



UNIVERSITY OF CALGARY  
CUMMING SCHOOL OF MEDICINE

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# COMMUNITY ENGAGED LEARNING

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## PARTICIPANT HANDBOOK

Mission: Engaging with our greater community to enhance health and wellbeing  
and promote social accountability & global citizenship

FEBRUARY 1, 2018  
UNIVERSITY OF CALGARY

COMMUNITY ENGAGEMENT — LOCAL & GLOBAL

Partnering for Healthy Communities

**Table of Contents**

1. EXECUTIVE SUMMARY ..... 2

2. WELCOME ..... 4

3. INTRODUCTION TO CEL PROGRAMS..... 5

    3.1 What is Community Engaged Learning (CEL)? ..... 5

    3.2 CE Hub - Local & Global ..... 7

4. LEARNER ROLE ..... 8

    4.1 Program Expectations ..... 8

    4.2 Steps to Participate ..... 9

        4.2.1 Expressing an interest in CEL ..... 9

        4.2.2 Defining your level of engagement ..... 9

        4.2.3 Matching with a Community Partner ..... 10

        4.2.4 Orienting to the CEL opportunity ..... 11

        4.2.5 Setting goals jointly ..... 11

        4.2.6 Engaging in the community ..... 11

        4.2.7 Reflecting individually and with your partner ..... 11

    4.3 Community Improvement Indicators (CIIs) ..... 11

    4.4 Learner Conduct ..... 12

    4.5 Learners as Ambassadors ..... 13

## 1. EXECUTIVE SUMMARY

The Cumming School of Medicine (CSM) and Community Engaged Learning (CEL) program strives to fulfill their commitment to social accountability and become more relevant to the needs of the communities. CSM and CEL hope to promote a culture of collegiality and reciprocity with you as a participant, by following three aspirations:

- Community knowledge and expertise will serve as the starting point for all work undertaken by learners.
- All learner contributions will be in response to community-identified priorities.
- Community partnership will build capacity and trust among all parties.



Fig. 1 – CEL Partnership Cycle

## Community Engaged Learning

You are expected to abide by the CSM and CE team's expectations and strive to achieve the following goals:

- Respect each other and the community, and contribute to a positive team experience;
- Express a desire to learn and make an impact in the community;
- Set realistic goals related to your personal development and learning; and
- Display an appropriate level of commitment and professionalism.

There are several levels of CEL opportunities that will be offered:

- Short-term, i.e. co-organizing/notetaking for community consultation events.
- Co-curricular project, i.e. organizing a medicine walk.
- Long-term activity, i.e. co-researching a topic related to your community initiative.

The CSM and CE Hub staff look forward to working together with you to build stronger and healthier communities. Please connect with [csmengage@ucalgary.ca](mailto:csmengage@ucalgary.ca) to engage with us.

## 2. WELCOME

Welcome to Community Engaged Learning, facilitated by the Cumming School of Medicine Community Engagement Hub!

This handbook serves to inform and guide you as a University of Calgary learner participant through:

- Community Engaged Learning philosophy and differentiation with service learning;
- A spectrum of key community engaged learning aims;
- Support available from the Community Engagement Hub;
- Methods of involvement; and
- Student and trainee conduct expectations.

*Community Engaged Learning (CEL) balances local community priorities and university requirements for knowledge generation, transmission and application.*

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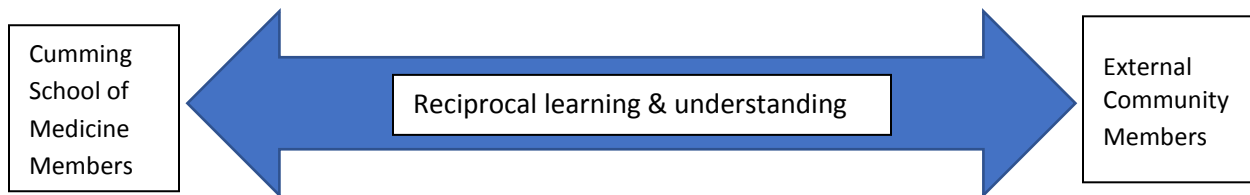
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### 3. INTRODUCTION TO CEL PROGRAMS

#### 3.1 What is Community Engaged Learning (CEL)?

**Community Engagement (CE)** can be defined as a process of active involvement within a community. As a participant, you will be representing the Cumming School of Medicine (CSM) in a partnership between the CSM and a community partner. A key principle of community engagement in the CSM is mutual benefit and reciprocal, respectful relationships. Your role is to assist community groups and members, under their guidance, in providing capacity to tackle problems they have identified, or which you identify together. Based on your level of engagement (See Fig. 5 - Engagement structure), there will be benefits to you as well the community; however at its core, the partnership focuses on addressing the community-identified priorities with direction coming from the community.

**Community Engaged Learning (CEL)** seeks bi-directional learning and teaching that builds capacity and meets the needs of all involved. Learning may take place through many forms including reflections, critical analysis, experiential learning, readings and oral lessons.



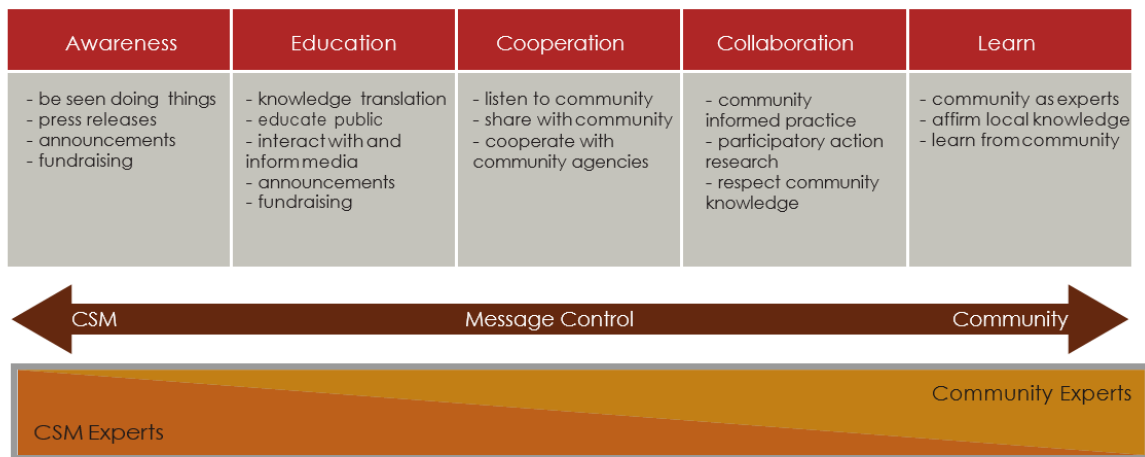
*Fig. 2 – Reciprocal learning spectrum*

CSM has defined **Community Service Learning** as educational opportunities in communities, both in clinical and other settings, which focus on the delivery of health services or developing clinical skills. Community Service Learning is the purview of curricular programs in medical education. CEL, by contrast, focuses on volunteer and co-curricular learning about health promotion rather than direct delivery of health services.

*The World Health Organization defines the ‘Social Accountability of Medical Schools’ as ‘of the community, region and nation that they have a mandate to serve’ (Charles Boelen & Jefferey E. Heck, 1995)*

**Communities** are groups of people with similar characteristics such as geography, ethnicity, religion, profession, income, age, sexuality, gender, shared interest, or other factors. People can also be a part of more than one community at the same time. The CEL experience focuses on community capacity building and learning to utilize knowledge within communities, with an emphasis on health equity and social determinants. **Capacity building** is defined as *the process of developing and strengthening the skills, resources or abilities that communities possess to best serve their interests*. You will collaborate with others to build and sustain healthier communities. Your participation is expected to contribute to community capacity, whether that is through being an extra resource to the community during your engagement, expanding the skills of community members through mutual teachings (where in turn your skills and knowledge will also be developed), or in numerous other ways.

**Community Engagement Framework**



*Fig. 3 – Community engagement framework*

The CEL program within the CSM emphasizes the role of social accountability and aims to function at the collaboration and learning ends of the spectrum (Fig. 3).

**CSM Aspirations for Community Engaged Learning:**

- Community knowledge and expertise will serve as the starting point for all work undertaken by learners;
- All learner contributions will be in response to community-identified priorities; and
- Community partnerships will build capacity and trust among all parties.

### **3.2 CE Hub - Local & Global**

The CE Hub is a resource for you and for communities in a central and easily accessible space that is welcoming to all in the medical school. The Hub facilitates and coordinates CEL activities across programs, departments and institutes at the CSM, and acts as an easily identifiable ‘front door’ for community organizations looking to participate in CEL.

**Aims of the CE HUB:**

- Support a *culture of CEL* in the CSM, and amongst the learner population at the University of Calgary at large;
- Maintain responsibility for *program development, partnerships maintenance* and enablement of *experiential learning opportunities*; and
- Take responsibility to ensure a *positive impact* in the community, by identifying community improvement *indicators* and conducting follow-up assessments of programs put in place.

The CE Hub recognizes both the importance of helping you to achieve your personal goals and objectives as well as the responsibility for promoting health, compassion and well-being within a community vision.



## 4. LEARNER ROLE

### 4.1 Program Expectations

The CE Hub at the Cumming School of Medicine maintains general expectations of you and all participants representing the University of Calgary in community engagement initiatives. You are expected to abide by and strive to achieve these goals and expectations at all times:

- Respect each other and the community, and contribute to a positive team experience;
- Express a desire to learn and make an impact on the community;
- Set realistic goals related to your personal development and learning, working towards achieving them with the support of facilitators and peers; and
- Display an appropriate level of commitment and professionalism.

The success of the learning you will derive from CEL experiences depends on your ability to reflect critically, and work together with peers and facilitators to reach an enhanced understanding of issues and situations. You are encouraged to provide feedback, positive and negative. Learning from experience is a process, not an end result, and critical reflection helps learners to make meaning out of community engagement, develop a more complex understanding of the issue at hand, and inform how they might respond to similar situations in the future.

You and ALL learners wanting to be involved in the community through the CSM are encouraged to meet with the Program Coordinator for an introductory session on CEL. The purpose of this meeting is to establish a relationship between yourself and the Hub.

## 4.2 Steps to Participate

### 4.2.1 Expressing an interest in CEL

Are you interested in a CEL opportunity? Fill out an application form, stop in to see the Program Coordinator, or send an email to [csmengage@ucalgary.ca](mailto:csmengage@ucalgary.ca). The application form can be found on our website: <https://cumming.ucalgary.ca/community/community-engaged-learning>. You can also apply for a particular CEL opportunity on <https://leadership.ucalgary.ca/home.htm> portal. Login with your school ID and password.

### 4.2.2 Defining your level of engagement

The **Engagement Chart** (Fig. 4, a CEL Planning Tool) below will help you to define the best fit for you. Reflect on this before an introductory meeting with the Program Coordinator:

### Level of Engagement

*Participant Handbook*

#### Levels of Engagement *Participant Handbook*

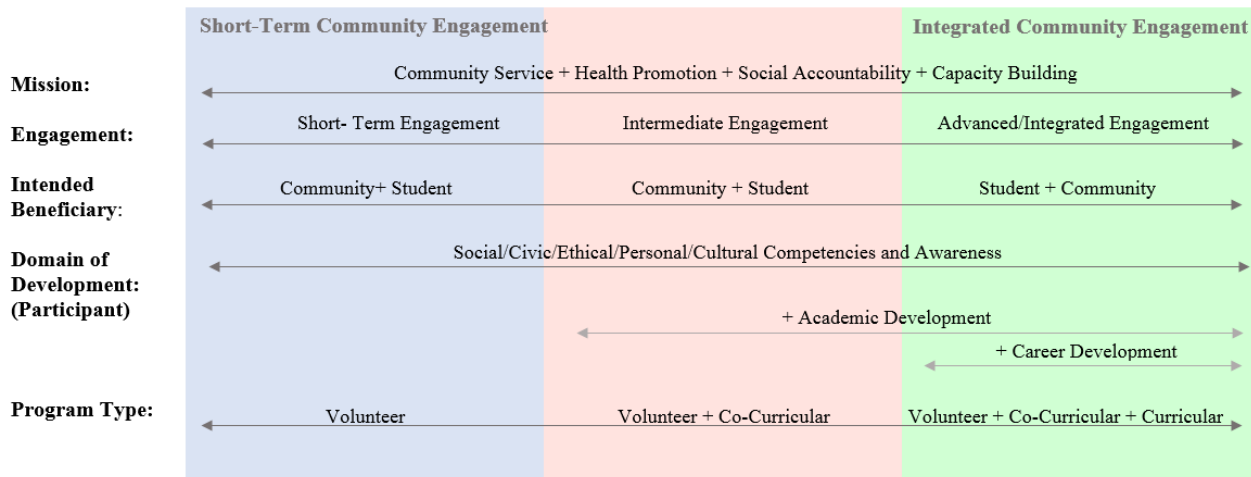


Fig. 4 – Engagement chart

### 4.2.3 Matching with a Community Partner

After an initial meeting, the Program Coordinator will propose a community partner. You may also bring forward potential community partner ideas to explore. The CEL program structure outlines expectations:

#### Engagement Structure

Short Term Community Engagement ←————→ Integrated Community Engagement			
Pre- Engagement	Basic application procedure or sign-up list, Basic orientation	Basic application procedure + orientation material + community improvement indicator identification	Competitive/advanced application procedure + extensive orientation+ outline of deliverables/objectives
During Engagement	Minimum time commitment, appropriate student and trainee conduct, low expected impact	# of hours negotiated with community (min 20), mid-term follow up + community improvement updates	Weekly/bimonthly updates, curricular development, greater time commitment, preceptorship
Post-Engagement	Critical Reflection (half page long)	Critical reflection (reflective portfolio), evaluation of community improvement	Critical reflection, achievement of objectives/ deliverables + end of term poster/ PowerPoint presentation, community indicator improvement anticipated
<b><i>Significant impact can be measured at all levels of commitment such as short-term, medium and integrated.</i></b>			

Fig. 5 – Engagement structure

#### 4.2.4 Orienting to the CEL opportunity

The program goals will reflect the project theme and guide the selection of appropriate objectives, reading, orientation, and learning activities, taking into consideration the agreed upon level of engagement.

#### 4.2.5 Setting goals jointly

Specific goals will be established for each project during consultations between yourself and your community placement, and the CSM CEL Program Coordinator. You are expected to take responsibility for your own learning and to take an active role in effectively communicating your interests and relevant skills/abilities before and during project work to all relevant stakeholders. You are expected to complete the requirements for the project based on your level of engagement.

#### 4.2.6 Engaging in the community

As you are engaged within the community, the CE Hub team is available to support you and the local partner to ensure a meaningful and impactful experience.

#### 4.2.7 Reflecting individually and with your partner

Critical reflection is encouraged at all stages and levels of engagement:

- If you are involved in **short-term** volunteer activities, this may take the form of a few questions or journal-style entry, one-half page long.
- If you are involved in a **co-curricular** activity, a reflective portfolio and joint assessment of progress towards community improvement indicator(s) is expected.
- For a **longer-term**, integrated CEL opportunity, a critical reflection, agreed deliverables, oral presentation, and community improvement indicator summary is required.

### 4.3 Community Improvement Indicators (CIIs)

**Community Improvement Indicators (CIIs)** are project-specific objectives designed to effectively monitor the progress of the program in improving the state of the community. These are established during the pre-engagement phase through collaboration between the CSM and community partners.

Community Improvement Indicators are discussed prior to commencing the CEL opportunity, and periodically throughout the community placement. You can play a role in the development or adjustment of these indicators. CIIs allow the CSM to evaluate the effectiveness and efficiency of the programs, and introduce modifications and improvements if warranted. CIIs also allow for clear communication between yourself, the CSM, community placement, and for well-delineated needs, goals, and objectives for the placement.

For a community health initiative working with multiple partners, CII examples could include:

- Change in number of community groups involved in a coalition for health promotion (target: 20% increase in one year); or
- Relationship with key Alberta Health Services decision makers for our topic area (target: improved relationship, self-assessed by community board).

### **4.4 Learner Conduct**

#### Non- Academic Misconduct

All CEL policies comply with the University of Calgary's Non-Academic Misconduct Policy.

The University of Calgary's Non-Academic Misconduct Policy was created to identify a clear and transparent process for responding to misconduct:

- Learners are held individually accountable for their conduct.
- The policy seeks to balance learner rights with the expectations of the University and rights of the campus community (and for CEL, with community partners as well).
- Key principles include procedural fairness and due process.

CE Hub staff as well as community partners may address minor and major violations of learner conduct with an appropriate response as per the policy. You will learn about the Non-Academic misconduct policy in your orientation. Learners are required to sign a contract committing to follow the policy throughout the CEL experience.

#### **4.5 Learners as Ambassadors**

As a CEL participant, you represent the Cumming School of Medicine and the University of Calgary in the community. This is an incredible opportunity to showcase the CSM's community engagement philosophy and respectful partnership style; it is also an ideal moment to demonstrate and strengthen your ethics, professionalism, skills, knowledge and compassion in a responsive manner.

As a CEL participant, you are advancing CSM aspirations for CEL: respecting community knowledge and expertise, responding to community-identified priorities, and building capacity and trust.

**Thank you for advancing our common vision!**