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.
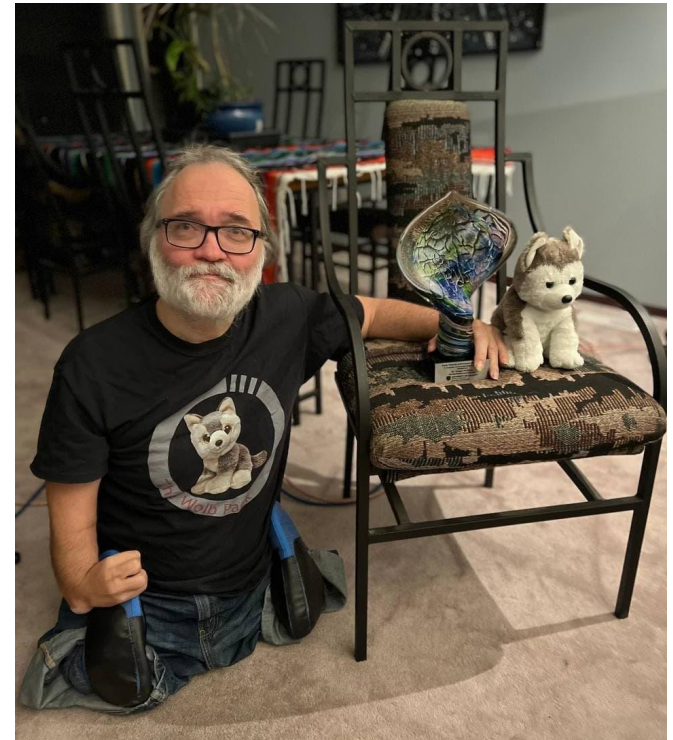
you are
The **reason**
we stand
strong

Dr. Zack Marshall

Katie Birnie: Early Career Award from the Canadian Pain Society!
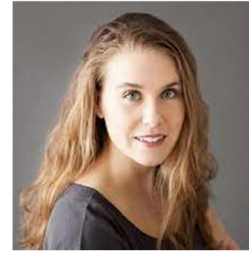
Gregor Wolbring: Faculty EDI Award!

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CIHR Health Research Training Platform

Amy Metcalfe   Erin Brennand   Jennifer Gordon   Ryan Van Lieshout

Hunter Family Foundation

Canadian Cancer Society

CFI Provincial Matching

Joanna Rankin   Tiffany Boulton

Khara Sauro

Joon Lee

Tyler Williamson   Khara M Sauro   Dana Lee Olstad   Aliyah Dosani

CIHR Operating

Publication Highlights

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

Research Funding Opportunities

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.

National Collaborating Centres
for Public Health

Centres de collaboration nationale
en santé publique

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

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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 broach 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/1JimdtqIYoOGcdkJBrZPDCmkoHxKo0Libiu9alGFqWc8/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

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.

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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