

Regular Meeting of the Board - April 12, 2018

Thursday, April 12, 2018

Start time 8:00 PM

Administration Office, 181 Henlow Bay, Winnipeg, Manitoba

AGENDA

1. **Attendance**
2. **CALL TO ORDER**

Comments:

The content of the Informational Reports has been reviewed by Trustees prior to the Board Meeting. The reports reflect discussions and activities of the Committees. At Board Meetings, if Trustees wish to speak to or ask questions regarding a particular report included in the Information Reports section of the Board Meeting agenda – that needs to be identified at the time the Agenda is amended. Recommended motions from Committees are addressed separately in the agenda.

Minutes Template:

Meeting called to order at <currentTime>

3. **AGENDA APPROVAL**
4. **Board Minutes Approval**
 - 4.1 **Regular Meeting of the Board - March 22, 2018 (2018/03/22)**
5. **STANDING COMMITTEE REPORTS, SPECIAL COMMITTEE REPORTS AND OTHER REPORTS**
 - 5.1. **Standing Committee Reports, Special Committee Reports and Other Reports**

Summary:

1. Standing Committee Reports:

- a. Report of the Special Board Meeting held on March 22, 2018;
- b. Report of the Committee Meeting of the Whole held on March 22, 2018;
- c. Report of the Committee Meeting of the Whole held on April 3, 2018;
- d. Report of the Special Board Meeting held on April 3, 2018;
- e. Committee Report of the Buildings, Property and Transportation Meeting held on April 2, 2018.

2. Other Reports:

- a. Commendation Report dated April 12, 2018;
- b. Bereavement Report dated April 12, 2018;
- c. Teacher Contracts (Permanent and Term) as listed in the Teacher Contracts Report dated April 12, 2018;
- d. Teacher Contract Alterations as listed in the Teacher Contract Alterations Report dated April 12, 2018;
- e. Substitute Teacher Contracts as listed in the 2017-18 Substitute Teacher Contracts Report dated April 12, 2018;

- f. Resignations as listed in the Resignations Report dated April 12, 2018;
- g. Enrolment Report - March 2018.

Purpose:

To consider receiving the Standing Committee Reports, Special Committee Report and Other Reports as information and,
To consider ratifying Teacher Contracts (Permanent and Term) as listed in the Teacher Contracts Report dated April 12, 2018 and,
To approve Teacher Contract Alterations as listed in the Teacher Contract Alterations Report dated April 12, 2018 and,
To consider ratifying Substitute Teacher Contracts as listed in the 2017-18 Substitute Teacher Contracts Report dated April 12, 2018 and,
To consider receiving resignations as listed in the Resignations Report dated April 12, 2018.

6. DELEGATIONS

6.1. Right at School - Parent Delegation

Summary:

Purpose: To make a presentation to the Board.

7. EDUCATIONAL PRESENTATIONS

8. BUSINESS FROM PREVIOUS BOARD MEETINGS

9. BUSINESS FROM PREVIOUS FINANCE COMMITTEE OF THE WHOLE

10. BUSINESS FROM PREVIOUS COMMITTEE MEETING OF THE WHOLE

11. BY-LAWS AND/OR POLICIES

11.1. By-Law No. 126 (Borrowing By-Law)

Summary:

THAT By-Law No.126, being a by-law of the Trustees of the Pembina Trails School Division in Manitoba, providing for the borrowing of moneys upon the credit of the said School Division to meet current expenses for the Fiscal Year 2018-19, be given second and third reading and passed.

12. CORRESPONDENCE FOR DISCUSSION

13. STANDING AND SPECIAL/ADVISORY COMMITTEE REPORTS

13.1. BUILDINGS, PROPERTY AND TRANSPORTATION COMMITTEE

13.2. COMMUNICATION AND COMMUNITY RELATIONS COMMITTEE

13.3. EDUCATION COMMITTEE

13.4. FINANCE AND PLANNING COMMITTEE

13.5. HUMAN RESOURCES AND POLICY COMMITTEE

13.6. NEGOTIATIONS COMMITTEE

13.7. PEMBINA TRAILS SCHOOL DIVISION EDUCATIONAL SUPPORT FUND INC.

13.8. PEMBINA TRAILS VOICES

13.9. COUNCIL OF PRESIDENTS

13.10. BOARD/ASSOCIATION COUNCIL ON EDUCATION (B.A.C.E.)

14. ADMINISTRATIVE REPORTS

15. **NEW BUSINESS**

16. **CORRESPONDENCE FOR INFORMATION DISTRIBUTION LIST**

16.1. **Correspondence for Information Distribution List - April 12, 2018**

Summary:

THAT the Correspondence for Information Distribution List dated April 6, 2018, be received as information.

17. **QUESTIONS FROM TRUSTEES**

18. **QUESTIONS FROM MEMBERS OF THE PUBLIC IN ATTENDANCE**

19. **REQUIREMENT FOR A COMMITTEE MEETING OF THE WHOLE**

20. **ADJOURNMENT**

Minutes Template:

Meeting adjourned at <currentTime>



The Interlake School Division invites applications for the position of:

Assistant Superintendent

(Duties to commence July 1, 2018, or as mutually agreed)

ISD MISSION STATEMENT

To enable each student to realize his/her fullest potential as a contributing and responsible member of society.

ISD VISION

To prepare today's learner for tomorrow.

The Division: The Interlake School Division serves the educational needs of 2,900 students, and manages an annual operating budget of \$38,000,000. Bordering the north perimeter of Winnipeg, this rural division serves nine communities comprised of three high schools, ten elementary schools and nine Hutterite colonies. Management is centralized from an office in Stonewall, Manitoba.

The Candidate: The Board is seeking a dynamic individual to provide visionary leadership and foster a positive, respectful educational environment within the Interlake School Division. The successful candidate will:

- Have 5 years administrative experience in public education
- Hold or be eligible for certification as a teacher in Manitoba
- Have demonstrated team building skills and be committed to developing leadership capacity
- Possess strong management, communication and interpersonal skills
- Be proficient in technology and possess an excellent understanding of the role of technology in education
- Demonstrate a thorough understanding of educational/pedagogical issues and trends
- Be proficient in achieving results through cooperation, collaboration and innovative problem solving
- Be committed to working in partnership with students, parents and the communities
- Demonstrate global citizenship

Previous experience in a division office at the administrative level and comprehensive knowledge of budgeting and public education funding will be considered assets.

Applicants should submit a resume by **12:00 noon Monday, March 26, 2018** with a statement outlining their leadership style, educational philosophy and three references to:

Assistant Superintendent Search Committee
c/o Human Resources
Interlake School Division
192-2nd Ave. North (PTH 67)
Stonewall, MB
R0C 2Z0
 e-mail hr@isd21.mb.ca

Only candidates selected for an interview will be contacted. Employment will be subject to satisfactory criminal record check and child abuse registry check.



GARDEN VALLEY SCHOOL DIVISION (Winkler MB) **"Committed to Excellence: Learning Today - Building for Tomorrow"**

Assistant Superintendent of Student Services

Applications are being accepted for the position of **Assistant Superintendent of Student Services**.

The Division:

Garden Valley School Division is a dynamic, innovative, and visionary school division located in the agricultural heartland of industrialized south central Manitoba. It has a student population of over 4500 and a staff of over 700. The City of Winkler, the industrial hub and home to the division's administrative office, two high schools, and four of its eight early and middle years administrative units, has all the amenities of a larger city within a rural setting. It is a seventy-five minute drive south of the capital, Winnipeg, and twenty minutes north of the United States border.

The nine-member Board of Trustees has a strong commitment to providing high quality education within the context of the diversity and uniqueness inherent in the Division. The mission for the Division is:

"The mission of Garden Valley School Division is to facilitate excellent education for children to become good neighbours, workers and citizens."

The Candidate:

The Board seeks an Assistant Superintendent of Student Services with a demonstrated commitment to the Board's philosophy of education, an understanding of special needs children, and coordination and leadership abilities. The individual will supervise and coordinate all special education services in the division and will be assigned specific duties in the area of division administration.

The individual will have:

1. A minimum of five years of successful teaching experience
2. Hold, or be eligible to hold, a Manitoba Special Education Coordinator's Certificate
3. Preferably a Masters of Education Degree (preferably in Special Education)
4. Experience in special education is preferred
5. Experience in administration is preferred
6. Demonstrated interpersonal skills and leadership ability
7. Ability to relate to the school community and the division's community value base

A full position description is available upon request or may be accessed on the division website: www.gvsd.ca. This is a twelve-month position and will operate out of the Division Office. The position of Assistant Superintendent of Student Services will be effective August 1, 2018.

Qualifications:

- A Bachelor's Degree and preferably a Master's Degree in Education
- Valid Manitoba Teacher's Certificate or equivalent
- At least five years of teaching experience
- At least five years of education administrative experience

More Information: Visit www.gvsd.ca

Applications:

Applicants are requested to submit a comprehensive resume including a statement of educational philosophy and the names of three references, all of whom must have knowledge of the applicant's performance in the applicant's current or recent assignment.

Assistant Superintendent Search Committee, **Posting # 02-AS-18**

Garden Valley School Division

Box 1330, 750 Triple E Boulevard

Winkler, MB R6W 4B3

Tel: (204) 325-8335; Fax: (204) 325-4132; E-mail: assistantsuperintendent.search@gvsd.ca

Closing Date: Open until Filled



The Manitoba Institute for Patient Safety (MIPS), in cooperation with Winnipeg School Division, and with teacher involvement, developed supplements to two sections of the Physical Education and Health Education curriculum: Active Health Lifestyles/Substance Use and Abuse Prevention (grade 11) and Safety (grade 9).

The supplements complement the existing curriculum content by including all of the required elements while incorporating aspects of patient safety life skills: Using Medications Safely, and Self-Advocacy in the Healthcare System.

The supplements include:

- suggestions for instruction
- background information and draft scripts on topic
- student handouts and resources
- cases
- student evaluation form and answer key
- teacher evaluation form
- separate document “Resources to print” with handouts for ease of copying

Go to <http://mips.ca/teachers.html> to review and download the supplements.



GRADES 9 AND 11 PHYSICAL EDUCATION AND HEALTH EDUCATION CURRICULUM SUPPLEMENTS

The Manitoba Institute for Patient Safety (MIPS) is an independent, not-for-profit corporation established in 2004 to promote and coordinate activities that improve patient safety and enhance quality healthcare in Manitoba.

In cooperation with Winnipeg School Division, and with teacher involvement, the Institute has developed supplements to two sections of the Manitoba Physical Education and Health Education curriculum: *Active Health Lifestyles/Substance Use and Abuse Prevention* (grade 11) and *Safety* (grade 9).

The supplements complement the existing curriculum content by including all of the required elements while incorporating aspects of patient safety.

Patient safety is preventing harm to individuals when they receive health services in any healthcare setting – including in home care, doctor's offices, hospitals, health clinics, personal care homes, and pharmacies. It is estimated that over the next 30 years there will be 400,000 average annual cases of preventable patient safety incidents in Canada, including 40,000 deaths annually. This will cost the health system 2.75 billion dollars annually in treatment costs. The magnitude of the impact of patient incidents is staggering. However, the public can play an important role in reducing the risk of patient harm. This is the focus of our work.

Our grade nine supplement incorporates concepts of self-advocacy to the existing curriculum on accessing valid health information, and promoting health products and services available in the community. Self-advocacy means speaking your mind, asking questions, making informed decisions, and having the capacity to access reliable information when needed. These are essential life skills that will help ensure that safety of individuals in healthcare remains a priority. Our supplement for grade eleven is on medication safety, a major area for prevention of harm, and builds on the concepts of self-advocacy introduced in the grade nine supplement. The existing curriculum requires students to learn about the classification of drugs and other substances. Our supplement includes pertinent information on how to use medication safely. This is particularly important amidst the opioid crisis.

The Institute worked with teachers in Winnipeg School Division on the development of the supplements over a two-year period. Teachers Nancy Baker and Lynn Pelland found great value in the supplements as an adjunct to their lesson plans. They commented that:

- The model of the supplements is great
- The supplements are valuable because they are ready to go and teachers can be self-directed in using the materials
- Cases are timely and relevant (e.g. there is a case on mental health) and teachers can pick and choose cases depending on their class size, readiness and the issues students are facing
- They guide students in identifying what questions to ask in future healthcare conversations

The supplements are available free of charge from the Institute's website www.mips.ca. Institute staff are available to teachers who want to review the supplements in more detail or would like an overview of patient safety and other patient safety initiatives.

For further information, contact Laurie Thompson, Manitoba Institute for Patient Safety, lthompson@mips.ca, 204-927-6477 and 1-866-927-6477



USE MEDICATIONS SAFELY

Supplement to:
Physical Education/Health Education
Grade 11 Active Healthy Lifestyles
Module E: Substance Use and Abuse Prevention
Lesson 1: Legal and Illegal Substances

This package has been prepared by the Manitoba Institute for Patient Safety (MIPS) and is intended to be used with the existing information in Lesson 1 on *Alcohol and Other Drugs* and the suggested instruction on *How to Read an Over the Counter (OTC) Drug Label*.

This package includes:

- the current existing learning outcomes in the Grade 11, Active Healthy Lifestyles, Module E, Lesson 1
- an additional question for supplemental learning developed by MIPS on the information needed to use medication safely
- background information on medication safety
- student handout: *Student Self-Advocacy: 5 Questions to Ask about Your Medications*
- student handout: *It's Safe to Ask Student Medication Card*
- suggestion for instruction: *Scenarios for Small Group Work: Using Medication Safely*
- student evaluation form and answer key
- teacher evaluation form
- separate "Resources to print" document with handouts for ease of copying

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Prescribed Learning Outcomes

- 11.SU.1** Explain ways in which drugs and other substances are classified.
- 11.SU.2** Explain the stages of involvement in substance use or abuse.
Includes: Non-involvement, irregular involvement, regular involvement, harmful involvement, and dependent involvement.
- 11.SU.3** Examine factors that influence decisions regarding substance use and abuse.
- 11.SU.4** Use reliable information in making healthy decisions for helping self and/or others regarding substance use and abuse.

Essential Questions

1. How are drugs classified?
2. What information is provided on a prescription drug label? Why?
Reinforce the importance of reading the information and following the direction on the label. Also emphasize that only the person for whom a drug is prescribed should take the drug.
3. How do you make healthy choices when using different drugs?

Supplemental Learning – question developed by MIPS

What information do you need to use your medication safely?



Background: Medication Safety

Medications are the most common treatment in healthcare. When used safely by the intended person as directed by a healthcare provider, they can help improve health conditions. Taking medications safely requires that the person taking the medication know and understand what the medication is for, how and when to take it, and possible side effects. Even when a person is not abusing or misusing legal drugs (prescription and over-the-counter) it is possible for the person to be harmed from taking the drugs. Many factors influence a person's ability to use legal drugs safely. For example:

- **Drug packages can have poor labeling** – it is confusing and hard to understand (e.g. the recommended dose is difficult to read and one can unknowingly overdose or not take enough).
- **The names of a drug and packaging can be similar to another very different drug** (e.g. Gravol with ginger is a natural product with ginger. The name and packaging is very similar to the original Gravol which has the active ingredient dimenhydrinate).
- **The instructions for taking the drug are not thoroughly explained** (e.g. person stops taking their antibiotic because they feel better but before the entire prescription is taken).
- **The person mistakenly takes the drug differently than the instructions on the label** (e.g. label states take 1 pill four times a day = 4 pills and the person takes 2 pills twice a day = 4 pills).

Taking legal drugs incorrectly can have serious consequences. In Canada, there are 1.5 million preventable injuries to people from *taking* medicines for a health problem, or from *not getting a medicine* that was intended for them (e.g. a different one was given by mistake).

Examples of situations that can result in patient harm:

- Teen goes to a clinic with an infection and an antibiotic is prescribed. Teen forgets to tell the doctor they are allergic to penicillin and after they take the first dose they break out in a rash and become ill.
- Teen has the same name as another person in their doctor's clinic and they receive a prescription for a powerful drug they were not told about. They question it and the problem is solved before they leave and fill the prescription.

In these examples, asking questions and being part of the healthcare team can help avoid harm to oneself and one's family.

But - for most people, it isn't easy to understand medical terms. Many people find healthcare settings scary or they are too ill to speak for themselves. Some people are not comfortable asking their doctor, nurse or pharmacist questions. As a result, they don't speak up for themselves or their family members.

Appendix 3 for 16.1.: Manitoba Institute for Patient Safety



We can help to stay safe by speaking up for ourselves and our family and being part of our healthcare decisions.

The exercises and tools on medication safety give examples of important information to know and important questions to ask to help take medications safely. A good way to introduce medication safety is to ask students to view short animated videos on patient safety and medication safety as homework or to show them in class (series available at <https://www.youtube.com/channel/UCtKszS2UTgtRMWiUkSy4ndA>)

Learn to be Safe – Patient Safety Videos - five videos between 30 and 45 seconds long:

Video 1 – Overview, Learn to be Safe

Video 2 – Improving patient safety – things to do

Video 3 – Advocate for Someone you love

Video 4 - Communicate – It's Safe to Ask

Video 5 – Medication Card – Know and Show



Sample Script for Introducing Medication Safety to Students

When you choose a cell phone, you ask questions: “is there coverage outside the city?” Same thing when buying a car: “what are the safety features?”. But do you ever ask questions about your healthcare? About taking medications safely?

For example:

- You go to the clinic and an antibiotic is prescribed for you. You forget to tell the doctor you are allergic to penicillin and after you take the first dose you break out in a rash.
- You have the same name as another person in your doctor’s clinic and you receive a prescription for a drug you were not told about. You question it and the problem is solved before you leave and fill the prescription.

In these examples, asking questions and being part of the healthcare team can help avoid harm. But - for most people, it isn’t easy to understand medical terms. Sometimes drug packaging and instructions are hard to figure out. Many people find healthcare settings scary or they are too ill to speak for themselves. Some people are not comfortable asking their doctor, nurse or pharmacist questions. As a result, they don’t speak up for themselves or their family members. You can help to stay safe by speaking up for yourself and your family and being part of your healthcare decisions.

The exercises and tools on medication safety give examples of important information to know and important questions to ask to help take medications safely. A good overview of medication safety is at the Manitoba Institute for Patient Safety’s home page www.mips.ca, *Learn to be safe - Patient Safety Videos* (animated – 5 videos approximately 30 - 45 seconds each)

Student Handouts

Handouts for this supplement are on pages 6 – 8.

The *It’s Safe to Ask Student Medication Card* encourages people to complete a medication card including prescription medications, over the counter medications, herbal medicine and vitamins. Using the card can:

- help users gain and retain more knowledge about their medications.
- enable healthcare providers to be aware of the person’s current medication therapy.
- help to ensure that medications are used correctly.

The *5 Questions to Ask about your Medications* form is for people to take to their doctor, nurse and pharmacist as a guide to asking important questions about medications.

Appendix 3 for 16.1.: Manitoba Institute for Patient Safety



MERGENCY RESPONSE INFORMATION/INFORMATION POUR LES SITUATIONS D'URGENCE



It's Safe to Ask: Student Medication Card

Vous pouvez poser des questions au sujet de vos médicaments

Share your medication list with your parents, doctor, nurse and pharmacist. Carry this card with you at all times!
Communiquez votre liste de médicaments à votre parents, votre médecin, votre infirmière et votre pharmacien. Ayez cette carte avec vous en tout temps!



Name/ *Nom*

Address/ *Adresse*

Birth Date (dd/mm/yyyy)/ *Date de naissance (jj/mm/aaaa)*

Gender _____

Manitoba Health Registration #/ *N° d'immatriculation Santé Manitoba*

Personal Health ID #/ *N° d'identification personnelle (9 numbers/chiffres)*

Medical Plan #/ *Autre nom et N° d'assurance santé (e.g. Blue Cross)*

Family Doctor's Name / *Nom du médecin de famille*

Phone / *N° de téléphone*

Emergency Contact/ *Nom contact en cas d'urgence*

Phone / *N° de téléphone*

Second Emergency Contact/ *2^e contact en cas d'urgence*

Phone / *N° de téléphone*

Pharmacy Name / *Nom de pharmacie*

Pharmacy phone number / *N° de téléphone (pharmacie)*

Medical History / *Antécédents médicaux:*

- ☐ diabetes/ *diabète*
- ☐ high blood pressure/ *haute pression*
- ☐ heart disease/ *maladie de coeur*
- ☐ breathing problems/ *problèmes respiratoires*
- ☐ other medical problems (list below)/ *autres problèmes médicaux (veuillez préciser)*

My allergies or bad reactions to medications
Allergies ou réactions indésirables aux médicaments:

List your medications on other side/ *Inscrivez vos médicaments à l'envers*



E.R.I.K.®
T.I.S.U.®

If you have questions talk to your parents, or call your pharmacist.
Si vous avez des questions, parler à tes parents ou téléphonez votre pharmacien.
For additional copies, go to www.safetoask.ca
Pour obtenir d'autres exemplaires, visitez le site www.safetoask.ca

Appendix 3 for 16.1.: Manitoba Institute for Patient Safety



List all medications that you take. Include herbal medicine and vitamins.

Indiquez tous les médicinales que vous prenez, y compris les plantes médicinales et les vitamines.

Update your list. Cross out old medications. Add new ones! / Mettez votre liste à jour. Rayez les médicinales périmés. Ajoutez les nouveaux médicaments!

Medication name <i>Nom du médicament</i>	Strength <i>Puissance</i>	How much <i>Quantité</i>	How often and when <i>Fréquence et quand</i>	Date/Date		Reason for taking <i>Motif de l'administration</i>	Who prescribed <i>Qui a prescrit</i>
				Started/Debut	Stopped/Fin		
Example: My drug <i>Exemple: mon médicament</i>	20 mg/tablet 20 mg/comprime	1 tablet 1 comprimé	2 times a day at breakfast & dinner 2 fois par jour au petit déjeuner et au dîner	May 1, 2008 1er mai 2008		blood pressure haute pression	Dr. Doe Dr. Tremblay

For More Information on Medication Safety:

Manitoba Institute for Patient Safety, Medication Safety: <http://mips.ca/pf-med-safety-it-s-safe-to-ask.html>

Including videos on why the Medication Card is important, and how to fill in and use the Medication Card.

Safe Medication Use: <http://safemedicationuse.ca/>

A Canadian resource on how to use medication safely.

MedlinePlus, Drugs, Herbs and Supplements: <http://www.nlm.nih.gov/medlineplus/druginformation.html>

Includes overview of prescription and over-the-counter drugs, including dosage, side effects, precautions, and more.

Mayo Clinic / Micromedex: <http://www.mayoclinic.org/drugs-supplements>

Information on drugs and supplements is divided into distinct chapters including generic and brand names, descriptions, what to consider prior to taking the medication or supplement, drug interactions, how to take the drug, dosing, storage, side effects, etc.

Drug Cocktails.ca: <http://www.drugcocktails.ca/>

A Canadian website with facts for youth about mixing medicine, booze and street drugs.



Student Self-Advocacy Handout: 5 Questions to Ask about Your Medications

Keep an up to date list of all medications that you take, including prescriptions, over the counter medications, herbal medicine and vitamins. Go to www.safetoask.ca for a free *Medication Card* that you can fill out.

It's Safe To Ask*

5

QUESTIONS TO ASK ABOUT YOUR MEDICATIONS

when you see your doctor,
nurse, or pharmacist.



1. CHANGES?

Have any medications been added, stopped or changed, and why?

2. CONTINUE?

What medications do I need to keep taking, and why?

3. PROPER USE?

How do I take my medications, and for how long?

4. MONITOR?

How will I know if my medication is working, and what side effects do I watch for?

5. FOLLOW-UP?

Do I need any tests and when do I book my next visit?

Keep your medication record up to date.

Remember to include:







- drug allergies
- vitamins and minerals
- herbal/natural products
- all medications including non-prescription products

Ask your doctor, nurse or pharmacist to review all your medications to see if any can be stopped or reduced.







Visit safemedicationuse.ca for more information.

Available in English and French

Download this form and a Manitoba Institute for Patient Safety medication card at www.safetoask.ca

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Suggestions for Instruction/Assessment

1. Student Handouts and Videos

- a. Provide students with the *Student Self-Advocacy: 5 Questions to Ask about Your Medications* handout and the *It's Safe to Ask Student Medication Card* (note: the card can be printed, cut on the outside lines and folded into a pocket sized card) (both included in "Resources to print" document for easy of copying).
- b. On their own, or as a class, have students read through the *Student Self-Advocacy: 5 Questions to Ask about Your Medications*.
- c. Have students watch *Learn to be safe – Patient Safety Videos* (animated) available at: <https://www.youtube.com/channel/UCtKszS2UTgtRMWiUkSy4ndA>)
Five videos between 30 and 45 seconds long:
Video 1 – Overview, Learn to be Safe
Video 2 – Improving patient safety – things to do
Video 3 – Advocate for Someone you love
Video 4 - Communicate – It's Safe to Ask
Video 5 – Medication Card – Know and Show

2. Small Group Work

- a. Divide the class into small groups.
- b. Provide each group with one of the Using Medication Safely Scenarios on pages 10 – 15 (also included in "Resources to print" document for ease of copying).
- c. Half of each small group debate why they should answer "yes" to the question, and the other half debate why should answer "no".
- d. Small groups will discuss:
 - Are there exceptions to the yes/no answers to the question?
 - Are there times when it would never be safe?

3. Small Group Presentation to Class

At the conclusion of the small group discussion, have each small group present to the whole class on when it would be appropriate to make exceptions to the rule, and when it would never be appropriate to make exceptions.

4. Evaluation

This package includes an evaluation for students to complete, and an evaluation for teachers to complete, regarding their learning and teaching experience with using the medication safety supplement.

5. Take Home

Consider encouraging students to have their family members complete the *It's Safe to Ask About Your Medications - Medication Card*, available at www.mips.ca



Scenarios for Small Group Work



Using Medication Safely, Scenarios for Small Group Work

1. It is never safe to take someone else's medication.

You and your friends Jacob and Will are exploring the trails in Assiniboine Park, when Jacob gets stung by a bee. Jacob has a very severe allergy to bee stings. He has an epi pen that he is supposed to take if he gets stung, but he usually forgets it at home, and he doesn't have it with him. Jacob is having difficulty speaking and you can see that his tongue is starting to swell. Your friend Will has an epi pen with him, because he is allergic to peanuts. You know that it isn't safe to take someone else's medication.

Should Jacob use Will's epi pen?

- Are there exceptions to when it *would* be safe to take someone else's medication?
- Are there times when it would *never* be safe to take someone else's medication?



Using Medication Safely, Scenarios for Small Group Work

2. It is never safe to take medication from an unmarked container.

Ella and her best friend are shopping at the mall and are about to see a movie. Ella has had a headache all afternoon but it's getting really bad. She really wants to take over-the-counter headache medication to get rid of the headache, knowing that if she doesn't, she won't be able to enjoy the movie. Ella's friend offers her pills from an unmarked pill container that she carries with her. She tells Ella that the pills are Advil and that they will get rid of her headache. Ella knows that it is never safe to take medication from an unmarked container.

Should Ella take the unmarked pills, from the unmarked bottle, that her best friend is offering her?

- **Are there exceptions to when it *would* be safe to take medication from an unmarked container?**
- **Are there times when it would *never* be safe to take medication from an unmarked container?**



Using Medication Safely, Scenarios for Small Group Work

3. Always use the same pharmacy for your medication needs.

Sarah has started taking birth control pills. She needs to refill her prescription, but the pharmacy where she's always gone to get her medications filled is not near her school, home, or work (it's near her doctor's office). She doesn't want to go out of her way when there is a much closer pharmacy she could go to. Sarah knows that you should always use the same pharmacy because the pharmacist needs to know about all of the medications you are on and make sure that they are safe to take together. Sarah could ask her parents to go to her usual pharmacy for her. Or she could go to a new, nearby pharmacy.

Should Sarah fill her prescription at a new pharmacy?

- Are there exceptions to when it *would* be safe to use a pharmacy other than your usual one?
- Are there times when it would *never* be safe to use a pharmacy other than your usual one?



Using Medication Safely, Scenarios for Small Group Work

4. **Keep an up to date list of all medication that you take, including prescriptions, over the counter medications, herbal medicine and vitamins.**

Jack comes from a very private family. They don't talk openly about personal issues, especially when it comes to their health. Jack is about to go on a school trip and is thinking of completing a medication safety card to carry with him, since he is on a number of different medications. He would want his teachers and friends to have this information in an emergency situation. Jack is worried that his family might find out, or see the card, and be upset that he was being so public with his personal information.

Should Jack complete a medication safety card and carry it with him?

- **Are there times when it would *not* be safe to carry a completed medication safety card?**
- **Are there times when it would *never* be safe to be *without* your list of medications?**



Using Medication Safely, Scenarios for Small Group Work

5. **Always know how much of your medication to take (the dose) and how and when to take it.**

Ian's doctor prescribed him antibiotics for strep throat and told him to take the medicine twice a day, 12 hours apart. Ian slept in this morning and forgot to take the medicine. Ian's mom advises him to take two doses this evening to make up for missing this morning. Ian trusts that his mom knows the best thing to do.

Should Ian take two doses of his medicine because he missed the first dose this morning?

- **Are there exceptions to when it is okay to *not* know how much of your medication to take, or how and when to take?**
- **Are there times when it would *never* be safe to not know how much of your medication to take, or how and when to take it?**



Using Medication Safely, Scenarios for Small Group Work

6. It is never safe to take expired medication.

Christine has been fighting off a cold all day. After school she goes home and wants to take some cold and flu medication. She notices on the package that the pills expired a few months ago. Christine's parents could pick her up a new package on their way home, but they won't be home for a few more hours. The closest pharmacy is too far for Christine to go herself. She knows it's not safe to take expired medications because they do not work how they are supposed to, but she really isn't feeling well and wants to take the medication.

Should Christine take the expired cold and flu medication?

- Are there exceptions to when it *would* be safe to take expired medication?
- Are there times when it would *never* be safe to take expired medication?



Scenarios for Small Group Work: Using Medication Safely, ANSWER KEY

1. It is never safe to take someone else's medication – ANSWER KEY

You and your friends Jacob and Will are exploring the trails in Assiniboine Park, when Jacob gets stung by a bee. Jacob has a very severe allergy to bee stings. He has an epi pen that he is supposed to take if he gets stung, but he usually forgets it at home, and he doesn't have it with him. Jacob is having difficulty speaking and you can see that his tongue is starting to swell. Your friend Will has an epi pen with him, because he is allergic to peanuts. You know that it isn't safe to take someone else's medication.

Should Jacob use Will's epi pen?

In this emergency situation, it would be acceptable for Jacob to use Will's epi pen. Jacob is experiencing a serious medical condition and Will's epi pen could save Jacob's life.

Are there exceptions to when it may be safe to take someone else's medication?

- in an emergency situation (e.g. you have been prescribed the same medication but don't have it with you, and a person you know and trust has the same medication in the same dose and has it with them (asthma inhalers, epi pen))
- in an emergency situation where you have not been diagnosed with a condition nor been prescribed a medication, but it is an emergency and common sense tells you to use the medication (e.g. an undiagnosed bee sting exhibiting symptoms of anaphylaxis)

Are there times when it would never be safe to take someone else's medication?

- if you just want to see what it would feel like to take the medication
- if self-diagnose and self-prescribe without going to the doctor
- in a non-emergency situation
- if you have not been diagnosed by a healthcare provider with the same medical condition



2. It is never safe to take medication from an unmarked container – ANSWER KEY

Ella and her best friend are shopping at the mall and are about to see a movie. Ella has had a headache all afternoon but it's getting really bad. She really wants to take over-the-counter headache medication to get rid of the headache, knowing that if she doesn't, she won't be able to enjoy the movie. Ella's friend offers her pills from an unmarked pill container that she carries with her. She tells Ella that the pills are Advil and that they will get rid of her headache. Ella knows that it is never safe to take medication from an unmarked container.

Should Ella take the unmarked pills, from the unmarked bottle, which her best friend is offering?

Yes or no, with discretion. A headache is not a life or death situation. If Ella trusts her friend, then she could. If the pills are unmarked and do not look like any pills she's ever taken before, then maybe not. Ella is also in the mall where there is probably a pharmacy where she could buy her own medication, which might be the safest and best way to proceed.

Are there exceptions to when it would be safe to take medication from an unmarked container?

- if you put the medication in the container and you know, for certain, what it is, and that the medication is not expired (e.g. a pill container indicating which pills to take on which days of the week)

Are there times when it would never be safe to take medication from an unmarked container?

- from a stranger, or someone you didn't trust
- if the person who put the medication in the container didn't really know for certain what the pills were, what dosage they were, or how old the pills were
- at a "pill party"



3. Always use the same pharmacy for your medication needs – ANSWER KEY

Sarah has started taking birth control pills. She needs to refill her prescription, but the pharmacy where she's always gone to get her medications filled is not near her school, home, or work (it's near her doctor's office). She doesn't want to go out of her way when there is a much closer pharmacy she could go to. Sarah knows that you should always use the same pharmacy because the pharmacist needs to know about all of the medications you are on and make sure that they are safe to take together. Sarah could ask her parents to go to her usual pharmacy for her. Or she could go to a new, nearby pharmacy.

Should Sarah fill her prescription at a new pharmacy?

It depends. If Sarah is on other medications, then maybe not. If Sarah is not on any other medications, or she knows for certain that all of her medications are safe to take together, then yes.

Are there exceptions to when it would be safe to use a pharmacy other than your usual one?

- in an emergency situation or a situation of necessity (e.g. regular pharmacy is closed on evenings and weekends and you need the prescription filled during those times; or you are travelling and need a prescription refilled)
- if you move or want to start going to a new pharmacy (e.g. it's more convenient, the hours are better, etc.)

Are there times when it may not be safe to use a pharmacy other than your usual one?

- if you are on a lot of medications for a number of different health issues and understanding the reactions between medications is very complicated and time consuming to figure out. Staying with your regular pharmacy will be the safest choice.
- however, it should always be safe to use another pharmacy, as long as you let the new pharmacist know which medications you are taking, including over the counter medications and herbal products. Pharmacists in Manitoba have access to the Drug Programs Information Network (DPIN), and pharmacists can see any reactions between the prescription medications you are taking.



4. Keep an up to date list of all medication that you take, including prescriptions, over the counter medications, herbal medicine and vitamins. – ANSWER KEY

Jack comes from a very private family. They don't talk openly about personal issues, especially when it comes to their health. Jack is about to go on a school trip and is thinking of completing a medication safety card to carry with him, since he is on a number of different medications. He would want his teachers and friends to have this information in an emergency situation. Jack is worried that his family might find out, or see the card, and be upset that he was being so public with his personal information.

Should Jack complete a medication safety card and carry it with him?

Yes. Especially because Jack is on multiple medications, he should have this important information with him. Also especially because he is travelling and will be away from his family and regular health care team who know what medication he's on. To respect his family's privacy, he could find a way to keep the information available, but still confidential (e.g. a sealed envelope in his backpack that was clearly labelled).

Are there times when it would not be safe to carry a completed medication safety card?

- these would have to be exceptional circumstances (e.g. you were taking a medication that would be desirable on the street, such as OxyContin, and you were in a situation where you might encounter violence if people wanted to get your medications)

Are there times when it would never be safe to be without your list of medications?

- if you were on many medications and it was complicated to remember all of the information about all of them (e.g. for diabetes, or mental health issues)
- if you have trouble remembering the name and dose of your medications
- if you are on medications that could have serious reactions to other medications in emergency situations



5. Always know how much of your medication to take (the dose) and how and when to take it. – ANSWER KEY

Ian's doctor prescribed him antibiotics for strep throat and told him to take the medicine twice a day, 12 hours apart. Ian slept in this morning and forgot to take the medicine. Ian's mom advises him to take two doses this evening to make up for missing this morning. Ian trusts that his mom knows the best thing to do.

Should Ian take two doses of his medicine because he missed the first dose this morning?

Ian and his mom should read the information from the pharmacy that came with the medication or call his pharmacist before he decides whether to take one dose or two. The information from the pharmacy should describe whether it is best to take two doses at once or not of this specific medication.

Are there exceptions to when it would be okay to not know how much of your medication to take, or how and when to take?

- no, you should always know how much of your medication to take and how and when to take it.

Are there times when it would never be okay to not know how much of your medication to take, or how and when to take it?

- you should always know how much of your medication to take and how and when to take it.



6. It is never safe to take expired medication. – ANSWER KEY

Christine has been fighting off a cold all day. After school she goes home and wants to take some cold and flu medication. She notices on the package that the pills expired a few months ago. Christine's parents could pick her up a new package on their way home, but they won't be home for a few more hours. The closest pharmacy is too far for Christine to go herself. She knows it's not safe to take expired medications because they do not work how they are supposed to, but she really isn't feeling well and wants to take the medication.

Should Christine take the expired cold and flu medication?

It would be best if Christine could wait to take medication that was not expired, but it may be safe for her to take this expired cold and flu medication. Christine should ask her pharmacist and attempt to get new medication as soon as possible.

Are there exceptions to when it would be safe to take expired medication?

- if it is an emergency situation and not taking the medication would be worse than taking the medication (e.g. an epi pen for an allergic reaction, a puffer for asthma during an asthma attack)
- if there are no other options for getting other medication at that time (e.g. late at night when all pharmacies are closed)

Are there times when it would never be safe to take expired medications?

- for serious health conditions (such as diabetes, mental health conditions, or heart disease) the person taking the medication must always have the appropriate medication with them at all times.
- some medications are not safe to take after their expiry date. Talk to your pharmacist if you need more information.



Using Medication Safely

Student Evaluation

	Question	Circle Your Answer		
1.	It's okay to take a medication a few days after the expiry date.	Always	Sometimes	Never
2.	I will carry a list of my medications with me.	Always	Sometimes	Never
3.	It's okay to stop taking my medication as soon as I start feeling better.	Always	Sometimes	Never
4.	If I forget to take my pill, I should just take it when I remember.	Always	Sometimes	Never
5.	It's a good idea to take my medication with food.	Always	Sometimes	Never
6.	It's okay to take my friend's medicine if we have the same health condition.	Always	Sometimes	Never
7.	I go to the same pharmacy for all of my medications.	Always	Sometimes	Never
8.	I read the information about my medications, regardless of if I've been on them before.	Always	Sometimes	Never
9.	It's okay to put my medication in a small container that fits into lunch bag, instead of the really big container it comes in.	Always	Sometimes	Never
10.	List four things you should know about your medications:	1. _____ 2. _____ 3. _____ 4. _____		



Student Evaluation: ANSWER KEY

	Question	Circle Your Answer		
1.	It's okay to take a medication a few days after the expiry date.	Always	Sometimes	Never
	It may be safe to take an expired medication: <ul style="list-style-type: none"> • If it is an emergency situation and not taking the medication would be worse than taking the medication (e.g. an epi pen for an allergic reaction, a puffer for asthma during an asthma attack) • If there are no other options for getting other medication at that time (e.g. late at night when all pharmacies are closed) 			
2.	I will carry a list of my medications with me.	Always	Sometimes	Never
	We hope that students are encouraged to always carry a list of medications with them. We are genuinely interested whether this is something they would consider or not.			
3.	It's okay to stop taking my medication as soon as I start feeling better.	Always	Sometimes	Never
	Medication should always be taken until directed otherwise or until all of it has been taken.			
4.	If I forget to take my pill, I should just take it when I remember.	Always	Sometimes	Never
	Every medication is different. Read and follow the instructions specific to each individual medication. Sometimes it is appropriate to take a missed dose upon remembering, sometimes it is not.			
5.	It's a good idea to take my medication with food.	Always	Sometimes	Never
	Every medication is different. Read and follow the instructions specific to each individual medication. Some medications need to be taken with food, some medications should not be taken with food, and for some it doesn't matter.			
6.	It's okay to take my friend's medicine if we have the same health condition.	Always	Sometimes	Never
	Sometimes it may be appropriate to take medication other than your own, such as: <ul style="list-style-type: none"> • in an emergency situation (e.g. you have been prescribed the same medication but don't have it with you, and a person you know and trust has the same medication and has it with them (asthma inhalers, epi pen)) • in an emergency situation where you have not been diagnosed with a condition nor been prescribed a medication, but it is an emergency and common sense tells you to use the medication (e.g. an undiagnosed bee sting exhibiting symptoms of anaphylaxis) 			



Student Evaluation: ANSWER KEY (continued)

7.	I go to the same pharmacy for all of my medications.	Always	Sometimes	Never
	<p>It is best to go to the same pharmacy for all prescription and over-the-counter medications so your pharmacist can identify how all of your medications will work together, because some medications are not safe to take with others.</p> <p>Sometimes it is appropriate to use a different, or more than one pharmacy, such as:</p> <ul style="list-style-type: none"> • In an emergency situation or a situation of necessity (e.g. regular pharmacy is closed on evenings and weekends and you need the prescription filled during those times; or you are travelling and need a prescription refilled) • If you move or want to start going to a new pharmacy (e.g. it's more convenient, the hours are better, etc.) 			
8.	I read the information about my medications, regardless of if I've been on them before.	Always	Sometimes	Never
	You should always read the information about your medications.			
9.	It's okay to put my medication in a small container that fits into lunch bag, instead of the really big container it comes in.	Always	Sometimes	Never
	Sometimes it is appropriate or necessary to put medication in a container other than what it came in.			
10.	<p>List four things you should know about your medications:</p> <ol style="list-style-type: none"> 1. The name of your medications 2. Why you take them 3. How they work 4. How much to take (the dose) 5. How and when to take them 6. The possible side effects 7. What to do if you forget to take them 8. Foods, drinks, activities, and other medications to avoid 9. How and where to store them 10. How to get rid of unused or expired medications 			



Using Medication Safely

Teacher Evaluation

Thank you for your time in reviewing these materials and in using them in your teaching. We appreciate your feedback on the resources for this lesson. Completed evaluations can be submitted to admin@mips.ca

Background Information

- | | | | |
|----|---|-----|----|
| 1. | I reviewed the background introduction on Medication Safety: | Yes | No |
| 2. | This information was new to me: | Yes | No |
| 3. | I used the script provided as an introduction to the topic with the students: | Yes | No |
| 4. | What did you like about the background information? | | |
| 5. | What could be improved in the background information? | | |

Student Handout: *Student Self Advocacy: 5 Questions to Ask about Your Medications*

- | | | | |
|----|--|-----|----|
| 1. | I used the Manitoba Institute for Patient Safety's handout <i>Student Self-Advocacy: 5 Questions to Ask about Your Medications</i> | Yes | No |
| 2. | The handout is a helpful teaching tool: | Yes | No |
| 3. | What did you like most about the handout? | | |
| 4. | How could the handout be improved? | | |

Student Handout: *It's Safe to Ask About Medications* Student Medication Card

- | | | | |
|----|--|-----|----|
| 1. | I provided students with the <i>It's Safe to Ask Student Medication Card</i> ? | Yes | No |
| 2. | I believe students will complete the Medication Card and carry it with them. | Yes | No |



3. How can the Medication Card be improved?
4. Is there additional information that could be included on the Medication Card?

Small Group Exercise: *Using Medication Safely*

- | | | | |
|----|---|-----|----|
| 1. | I had students complete the Small Group Exercise: Using Medication Safely. | Yes | No |
| 2. | After completing the exercise, students now know what information they need to use their medication safely. | Yes | No |
| 3. | How engaged were students in this lesson? | | |
| 4. | What did you like most about the exercise? | | |
| 5. | How could the exercise be improved? | | |

General: *Using Medication Safely*

- | | | | |
|----|---|-----|----|
| 1. | Was it easy to incorporate the material into your lesson?
Please describe. | Yes | No |
| 2. | Did the new information/activities “fit” with the existing lesson plan on substance use and abuse prevention? | Yes | No |

Appendix 3 for 16.1.: Manitoba Institute for Patient Safety



- | | | |
|----|---|--------|
| 3. | Did students respond to the lesson?
Please describe. | Yes No |
| | | |
| 4. | Would an online module help make this content more
accessible to students?
Please describe. | Yes No |
| | | |
| 5. | Do you have any additional feedback on this lesson and materials? | |
| | | |



Resources to Print

USE MEDICATIONS SAFELY

Print resources contained in:

Manitoba Institute for Patient Safety

Supplement to Module E: Substance Use and Abuse Prevention

Lesson 1: Legal and Illegal Substances

Physical Education/Health Education

Grade 11 Active Healthy Lifestyles

For this lesson you may want to print these:

It's Safe to Ask – Student Medication Card (included below)

5 Questions to Ask about Your Medications (included below)

Scenarios for Small Group Work (included below)

- It is never safe to take someone else's medication.
- It is never safe to take medication from an unmarked container.
- Always use the same pharmacy for your medication needs.
- Keep an up to date list of all medication that you take, including prescriptions, over the counter medications, herbal medicine and vitamins.
- Always know how much of your medication to take (the dose) and how and when to take it.
- It is never safe to take expired medication.



It's Safe to Ask: Student Medication Card

Vous pouvez poser des questions au sujet de vos médicaments

Share your medication list with your parents, doctor, nurse and pharmacist. Carry this card with you at all times!

Communiquez votre liste de médicaments à votre parents, votre médecin, votre infirmière et votre pharmacien. Ayez cette carte avec vous en tout temps!



Name/ *Nom*

Address/ *Adresse*

Birth Date (dd/mm/yyyy)/ *Date de naissance (jj/mm/aaaa)*

Gender _____

Manitoba Health Registration #/ *N° d'immatriculation Santé Manitoba*

Personal Health ID #/ *N° d'identification personnelle (9 numbers/chiffres)*

Medical Plan #/ *Autre nom et N° d'assurance santé (e.g. Blue Cross)*

Family Doctor's Name / *Nom du médecin de famille*

Phone / *N° de téléphone*

Emergency Contact/ *Nom contact en cas d'urgence*

Phone / *N° de téléphone*

Second Emergency Contact/ *2° contact en cas d'urgence*

Phone / *N° de téléphone*

Pharmacy Name / *Nom de pharmacie*

Pharmacy phone number / *N° de téléphone (pharmacie)*

Medical History / *Antécédents médicaux:*

- ☐ diabetes/ *diabète*
- ☐ high blood pressure/ *haute pression*
- ☐ heart disease/ *maladie de coeur*
- ☐ breathing problems/ *problèmes respiratoires*
- ☐ other medical problems (list below)/ *autres problèmes médicaux (veuillez préciser)*

My allergies or bad reactions to medications
Allergies ou réactions indésirables aux médicaments:

List your medications on other side/ *Inscrivez vos médicaments à l'envers*

If you have questions talk to your parents, or call your pharmacist.
Si vous avez des questions, parler à tes parents ou téléphonez votre pharmacien.
For additional copies, go to www.safetoask.ca
Pour obtenir d'autres exemplaires, visitez le site www.safetoask.ca



E.R.I.K.®
T.I.S.U.®

Appendix 3 for 16.1.: Manitoba Institute for Patient Safety



List all medications that you take. Include herbal medicine and vitamins.

Indiquez tous les médicaments que vous prenez, y compris les plantes médicinales et les vitamines.

Update your list. Cross out old medications. Add new ones!/Mettez votre liste à jour. Rayez les médicaments périmés. Ajoutez les nouveaux médicaments!

Medication name <i>Nom du médicament</i>	Strength <i>Puissance</i>	How much <i>Quantité</i>	How often and when <i>Fréquence et quand</i>	Date/Date		Reason for taking <i>Motif de l'administration</i>	Who prescribed <i>Qui a prescrit</i>
				Started/Debut	Stopped/Fin		
Example: My drug Exemple: mon médicament	20 mg/tablet 20 mg/comprime	1 tablet 1 comprimé	2 times a day at breakfast & dinner 2 fois par jour au petit déjeuner et au dîner	May 1, 2008 1er mai 2008		blood pressure haute pression	Dr. Doe Dr. Tremblay

For More Information on Medication Safety:

Manitoba Institute for Patient Safety, Medication Safety: <http://mips.ca/pf-med-safety-it-s-safe-to-ask.html>

Including videos on why the Medication Card is important, and how to fill in and use the Medication Card.

Safe Medication Use: <http://safemedicationuse.ca/>

A Canadian resource on how to use medication safely.

MedlinePlus, Drugs, Herbs and Supplements: <http://www.nlm.nih.gov/medlineplus/druginformation.html>

Includes overview of prescription and over-the-counter drugs, including dosage, side effects, precautions, and more.

Mayo Clinic / Micromedex: <http://www.mayoclinic.org/drugs-supplements>

Information on drugs and supplements is divided into distinct chapters including generic and brand names, descriptions, what to consider prior to taking the medication or supplement, drug interactions, how to take the drug, dosing, storage, side effects, etc.

Drug Cocktails.ca: <http://www.drugcocktails.ca/>

A Canadian website with facts for youth about mixing medicine, booze and street drugs.

It's Safe To Ask*

5

QUESTIONS TO ASK ABOUT YOUR MEDICATIONS

when you see your doctor,
nurse, or pharmacist.



1. CHANGES?

Have any medications been added, stopped or changed, and why?

2. CONTINUE?

What medications do I need to keep taking, and why?

3. PROPER USE?

How do I take my medications, and for how long?

4. MONITOR?

How will I know if my medication is working, and what side effects do I watch for?

5. FOLLOW-UP?

Do I need any tests and when do I book my next visit?

Keep your medication record up to date.

Remember to include:

- ☒ drug allergies
- ☒ vitamins and minerals
- ☒ herbal/natural products
- ☒ all medications including non-prescription products

Ask your doctor, nurse or pharmacist to review all your medications to see if any can be stopped or reduced.



Initiative for Safe Medication Practices Canada
Initiative pour la sécurité des médicaments
aux patients du Canada



Canadian Society of Hospital Pharmacists
Société canadienne des pharmaciens d'hôpitaux



MANITOBA INSTITUTE
FOR PATIENT SAFETY



Winnipeg Regional Health Authority
Office régional de la santé de Winnipeg
Caring for Health / À l'écoute de notre santé



CANADIAN PHARMACISTS ASSOCIATION
ASSOCIATION DES PHARMACIENS DU CANADA



SafeMedicationUse.ca



HOSPITAL OF SAINT JOSEPH
HÔPITAL SAINT-JOSEPH DES PATIENTS
CHÂTELAIN (CH) CANADA

Visit safemedicationuse.ca for more information.

Available in English and French

Download this form and a Manitoba Institute for Patient Safety medication card at www.safetoask.ca

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Using Medication Safely, Scenarios for Small Group Work

1. It is never safe to take someone else's medication.

You and your friends Jacob and Will are exploring the trails in Assiniboine Park, when Jacob gets stung by a bee. Jacob has a very severe allergy to bee stings. He has an epi pen that he is supposed to take if he gets stung, but he usually forgets it at home, and he doesn't have it with him. Jacob is having difficulty speaking and you can see that his tongue is starting to swell. Your friend Will has an epi pen with him, because he is allergic to peanuts. You know that it isn't safe to take someone else's medication.

Should Jacob use Will's epi pen?

- Are there exceptions to when it *would* be safe to take someone else's medication?
- Are there times when it would *never* be safe to take someone else's medication?



Using Medication Safely, Scenarios for Small Group Work

2. It is never safe to take medication from an unmarked container.

Ella and her best friend are shopping at the mall and are about to see a movie. Ella has had a headache all afternoon but it's getting really bad. She really wants to take over-the-counter headache medication to get rid of the headache, knowing that if she doesn't, she won't be able to enjoy the movie. Ella's friend offers her pills from an unmarked pill container that she carries with her. She tells Ella that the pills are Advil and that they will get rid of her headache. Ella knows that it is never safe to take medication from an unmarked container.

Should Ella take the unmarked pills, from the unmarked bottle, that her best friend is offering her?

- **Are there exceptions to when it *would* be safe to take medication from an unmarked container?**
- **Are there times when it would *never* be safe to take medication from an unmarked container?**



Using Medication Safely, Scenarios for Small Group Work

3. Always use the same pharmacy for your medication needs.

Sarah has started taking birth control pills. She needs to refill her prescription, but the pharmacy where she's always gone to get her medications filled is not near her school, home, or work (it's near her doctor's office). She doesn't want to go out of her way when there is a much closer pharmacy she could go to. Sarah knows that you should always use the same pharmacy because the pharmacist needs to know about all of the medications you are on and make sure that they are safe to take together. Sarah could ask her parents to go to her usual pharmacy for her. Or she could go to a new, nearby pharmacy.

Should Sarah fill her prescription at a new pharmacy?

- Are there exceptions to when it *would* be safe to use a pharmacy other than your usual one?
- Are there times when it would *never* be safe to use a pharmacy other than your usual one?



Using Medication Safely, Scenarios for Small Group Work

4. **Keep an up to date list of all medication that you take, including prescriptions, over the counter medications, herbal medicine and vitamins.**

Jack comes from a very private family. They don't talk openly about personal issues, especially when it comes to their health. Jack is about to go on a school trip and is thinking of completing a medication safety card to carry with him, since he is on a number of different medications. He would want his teachers and friends to have this information in an emergency situation. Jack is worried that his family might find out, or see the card, and be upset that he was being so public with his personal information.

Should Jack complete a medication safety card and carry it with him?

- **Are there times when it would *not* be safe to carry a completed medication safety card?**
- **Are there times when it would *never* be safe to be *without* your list of medications?**



Using Medication Safely, Scenarios for Small Group Work

5. **Always know how much of your medication to take (the dose) and how and when to take it.**

Ian's doctor prescribed him antibiotics for strep throat and told him to take the medicine twice a day, 12 hours apart. Ian slept in this morning and forgot to take the medicine. Ian's mom advises him to take two doses this evening to make up for missing this morning. Ian trusts that his mom knows the best thing to do.

Should Ian take two doses of his medicine because he missed the first dose this morning?

- **Are there exceptions to when it is okay to *not* know how much of your medication to take, or how and when to take?**
- **Are there times when it would *never* be safe to not know how much of your medication to take, or how and when to take it?**



Using Medication Safely, Scenarios for Small Group Work

6. It is never safe to take expired medication.

Christine has been fighting off a cold all day. After school she goes home and wants to take some cold and flu medication. She notices on the package that the pills expired a few months ago. Christine's parents could pick her up a new package on their way home, but they won't be home for a few more hours. The closest pharmacy is too far for Christine to go herself. She knows it's not safe to take expired medications because they do not work how they are supposed to, but she really isn't feeling well and wants to take the medication.

Should Christine take the expired cold and flu medication?

- Are there exceptions to when it *would* be safe to take expired medication?
- Are there times when it would *never* be safe to take expired medication?



SELF-ADVOCACY IN THE HEALTHCARE SYSTEM

Supplement to:

General Learning Outcome 3 - Safety

Senior 1 Physical Education/Health Education: A Foundation for Implementation

Grade 9 Lesson K.3.S1.B.4

This package has been prepared by the Manitoba Institute for Patient Safety (MIPS) and is intended to be used in conjunction with existing information contained within K.3.S1.B.4 on *safety*. It is the second supplement developed by MIPS. The first is a supplement to the Physical Education and Health Education Grade 11 Module E, Lesson 1, focusing on using medications safely.

This package includes:

- the current learning outcomes in the grade 9 curriculum for lesson K.3.S1.B.4
- an additional learning outcome developed by MIPS specific to self-advocacy in healthcare
- current suggestions for instruction included in lesson K.3.S1.B.4
- a new suggestion for instruction developed by MIPS specifically targeting self-advocacy
- background information on self-advocacy in the healthcare system
- additional student handouts and resources relevant to self-advocacy
- suggestion for instruction: *Scenarios for Small Group Work: Self-Advocacy*
- student evaluation form and answer key
- teacher evaluation form
- separate document “Resources to print” with handouts for ease of copying

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Prescribed Learning Outcomes

K.3.S1.B.4

Demonstrate the ability to access valid health information and health-promoting products and services available in the community (e.g. doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism, youth advocates, helplines, school/community counseling programs, friendship centres, ombudsperson, the Internet).

Supplemental Learning - outcome developed by MIPS

Demonstrate an ability to practice self-advocacy while receiving services related to healthcare (e.g. accessing personal medical records, talk to your doctor effectively and asking appropriate questions).



Background: Self-Advocacy in Healthcare

Self-advocacy in healthcare is a process of speaking your mind, asking questions, making informed decisions and having the capacity to access reliable information when needed. The healthcare system is complex and developing the skills to advocate for yourself is essential to ensure that your safety remains a priority. Many factors contribute to a person's ability to effectively navigate the healthcare system and advocate on their behalf. For example:

- **Terminology** – it can be confusing and difficult to understand medical terminology, particularly for adolescents and young adults with limited medical background.
- **Complexity** – healthcare can be complex. Sometimes people need things explained a number of times before they completely understand a particular treatment or diagnostic test.
- **Comfort with healthcare provider** - the type of relationship a person has with their healthcare provider will influence if they are comfortable asking questions and for explanations.

Studies have shown that up to 7.5% of hospital admissions in Canada result in an adverse event (i.e. an unintended injury or complication not occurring as a result of the underlying disease process). Examples of situations that may result in patient incidents include:

- A teen goes to emergency with abdominal pain and is diagnosed as suffering from irritable bowel syndrome. The patient is then prescribed a medication to prevent bowel spasms; however, the medication does not work effectively. After going through many more tests, it is determined the patient was initially misdiagnosed and in fact suffers from Celiac disease.
- A doctor arrives in her office and the teen being treated notices that the doctor did not wash her hands upon arriving. Prior to initiating treatment, the patient asks the doctor to wash their hands as the patient knows that handwashing can help prevent infections.

In these examples listed above, asking questions and advocating for your personal safety can help to avoid harm. However, for most adolescents and young adults, the healthcare system is scary and difficult to navigate. Some people, particularly adolescents, are not comfortable speaking up and asking their doctor, nurse, pharmacist, or other professionals questions related to their care. A first step in self-advocacy is learning as much as possible about patient rights and who can offer assistance, support and information in upholding these rights.

People have a responsibility to speak up for themselves and their family members and become engaged in decisions that affect their health.

The exercises and tools on self-advocacy provide examples of important information, tips and resources that can help people to become more involved in their healthcare. A good way to introduce self-advocacy is to ask students to view animated videos on patient safety as homework, or show them in class (available on the Manitoba Institute for Patient Safety website <http://mips.ca/pf-advocating-for-yourself---others.html>)

Appendix 3 for 16.1.: Manitoba Institute for Patient Safety



Learn to be safe – 3 of 5 Patient Safety Videos– 30 seconds each

Video 1 – Learn to be safe

<https://www.youtube.com/watch?v=44Hixpc0meM&feature=youtu.be>

Video 2 – Improving Patient Safety: Things to do

<https://www.youtube.com/watch?v=LqLdhmxy0o>

Video 4 – Communicate: It's Safe to Ask

<https://www.youtube.com/watch?v=Hw9k4F1B4yc>

Self- Advocacy in Healthcare - three to five minutes each

Videos 1 – 8 on various self-advocacy topics

<https://www.youtube.com/channel/UCtKszS2UTgtRMWiUkSy4ndA>



Sample Script for Introducing Self-Advocacy to Students

When you are buying a car, you ask questions such as: “Has this vehicle had a history of crashes?”; “What is the mileage on the vehicle?”; or, “What are the safety features?” But have you ever stopped to ask questions about your healthcare? Or about why your healthcare provider has suggested a particular treatment? Every time a treatment is prescribed or a test ordered by your healthcare provider, you must think through the possible unwanted effects, potential benefits and the risks associated with care. It is your responsibility to ask questions and think about the possible risks and benefits. The person receiving healthcare and their families are essential members of the healthcare team, just like doctors, nurses and pharmacists and other healthcare professionals.

For example:

- You go to the emergency room because of abdominal pain and the doctor diagnoses you as having irritable bowel syndrome. He talks about the common symptoms of irritable bowel syndrome, and although they don’t seem to fit, you don’t inquire further. Your doctor prescribes a medication to prevent the spasm of your stomach but it doesn’t work very well. After going through many more tests, it is determined that you have something different.
- You go to your doctor’s office for a checkup and you notice that upon arriving into the clinic room, your doctor did not wash his/her hands. You don’t mention it as you assume they must have washed their hands prior to entering the room.

In these examples, asking questions and advocating for one’s self as part of the healthcare team can help to improve care. However, for most people, it isn’t easy to understand medical terms. Sometimes you may feel rushed or find it difficult to talk to your healthcare providers. While it is true that doctors and other health care providers have a significant amount of expertise, you know your body best and can help to stay safe by speaking up for yourself and by being part of your healthcare decisions.

The exercises and tools included in this lesson will provide important information on how to ask effective questions and advocate for yourself in the healthcare system. A good overview of self-advocacy is available on the Manitoba Institute for Patient Safety website <http://mips.ca/pf-advocating-for-yourself---others.html>

On that page, you will find links to three 30-second videos and 8 three to five minute videos on self-advocacy topics.



Student Handouts

Handouts for this supplement are on pages 7 – 11.

It's Safe to Ask encourages people to request the information they need in order to become active participants in their care. *It's Safe to Ask*:

- (1) promotes stronger communication with healthcare providers
- (2) leads to people being more informed
- (3) contributes to reduced patient harm and safer outcomes

Please refer to the “It’s Safe to Ask Brochure” on pgs 10 and 11 and go to safetoask.ca for more information on this initiative.

The *Self-Advocacy for Everyone* (S.A.F.E.) *Toolkit* has tips and resources that can help people to become more involved in their healthcare. Several of these resources are included in the sections that follow, including “Know Your Patient Rights”, “Know Your Healthcare Plan” and “Talk With Your Healthcare Provider”.



S.A.F.E. Toolkit #1: Know Your Patient Rights

<https://www.safetoask.ca/s.a.f.e.-toolkit.html>

What are your rights as a patient in Manitoba?

You have the right to:

1. **Ask questions and get answers in a timely manner.**
2. **Seek a second opinion.**
3. **Ask about your healthcare provider's experience and training.**
4. **Be informed before you willingly give or refuse consent.**

You must be given all the facts a person in your situation needs to have before making a decision. This includes:

- benefits and risks
- possible side effects
- treatment choices
- treatment providers
- results of refusing the treatment

5. **Access your personal health information in your medical records.**

Manitoba's Personal Health Information Act (PHIA) allows you to get information in your medical records.

6. **Get help from a patient advocate.**

Name your patient advocate before you need one.

7. **Decide the type of care you do and do not want to receive.**

Fill out a Health Care Directive or Living Will in case you are unable to speak for yourself.

8. **Voice your concerns.**

Ask questions. Share your views about your care. Talk to your provider.

9. **Report any unplanned harm that you feel happened.**

It is your right to report any unplanned harm that you feel occurred as a result of insured healthcare services in Manitoba.

Learn...to be SAFE. Go to Manitoba Institute for Patient Safety websites www.safetoask.ca and www.mips.ca.

Self-Advocacy For Everyone (S.A.F.E.) Toolkit





S.A.F.E. Toolkit #3: Know Your Healthcare Plan

<https://www.safetoask.ca/s.a.f.e.-toolkit.html>

A healthcare plan includes steps to address your healthcare concerns.

Steps in making the healthcare plan may include:

- An assessment that includes a health history
- The name of the health problem
- Visits with other providers for medical tests or specific advice (e.g. medications, surgeries, consults, other treatment choices)
- Next steps - once test results are back and a diagnosis is given
- Meeting to talk about the health problem (diagnosis)
- Second opinions, if the doctor or patient and family request
- Healthcare recommended and the goals of the treatments
- Benefits and risks of any future treatments
- Review of the healthcare plan and notes on progress

You are a member of your healthcare team.

You need to be actively involved in any decisions about your healthcare plan.

Your role in your healthcare plan:

- Discuss your health needs and what you expect from your healthcare team.
- Ask questions and talk about your concerns.
- Ask your patient advocate (e.g. parent/guardian) to assist, if you need support.
- Ask questions if the facts are not clear.
- Take notes as your doctor talks.
- Write down all the information (e.g. providers' names, contact information, and what was discussed).
- Repeat back what you think you heard.
- Learn the facts about your health problem and any treatments recommended.
- Ask your doctor for a list of resources and useful websites.

Learn...to be SAFE. Go to Manitoba Institute for Patient Safety websites www.safetoask.ca and www.mips.ca.



S.A.F.E. Toolkit #5: Talk With Your Healthcare Provider

<https://www.safetoask.ca/s.a.f.e.-toolkit.html>

The most satisfied patients take part in talks and decisions about their healthcare. Talk with your healthcare provider in an open and honest way. This can lead to better and safer healthcare decisions.

Tips on talking with your healthcare provider

Before you see the healthcare provider:

- Write down your health needs and what you expect. Share them with your healthcare provider.
- Write down your questions before you go.
- Write a list of your main symptoms, if there is a problem.
- Carry and show a current *It's Safe to Ask* medication card (<http://www.safetoask.ca/resources.html>).
- Know your medical history.
- Ask your patient advocate (parent/guardian) to help, if you have trouble talking about your health concerns.

During the appointment:

- Share your needs, symptoms and your wishes.
- Do not expect to deal with all your concerns in one visit.
- Ask your questions. Use the *It's Safe to Ask* questions:
 1. What is my health problem?
 2. What do I need to do?
 3. Why do I need to do this?
- Listen to your healthcare provider's answers.
- Answer honestly the questions your healthcare provider asks.
- Ask the healthcare provider to explain again, if you don't understand.
- Ask about your healthcare plan.
- Ask what you are to do, when and why.
- Take notes.
- Share your views and concerns.
- Make healthcare decisions together.

Before you leave:

- State the key facts talked about.
- Ask for a second opinion, if you still have concerns.
- Ask for resources and websites where you can learn more.
- Ask if a follow-up visit is needed.

If you need to find or change doctors, use Manitoba's *Family Doctor Finder*:

<http://www.gov.mb.ca/health/familydoctorfinder/>

Phone: 786-7111 in Winnipeg
TTY/TDD: 774-8618

Toll-free 1-866-690-8260
Toll-free 1-800-855-0511 (Manitoba Relay Services)

Learn...to be SAFE. Go to Manitoba Institute for Patient Safety websites www.safetoask.ca and www.mbips.ca.

Download the fillable PDF at: <https://www.safetoask.ca/resources.html>

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Ask your doctor, nurse or pharmacist:

1 What is my health problem?

2 What do I need to do?

3 Why do I need to do this?



It's Your Right to Ask

Who needs to ask questions?

- You do! Everyone has questions about their health.
- You are not the only one who sometimes finds things confusing.
- Ask questions to understand how to get better and how to take care.

What if I ask and I still don't understand?

- Say, "This is new to me. Please explain again."
- Don't be embarrassed if you still don't understand.
- Ask more questions if you want to.

Who can answer?

Your doctor, nurse and pharmacist want to help you by answering your questions.

Can I bring someone with me?

Yes, a friend, family member or someone you trust can:

- remind you what to say
- take notes and get information
- help you understand your health conditions or health concerns

Before a visit:

Write down your questions, and things you want to tell the doctor, nurse or pharmacist. For example, what in your body feels bad, where and when?

Before I go home, I want to know information about...

...my health problem

Answer _____

...what I need to do

Answer _____

...why I need to do this

Answer _____

...what I can expect

Answer _____

...who to call if I need help

Answer _____



Suggestions for Instruction

1) Resource Hunt

Students brainstorm to create a master list of health information, products, and services available in the community. Each student selects one item from the master list, researches the chosen item, and prepares an information resource file that includes the following:

- Name of service (e.g. group, agency, organization) or product
- Postal, email, and website address, telephone number, and fax number
- Possible contact person(s)
- Explanation of services offered
- Any additional information (e.g. pamphlets)

Each student shares this information with the class before it is added to the master resource file, which may be kept in the school library or counseling office.

Teacher Notes – Resources

Publication

- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 1*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002 (See Activities 1 and 5.)
- Manitoba Institute for Patient Safety. *It's Safe to Ask Brochure*.
http://www.safetoask.ca/assets/english_ista_brochure_fillable-2016.pdf
- Manitoba Institute for Patient Safety. *Medication Card*.
http://www.safetoask.ca/assets/med_card_june_2016_fillable-version.pdf
- Manitoba Institute for Patient Safety. *Self-Advocacy for Everyone Toolkit*.
<http://www.safetoask.ca/s.a.f.e.-toolkit.html>

Organizations

- Addictions Foundation of Manitoba
- Alcoholics Anonymous – Manitoba
- Canadian Cancer Society (Manitoba Division)
- Child Find Manitoba
- Health Canada
- Heart and Stroke Foundation of Manitoba
- Klinik Community Health Centre – Teen Talk
- Sexuality Education Resource Centre (SERC)
- School Teen Clinic
- **New: Manitoba Institute for Patient Safety (MIPS)**

Professionals

- Guidance counselor
- Physician
- Public health nurse or school nurse



2) Role Play Situations in Small Groups: Self-Advocacy and Accessing Community Resources

1. Handouts and Videos

- a. Provide students with the handouts listed on page 6 and included in this package, as well as in the “Resources to print” document for ease of copying.
- b. Have students watch *Learn to be safe – Patient Safety Videos* (animated) available on www.mips.ca
Video 1 – Learn to be safe (30 seconds)
<https://www.youtube.com/watch?v=44Hixpc0meM&feature=youtu.be>
Video 2 – Improving Patient Safety: Things to do (30 seconds)
<https://www.youtube.com/watch?v=LqLdhmxy0o>
Video 4 – Communicate: It's Safe to Ask (30 seconds)
<https://www.youtube.com/watch?v=Hw9k4F1B4yc>
- c. Have students watch three to five minute videos, available on the Manitoba Institute for Patient Safety YouTube channel: <https://www.youtube.com/channel/UCtKszS2UTgtRMWiUkSy4ndA>
Know Your Healthcare Plan and Talk to Your Doctor (5:48)
<https://www.youtube.com/watch?v=o8quNYk4sE0>

2. Small Group Work: Scenarios and Resource Hunt

- a. Six scenarios are provided here. Teachers can determine whether to work through one scenario as a class, or to divide the class into small groups to work through some, or all, of the scenarios.
- b. Provide each group with one of the scenarios presented on pages 14-19 (also included in “Resources to print” document for easy of copying). Have students answer the questions included in the scenario and brainstorm a list of health information products and services available in the community that relate to the scenario.
- c. As a group, students should attempt to use the information from the handouts and resource search to answer the questions and discuss the situation with their peers. Each group will share the information they have collected with the class and add to a master resource file, which may be kept in the school library or counseling office.

3. Small Group Presentation to Class

At the conclusion of the small group discussion, have each small group present to the class their scenario and the resources that were collected as part of the resource hunt. Encourage group discussion by commenting on what the group did well and suggest other resources that could have been consulted.

4. Evaluation

This package includes an evaluation for students to complete, and an evaluation for teachers to complete regarding their learning and teaching experience using the supplement.

5. Take Home

Consider encouraging students to take the handouts and resources home, discuss with their family members and visit www.mips.ca for more information on self-advocacy in healthcare.



Scenarios for Small Group Work



Self-Advocacy in Healthcare, Scenarios for Small Group Work

1. Experimenting with alcohol.

David has started to become concerned about his friend Jonathan, who recently started drinking alcohol with his friends on weekends. David has noticed that Jonathan is drinking more frequently and has even shown up to school under the influence of alcohol on more than one occasion. David has suggested that Jonathan talk to his parents/guardian or a counselor about his drinking habits, however, he has refused to get help. He has even intentionally withheld information from his family doctor to cover up his developing addiction. One day, Jonathan arrives at school smelling of alcohol, and his teacher sends him to a guidance counselor.

Develop a list of resources that could provide Jonathan with more information and support (e.g. addictions support groups, healthcare professionals to consult, etc.)

What are the questions Jonathan can ask his family doctor or guidance counselor to ensure he receives proper care and management?

How can Jonathan's parents/guardian become involved in his care?

Which professionals could be involved in the delivery of Jonathan's care?

What is Jonathan's role in developing his healthcare plan?



Self-Advocacy in Healthcare, Scenarios for Small Group Work

2. Getting immunizations for travel.

Ian and his family are planning a trip to Jamaica. He has been reading online and is aware that it is quite common for people to get immunized prior to taking trips to foreign countries. Ian's mom makes him an appointment at a local doctor's office but is unable to come with him. Upon arriving at the clinic, Ian's doctor gives him an immunization for Hepatitis A and Hepatitis B. In the days following the immunization, Ian feels extremely tired and has developed a headache. He didn't ask his doctor any questions at the appointment and is unsure if these are serious side effects that warrant follow-up.

What questions could Ian have asked his doctor?

What could Ian have done before the appointment to prepare himself?

How could Ian's parents be more involved in his care?

What other healthcare providers should Ian consult prior to getting immunized?

Develop a list of resources that provides more information on immunization (e.g. where to go to get immunized, immunization safety, etc.)



Self-Advocacy in Healthcare, Scenarios for Small Group Work

3. Starting birth control medication.

Sarah wants to start taking birth control pills. She decides to make an appointment and see her family physician after school one day. When she arrives at the clinic, Sarah's doctor asks her why she wants to start taking birth control pills and then quickly writes a prescription for her. Her doctor asks if she has any questions and indicates the instructions will be available with the prescription when she visits her pharmacy. Sarah leaves her doctor's office unsure as to how to correctly take her prescription, what the potential side effects are, and if there are any other options for birth control.

What questions should Sarah have asked her doctor before leaving the clinic?

What other options might Sarah have for reproductive health services?

What could Sarah have done before her appointment to prepare herself?

Where can Sarah go for more information? Develop a list of sexual health resources that may benefit Sarah as she navigates the health care system.

What other professionals may be involved in Sarah's care?



Self-Advocacy in Healthcare, Scenarios for Small Group Work

4. Recognizing and managing depression.

Christine has been taking anti-depressants for two years to help manage her depression. The medication has really helped and she's been going to school every day, playing on the volleyball team, and working a part-time job. At the end of the volleyball season her friend Ali started noticing a change in Christine. Christine hasn't been texting as much as she used to and didn't show up to the movies and some parties she said she was coming to. Ali heard that Christine's parents might be separating and she knows Christine is getting less hours at her part-time job. Ali knows that sometimes Christine forgets to take her medication and she's worried that with everything Christine is going through, and with her underlying depression, she needs support – not only from her friends but from a counsellor and her doctor.

Which professionals will likely be involved in the delivery of Christine's care?

What are the questions Christine can ask her doctor or counsellor to ensure she receives proper care and management?

How can Ali help support her friend?

Where can Ali go for more information? Develop a list of resources that could provide both Christine and Ali with more information and support (e.g. how to manage depression, understanding those who have depression, healthcare professionals to consult, etc.)

What is Christine's role in developing her healthcare plan?



Self-Advocacy in Healthcare, Scenarios for Small Group Work

5. Diagnosed with early stage cancer.

Stephanie has been experiencing many bothersome symptoms in recent weeks, including severe fatigue, swollen lymph nodes in her neck, and frequent nosebleeds. She decides to visit a public health nurse and doctor at her local community clinic. After numerous blood tests, Stephanie has to wait several weeks for her results. She is anxious about what her diagnosis might be and is not sure about the purpose of all the tests she has received. After several weeks of waiting, her diagnosis comes back as being early stage Leukemia, which is a highly treatable form of cancer.

What questions should Stephanie ask her healthcare providers at this time?

What questions could Stephanie have asked prior to and during her testing to clarify her situation?

How can Stephanie's parents/guardian become involved in her care?

What types of professional/groups may be involved in Stephanie's care moving forward?

Develop a list of community resources that Stephanie can access to support her through the treatment and recovery process (e.g. support groups).



Self-Advocacy in Healthcare, Scenarios for Small Group Work

6. Anxiety over final exams.

Jack is in grade 12 and plans to go to university. He has good grades but knows he needs to maintain them if he's going to be accepted to his university of choice. This semester he's taking five math and science classes which are very challenging. He has a part-time job, and is involved in a lot of extra-curricular activities. Final exams are in two weeks and he's feeling very stressed. All he can think about is what will happen if he doesn't do well on the exams. These thoughts are keeping him up at night and making him feel nauseous. His parents and friends keep telling him that everyone feels anxious about final exams, but he also knows that some of the other students in his schools take medication for anxiety. Jack doesn't know whether he may have an anxiety disorder or whether he's just feeling anxious, and he doesn't know who he should turn to for help.

Develop a list of resources that could provide Jack with more information about test-anxiety and anxiety disorders.

Which professionals could help Jack with his anxious feelings?

How can Jack's parents become involved with managing his anxiety?

What are the questions Jack can ask his doctors, counsellors, and teachers about managing his anxiety?

What is Jack's role in developing his healthcare plan?

What are examples of self-care activities that Jack could try?



Scenarios for Small Group Work: Self-Advocacy in Healthcare, ANSWER KEY

1. Experimenting with Alcohol – ANSWER KEY

David has started to become concerned about his friend Jonathan, who recently started drinking alcohol with his friends on weekends. David has noticed that Jonathan is drinking more frequently and has even shown up to school under the influence of alcohol on more than one occasion. David has suggested that Jonathan talk to his parents or a counselor about his drinking habits, however, he has refused to get help. He has even intentionally withheld information from his family doctor to cover up his developing addiction. One day, Jonathan arrives at school smelling of alcohol, and his teacher sends him to a guidance counselor.

Develop a list of resources in the community that could provide Jonathan with more information and support (e.g. addictions support groups, healthcare professionals to consult, etc.)

- Addictions Foundation of Manitoba (<http://afm.mb.ca/>)
- Alcoholics Anonymous (<http://www.aamanitoba.org/>)
- Teen Clinic (<http://teenclinic.ca/>)
- Health Canada – Alcohol (<http://www.hc-sc.gc.ca/hc-ps/alc/index-eng.php>)

What are the questions Jonathan can ask his family doctor or guidance counselor to ensure he receives proper care and management?

- What do I need to do to prevent further health damage?
- Why do I need to do this?
- What are the potential consequences of continued alcohol abuse?

How can Jonathan's parents become involved in his care?

- by becoming a patient advocate and advocating on Jonathan's behalf
- arranging medical appointments
- attending medical appointments
- making decisions about treatment along with Jonathan's input

Which professionals will likely be involved in the delivery of Jonathan's care?

- Family doctor
- Psychologist
- Guidance Counselor
- Addiction Counselor

What is Jonathan's role in developing his healthcare plan?

- discussing his health needs and what he expects from his healthcare team
- asking informed questions and talking openly about his symptoms
- taking notes at appointments, requesting clarification when necessary
- asking his doctor for a list of resources and useful websites that may help on the road to recovery



2. Getting immunizations for travel – ANSWER KEY

Ian and his family are planning a trip to Jamaica. He has been reading online and is aware that it is quite common for people to get immunized prior to taking trips to foreign countries. Ian's mom makes him an appointment at a local doctor's office but is unable to come with him. Upon arriving at the clinic, Ian's doctor gives him an immunization for Hepatitis A and Hepatitis B. In the days following the immunization, Ian feels extremely tired and has developed a headache. He didn't ask his doctor any questions at the appointment and is unsure if these are serious side effects that warrant follow-up.

What questions could Ian have asked his doctor?

- What are my options for immunization?
- What are the potential side-effects and risks of being immunized?
- Why do I need to be immunized? What are the risks of not being immunized?

What could Ian have done before the appointment to prepare himself?

- develop a list of resources and online sources to consult
- develop a list of questions for his doctor
- identify a patient advocate to accompany him for support

How could Ian's parents be more involved in his care?

- before the appointment, helping Ian prepare questions for the doctor
- attending medical appointments and taking notes
- helping Ian identify whether his side effects need follow-up (reviewing reliable health information, contacting the doctor's office, etc.)

What other healthcare providers should Ian consult prior to getting immunized?

- Pharmacist
- Public health nurse

Develop a list of resources that provides more information on immunization (e.g. where to go to get immunized, immunization safety, etc.)

- Public Health Agency of Canada – Immunizations (<http://www.phac-aspc.gc.ca/publicat/cig-gci/index-eng.php>)
- Immunize Canada (<http://www.immunize.ca/en/default.aspx>)
- Government of Manitoba Communicable Disease Control (<http://www.gov.mb.ca/health/publichealth/cdc/div/index.html>)
- Winnipeg Regional Health Authority Travel Health and Tropical Medicine Services (<http://www.wrha.mb.ca/community/travel/>)



3. Starting birth control medication – ANSWER KEY

Sarah wants to start taking birth control pills. She decides to make an appointment and see her family physician after school one day. When she arrives at the clinic, Sarah's doctor asks her why she wants to start taking birth control pills and then quickly writes a prescription for her. Her doctor asks if she has any questions and indicates the instructions will be available with the prescription when she visits her pharmacy. Sarah leaves her doctor's office unsure as to how to correctly take her prescription, what the potential side effects are, and if there are any other options for birth control.

What questions should Sarah have asked her doctor before leaving the clinic?

- What are the benefits and potential side-effects of taking this medication?
- Are there any other options for birth control?
- How often do I take the birth control pill and on what schedule?
- Where can I get resources and more information on birth control?

What other options might Sarah have for reproductive health services?

- Teen Clinic (<http://teenclinic.ca/>)

What could Sarah have done before her appointment to prepare herself?

- write down her needs and what she expects out of the appointment
- write down her medical history, including a current list of medications
- ask a patient advocate (i.e. parent, guardian) to help, or to come with her to the appointment

Where can Sarah go for more information? Develop a list of sexual health resources that may benefit Sarah as she navigates the health care system.

- Teen Clinic ((<http://teenclinic.ca/>)
- Sexuality Education Resource Centre (<http://www.serc.mb.ca/>)
- Winnipeg Regional Health Authority, Get Some Condoms (http://www.getsomecondoms.com/birth-control-and-pregnancy/birth-control-pills/?doing_wp_cron=1470334013.4132239818572998046875)
- Women's Health Clinic (<http://womenshealthclinic.org/>)
- Sex and U (<https://www.sexandu.ca/>)

What other professionals may be involved in Sarah's care?

- Pharmacist
- Guidance Counselor
- Teacher



4. Recognizing and managing depression – ANSWER KEY

Christine has been taking anti-depressants for two years to help manage her depression. The medication has really helped and she's been going to school every day, playing on the volleyball team, and working a part-time job. At the end of the volleyball season her friend Ali started noticing a change in Christine. Christine hasn't been texting as much as she used to and didn't show up to the movies and some parties she said she was coming to. Ali heard that Christine's parents might be separating and she knows Christine is getting less hours at her part-time job. Ali knows that sometimes Christine forgets to take her medication and she's worried that with everything Christine is going through, and with her underlying depression, she needs support – not only from her friends but from a counsellor and her doctor.

Which professionals will likely be involved in the delivery of Christine's care?

- Family doctor
- Counsellor (in-person, online, and phone options available)
- Psychologist
- Psychiatrist
- Social worker
- Peer support workers

What are the questions Christine can ask her doctors or counsellors to ensure she receives proper care and management?

- I thought I was doing really well being on the medication, but I feel so down right now. Is this normal?
- Did this happen because I forgot to take my medication one time?
- Do I need to be on a different medication, or do I need to take more of the medication I'm on?
- Besides taking medication, are there other things I could be doing?

How can Ali help support her friend?

- learn more; take time to learn more about depression and mental illnesses.
- be there to listen and make easy, open conversation about what Christine is going through. Ask what she can do and find out what she finds helpful during tough times.
- accept Christine's condition and be a good friend. It isn't possible just to snap out of it and cheer up.
- encourage Christine to get help from counsellors, doctors, and support groups.

Where can Ali go for more information? Develop a list of resources that could provide both Christine and Ali with more information and support (e.g. how to manage depression, understanding those who have depression, healthcare professionals to consult, etc.)

- Canadian Mental Health Association (<http://www.cmha.ca/>)
- DepressionHurts.ca (<http://depressionhurts.ca/>)
- Mood Disorders Society of Canada (<https://mdsc.ca/>)
- Mood Disorders Association of Manitoba (<http://www.mooddisordersmanitoba.ca/>)



- eMentalHealth.ca (<http://www.ementalhealth.ca/Winnipeg-Regional-Health-Authority/Depression-in-Children-and-Youth-Information-for-Parents-and-Caregivers/index.php?m=article&ID=8879>)

What is Christine's role in developing her healthcare plan?

- discussing her health needs and being honest about how she's feeling and how/when she's taking her medication.
- being open with friends and family about what she's going through and how they can help.
- asking her doctor for a list of resources, websites, and community support programs that may be helpful.



5. Diagnosed with early stage cancer – ANSWER KEY

Stephanie has been experiencing many bothersome symptoms in recent weeks, including severe fatigue, swollen lymph nodes in her neck, and frequent nosebleeds. She decides to visit a public health nurse and doctor at her local community clinic. After numerous blood tests, Stephanie has to wait several weeks for her results. She is anxious about what her diagnosis might be and is not sure about the purpose of all the tests she has received. After several weeks of waiting, her diagnosis comes back as being early stage Leukemia, which is a highly treatable form of cancer.

What questions should Stephanie ask her healthcare providers at this time?

- What is my health problem?
- What do I need to do to, what are my treatment options?
- Why do I need to do this? What are the potential outcomes of treatment and non-treatment?
- How long will treatment last? Are there any notable side-effects that I should consider before taking the medication?
- Will treatment affect day-to-day activities?

What questions could Stephanie have asked prior to and during her testing to clarify her situation?

- What are the tests being conducted for? What conditions can be ruled out or confirmed with these tests?
- Based on my symptoms, what is the range of possible diagnoses?
- Are the tests necessary? What are the risks and potential alternatives of the diagnostic tests?

How can Stephanie's parents/guardian become involved in her care?

- review information provided by the doctor and request clarification when necessary
- be present when a doctor or healthcare provider speaks to Stephanie
- ask questions that may have been forgotten during the appointment
- take notes to ensure accuracy of information

What types of professionals/groups may be involved in Stephanie's care moving forward?

- Oncologist
- Nurse
- Pathologist
- Pharmacist
- Radiologist
- Physical Therapist
- Cancer Support Groups

Develop a list of community resources that Stephanie can access to support her through the treatment and recovery process (e.g. support groups).

- Cancer Care Manitoba (<http://www.cancercare.mb.ca/>)
- Canadian Cancer Society, Manitoba Division (<http://www.cancer.ca/en/?region=mb>)
- Leukemia and Lymphoma Society of Canada (<http://www.llscanada.org/education-resources>)



6. Anxiety over final exams – ANSWER KEY

Jack is in grade 12 and plans to go to university. He has good grades but knows he needs to maintain them if he's going to be accepted to his university of choice. This semester he's taking five math and science classes which are very challenging. He has a part-time job, and is involved in a lot of extra-curricular activities. Final exams are in two weeks and he's feeling very stressed. All he can think about is what will happen if he doesn't do well on the exams. These thoughts are keeping him up at night and making him feel nauseous. His parents and friends keep telling him that everyone feels anxious about final exams, but he also knows that some of the other students in his schools take medication for anxiety. Jack doesn't know whether he may have an anxiety disorder or whether he's just feeling anxious, and he doesn't know who he should turn to for help.

Develop a list of resources that could provide Jack with more information about test-anxiety and anxiety disorders.

- Canadian Mental Health Association – Manitoba and Winnipeg (<https://mbwpg.cmha.ca/resources/mental-health-resource-guide-for-winnipeg/>)
- Anxiety Disorders Association of Manitoba (<http://www.adam.mb.ca/>)
- Mood Disorders Association of Manitoba (<http://www.mooddordersmanitoba.ca/>)
- TeensHealth, Test Anxiety: <http://kidshealth.org/en/teens/test-anxiety.html>
- MedlinePlus, Anxiety (<https://medlineplus.gov/anxiety.html>)
- Canadian Mental Health Association: Anxiety Disorders (http://www.cmha.ca/mental_health/understanding-anxiety-disorders/#.WLxIM_Km9n0)
- Mayo Clinic, Is it possible to overcome test anxiety? <http://www.mayoclinic.org/diseases-conditions/generalized-anxiety-disorder/expert-answers/test-anxiety/faq-20058195>
- AnxietyBC (<https://www.anxietybc.com/>)

Which professionals could help Jack with his anxious feelings?

- Teachers
- Guidance Counsellor
- Family doctor
- Counsellor (in-person, online, and phone options available)
- Psychologist
- Peer support workers

How can Jack's parent's become involved with managing his anxiety?

- assist with scheduling medical appointments to determine whether Jack has an anxiety disorder
- helping Jack find strategies to manage anxiety (learning to study efficiently, eating healthy, exercising, etc.)



What are the questions Jack can ask his doctors, counsellors, and teachers about managing his anxiety?

- How do I know the difference between feeling anxious and having an anxiety disorder?
- Do I need to be on medication?
- What are things I can do to feel less anxious?

What is Jack's role in developing his healthcare plan?

- being open and honest with his parent's and care providers about how he's feeling.
- keeping a journal of how he's feeling and when.
- finding solutions that work for him (learning to study efficiently, learning relaxation techniques, eating healthy, exercising, etc.)

What are examples of self-care activities that Jack could try?

- mindfulness exercises
- breathing exercises
- going for a walk
- fitness and recreation activities



Suggestions for Assessment

Performance Task: Resource Hunt

Check each student's responses and resource file to determine whether it includes the following components.

Resource File Checklist:

- Name of service (e.g. group, agency, organization) or product
- Postal, email, and website addresses, telephone number, and fax number
- Possible contact person(s)
- Explanation of services offered
- Any additional information (e.g. pamphlets):

Performance Task: Scenarios for Small Group Work

Have each small group present to the class their self-advocacy scenario, the resources that were collected and their responses to the questions. Check for understanding by posing questions about gaps in their responses or missing resources. Encourage group discussion by commenting on what the group has done well and suggest other resources/responses to reinforce understanding.



Self-Advocacy in the Healthcare System

Student Evaluation

1. Self-advocacy in healthcare is a process of speaking your mind, asking questions, making informed decisions and having the capacity to access reliable health information in the community.
 - a. True
 - b. False
2. Common factors that make it difficult to navigate the healthcare system include:
 - a. Terminology used by healthcare professionals
 - b. Complex nature of healthcare
 - c. Relationships with healthcare professionals
 - d. All of the above
3. Asking your healthcare provider questions will likely make them angry and is not recommended as part of effective healthcare.
 - a. True
 - b. False
4. When should you speak up for yourself when decisions are being made that could affect your health?
 - a. Always
 - b. Sometimes
 - c. Never
5. List the three questions you should ask you healthcare provider (at a minimum)?
 - a. _____
 - b. _____
 - c. _____
6. It is inappropriate to take notes during your visit with a healthcare professional?
 - a. True
 - b. False
7. Who is a part of the healthcare team?
 - a. Healthcare professional (i.e. doctor, pharmacist, etc.)
 - b. Patient
 - c. Family members
 - d. All of the above



Student Evaluation: ANSWER KEY

1. Self-advocacy in healthcare is a process of speaking your mind, asking questions, making informed decisions and having the capacity to access reliable information.

- a. **True**
- b. False

Self-advocacy is a process of speaking your mind, but it also goes beyond this to include accessing reliable healthcare information, knowing where to access personal medical records and becoming involved in your treatment choices.

2. Common factors that make it difficult to navigate the healthcare system include:

- a. Terminology used by healthcare professionals
- b. Complex nature of healthcare
- c. Relationships with healthcare professionals
- d. **All of the above**

All of these responses are common reasons that make it challenging to navigate the healthcare system, particularly in adolescents that may have limited experience interacting with healthcare professionals.

3. Asking your healthcare provider questions will likely make them angry and is not recommended as part of effective healthcare.

- a. True
- b. **False**

Asking questions is an excellent way to advocate for yourself and become engaged and involved in your healthcare. If your healthcare provider does not provide responses in a timely manner, it may be appropriate to seek a second opinion.

4. When should you speak up for yourself when decisions are being made that could affect your health?

- a. **Always**
- b. Sometimes
- c. Never

It is always important to advocate for yourself when decisions are being made that affect your health. Work with your healthcare professionals to determine what the best decisions are for your care.

5. List the three questions you should ask your healthcare provider (at a minimum)?

- a. **WHAT IS MY HEALTH PROBLEM?**
- b. **WHAT DO I NEED TO DO?**
- c. **WHY DO I NEED TO DO THIS?**

It is your right to ask these questions. Everyone has questions about your health. Ask questions to understand how to get better and more appropriate care.



6. It is inappropriate to take notes during your visit with a healthcare professional?
- a. True
 - b. False**

It is appropriate to take notes during an appointment; confirm with your healthcare provider that you are taking notes to help you understand what is being said.

7. Who is a part of the healthcare team?
- a. Healthcare professional (i.e. doctor, pharmacist, etc.)
 - b. You
 - c. Family members
 - d. All of the above**

All of these individuals can be involved in making decisions with you about your health and should work together to ensure the best possible care is provided.



Self-Advocacy in the Healthcare System

Teacher Evaluation

Thank you for reviewing the materials and for taking the time to use them in your teaching. We appreciate your feedback on the resources for this lesson. Completed evaluations can be submitted to admin@mips.ca.

Background Information

1. I reviewed the background information on Self-Advocacy in Healthcare:
 - a. Yes
 - b. No
2. This information on self-advocacy was new to me:
 - a. Yes
 - b. No
3. I used the script provided in the lesson as an introduction to self-advocacy with students:
 - a. Yes
 - b. No
4. What did you like about the background information?
5. What could be improved in the background information?

Student Handouts: *It's Safe to Ask Brochure* and *SAFE Toolkit* documents

1. I used the Manitoba Institute for Patient Safety handouts included in the package:
 - a. Yes
 - b. No
2. The handouts provided a useful teaching tool
 - a. Yes
 - b. No
3. What did you like most about the handouts?
4. How could the handout be improved?



Small Group Exercise: Self-Advocacy

1. I had students complete the Small Group Exercise on Self Advocacy.
 - a. Yes
 - b. No
2. After completing the exercise, students are now aware of the information they need and the resources available to help them make informed decisions about their healthcare.
 - a. Yes
 - b. No
3. Describe the level of student engagement in this lesson.
4. What did you like most about the group exercises?
5. How could the group exercises be improved?
6. Was it easy to incorporate the material in your lesson?
 - a. Yes
 - b. NoPlease describe.
7. Did the new information/activities “fit” with the existing lesson plan on safety?
 - a. Yes
 - b. No
8. Would an online module help to make this content more accessible to students?
 - a. Yes
 - b. No
9. Do you have any additional feedback on this lesson and the included materials?



Resources to Print

SELF-ADVOCACY IN THE HEALTHCARE SYSTEM

Print resources contained in:

Manitoba Institute for Patient Safety

Supplement to General Learning Outcome 3 – Safety

Senior 1 Physical Education/Health Education: A Foundation for Implementation

Grade 9 Lesson K.3.S1.B.4

For this lesson you may want to print these:

It's Safe to Ask Brochure <https://www.safetoask.ca/resources.html>

- Brochures and posters are available to download in 15 different languages.
- English and French brochures and fillable PDFs.

S.A.F.E. Toolkit – Self Advocacy for Everyone (included below)

- Know Your Patient Rights
- Know Your Healthcare Plan
- Talk With Your Healthcare Provider

Scenarios for Small Group Work (included below)

- Experimenting with alcohol.
- Getting immunizations for travel.
- Starting birth control medication.
- Recognizing and managing depression.
- Diagnosed with early stage cancer.
- Anxiety over final exams.



What are your rights as a patient in Manitoba?

You have the right to:

1. **Ask questions and get answers in a timely manner.**
2. **Seek a second opinion.**
3. **Ask about your healthcare provider's experience and training.**
4. **Be informed before you willingly give or refuse consent.**

You must be given all the facts a person in your situation needs to have before making a decision. This includes:

- benefits and risks
- possible side effects
- treatment choices
- treatment providers
- results of refusing the treatment

5. **Access your personal health information in your medical records.**

Manitoba's Personal Health Information Act (PHIA) allows you to get information in your medical records.

6. **Get help from a patient advocate.**

Name your patient advocate before you need one.

7. **Decide the type of care you do and do not want to receive.**

Fill out a Health Care Directive or Living Will in case you are unable to speak for yourself.

8. **Voice your concerns.**

Ask questions. Share your views about your care. Talk to your provider.

9. **Report any unplanned harm that you feel happened.**

It is your right to report any unplanned harm that you feel occurred as a result of insured healthcare services in Manitoba.

Learn...to be SAFE. Go to Manitoba Institute for Patient Safety websites www.safetoask.ca and www.mips.ca.





S.A.F.E. Toolkit #3: Know Your Healthcare Plan

<https://www.safetoask.ca/s.a.f.e.-toolkit.html>

A healthcare plan includes steps to address your healthcare concerns.

Steps in making the healthcare plan may include:

- An assessment that includes a health history
- The name of the health problem
- Visits with other providers for medical tests or specific advice (e.g. medications, surgeries, consults, other treatment choices)
- Next steps - once test results are back and a diagnosis is given
- Meeting to talk about the health problem (diagnosis)
- Second opinions, if the doctor or patient and family request
- Healthcare recommended and the goals of the treatments
- Benefits and risks of any future treatments
- Review of the healthcare plan and notes on progress

You are a member of your healthcare team.

You need to be actively involved in any decisions about your healthcare plan.

Your role in your healthcare plan:

- Discuss your health needs and what you expect from your healthcare team.
- Ask questions and talk about your concerns.
- Ask your patient advocate (e.g. parent/guardian) to assist, if you need support.
- Ask questions if the facts are not clear.
- Take notes as your doctor talks.
- Write down all the information (e.g. providers' names, contact information, and what was discussed).
- Repeat back what you think you heard.
- Learn the facts about your health problem and any treatments recommended.
- Ask your doctor for a list of resources and useful websites.

Learn...to be SAFE. Go to Manitoba Institute for Patient Safety websites www.safetoask.ca and www.mips.ca.

Appendix 3 for 16.1.: Manitoba Institute for Patient Safety



S.A.F.E. Toolkit #5: Talk With Your Healthcare Provider

<https://www.safetoask.ca/s.a.f.e.-toolkit.html>



The most satisfied patients take part in talks and decisions about their healthcare. Talk with your healthcare provider in an open and honest way. This can lead to better and safer healthcare decisions.

Tips on talking with your healthcare provider

Before you see the healthcare provider:

- Write down your health needs and what you expect. Share them with your healthcare provider.
- Write down your questions before you go.
- Write a list of your main symptoms, if there is a problem.
- Carry and show a current *It's Safe to Ask* medication card (<http://www.safetoask.ca/resources.html>).
- Know your medical history.
- Ask your patient advocate (parent/guardian) to help, if you have trouble talking about your health concerns.

During the appointment:

- Share your needs, symptoms and your wishes.
- Do not expect to deal with all your concerns in one visit.
- Ask your questions. Use the *It's Safe to Ask* questions:
 1. What is my health problem?
 2. What do I need to do?
 3. Why do I need to do this?
- Listen to your healthcare provider's answers.
- Answer honestly the questions your healthcare provider asks.
- Ask the healthcare provider to explain again, if you don't understand.
- Ask about your healthcare plan.
- Ask what you are to do, when and why.
- Take notes.
- Share your views and concerns.
- Make healthcare decisions together.

Before you leave:

- State the key facts talked about.
- Ask for a second opinion, if you still have concerns.
- Ask for resources and websites where you can learn more.
- Ask if a follow up visit is needed.

If you need to find or change doctors, use Manitoba's *Family Doctor Finder*:

<http://www.gov.mb.ca/health/familydoctorfinder/>

Phone: 786-7111 in Winnipeg
TTY/TDD: 774-8618

Toll-free 1-866-690-8260
Toll-free 1-800-855-0511 (Manitoba Relay Services)

Learn...to be SAFE. Go to Manitoba Institute for Patient Safety websites www.safetoask.ca and www.mbips.ca.

Self-Advocacy For Everyone (S.A.F.E.) Toolkit





Self-Advocacy in Healthcare, Scenarios for Small Group Work

1. Experimenting with alcohol.

David has started to become concerned about his friend Jonathan, who recently started drinking alcohol with his friends on weekends. David has noticed that Jonathan is drinking more frequently and has even shown up to school under the influence of alcohol on more than one occasion. David has suggested that Jonathan talk to his parents/guardian or a counselor about his drinking habits, however, he has refused to get help. He has even intentionally withheld information from his family doctor to cover up his developing addiction. One day, Jonathan arrives at school smelling of alcohol, and his teacher sends him to a guidance counselor.

Develop a list of resources that could provide Jonathan with more information and support (e.g. addictions support groups, healthcare professionals to consult, etc.)

What are the questions Jonathan can ask his family doctor or guidance counselor to ensure he receives proper care and management?

How can Jonathan's parents/guardian become involved in his care?

Which professionals could be involved in the delivery of Jonathan's care?

What is Jonathan's role in developing his healthcare plan?



Self-Advocacy in Healthcare, Scenarios for Small Group Work

2. Getting immunizations for travel.

Ian and his family are planning a trip to Jamaica. He has been reading online and is aware that it is quite common for people to get immunized prior to taking trips to foreign countries. Ian's mom makes him an appointment at a local doctor's office but is unable to come with him. Upon arriving at the clinic, Ian's doctor gives him an immunization for Hepatitis A and Hepatitis B. In the days following the immunization, Ian feels extremely tired and has developed a headache. He didn't ask his doctor any questions at the appointment and is unsure if these are serious side effects that warrant follow-up.

What questions could Ian have asked his doctor?

What could Ian have done before the appointment to prepare himself?

How could Ian's parents be more involved in his care?

What other healthcare providers should Ian consult prior to getting immunized?

Develop a list of resources that provides more information on immunization (e.g. where to go to get immunized, immunization safety, etc.)



Self-Advocacy in Healthcare, Scenarios for Small Group Work

3. Starting birth control medication.

Sarah wants to start taking birth control pills. She decides to make an appointment and see her family physician after school one day. When she arrives at the clinic, Sarah's doctor asks her why she wants to start taking birth control pills and then quickly writes a prescription for her. Her doctor asks if she has any questions and indicates the instructions will be available with the prescription when she visits her pharmacy. Sarah leaves her doctor's office unsure as to how to correctly take her prescription, what the potential side effects are, and if there are any other options for birth control.

What questions should Sarah have asked her doctor before leaving the clinic?

What other options might Sarah have for reproductive health services?

What could Sarah have done before her appointment to prepare herself?

Where can Sarah go for more information? Develop a list of sexual health resources that may benefit Sarah as she navigates the health care system.

What other professionals may be involved in Sarah's care?



Self-Advocacy in Healthcare, Scenarios for Small Group Work

4. Recognizing and managing depression.

Christine has been taking anti-depressants for two years to help manage her depression. The medication has really helped and she's been going to school every day, playing on the volleyball team, and working a part-time job. At the end of the volleyball season her friend Ali started noticing a change in Christine. Christine hasn't been texting as much as she used to and didn't show up to the movies and some parties she said she was coming to. Ali heard that Christine's parents might be separating and she knows Christine is getting less hours at her part-time job. Ali knows that sometimes Christine forgets to take her medication and she's worried that with everything Christine is going through, and with her underlying depression, she needs support – not only from her friends but from a counsellor and her doctor.

Which professionals will likely be involved in the delivery of Christine's care?

What are the questions Christine can ask her doctor or counsellor to ensure she receives proper care and management?

How can Ali help support her friend?

Where can Ali go for more information? Develop a list of resources that could provide both Christine and Ali with more information and support (e.g. how to manage depression, understanding those who have depression, healthcare professionals to consult, etc.)

What is Christine's role in developing her healthcare plan?



Self-Advocacy in Healthcare, Scenarios for Small Group Work

5. Diagnosed with early stage cancer.

Stephanie has been experiencing many bothersome symptoms in recent weeks, including severe fatigue, swollen lymph nodes in her neck, and frequent nosebleeds. She decides to visit a public health nurse and doctor at her local community clinic. After numerous blood tests, Stephanie has to wait several weeks for her results. She is anxious about what her diagnosis might be and is not sure about the purpose of all the tests she has received. After several weeks of waiting, her diagnosis comes back as being early stage Leukemia, which is a highly treatable form of cancer.

What questions should Stephanie ask her healthcare providers at this time?

What questions could Stephanie have asked prior to and during her testing to clarify her situation?

How can Stephanie's parents/guardian become involved in her care?

What types of professional/groups may be involved in Stephanie's care moving forward?

Develop a list of community resources that Stephanie can access to support her through the treatment and recovery process (e.g. support groups).



Self-Advocacy in Healthcare, Scenarios for Small Group Work

6. Anxiety over final exams.

Jack is in grade 12 and plans to go to university. He has good grades but knows he needs to maintain them if he's going to be accepted to his university of choice. This semester he's taking five math and science classes which are very challenging. He has a part-time job, and is involved in a lot of extra-curricular activities. Final exams are in two weeks and he's feeling very stressed. All he can think about is what will happen if he doesn't do well on the exams. These thoughts are keeping him up at night and making him feel nauseous. His parents and friends keep telling him that everyone feels anxious about final exams, but he also knows that some of the other students in his schools take medication for anxiety. Jack doesn't know whether he may have an anxiety disorder or whether he's just feeling anxious, and he doesn't know who he should turn to for help.

Develop a list of resources that could provide Jack with more information about test-anxiety and anxiety disorders.

Which professionals could help Jack with his anxious feelings?

How can Jack's parents become involved with managing his anxiety?

What are the questions Jack can ask his doctors, counsellors, and teachers about managing his anxiety?

What is Jack's role in developing his healthcare plan?

What are examples of self-care activities that Jack could try?



LEADERSHIP, ADVOCACY AND SERVICE FOR MANITOBA'S PUBLIC SCHOOL BOARDS

March 23, 2018

**TO: BOARD CHAIRS
SUPERINTENDENTS
SECRETARY-TREASURERS**

FROM: GEORGE COUPLAND, DIRECTOR, LABOUR RELATIONS

RE: BILL 25: *The Non-Smokers Health Protection and Vapour Products Amendment Act (Prohibiting Cannabis Consumption in Outdoor Public Places)*

On March 20, 2018, the provincial government introduced legislation in respect to prohibiting consumption of cannabis in outdoor spaces, Bill 25 *The Non-Smokers Health Protection and Vapour Products Amendment Act (Prohibiting Cannabis Consumption in Outdoor Public Places)*.

Current legislation, *The Non-Smokers Health Protection and Vapour Products Act* is amended to read *The Non-Smokers Health Protection and Vapour Products Control Act*. The intent of the Bill is to prohibit the smoking or vaping cannabis in outdoor public places and other places specified by regulation. Prohibition relating to cannabis also applies to areas under federal jurisdiction.

The definition of cannabis has been amended to read as follows:

“cannabis” as defined in the *Cannabis Act* (Canada).

Current legislation prohibits smoking or vaping cannabis in enclosed public places, with a new definition added to prohibit smoking or vaping in outdoor public places. (Note (f) below as it relates to school division property.)

“outdoor public place” means an outdoor place to which members of the public have access, including, but not limited to,

- (a) a sidewalk, street, highway or outdoor parking lot,**
- (b) a park, playground or beach,**
- (c) an outdoor pool, splash pad or water park,**
- (d) a playing field or other outdoor sports venue,**
- (e) an outdoor entertainment venue,**
- (f) the grounds of an educational institution or facility, and**
- (g) an outdoor patio or deck that is associated with a restaurant or other enclosed public place;**

No e-cigarette use in enclosed places

- 2(1.1) Except as permitted in section 3, 3.1 or 4.1, no person shall use an e-cigarette in
- (a) an enclosed public place;
 - (b) an indoor workplace;
 - (c) a group living facility;

- (d) a public vehicle; or
- (e) a vehicle used in the course of employment, while carrying two or more employees.

Proprietor to ensure no smoking or e-cigarette use

2(2) The proprietor of a place, area or vehicle set out in Subsection (1) or (1.1) where smoking or using an e-cigarette is prohibited under this Act must ensure that no person smokes or uses an e-cigarette in that place, area or vehicle.

No smoking or vaping cannabis in outdoor public places

5.2 Except as permitted by regulation, no person shall smoke cannabis or use an e-cigarette to vapourize an e-substance containing cannabis at an outdoor public place or another place prescribed by regulation.

Municipalities may pass by-laws to limit or ban smoking or use of e-cigarettes in any enclosed public space in the municipality. However, municipality may not pass any legislation regarding outdoor public places.

Municipality may pass by-law

6(1) Notwithstanding the provisions of this Act, a municipal council may pass a by-law to limit or ban smoking or e-cigarette use in any enclosed public place in the municipality.

By-law conflict

6(2) Where there is a conflict between a provision of this Act or a regulation made thereunder and a provision of a by-law made by The City of Winnipeg or another municipality under subsection (1) or another Act of the Legislature, the provision of this Act or the regulation governs; but the provision of the by-law governs where it is more severe or restrictive, or more extensive in its application, than the provision of this Act or the regulation.

Proprietor to post signs

6.1(1) In every place, area or vehicle in which smoking is prohibited by this Act **other than an outdoor public place**, the proprietor shall post, and keep continuously displayed, signs indicating that smoking is prohibited, in accordance with the regulations.

Removing sign prohibited

6.1(2) No person other than the proprietor or a person acting on his or her instructions shall remove, alter, conceal, deface or destroy a sign posted in accordance with subsection (1).

Ashtrays

6.2 A proprietor **who is subject to section 6.1** shall ensure that no ashtray or similar receptacle is placed or allowed to remain in any place or area in which smoking is prohibited under this Act.

Fines for violating section 5.2, no smoking or vaping in outdoor public places, have been outlined in the current Fine Section.

General offence and penalty

8(1) A person who contravenes a provision of this Act other than section 2, ~~or 5~~ **or 5.2** or a provision of the regulations, is guilty of an offence and is liable on summary conviction,

- (a) for a first offence, to a fine of not more than \$3,000;
- (b) for a second offence, to a fine of not more than \$5,000;
- (c) for a third or subsequent offence, to a fine of not more than \$15,000.

Offence and penalty: contravention of subsection 2(1) or (1.1)

8(2) An individual who contravenes subsection 2(1) or (1.1) **or section 5.2** is guilty of an offence and is liable on summary conviction,

- (a) for a first offence, to a fine of not less than \$100 and not more than \$500;
- (b) for a second offence, to a fine of not less than \$200 and not more than \$750; and
- (c) for a third or subsequent offence, to a fine of not less than \$300 and not more than \$1,000.

The Lieutenant Governor in Council may make regulations in respect of defining outdoor public places.

9(1) (d) generally for carrying out the purposes and provisions of this Act;

(d.1) for the purpose of section 5.2

- (i) specifying the places, times or circumstances when a person may smoke cannabis or use an e-cigarette to vapourize an e-substance containing cannabis at an outdoor public place or another prescribed place, and
- (ii) prescribing places or classes of places where a person is prohibited from smoking cannabis or using an e-cigarette to vapourize an e-substance containing cannabis;

The Act comes into force on a day to be fixed by proclamation.

Should you have any questions with respect to the above, please do not hesitate to contact the Labour Relations Consultant assigned to your division.

GC:cs

Attachments

Bill 25

Government Bill

Projet de loi 25

Projet de loi du gouvernement

3rd Session, 41st Legislature,
Manitoba,
67 Elizabeth II, 2018

3^e session, 41^e législature,
Manitoba,
67 Elizabeth II, 2018

BILL 25

PROJET DE LOI 25

**THE NON-SMOKERS HEALTH PROTECTION
AND VAPOUR PRODUCTS AMENDMENT ACT
(PROHIBITING CANNABIS CONSUMPTION
IN OUTDOOR PUBLIC PLACES)**

**LOI MODIFIANT LA LOI SUR LA
PROTECTION DE LA SANTÉ DES
NON-FUMEURS ET LES PRODUITS
SERVANT À VAPOTER
(INTERDICTION DE CONSOMMER
DU CANNABIS DANS LES ENDROITS
PUBLICS EXTÉRIEURS)**

Honourable Mr. Goertzen

M. le ministre Goertzen

First Reading / Première lecture : _____

Second Reading / Deuxième lecture : _____

Committee / Comité : _____

Concurrence and Third Reading / Approbation et troisième lecture : _____

Royal Assent / Date de sanction : _____

EXPLANATORY NOTE

This Bill amends *The Non-Smokers Health Protection and Vapour Products Act* to prohibit the smoking or vaping of cannabis in outdoor public places and other places specified by regulation. Prohibitions relating to cannabis apply to areas under federal jurisdiction.

The title of the Act is changed to reflect the broader regulation of smoking and vaping. Consequential amendments are made to three Acts because of the title change.

NOTE EXPLICATIVE

Le présent projet de loi modifie la *Loi sur la protection de la santé des non-fumeurs et les produits servant à vapoter* en vue d'interdire à quiconque de consommer du cannabis en fumant ou en vapotant dans les endroits publics extérieurs et d'autres endroits prévus par règlement. Les interdictions visant le cannabis s'appliquent aux aires qui sont de compétence fédérale.

De plus, le titre de la *Loi* est modifié pour qu'il soit tenu compte de la réglementation accrue qu'elle prévoit à l'égard de l'usage du tabac et du cannabis et des produits servant à vapoter. Le nouveau titre entraîne des modifications corrélatives à trois lois.

BILL 25

**THE NON-SMOKERS HEALTH PROTECTION
AND VAPOUR PRODUCTS AMENDMENT ACT
(PROHIBITING CANNABIS CONSUMPTION
IN OUTDOOR PUBLIC PLACES)**

(Assented to)

HER MAJESTY, by and with the advice and consent of
the Legislative Assembly of Manitoba, enacts as
follows:

C.C.S.M. c. N92 amended

*1 The Non-Smokers Health Protection and
Vapour Products Act is amended by this Act.*

*2 The title is replaced with "THE SMOKING
AND VAPOUR PRODUCTS CONTROL ACT".*

PROJET DE LOI 25

**LOI MODIFIANT LA LOI SUR LA
PROTECTION DE LA SANTÉ DES
NON-FUMEURS ET LES PRODUITS
SERVANT À VAPOTER
(INTERDICTION DE CONSOMMER
DU CANNABIS DANS LES ENDROITS
PUBLICS EXTÉRIEURS)**

(Date de sanction :)

SA MAJESTÉ, sur l'avis et avec le consentement de
l'Assemblée législative du Manitoba, édicte :

Modification du c. N92 de la C.P.L.M.

*1 La présente loi modifie la Loi sur la
protection de la santé des non-fumeurs et les produits
servant àvapoter.*

*2 Le titre est remplacé par « LOI SUR LA
RÉGLEMENTATION DE L'USAGE DU TABAC ET
DU CANNABIS ET DES PRODUITS SERVANT À
VAPOTER ».*

3 Subsection 1(1) is amended

(a) by replacing the definition "cannabis" with the following:

"cannabis" means cannabis as defined in the *Cannabis Act* (Canada); (« cannabis »)

(b) by adding the following definition:

"outdoor public place" means an outdoor place to which members of the public have access, including, but not limited to,

- (a) a sidewalk, street, highway or outdoor parking lot,
- (b) a park, playground or beach,
- (c) an outdoor pool, splash pad or water park,
- (d) a playing field or other outdoor sports venue,
- (e) an outdoor entertainment venue,
- (f) the grounds of an educational institution or facility, and
- (g) an outdoor patio or deck that is associated with a restaurant or other enclosed public place; (« endroit public extérieur »)

4 Subsection 2(2) is amended by adding "set out in subsection (1) or (1.1)" before "where smoking".

5 The following is added after section 5.1:

No smoking or vaping cannabis in outdoor public places

5.2 Except as permitted by regulation, no person shall smoke cannabis or use an e-cigarette to vapourize an e-substance containing cannabis at an outdoor public place or another place prescribed by regulation.

3 Le paragraphe 1(1) est modifié :

a) par substitution, à la définition de « cannabis », de ce qui suit :

« **cannabis** » S'entend au sens de la *Loi sur le cannabis* (Canada). ("cannabis")

b) par adjonction de la définition suivante :

« **endroit public extérieur** » Endroit extérieur auquel le public a accès, y compris :

- a) un trottoir, une rue, une route ou un parc de stationnement extérieur;
- b) un parc, un terrain de jeu ou une plage;
- c) une piscine extérieure, une aire de jeux d'eau ou un parc aquatique;
- d) un champ de jeu ou tout autre site sportif extérieur;
- e) un site de divertissement extérieur;
- f) le terrain d'un établissement d'enseignement;
- g) la terrasse extérieure d'un restaurant ou de tout autre endroit public fermé. ("outdoor public place")

4 Le paragraphe 2(2) est modifié par adjonction, après « d'un véhicule », de « visés au paragraphe (1) ou (1.1) et ».

5 Il est ajouté, après l'article 5.1, ce qui suit :

Interdiction de fumer ou de vapoter dans les endroits publics extérieurs — cannabis

5.2 Sauf dans la mesure où les règlements le permettent, il est interdit de fumer du cannabis ou de vapoter pour vaporiser une substance servant à vapoter qui contient du cannabis dans un endroit public extérieur ou dans tout autre endroit prévu par règlement.

6 Subsection 6.1(1) is amended by adding "other than an outdoor public place," after "by this Act,".

6 Le paragraphe 6.1(1) est modifié par adjonction, après « véhicule », de « qui n'est pas un endroit public extérieur ».

7 Section 6.2 is amended by adding "who is subject to section 6.1" after "A proprietor".

7 L'article 6.2 est modifié par adjonction, après « Le propriétaire », de « auquel s'applique l'article 6.1 ».

8(1) Subsection 8(1) is amended in the part before clause (a) by striking out "section 2 or 5" and substituting "section 2, 5 or 5.2".

8(1) Le passage introductif du paragraphe 8(1) est modifié par substitution, à « l'article 2 ou 5 », de « l'article 2, 5 ou 5.2 ».

8(2) Subsection 8(2) is amended in the section heading and in the section by adding "or section 5.2" after "subsection 2(1) or (1.1)".

8(2) Le paragraphe 8(2) est modifié :

a) dans le titre, par adjonction, après « paragraphe 2(1) ou (1.1) », de « ou article 5.2 »;

b) dans le passage introductif, par adjonction, après « au paragraphe 2(1) ou (1.1) », de « ou à l'article 5.2 ».

9 The following is added after clause 9(1)(d):

9 Il est ajouté, après l'alinéa 9(1)d), ce qui suit :

(d.1) for the purpose of section 5.2,

d.1) pour l'application de l'article 5.2 :

(i) specifying the places, times or circumstances when a person may smoke cannabis or use an e-cigarette to vapourize an e-substance containing cannabis at an outdoor public place or another prescribed place, and

(i) préciser les endroits, les heures, les jours ou les circonstances où il est permis de fumer du cannabis ou de vapoter pour vaporiser une substance servant à vapoter qui contient du cannabis dans un endroit public extérieur ou dans tout autre endroit prévu par règlement,

(ii) prescribing places or classes of places where a person is prohibited from smoking cannabis or using an e-cigarette to vapourize an e-substance containing cannabis;

(ii) prévoir les endroits ou les catégories d'endroits où il est interdit de fumer du cannabis ou de vapoter pour vaporiser une substance servant à vapoter qui contient du cannabis;

10(1) *Section 9.4 is amended by renumbering it as subsection 9.4(1), by striking out "This Act" and substituting "Except as provided in subsection (2), this Act".*

10(1) *L'article 9.4 est modifié par substitution, à son numéro, du numéro de paragraphe 9.4(1) et par substitution, à « La », de « Sous réserve du paragraphe (2), la ».*

10(2) *Section 9.4 is further amended by adding the following as subsection 9.4(2):*

10(2) *L'article 9.4 est modifié par adjonction, après le nouveau paragraphe 9.4(1), de ce qui suit :*

Exceptions

9.4(2) The prohibitions in this Act respecting smoking cannabis and using an e-cigarette to vapourize an e-substance containing cannabis apply in the places, premises and lands set out in subsection (1).

Exceptions

9.4(2) Les interdictions prévues par la présente loi qui ont trait au fait de fumer du cannabis ou de vapoter pour vaporiser une substance servant à vapoter qui contient du cannabis s'appliquent aux terres, aux endroits et aux locaux visés au paragraphe (1).

11 *Section 10 is amended by striking out "N92" and substituting "S150".*

11 *L'article 10 est modifié par substitution, à « N92 », de « S150 ».*

Consequential amendment, C.C.S.M. c. T2

12 *Clause 10(2)(a) of **The Tax Administration and Miscellaneous Taxes Act** is amended by striking out "The Non-Smokers Health Protection and Vapour Products Act" and substituting "The Smoking and Vapour Products Control Act".*

Modification du c. T2 de la C.P.L.M.

12 *L'alinéa 10(2)a) de la **Loi sur l'administration des impôts et des taxes et divers impôts et taxes** est modifié par substitution, à « Loi sur la protection de la santé des non-fumeurs et les produits servant à vapoter », de « Loi sur la réglementation de l'usage du tabac et du cannabis et des produits servant à vapoter ».*

Consequential amendments, C.C.S.M. c. T80

13 *Subsection 4(2.1) of **The Tobacco Tax Act** is amended*

Modification du c. T80 de la C.P.L.M.

13 *Le paragraphe 4(2.1) de la **Loi de la taxe sur le tabac** est modifié, dans le titre et dans le texte, par substitution, à « Loi sur la protection de la santé des non-fumeurs et les produits servant à vapoter », de « Loi sur la réglementation de l'usage du tabac et du cannabis et des produits servant à vapoter ».*

(a) in the section heading, by striking out "Non-Smokers Health Protection and Vapour Products Act" and substituting "Smoking and Vapour Products Control Act"; and

(b) in the subsection, by striking out "The Non-Smokers Health Protection and Vapour Products Act" and substituting "The Smoking and Vapour Products Control Act".

Consequential amendment, C.C.S.M. c. W210

14 Clause 18(1)(c.1) of **The Workplace Safety and Health Act** is amended by striking out "The Non-Smokers Health Protection and Vapour Products Act" and substituting "The Smoking and Vapour Products Control Act".

Modification du c. W210 de la C.P.L.M.

14 L'alinéa 18(1)c.1) de la **Loi sur la sécurité et l'hygiène du travail** est modifié par substitution, à « Loi sur la protection de la santé des non-fumeurs et les produits servant à vapoter », de « Loi sur la réglementation de l'usage du tabac et du cannabis et des produits servant à vapoter ».

Coming into force

15 This Act comes into force on a day to be fixed by proclamation.

Entrée en vigueur

15 La présente loi entre en vigueur à la date fixée par proclamation.

The Queen's Printer
for the Province of Manitoba

L'Imprimeur de la Reine
du Manitoba

Cindy Sienkiewicz

From: News Media Services <nmservices@leg.gov.mb.ca>
Sent: Tuesday, March 20, 2018 3:26 PM
To: George Coupland
Subject: Manitoba News Release: Legislative Amendments to Address Pending Legalization of Cannabis



NewsRelease

March 20, 2018

**LEGISLATIVE AMENDMENTS TO ADDRESS
PENDING LEGALIZATION OF CANNABIS**

- - -

**Changes Proposed to Drugged Driving, Outdoor
Public Smoking Laws: Stefanson, Goertzen**

In preparation for the federal legalization of recreational cannabis, the Manitoba government is moving forward with further legislative amendments that would responsibly regulate use of the drug in public places and on roads, Justice Minister Heather Stefanson and Health, Seniors and Active Living Minister Kelvin Goertzen announced today.

“Our government is committed to protecting the public health and safety of Manitobans as we address the federal government’s decision to legalize recreational cannabis,” said Stefanson. “Manitobans of all ages deserve to be protected from people impaired by cannabis.”

Changes to The Non-Smokers Health Protection and Vapour Products Act are consistent with the approach taken to alcohol consumption under The Liquor and Gaming Control Act. Once proclaimed, the bill would prohibit smoking and vaping cannabis in outdoor public places once recreational use of the drug is legalized, including:

- streets and sidewalks;
- parks and beaches;
- school grounds;
- restaurant patios and decks;

Appendix 4 for 16.1.: MSBA Memo re, Bill 25

- the grounds of health-care facilities; and
- any additional places that may be specified by regulation.

The changes build on The Cannabis Harm Prevention Act passed last year, which prohibits smoking or vaping of cannabis in enclosed public places, indoor workplaces and other areas, with the exception of designated rooms in a hospital's palliative care unit or an end-of-life hospice. Those amendments will come into force on April 1, said Goertzen.

"Ensuring the health and well-being of Manitobans is of utmost importance to our government in moving forward with this legislation," said Goertzen. "We also have concerns about 'normalizing' this activity in public places, as it could encourage children and youth to use cannabis."

Meanwhile, The Impaired Driving Offences Act responds to the impaired driving provisions in the federal government's Bill C-46. It introduces new provincial sanctions for drivers who fail oral fluid drug screening devices and for drivers who commit one of the new Criminal Code offences outlined in Bill C-46.

The Impaired Driving Offences Act would establish tough provincial sanctions meant to ensure no one gets behind the wheel of a vehicle after consuming cannabis, said Stefanson.

The proposed amendments to The Drivers and Vehicles Act and The Highway Traffic Act would include new administrative driver's licence suspensions for impaired driving. Novice drivers would also be prohibited from driving if they fail a roadside drug screening test, Stefanson said.

Other changes include:

- updating the list of offences that must be reported to the Registrar of Motor Vehicles, along with the list of suspensions and disqualifications that can be appealed to the Licence Suspension Appeal Board;
- revising the list of offences for which a conviction reduces or cancels the entitlement to receive compensation under The Manitoba Public Insurance Corporation Act; and
- making related amendments to The Blood Test Act and The Provincial Offences Act.

Appendix 4 for 16.1.: MSBA Memo re, Bill 25

“Drugged driving is every bit as dangerous and potentially harmful as drunk driving,” said Stefanson. “These changes will allow our province to move in lockstep with other jurisdictions and ensure drugged drivers face stiff consequences for their actions.”

- 30 -

For more information:

- Public information, contact Manitoba Government Inquiry: 1-866-626-4862 or 204-945-3744.
- Media requests for general information, contact Communications Services Manitoba: 204-945-3765.
- Media requests for ministerial comment, contact Communications and Stakeholder Relations: 204-945-4916.

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COUNCILLOR BRIAN MAYES
ST VITAL

MARK DICKOF MEMORIAL SCHOLARSHIP AWARD

General Background

The Mark Dickof Memorial Scholarship Award has been established to recognize the important role of mental health leadership and advocacy among youths aged 14 to 18 at the secondary school level in Manitoba, in terms of action and awareness concerning the de-stigmatization of mental health and/or the promotion of mental wellbeing, either within their school, local or provincial communities.

Instituted by Winnipeg City Councillor Brian Mayes, in partnership with the Manitoba School Boards Association and the Canadian Mental Health Association (Manitoba Chapter), the award will be presented annually to a student or team of students in the public education system according to two general categories: urban (Winnipeg) and rural/northern, with each category qualifying for one (1) \$250.00 prize each year.

Remembering Mark Dickof

The namesake of this award, Mark Dickof, speaks to the very different life circumstances that can be lived by two human beings— one of whom is affected by mental health challenges. Born on the very same day as Winnipeg City Councillor Brian Mayes (March 16, 1962) Mark was a fellow student with many of the same interests and qualities that Brian had: the difference being that Mark regrettably developed early signs of schizophrenia as a student.

Mark participated in chess club, played varsity basketball, graduated with an honors degree in English literature, and had hoped to go to Oxford University to do graduate studies. However, after he developed schizophrenia, his functioning, quality of life and ability to achieve his goals slid away. He ultimately took his life at the age of 30.

Throughout Councillor Mayes' own life pathway, going on to himself become a lawyer, school trustee and municipal councillor, Brian never forgot his childhood friend and fellow student. Given their shared date of birth, that life's pathway can be lived so differently by two kids who started out the same way,

Appendix 5 for 16.1.: Mark Dickof Memorial Scholarship Award

stands as a stark reminder of all too often devastating toll taken by mental illness, on those who must live daily with its effects and consequences.

To honour Mark's memory, this award therefore recognizes young people who have demonstrated significant leadership through advocacy for mental health and wellbeing while still in school, so that persons within their community do not have to experience the same pathway as Mark Dickof. In this way, it is the intention of the award to ensure that Mark's life and experience provides a meaningful legacy for future leadership by students across Manitoba.

Eligibility

The award is open to any student or team of students who can demonstrate positive leadership in addressing mental health and wellbeing through action or raising awareness concerning the de-stigmatization of mental health and/or the promotion of mental wellbeing.

To be considered for the award, a student (or students) must be between the ages of 14 and 18 and enrolled in a public school in Manitoba. To qualify, a student or team of students, meeting the age requirements, must complete an essay of no longer than 500 words. The essay should outline how the applicant or applicants have engaged in actions, or have raised greater awareness and sensitivity for de-stigmatizing mental health challenges, or how they have promoted mental wellbeing. This leadership can be directed either to their school community, their local community or their provincial community.

The essay should be accompanied by a brief letter of reference from a member of the community who can attest to the leadership and advocacy that has been demonstrated by the student or team of students in relation to mental health and wellness.

Deadline for application

Whether applying to receive the prize for either the urban or rural/northern category, the deadline for application to be considered for the award will be April 30th of each year that the prize is offered. Selection of the final recipients will be comprised of an objective panel comprised of Councillor Mayes, as well as the Executive Directors of the Manitoba School Boards Association and the Canadian Mental Health Association (Manitoba Chapter).

Confirmation of award

Once the selection panel has arrived at its decision, the final recipient(s) will be notified of the award being granted to them, no later than May 31st of each year that the prize is offered.

Award ceremony

Students who qualify for the Mark Dickof Memorial Scholarship in the urban category, will be invited to a formal presentation ceremony with Councillor Mayes at City Hall, as well as representatives of the Manitoba School Boards Association and Canadian Mental Health Association (Manitoba Chapter).

Appendix 5 for 16.1.: Mark Dickof Memorial Scholarship Award

Students who qualify for the award in the rural/northern category will be presented with the award by their local school board.

Applications

All applications for consideration of the award should be sent according to the form that is attached, and accompanied by the applicants' 500 word essay and one letter of reference in support of the application. Applications may be sent by email to: webmaster@mbschoolboards.ca

Applications may also be faxed to: (204) 231-1356

Applications can also be mailed to:

The Executive Director
Manitoba School Boards Association
191 Provencher Boulevard
Winnipeg, MB R2H 0G4

We would like to thank all who apply for this scholarship, in recognition of your efforts and initiative to promote mental health and wellbeing for the betterment of Manitobans.

MARK DICKOF MEMORIAL SCHOLARSHIP AWARD APPLICATION FORM

Name of Applicant(s): _____

Grade Level of Applicant(s): _____

School in which applicant(s) are enrolled: _____

Contact Information for Applicant(s):

- Telephone (including area code): (_____) _____
- Email: _____
- Address (including postal code): _____

Brief description of leadership or advocacy demonstrated by applicant:

Name of Reference: _____

Contact Information for Reference:

- Telephone (including area code): (_____) _____
- Email: _____
- Address (including postal code): _____

Once completed, all applications should be accompanied by the applicant(s)' 500 word essay describing how they have demonstrated actions, raised awareness, or fostered greater sensitivity and/or de-stigmatization in relation to mental health and wellbeing, along with a brief letter of reference from a member of the community who can attest to the leadership and advocacy that has been demonstrated by the student or team of students in relation to mental health and wellness. Applications may be sent by email to: webmaster@mbschoolboards.ca or faxed to: (204) 231-1356. Applications can also be mailed to: The Executive Director, Manitoba School Boards Association, 191 Provencher Boulevard, Winnipeg, MB, R2H 0G4. We would like to thank all who apply for this scholarship, in recognition of your efforts and initiative to promote mental health and wellbeing for the betterment of Manitobans.



RAINBOW RESOURCE CENTRE PRESENTS

STANDOUT! GSA CONFERENCE

FOR LGBT2SQ+ YOUTH AND ALLIES IN GSA'S IN MANITOBA

This conference is created for lesbian, gay, bisexual, transgender, two-spirit, queer, questioning and allied youth from grade 7-12 schools across Manitoba that have a Gender & Sexuality Club (GSA) or similar group.

THIS YEAR'S CONFERENCE THEME IS "TAKING UP SPACE"

This theme draws on ideas of reclaiming and creating space, inside and outside of the LGBT2SQ+ community for other parts of our identities, Racism, sexism, ableism, classism, transphobia, xenophobia, fatphobia and other oppressive behaviours still exist both inside and outside of the LGBT2SQ+ community, Collectively, we have the capacity to stand up to these oppressive behaviours by unapologetically taking up space.

APRIL 10, 2018

AT THE VICTORIA INN AND SUITES

e-bulletin

April 4, 2018

 191 Provencher Blvd. Winnipeg, MB R2H 0G4
 Phone: 204-233-1595 Toll Free: 1-800-262-8836

www.mbschoolboards.ca

 Follow us on Twitter [@MBSchoolBoards](https://twitter.com/MBSchoolBoards)

CONVENTION FOLLOW-UP

Want to refresh your memory about something that happened at last month's annual convention? There's a good chance you'll find what you're looking for on our website. The [Record of Proceedings](#) includes President Ken Cameron's address to the membership, election results, and the disposition of all resolutions. Our [Awards](#) page now includes the [directory](#) that highlights the accomplishments of the Student Citizenship and Premier Award nominees, and we've posted Alexander Micklethwaite's [video acceptance](#) of his Presidents' Council Award, in which he provides highlights of the Sistema Winnipeg music program for which he was nominated by the Seven Oaks School Division. And if it's photos of the event you're looking for, check out [@mbschoolboards](#) on Instagram.



BEYOND 94

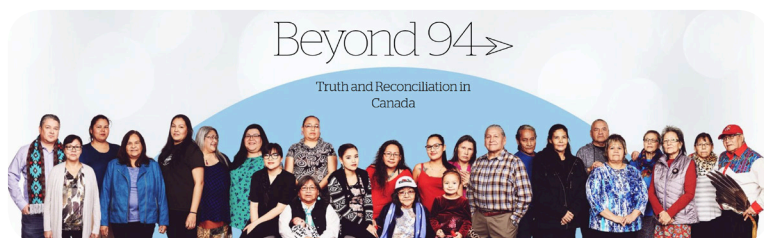
By now, most (dare we hope all?) Canadians will know that the [Truth and Reconciliation Commission of Canada](#)



Truth and
Reconciliation
Commission of Canada

concluded its work by issuing a number of calls to action—94, to be precise. CBC recently launched an interactive website to monitor national progress towards the 94 calls to action. The website, [Beyond 94](#), provides up-to-date status reports, and extensive summaries explaining those status reports. Each call to action is assigned to one of four categories: not started, in progress—projects proposed, in progress—projects underway, or complete. As of March 2018, 10 of the 94 calls to action were classified as complete.

While Beyond 94 does not classify any of the education calls to action as complete, significant progress is being made in this area. The Canadian School Boards Association has [documented that progress](#), as well as progress in calls to action related to language and culture, professional development and training for public servants, and education for reconciliation, on its website.



WEBSITE UPDATES

Speaking of the CBC, the Manitoba Curriculum Support Centre provides access to CBC News in Review, the broadcaster's flagship current-event series for the classroom. News in Review looks at the most important international, national and regional stories, and each month (September to April), presents the top four news stories along with commentary, background information, links and teacher resource guides. Registered patrons can access this resource directly from the [Curriculum Support Centre](#) website.



And while you're online, you may want to check out some recent additions to Manitoba Education and Training's [High School Graduation Rates and Student Achievement Statistics](#) page. These include Grade 9 credit attainment rates and graduation rates to June 2017.

For all the latest news from Manitoba Education and Training, subscribe to [K-12 Website Updates](#).

MANITOBA ASSOCIATION OF PARLIAMENTARIANS

Are you a board chair looking to hone your meeting-management skills? Are you a trustee (and maybe a future board chair) who wants to better understand meeting procedures in general? Then you may want to check out the Manitoba Association of Parliamentarians [website](#) and [brochure](#), to learn about some of the supports that organization can offer. These include in-person and e-workshops and study groups on topics such as the art of presiding, planning a meeting, and agendas and minutes. MAP's membership includes anyone with an interest in chairing or participating in better meetings, and includes all skill levels, from novices with no previous experience to Professional Registered Parliamentarians.

AND WHILE WE'RE ON THE SUBJECT OF CHAIRING MEETINGS . . .

Don't forget that our two-day fall event (November 29 and 30 at the Victoria Inn in Winnipeg) will include sessions specifically designed to help board chairs better understand the intricacies and legal ins and outs of serving in that capacity. The event will also include streams that will be of particular interest to newly-elected school board members, and those with a few (or many) years of experience under their belts. In addition, we will be including elements of our usual fall regional meetings over the two days. Details are still being finalized, but mark your calendars now and watch this e-bulletin and our website for more details as they become available.

