Faculty of Science Course Syllabus (Section A)
Department of Psychology and Neuroscience

PSYO/NESC 3271
DEVELOPMENTAL ORIGINS OF HEALTH AND DISEASE (DOHaD)
Fall 2023

Dalhousie University acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.

Dalhousie University also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

COURSE INSTRUCTOR(S)

Name	What to Call Us	Email	Office Hours
Libby Myles, PhD (she/her) Main Course Instructor	Libby	libby.myles@dal.ca	Via Teams W 1:30 to 3:30 by appointment
Elizabeth O'Leary, MSc (she/her) Part-Time Instructor/PhD Candidate	Elizabeth	elizabeth.oleary@dal.ca	Via Teams As needed by appointment

COURSE DESCRIPTION

The overall topic is covered with an emphasis on the role that developmental events (internal and external) play in programming stress responding and metabolic processes across the lifespan. Students will learn about underlying epigenetic mechanisms, environmental/sociocultural influences, disease processes impacted (e.g., stress-related and metabolic-related diseases), societal implications, and prevention/mitigation strategies.

COURSE PREREQUISITES

1. NESC 2000 or PSYO 2000 (Methods in Experimental Psychology and Neuroscience)
2. NESC 2470 or PSYO 2470 (Systems Neuroscience)

COURSE EXCLUSION

None

Image: US DOHaD Society Logo

COURSE DELIVERY

This course will be delivered online via Microsoft Teams on Tuesdays and Thursdays from **10:05 to 11:25 Atlantic Time** (September 5 – December 5, 2023). These bi-weekly classes will take one of three forms:

1. Traditional Lecture Classes: There are 10 scheduled lecture classes (+ 1 final review lecture) where we will delve into each of the 7 course topics found in the detailed course schedule (**pages 6/7**). These lectures will be split into two parts with a 10-minute break between parts and 10-minutes at the end of class for some flex time or to discuss any questions in more detail.

2. Review/Discussion + Quiz Classes: There are 7 classes reserved for an approximately 30-minute active review session where we can discuss important concepts in more detail and review lecture material ahead of the scheduled quiz. More details on quizzes can be found on **pages 3/4**.

3. Student Presentation Classes: There are 7 presentation classes where we will listen to you, or your classmates, present on an approved primary research article of your choosing that fits into one of 6 course topics (topics 2 through 7). More details on the presentations will be provided in class but are discussed in more detail on **page 4** and outlined in the course schedule on **pages 6/7**.

COURSE MATERIALS

There is **NO TEXTBOOK** for this course! A list of primary research and review papers will be made available (on Sept. 5th), through Brightspace (https://dal.brightspace.com). A PDF of the lecture slides will be posted as soon as possible following each of the scheduled lectures. Other course material such as recorded lectures (in cases of class cancellations) or any additional course documents (e.g., syllabus, other resources) will also be found on Brightspace. **All classes (regardless of type) will be recorded by Teams to confirm we have mentioned material that we will ask about on quizzes/exams and for presentation grading.** Announcements and updates will be communicated using Brightspace so please ensure you are regularly checking both your Dalhousie email and Brightspace (learn about turning on notifications here). If you have any technical issues with Brightspace, please contact the IT Help Desk at support@dal.ca or call 902-494-HELP (4357).

A **computer** with high-speed internet access, in addition to using **Microsoft Teams** and **PowerPoint** is required. **IMPORTANT**: A laptop or desktop computer is needed to complete quizzes as questions (e.g., with figures) may not format properly on mobile devices.	Students connecting to online resources from **outside of Canada** are responsible for ensuring that they are aware of and in compliance of applicable laws within the country from which they are connecting.

LEARNING OBJECTIVES

Through their engagement with the course material, in the form of lectures, assigned readings/ recordings, and discussions, students will learn about:
- the importance of developmental events for programming both health and disease across the lifespan
- the basic mechanisms underlying developmental programming of the stress response system and metabolic processes
- the contribution of environmental and sociocultural factors to the outcome of developmental programming

- o an overview of the disease processes that are related to stress response and metabolic programming
- o the wide-reaching and long-lasting societal implications of stress response and metabolic programming
- o what can be done, in the face of adverse early life events, to mitigate or prevent negative stress response and metabolic programming

COURSE ASSESSMENT

Component	Weight (% of Final Grade)	Dates/Times (Atlantic Time)
1. **In-Class Quizzes** (7 total – Marked on Best 5)	40 (5 of 7, 8% Each)	**Sept 12/21; Oct 5/17/26; Nov 7/23 (Brightspace)**
2. **Presentation** (7 Possible Dates, Chosen Randomly)	15	Paper Choice Approval Due by 4:00 PM 1 Week Before (Email) PDF of Slides Due 24 Hours Before Presentation (Brightspace) **Possible Dates: Sept 26; Oct 10/19/31; Nov 9/28/30 (In-Class)**
3. **Term Project** (2 Options for Format)	20	Format Option Choice Due Nov. 9 by 4:00 PM (Email) Topic Approval Due Nov. 23 by 4:00 PM (Email) **Final Project Due Dec. 5 10:00 PM (Brightspace)**
4. **Final Exam** (Cumulative)	25	**During Final Exam Period (Brightspace)**

Conversion of numerical grades to Final Letter Grades follows the Dalhousie Common Grade Scale:

LETTER	A+	A	A-	B+	B	B-	C+	C	C-	D	F
%	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	55-59	50-54	<50

SUMMARY OF COURSE COMPONENTS

1. In-Class Quizzes:

Seven quizzes will be held in class on SEPTEMBER 12TH, SEPTEMBER 21ST, OCTOBER 5TH, OCTOBER 17TH, OCTOBER 26TH, NOVEMBER 7TH, AND NOVEMBER 23RD. The questions (e.g., multiple choice, fill-in-the-blank, true or false) will be based on content from **lectures AND assigned readings**. Students are encouraged to attempt all seven quizzes even though only the **highest five marks** will count toward their final grade.

TOPIC 1 QUIZ	TOPIC 2 QUIZ	TOPIC 3 QUIZ	TOPIC 4 QUIZ	TOPIC 5 QUIZ	TOPIC 6 QUIZ	TOPIC 7 QUIZ
Lecture 1.1, Lecture 1.2, + Readings	Lecture 2.1, Lecture 2.2, + Readings	Lecture 3.1, Lecture 3.2, + Readings	Lecture 4.1 + Readings	Lecture 5.1 + Readings	Lecture 6.1 + Readings	Lecture 7.1 + Readings

Quizzes will **open at 10:45 AM Atlantic** and have a time limit of **40 minutes once started**. The idea is for you to complete these by the end of class time (i.e., 11:25 AM Atlantic time) if you were to start at 10:45 AM, but quizzes will remain **open until 4:00 PM Atlantic** (i.e., must be complete by 4:40 PM) so that you can choose when to do them. **Please note that the 40-minute time limit still applies regardless of when you start the quiz** (e.g., a quiz started at 11:00 AM will end at 11:40 AM). Quizzes are to be completed individually and sharing answers is strictly prohibited (**see page 8, "Academic Integrity"**). Quizzes can be "open-book", but most questions will encourage you to apply foundational knowledge in order to answer.

Quiz questions will be **randomized** for each student	You will **NOT** be able to return to a previous question once that question is **submitted**.	Since these quizzes are open-book, you will be given an **overall grade** upon submitting your quiz but information on specific quiz questions will remain hidden. You may email the course instructors for specific questions on quiz material at any time up until Dec. 5th.

2. Presentations: *More details will be shared in class on September 7th.*

In-class presentations will be held throughout the term on the following dates: Sᴇᴘᴛᴇᴍʙᴇʀ 26ᴛʜ (TOPIC 2), Oᴄᴛᴏʙᴇʀ 10ᴛʜ (TOPIC 3), Oᴄᴛᴏʙᴇʀ 17ᴛʜ (TOPIC 4), Oᴄᴛᴏʙᴇʀ 26ᴛʜ (TOPIC 5); Nᴏᴠᴇᴍʙᴇʀ 7ᴛʜ (TOPIC 6), Nᴏᴠᴇᴍʙᴇʀ 23ʀᴅ (TOPIC 7 – GROUP 1), ᴀɴᴅ Nᴏᴠᴇᴍʙᴇʀ 30ᴛʜ (TOPIC 7 – GROUP 2). Presentations will be based on one primary research article selected by students within a topic category. These presentations must conclude with a lay-summary critique and/or commentary on the implications of this research for public policy, healthcare, and/or industry. A rubric for the presentations and more details on the 6 possible topic categories will be provided. Presentations will be graded by both course instructors with the two marks averaged for a final grade. **Presentation slots will be chosen randomly by Brightspace, but you can switch with another student if both students email the course instructors before <u>September 14th at 4:00 PM</u> Atlantic time.**

Chosen articles **MUST** be approved by **BOTH** course instructors by email at least one week (i.e., by **<u>4:00 PM Atlantic time 7 days prior</u>**) before your presentation date.
Students **MUST** also submit their presentation slides to Brightspace (as a PDF) no later than 24 hours ahead of their presentation date (i.e., by **<u>10:05 AM Atlantic time the day prior</u>**).

3. Final Project: *More details will be shared in class on October 24th.*

The final project is due on **<u>December 5th at 10:00 PM Atlantic time</u>**. More details and a rubric will be provided in class, but this project can take two forms: 1) **A White Paper** (short report on a topic), or 2) **An Infographic** (visual description of a topic). This project is meant to link science with policy (e.g., to inform a theoretical government or industry problem) and is an opportunity to show your creativity in a way that works best for you. Please note that you will need to collect your evidence from the scientific literature (e.g., a collection of both research and review papers) to inform on a problem or topic of your choosing.

Your choice of **project FORM** (i.e., white paper OR infographic) is due by email to **BOTH** course instructors on **<u>Thursday, November 9th at 4:00 PM Atlantic time</u>**.
Your choice of **project TOPIC** (e.g., one sentence description, title) is due for approval by email to **BOTH** course instructors on **<u>Thursday, November 23rd at 4:00 PM Atlantic time</u>**.

4. Final Exam

The **cumulative open-book** final exam (**180 minutes maximum**) will be held **ONLINE** (Brightspace) during the exam period (December 9th through 18th, open from **<u>10:00 AM to 10:00 PM Atlantic time</u>**). Questions (e.g., fill-in-the-blank, multiple choice, matching, true/false, short answer, short essay) will be randomized for each student and will cover all lecture material. You will **NOT** be asked information from your assigned readings that wasn't covered in a lecture. Approximately 10 multiple-choice questions **WILL** come from the **student presentations,** with no more than one question per presentation. Student presentation slides (PDFs) will be shared on Brightspace after the presentation day for your review, but it is best to **attend these presentations as they occur** as all information discussed won't be found on the slides. The exam is to be completed individually and sharing answers is strictly prohibited (**see page 8, "Academic Integrity"**).

COURSE POLICIES

1. Missed or Late Academic Requirements Due to Student Absence. For all cases of missed or late components (both short and long term), **students must contact BOTH INSTRUCTORS prior to the academic requirement deadline**. Make-up and/or prorating options will be developed on a case-by-case basis depending on the course component missed and the nature and extent of students' difficulties. More details on the categories of reasons for missed or late components are below:

- *Short-term illnesses or medical issues, or personal issues* are ones that require students to miss 3 or fewer school days because of debilitating distress or illness. Short-term illnesses/personal issues include such things as the flu, illness/death of a distant relative, etc. For such issues, **a STUDENT DECLARATION OF ABSENCE (SDA) must be submitted via Brightspace. A drop-box will be set-up for SDA submissions.** *Note*: Only one academic requirement may be delayed (**up to 3-days**) with an SDA. Flexibility is built into course assessments by including only five of seven quiz marks in the final grade, so **SDAs may NOT be used for quizzes**.

- *Long-term illnesses or medical issues, or personal issues* may require a student to miss more than 3 consecutive days of school. These include major acute illnesses; ongoing, chronic illnesses that intermittently affect a student; surgery; illness/death of a close relative, and/or significant injury. For these concerns or for students who have multiple SDAs, Patricia Laws, Assistant Dean (Student Affairs), must be contacted by the student. There are no limits to the number of course components that may be late for these issues with proper documentation.

2. Course Policies Related to Academic Integrity. It is expected, for ALL course assessment components, that students will work individually on the final product (quizzes, presentations, final projects, and the exam). It is also expected that any writing or artwork be the result of students' own **thoughts and time** and not the result of AI. Be sure that you are familiar with *Dalhousie's policy on academic integrity* (**link**). As students, you are held to these standards—it is important that you know what they entail. If you are unsure, please feel free to contact us for guidance.

3. Email Correspondence. It is strongly preferred that you email **BOTH INSTRUCTORS** in the same email so that we can work together to get you a response. Please only contact course instructors via your Dalhousie provided email address and please put the course code (3271) in the subject line. Our goal is to respond to emails within 24 hours, but there may be a delay on weekends or holidays.

4. Weather/Unexpected Events. If a **LECTURE CLASS** is rescheduled or disrupted due to weather (e.g., power outage), material will be recorded as soon as possible and posted for later viewing. **REVIEW/QUIZ CLASSES** will be rescheduled to the next available lecture class (i.e., they will not replace a presentation class) as needed. In this case, that planned lecture will be recorded and posted as soon as possible. December 5th is reserved for a review lecture but would be used as a flex day for a **PRESENTATION CLASS** if needed.

5. Lecture Recording. Lecture recording is **not permitted** expect in approved circumstances. As mentioned (see page 2), all class periods will be recorded in Teams in cases where the recording would be needed. **It is prohibited to share, modify, or post course material online or otherwise.**

DALHOUSIE UNIVERSITY

COURSE SCHEDULE (SEPT 5 - NOV. 9)

Date	Topic	Class Type	Tasks/Important Deadlines
Tuesday, September 5	TOPIC 1. DOHaD Intro/Background	Lecture 1.1	Review the Syllabus
Thursday, September 7		Lecture 1.2	Readings for Lectures 1.1 and 1.2
Tuesday, September 12		Topic 1 Review/Quiz	Review & Discussion (Topic 1) **Topic 1 Quiz** (Lectures 1.1/1.2 + Readings)
Thursday, September 14	TOPIC 2. Basics of Developmental Programming	Lecture 2.1	Readings for Lecture 2.1
Tuesday, September 19		Lecture 2.2	Readings for Lecture 2.2
			TOPIC 2 PAPER CHOICE DUE BY 4:00 PM
Thursday, September 21		Topic 2 Review/Quiz	Review & Discussion (Topic 2) **Topic 2 Quiz** (Lectures 2.1/2.2 + Readings)
Tuesday, September 26		Student Presentations	****TOPIC 2 SLIDES DUE 24 HOURS BEFORE CLASS****
			Topic 2 Student Presentations
Thursday, September 28	TOPIC 3. Programming from Early Life Exposures	Lecture 3.1	Readings for Lecture 3.1
Tuesday, October 3		Lecture 3.2	Readings for Lecture 3.2
			TOPIC 3 PAPER CHOICE DUE BY 4:00 PM
Thursday, October 5		Topic 3 Review/Quiz	Review & Discussion (Topic 3) **Topic 3 Quiz** (Lectures 3.1/3.2 + Readings)
Tuesday, October 10		Student Presentations	****TOPIC 3 SLIDES DUE 24 HOURS BEFORE CLASS****
			Topic 3 Student Presentations
Thursday, October 12	TOPIC 4. Developmental Mechanisms of Health and Disease	Lecture 4.1	Readings for Lecture 4.1
			TOPIC 4 PAPER CHOICE DUE BY 4:00 PM
Tuesday, October 17		Topic 4 Review/Quiz	Review & Discussion (Topic 4) **Topic 4 Quiz** (Lecture 4.1 + Readings)
Thursday, October 19		Student Presentations	****TOPIC 4 SLIDES DUE 24 HOURS BEFORE CLASS****
			Topic 4 Student Presentations
Tuesday, October 24	TOPIC 5. Sociocultural Influences of DOHaD	Lecture 5.1	Readings for Lecture 5.1
			TOPIC 5 PAPER CHOICE DUE BY 4:00 PM
Thursday, October 26		Topic 5 Review/Quiz	Review & Discussion (Topic 5) **Topic 5 Quiz** (Lecture 5.1 + Readings)
Tuesday, October 31		Student Presentations	****TOPIC 5 SLIDES DUE 24 HOURS BEFORE CLASS****
			Topic 5 Student Presentations
Thursday, November 2	TOPIC 6. Building Resilience	Lecture 6.1	Readings for Lecture 6.1
			TOPIC 6 PAPER CHOICE DUE BY 4:00 PM
Tuesday, November 7		Topic 6 Review/Quiz	Review & Discussion (Topic 6) **Topic 6 Quiz** (Lecture 6.1 + Readings)
Thursday, November 9		Student Presentations	Topic 6 Student Presentations
			TOPIC 6 SLIDES DUE 24 HOURS BEFORE CLASS ****CHOICE OF FINAL PROJECT TYPE DUE BY 4:00 PM****

COURSE SCHEDULE (NOV. 13 – DEC. 5)

Date	Topic	Class Type	Tasks/Important Deadlines
Nov. 13 - 17			**READING WEEK!**
Tuesday, November 21	TOPIC 7. Science, Policy, and the Future of DOHaD	Lecture 7.1	Readings for Lecture 7.1
			TOPIC 7 (GROUP 1) PAPER CHOICE DUE BY 4:00 PM
Thursday, November 23		Topic 7 Review/Quiz	Review & Discussion (Topic 7) **Topic 7 Quiz** (Lecture 7.1 + Readings)
			FINAL PROJECT TOPIC APPROVAL DUE BY 4:00 PM ****TOPIC 7 (GROUP 2) PAPER CHOICE DUE BY 4:00 PM****
Tuesday, November 28		Student Presentations	****TOPIC 7 (GROUP 1) SLIDES DUE 24 HOURS BEFORE CLASS****
			Topic 7 (Group 1) Student Presentations
Thursday, November 30		Student Presentations	****TOPIC 7 (GROUP 2) SLIDES DUE 24 HOURS BEFORE CLASS****
			Topic 7 (Group 2) Student Presentations
Tuesday, December 5 *(Optional)*	–	Review/Flex-Day	Exam Review Lecture (**Optional** – Slides will be posted) *(Student presentation day if needed and if scheduling permits)*
			FINAL PROJECTS DUE BY 10:00 PM
TBD in December *(Dec. 8 to 19)*	–	Final Exam (Online)	***Date to be scheduled by the Registrar*** *Will be open from 10:00 AM to 10:00 PM Atlantic (180-minutes)*

University Policies and Statements (Section B)

Recognition of Mi'kmaq Territory:

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Visit or e-mail the Indigenous Student Centre at 1321 Edward St. or elders@dal.ca. Additional information regarding the Indigenous Student Centre can be found at: https://www.dal.ca/campus_life/communities/indigenous.html

Internationalization:

At Dalhousie, 'thinking and acting globally' enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders." Additional internationalization information can be found at: https://www.dal.ca/about-dal/internationalization.html

Academic Integrity:

At Dalhousie University, we are guided in all our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. Additional academic integrity information can be found at: https://www.dal.ca/dept/university_secretariat/academic-integrity.html

Accessibility:

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion, please contact the Student Accessibility Centre (https://www.dal.ca/campus_life/academic-support/accessibility.html) for all courses offered by Dalhousie with the exception of Truro. For courses offered by the Faculty of Agriculture, please contact the Student Success Centre in Truro (https://www.dal.ca/about-dal/agricultural-campus/student-success-centre.html)

Conduct in the Classroom – Culture of Respect:

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

Diversity and Inclusion – Culture of Respect:

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Additional diversity and inclusion information can be found at: http://www.dal.ca/cultureofrespect.html

Student Code of Conduct:

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner - perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. The full Code of Student Conduct can be found at: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html

Fair Dealing Policy:

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie. Additional information regarding the Fair Dealing Policy can be found at: https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html

Originality Checking Software:

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method. Additional information regarding Originality Checking Software can be found at: https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html

Student Use of Course Materials:

Course materials are designed for use as part of this course at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g., uploading to a commercial third-party website) may lead to a violation of Copyright law.

Student Resources and Support (Section C)

University Policies and Programs:

1. Important Dates in the Academic Year (including add/drop dates):
   http://www.dal.ca/academics/important_dates.html
2. Classroom Recording Protocol:
   https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html
3. Dalhousie Grading Practices Policies:
   https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
4. Grade Appeal Process: https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html
5. Sexualized Violence Policy: https://www.dal.ca/dept/university_secretariat/policies/health-and-safety/sexualized-violence-policy.html
6. Scent-Free Program: https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html

Learning and Support Resources:

1. General Academic Support – Advising (Halifax): https://www.dal.ca/campus_life/academic-support/advising.html
2. General Academic Support – Advising (Truro): https://www.dal.ca/about-dal/agricultural-campus/ssc/academic-support/advising.html
3. Faculty of Science Advising Support: https://www.dal.ca/faculty/science/current-students/undergrad-students/degree-planning.html
4. Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
5. Study Skills/Tutoring: http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html
   - *Workshops and support to improve study skills and time management*
6. Student Health & Wellness Centre: https://www.dal.ca/campus_life/health-and-wellness.html
7. On Track: https://www.dal.ca/campus_life/academic-support/On-track.html
   - *Helps you transition into university, and supports you through your first year at Dalhousie and beyond*
8. Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html
9. Indigenous Connection: https://www.dal.ca/about-dal/indigenous-connection.html
10. Elders-in-Residence: https://cdn.dal.ca/content/dam/dalhousie/pdf/academics/UG/indigenous-studies/Elder-Protocol-July2018.pdf
    - *The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support.*
    - *Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803*
11. Black Student Advising Centre: https://www.dal.ca/campus_life/communities/black-student-advising.html

12. International Centre: https://www.dal.ca/campus_life/international-centre.html
13. South House Sexual and Gender Resource Centre: https://southhousehalifax.ca/about/
14. LGBTQ2SIA+ Collaborative: https://www.dal.ca/dept/vpei/edia/education/community-specific-spaces/LGBTQ2SIA-collaborative.html
15. Dalhousie Libraries: http://libraries.dal.ca/
16. Copyright Office: https://libraries.dal.ca/services/copyright-office.html
17. Dalhousie Student Advocacy Services: https://www.dsu.ca/dsas?rq=student%20advocacy
    - *Support for students needing to navigate University policies*
18. Dalhousie Ombudsperson: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
19. Human Rights and Equity Services: https://www.dal.ca/dept/hres.html

Safety Information:

1. Biosafety: http://www.dal.ca/dept/safety/programs-services/biosafety.html
2. Chemical Safety: https://www.dal.ca/dept/safety/programs-services/chemical-safety.html
3. Radiation Safety: http://www.dal.ca/dept/safety/programs-services/radiation-safety.html
4. Laser Safety: https://www.dal.ca/dept/safety/programs-services/radiation-safety/laser-safety.html