

Navigating Professionalism, Human Rights, and Conflict, in the Gerald Niznick College of Dentistry

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**University
of Manitoba**

Land Acknowledgment

Much of our work takes place on the original lands of Anishinaabeg, Ininewuk, Anishininewuk, Dakota Oyate and Denesuline, and the National Homeland of the Red River Métis. We recognize the sovereignty of the original people of these territories. The water that we drink comes from Treaty 3 and the hydroelectricity fueling the spaces we inhabit is sourced from Treaties 1, 2, 3, 4 and 5.

We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past and we commit to working proactively to mitigate current and ongoing harms and to enhance equity for these and other communities on our campuses.

We are constantly working to better understand the ongoing impact of colonization and systemic racism and our roles in addressing those impacts and disrupting that system.

We dedicate ourselves to move forward in partnership with Indigenous communities, recognizing our commitments and responsibilities as set out in the Truth and Reconciliation Commission's Calls to Action and the National Inquiry into Missing and Murdered Indigenous Women and Girl's Calls to Justice.



Alternative Formats

This presentation is available in alternate formats upon request.

- Please contact 204-474-6348
human.rights@umanitoba.ca

CONGRATULATIONS



University
of Manitoba

Presentation Overview

- **OHRCM & Where to find additional support**
- **RWLE and Sexual Violence policies & Interpersonal and Group conflict**
- **Considerations and options for addressing conflict**



*All uncited images © University of Manitoba

Office of Human Rights & Conflict Management

- A confidential environment to get support with matters related to human rights, discrimination, harassment, and sexual violence.
- Administers the Respectful Work & Learning Environment Policy & the Sexual Violence Policy
- Provides workshops/information sessions on the RWLE, conflict and effective communication
- Offers informal conflict resolution services including;
 - Conflict coaching
 - Conciliation
 - Mediation
 - Facilitated dialogue

The University's Commitment

The University of Manitoba is committed to promoting a respectful work and learning environment that is harassment and discrimination-free by encouraging all members of the University Community to:

- a) Bring forward credible evidence of a Breach of which they become aware, to an appropriate authority;
- b) Provide reasonable cooperation in an Investigation of a Breach;
- c) Be aware of their rights and responsibilities under this Policy.

OHRCM Campus Locations



Fort Garry
201 Allen Building



Bannatyne
229 Brodie Centre
Neil John Maclean Health Sciences Library

Confidential Intake & Consultation - 204-474-6348 ♦ human.rights@umanitoba.ca

Office of Human Rights and Conflict Management

- Any member of the University Community who feels they have experienced harassment, discrimination, or sexual violence can contact the OHRCM.
- They can get information about their options, be referred to other resources, and can choose to file a formal complaint or address the matter informally.
- Anyone experiencing conflict can contact the OHRCM for coaching, supports, and informal conflict management.
- OHRCM services are confidential within the limits of the law.

OHRCM: Key Policies



RWLE

- Prohibits discrimination, human rights based harassment, and personal harassment



Sexual Violence

- Prohibits all forms of sexual violence including sexual harassment and sexual assault
- Provides supports for survivors



Disclosures & Complaints Procedure

- Defines prohibited conduct
- Outlines process for assessing allegations and conducting investigations

The Respectful Work & Learning Environment Policy

All members of the University community are bound by the **Manitoba Human Rights Code** and **Workplace Safety and Health Legislation**.

The RWLE Policy covers:

- Human rights discrimination
- Human rights-based harassment
- Personal harassment

Discrimination

- Discrimination is differential treatment, whether intended or not, of an individual or group on the basis of actual or presumed membership in one of the groups.
- Is the failure to make a reasonable accommodation for the needs of an individual or group, which are based on a **protected characteristic**.

Harassment

- A severe single incident or a series of incidents of objectionable and unwelcome conduct or comments, directed toward a specific person or group, which objectively would have the effect of creating an intimidating, humiliating, hostile or offensive work or learning environment.

Policy Jurisdiction

“University Matter” means any activity, event, or undertaking in which a member of the University Community participates, which has a substantial connection to the University.

This may include social media activity.

(Disclosures and Complaints Procedure 2.3)



Responsibility of University Community Members

- All members have a responsibility to educate themselves about the expectations for respectful conduct and reporting requirements including providing appropriate referrals and accommodations.
- Those in instructional, supervisory or managerial roles have an added responsibility and a duty to educate those for whom they are responsible.
- Individuals should consult with the Office of Human Rights and Conflict Management about fulfilling these obligations.

Thirteen Protected Characteristics

Based on Manitoba Human Rights Code

- Ancestry
- Nationality or national origin
- Ethnic background or origin
- Gender identity
- Sexual orientation
- Marital or family status
- Source of income
- Political belief, association, activity
- Physical or mental disability
- Religion or creed
- Age
- Biological sex, including pregnancy
- Social disadvantage

Microaggressions

- Microaggressions are daily acts, intentional or not, that convey negative messages to individuals or groups based on protected characteristics like ancestry, ethnicity, gender, and more.
- Examples include attributing intelligence, denying racial realities, and making assumptions about morality.
- These behaviors can have profound effects on students' cognitive, behavioral, and emotional well-being, impeding their ability to learn effectively.
- **Microaggression reference materials:**
<https://www.themicropedia.org/>
<https://teaching.washington.edu/topics/inclusive-teaching/addressing-microaggressions-in-the-classroom/>

Examples of Personal Harassment

- Micro-aggressions
- Spreading malicious rumors, gossip or innuendo
- Excluding or isolating someone socially
- Undermining or deliberately impeding a person's work
- Making jokes that are "obviously offensive" by spoken word or email
- Tampering with a person's personal belongings or work equipment
- Belittling a person's opinions
- Repeated/continuous incidents of yelling, screaming or name-calling
- Repeated/continuous threats to withdraw funding, scholarships or advancement opportunities for reason unrelated to performance
- Comments addressed to a person which have the effect of undermining a person's role in the workplace, classroom or residence
- Body language – gestures, eye rolling

Sexual Violence Policy

- Provides privacy, agency, assistance and support to members of the University Community who have experienced sexual assault
- Coordinates supports including **safety planning and accommodations**
- Education and training for the University community on issues related to sexual violence
- Recognizes that **the individual who experiences sexual assault is the final decision-maker about own interests, subject to limits of confidentiality**
- Sets out a consistent protocol for responding to sexual assault disclosures and reports

Sexual Harassment

Sexual Harassment is one serious incident, or a course of objectionable and unwelcome sexual conduct or comments directed at an individual that includes, but is not limited to:

- Unwanted sexual attention;
- Gender-based abusive or unwelcome conduct or comments;
- Sexist jokes or remarks;
- Leering, ogling, or gestures;
- Questions about a person's sexual history, sexuality, sexual orientation, or sexual identity;
- Offensive physical contact;
- A single sexual solicitation or advance or a series of solicitations or advances made by a person who is in a position to confer any benefit on or deny any benefit to the recipient, or;
- A reprisal for rejecting a sexual solicitation or advance.

Sexual Assault

Sexual Assault means any type of unwanted sexual act done by one person to another that violates the sexual integrity of the victim.

Sexual assault is characterized by a broad range of behaviors that involve the use of force, threats or control towards a person, which makes that person feel uncomfortable, distressed, frightened, threatened, and is carried out in circumstances in which the person has not freely provided consent, or is incapable of providing consent.



Image used with permission from
Respondingtodisclosuresoncampus.com

Consent

Consent means the voluntary agreement to engage in physical contact or sexual activity and to continue to engage in the contact or activity.

Consent means that all persons involved demonstrate, through words or actions, that they freely and mutually agree to participate in a contact or activity.

Consent – Cont.

- There is no consent where one person abuses a position of trust, power, or authority over another person;
- Past consent does not imply future consent;
- A person cannot give consent on behalf of another person;
- Silence or the absence of “no” is not consent;
- The absence of perceived resistance is not consent; and
- There is no consent when there is coercion, force, threats, or intimidation towards any person, or where there is fraud or withholding of critical information that could affect a person’s decision to consent.

Instructional and care-related touch: Creating a culture of consent

■ Best Practices

- Include a statement on the use of instructional touch in syllabus and/or UM Learn
- Ask every time
- Be prepared for the person to say no, or for their needs to change

Asking for Consent

- Be specific about what you are asking to do and why
 - Ex. “Can I touch you?” vs. “Can I touch your back to adjust your posture?”
 - “Do you mind if I _____”
 - “Would be comfortable with me _____ to help _____?”
- Explain what you are doing as you are doing it
- Be aware of both verbal and nonverbal cues about how comfortable they are feeling



Home / Sexual violence support and education

Sexual Violence Resource Centre

Sexual violence affects people of all ages, sexual orientations, genders, gender identities, abilities and relationship statuses. At UM, we are committed to ensuring a respectful work and learning environment and a safe and inclusive campus community where survivors of sexual violence receive the supports

Sexual violence support and education

Get support

Give support

Tell someone

Get informed

Content Communication ▼ Assessments ▼ Integrations ▼ Support UM SRI

Sexual Violence Awareness

Announcements ▼

Welcome Message ×

Posted Aug 20, 2020 9:32 AM

Welcome to the University of Manitoba's Sexual Violence Awareness online course.

Here you will find five Modules of foundational information on sexual violence. These Modules include statements outlining our community values, definitions of key terms, a brief overview of our sexual violence policies and procedures, an identification of power dynamics and conflicts of interest, "busting" common myths

Additional Resources ▼

[UofM's Sexual Violence Centre](#)

The Sexual Violence Resource Centre remains open for phone and email during University's COVID-19

Inquiries are welcome

<https://universityofmanitoba.desire2learn.com/d2l/home>

Interpersonal & group conflict

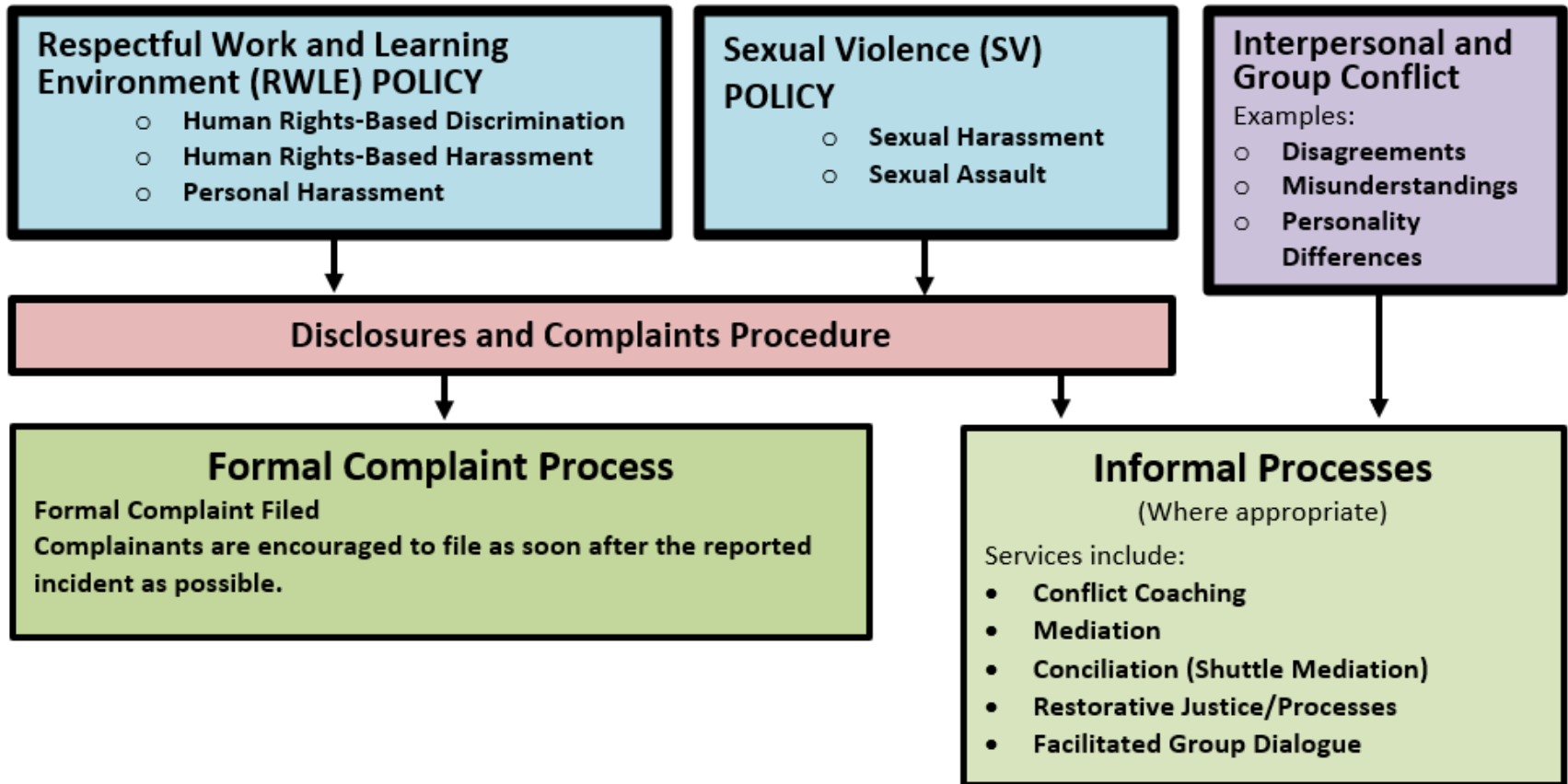
1. Disagreements
2. Misunderstandings
3. Personality clashes/differences

Where appropriate, these can be addressed with the support of the OHRCM

- Conflict coaching
- Mediation
- Conciliation
- Restorative justice/processes
- Facilitated group dialogue

THE OFFICE OF HUMAN RIGHTS AND CONFLICT MANAGEMENT

Policy, Process and Services Flowchart



Options for Resolution

- Any member of the University Community who feels they have experienced conflict, harassment, discrimination, or sexual violence can contact the OHRCM.
- They can get information about their options, be referred to other resources, and can choose to file a formal complaint or address the matter informally.
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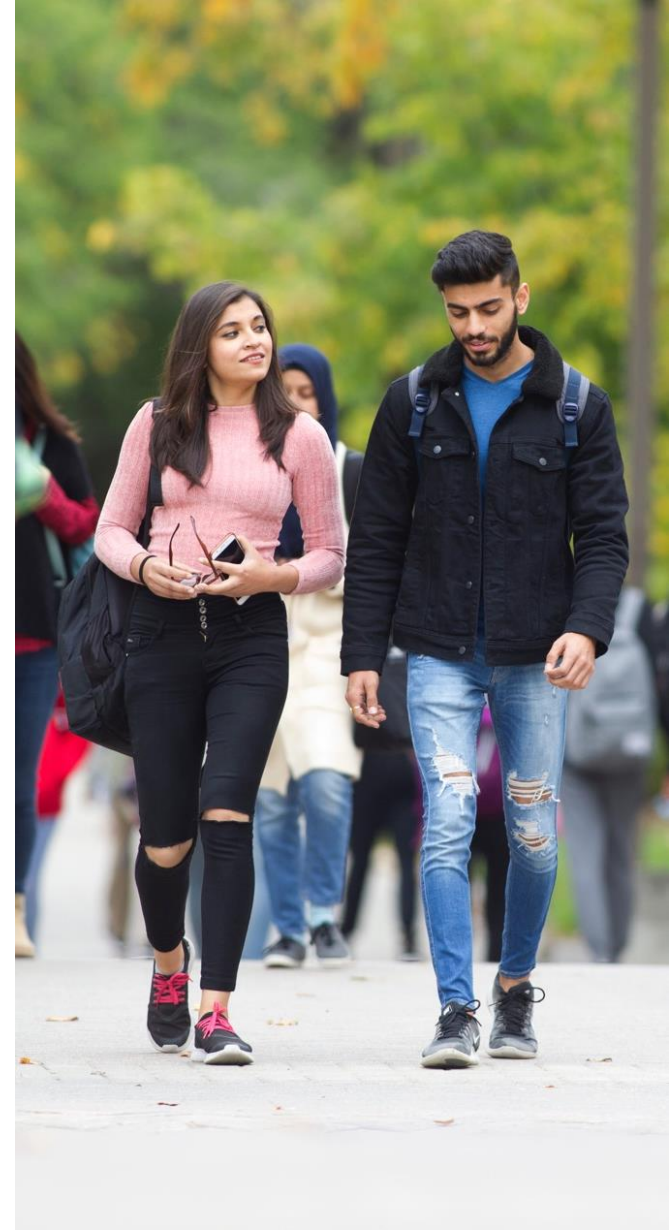
Confidential Intake & Consultation

204-474-6348 ♦ human.rights@umanitoba.ca

Our Team

- **Jenn Ham**, Confidential Intake Officer
- **Megan Bowman**, Human Rights and Conflict Management Advisor
- **Meghan Menzies**, Human Rights and Conflict Management Officer
- **Tendai Handahu**, Human Rights and Conflict Management Advisor
- **Mack Hastings**, Human Rights and Conflict Management Advisor
- **Shelby Thomas**, Indigenous Rights Specialist

THANK YOU
Questions?



**University
of Manitoba**



Office of Professionalism, Rady Faculty of Health Sciences

Jackie Gruber, Director of Professionalism

Anitra Squires, Confidential Intake Coordinator

Juanita Van Norman, Admin Assistant

Positionality Statement, Who I am...

Jackie Gruber (she/her) BA, MSc

Partner, daughter, sister, dog mother and current Director, of Professionalism at Rady Faculty of Health Sciences

My Disclosures:

I am a Feminist

I am second generation to Canada of Jewish descent

I also acknowledge my own privilege as a white, cis-gender, heterosexual woman

I identify as a person with a disability



CULTURE OF ACCOUNTABILITY

UNCOMFORTABLE VS UNSAFE

UNCOMFORTABLE

- Challenges one's sense of self
- Disrupts worldviews
- Creates tension in social relationships

UNSAFE

- Disrupts identities, families, ways of life
- Threatens human rights
- Restricts access to social institutions
- Inequitable treatment in systems (e.g. health, education, justice...)
- Chronic stress

Mentimeter





Professionalism Defined

- Professionalism is the behavior by which we demonstrate that **we are worthy of the trust bestowed upon us by the public, because we are working for the public good** (Swick 2000).
- Professionalism is demonstrated by a **series of behaviors and attitudes** expected of University of Manitoba members within their roles, that **upholds the highest standards of ethical conduct, integrity, respect and accountability**. These require **social and communicative competence to integrate multiple competing priorities in complex and uncertain environments**. This will define how we handle ourselves in different situations, such as teaching, learning, mentoring, research, clinical care, administration and community engagement.

Professional identity formation

In medical education, the terminology of professional identity is “a representation of self, achieved in stages over time during which the medical profession's characteristics, values, and norms are internalized, resulting in an individual thinking, acting, and feeling like a physician

Is a complex process to transform the internalization of a profession's core values and beliefs. **Not only professionalism, social expectations of dentist is not only a dentist, but also to be a scientist, artist, and humanist.** In addition, the traditional image of dentist is an elite with high-level wellness in the society. Therefore, it is quite important to foster the concept of wellness and well-being for achieving career satisfaction.



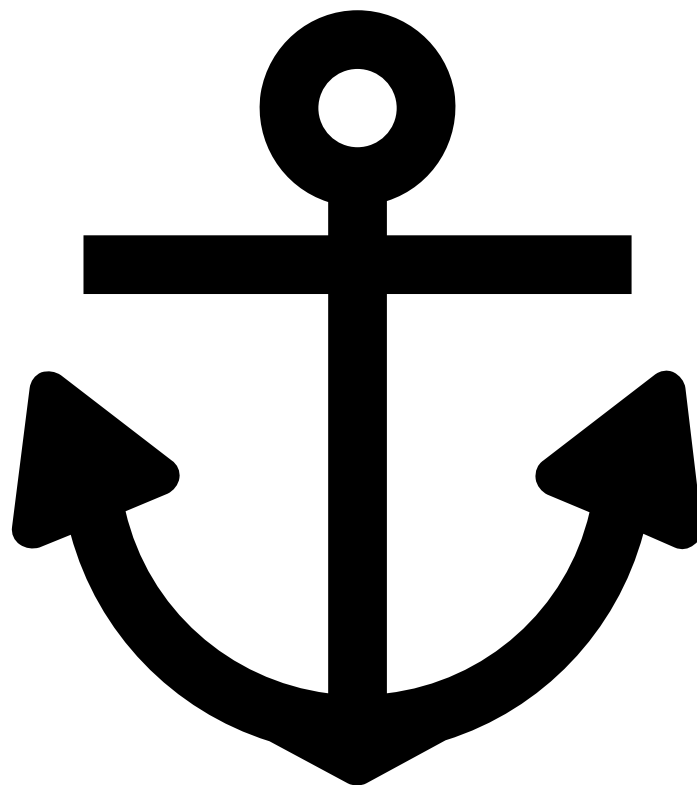


Three domains that influence Professional Identity Formation

Professional Identity

[https://uthscsa.edu/medicine/education/ume/student-affairs/professional-formation#:~:text=Medical%20professional%20identity%20formation%20\(PIF,et%20al.%2C%202010\).](https://uthscsa.edu/medicine/education/ume/student-affairs/professional-formation#:~:text=Medical%20professional%20identity%20formation%20(PIF,et%20al.%2C%202010).)

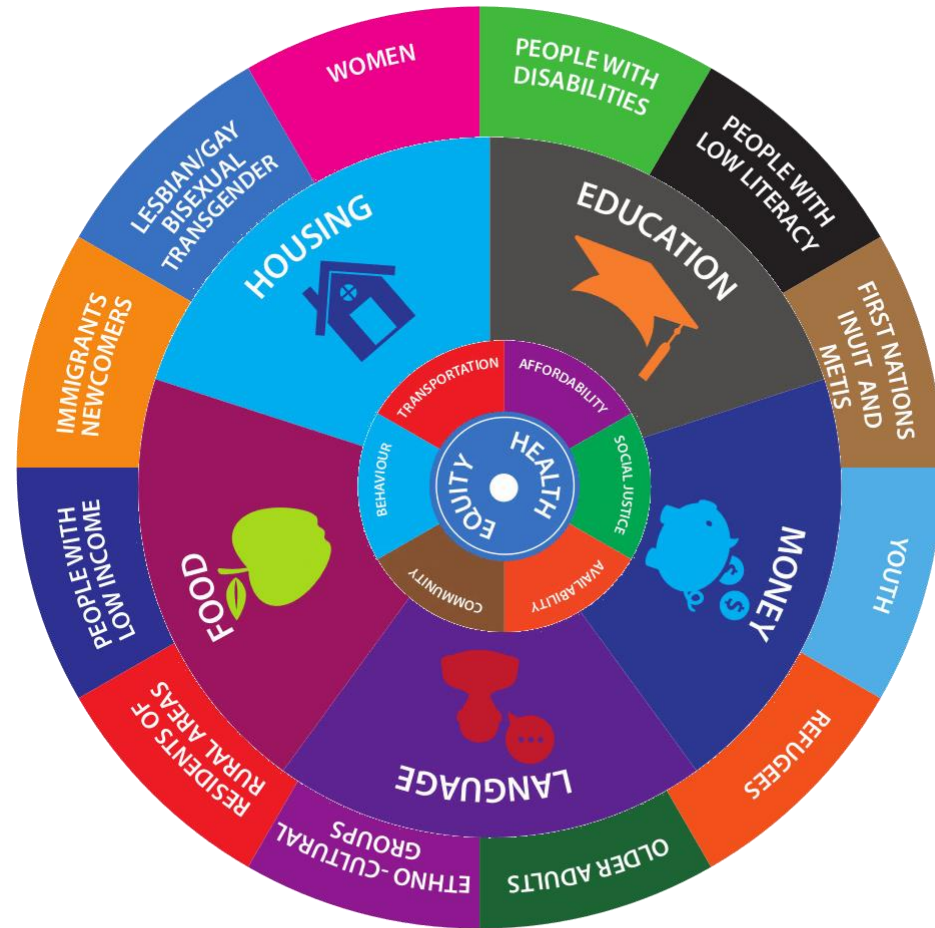
The Anchors



Health Equity

Health equity means addressing unfair and unjust conditions so that everyone can attain “the highest level of health possible”

- Healthy People 2020. Washington, DC: U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion.
- Marmot, M., Friel, S., Bell, R., Houweling, T. A., Taylor, S., & Commission on Social Determinants of Health. (2008). Closing the gap in a generation: health equity through action on the social determinants of health. The Lancet, 372(9650), 1661-1669.
- Pauly, B., Shahram, S. Z., van Roode, T., Strosher, H.W., & MacDonald, M. (2018). Reorienting Health Systems Towards Health Equity: The Systems Health Equity Lens (SHEL). Victoria, BC: The Equity Lens in Public Health (ELPH) Research Project.



[Health Equity \(publichealthgreybruce.on.ca\)](http://publichealthgreybruce.on.ca)

MANITOBA DENTAL ASSOCIATION CODE OF ETHICS:



Responsibility to
Patients



Responsibility to the
Public



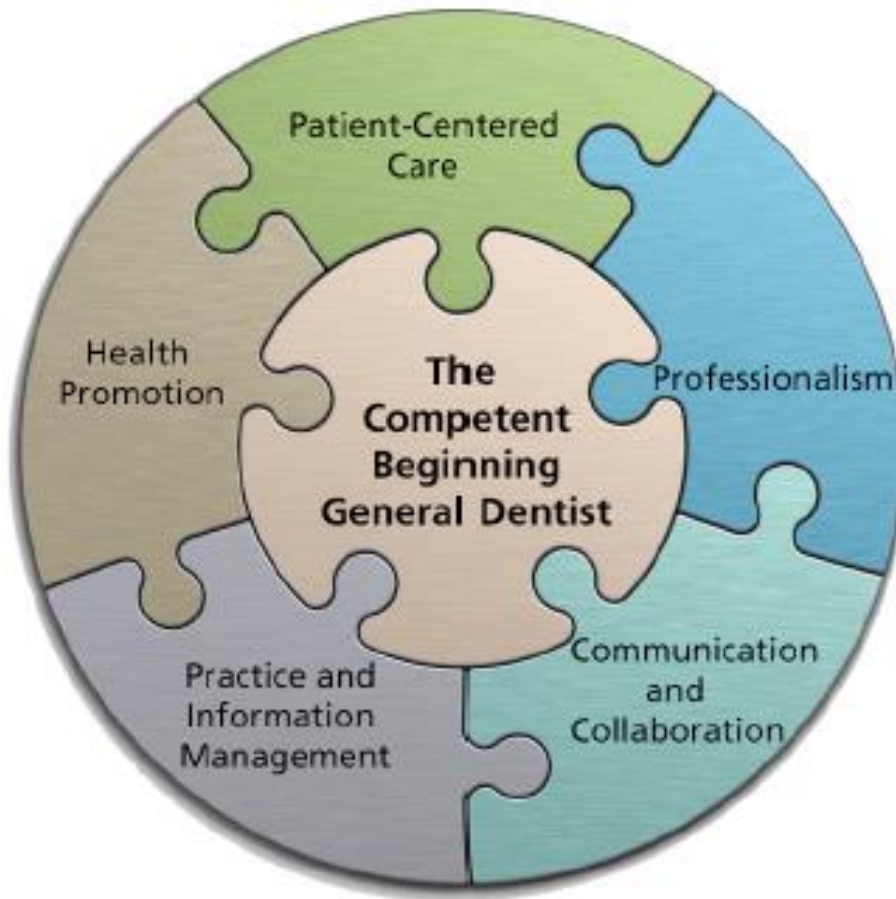
Responsibility to the
Profession



Responsibility to
Colleagues

**Manitoba
Dental
Association**





ACFD educational framework for the development of competency in dental programs

- **COMPETENCY 2 - PROFESSIONALISM:** The commitment to the oral health and well-being of individuals and society through ethical practice, reflective learning, self-regulation and high personal standards of behaviour. (CMF2005)

The Community Code

Dr. Gerald Niznick College of Dentistry

University of Manitoba

The Dr. Gerald Niznick College of Dentistry Community Code is congruent with the mission and goals of the University and the College and reflects the principles that should guide teaching, learning and work experiences in the College.

Today, as I am admitted to the oral health profession, I join the community of the Dr. Gerald Niznick College of Dentistry at the University of Manitoba. As a member of this community I pledge;

- to practice personal and academic integrity;
- to respect the dignity and individuality of all persons;
- to respect the rights and property of others;
- to take responsibility for my own personal, academic, and professional commitments;
- to contribute to our community for fair, cooperative and honest inquiry and learning;
- to respect and strive to learn from differences in people, ideas, and opinions;
- to refrain from and discourage behaviours which threaten the freedom and respect that others deserve.

A conceptual image featuring a lightbulb with a green leaf pattern inside, set against a background of green clover leaves. The lightbulb is positioned in the lower-left quadrant, and the background is a dense field of green clover leaves. A large, white, curved shape on the right side of the image contains the word "Environment".

Environment

Continuum of inclusion & belonging

**Absence of:
Ableism
Harassment &
Discrimination
Sexual Violence
Racism**

**Psychologically safe
environment**

**Actively welcoming &
engaging with others**

Sense of belonging

Life long learning & humility



Rudeness Between Healthcare Workers Can Have a Proven Effect on Health

- We all encounter incivilities at work
- We tell ourselves to brush it off or get over it
- We don't, and that can cost lives
- Research has shown this



Rudeness Between Healthcare Workers Can Have a Proven Effect on Health

Teams randomly exposed to incivility made significantly more diagnostic errors (no recognition of bowel perforation) and treatment errors (improper ventilation)

Video tape; reduced collaboration and communication (Information sharing and help seeking) caused inferior performance

Riskin, A., Erez, A., Foulk, T. A., Kugelman, A., Gover, A., Shoris, I., Riskin, K. S., & Bamberger, P. A. (2015). The impact of rudeness on medical team performance: A randomized trial. *Pediatrics*, 136(3), 487-495.

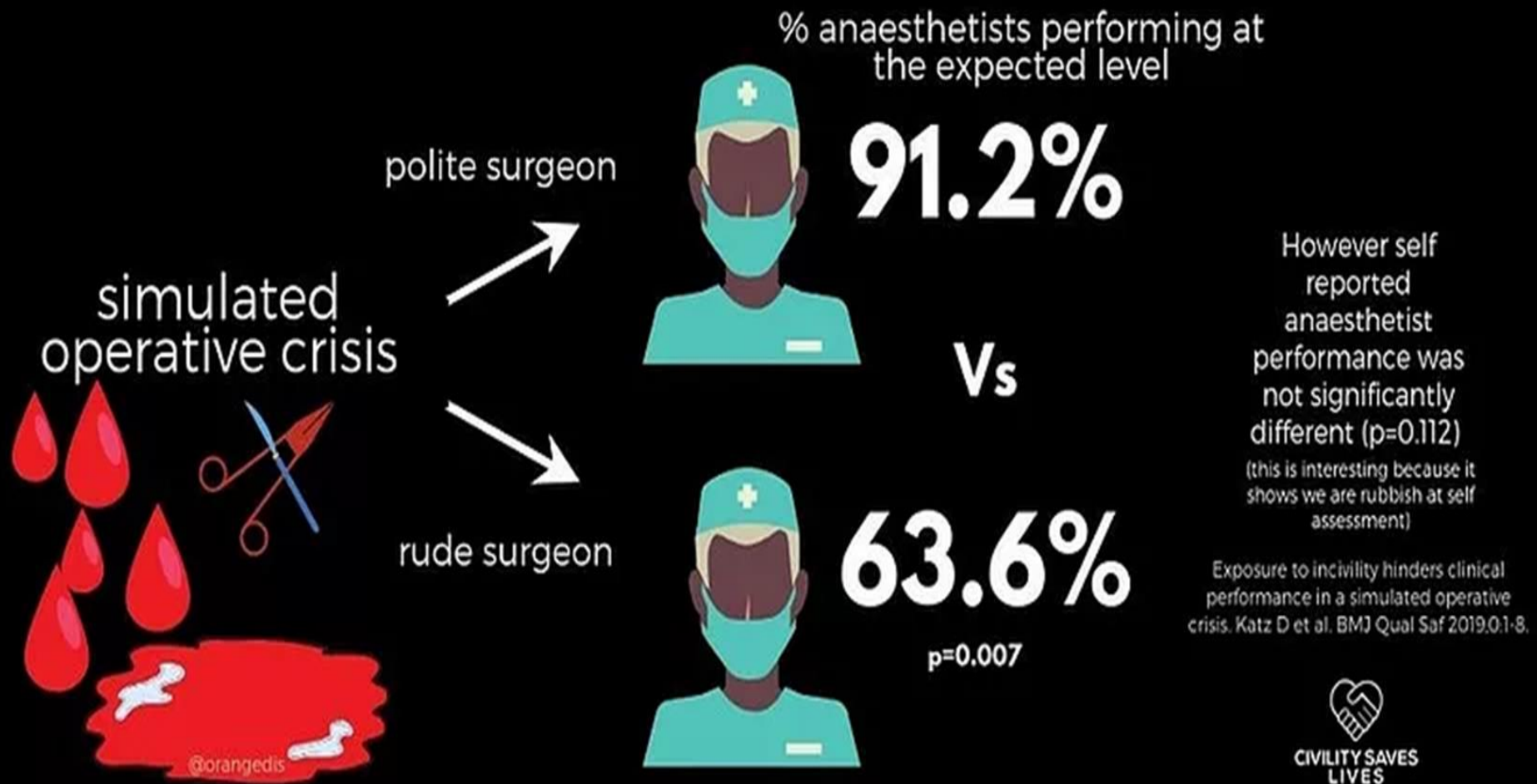
Rudeness Between Healthcare Workers Can Have a Proven Effect on Health

- Authors: rudeness interferes with working memory, "Which is the workbench of the cognitive system where most planning, analysis, and management goals occurs"
- Riskin, A., Erez, A., Foulk, T. A., Kugelman, A., Gover, A., Shoris, I., Riskin, K. S., & Bamberger, P. A. (2015). The impact of rudeness on medical team performance: A randomized trial. *Pediatrics*, 136(3), 487-495.



Katz D, Blasius K, Isaak R, et al Exposure to incivility hinders clinical performance in a simulated operative crisis. BMJ Quality & Safety 2019;28:750-757.

Rude surgeons impair anaesthetist performance





THE PRICE OF INCIVILITY

LACK OF RESPECT HURTS MORALE—AND THE BOTTOM LINE.

BY CHRISTINE PORATH
AND CHRISTINE PEARSON

January–February 2013 Harvard Business Review 115

- 48% **intentionally** decreased their work effort.
- 47% **intentionally** decreased the time spent at work.
- 38% **intentionally** decreased the quality of their work.
- 80% lost work time worrying about the incident.
- 63% lost work time avoiding the offender.
- 66% said that their performance declined.
- 78% said that their commitment to the organization declined.
- 12% said that they left their job because of the **uncivil** treatment.

Porath, C., & Pearson, C. (2013). The price of incivility. Harvard Business Review.
<https://hbr.org/2013/01/the-price-of-incivility>

Spectrum of Civil and Uncivil Behaviors



Adapted from the 2020 AHA-ACC Consensus Conference Report on Professionalism and Ethics*
Douglas et al. ACC Health Policy Statement on Building Respect, Civility and Inclusion in the Cardiovascular Workplace JACC
<https://doi.org/10.1016/j.jacc.2022.03.006>



Existing culture

Hierarchy

Interprofessional interactions

Racism, Oppression etc.

The Office of Professionalism

- Monitor and address matters related to Professionalism and Learning Environments
- To advocate and inform processes for improvement of the Learning Environments
- To assist RFHS with matters related to professionalism and learner mistreatment
- Prevention of Learner Mistreatment Guideline, Professional Unsuitability By-Laws



Learner Mistreatment

Guideline for the Prevention of Learner Mistreatment

- Mistreatment means:
 - Intentional, or unintentional, disrespectful treatment
 - Creating an intimidating, humiliating, hostile or offensive work or learning environment for Learners
 - Behaviour that shows disrespect for the dignity of others and can take the form of physical or psychological punishment, harassment or discrimination

Other Related University Policies

- Respectful Work and Learning Environment Policy
- Disruption of All Forms of Racism Policy
- Equity, Diversity & Inclusion Policy
- Sexual Violence Policy
- Social Media Policy

Examples of Mistreatment*

- **Verbal:**
 - Embarrassing or humiliating actions
 - Abusing, belittling, ridiculing or yelling
 - Sarcasm, insults
 - Racially or ethnically offensive remarks or names
 - Disparaging choice of residency, profession, career aspirations
 - Threatening to fail/ ↓ grades/give poor evaluation for anything other than documented performance issues
- **Physical:**
 - Threatening gestures
 - Physical abuse
 - Pushing, shoving, slapping
- **Sexual:**
 - Sexual advances, favors, comments
- **Other:**
 - Not providing clear work expectations yet holding responsible for the expectations
 - Excluding a Learner from reasonable learning opportunities or communications
 - Using grades or duties as punishment

Dealing with Issues in Dentistry and Dental Hygiene

1

approach the person and attempt to deal with and resolve the situation immediately.

If there are any unforeseen barriers, then move to the next step.

2

approach the most appropriate advocate in terms of the conflict: Student Class President, Student Advisor and seek their support.

If there are any unforeseen barriers, then move to the next step.

3

approach the most appropriate administrator in terms of the conflict: Director of Student Affairs, Director of School of Dental Hygiene, Associate Dean (Academic, Research, or Clinics).

If there are any unforeseen barriers, then move to the next step.

4

use the **Speak Up** button at RFHS.

<https://umanitoba.ca/health-sciences/speak-up>

anonymous service that allows the student to enter details of the incidence which will then be directed to the appropriate administrator and/or resource person in the RFHS to deal with the situation.



Speak up: Report an incident

Rady Faculty of Health Sciences (RFHS) is committed to ensuring safe, respectful and supportive working and learning environments in which everyone is enabled and encouraged to excel.

There is no wrong door. You have a few different options for how you can move forward with your concern:

- Submit the form below (include your name or anonymous); concern lands at confidential intake, Office of Professionalism; concern is routed to the appropriate office that can specifically address the matter.
- If your concern is regarding **racism** you can fill out the form below, or connect directly with the [Office of Anti-Racism](#) at radyantiracism@umanitoba.ca, or view the [Disruption of All Forms of Racism Policy](#).
- If your concern is regarding **sexual violence** you can fill out the form below, or connect directly with the [Sexual Violence Resource Centre](#) at svrc@umanitoba.ca or [204-474-6562](tel:204-474-6562), or view the [Sexual Violence Policy](#).

We are committed to providing an environment free of discrimination, harassment and learner mistreatment. All members of our diverse community share responsibility for maintaining a positive learning environment and for taking appropriate steps to seek advice and/or address learner mistreatment when it occurs. Feedback regarding performance can be shared openly without concern for ridicule or reprisal.



University
of Manitoba

UM Safe

University of Manitoba News Feed



Emergency
Contacts



Mobile
BlueLight



Friend
Walk



Report
a Tip



Safety Toolbox



Safe Walk/Safe
Ride



WorkAlone



Emergency
Plans



Support
Resources



Alert Notification System
Registration



About / Preferences



University
of Manitoba

UM Safe



Report a Tip

Use the buttons below to Report a Tip to Security Services. You can write a report using the in-app forms, or you can call/ SMS a tip to the crime tip line.



In-App Crime Tip



Phone Tip



SMS a Tip



Silent Observer Report



**Rady Faculty of Health
Science: Incident Report**

What Happens When I Make a Speak Up Report?



Received by Confidential Intake Coordinator



Review with College Lead and Director of Professionalism



If contact information is provided, email confirming receipt & offer of a meeting is sent



Intake meetings are student centered



Limitations of anonymous reports are that these goals can not be achieved with reporters



Keep it up

We want to acknowledge members of our school making the difference in your education, those who are or have impacted your life in a positive way, those who are improving our learner environment and the quality of our teaching.

Please share your story with us!

Your name

NOTE: Names are requested for administration purposes only, your name will not be shared.

Your first and last name

Email

Confirm email

Person who made a difference

Name

College or unit

Most Professional Clinic/Practice/Lab/Class Environment Ever!

If you were to create the most professional Clinic/Practice/Lab/Class what would that look like?

Discuss at your table, assign a recorder to report back and don't forget to **HAVE FUN!**



**“Leadership is action not a
position”**

Donald McGannon

**DEBRIEF: What is one idea that
stood out in your conversation?**



Finding Help

The OHRCM is one support among many:

- [Student Supports](#)
- [Student Services at Bannatyne Campus](#)
- [Indigenous Student Resources](#)
- [International Student Resources](#)
- [Sexual Violence Resource Centre](#)
204-474-6562
svrc@umanitoba.ca
- [Spiritual Services](#)
- [Faculty and Staff Resources & Supports](#)
- [Security Services](#)
204-474-9312
555 from any University phone

No Wrong Door!



Photo by Letizia Bordoni on
Unsplash

Thank You!





Questions?

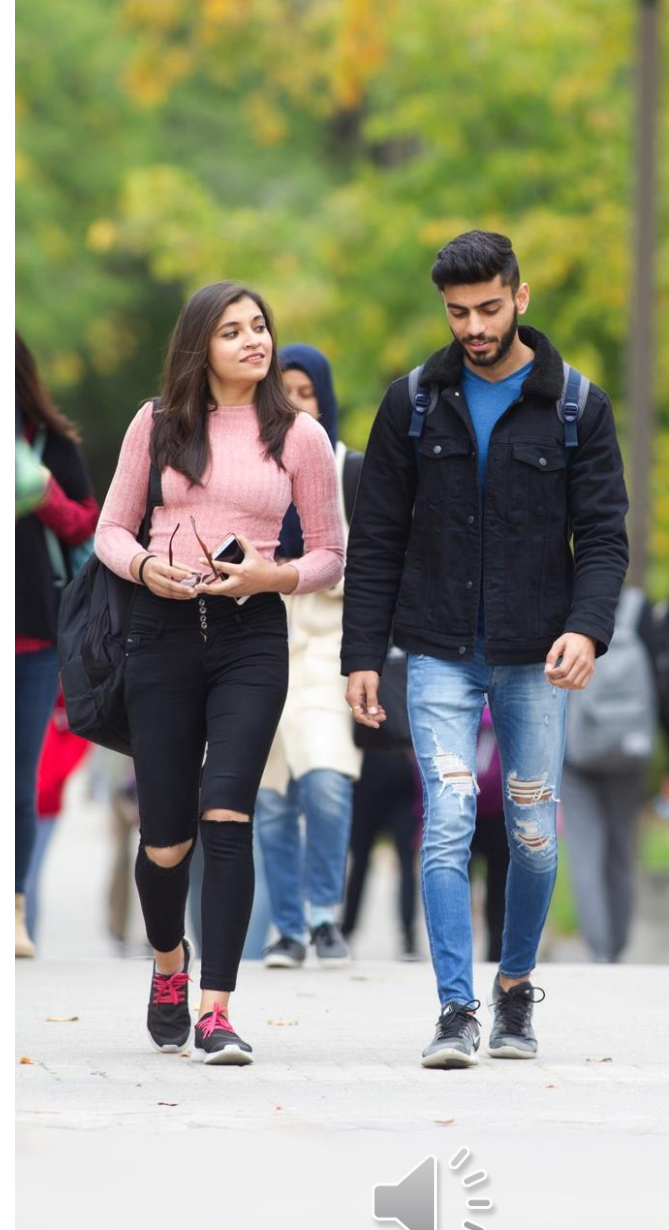
Jackie.gruber@umanitoba.ca

THANK YOU

Questions can be directed to:

204-474-6348 ♦

human.rights@umanitoba.ca



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