providing an environment free of all forms of oppression, discrimination, and bias, where all people are treated with respect and dignity. This Anti-Oppression Policy extends to all individuals involved in the Faculty of Medicine and reflects our dedication to promoting equity, diversity, inclusion, accessibility, and respect for all individuals within our academic community.

The purpose of this policy is to create an inclusive and equitable environment by actively identifying, challenging, and addressing systemic inequalities and power imbalances.

*Serving and Engaging Society is accountable to and holds the administrative responsibility for this policy.*

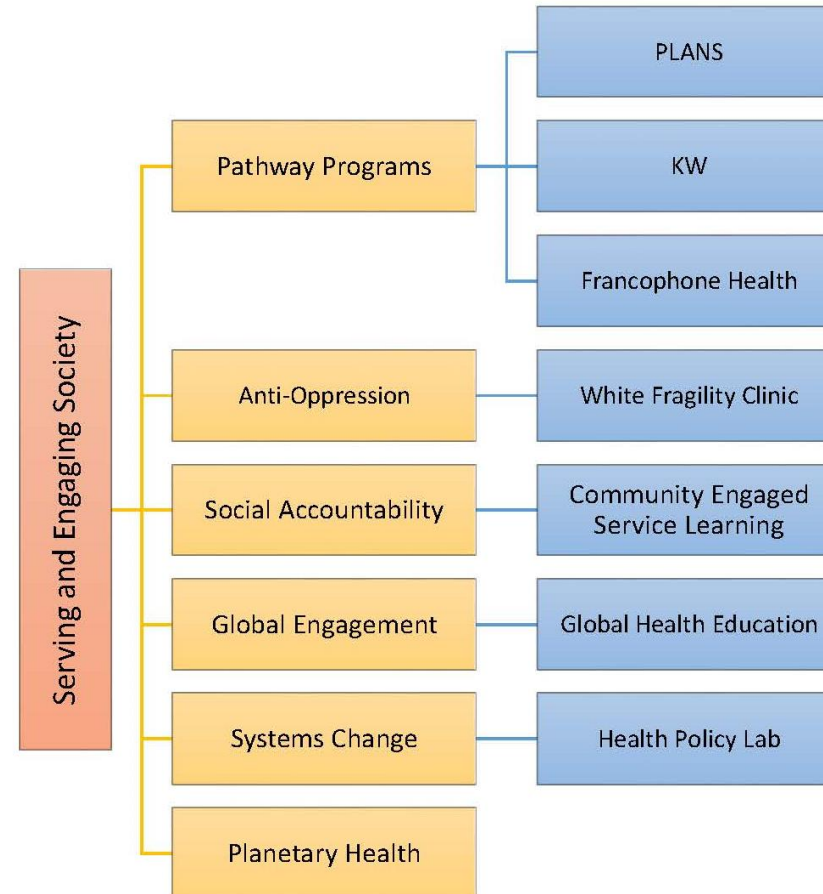
*Read the full policy on our website:*



SCAN ME



# Serving and Engaging Society





# Serving and Engaging Society: Core Team

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**Gaynor Watson-Creed**, Associate Dean

**Shawna O'Hearn**, Director

**Leah Jones**, Academic Director, Black Health

**Brent Young**, Academic Director, Indigenous Health

**Jessica Kerr**, Administrative Assistant

**Gwen Bartleman**, Manager

**Jen LeBlanc**, Outreach & Francophone Health

**Timi Idris**, Promoting Leadership in health for African

Nova Scotians, PLANS

**Cass Duffenais**, Keknu'tmasiek Ta'n Tel Welo'Itimk (KW)

**Faith Julien**, Keknu'tmasiek Ta'n Tel Welo'Itimk (KW)

**Lisa Nardecchia**, Community-Engaged Service Learning

**Elise Sammons**, Planetary & Global Health Education



The background of the slide is a photograph of a stone building with a grey roof and several windows. A large, bright yellow callout box with rounded corners is overlaid on the center of the image. Inside this box, the text 'Program Introductions' is written in a bold, black, sans-serif font.

# **Program Introductions**



**Elise Sammons** (she/her)

Manager, Planetary Health and  
Global Health

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# Planetary Health

## What is Planetary Health?

A solutions-oriented, transdisciplinary field and social movement focused on analyzing and addressing the impacts of human disruptions to Earth's natural systems on human health and all life on Earth.





# Planetary Health

- Planetary Health Committee
- Dal Med Green Team
- IPE Minicourse on Sustainable Health Systems (Fall & Winter)
- CASCADES Summer Institute on Sustainable Health Systems
- Dr. Tarunendu Ghose Visiting Scholar



# Global Health Education



Dalhousie Med Students have participated in electives in South Africa, New Zealand, Tanzania, India, Uganda, Australia, Thailand, Austria, Malaysia, Germany

## International Electives

- Global Health Initiative (GHI)
- Events and educational opportunities
- Global Health Awards





**Lisa Nardecchia** (she/her)  
Manager, Community-  
Engaged Service Learning

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# Community-Engaged Service Learning





# Community-Engaged Service Learning



- Advocacy Training on Jan 7, 2025 in ProComp I
- Participating in CESL is optional
- Minimum of 20 hours over two terms
- MEDI 2612 appears on your transcript





Cass Duffenais, Manager  
Faith Julien, Manager



Keknu'tmasiek Ta'n Tel  
Welo'ltimk (KW)



# Keknu'tmasiek Ta'n Tel Welo'Itimk

kw@dal.ca



@kw.dal



@ihim.dal

- Bursaries & Scholarships
- Mentorship & Academic Support
- Connecting with Culture
- Connecting with community
- Building Knowledge & Skills
- Indigenous Health Elective Program
- KW Annual Gathering
- Elder Support
- Sharing circles





# Timi Idris, Manager Promoting Leadership in health for African Nova Scotians (PLANS)

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**"African Nova Scotians are a distinct people who descend from free and enslaved Black Planters, Black Loyalists, Black Refugees, Maroons, and other Black people who inhabited the original 52 land-based Black communities in that part of Mi'kma'ki known as Nova Scotia."**

Dalhousie African Nova Scotian Strategy

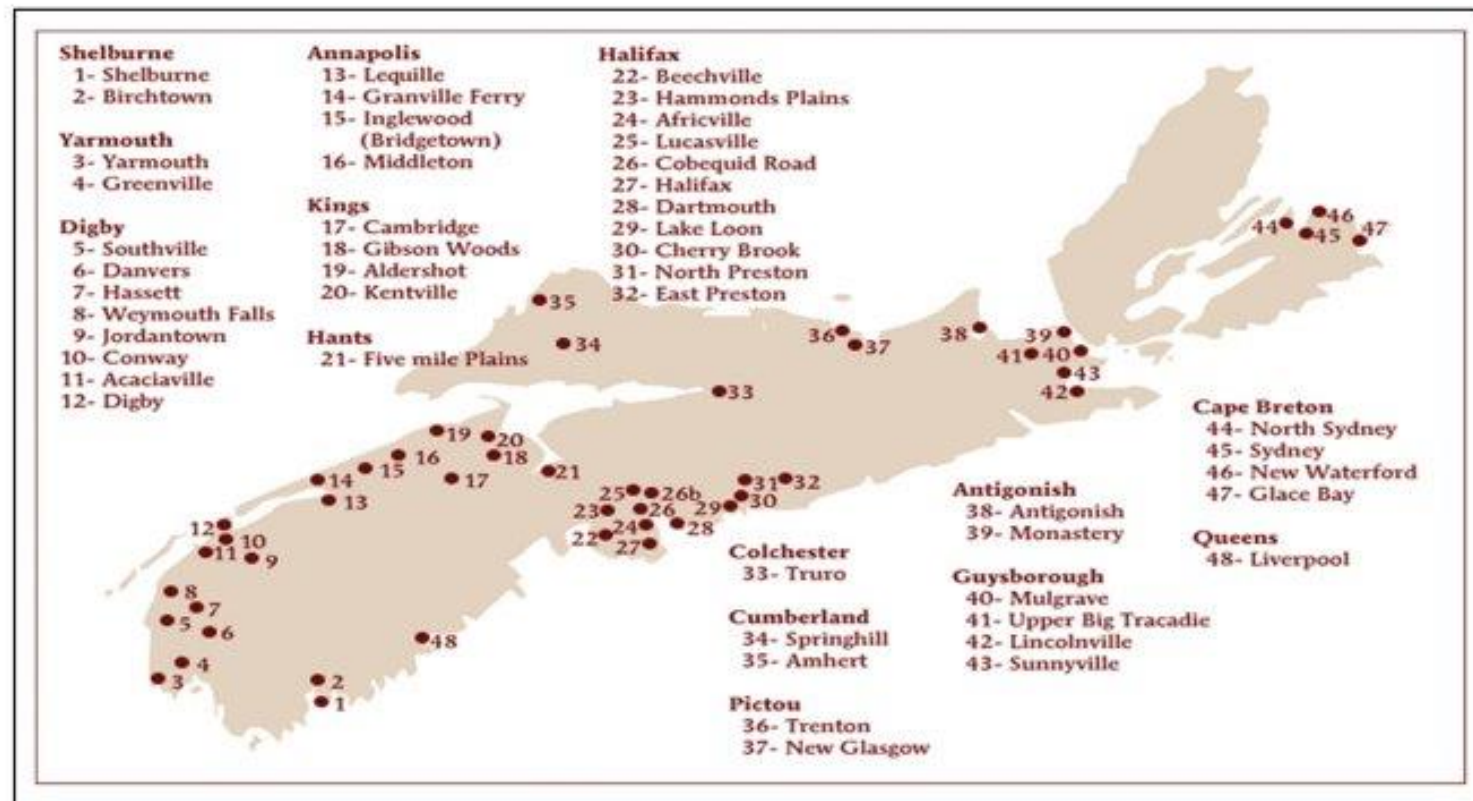


Figure 1. Geographic distribution of historic African Nova Scotian settlements.



# Promoting Leadership in health for African Nova Scotians

[PLANS@DAL.CA](mailto:PLANS@DAL.CA)

 [PLANS.Dal](https://www.facebook.com/PLANS.Dal)  [PLANS\\_Dal](https://www.instagram.com/PLANS_Dal)



- Sophia B. Jones Mentorship Program: Black medical students mentored by Black residents and practicing physicians (October 2024)
- Bursaries and scholarships
- Information sessions
- Community events/conferences (such as the Black Physicians of Canada AGM)
- 1:1 support/advocacy
- Admission pathways
- Research Symposium (October 3, 2024)
- Anniversary celebration (October 4, 2024)



**Jen LeBlanc** (she/her)

Coordinator -  
Outreach, Francophone &  
Acadian Health

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# Francophone & Acadian Health

Working to better understand the health context for Francophone and Acadian minority communities in the region and respond through community collaborations and student engagement.





# Francophone & Acadian Health

[Jen.LeBlanc@dal.ca](mailto:Jen.LeBlanc@dal.ca)

- French in Medicine student group
- Conversation Café
- Rural Week placement in a Francophone/Acadian Community







# Outreach

[GHO@dal.ca](mailto:GHO@dal.ca)

- Global Health Awards
- Photo Contest
- Student Writing Competition
- E-Bulletin
- Blog
- Social Media Accounts  
[@DalGlobalHealth](#)
  - Instagram
  - Facebook
  - Twitter/X

The background of the slide is a photograph of a stone building with a grey roof and several windows. A large, bright yellow speech bubble with rounded corners is overlaid on the center of the image. The word "Activity" is written in a bold, black, sans-serif font inside the speech bubble.

# Activity

# Instructions

To help you learn about our programs, we prepared case studies.

For each case:


- In your groups, read through the case, discuss, and answer the questions.
- In plenary, we will debrief and discuss.



# Case #1

Jamal Beals (he/him) is in his first year of medicine. He is a 26-year-old African Nova Scotian cis-gender man from Sydney, Nova Scotia. Jamal completed his undergraduate degree at St FX and his master's degree at Dalhousie University in Biology. In conversation, Jamal mentions wanting to know more about supports available for Black medical students.

You met some people from *Serving and Engaging Society* that could support Jamal. You reach out to them to confirm the right information.

- 1. Who do you reach out to at Serving and Engaging Society to get more information?**
  - 2. What kind of supports do they provide?**
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# Case #1 - continued

Jamal wants to connect with the local Black community and wants to know about opportunities to participate with community and collaborate on a health advocacy project.

You know a Med 2 who is participating in this program. You explain that this program is introduced in first year and we learn about health advocacy. In second year, we have the option to take part in the community-engaged component where you get to work with a community-based organization on a collaborative project.

**3. What is the name of the program?**

**4. Who should Jamal contact?**

**5. Can you locate at least one project partner that Jamal could complete his experience with from the list of community partners on the website?**

# Discussion

1. Who do you reach out for more information?

Timi Idris, Manager for PLANS or Dr. Leah Jones, Academic Director

2. What kind of supports do they provide?

Sophia B. Jones Mentorship Program, Bursaries and scholarships, Information sessions, Community events/conferences 1:1 support/advocacy

3. What is the name of the program?

Community-Engaged Service Learning (CESL)

4. Who should the student contact?

Lisa Nardecchia, Manager for CESL

5. Can you locate at least one project partner that the student could complete their experience with from the list of community partners on the website?

Imhotep's Legacy Academy, Health Association of African Canadians



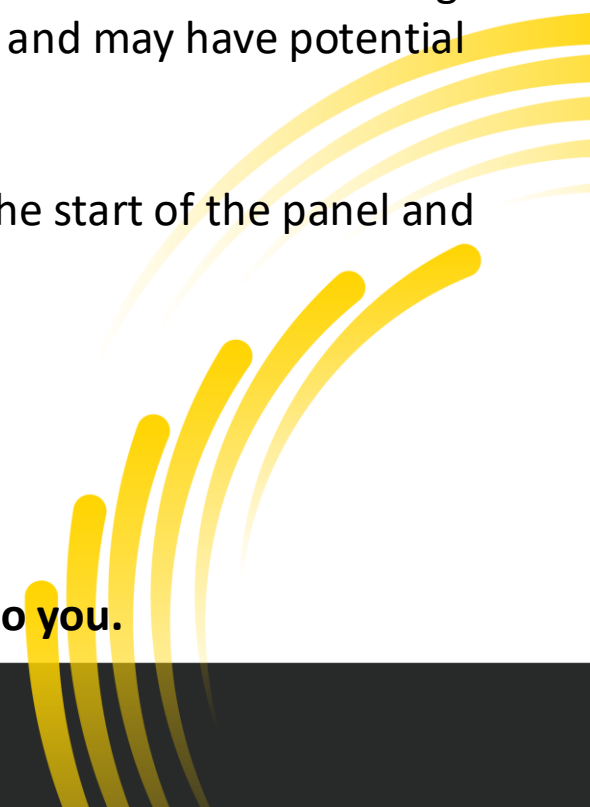
# Case #2

Cole Reinhart (they/them) is a first-year med student and a white, non-binary 35-year-old from Fredericton, New Brunswick. They completed their undergraduate degree at University of New Brunswick Saint John campus. They have been working with Nova Scotia Public Health for the past 4 years. Cole joined the Global Health Initiative (GHI) and has shown a keen interest in two-eyed seeing Indigenous Health and Planetary Health. They are looking to host a panel talk and need help identifying panelists.

Cole learns about the Planetary Health Advisory Committee. At the meeting, Cole asks the SES team if they can recommend any opportunities to connect with community organizations working in Indigenous health. The Manager shares that the Wije'winen, the Mi'kmaw Native Friendship Centre, offers cultural trainings and may have potential panelists.

Cole also mentions wanting to do an authentic and meaningful land acknowledgement at the start of the panel and asks for resources.

## Group Work

- 1. Locate and join the mailing list**
  - 2. Locate the Indigenous Resources section of the website.**
  - 3. Find Dalhousie's Land Acknowledgement.**
  - 4. Take a few minutes to reflect on the Land Acknowledgement and what it means to you.**
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# Discussion/Solutions

1. Locate and join the mailing list.

<https://medicine.dal.ca/departments/core-units/global-health/news-events/bulletin.html> - Global Health Bi-Weekly E-Bulletin sign up – RH column

2. Locate the Indigenous Resources section of the website.

<https://medicine.dal.ca/departments/core-units/global-health/indigenous-health/indigenous-resources.html>

3. Find Dalhousie's Land Acknowledgement:

"Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people."

4. Take a few minutes to reflect on the Land Acknowledgement and what it means to you.


Dr. Brent Young explains it well: <https://youtu.be/YtggtbXVJC8>





# Case #3

Paulette Gagnon (she/her) is in her first year of studies at Dalhousie Medicine and is a 29-year-old white trans woman from Sudbury, Ontario. Paulette is Francophone. She completed her undergraduate degree at Université Laval and her Master of Science Nutrition at the University of Ottawa. She heard that her Rural Week placement can take place in a clinical setting with French speakers. Paulette tells you that she is interested in collaborations with Francophone communities, and she is interested in infectious diseases and the burdens they place on global communities. She is curious about participating in international experiences.

- 1. Who should Paulette connect with in the Serving and Engaging Society team to get more information about Francophone community collaboration?**
  - 2. What kind of opportunities do they provide?**
  - 3. Who should Paulette reach out to learn more about international elective opportunities during medical school?**
  - 4. What kind of international collaborations exist for medical students?**
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# Discussion/Solutions

1. Who should Paulette reach out to at Serving and Engaging Society team to get more information about Francophone community collaborations?

Jen LeBlanc, Manager for Francophone Health

- 2, What kind of francophone opportunities do they provide during rural week ?

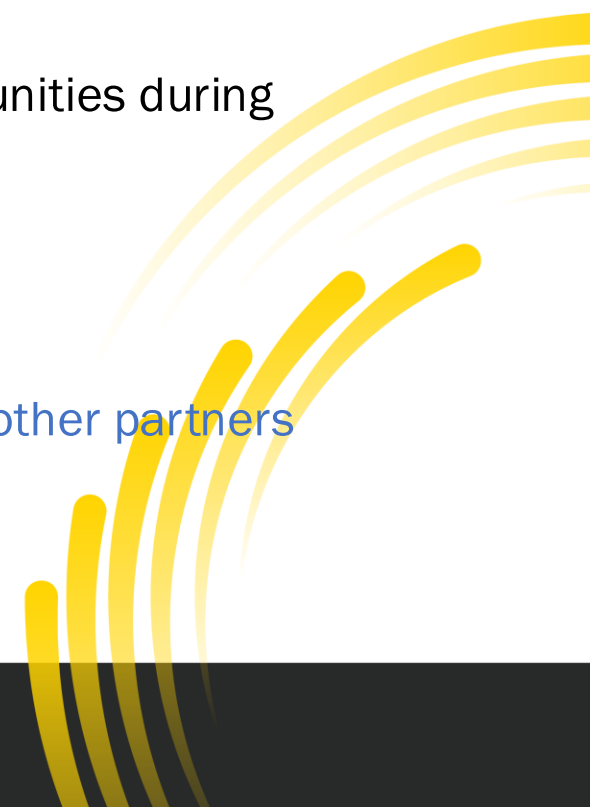
Placements in Francophone communities

3. Who should Paulette reach out to learn more about international elective opportunities during medical school?

Elise Sammons, Manager for Global Health Education

4. What kind of international collaborations exist for medical students?

1. Short term electives with partner institutions in Austria, through IFMSA, and other partners
2. Summer months and Med 4



# Wrap Up and Resources

- Newsletters – GHO, PLANS, KW
- Social Media – GHO, PLANS, KW
- Websites – [medicine.dal.ca/global-health](http://medicine.dal.ca/global-health)
- Student Groups
  - Global Health Interest Group
  - French in Medicine
  - Indigenous Medical Students Association
  - Black Medical Student Association
- Come visit us in CRC-241 (opposite end from Dean's office)

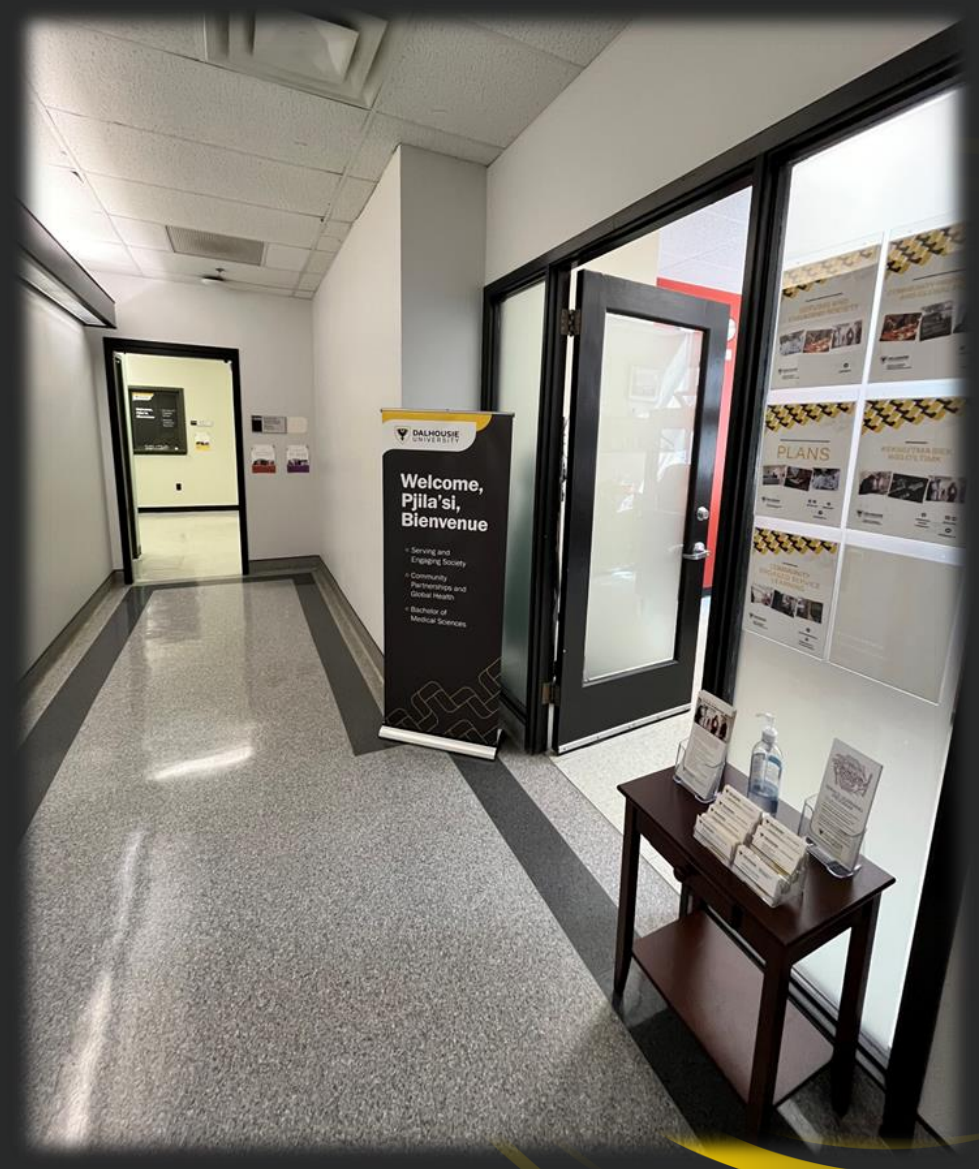


# Stay in touch!

[gho@dal.ca](mailto:gho@dal.ca)

[medicine.dal.ca/global-health](http://medicine.dal.ca/global-health)

CRC Room C241



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