

THE FAX

MHC FACULTY ASSOCIATION NEWSLETTER

Special



FACULTY ASSOCIATION
of Medicine Hat College

APRIL 2020

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He that composes himself is wiser
than he that composes a book.

Benjamin Franklin





Wow! What strange, strange times!

It is no longer weird for me to say - in my head of course - "I never thought that I would live to see...". Obviously, a function of age, but also the unpredictability of the times. Now that I've gotten that out of the way, let's talk about work!

Do you miss being in the classroom? I really miss face-to-face (F2F) instruction. And it has only been a few days! I always thought that I would like an online teaching environment! I like computer programming along with its isolation and stimulus-response cycle. The meme is sort of like "love the machine, ignore the humans". So why do I miss F2F so much? Well, I've long thought that it resembles or actually is performance art. And as I think about F2F I realize that I miss the interaction and the feedback that comes with being in front of students in the classroom!

Sadly now, the conversation that I carry on about ideas and my areas of interest has to stay in my head! I don't get to engage in real life with the ideas or current examples in leadership, organizational life, or even technology. Asynchronous communication is somewhat useful as one avenue for expression, but it is no substitute for being in front of students and exchanging ideas, positions, and - yes - even "war stories".

But, this is where we find ourselves. Social distancing, self-isolating, and adapting to working from home, all the while surrounded by mountains of overpriced toilet paper! Kidding of course. And the shift was sudden. So fast, in fact that I still find myself occasionally wondering why I'm not on-campus. But we all know why I'm not there. And you're probably not there either.

It is with some relief that I receive and eagerly read new emails from MHC. Email from any work source seems to lessen the isolation just a bit. And it is here that I have to salute the work of the folks at CITE. Their offerings and encouragement have really helped with the transition from F2F and into teaching these last weeks of the semester in an online format. There has been a deluge of support and information from a wide variety of sources making its way into my inboxes! But the familiarity of one or more colleagues offering support, advice, and encouragement really does help me (at least) to weather these changes! So, thanks to the CITE crew! And if you find yourselves in need of ideas, tools, or techniques to help with the short-term or even with developing some strategies for upcoming semesters, CITE has provided a number of emails with good ideas and resources! Virtual fist-bumps to you all.

Stay healthy! Stay safe!

FAX Editor
Lorne Jeal

Twitter Treats

Stages of Working From Home

- Yay I get to work from home
- It would be nice to talk to people
- I hope that pigeon sits in the window today

P.D. REPORTS

by Jo-Anne Reynolds and

Mike MacKenzie

*Human Anatomy and Physiology Society
33rd Annual Conference*

Portland, Oregon

May 22-26, 2019

With the assistance of the PDRF fund, we were able to attend the HAPS conference in May.

HAPS is an organization which focuses on undergraduate instruction of anatomy and physiology. We both teach labs in BIOL 275 and 277 Basic Human Anatomy and Physiology I and II, and this was our first opportunity to attend a professional development event related to our teaching.

The first two days included sessions focusing on current research and trends in anatomy and physiology. The last two days included 120 concurrent sessions focused on teaching, presented by instructors from various schools and representatives of companies that supply instructional materials. While the update sessions were going on, there was a trade show that gave us the opportunity to interact with suppliers and explore new options for teaching materials. Concurrent with the trade show there were over 90 poster sessions, varying in subject from teaching A &P, and current A &P research.

A selection of Jo-Anne's sessions

I chose my sessions with the intention of discovering teaching techniques that we could apply to both the lab and lecture components of BIOL 275 and 277. I came away with several great ideas

for activities that we could apply to our courses, and that I can also apply to my vertebrate zoology course (unexpected bonus!).

Hands-on exploration of heart structure and function: in this session, we made two different models of the heart; one out of coloured plasticine, and one out of tubing and pumps. The plasticine model featured all the blood vessels and valves of the heart. The second model was of the circulation pattern with the heart and blood vessels. When completed, “blood” could be pumped through the system. These would be fun exercises in the lab. I have implemented the plasticine heart modelling into my Zoology lab – looking at the evolution of the heart from fish to birds and mammals.

Cardiovascular system teaching tips LOL (learning-outcome-linked): this session included four presenters from various schools. I came away with a thick handout of activities dealing with subjects such as: composition of blood cardiac cycle, systemic and pulmonary circuits, regulation of cardiac output, among others. Some of these activities would be suitable for use in the lab; others for small group activities in the class; others for possible case studies that could be used as supplementary learning tools on Blackboard

Hands-on nephron bead exercise: Urine formation in the nephron can be a difficult concept for students. This activity introduced in this session uses beads to represent various elements of the blood, which are “filtered” to

produce healthy blood and leftover filtrate (urine). I found this activity to be very engaging, and clearly illustrative of the nephron process. It would be useful in the lab, or as a small group activity in the class.

Active learning environments: in this session, we tried out two hands-on activities, one on bone identification and one of endocrine physiology. The bone activity/game involved bones in a pillowcase that the students had to be able to identify without seeing them. There were a few variations of the game, depending on the desired learning outcome. The endocrine activity was a case study based on profiles of “patients” with endocrine issues (determining what hormones are involved, what the problem is, and what the solution might be). Both of these activities lend themselves to group work in the lab. Although the labs in our courses are already active learning experiences, the addition of a few fun activities could help foster student understanding of the skeletal and endocrine systems.

A selection of Michael's sessions

Most of the sessions that I attended were focused around different technologies that can be used in the classroom, or even in the place of some classroom time. (Distance Learning) We were looking at adding a digital reference tool to the current labs, and several presentations allowed me to see what other Apps and tech are available and compare to the App we were considering utilizing.

Online Best Practices: This session was presented by Nahel Awadallah, who was also offering a presentation in the McGraw-Hill booth. He was obviously very supportive of the resources McGraw-Hill have available. It was good to see some of the options that he presented because we do use the McGraw texts so the resources are something we already have access to. He mentioned that he uses 'Zoom' for face to face communication with his students, and found that he could offer a great deal of feedback and communication with students that he didn't normally offer in a traditional large classroom.

Blending Tech and Teaching: In this session the presenter was comparing her use of a hybrid class where she had 1 face to face lab and 1 face to face lecture along with online lectures to an online class where the only face to face time was in the lab. She realized that she was losing lab time trying to ensure

the students were understanding the online lectures. She also found that for her, a lecture would be 15 minutes, but to the students the same lecture would take 30-45 minutes to get through and understand. Finally, she recommended that if online lectures are being made, they should be limited to a max of 15 mins because anything else is too long for the students. As an instructor, if a mistake is made, rerecording the entire sessions got too long.

3D4 Medical: This presentation was of particular interest because it was the App that we were considering bringing into our labs. Kate Havens, an instructor from USC was brought in by 3D4 Medical to present the app and how she made use of it in her class. It was good to see how she made use of the app in her hybrid model, and that she too uses Zoom for her facetime sessions. Kate gave pointers on how to use the app, and stressed the importance of providing students with the tutorials and tools

to not get lost in the app.

Visible Body: This was a presentation showing the benefits of Visible Body, another potential app that could be used in both the lab and lecture environment. Visible Body is a powerful tool that had some very good features that would be beneficial, however because it doesn't offer a mobile platform at this time it wasn't something we were interested in as more than a resource for instructors.

But Professor Why? Mark Knielson, the current president of HAPS, was presenting on some of the questions that students would come and ask him about oddities in A & P. Mark explained several different questions anatomically, and offered a slide presentation to help students see that although some parts of A and P seem random, they follow very logical patterns that just need to be looked at in greater detail.



Scholarships

Annually the Faculty Association sponsors two \$500.00 Scholarships for MHC students. This year Riley Immel and Michelle Benko were the recipients. The Faculty Association has received thank you letters from both. We're so happy to help.

Congratulations and best wished to Riley and Michelle.

Lions Club Partnership with MHC Faculty Association

Millions of people living in low income countries do not have accessibility or affordability to basic eye care services. The Lions Club is passionate about helping people see clearly and have developed the Recycle for Sight Program. All donated eyeglasses are cleaned, refurbished, and categorized by eye care professionals and Lions volunteers. These precious eyeglasses are given free of charge to those who are in need of prescription glasses. Clear vision opens up opportunities for learning, employment, and enjoyment.

Thank you to everyone who dropped off their used eye wear at the Faculty Association office. This academic year we've collected 34 pairs!

Won't you help to get the word out? Used eyeglasses can be dropped off at the MHC Faculty Association from 8:00 a.m. to 2:00 p.m. Monday to Friday. Prescription glasses, reading glasses, and sunglasses in adult and children's sizes will be collected and donated to the Lion's Club throughout the year. Let's help in the fight against global blindness and make a positive difference people's lives.

Please check out the Recycle for Sight brochure below.

<https://temp.lionsclubs.org/EN/pdfs/iad403.pdf>

Please remember to save your unused glasses and bring them in to the Faculty Association office in F132, whenever we're all back at work again.



Lions Clubs International



Usable Glasses Can Make A Difference!

Lions and Leos help to conserve sight by providing usable eyeglasses to children and adults throughout the world.



Congratulations!



Congratulations to the winners of the Faculty Negotiations Survey Draw! Tara Williams and Grace Torrance each won a \$50.00 Moxie's Restaurant gift card.

Thanks to everyone who completed the recent Faculty Negotiations Survey. I was so pleased with the response, we had one hundred and

six faculty respond, which equates to sixty two percent. I had been planning on organizing faculty town hall meetings in each Division, however, in light of the COVID19 pandemic, and to ensure the safety of our members, face to face meetings will be postponed. Please know that as your Negotiation Chair, I am working on your behalf, and am available to

answer your questions and hear your concerns. Please feel free to contact me at msmith@mhc.ab.ca.

Wishing all our members health and safety as we gallantly carry on during these strenuous times.

Michelle Smith
FA Negotiations Chair

THE FAX

MHC FACULTY ASSOCIATION NEWSLETTER

NEXT ISSUE:

First week of September 2020

The opinions expressed in this newsletter are those of the authors and do not necessarily represent those of the Faculty Association of Medicine Hat College or its Committee members.



*Jason Openo
Manager,
Teaching & Learning*

Teaching & Learning

Can we be funny?

After September 11, 2001, the cast of Saturday Night Live asked, “Can we be funny?” with the then still likeable Rudy Giuliani. The question many people were struggling internally to answer was, when would be able to laugh again? When would things return to normal? I will never forget when The Onion published their first issue after the attacks on September 26, 2011.



My [favourite piece](#) from that issue is the story of Christine Pearson, who baked a cake and decorated it like an American flag to combat her feelings of helplessness in the wake of the horrible terrorist attacks that killed thousands.

For the past two weeks, I have been a feeling a similar helplessness and powerlessness at the same time I have been inspired by the CITE staff who worked around the clock to help as many faculty as possible get ready for online delivery. No less impressive has been Library Services staff who continued to show so students could continue their

educational journeys. I observed the IT Call Centre’s creativity, unfailingly dedication and patience to get as much equipment in people’s hands as possible to make this speedy transition to online delivery. Not to be forgotten, of course, are the staff who followed AHS instructions and self-isolated in order to slow the spread and contribute to saving the lives of the most vulnerable. And from Rene and Barb, I heard the heroic stories of faculty conquering serious technological obstacles in order to get ready to deliver in an online format.

All of this happened when everyone also had their own families and friends to worry about and care for. After two years of chemo, my mother’s immune system is vulnerable, and I don’t know if I will ever see my mother alive again. With no flights and closed borders and the risk of being a vector of transmission, I cannot visit her. On the day I am writing this, my daughter is in self-isolation because she returned from the US, and I won’t be able to hug her for at least two more weeks.

All of this to say I am not quite ready for silver linings articles or articles about what lessons we can take away from this rapid transformation to online learning. But I am ready to laugh. My brother, a Dr. of Epidemiology who has worked for the Center for Disease Control, wore this shirt to work today.



I appreciate gallows humour and Michael Bruening’s [“I will survive teaching online”](#) (which, with 1.5 million views, I am sure some of you have already seen).

I am also taking advantage of some free stuff! Almost every content vendor in the world has made amazing content freely available. We are part of The Alberta Library, and TAL is a member of the International Coalition of Library Consortia (ICOLC) and a part of this consortia community is curating an overwhelming list with vendor responses to the COVID-19 situation. If curious (just to see how massive it is), the list is accessible at:

<https://docs.google.com/spreadsheets/d/1pFSA-yEDix15ZKtQmEUOuWvdDFLdzDbhJP5CjrkaJo/edit?usp=sharing>

Because we have been encouraged to prepare for deep financial challenges, I’d like to bring special attention to [EBSCO’s Faculty Select](#). Faculty can search more than 12,400 Open



*Jason Openo
Manager,
Teaching & Learning*

Teaching & Learning

Educational Resources, and copy/paste links to relevant materials into their Learning Management System (LMS) or send links to the material directly to students to access. EBSCO is providing easy access to OER through a simplified version of Faculty Select at this link: <https://go.ebsco.com/L202QN00k1h50L8S50H0T0s>

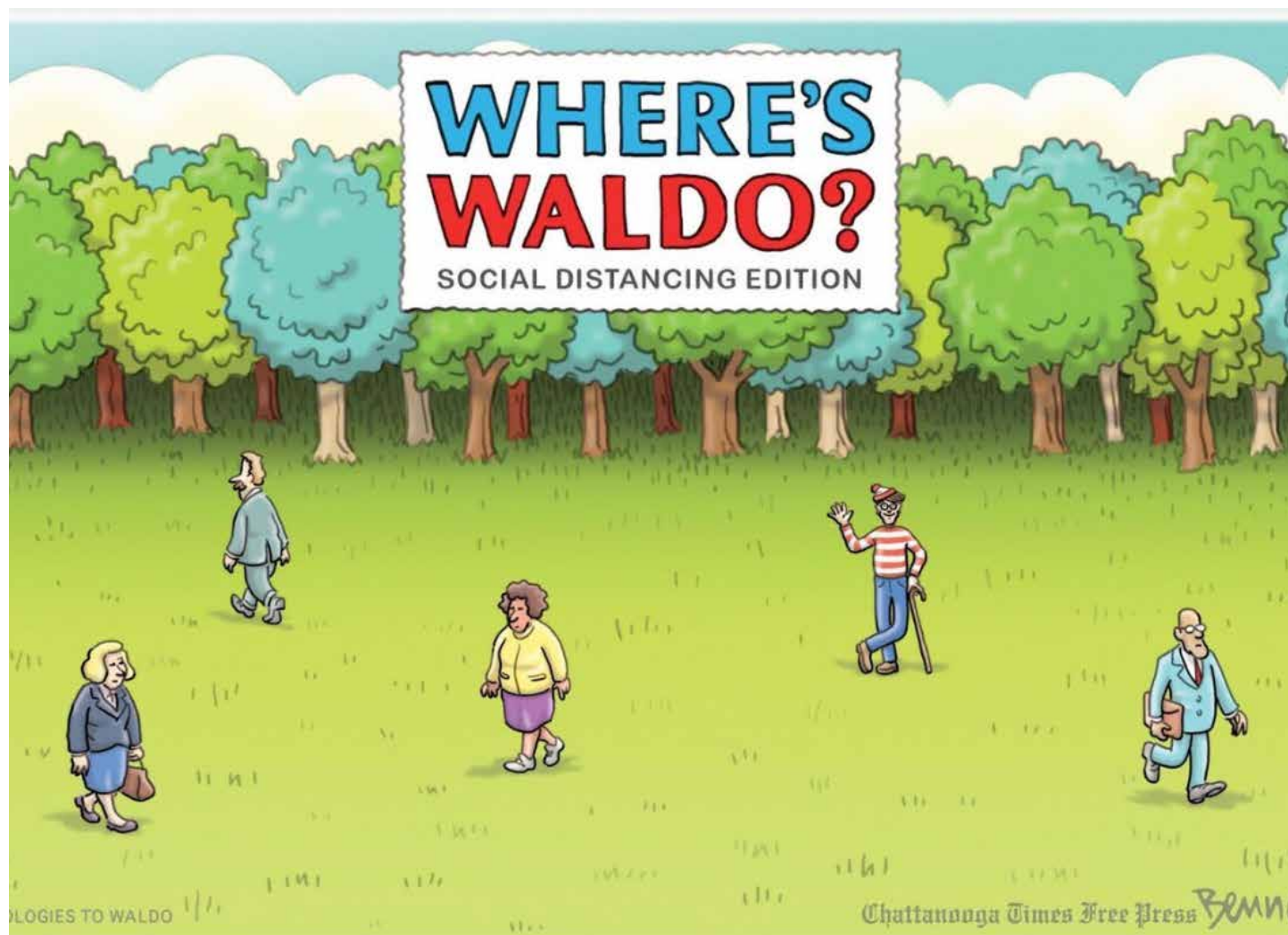
Most interesting to the librarian in me is that ICOLC has also drafted a po-

sition statement on the crisis which is supported by TAL. The statement can be found at:

<https://icolc.net/statement/statement-global-covid-19-pandemic-and-its-impact-library-services-and-resources>

If this advocacy effort is successful, and any relevant content and data sets about COVID-19 become open access immediately for unlimited users with

no interlibrary loan restrictions, the bibliographic universe will be radically transformed. For a while at least, Stewart Brand's "Information wants to be free" may triumph. But Brand also said information wants to be expensive. Now is a great time to explore products we might not be able to afford, but if you find products of value to you, please let us know.



A message from
Rick Robinson
& Mark Kaethler
Your FA President & V.P.



Medicine Hat College
**FACULTY
ASSOCIATION**

We have all been thinking about what it means to be in crisis lately. To be in crisis is to be in an extraordinary time. When the hiker knows the path, they are not in crisis; to move forward happens always and most naturally. When the path becomes too difficult to see or too difficult to traverse, the hiker must halt. This is when the crisis has arrived. Crisis arises when our action has halted because we are insecure, uncertain and quite probably feeling unsafe, causing anxiety and requiring our next decisions to be made with the utmost care. In most cases, however, crisis is used in a medical sense, where crisis is the turning point of a disease, when an important change takes place indicating either recovery or death. In a crisis, the time for deliberation is over. The patient must be kept alive, and this forces commitment to a specific and immediate course of action.

Over the last week and a half, as faculty have moved rapidly to online delivery and Alberta declared a state of emergency, both of these meanings of crisis have been accurate. Many of us have felt insecure and uncertain as we followed the only treacherous path that appeared open to us.

And while it may be too early for silver linings, we wanted to share a good news story that happened just prior to all these changes. This past week, Medicine Hat College adopted a new policy around inviting Indigenous Elders and Knowledge Keepers as special guests. The purpose of the new policy is to recognize their value and the honour it

is to have them bring their knowledge and experience to our community and students; it is an acknowledgment that we look up to the Elders & Knowledge Keepers and what they have to offer.

Now, more than ever, faculty are also in a place of honour. Our students look up to us as content and instructional experts. In our normal state faculty are called upon to share their expertise in a known environment and, like the hiker, we know the path forward and can guide our students to their destination with ordinary effort. However, as we face this crisis, the path forward is less clear to us and yet we must press on. Our students look up to us; they still expect to reach their destination despite the unknown terrain ahead. Some of our students, like the hiker, don't know how to move forward, how to take the next step. We can act to help them succeed and whenever possible we should exercise care, understanding and patience.

**Finally, a
thankful
attitude is
a healthy
response to
most every
situation.**

While our students and the college have shown appreciation for the work we are doing as faculty, let's remember

others who are working hard as well to support us all. Most of the college administrative functions continue and many staff are still working on campus, helping students and supporting the effort to get them through.

At the risk of missing some, this is a list of those who deserve our appreciation. The unbelievable efforts of our CITE department, Information Technologies and the Call Centre should not go unnoticed when thinking of what it took to move our courses into an online format. In dealing with students directly our student services staff, our library and International departments have been navigating many impossible situations. Administrative, management, and facilities employees have been a presence in order to maintain our operation per the government mandate.

These colleagues and others have overcome their own fears and uncertainty to deliver services required by students and faculty alike. Please take a moment to show your support with a show of thanks where thanks is due.

Looking forward to better times, having risen above and found that we can finish well, even in difficult times ...



YOUR UPDATED CALENDAR

Cancellations, Postponements & a Maybe.....

MHC's 3rd Annual Easter Egg Hunt

Wednesday, April 8th - 4:30 p.m. College Main Entrance

April 8th - FA Social Committee Bowling Night

Panorama Lanes - 6:00 p.m.

April 8th FA sponsored Soup & Bun Lunch for Students - outside of the SA office at 12:00 noon.

Faculty Association Professional Development Day 2020

Designing Quality Experimental Learning Activities in Curricular and Co-Curricular Settings

Friday, April 24, 2020 - Crowfoot Room - 9:00 a.m.

Faculty Association Annual General Meeting

Friday, April 24, 2020 - Crowfoot Room 12:00 p.m.

MHC Celebration of Teaching & Learning Symposium

Tuesday, April 28, 2020 - Crowfoot Room

Rural Mental Health Conference - Brooks, Alberta - POSTPONED

Heritage Inn & Convention Centre

April 29 - May 1, 2020

Liberal Education Conference - POSTPONED

Mount Royal University - Calgary, AB

May 1 - 2, 2020

ACIFA Conference - May 10th to 12th, Jasper Park Lodge - A message from ACIFA

Presently, the conference is still going ahead. You are encouraged to keep your registration active until closer to April 15, when we will be able to confirm with Jasper Park Lodge about whether the conference is cleared to proceed.



Congratulations to Marla Freitag on her recent publication, "Preparing Students for the Future." Below you will find the complete article reprinted with permission from the League for Innovation.



When preparing college students for the current working world, faculty also need to prepare them for the workplace of the future. Rapid advancements in technology mean that students will encounter software, systems, and responsibilities at work that may differ substantially from what is studied in today's classrooms.

In an effort to provide students with course activities that would help prepare them for the working world of today as well as tomorrow—such as adaptability and work ethic—I began looking at the skills demonstrated by positive role models. After observing, interviewing, analyzing, and learning from these role models, including entrepreneurs and businesspeople, I developed competitive projects that met the following **BEST** curriculum goals.

- **Build students' confidence** so they believe in themselves and have a positive vision of their own future.
- **Engage students** so they believe in the value of hard work.
- **Support students** so they can be successful.
- **Teach students** to see obstacles and problems not as failures, but as opportunities to adapt, revise, and improve.

The following projects—Critical Thinking Tournament, Innovate Tournament, and On-Campus Client Projects—are examples of ways I incorporate these goals into my communication courses.

• **Critical Thinking Tournament**

Students in my interpersonal relations class compete in a Critical Thinking Tournament to build their critical thinking skills, develop skills in taking initiative, and learn to work as a team and use positive interpersonal skills. Student teams create a presentation showcasing how they use critical thinking skills to complete a challenge related to helping people in the community. The students initiate a wide variety of projects, such as volunteering at local charities and helping other students learn new skills.

Build students' confidence so they believe in themselves and have a positive vision of their own future. To complete the Critical Thinking Tournament, students are asked to think through a problem from start to finish and coached on how to complete the challenge. Since the students use a systematic critical thinking approach, they anticipate and avoid problems as they tackle the challenge. Successfully completing the challenge builds the students' confidence so when they encounter future problems, they have a positive view of their skills and abilities. One year, a local TV station featured a team's Critical Thinking Tournament project on the evening news.

Engage students so they believe in the value of hard work. Certificates and prize money are awarded to the winning team. In an effort to win the competition, students are willing to put in more time than they would for a

traditional project. As a result, they are also developing a strong work ethic. Not only do students see that hard work pays off, they also say it feels good to volunteer and help people in the community.

Support students so they can be successful. Critical thinking is a skill that we expect our students to use on a regular basis, but often we must teach them how to be critical thinkers. In this tournament, students are provided with applications for critical thinking and evaluated on their critical thinking skills. This experience helps students become better equipped for dealing with and resolving future challenges. Teach students to see obstacles and problems not as failures, but as opportunities to adapt, revise, and improve. As part of the tournament, students critically reflect on what they learned by completing the challenge. Critical reflection is a valuable part of the project, as students are able to learn from their experiences.

• **Innovate Tournament**

Oral communication students compete in an Innovate Tournament in which teams create innovations and present them to an audience of invited community members, other student teams, instructors, and judges. Innovate Tournaments help students to become innovative, creative risk-takers who embrace change and are able to adapt to using new software and hardware. Build students' confidence so they believe in themselves and have a positive

vision of their own future. Teams of three to four students use unfamiliar software to create innovations and develop presentations for a competition against students in another instructor's class. For this task, they must think outside the box. As part of the tournament, students use their entrepreneurial skills and sell the innovations they create. For one Innovate Tournament, students raised over \$2,500 by selling their innovations and donated the money to local charities.

Engage students so they believe in the value of hard work. Students appear to appreciate the value and rewards of hard work and are proud to show their innovations to members of the community. Students receive recognition at the tournament, in the college campus newsletter, and in the community newspaper. A local bank sponsors the tournament and awards cash prizes to the winning teams.

Support students so they can be successful. To make sure students are successful, faculty ensure that the software they need is available in all of the college's labs. My colleague and I also learn how to use the software so we can guide students as needed.

Teach students to see problems and obstacles not as failures, but as opportunities to adapt, revise, and improve. Students reflect on the Innovate Tournament and provide feedback on the process, learning and growing from the experience. One of my favorite quotes is, "At first I wondered why we were doing the Innovate Tournament, but at that time I did not realize it would change my life."

- **On-Campus Client Projects**

Communication class students complete projects for on-campus clients,

such as the college's Student Services and Business departments. Many times, this involves the students using unfamiliar technology, which helps them develop new skills, take risks, and be creative.

Build students' confidence so they believe in themselves and have a positive vision of their own future. By completing real projects for on-campus clients using unfamiliar technology, students gain confidence, a vision, and a belief in themselves. For example, students were asked by Student Services to create tutorial videos for the new online system for booking appointments with academic advisors. The resulting videos were so sophisticated and professionally executed that the college posted them on its website.

Engage students so they believe in the value of hard work. Students work in project teams and the client chooses the winning project. The winning team receives bonus marks and certificates. Students are engaged as they work to create projects that will impress their clients, and there is often cheering in class as winners are announced.

Support students so they can be successful. Instructors who want students to be confident risk-takers need to be supportive of their risk-taking. We must help students become comfortable using new technology by giving them opportunities to practice using it. In the case of the client project assignment, I find that students do not want to ask for help unless it is a classwide problem, so they figure out how to use the unfamiliar technology on their own. Teach students to see problems and obstacles not as failures, but as opportunities to adapt, revise, and improve. This is probably the most important step, and one that is often ignored in teach-

ing. Once the client chooses the winning project, all the students have an opportunity to raise their mark by revising their projects and making the changes the client has requested. This helps students understand that even if their project is not chosen as the winner, with small adjustments and revisions they still have an outstanding project to include in their professional portfolios.

BEST Goals in Curricula Prepares Students for the Working World

As a result of incorporating BEST goals into course curricula, the students and I have received positive feedback from on-campus clients, college work experience practicum employers, and external employers about how flexible and adaptable students are at using technology and how good they are at solving problems. Course projects that include activities to meet these goals build students' confidence, which contributes to a belief in their own value and skills and a positive vision of their future. Faculty who utilize these or similar projects help students become adaptable using new software and technology; encourage them to take risks and embrace change; and motivate them to take initiative, be innovative and creative, and use critical thinking skills. Students learn to work hard and, through that hard work, develop a strong work ethic. In addition, faculty support students by teaching them to see problems and obstacles as opportunities to learn, adapt, and improve. Incorporating projects that address BEST goals into the curriculum helps students to be successful in an ever-changing world, which is, ultimately, the primary goal of educators across the board.



Mental Health Advice

submitted by Marie Wanty

MHC Manager of Mental Health and Counselling

During this difficult time, working from home can bring up feelings of being unsettled, isolated and frustrated. Taking care of your mental health is key during this time to maintaining overall wellbeing. These are some tips for helping to maintain good mental health whilst working from home;

- Accept the situation and that your working environment will look and feel different for the foreseeable future.
- Have a designated work area in the house so your home doesn't become your office.
- Keep to a routine and schedule regular breaks.
- Set up a time to have a virtual coffee break with work colleagues and keep in contact with your manager.
- Take regular breaks and go outside for some fresh air
- Get regular sleep (7-8 hours per night)
- Eat healthy
- Try to get some regular exercise – there are many online resources available that you can do from home.
- Remember to switch off at the end of the day and do something for yourself.
- If you need to talk to someone about your mental health contact MHC EAFP program – WWW.homewoodhealth.com

The government of Canada guide to working from home offers some great tips and resources
<https://www.canada.ca/en/government/publicservice/covid-19/mental-health-tips.html>

Another resource From the Center of disease and control prevention may be helpful.

https://www.cdc.gov/coronavirus/2019-ncov/prepare/managing-stress-anxiety.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fabout%2Fcoping.html

In 1603, London faced a severe bout of plague that lasted until 1604. The conditions, consequences, and anxieties were far worse than those surrounding COVID19 today, but much like then, we are retreating into isolation and finding ways to pass the time. Unlike Londoners of the past, we as Hatters can actually communicate with people in London thanks to the technol-

ogy available today. The networks and connections we can sustain through these social platforms are important for maintaining community, and although whatever we have devised cannot compare to our classroom experience, we can at least strive to use these temporary mechanisms to offer comfort in these trying times. We can also appreciate a bit more what we have lost access to in the past while, though.

To establish some further community, your executive (and FA Admin) have provided one thing they are looking forward to again and one thing that they are appreciating more as a result of this experience.

Mark Kaethler
FA Vice-President

One thing I look forward to is: "Sharing a sincere smile, maybe a laugh, with students and colleagues"
One thing I appreciate is: "The freedom we have to move about as we please" - Rick Robinson - FA President

Looking forward to: Seeing my family who are currently in Southern Ontario again for the first time in a while.
Appreciating more: Nature, and the Criterion Collection through our Library website. - Mark Kaethler
FA Vice-President

I am looking forward to: Hugging my colleagues!
Appreciating more: My husband as he has been a great support and I am experiencing a closer connection with my children. - Torill Hutchinson - Brooks Rep

I am looking forward to lasting radical social and economic change.
Appreciating (in the sense of 'understanding a situation') more: that a great many of the things about our economy and society we have been told are impossible to change really aren't impossible to change
- Diane Gall - Academic Board Rep.

I really miss face to face teaching, so I'm looking forward to being back in the classroom
Already going stir-crazy. I appreciate more the routine of going to work - Lorne Jeal - Secretary

I look forward to returning to being social on campus, greeting students and colleagues without fear of harming anyone inadvertently. - Brigit Aman - Associate Rep.

I look forward to be able to return to the Freedom that we all take for granted.
I appreciate my two RCMP Daughters and RN Daughter that continue to selflessly help the Public through this crisis.
- Michelle Smith - Negotiations Chair

I look forward to enjoying a meal or coffee out with friends and family.
I will never again underestimate the power of a simple handshake. - Monika Farmer - FA Admin. Asst.

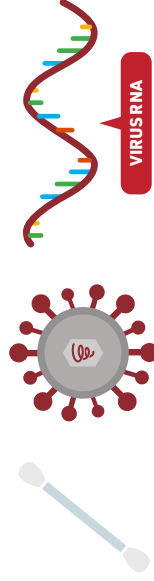


HOW DO THE TESTS FOR CORONAVIRUS WORK?

HOW CURRENT TESTS WORK

1

A swab is taken of the inside of a patient's nose or the back of their throat. This sample is then sent to a lab to test.



2

The RNA of the virus is extracted and purified. An enzyme, reverse transcriptase, converts the RNA to DNA.



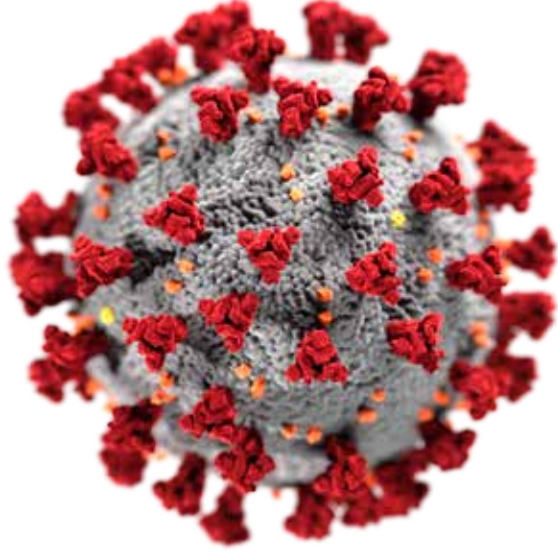
3

The DNA is mixed with primers, sections of DNA designed to bind to characteristic parts of the virus DNA. Repeatedly heating then cooling DNA with these primers and a DNA-building enzyme makes millions of copies of virus DNA.



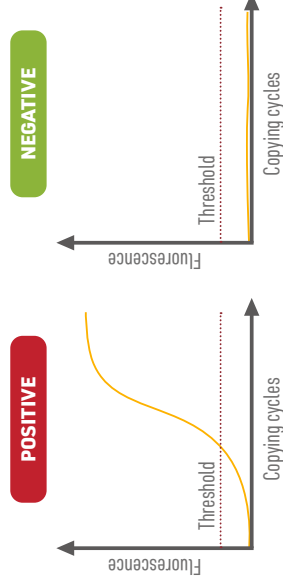
4

Fluorescent dye molecules bind to the virus DNA as it is copied. Binding makes them give off more light, which is used to confirm the presence of the virus in the sample.



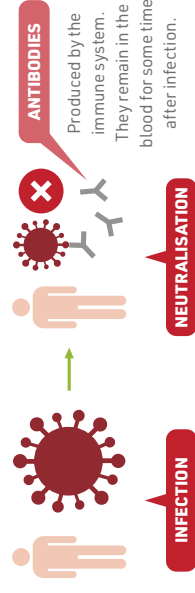
POSITIVE AND NEGATIVE TESTS

The fluorescence increases as more copies of the virus DNA are produced. If it crosses a certain threshold, the test is positive. If the virus isn't present, no DNA copies are made and the threshold isn't reached. In this case, the test is negative.



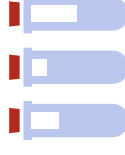
FUTURE TESTS

The current tests are good for diagnosing an infection – but they can't tell us if someone has had it and then recovered. Tests that look for antibodies against the virus can do this.



Tests that look for proteins on the surface of the virus are also in development. These tests are faster, but less accurate.

ISSUES WITH TESTING



REAGENT ISSUES

High demand and issues with reagents have delayed testing in some countries.



TIME-CONSUMING

It takes a few hours to get results from the test, limiting how many tests can be done.



FALSE POSITIVES AND NEGATIVES

In some cases sample degradation or contamination can affect the results.

