Community Health Sciences
Department Council Meeting
February 24, 2022
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 awesome!

you are the reason we stand strong
Welcome!

Dr. Zack Marshall
Congratulations!!!

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

Gregor Wolbrin: Faculty EDI Award!
Coverage of Disabled People in Environmental-Education-Focused Academic Literature

Chiara Salvadori \* and Gregor Wallberg*‡

Summary
The COVID-19 pandemic has disproportionately impacted disabled people. Governments must ensure the inclusion of disabled students in the development of new education policies. This review highlights the importance of including disabled students in environmental education and the need for more research on this topic.

Original Research
COVID-19 and Long Term Care: the Essential Role of Family Caregivers

Abstract
Background
As the COVID-19 pandemic continues to impact older adults, family caregivers and LTC facilities, it is crucial to examine the long-term effects of the pandemic on family caregivers. This study aims to analyze the impact of COVID-19 on the quality of life of family caregivers and on the well-being of LTC residents.

Methods
A mixed-methods approach was used, combining quantitative and qualitative data. The study included a survey and in-depth interviews with family caregivers and LTC residents. The survey was conducted online, and the interviews were conducted in-person or via video conference.

Results
Family caregivers reported increased stress levels and decreased social support. LTC residents showed a decrease in their quality of life, with reduced mobility and cognitive function. The pandemic had a significant impact on the well-being of both family caregivers and LTC residents.

Conclusion
The COVID-19 pandemic has had a significant impact on family caregivers and LTC residents. Further research is needed to better understand the long-term effects of the pandemic and to develop strategies to support family caregivers and LTC residents during the pandemic.
CHS Sweater Sale!!

Order between now and March 4 at

O’Brien Institute events

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

- 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
Specialization Design Leads

- **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.
Knowledge Translation &
Implementation Science

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.
<table>
<thead>
<tr>
<th>Certificate 1: Foundations of Infection Prevention &amp; Control</th>
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<tbody>
<tr>
<td><strong>Theory:</strong> Medical Microbiology for Health Professionals</td>
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<tr>
<td><strong>Foundations of Infection Prevention &amp; Control &amp; Antimicrobial Stewardship</strong></td>
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<tr>
<th>Certificate 2: Intermediate Infection Prevention &amp; Control</th>
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<tr>
<td><strong>Theory:</strong> Epidemiology of Infectious Diseases/One Health</td>
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<td><strong>Practical:</strong> Surveillance in Practice, Investigating Outbreaks across the Continuum of Care</td>
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<td><strong>Leadership:</strong> Vulnerability, Marginalization and Stigma in Healthcare</td>
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<th>Certificate 3: Advanced Infection Prevention &amp; Control</th>
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<tr>
<td><strong>Theory:</strong> Foundations of KT &amp; IS</td>
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<td><strong>Practical:</strong> Quality Management, Designing, implementing and evaluating interventions in HC</td>
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<td><strong>Leadership:</strong> Education and Consultation</td>
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<th>EXISTING: MSc/PhD Degree: Healthcare Epidemiology</th>
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<td><strong>MDCH Core Courses</strong></td>
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<tr>
<td><strong>Medical Microbiology</strong></td>
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<td><strong>Epidemiology of Infectious Diseases</strong></td>
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<td><strong>Research in Healthcare Epidemiology &amp; Infection Control</strong></td>
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<tr>
<td><strong>Practicum</strong></td>
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<td><strong>Thesis</strong></td>
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ICPs would start with Certificate 2. HCWs would start with Certificate 1.
Next Steps

- 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
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.
Mental Health During COVID-19

- 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