



# Sparkling and Sustaining Engagement in Teaching

Cultivating a Supportive  
Community: collaborating,  
co-designing, co-teaching

Diane Williams & Jennifer Yessis (School of Public Health Sciences)

Tania Del Matto & Erin Hogan (United College, GreenHouse)

February 26, 2024

*Land Acknowledgement from  
course on Development,  
Aging, and Health  
(HLTH/KIN/GERON 310)*

## Integrated Life Course and Social Determinants Model of Indigenous Health



- Mental Health
- Physical Health
- Emotional Health
- Spiritual Health

Source: Charlotte Loppie Reading and Fred Wien, Health inequalities and social determinants of Aboriginal people's health. National Collaborating Centre for Aboriginal Health, 2009, page 26. Reproduced with permission of Dr. Reading.

Charlotte Loppie © 2007  
Illustrated by Charlene Robichaux

## Why these sessions?

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UW Teaching and Learning Conference (May 1-2, 2024) Sparking and sustaining engagement

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Create community

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Learn from other instructors

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Discuss ways to re-ignite our passion for teaching

# What might we do?

- **Cultivate a supportive Community**
- **Professional Development**
- **Reflective practice**
- **Variety in teaching methods**
- **Purpose and Meaning**

- Self-care
- Establish boundaries
- Time Management
- Institutional Support

Next session

Wed. March 20th 1:30- 3:00

Waterloo Assessment  
Institute

May 28 & 30

# Collaboration



# Collaboration can

- Facilitate exchange of ideas and solutions
- Provide mutual support and encouragement
- Reduce feelings of isolation
- Promote professional growth - provide exposure to diverse perspectives, different disciplinary lenses and pedagogical approaches which can lead to creative, effective teaching practices and enhanced learning experiences for students
- Foster sustained engagement and future collaborations
- Provide opportunities to reflect with others on teaching practices

# Waterloo at 100

- work nimbly and collaboratively
- Coordinate across disciplines
- Interdisciplinary learning
- Coordinate, collaborate, co-create



# ICEBREAKER

Tell us about the last time you felt energized by a collaboration at work.

What made the collaboration exciting?





**DIANE WILLIAMS**

Associate Director,  
School of Public  
Health Sciences



**TANIA DEL MATTO**

Director,  
GreenHouse,  
United College



**JENNIFER YESSIS**

Lecturer,  
School of Public  
Health Sciences



**ERIN HOGAN**

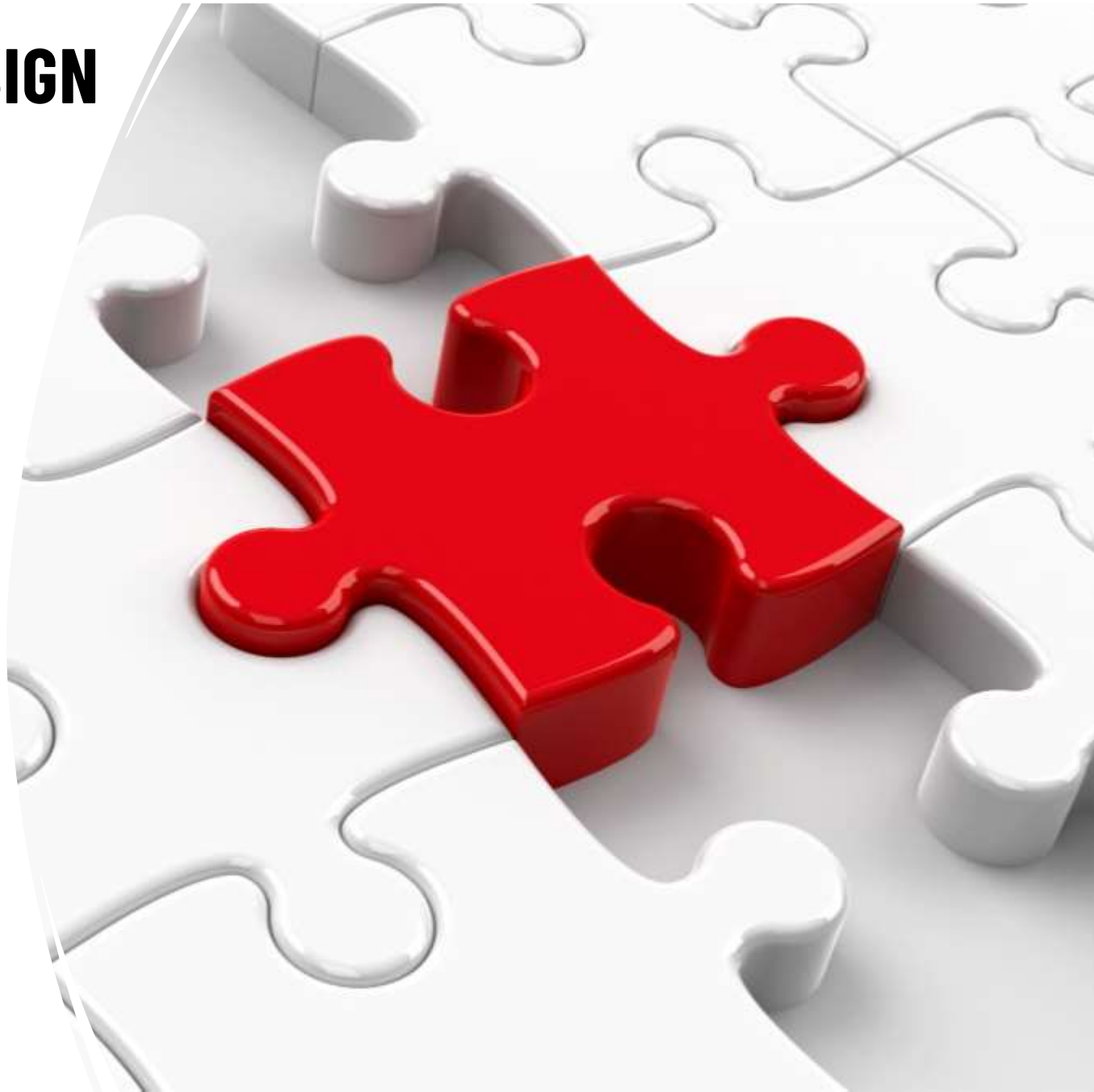
Programs Manager,  
GreenHouse,  
United College

# OVERVIEW OF TODAY'S SESSION

- Context Setting
- Overview of HLTH 480
- Overview of GreenHouse
- Role of Co-Design
- Partnership with GreenHouse + other collaborators
- Benefits of Co-Design
  - For partners
  - For students
- Recommendations

# PARTNERSHIPS FOR COURSE DESIGN

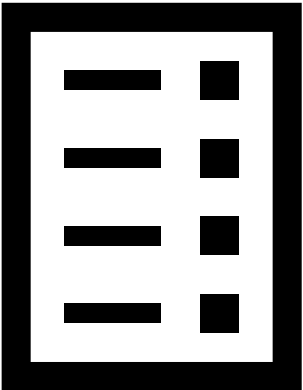
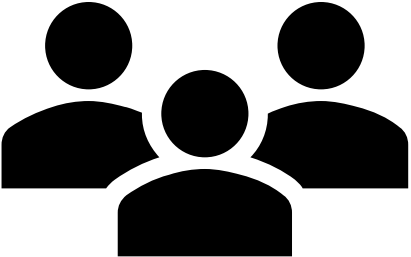
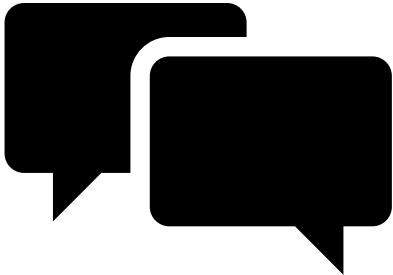
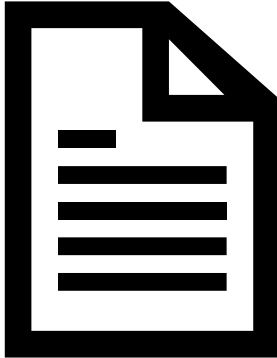
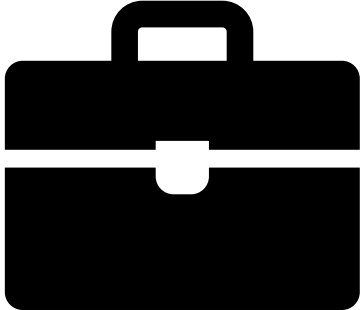
- Partnerships for course design may occur internally or externally related to course goals (Fox & Diezmann, 2020)
- Leverage strengths for shared goals
  - Between instructors
  - Between units at UW
  - Between units and external partners
  - Between students, instructors, and other partners



# COMPETENCIES IN HEALTH COURSE (HLTH 480)

- New course offering
- Required capstone course for graduating BSc Honours Health Sciences students in the School of Public Health Sciences
- Honours Health Sciences program is accredited by the Council on Education for Public Health (CEPH)
- CEPH requirement to provide opportunities for students to integrate, synthesize, and apply knowledge through cumulative and experiential activities
- Wanted to integrate both reflective and experiential learning into the course design

# LEARNING OUTCOMES FOR THE COMPETENCIES IN HEALTH COURSE



# PARTNERSHIP WITH GREENHOUSE

- Need for a meaningful experiential learning component
- Appeal to student passions to advocate for health and wellness
- Provide opportunity for students to further develop skills in teamwork, leadership, collaborative problem-solving, and communication
- Provide opportunity for students to network with community organizations
- Outside of the box learning – Social innovation ecosystem



# GREENHOUSE - UW'S SOCIAL IMPACT INCUBATOR

- Supporting students to make an impact through social or environmental change
- 115+ social-ventures funded
- 40+ community partners engaged annually
- 500+ alumni
- Mentorship, resources, community



# CO-DESIGN



- Associate Director of undergraduate programs
- Undergrad curriculum and teaching



- Experiential learning
- Use of learning systems for reflection



- Teaching social impact and innovation through work-integrated learning
- Relationships with community partners and GH alumni



## Centre for Career Development (Kate Kennedy)



- Skills articulation workshop
- LinkedIn and professional development/networking

## Alumni Facilitator (Neha Lalany)



- Mentorship and growth
- Shared experiences
- Peer-to-peer learning

## + 8 Health Organizations

- Identify challenges
- Provide students with resources, information, and feedback

# COLLABORATE





Canadian Mental  
Health Association  
Waterloo Wellington

BLADDER  
CANCER  
CANADA



CANCER  
DE LA VESSIE  
CANADA

THE CITY OF   
**Waterloo**

KidsAbility™ 

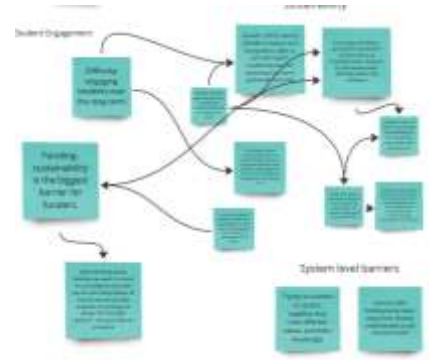
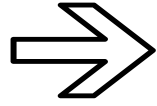
 Your Health  
Space



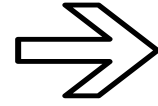
# PRE-COURSE



Understanding Innovation

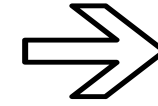


Mapping Pain Points



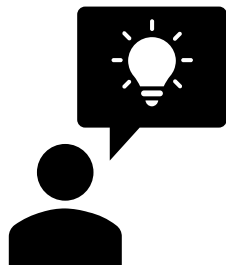
- Problem Fundamentals**
- What causes the problem and who is affected?
  - Where does the problem occur?
  - How many people are affected?
  - What should be happening?
  - What is happening instead?
- Stakeholders**
- What impact is it having on people?
  - What outcomes do we see in people?
  - What is the cost to the system?
  - What does the life cycle of the problem look like?
- Existing Solutions**
- What types of solutions currently exist?
  - What specific examples of solutions exist?
  - What do they achieve vs expected/desired outcomes?
  - What is the business/financial model for existing solutions?

Problem Fundamentals

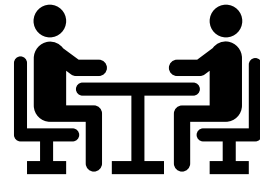
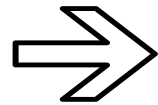


Narrative Drafting

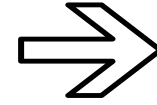
# DURING COURSE



Pitching Problem Statements

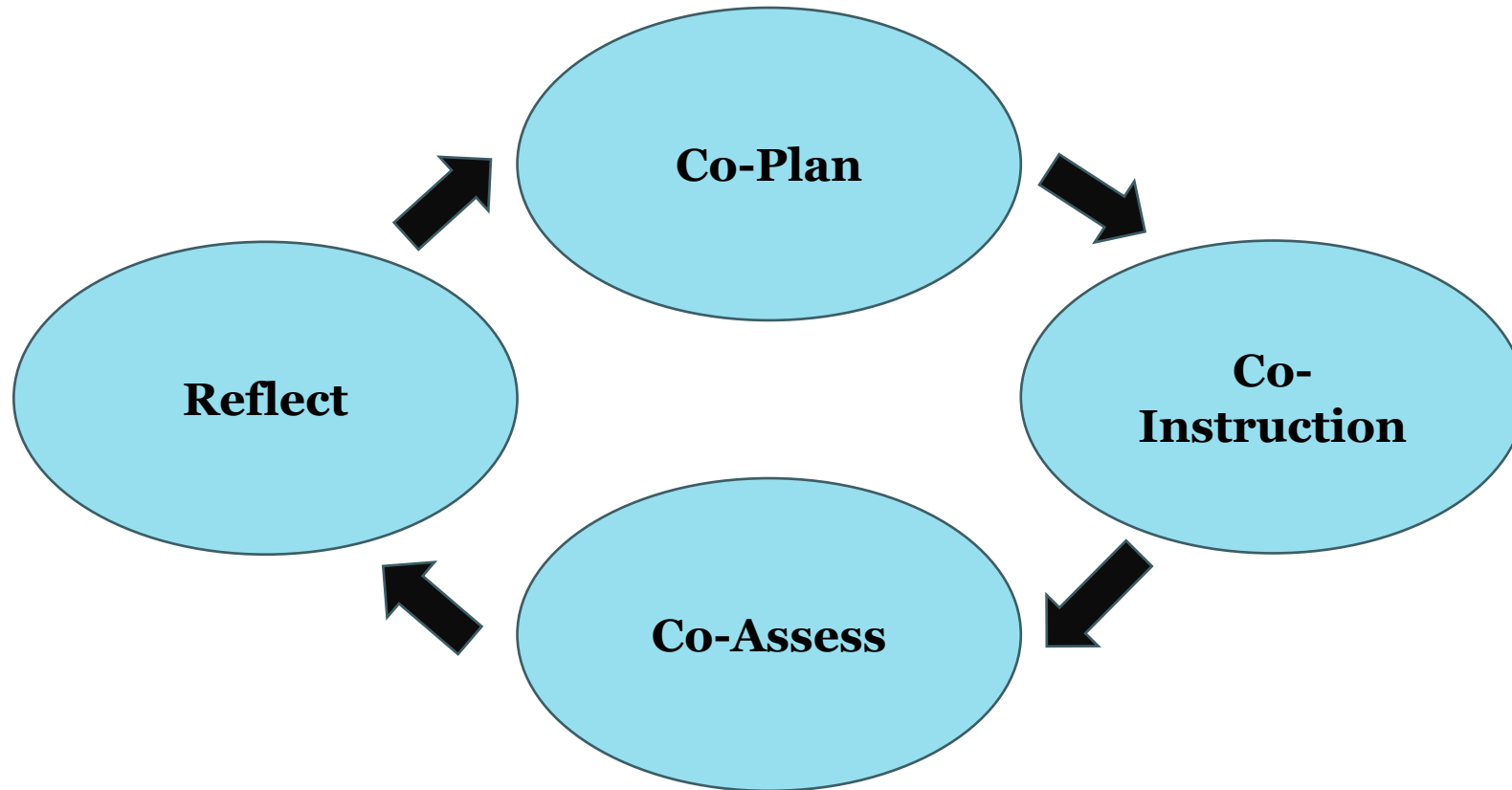


Problem Validation Interviews



Attend Presentations & Provide Feedback

# INTEGRATED COLLABORATIVE TEACHING CYCLE





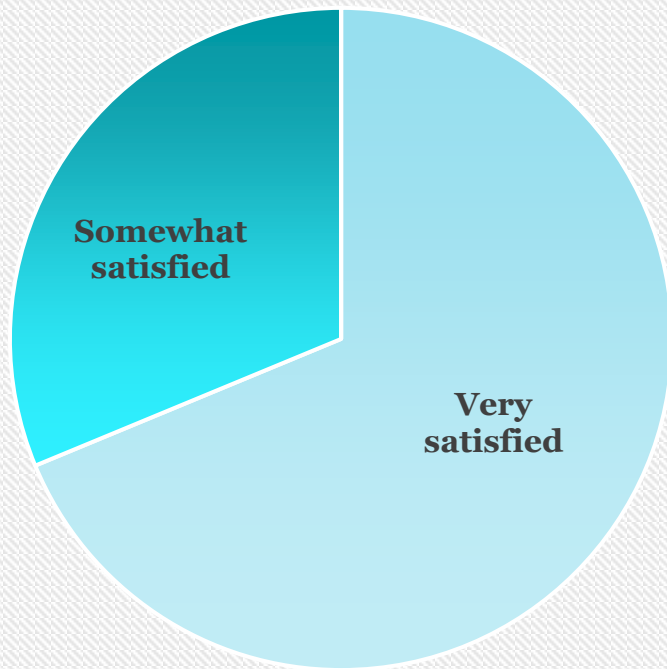
# BENEFITS OF CO-DESIGN FOR INSTRUCTORS

*Many hands  
make light work*



# BENEFITS OF CO-DESIGN FOR STUDENTS

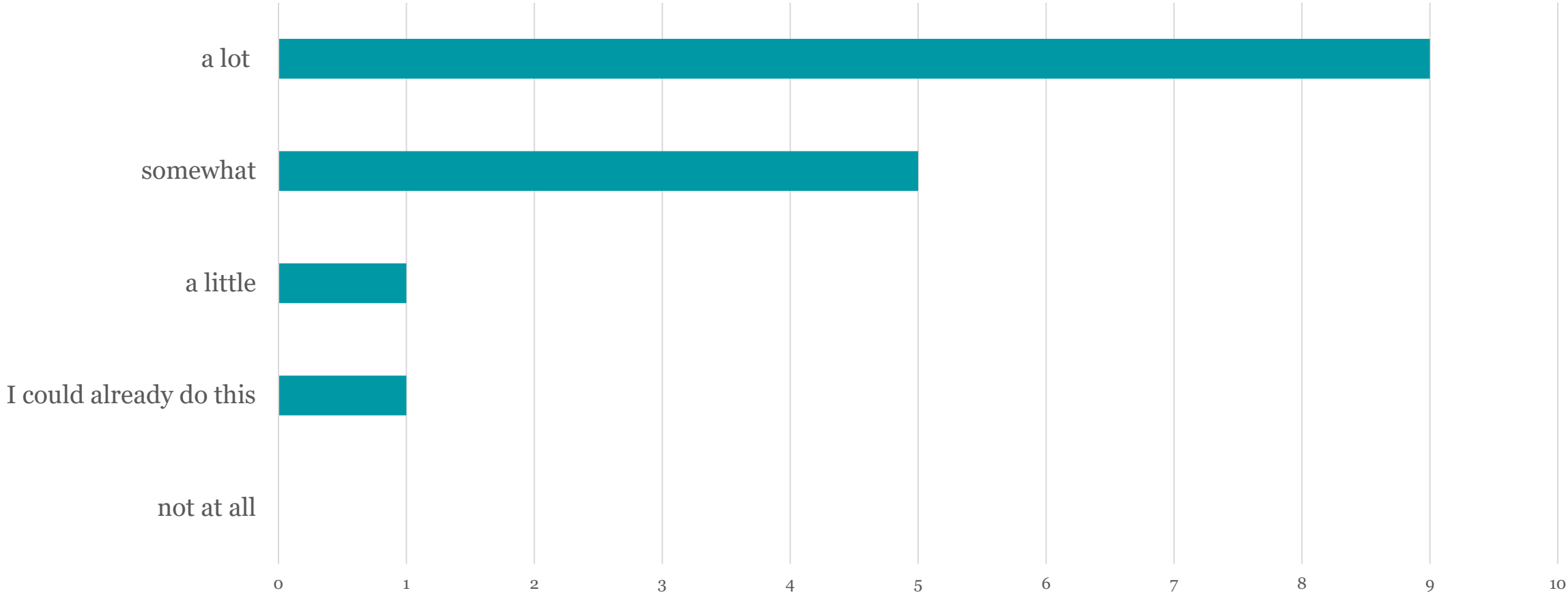
**OVERALL, HOW SATISFIED ARE YOU  
WITH  
YOUR WIL OPPORTUNITY?**



N=16

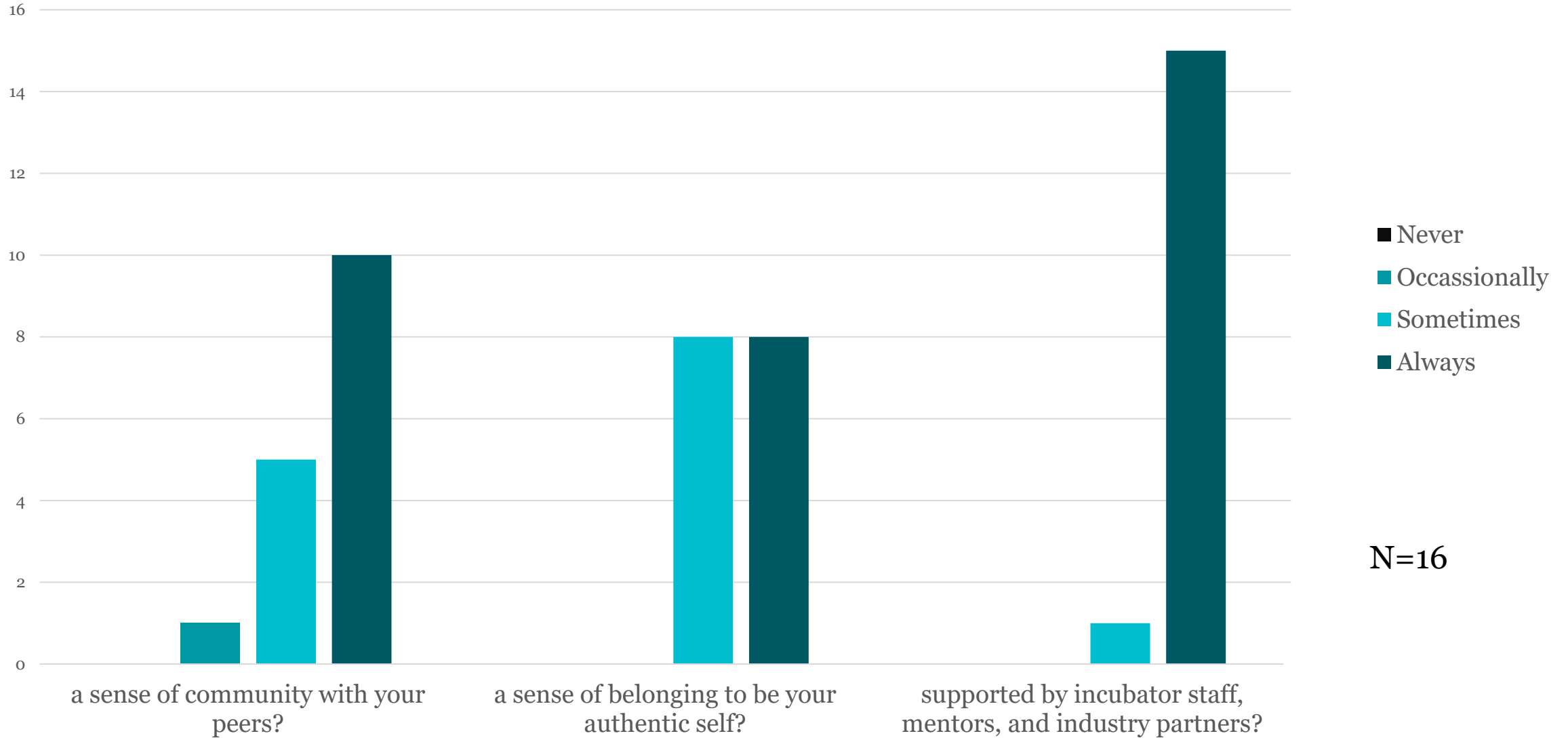
- Greater capacity for instructor response to student needs
  - Office hours, support for pitches, etc.
- Positive experience for students
- Skills development in line with Future Ready Talent Framework
- Perception as a changemaker

# TO WHAT EXTENT HAS THIS COURSE HELPED YOU VIEW YOURSELF AS A CHANGEMAKER IN THE SOCIAL IMPACT SPACE?



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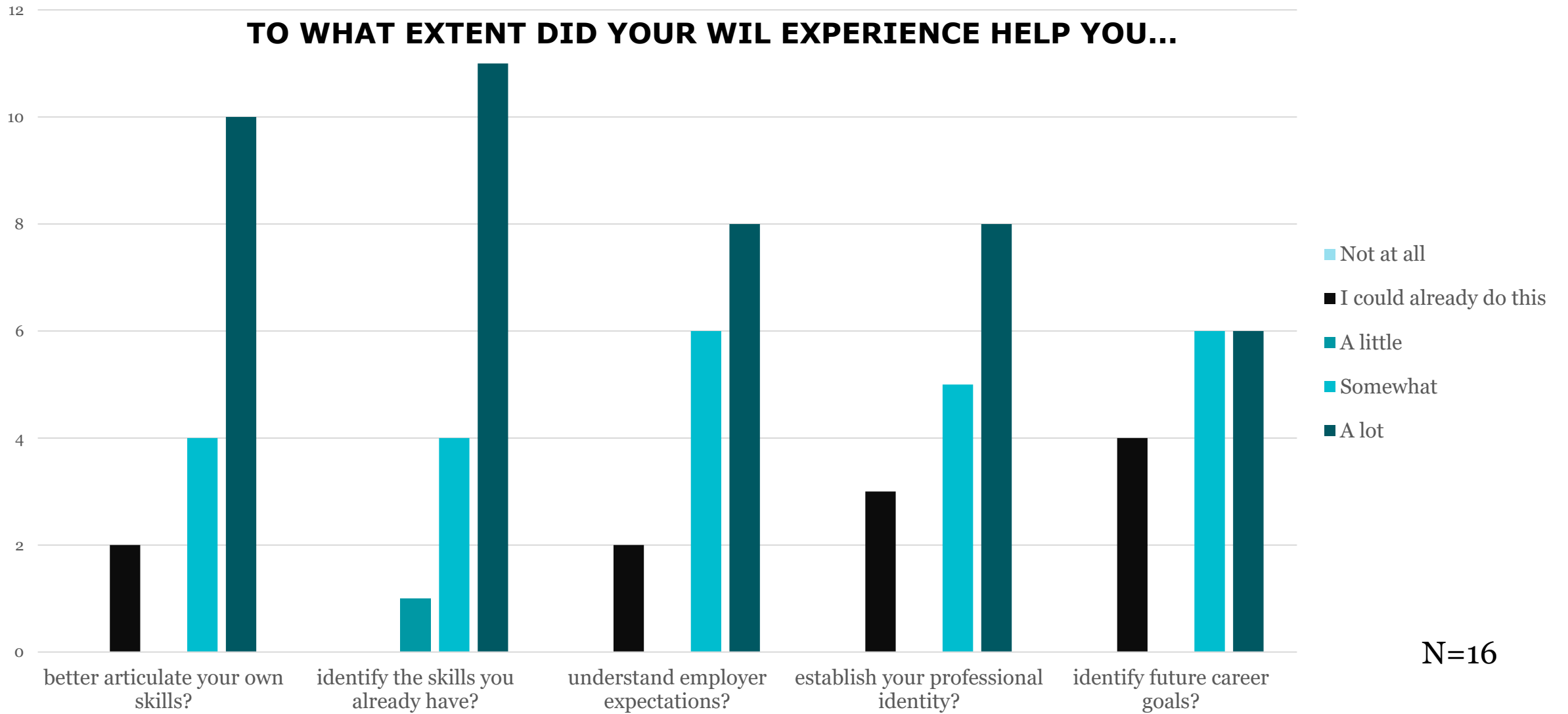
## DURING YOUR WIL EXPERIENCE, DID YOU FEEL...



N=16



## TO WHAT EXTENT DID YOUR WIL EXPERIENCE HELP YOU...



N=16

# STUDENT REFLECTIONS

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“Getting assigned to work with Bladder Cancer Canada was an incredible opportunity [...] Being part of initiatives aimed at improving outcomes and quality of life for individuals affected by bladder cancer felt not just professionally rewarding but also personally fulfilling, knowing that the work could positively impact the lives of many.”

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**SARAH SHAHID**



## STUDENT REFLECTIONS

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“I think our team was effectively able to utilize our undergraduate experience to generate a solution that demonstrated social justice, addressed systemic barriers, and acknowledged many of the social determinants of health. It was an invaluable experience that allowed me to enhance my public health communication and innovation skills.”

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**MEGAN MCKINNON**



## PARTNER TESTIMONIAL

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“The students have offered a different view on our problems, and their perspectives have been very helpful [...] The questions they asked helped us realize what the general public wants to know about kidney disease and what we [as a new startup] need to convey better or focus on more.”

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**NEWGEN HEALTH**



# THE PATH TO CHANGEMAKING



**Le-Tien Bhaskar, MPH, PhD (C)** (She/Her) • 1st  
Research and Engagement Coordinator ...  
6d • 🌐



My experience at [GreenHouse](#) was so transformational to me, it led me to learn about [#socialprescribing!](#) I'm thankful for opportunities to work with students in innovative spaces like this health sciences course. The work that the students brought forth was so amazing, and it demonstrates the potential of students in health systems innovation! Can't wait to see how students can lead the future of social prescribing.



**CanPKU+**

2mo ...

This was a wonderful semester to be involved with your group. You delivered so many actionable plans. We are welcoming any students who wish to see this project through to consider joining our operations volunteer team! Let us know!

Like · 🇺🇸 1 | Reply · 1 Reply



**Megan Dyck** (She/Her) **Author**

2mo ...

Undergraduate Health Science Student | Athlete | Researcher ...

[CanPKU+](#) it was such a pleasure working with you, I'd love to see it through!

Like | Reply

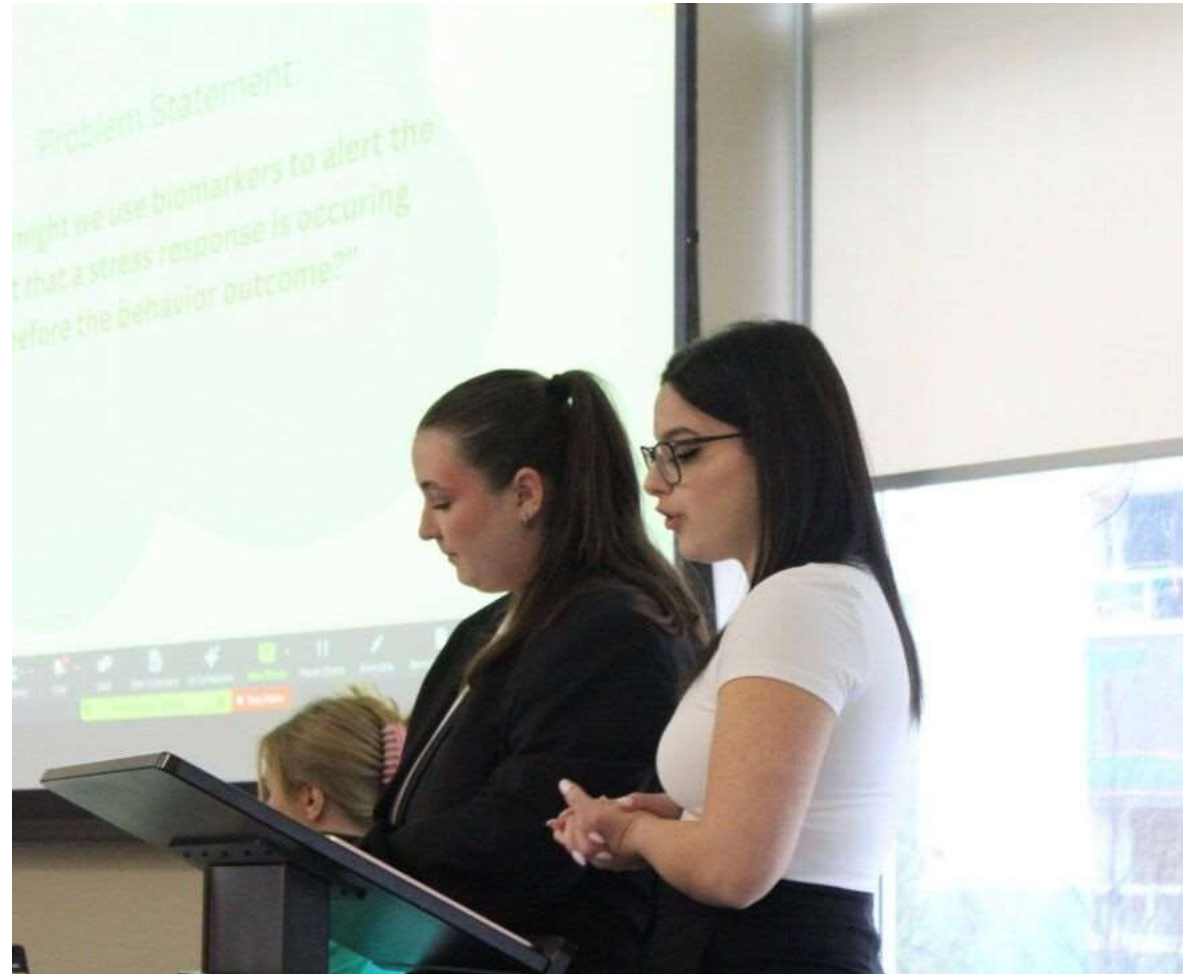
## FROM IDEA TO IMPLEMENTATION

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[HLTH 480] gave us the opportunity to cultivate new and meaningful relationships, apply relevant skills, and knowledge acquired throughout our undergraduate degree. It was exciting to see, how we as social innovators, can create original solutions to make an impactful change in the healthcare realm. We hope to continue working on this project and see what partnerships arise to help make this idea a reality.”

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**PAIGE PETCOFF**



# LESSONS LEARNED

- This type of experiential learning would benefit from being a full-credit course
- Perceptions of the value of reflection
  - “I think the thing that helped me learn in this course was the weekly reflections. They helped me solidify what I learned in class and helped me organize my thoughts for the other deliverable components in the course.”
- Learning to place value on product *and* process
- Students benefit from access to applying creativity and innovation
  - “I learned how to approach projects and problems by using innovative thinking and utilizing lessons I have learned throughout my undergraduate degree.”

# CARRYING THE COLLABORATION FORWARD

- Knowledge Transfer
  - Changemaker Education Research Forum
  - University of Waterloo Teaching and Learning Conference
  - [New Health Sciences course solves pressing health issues](#)
- Continuing relationships
- Scaling – opportunities and constraints



## Q & A

- Do you have examples of ways you have brought a work-integrated learning experience into your classroom?
  - What did that look like? How did that experience go? What would you do differently next time?
- How might you incorporate collaborations with other units on campus in your work?
  - What potential barriers or benefits might arise?

# WRAP UP RECOMMENDATIONS

- Leaders consider co-assigning course development when possible
- Instructors seek opportunities to partner or share
- Get involved with CTE-facilitated Communities of Practice to meet like-minded individuals across campus (eg SLICCs, Experiential Learning)
- To further support partnerships, consider submitting a proposal to the Teaching Innovation Incubator

UNIVERSITY OF  
**WATERLOO**



**FACULTY OF HEALTH**



**UNITED COLLEGE**

# REFERENCE

Fox, J.L. & Diezmann , C. M.(2020) An analysis of teaching and learning partnerships in Australian universities: prevalence, typology and influences, Journal of Higher Education Policy and Management, 42:4, 404-423, DOI: [10.1080/1360080X.2020.1783593](https://doi.org/10.1080/1360080X.2020.1783593)