



UNIVERSITY OF CALGARY  
CUMMING SCHOOL OF MEDICINE

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# COMMUNITY ENGAGED LEARNING

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## COMMUNITY PARTNERSHIP HANDBOOK

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

FEBRUARY 1, 2018  
UNIVERSITY OF CALGARY

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## 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 Community Engagement - Local & Global seeks to build strong and long-term, mutually beneficial partnerships based on community-identified priorities. Our purpose is to build capacity within communities to allow them to develop, implement and sustain their own solutions to community-identified problems. CSM and CEL hope to promote a culture of collegiality and reciprocity with you as a community partner, 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.

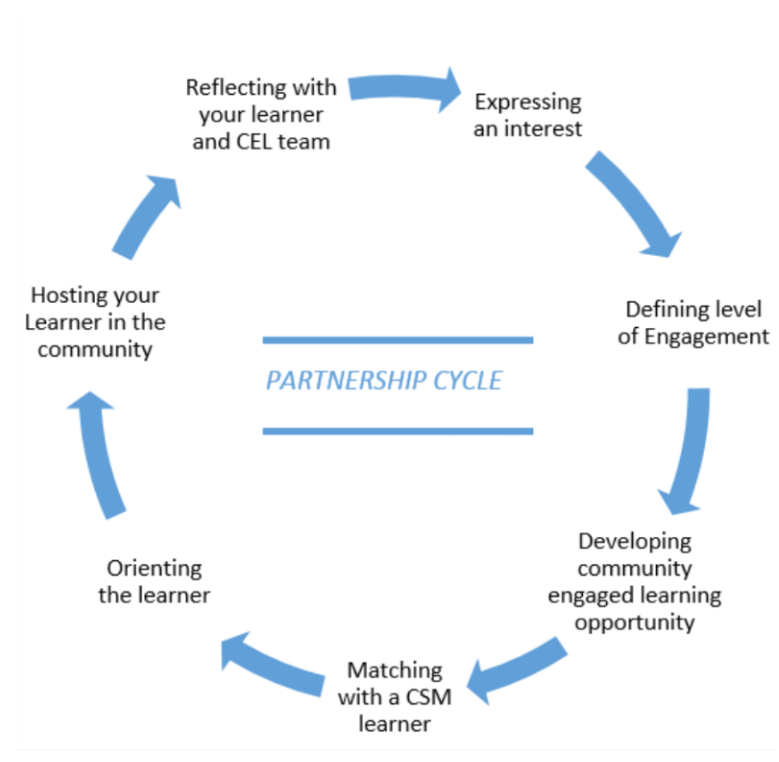


Fig. 1 – CEL Partnership Cycle

## Community Engaged Learning

CSM and communities are expected to abide by these goals and strive to meet the following expectations:

- Play an active role in contributing to a positive team experience;
- Supervise and/or teach CSM learners how to make a positive impact in the community;
- Agree with the CSM on an appropriate level of learner commitment; and
- Set realistic program and participant goals related to capacity development.

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.

CSM and CE Hub staff look forward to working together 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 at the Cumming School of Medicine Community Engagement Hub.

This handbook serves to inform as well as guide community participants through partnership processes with the University of Calgary, including:

- Community Engaged Learning philosophy;
- A spectrum of key community engaged learning aims;
- Support available from the Community Engagement Hub;
- Methods of involvement; and
- Partnership expectations.

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

For more information, please contact:

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### 3. PARTNERSHIP STRUCTURE

#### 3.1 Principles of Partnership

The University of Calgary Cumming School of Medicine (CSM) seeks to build strong and long-term, mutually beneficial partnerships based on community-identified priorities. The CSM uses the RAWOO principles, which emerged from The Netherlands Development Assistance Research Council in 1999:

- Following a consultative process (may be time consuming);
- Strengthening the capacity for conducting socially relevant projects; and
- Creating a context where communities take ownership and leadership of projects.

In the partnership, you as a community partner will take ownership of the health promotion projects.

The CSM has an added over-arching partnership process that we will aim to follow with you and your community group:

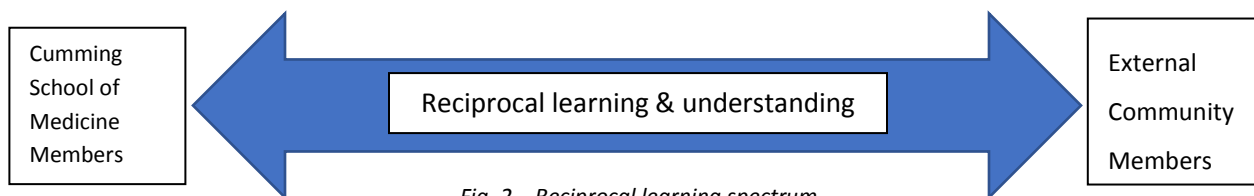
- Deciding on objectives together;
- Building mutual trust;
- Sharing information;
- Developing networks;
- Monitoring and evaluating the collaboration; and
- Building on achievements.

## 4. INTRODUCTION TO CEL PROGRAMS

### 4.1 What is Community Engaged Learning?

The University of Calgary, Cumming School of Medicine (CSM) defines **Community Engagement (CE)** as active involvement within a community. As a community partner, you are involved in co-developing and driving the partnership with the Cumming School of Medicine. A key principle of community engagement in the Cumming School of Medicine is mutual benefit and reciprocal, respectful relationships. Your role as a community partner is to provide guidance to the school on how we can optimally collaborate to address the key health and related issues you are facing. Related to your level of engagement (see Fig. 5 - Engagement structure) there will be benefits to the Cumming School of Medicine; however, at its core the partnership is intended to focus on community needs with direction coming from you as a local partner.

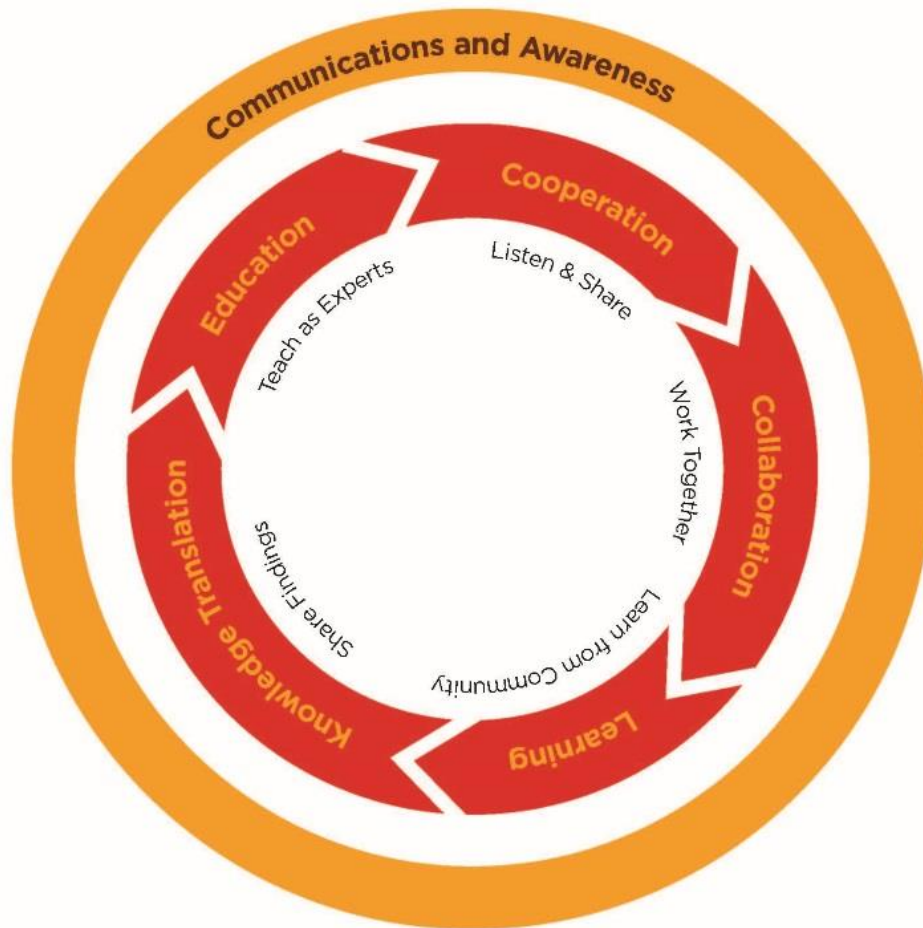
**Community Engaged Learning (CEL)** seeks bi-directional learning and teaching that builds capacity and meets the needs of all involved: from community members to students, trainees and researchers, and vice versa. Learning may take many forms including reflections, critical analysis, experiential learning, readings and oral lessons.



*Fig. 2 – Reciprocal learning spectrum*

As a partner in community engaged learning with the Cumming School of Medicine, you will be working in collaboration with a learner to strengthen your initiatives in building and sustaining healthier communities. A learner may be from a variety of programs at the CSM including Health Sciences, Community Rehabilitation and Disability Studies, Community Health Sciences, Public Health and Preventive Medicine, Medical Education, Medical Science, and others.

## Community Engagement & Research



*Fig. 3 – Community engagement & research cycle*

Working towards a healthier community means working towards a community where all members have a good quality of life. One way that learners can help you as a community partner is supporting capacity building, which is the process of developing and strengthening the skills, resources or abilities that communities possess. Our learners can work with you as an extra resource for your initiatives, performing mutual teaching (which also expands the skills of our learners), co-developing research related to your programs, co-writing grants for community health funding, co-organizing activities in the community, or in numerous other ways dependent on your needs and the availability and skill match of our learners.



*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)*

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## **4.2 Philosophy of CEL**

The CEL program within the CSM emphasizes our social accountability when designing forms of student and trainee engagement, ensuring that your needs as a community partner are the starting point and foundation of all program development. The CSM hopes to promote a culture of collegiality and reciprocity with you as a community partner, by following three aspirations:

### **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 Partnership will build capacity and trust among all parties.

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

The CE Hub is a centralized resource for you and for communities in an easily accessible space that is welcoming to all in the medical school. The Hub facilitates and coordinates community engaged learning activities across programs, departments and institutes at the CSM, and acts as an easily identifiable 'front door' for groups like yours looking to participate in CEL.

**Aims of the CE HUB:**

- Support a *culture of Community Engaged Learning* in the Cumming School of Medicine, 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.

The Community Engagement Hub recognizes both the importance of helping you to achieve your objectives in promoting health, compassion and well-being in your setting, as well as helping strengthen the capacity of our own learners to work well in community-led initiatives.

The Community Engagement Hub serves several different stakeholder groups including learners, staff and faculty, and community groups. The Community Engagement Hub has several aims pertaining to our community partners:

**Community Partner-Oriented Aims of the CE HUB:**

- Ensure initiatives are community driven/designed;
- Recognize and balance the importance of promoting health and well-being amongst communities while helping learners achieve their personal goals and objectives; and
- Strengthen capacity for health promotion and enhance compassionate, healthy communities, with an emphasis on Central and Southern Alberta.

## 5. COMMUNITY ROLE

### 5.1 Program Expectations

The Community Engagement Hub at the Cumming School of Medicine maintains general expectations of you, and all groups who become partners with the University of Calgary. Communities are expected to abide by and strive to achieve these goals and expectations:

- Play an active role in contributing to a positive team experience;
- Supervise and/or teach CSM learners on ways to make a positive impact in the community;
- Set realistic program and participant goals related to capacity development together with the CEL program facilitator and learners; and
- Agree with the CSM upon a level of learner commitment.

The success of community engaged learning experiences depend on good and timely communication and establishing a constructive partnership agreement. Learners and facilitators must work together to understand issues and resolve any challenging situations. ALL community partners are encouraged to provide critical feedback, positive and negative. Learning from experience is a process, not a questionnaire, and critical reflection helps us to make meaning out of community engagement, develop a more complex understanding of the issue at hand, and inform how we might respond to a similar situation in the future. Reflection is about transformation; to change the world around us, we must also change ourselves.

As a community partner, we encourage you to meet our Cumming School of Medicine Program Coordinator for an introductory session on community engaged learning. The purpose of this meeting is to establish a relationship between the Hub and you, start the process of having your ideas and priorities listened to and addressed.

## 5.2 Steps to Participate

### 5.2.1 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 call 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>.

### 5.2.2 Defining your level of engagement

The **Engagement Chart** and **Engagement Structure** (CEL Planning Tools, figures 4 and 5) below will help you to define the best fit for you. Plan a follow-up conversation with the CEL team:

**Levels of Engagement**  
*Partnership Handbook*

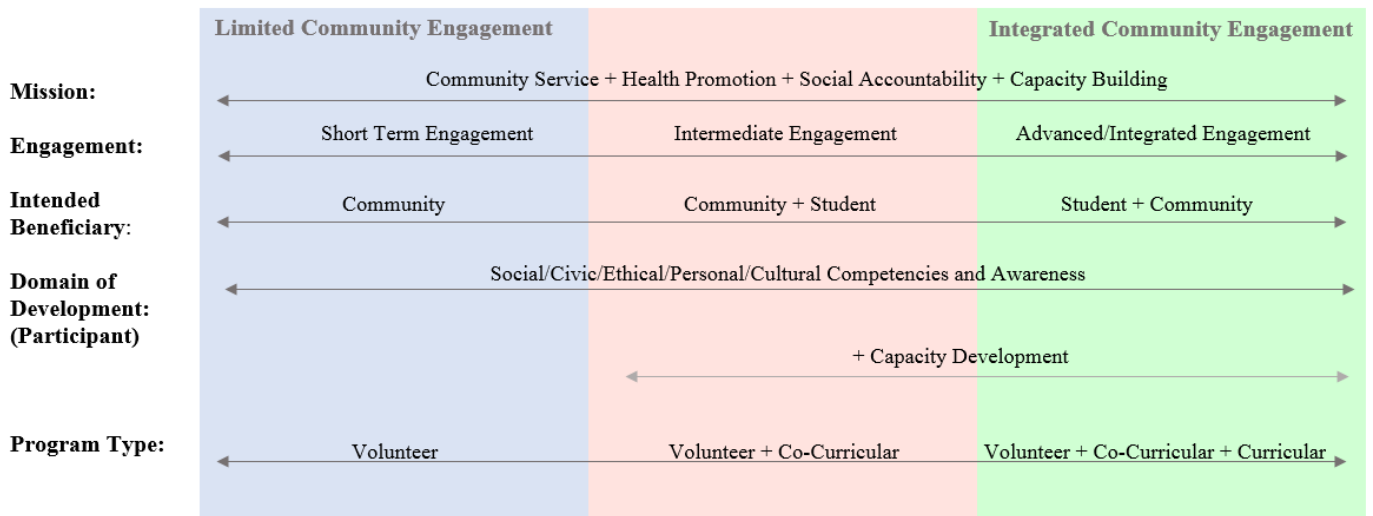


Fig. 4 – Engagement chart

**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+ community improvement indicator identification.		
During Engagement	Minimum time commitment, appropriate supervisor, student and trainee conduct, low expected impact	# of hours negotiated with learner (min 20), mid-term follow up + community improvement updates	Weekly/bimonthly updates, curricular development, greater time commitment, preceptorship		
Post-Engagement	Verbal feedback to the program team: community improvement/participant	Experience reflection, brief evaluation of the learner and community improvement	Experience Reflection; Evaluation of c learner and partnership; Debrief meeting with CEL team. Achievement of objectives/deliverables, Community improvement review		
<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

**5.2.3 Developing the community engaged learning opportunity**

If the CSM CEL Program has the capacity to accommodate your requests, we will work together with you to develop and implement the project. A community engaged learning experience with your group could take many forms, ranging from a one-hour activity to an extended program over many months. Some examples of community engaged learning opportunities include:

- co-organizing / notetaking for community consultation events on palliative care capacity;
- co-developing workshops on disability and sexuality;
- co-writing community health grants; or
- co-researching a topic related to your community initiative.

You know best what types of skills, aptitudes, and attitudes are needed in our learners to be successful in the type of work you do. That expertise will feed into a profile of the type of learner you are looking for.

Please see engagement chart (Fig. 4) for expectation outlines.

### 5.2.4 Matching with a CSM learner

After the community engaged learning opportunity is developed and advertised within the Cumming School of Medicine, the CEL team will propose a learner who matches your criteria. You can also bring forward your own ideas about potential learners to consider.

### 5.2.5 Orienting your learner

Specific CEL project goals will be established for each learner during consultations between yourself, the learner and the Community Engaged Learning Team. The CEL team will provide a general orientation on the goals and behavioral expectations of the learner to them before they join you. You will be asked to take responsibility to orient the learner to your group, community and initiative.

### 5.2.6 Hosting your learner in the community

As you bring a learner into your community initiative for an activity, the CE Hub team is available to support you and the learner to have a meaningful and impactful experience.

### 5.2.7 Reflecting with your learner and the CEL team

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

- If you have a **short-term** volunteer, you are asked to provide verbal feedback to the CEL team at least once at the end of the term (perhaps by telephone).
- If you have a learner on a **co-curricular** activity spending 20 hours or more with your group, you are asked to complete a brief evaluation of the learner and outline progress toward community improvement indicator(s).

- For a **longer-term**, integrated CEL opportunity, you are asked to agree to participate in an evaluation meeting with the CEL team to assess the learner experience and community improvement indicators, and provide your ideas on how to improve the program.

### **5.3 Community Improvement Indicators**

Community Improvement Indicators (CII) are project-specific objectives designed to effectively monitor the progress of the program in improving the state of the community and inform improvements in the community engaged learning program overall. Indicators are established during the pre-engagement phase through collaboration between the CSM and you as a community partner. Community improvement indicators are discussed with the learner before and during their assignment. CIIs also allow for clear communication between the CSM, you, and learners on the needs, goals, and objectives for the placement.

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

- 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).

Consistent with our CEL philosophy, the indicators should respond to your needs and priorities, and help you to track the effectiveness of your engagement with the CSM.

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