

Community Health Sciences Department Council Meeting February 24, 2022



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Territorial Acknowledgement

We would like to take this opportunity to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III.





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You are awesome!



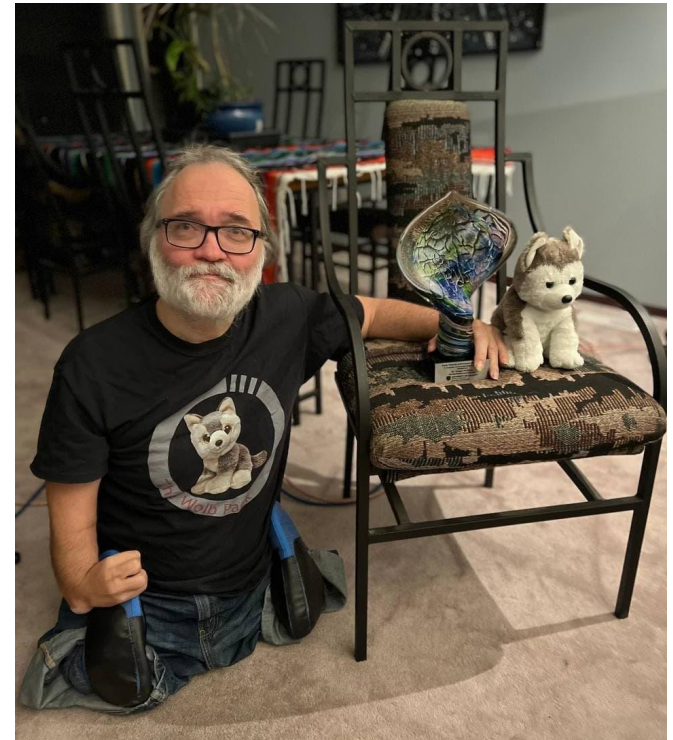
Dr. Zack Marshall



Katie Birnie: Early Career
Award from the Canadian Pain
Society!



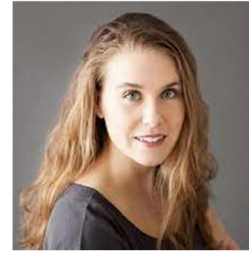
Gregor Wolbring:
Faculty EDI Award!



CIHR Health Research Training Platform



Amy Metcalfe



Erin Brennand



Jennifer Gordon



Ryan Van Lieshout

Hunter Family Foundation



Joanna Rankin



Tiffany Boulton

Canadian Cancer Society



Khara Sauro

Tyler Williamson

Khara M Sauro

CFI Provincial Matching



Joon Lee

Dana Lee Olstad

Aliyah Dosani

CIHR Operating





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Open access Protocol

BMJ Open Healthy food prescription incentive programme for adults with type 2 diabetes who are experiencing food insecurity: protocol for a randomised controlled trial, modelling and implementation studies

Dana Lee Oltstad¹, Reed Beall¹, Eldon Spackman¹, Sharlette Durin¹, Lorraine L Lipscombe¹, Kiernan Williams¹, Richard Oster¹, Sara Scott¹, Gabrielle L Zimmerman¹, Kerry A McBrinn¹, Kieran J D'Sa¹, Catherine B Chan^{1,2,3}, Shella Tyminski¹, Seth Berkowitz¹, Alun L Edwards^{1,11}, Terry Saunders-Smith¹, Saania Tariq¹, Naomi Popeski¹, Laura White^{1,2}, Tyler Williamson¹, Mary L Abbe¹, Kim D Rainie¹, Sara Nejatimanesh¹, Aruba Naseer¹, Carlota Basualdo-Hammond¹, Colleen Norris^{1,12}, Petra O'Connell¹, Judy Seidel^{1,17}, Richard Lewanczuk¹⁸, Jason Cabaj¹, David J Campbell^{1,11,19}

To cite: Oltstad DL, Beall R, Spackman E, et al. Healthy food prescription incentive programme for adults with type 2 diabetes who are experiencing food insecurity: protocol for a randomised controlled trial, modelling and implementation studies. *BMJ Open* 2022;16:e005006. doi:10.1136/bmjopen-2021-025006

Prepublication history and additional supplemental material for this paper are available online. To view these files, please visit the journal online (<http://dx.doi.org/10.1136/bmjopen-2021-025006>).

Received 08 February 2021
Accepted 19 October 2021

Check for updates

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BMJ Open 2022;16:e005006. doi:10.1136/bmjopen-2021-025006

Coverage of Disabled People in Environmental-Education-Focused Academic Literature

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Abstract: Environmental education (EE) is a lifelong process to acquire knowledge and skills that can influence pro-environmental behavior, environmental activism, and disaster-risk management. Disabled people are impacted by environmental issues, environmental activism, and how EE is taught. Disabled people can be learners within EE but can contribute to EE in many other ways. Given the importance of EE and its potential impact on disabled people—and given that equity, diversity, and inclusion is an ever-increasing policy framework in relation to environment-focused disciplines and programs in academia and other workplaces, which also covers disabled people—we performed a scoping review of academic literature using Scopus and EBSCO-HOST (70 databases) as sources, to investigate how and to what extent disabled people are engaged with EE academic literature. Of the initial 73 sources found, only 27 contained relevant content whereby the content engaged mostly with disabled people as EE learners but rarely with other possible roles. They rarely discussed the EE

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Institutional Diversity Messaging

A Analysis of Student and Faculty Interpretations of Undergraduate

Erin A. Brennan¹, Alan Santinele Martino²

HOW GOVERNMENTS COULD BEST ENGAGE ORGANIZED COVID-19 PATIENTS WHO ARE PERSONS WITH DISABILITIES

Ash Seth, Meaghan Ed

SUMMARY
The COVID-19 pandemic a disproportionately impacted of COVID-19 and the result governments must engage

BMJ Open 2022;16:e005006. doi:10.1136/bmjopen-2021-025006

THE CANADIAN JOURNAL OF HUMAN SEXUALITY

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Advance Access

Disability is associated with sexually infection: Severity and female sex ar risk factors

Erin A. Brennan¹, Alan Santinele Martino²

Erin A. Brennan¹, Alan Santinele Martino²

frontiers in psychiatry

ORIGINAL RESEARCH
published: 08 September 2021
doi: 10.3389/fpsyg.2021.693551

Companions in the Abyss: A Feasibility and Acceptability Study of an Online Therapy Group for Healthcare Providers Working During the COVID-19 Pandemic

Lorraine Smith-MacDonald¹, Jaime Lusk¹, Dagna Lee-Bagley¹, Katherine Bright¹, Alexa Laithwaite¹, Melissa Wolf¹, Shaylee Spencer¹, Emily Cruckshank¹, Ashley Pike¹, Chelsea Jones¹ and Suzette Bennett-Phillips¹

ORIGINAL RESEARCH

COVID-19 and Long-Term Care: The Essential Role of Family Caregivers

Whitney Hindmarch, PhD¹, Gwen McGhan, PhD, MSc^{1,2}, Kristin Flomson, MA¹, Deirdre McCaughey, PhD, MA, MEd^{1,3,4}

ABSTRACT

Background: Those most at risk from severe COVID-19 infection are older adults; therefore, long-term care (LTC) facilities closed their doors to visitors and family caregivers (FCGs) during the initial wave of the COVID-19 pandemic. The most common chronic health condition among LTC residents is dementia, and persons living with dementia (PLWD) rely on FCGs to maintain their care provision. This study aims to evaluate the impact of visitor restrictions and resulting loss of FCGs providing in-person care to PLWD in LTC during the first wave of the COVID-19 pandemic.

Method: An online survey and follow-up focus groups were conducted June to September 2020 (n=70). Mixed quantitative (descriptive statistics) and qualitative (thematic analysis) methods were used to evaluate study data.

Results: FCGs were unable to provide in-person care and while alternative communication methods were offered, they were not always effective. FCGs experienced negative outcomes including social isolation (66%), strain (63%), and reduced quality of life (57%). PLWD showed an increase in responsive behaviors (51%) and dementia progression. Consequently, 85% of FCGs indicated they are willing to undergo specialized training to maintain access to their PLWD.

Conclusion: FCGs need continuous access to PLWD they care for in LTC to continue providing essential care.

Key words: COVID-19, family caregiver, long-term care, access, dementia

INTRODUCTION
To mitigate the serious and often fatal effects of COVID-19 on older adults (age 65 years and older), Provincial Health Ministers across Canada enacted public health measures

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CANADIAN JOURNAL OF PSYCHOLOGY, VOLUME 14, ISSUE 1, SEPTEMBER 2021

Undergraduate Disabled Students as Including Researchers: Perspectives

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Abstract: Knowledge influences policy development and technological advancements, including implications for disabled people. However are underway to increase the number of undergraduate disabled students in knowledge deficit and increase the pool of formed 10 semi-structured interviews of disabled students as knowledge producers, analysis, we found that participants felt exposed to and supported in the identity of being knowledge producers including researchers. Participants identified ethical, legal, and social implications of science and technology and argued that undergraduate disabled students and disabled people have a role to play in the discussions of these.



Order between now and March 4 at

https://www.calgarybookstore.ca/shop_product_list.asp?catalog_id=755

Dare to Lead Seminar

Facilitator: Laura Cooke, Certified Dare to Lead Facilitator

Background: Based on the research of Dr Brené Brown, this three-day Dare to Lead™ seminar through the University of Calgary focuses on courage-building skills for leaders

Dates: Apr 22, 29, May 6

COVID-19 Research Showcase: Lessons learned and where we go from here

Date: End of May, TBA

SSHRC Partnership Engage Grants March 10, 2022	CIHR IHSPR article of the year (2020 and 2021) award March 11, 2022
CIHR Catalyst Grant : Crisis Line and App-based Support for Public Safety March 15, 2022	CIHR Pre-announcement: Mental Health in the Early Years Implementation Science Team Grants Program launch: March 2022
PRIHS Digital Health competition April 8, 2022	CIHR Operating Grant : Healthy Cities Research Initiative: Data Analysis Using Existing April 12, 2022
IDRC Women RISE: Research to support women's health and economic empowerment for a COVID-19 Recovery that is Inclusive, Sustainable and Equitable April 2022	

<https://obrieniph.ucalgary.ca/external-funding-opportunities>

Call for Applications: KT Grad Student Awards

- Nominate a grad student to recognize their work for KT in public health in Canada!
- Award winners will present their research projects to an audience of public health networks in Canada.
- **The deadline for applications is March 31, 2022.** Apply on the NCCPH website: <https://www.nccmt.ca/impact/kt-student-awards-nccph>.



NCCPH Knowledge Translation Graduate Student Awards

Sponsored by the National Collaborating Centres for Public Health

CALL FOR APPLICATIONS

Goal

The purpose of the awards is to recognize the work of graduate students regarding **knowledge translation** in public health in Canada. [Defined by the Canadian Institutes of Health Research](#), knowledge translation is a dynamic and iterative process that includes synthesis, dissemination, exchange and ethically-sound application of knowledge to improve the health of Canadians, provide more effective health services and products and strengthen the health care system.

Award

Three prizes of \$1500 will be awarded during the CPHA annual conference. Awardees are expected to use the funding to support their registration and virtual attendance at Public Health 2022.

Award winners will present their knowledge translation research projects to an audience of public health networks in Canada, during the conference, or via webinar (date and format to be confirmed).

- Reflect commitment to teaching and learning excellence
 - Evaluate delivery and student success
 - Guided by EDI principles and Indigenous engagement
- Reflect our North Star of Healthy Societies
 - Programming that is responsive to current needs
 - Empower critically conscious citizens
 - Moving into consultation phase
- Synergistic with other teaching mandates across our programs (e.g. must be able to achieve multiple teaching responsibilities with program elements)
 - Feasible and sustainable

- **Community Engagement-** Katrina Milaney, Meaghan Edwards and Turin Chowdhury
- **Knowledge Translation and Implementation Science –** Khara Sauro
- **Healthcare Epidemiology and Infection Control –** Jenine Leal
- **Patient Engagement –** Tamara McCarron
- **Health Economics –**Fiona Clement
- **Public Health Foundations –** Fabiola Aparicio-Ting

OBJECTIVES

- Foster leadership skills in participatory approaches, innovation, and social change initiatives that challenge policy, systems, structures, attitudes and behaviors.
- Using principles and practices of EDI, community-engagement, participatory approaches, students will learn to build professional and sector capacity to advance equity and inclusion, always with the diverse needs and wishes of marginalized and stigmatized people at the forefront.

COURSES

1. **Vulnerability, marginalization and stigma.** This course 'unpacks' the differences between individual and structural vulnerability. Students learn about current approaches to service delivery and policy development with a focus on historical treatment of marginalized groups, unpacking power and system influences and to 'reframe' social determinants as structural inequities. Students will learn to clearly define EDI within social justice and critical frameworks. Stigma will be presented as an 'outcome' and driving force.
2. **Community and participatory approaches to incite social change.** This course prioritizes community-based and participatory approaches as the necessary approach to address inequities and structural vulnerability and marginalization. Grounded in anti-colonial, BIPOC, feminist and ableist movements, students will examine a particular program, understand its history and who it impacts to think about alternative ways to re-frame the program.
3. **EDI, critical theories and policy development.** Using same critical framework as in course 2 feminism, students will build capacity to examine, analyze and posit alternatives to relevant (to them/their work) policies. This inquiry-based course will examine history, political, social and economic contexts, current issues and the role of professionals in activism and influencing policy change and challenging values-based policy.
4. **Social Change Leadership: The new paradigm for health and non-profit organizations.** In this course students will apply the learnings from the previous courses to become change makers in leadership roles. Students will develop workplace team skills, apply critical theory and integrate research in the various management areas. Students will learn about mission/vision-based management, strategic planning, organizational change, and the distinctions between leadership and management.

DESCRIPTION

- Intended for professionals working within healthcare that are interested in using knowledge translation and implementation science methodology to improve care delivery, which is a novel approach to QI.
- The courses in this certificate will present pragmatic, yet evidence-based approaches to designing, implementing and evaluating interventions to improve clinical care.
- The courses will also provide principles of knowledge translation including dissemination, integrated knowledge translation and knowledge mobilization.

COURSES

1. **Foundations of Knowledge Translation & Implementation Science.** This course will provide exposure to foundational concepts in the broad context of knowledge translation and implementation science and begin to explore the intersectionality and distinctions in these areas. *Note: this would overlap with our MDCH700 course – students from MDCH and stackable certificate could take it.
2. **Approaches to behaviour change: theories, frameworks and models.** Students will be provided with an array of theories, frameworks and models that are commonly employed in implementation science.
3. **Designing, implementing and evaluating interventions in healthcare.** This course will follow the Knowledge-to-Action cycle to illustrate the process of designing, implementing and evaluating interventions in healthcare.
4. **Knowledge mobilization: Getting evidence to those who need it.** This course will push students to move beyond traditional academic routes of knowledge translation to more impactful methods of getting the evidence into the hands of those who can use it.

Certificate 1:
Foundations of
Infection
Prevention &
Control

Healthcare Worker

- **Theory:**
Medical Microbiology for Health Professionals
- Foundations of Infection Prevention & Control & Antimicrobial Stewardship

Certificate 2:
Intermediate
Infection
Prevention &
Control

Infection Control Professional

- **Theory:**
 - Epidemiology of Infectious Diseases/One Health
- **Practical:**
 - Surveillance in Practice
 - Investigating Outbreaks across the Continuum of Care
- **Leadership:**
 - Vulnerability, Marginalization and Stigma in Healthcare

Certificate 3:
Advanced Infection
Prevention &
Control

- **Theory:**
 - Foundations of KT & IS
- **Practical:**
 - Quality Management
 - Designing, implementing and evaluating interventions in HC
- **Leadership:**
 - Education and Consultation

EXISTING:
MSc/PhD Degree:
Healthcare
Epidemiology

Academic Researchers

- MDCH Core Courses
- Medical Microbiology
- Epidemiology of Infectious Diseases
- Research in Healthcare Epidemiology & Infection Control
- Practicum
- Thesis

ICPs would start with Certificate 2.
HCWs would start with Certificate 1

- March 17th Department Council – 3 specializations
- Start the approvals process – end of March
- Looking for naming ideas (Jamboard):

<https://jamboard.google.com/d/1JimdtqIYoOGcdkJBrZPDCmkoHxKo0Libiu9aIGFqWc8/edit?usp=sharing>

- Additional feedback (anonymous portal):

<https://www.surveymonkey.com/r/WWZJCRY>

- U of C has been named Canada's youngest top 5 research university!
- This is an accomplishment we all share as we push forward with our important work. Way to go all!



- Check out the Ask a Scientist video collection on the CIHR website:
- <https://cihr-irsc.gc.ca/e/52596.html>



ASK
A SCIENTIST

Browse upcoming conferences, webinars, and workshops on postsecondary teaching and learning on the Taylor Institute website:

<https://taylorinstitute.ucalgary.ca/series-and-events>

1 Annual conference

Exploring various themes related to postsecondary learning and teaching.

1 Teaching development conference

Teaching Days provides a meaningful and concentrated opportunity to prepare for the upcoming academic year.

6 Workshop series

Investigating a variety of topics including academic integrity, EDI, blended and online learning, OERs and mental health.

1 Support series

Offering short courses and drop-in sessions to support nominations for the University of Calgary Teaching Awards.

As of February 1, signatures will now be provided by Grant Development Office.

Steps:

- Get Fellow, Supervisor, and Dept Head signatures
- Send your signed RFAA to medgrant@ucalgary.ca
- Submit your final application to RSO via their electronic submission tool on their website
- Once RSO has reviewed your application and provided their institutional signature, you may submit your application

- Masking **IS** still required at all times in indoor spaces.
- Mandatory vaccination policy for students in place for the remainder of the semester.
- In person classes resume **February 28**.

- All requests for international travel must be approved by a Department Head and member of the senior leadership team.
 - Please submit to Fiona for approval
 - Then please submit to **Dr. Tara Beattie**, PhD, Associate Dean, Graduate Science Education.
 - Includes **any international travel for any University – related business** including conferences, research, and student experiences.

- **Concerned about a student?** E-mail the Student at Risk team at sar@ucalgary.ca

For additional information and to access support please visit: <https://ucalgary.ca/risk/emergency-management/covid-19-response/mental-health-covid-19>