Student nurses learn how to respond, build confidence in safe, hi-tech teaching centre.

“I would have liked more time in the sim lab,” says India Wiebe, class of 2017 grad with a Bachelor of Science degree in Nursing. The Centre for Interprofessional Clinical Simulation Learning at the Royal Jubilee Hospital—the sim lab, for short—is a teaching centre made possible through a shared agreement with UVic’s Faculty of Human and Social Development, UBC’s Faculty of Medicine, and Island Health. Now in year two of operation, pre-licensure nurses like Wiebe learn as much about the clinical science of nursing practice as they do about themselves.

“This is really exciting, using such new technology for learning,” Wiebe says having interacted with wireless, programmable ‘patients’ through a range of clinical lessons designed to meet program learning outcomes. “You feel the adrenaline, you learn how to compartmentalize your own emotions, and you simply do your best.”

Each clinical course comes with simulated learning events where six-to-eight students engage in scenarios designed to prepare them for practice on the ward. Using a collaborative approach, the nursing instructor facilitates student learning by having them take turns leading the response to the patient.

“It felt incredibly real,” says Wiebe, “because there’s only one of two possible outcomes with each scenario: total success or total fail. There’s pressure to perform yet you always feel safe.”

Dealing with deep emotion is a skill and a core value

After the simulated learning event, the students debrief with the instructor and discuss what happened. “That’s when your emotions come to the surface,” says Wiebe, as students recall what they’ve experienced. That’s also where reflective learning takes place, says Dr. Maureen Ryan, Assistant Teaching Professor and Clinical Simulation Coordinator with the School of Nursing.

Ryan worked with senior nursing students to develop patient care scenarios based on their ‘real life’ experiences and challenges. This method achieves the required competency, she explains, where students meet licensure exam expectations and enter into practice ready to work with a patient care team.

“Simulation provides a platform for ethical discussion and praxis, offers students a safe practice environment that allows them to build trust in themselves, in the patient care team, and confidence in their abilities to perform competently.” Ryan can see students relax and engage in the learning as they become more comfortable with each session. Developing skill and knowledge with facilitated reflection led by a nursing prof who explains what they are experiencing enhances the learning, Ryan explains. “It is a core value of the undergrad program for student nurses to develop their own identity and ability to care, respond, treat, consult—all within themselves.”

SIMULATED LEARNING CULTIVATES RICH KNOWLEDGE

continued on page 2...
DEAN’S MESSAGE

HSD READS
As we head into summer, many of us look forward to more stolen moments when we can read whatever we want, for as long as we want, wherever we care to curl up with a good book. Perhaps like me, summer also represents for you that time of year when you try to catch up on our beloved Chancellor Shelagh Rogers’ CBC Radio program, The Next Chapter, [www.cbc.ca/radio/thennextchapter] or another source to collect even more ideas than you already had for works that you want to read.

Whatever book you cannot put down this summer, I hope you can seize as many moments as possible with your chosen writers in the days ahead. I also hope that what you read inspires, provokes, and challenges you. With those hopes in mind, my summer reading will include several works by HSD colleagues and other writers who ask me to think harder, feel more deeply, or imagine much differently than I might without their words. With HSD’s ongoing decolonizing work also in mind, many of the writers I have chosen to spend my summer with will ask me to do all three of those tasks at the same time.

As I read books that relate to our faculty’s decolonizing work, I have three commitments in mind:

• First, I commit to buying several books by our own colleagues as well as other writers that relate to our decolonizing work.
• Second, I commit to donating each book after I read it to our budding Book Collection in HSD’s Indigenous Student Support Center, so that HSD students, staff, and faculty can also share in reading these books.
• Third, I commit to hosting quarterly HSD Reads gatherings starting in the Fall of 2017. At our HSD Reads events, instead of the usual book club assignment of discussing one book that we all read, I invite us to come together to compare notes on what each of us has been reading, and why it seems worth sharing with each other in terms of our faculty’s decolonizing work.

Like you, I need to keep many more commitments than these three to further our faculty’s work. However, I hope these three particular commitments are ones we can share and learn from together as we go forward.

Will you read at least one work this summer that asks you to think harder, feel more, and imagine differently in relation to our decolonizing work? Are you willing to donate a book that you want others to be able to read to our emerging IISC Book Collection? Can you join us at our first HSD Reads this fall? I hope so.

Meanwhile, for each of you, I wish a good summer, full of rewarding reads.

Tricia Marck, Dean
Faculty of Human and Social Development

...continued from cover

Case in point: Wiebe recalls a scenario of having to treat an older female patient with cancer. That experience brought back childhood memories for Wiebe: her mother was diagnosed and treated for cancer when she was 12 years old. “The sights, sounds, and feelings came rushing back. How would I deal with this in my real work life?” Wiebe asked herself.

“No I know at the most intimate level just how this work can challenge me,” Wiebe confides, saying she has learned how to be immersed yet prepared. “It’s okay to feel these emotions,” she explains. “It’s the not knowing when you go in to a situation that is not a good thing.”

Every nurse will face a challenge at some point in simulated learning, says Ryan. “For some, it’s the code blue experience responding to a life-threatening event. For others, it’s being present at the end of a patient’s life.”

Simulating clinical practice was designed for this very purpose, to prepare clinicians to respond well to the needs of the patient and family and to equally learn how to manage their own feelings and reactions.

MANY ASK, WHY CHOOSE SUCH A DEMANDING LINE OF WORK?
For Wiebe, she admired the nurses who helped her mom recover from cancer. Yet, she explains, that respect for Nursing evolved naturally after eight years of different studies and working experiences. Her educational journey began with Science at UBC, then Engineering at U Vic, Emergency Room courses at BCIT, and finally Nursing at Camosun (which also has a sim lab) that brought Wiebe back to complete her BSN at U Vic.

While studying, she also worked with UVic’s Science Venture program as an instructor and program/outreach coordinator. Here, Wiebe encouraged grade school students to better understand science, technology, engineering, and math (STEM) through workshops, after school clubs, summer camps, and special events.

In addition to winning three scholarships in 2009, Wiebe also won the Dr. Alastair and Janet Baird Award in Nursing at Camosun College in 2015. Wiebe went on to win UVic’s Jamie Cassels Undergraduate Research Award (JCURA) in 2016 and was one of more than 100 exceptional undergrads to present her research at IdeaFest 2016. Her project was titled Exploring nursing student’s perceptions of simulation pedagogy across the four years of the BSN curriculum.

Wiebe’s findings—gathered through focus group discussions with Nursing students at UVic and Camosun—gave evidence of the value of simulated learning. Namely, that this hi-tech teaching tool helps build confidence and prepare nurses, allowing them to learn from mistakes, build knowledge through collaboration, feedback and repetition, and to deepen their understanding of self by practicing scenarios they fear most. As a result, ‘motor memory’ and intuition are honed. Students share their learning with each other, too, which leads to an even richer understanding.

Wiebe hopes to focus on Pediatrics and is considering further education to become a Nurse Practitioner.

Learn more about The Centre for Interprofessional Clinical Simulation Learning here: www.vicha.ca/professionals/simulation/about.htm
"I guess you could say I switched species," she laughs.

Now working as an RN with Victoria General Hospital, she was thrilled to receive this award and is still surprised by the honour.

When asked about her motivation, she is quick to acknowledge her grandmother, Doris Ringer. An RN who went on to lead seniors’ residential care in Salmon Arm, Ringer also taught Nursing at Thompson Rivers University, Monchak says. “She was a strong, supportive figure in my life and a wonderful confidante throughout my studies. This award is huge for her as well.”

In addition to working towards her Emergency Department Specialty through collaboration between UVic’s School of Nursing and BCIT, Monchak also completed an Advanced Cardiovascular Life Support course outside of her degree requirements. The Canadian Nursing Students Association awarded her the Special Excellence Award in 2016 recognizing her work as the Chair of the Indigenous and Global Health Committee for the Nursing Student Society and as a member on the School of Nursing’s Indigenous Initiatives Committee—both volunteer positions.

"I was setting up tables once for a conference, where I met some of the most interesting nurses. You can always learn something," she says, “from anyone, anywhere.”

As with the learning she experienced during a six-week practicum at a government hospital in Cebu City, Philippines which changed the way she practiced. “You see very advanced disease states and the impact poverty has on people’s health,” she explains. “Add to this a language barrier, and I realized my competency is less important than my ability to properly communicate. I had to find ways to build connections with people that went beyond language.”

“Prior, I was skill focused and didn’t fully appreciate the importance of holistic nursing. Now I see how, as a nurse, you are entering into a person’s life at a vulnerable moment. That’s a privilege.”

Her instructors concur, stating within her citation: “During her time in the BSN program, Laura cared for every patient with ‘unconditional positive regard. Every day she came to her practicum prepared and with a dedication to be the best nurse she could be.”

As her grandmother, Doris, mom Dawna-Lea and dad Darcy Monchak made their way to Victoria for convocation, there was an added delight. Brother, Matthew, was also convocating on the same day with our same faculty having completed his Bachelor’s in Social Work.

As for Monchak’s cat, White Out, named after the blizzard conditions she found him 14 years ago back in Golden, he had to stay home. Nurse’s orders, says Monchak. “He has diabetes.”
Michael Prince (l) with CHEK News host, Ben O’Hara-Byrne, analyze voting results on election night – May 9, 2017.

IT’S COMPLICATED: LANSDOWNE PROF UNRAVELS ELECTION RESULTS AND NEXT STEPS

The recent B.C. election marked all kinds of milestones and, more than ever, we needed political experts to help make sense of it all.

Enter Michael Prince, Lansdowne Professor of Social Policy, who conducted 93 media interviews and appearances during the 28-day campaign. On election night with CHEK News, he was on camera for a marathon four-and-a-half-hours doing in-studio analysis as the votes were counted.

Still taking media calls and writing op-eds as we went to press, we extend our gratitude to Dr. Prince for his time, attention, and deep understanding of the political process.

ALUM TO RUN IN SAANCH COUNCIL BYELECTION

Rebecca Mersereau highly values her learning from UVic, saying her master’s degree studies in public administration (MPA) is helping her better understand local government. “I especially see the nuances of public financial management,” she says.

A water-resource management consultant who chairs the Capital Regional District Water Advisory Committee, this MPA student just stepped forward to replace former Saanich councillor, Vic Derman, who passed away last March. No date has been set for the byelection, however, we shall share the announcement through our HSD social media channels.

SCHOOL OF PUBLIC ADMINISTRATION

DIPLOMA IN INDIGENOUS COMMUNITY DEVELOPMENT AND GOVERNANCE

Learning taps into personal and professional worlds

- Deadline for applications is July 31, 2017; applying earlier is recommended.
- Blended, part-time diploma program is customized for working professionals.
- Study online and visit campus for two short-term sessions.

For Rene Quintin, executive director with an employment and social services non-profit in Campbell River, B.C., enrolling in this diploma program appealed for two key reasons: he wanted to be more effective in his work role, and he wanted to better understand his own Indigenous heritage.

“I was around 12 when I found out I was First Nation,” he says. “I grew up in a white world and was completely disenfranchised from life on the reserve.”

Of the Cowessess First Nation in Saskatchewan, his grandmother had ‘married out’ and lost her status. She also moved her family off reserve to avoid the residential school system. “I was not eligible to register my status until Bill C-3* was passed in 2010,” he explains.

Working closely with Aboriginal people and various First Nation partner organizations in his job for the past 10 years, Quintin wanted to learn more about Indigenous business and law.

“We see interest from Indigenous and non-Indigenous professionals who want to build their careers and improve their understanding to help strengthen Indigenous organizations and communities,” said interim school director Lindsay Tedds.

To date, UVic is the only university in B.C. to offer this type of higher learning opportunity on Indigenous administration and community development. Program delivery is flexible with multiple learning platforms—on-line teaching, lectures, hands-on applied learning, guest speakers, and face-to-face or interactive sessions that encourage peer support and cross-learning.

“I was more shocked than I expected I’d be by how difficult and complicated the law is to access; the land acquisition process, the treaty process if you can call it that, how the British asserted control. It’s disappointing to know the blocks that were enacted to exclude First Nation and Metis rights.”

“I’ve gained, too, a more comprehensive understanding of where we are now and where we are heading,” says Quintin. “For example, I never thought there could be another Order of Government introduced.” Quintin is intrigued by that idea, of First Nations pursuing their own governance, even if he may not live long enough to see it happen universally.

What he does see changing today, in his community and through this new learning, is the importance of treating people with respect. “I see it with UVic. They get it. I see it in this course. It’s new and evolving, and it’s of many benefits to me.”

“I was around 12 when I found out I was First Nation. I grew up in a white world and was completely disenfranchised from life on the reserve.” – Rene Quintin, Campbell River, B.C.
Finding self, reclaiming family, and nurturing the role of fathers

To be sure, when Wes McVey accepts his master’s degree in Child and Youth Care (CYC) this June, his wife, son, and parents will be cheering him on. They’re proud of how hard he’s worked for this, and how far he’s come. He knows his parents will be especially moved because they once feared for his future.

There was a point in his life when he chose to check out of any form of structured existence. “I did well in school up until grade 8 and then I just lost interest.”

He struggled with substance use and mental health issues which he now describes as largely “baseless” because his parents had the love, resources, and understanding to help him get his life back on track. “I just didn’t have a sense of direction and I didn’t want one,” he says. “This was not an overnight thing; it developed over time and went from being a small problem to a huge issue.”

He recalls how his parents blamed themselves for something they didn’t do right. No one could help him articulate what it was that he needed. It would take about four years of working odd jobs, travelling aimlessly, and finally running out of money alone in Australia before he realized what that missing link was all about.

“Identity,” he says. “I was looking for a way to identify myself beyond my parents, beyond school, sports, my friends, and all the definitions of what a man was supposed to be. I needed to find that confidence to be myself and I just knew that it came from somewhere else.”

And so, at 22, he came home and reflected on this question: how could a guy like him with all these choices and all this support drift off course. “I saw other guys around me with these same issues, but with absolutely no safety net.”

McVey realized his parents had been there for him all along. In the time that followed, he focused on working with youth and investing in his education.

“I found the CYC master’s program to be very different from the undergrad studies,” he says. “I learned about qualitative as well as quantitative research and ways you can challenge current understanding.” His grad supervisor was Jessica Ball, a professor with CYC since 2001, and a major influence in McVey’s studies. A highly accomplished and award-winning scholar in her own right, Ball has focused on early intervention, the father’s role, and policy reforms and practices to promote optimal child development.

“There was more value placed on the student’s personal experience,” says McVey, “acknowledging the biases in your own work, even incorporating your own perspective rather than that of the objective observer.”

McVey wanted to focus his research on why there is such a high representation of First Nation male youths coming through the justice system. He wanted to identify the blocks to our understanding and to especially compare this information to his own community. His MA project work in partnership and community engagement included working with CATCH—Community Action Toward Children’s Health—an Aboriginal coalition that strives to eliminate child poverty and enable parents and care providers in the West Bank region of B.C.’s Okanagan.

Now working with youth in the criminal justice system for the past eight years, McVey is also founder of a unique men’s parenting group. Dads on the North Shore is an informal meet-up he started in October 2016 for West and North Vancouver dads and other local men who care for children. The goal: to talk about what it takes to be a dad. They hang out doing kid-friendly activities and also meet just as dads.

“I was looking for a way to improve the amount and the quality of time dads have with their children,” he says. “Getting young fathers in touch with other dads is one way to build an arsenal of resources.” Young men truly need this as they grow up and become fathers themselves, he says. “We all need fathers and mentors we can learn from.”

The dad’s group, says McVey, is really about doing anything where dads can talk with other dads and build positive relationships. Yes, he admits, there is an identity conflict for men around nurturing and caring for children. “You don’t have to be this guy with the big truck and the big tools cutting things down,” he says. “That’s an old stereotype and unfortunately there’s no new rulebook.”

And if he were to write those new rules? McVey says, “It comes down to preserving family as best you can.” Just ask his parents.
INDIGENOUS STUDENT SUPPORT CENTRE
Shanne McCaffrey, Cree Métis with Blackfoot ancestry of northwest Saskatchewan, is the new faculty lead for our Indigenous Student Support Centre starting July 1, 2017. An assistant teaching professor with the School of Child and Youth Care, she happily accepted this new role from professor and Métis scholar Jeannine Carriere with the School of Social Work who was instrumental in developing the centre. Shanne brings many years of experience to the role, having mentored and supported Indigenous and non-Indigenous students, faculty and staff.

SCHOOL OF NURSING
HSD extends a warm welcome to the following new faculty members:

Leanne Kelly, Assistant Teaching Professor, is an Indigenous nurse leader who worked as a nurse manager at the Cowichan Health Centre who will join the BSN program.

Dzifa Dordunno, Assistant Professor, was with the University of Maryland’s School of Nursing and joins us as a clinical educator and researcher in cardiovascular nursing and health.

Nancy Clark, Assistant Professor, was with the Vancouver Community College School of Nursing. She is an educator and emerging scholar in the areas of immigrant women’s health and mental health.

SCHOOL OF PUBLIC HEALTH AND SOCIAL POLICY
Welcome back, Dr. Michael Hayes! Returning as Acting Director July 1 to Dec 31, 2017, while Dr. Cathy Worthington takes study leave, Hayes will also serve as Faculty Lead, Research, and as our UVic SUPPORT liaison.

INDIGENOUS GOVERNANCE
Equally pleased to announce Dr. Charlotte Loppie, professor and director of the Centre for Indigenous Research and Community-Led Engagement (CIRCLE), is Acting Director for our Indigenous Governance program from July 1 to Dec 31, 2017, while director Dr. Jeff Corntassel takes study leave.

Shanne McCaffrey new faculty lead for Indigenous Student Support Centre
(above) “I have fluency in Crow, Raven and Frog,” says McCaffrey. One of her ongoing decolonizing projects is a tadpole nursery; she is raising two species including the endangered northern red-legged frog.

(Left) McCaffrey proudly wears a buffalo sweater made for her by Elder May Sam who knits in the traditional Coast Salish style. Samples of Sam’s knitting remain on display in the School of Anthropology.
CELEBRATIONS

SCHOOL OF CHILD AND YOUTH CARE

Sandra de Finney, a professor with the School of Child and Youth Care and a First Nations scholar, was recognized for instilling in her students a passion for research through innovative teaching strategies using discovery and inquiry-based learning. De Finney’s students characterize her as “accessible,” “engaging” and “inspiring”—and so deserving of this year’s UVic Award for Excellence in Undergraduate Research-Inspired Teaching. Her nominators said de Finney encourages students to address complex ethical and social problems within their communities, making her “a consummate public scholar.”

SCHOOL OF PUBLIC HEALTH AND SOCIAL POLICY

Charlotte Loppie, professor and director of the Centre for Indigenous Research and Community-Led Engagement (CIRCLE), was one of three Canadian researchers awarded a prestigious Gold Leaf Prize from the Canadian Institutes of Health Research (CIHR) at a ceremony in Ottawa last May. The prize acknowledges excellence in health research and its translation into benefits for Canadians. Loppie’s prize was in the category of Transformation: Patient Engagement, acknowledging her work in Indigenous health inequities, Indigenous HIV/AIDS, and the social determinants of Indigenous health.

Loppie also received a $1-million training grant from CIHR through the Indigenous Health Research Mentorship program. The network creates and maintain an action-learning circle of traditional and innovative supports for Indigenous mentees, thus increasing the number, competitiveness and success of future First Nations, Inuit and Métis health researchers who can work with and for Indigenous communities, collectives and nations.

Trevor Hancock, professor and senior scholar with the School of Public Health and Social Policy, was awarded the Defries Medal from the Canadian Public Health Association (CPHA). Hancock also serves as a senior editor for the Canadian Journal of Public Health. Considered a lifetime achievement award, the R.D. Defries Award is awarded to a CPHA member for outstanding contributions in the broad field of public health. Dr. Hancock was particularly recognized for his work in advancing the public health importance of the ecological determinants of health and as a co-founder of the global Healthy Cities and Communities movement.

SCHOOL OF NURSING

Kelli Stajduhar was named Stajduhar the 2017 Ehor Boyanowsky Academic of the Year Award from the Canadian Universities Faculty Association of B.C. in recognition of her outstanding contribution to the community beyond the academy. Her nominators described her as “a model to researchers, educators and clinicians alike, exemplifying a commitment to advancing quality end-of-life care for all members of our population.”

Her 30 years of research, advocacy, teaching, and clinical work has earned Kelli Stajduhar the 2017 Ehor Boyanowsky Academic of the Year Award from the Canadian Universities Faculty Association of B.C. in recognition of her outstanding contribution to the community beyond the academy. Her nominators described her as “a model to researchers, educators and clinicians alike, exemplifying a commitment to advancing quality end-of-life care for all members of our population.”

The Canadian Foundation for Healthcare Improvement has named Stajduhar and her research team with iPANEL and Fraser Health as one of 26 palliative and end-of-life care Innovators for 2017. Their collaborative work on integrating a palliative approach into the acute care pathway was showcased at the foundation’s CEO Forum held in Toronto in June 2017. Congratulations to all!

Dr. Marilyn Thorpe, principal investigator on Developing a Psychiatric Interdisciplinary Team (PIT) at the University of Victoria, and her research team—Andre Kushniruk and Elizabeth Borycki with Health Information Science as co-investigators, and alumni Helen Monkman as project manager, received the 2017 Collaborative Mental Health Care Award from the College of Family Physicians of Canada in collaboration with the Canadian Psychiatric Association. Their research led to development of a new care pathway at UVic’s Student Health Services Clinic, which significantly improved student access to mental health services.

Nathan Lachowsky, assistant professor, won this year’s Randy Alex Coates New Investigator Award in Epidemiology and Public Health Sciences from the Canadian Association for HIV Research. Lachowsky delivered two presentations at the annual CAHR conference, which were evaluated for the award. He emphasizes the need to increase awareness and understanding about HIV today, given that stigma and inadequate sexual health education remain as major barriers.

Further, Lachowsky and his research team also received news their project grant with the Canadian Institutes of Health Research was successfully funded with an allocation of $749,699 over three years. Their study is titled Addressing Recent Trends in HIV Among Gay, Bisexual, and other Men Who Have Sex with Men in Vancouver, B.C.
Congratulations to Rosalie Starzomski, professor and Advanced Practice Leadership coordinator, on winning the 2017 UBC School of Nursing Alumni Award of Distinction for her significant impact made by contributing to the advancement of nursing and bringing honour to the profession at a national or international level. Rosalie was also recognized for her outstanding contributions as a researcher, educator, administrator, ethicist and policy consultant.

Congratulations to Dr. Bernie Pauly on receiving an honourary degree from Red Deer College, presented in recognition for her “unparalleled contributions to health care, to training the next generation of nursing students, and to supporting people who are marginalized. Red Deer College is proud to bestow this honour upon Dr. Pauly,” said Morris Flewwelling, RDC Board Chair. “Throughout her notable career, she has demonstrated an absolute and total commitment to making a difference in health care.”

SCHOOL OF SOCIAL WORK

Bruce Wallace, assistant professor of Social Work and collaborating scientist with the Centre for Addictions Research of B.C., is Principal Investigator for a newly-funded study on Closing the health equity gap: Implementing health equity in harm reduction responses to the opioid overdose crisis.

Funded through the CIHR Institute of Population and Public Health’s planning and dissemination grant, Wallace and his research team—which includes community partner organizations—received $20,000. They will assess a social justice and health equity framework they developed, known as EQUIP, where local stakeholders advise on how to best apply harm reduction practices. The study will further identify what services and effective links can quickly bridge gaps in equity, as with access to health, housing and support programs, which contribute to the drug-related public health crisis in B.C. and increasingly across Canada.

The School of Social Work hosted a rare cultural showcase on June 10 featuring the contemporary portrait work of Francis Dick, Kwakwaka’wakw artist and Social Work alum, followed by a once banned mask dance story belonging to Clan Chief Adam Dick (Kwaxsistalla). The Spirits of the Forest mask dance tells the story of a boy who has hunted too many grouse and learns through a dream how his actions have impacted the forest community.

SCHOOL OF PUBLIC ADMINISTRATION

This 40-year reunion held at the University Club on May 12 provided alumni from 1975-to-79 the chance to mingle, talk and reflect on changes, work, and learning across the University and the public admin profession. The lively discussion at an informal meeting with current students ran much longer than expected. “Students said it was very interesting and informational,” said Jennifer Guest, who provides professional development support to the school. Other alumni, staff and faculty also took part and a grand time was had by all.

GIVING IS GOOD

Your donation can encourage HSD students to achieve amazing things and inspire researchers to solve big questions. Your donation, quite simply, can change the world. Learn more by contacting our development officer, Lynne Milnes, at lmilnes@uvic.ca or call 250-472-5031.

PLANNING A REUNION?

The UVic Alumni Association can help by promoting your event to classmates, arranging speakers or providing door prizes. Network and keep involved by exploring the list of groups and upcoming events find something right for you alumni.uvic.ca/events/reunions.php.

OUR AUDIENCE

HSD Quarterly is published four times a year to share our faculty goals, priorities, and activities. Story ideas are welcome. Contact Kate Hildebrantdt, our communications officer, at katehild@uvic.ca or call 250-472-4389.

Help UVic reduce waste by switching to our e-news format. Update your email and address by visiting alumni.uvic.ca/connect/preferences.php.

Moving? Let us know and we’ll make sure your record is updated.