



# Universities Without Walls

**Summer Learning Institute**

**Evaluation Report**

July 13-17, 2009

MaRS Centre, Toronto

September 30, 2009



OHTN

*Promoting excellence and innovation  
in HIV research and care*



Ontario



CIHR IRSC

Institut des maladies  
infectieuses et immunitaires  
Institute of Infection and Immunity

# 2009 Summer Learning Institute: Evaluation Report

## Table of Contents

Executive Summary .....	3
Background.....	4
Introduction.....	4
Overview of the Report .....	5
Participant Recommendations.....	5
Speaker and Facilitator Recommendations.....	8
Curriculum Committee Recommendations .....	9
Appendix 1 – Program-at-a-Glance .....	10
Appendix 2 – Summary of Participant Evaluations.....	11
Appendix 3 - Summary of Participant Feedback.....	12
Appendix 4 – Summary of Participant Learning Evaluations .....	14
Appendix 5 – Speaker and Facilitator List.....	17
Appendix 7 – Participant List .....	18

# 2009 Summer Learning Institute: Evaluation Report

## Executive Summary

The 2009 Summer Learning Institute (SLI) was a week-long intensive learning and mentoring event of Universities Without Walls - a Strategic Training Grant in HIV/AIDS Health Research funded by the Canadian Institutes of Health Research - in collaboration with the Ontario HIV Treatment Network that brought together 58 graduate students, community members, and junior public health and policy people, and 35 academic faculty and community facilitators from across Canada from July 13 to 17, 2009, at the MaRS Centre in Toronto, Ontario.

The 2009 Summer Learning Institute was designed to explore the role of interdisciplinary research in HIV, to foster the development of partnerships and capacity across research, community and policy sectors, and to foster development and learning in health research disciplines that have the potential to inform and influence policy, practice and programs in HIV/AIDS. The SLI included 22 speakers who addressed the week's overarching theme of interdisciplinary research and examined the following specific thematic areas: social determinants of health, prevention, at-risk populations, and intersectionality. (A full program agenda is included in Appendix 1.)

In evaluations, over 80% of participants agreed that:

- the SLI enhanced their understanding of the social determinants of health, population health, HIV prevention strategies, at-risk populations, intersectionality and the challenges and opportunities of interdisciplinary HIV research
- the presentations were engaging and informative and the level of difficulty was appropriate
- provided opportunities to interact and ask questions and answered questions effectively
- provided opportunities to network and build partnerships
- helped participants learn how to move research into action and (6) helped participants learn more about HIV research in Canada

## Summary of Key Participant Recommendations

1. Provide a cross-cultural and anti-oppression framework by including diverse, critical and community voices in addition to academic perspectives in all sessions, particularly by including the voices of women, indigenous people, ethno-racial communities, youth and other at risk and marginalized groups in the HIV sector.
2. Address in each session how people living with HIV can practically be more involved in the research process as per the GIPA principle.
3. Provide an overview of the HIV/AIDS situation and epidemiology in Canada, including a description of priority and at-risk populations.

## Summary of Key Speaker and Facilitator Recommendations

1. Brief the facilitators more thoroughly on their role, how it relates to the institutes' objectives and the participants' expectations, and provide them with guidelines for facilitating a constructive discussion.
2. Provide more interactive learning sessions and use a variety of teaching strategies and adult learning styles and methods, including small practical group activities, collaborative problem solving tasks, and Research Café activities.
3. Have a larger variety of different speakers speaking for less time on a common issue from different perspectives to advance the discussion in a more stimulating and interactive manner.

# 2009 Summer Learning Institute: Evaluation Report

## Summary of Curriculum Planning Committee

1. Evaluate whether the current format for the summer learning institute offers the best value for resources and if the objectives of the institute could be achieved more effectively using another format.
2. Start planning at least six months in advance to properly deliver a comprehensive curriculum. The committee should meet in person to develop the curriculum at least once over the course of the organizing period.
3. Invite community member, student, policy maker representatives as well as potential presenters to provide input into the overall curriculum design and development.

*After having worked with individuals at a grassroots level as well as community based organizations, this conference has given me a clear and concise view of the value and impact that well executed research can have on policy outcomes. I have gained respect for the processes and individuals who work as they do, with the passion they have presented to this conference. – Participant Evaluation Feedback*

## Background

The Universities Without Walls (UWW), a CIHR Strategic Training Grant in HIV/AIDS Health Research, is funded by the Canadian Institutes of Health Research (CIHR). UWW is a national interdisciplinary learning network connecting academic, community and policy makers to identify and enhance the academic training and future opportunities of a new generation of health researchers in interdisciplinary and community-based research, ethics, knowledge translation and exchange strategies to address key issues in HIV/AIDS research. UWW will offer training fellowships to graduate students, post-doctoral fellows and community members twice a year to participate in a number of core, collective, and individualized activities. A component of their course work will include working with persons living with HIV/AIDS (PHAs), AIDS service organization (ASO) frontline staff, and policy specialists.

UWW presented the 2009 Summer Learning Institute in close collaboration with the Ontario HIV Treatment Network (OHTN), a collaborative network of researchers, health service providers, policy makers, community members and people with HIV who work together to promote excellence and innovation in HIV treatment, research, and education in Ontario. The OHTN is funded by the Ontario Ministry of Health and Long-Term Care. For more information, visit the OHTN website at [www.ohtn.on.ca](http://www.ohtn.on.ca).

## Introduction

The 2009 Summer Learning Institute (SLI) was a week-long training initiative that brought together 58 graduate students, community members, and junior policy analysts from across Canada selected from 120 applications and 34 faculty and community facilitators for an intensive learning and mentoring event from July 13 to 17, 2009, at the MaRS Centre in Toronto, Ontario. The Summer Learning Institute was designed to:

- (1) explore the role of interdisciplinary research in HIV;
- (2) foster the development of partnerships and capacity across research, community and policy sectors; and

## 2009 Summer Learning Institute: Evaluation Report

- (3) foster development and learning in health research disciplines that have the potential to inform and influence policy, practice and programs in HIV/AIDS.

The institute used an interdisciplinary/trans-disciplinary approach across community, academic, and policy sectors. The main purpose was to model how to build partnerships and capacity across research, community and policy sectors. The main objectives of the 2009 Summer Learning Institute were to:

- Build a knowledge base about, and familiarity with, the role, benefits, and challenges of interdisciplinarity, the application of intersectionality, and the population health and social determinants of health frameworks in HIV/AIDS research;
- Showcase innovative interdisciplinary models/projects in HIV/AIDS research;
- Foster familiarity with the ethical considerations and methodological approaches in interdisciplinary and community-based research (CBR); and
- Create opportunities to learn about community and policy perspectives on research, to seed research ideas between community and academia and across academic disciplines, and to network and develop partnerships.

### **Overview of the Report**

This report includes summary evaluations and key recommendations in the following areas:

- I. Participants, categorized according to: (a) Theme, (b) Structure, (c) Group Discussion, (d) Logistics and (e) Learning Objectives
- II. Speakers and Facilitators
- III. Curriculum Committee

*An enriching experience, I found the presentations and discussions engaging, challenging and inspiring.* - Participant Evaluation Feedback

### **I. Participant Evaluations and Recommendations**

#### **a) Theme**

Overall, participants found the Learning Institute to be an excellent educational and informative learning experience with a program that offered engaging speakers, relevant presentations and thorough information. They commented that it provided a solid introduction to, and overview of, key aspects of interdisciplinary in HIV research. Participants made the following recommendations on how best to convey the theme in future institutes:

- Clearly outline the overall objectives and how the day-to-day themes relate to the overall theme at the start of the program; and

## 2009 Summer Learning Institute: Evaluation Report

- Provide more guidance on how to conceptualize the definitions, issues, and challenges related to the themes of the week (i.e. interdisciplinary research, intersectionality, prevention, at risk populations, social determinants of health, etc.).

### b) Curriculum

Eighty-four percent of the participants agreed that the SLI program enhanced their understanding of the social determinants of health, population health, HIV prevention strategies, at-risk populations, intersectionality and the challenges and opportunities of interdisciplinary HIV research. Eight-six percent agreed that the presentations were engaging and informative and the level of difficulty was appropriate. Ninety-three percent agreed that presenters provided opportunities to interact and ask questions and answered questions effectively. Seventy-six percent agreed that the required readings prepared them well for the sessions.

Participants suggested the following recommendations for future curriculum design:

- Provide a cross-cultural and anti-oppression framework by including diverse, critical and community voices in addition to academic perspectives in all sessions, particularly by including the voices of women, indigenous people, ethno-racial communities, youth and other at risk and marginalized groups in the HIV sector.
- Practically address in each session how people living with HIV can be more involved in the research process as per the principle on the Greater and Meaningful Involvement of People with HIV/AIDS.
- Provide an overview of the HIV/AIDS situation and epidemiology in Canada, including a description of priority and at-risk populations.
- Include more examples of interdisciplinary research and case studies of community based research projects. Participants would like to hear about the detail of challenges, research tools, resources and lessons learned encountered by researchers when leading a large research project.
- Develop content and introduce techniques on how to link research to policy, and policy to action and promote an interdisciplinary and intersectoral approach to all aspects of HIV/AIDS.

*I feel like my mind was exposed to so many ideas, theories, methods and perspectives. I was looking for tools but came away with much more than a quick and dirty "how to" manual. - Participant Evaluation Feedback*

### c) Structure

Participants commented that the presentations were well structured, covered multiple domains of research in-depth (such as epidemiology, policy, and community) and provided space for group discussions. They made the following recommendations for the structure of future institutes:

- Create opportunities for participants to *think and link* the topics and presentations directly to their current and future research plans.
- Offer more interactive content to ensure that the SLI remains a learning institute and not merely a platform for researchers to present their study results.

## 2009 Summer Learning Institute: Evaluation Report

- Include a professional skill-building model on topics such as how to publish a paper or how to write a successful grant application.
- Create opportunities and guides for students, faculty, policy members and organizational/community members to initiate sustainable partnerships.
- Have shorter presentations, effective moderators and timekeepers in the panel sessions, and stronger facilitation of breakout groups to maintain the discussion's focus.

*I enjoyed my learning experience here. It taught me many lessons and gave me invaluable opportunities to interact with many members of the community. The most important lesson that I learned was that we have to be inclusive of each other's work.* - Participant Evaluation Feedback

### d) Group Discussion

Participants commented that the group discussion was useful for learning from others' different points of view, sharing information, and networking with people from different backgrounds. Some participants recommended that one facilitator should lead the same group all week while others recommended mixing up the groups throughout the week. One area where all participants were in agreement was that the facilitators must provide more structure to keep the discussion focused by using specific questions and/or reducing the size of the breakout groups.

### e) Logistics

Overall, eighty-seven percent of the participants agreed that the day was well organized and many commented that great attention was paid to accessibility. Their recommendations for future events include:

- Provide simultaneous French translation
- Include some hot food in the meals (breakfast and lunch) throughout the week.
- Provide more appropriate accommodation. Several participants noted that the accommodation facilities in dorm rooms were not appropriate to meet the needs of some people living with HIV.
- Provide each participant with a name tag with their region, province or city of residence to encourage networking and provide out of town participants with a package that includes a map and emergency contact information with the numbers of local hospitals and walk-in clinics in case of a health related problem or emergency.

### f) Learning Objectives

Upon acceptance into the institute, each participant submitted a list of learning objectives they hoped to achieve while in the program. Upon completion of the program each participant evaluated how well the institute met their stated learning objectives. Participants identified a wide variety of learning objectives but most on average (82%) fell within one of the following categories:

- Network and build partnerships (80% agreed the SLI met this learning objective)

## 2009 Summer Learning Institute: Evaluation Report

- Developed research skills (74% agreed the SLI met this learning objective)
- Gained a greater understanding of at risk populations (76% agreed the SLI met this objective)
- Learned how to move research into action (88% agreed the SLI met this objective)
- Learned more about HIV research in Canada (85% agreed the SLI met this objective)

A quantitative list of learning objective results and the qualitative summary of the participants learning outcomes is contained in Appendix 4. Recommendations made by participants on the final evaluation form have been incorporated in the other sections of this report as they were primarily relevant to the theme, curriculum and structure of the institute.

### II. Speaker and Facilitator Recommendations

Ninety-four percent of the speakers agreed that the event was well organized (n=17). Eighty-eight percent understood the goals of the institute. Seventy-seven percent understood their role in the institute. Fifty-eight percent felt well prepared to be a speaker or facilitator.

Ninety-four percent agreed their experience was of the institute was positive and would be willing to participate in future events. Sixty percent felt they could have contributed more to the event. When asked how they would have like to contributed more to the event the top two responses were: (1) to be more involved in the curriculum design and (2) to help researchers understand the role of community-based agencies and how to work with them.

Speaker and facilitators recommended that organizers:

- Brief the facilitators more thoroughly on their role, how it relates to the institutes' objectives and the participants' expectations, and provide them with guidelines for facilitating a constructive discussion.
- Provide more interactive learning sessions and use a variety of teaching strategies and adult learning styles and methods, including small practical group activities, collaborative problem solving tasks, and Research Café activities.
- Have a larger variety of speakers speaking for less time on a common issue from different perspectives to advance the discussion in a more stimulating and interactive manner.
- Cap the number of participants at its current size (maximum 60 people) to allow for diverse viewpoints but still maintain an ideal number for effective networking.
- Include panels and presenters on research fields that are less typical in the HIV/AIDS sector such as urban geography, media studies and art based community-based research to step outside the usual frameworks offered in epidemiology, population health, and health promotion.

*The Summer Learning Institute surpassed my expectations and learning objectives ... invaluable training that has definitely broadened my perspectives and has created for me new research interests and has helped me to better understand research, challenges and interdisciplinarity. - Participant Evaluation Feedback*

## 2009 Summer Learning Institute: Evaluation Report

### III. Curriculum Committee Recommendations

The SLI Curriculum Committee consisted of co-principal investigators of the Universities Without Walls Strategic Training Grant and OHTN staff members including: Michael Orsini (Chair), Sean B. Rourke, Cathy Worthington, Robert Hogg, Barry Adam, Susan Kirkland, Rose Jolly, Jacquie Gahagan, Eric Mykhalovskiy, Ruthann Tucker, Mark Ragan, Sarah Rubenstein, Melanie Mayoh and Jean Bacon. The committee's recommendations for future institutes include:

- Evaluate whether the current format for the summer learning institute offers the best value for resources and if the objectives of the institute could be achieved more effectively with another formats (i.e. hold three smaller, regional events instead of one national one).
- Start planning at least six months in advance to properly deliver a comprehensive curriculum. The committee should meet in person to develop the curriculum at least once over the course of the organizing period.
- Explore a variety of pedagogical formats and ensure the program consistently reflects the institute's theme.
- Invite community member, student, policy maker representatives as well as potential presenters to provide input into the overall curriculum design and development.
- Plan for building continuity between organizing committees of successive Summer Learning Institutes to transfer "lessons learned" and best practices.
- Consider offering the event as a satellite of other national and international HIV/AIDS conferences when choosing a date for future institutes.
- Clearly state the institute's learning objectives in the call for applications and evaluate how well the application is aligned with these objectives as one criteria in the participant selection process.

## 2009 Summer Learning Institute: Evaluation Report

### Appendix 1 – Program-at-a-Glance

Monday, July 13 Determinants of Health	Tuesday, July 14 Prevention	Wednesday, July 15 At Risk Populations	Thursday, July 16 Intersectionality	Friday, July 17 Report Back
<b>Breakfast/Registration (8:30am)</b>	Breakfast (8:30am)	Breakfast (8:30am)	Breakfast (8:30am)	<b>Breakfast (8:30am)</b>
<b>1.1 Welcome (Sean B. Rourke) Preview of the Week Ahead (Michael Orsini) (9am)</b>	<b>2.1 From Lewd Device to Global Superstar: The Condom's Journey</b>  Paula Treichler (9am)	<b>3.1 Building a Multidisciplinary International Research Program from Ground Zero</b>  Steffanie Strathdee (9am)	<b>4.1 Explaining the Absence of HIV Prevention for Bisexuals in Canadian State Policy</b>  Viviane Namaste  (9am)	<b>Report Back (9am)</b>
<b>1.2 Social Determinants of Health - John Cairney (9:30am)</b>				
<b>1.3 Population Health &amp; Cohort Research - Robert Hogg (11:30am)</b>	<b>2.2 Research on HIV Risk Among Gay, Bisexual, and other MSM</b>  Barry Adam & James Murray (11am)	<b>3.2 Power, Politics and Public Health: But what about the Evidence?</b>  Lynne Leonard, Paul Lavigne & Rob Boyd (11:30am)	<b>4.2 Resisting the System: Research with African, Caribbean &amp; Black Communities in Canada - Winston Husbands(11am)</b>	
<b>CIHR Funding Programs</b>  Nancy Mason MacLellan  (1:15-1:40pm)	<b>Lunch (12:30pm)</b>	<b>Lunch (1pm)</b>	<b>Lunch (12:30pm)</b>	
<b>1.4 Group Discussion (2pm)</b>	<b>2.3 HIV Prevention and the Criminalization of Non-Disclosure</b>  Eric Mykhalovskiy, Glenn Betteridge, Shannon Ryan, Barry Adam  (1:30pm)	<b>3.3 Best Practices in Needle Exchange Programs</b>  Carol Strike (2pm)	<b>4.3 Adapting CDC Interventions</b>  Shannon Ryan (1:30pm)	
		<b>3.4 Harm Reduction on the Front Lines -David Pineau, Dianne Tobin, Erin Gibson, Michael Sobota (3pm)</b>		
<b>Report Back (4-5pm)</b>	<b>2.4 Group Discussion (3:30)</b>	<b>3.5 Group Discussion (4:30pm-5:30pm)</b>	<b>4.4 Group Discussion (3pm - 5pm)</b>	
	<b>Reception (5-7pm)</b>			

## 2009 Summer Learning Institute: Evaluation Report

### Appendix 2 – Summary of Participant Evaluations

Evaluation Subject	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Missing	Total
Monday's sessions enhanced my understanding of the social determinants of health	22	<b>31</b>	2	2	0	0	57
Monday's sessions enhanced my understanding of population health	20	<b>29</b>	5	3	0	0	57
Tuesday's sessions enhanced my understanding of HIV prevention strategies	19	<b>25</b>	3	5	3	0	55
Wednesday's sessions enhanced my understanding of at-risk populations—specifically injection drug users	<b>30</b>	17	0	2	0	0	49
Thursday's sessions enhanced my understanding of intersectionality (e.g., the interaction of ethnicity/race, sexuality and HIV)	<b>25</b>	20	1	2	0	0	48
Daily – The sessions enhanced my understanding of the challenges and opportunities in interdisciplinary research	74	<b>85</b>	29	14	4	2	208
Daily- The day was well organized with a logical progression of sessions and participant break-out groups	89	<b>94</b>	11	12	1	4	211
Daily- The level of difficulty was appropriate	85	<b>93</b>	17	7	1	2	205
Daily- Presentations were engaging and informative	<b>110</b>	80	10	5	2	3	210
Daily- Presenters provided opportunities to interact and ask questions	<b>123</b>	71	8	1	1	4	208
Daily- Presenters answered questions effectively	<b>117</b>	78	9	0	1	2	207
Daily - The required readings prepared me well for today's sessions	70	<b>90</b>	36	8	3	3	210
Total	784	713	131	61	16	20	1725
Percentage	<b>45%</b>	<b>41%</b>	<b>8%</b>	<b>4%</b>	<b>1%</b>	<b>1%</b>	<b>100%</b>

# 2009 Summer Learning Institute: Evaluation Report

## Appendix 3 - Summary of Participant Feedback

*(Presented in chronological order)*

### **Day 1: Social Determinants of Health**

Social Determinants of Health - John Cairney - Participants commented that Dr. Cairney's presentation provided a clear, accessible and appropriate introduction, a good overview to the topic (i.e. distal and proximate factors) and set the stage for the rest of the week.

Population Health and Cohort Research – Robert Hogg - Participants commented that Dr. Hogg covered a scope of epidemiological methodology. Participants would have liked a specific research case study to demonstrate the intersection of population health and social determinants of health.

CIHR Presentation – Nancy MacLellan - Participants commented that they found it helpful to hear from a national health research funding agency on its programs.

### **Day 2: Prevention**

From Lewd Device to Global Superstar: The Condom's Journey – Paula Triechler - Although participants felt this presentation provided an interesting and interactive snapshot of the condom's journey in popular media, they wanted to hear more about the condom's journey in relation to HIV/AIDS trends, including issues related to the introduction and testing of microbicides, and the effectiveness of condom campaigns in current HIV prevention strategies.

Research on HIV Risk Among Gay, Bisexual, and other Men Who Have Sex With Men -Barry Adam and James Murray - Participants commented that they better understood the complexities of risk factors for men who have sex with men (MSM) and the issues affecting MSM (i.e. social networks, sexual and drug cultures) and that the presenters made clear links to the assigned readings.

HIV Prevention and the Criminalization of Non- Disclosure - Eric Mykhalovskiy, Glenn Betteridge, Shannon Ryan, Barry Adam - Participants commented that this presentation clearly illustrated the challenges of HIV disclosure and appreciated the variety of panelists and their legal, ethical, and social perspectives on this issue. Participants would have liked to have had a historical overview of HIV/AIDS activism in Canada and a woman's perspective on the panel. They greatly appreciated Shannon Ryan's discussion around race, racialization, and HIV/AIDS.

### **Day 3: At Risk Populations**

Building a Multidisciplinary International Research Program from Ground Zero - Steffanie Strathdee – Participants commented that this presentation highlighted the relevance of interdisciplinarity in research by describing each phase of an international research project and they appreciated learning more about mixed-methods research.

Power, Politics and Public Health: But what about the Evidence? -Lynne Leonard, Paul Lavigne & Rob Boyd - Participants commented that this was an engaging panel about the power and politics of public health interventions that integrate different stakeholders working in groundbreaking research projects. Participants noted the effective crack pipe demonstration and use of props.

## 2009 Summer Learning Institute: Evaluation Report

Best Practices in Needle Exchange Programs - Carol Strike - Participants commented that this presentation provided an informative overview of best practices in needle exchange programs in Canada.

Harm Reduction on Front Lines - Michael Sobota, David Pineau, Diane Tobin, Erin Gibson, Charles Shames – Participants commented that this panel provided various community perspectives on practical research issues, and appreciated hearing presentations from people with first-hand lived experience of harm reduction programs in Canada.

### **Day 4: Intersectionality**

Conjunctures of Theory, Method and Studies in Sexuality: Explaining the Absence of HIV Prevention for Bisexuals in Canadian State Policy - Viviane Namaste - Participants praised this presentation for a conscious use of language, modeling a respectful relationship between researcher and specific communities, describing an uncommon angle in HIV work, highlighting the need for new analysis tools, introducing a new analysis of sexuality, and emphasizing the importance of being critical of well established epidemiological assumptions and methodologies.

Resisting the System: Research with African, Caribbean and Black Communities in Canada - Winston Husbands - Participants commented that this presentation on research with African, Caribbean and Black communities in Canada was informative and had a critical perspective on intersecting identities, racism, racialization and institutional practices.

From Evidence to Action - Shannon Ryan and David Lewis-Pearl – Participants commented that the presentation's focus on moving research evidence to action by using one example of a community based organization that has taken research and made it central to their program delivery and that the session offered a good discussion and clear introduction to the intersections between research, frontline work and policy-making.

## 2009 Summer Learning Institute: Evaluation Report

### Appendix 4 – Summary of Participant Evaluations on Day 5

On the final day of the institute, participants evaluated how well the institute provided opportunities for and/or enhanced their pre-defined learning objectives.

#### Quantitative Summary

Learning Objective	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
1: Networking	20	14	4	4	1	43
2: Peer Learning Opportunities	3	4	1	0	0	8
4: Knowledge of At Risk Populations	9	10	0	3	3	25
5: Moving Research to Action	9	12	2	1	0	24
6: HIV Research & Trends in Canada	9	13	1	3	0	26
Other	8	13	6	4	3	34
Total	68	80	20	19	7	194
Percentage	35%	41%	10%	10%	4%	100%

#### Qualitative Responses

##### **Networking and Partnership Building**

By attending the Institute, SLI participants reported that they were able to:

- Network and share information with researchers working in different disciplines who interact with a diversity of populations affected by HIV, and with researchers with similar research goals and different research methodologies
- Engage in problem solving with other engaged participants and understand some of the “the unwritten rules of HIV research”
- Identify the key players in the Canadian HIV/AIDS sector for future collaboration
- Learn about existing research partnerships and best practices to forge partnerships
- Build relationships among HIV/AIDS researchers across disciplines and identify common research areas of interest and possible research collaborations in the future in the areas of HIV support, care and prevention
- Understand where an individual research project fits into the larger national picture of HIV/AIDS research in Canada

##### **Research Skill Development**

The Institute helped participants to enhance their knowledge and skills in:

- Current research studies, questions and designs, particularly in the area of HIV prevention and awareness across disciplines and sectors

## 2009 Summer Learning Institute: Evaluation Report

- Social and qualitative research methodologies and theories related specifically to HIV/AIDS
- Concepts, principles, implementation, and challenges of community based research (CBR) projects and their applications
- Data analysis, interpretation and evidence-based decision-making on HIV research, policy, and programs
- Developing research questions, research topics, collecting data, creating research work plans, and writing grant applications
- Effective utilization of mixed methods in health research, social sciences, population health, and epidemiology
- Recognizing and identifying their own biases and disciplines
- Intersectionality as a research lens

### Knowledge of At Risk Populations

At the Learning Institute, participants learned:

- How various groups across Canada are working within their communities to reach immigrant and Aboriginal populations with HIV/AIDS prevention and treatment
- Populations in Canada who are disproportionately affected by HIV/AIDS including immigrants, women, people from endemic countries, and men who have sex with men, etc.
- How to navigate power differentials that arise when working with marginalized populations and ways to ensure that equity is promoted at all stages of research and implementation
- Methods to incorporate highly marginalized populations into different facets of HIV/AIDS community based research projects
- Insight into specific issues affecting marginalized populations and ways to work effectively with such populations, such as people with addictions and risk taking behaviours
- Potential HIV interventions that are effective within social determinants of health and harm-reduction frameworks and methods to engage high risk populations in health promotion and harm reduction initiatives
- Current best practices related to policy and program development for at-risk/ marginalized populations throughout Canada
- The overall impact of research processes on people living with HIV, and how health research frameworks may work for or against them
- Ways to approach ethical issues and obtain informed consent of sensitive, hard to reach and vulnerable populations locally and internationally
- Specific strategies to increase community involvement in research in HIV/AIDS

### Moving Research into Action

In knowledge exchange, participants reported:

- Improving their understanding of how to move research evidence into policy formulation and then into action
- Learning how to seek the knowledge they need to start to implement their own research into practice and policy
- Being exposed to research methods and frameworks for interpretation being used in interdisciplinary HIV research, including methods to combine disciplines to produce a coherent piece of research
- Understanding key components, frameworks, challenges and limitations of effective implementation of interdisciplinary research (best practices) and how participants' home disciplines/areas of work can greatly benefit from engaging in interdisciplinary research on health issues
- Becoming familiar with steps to effective development and coordination of multidisciplinary teams for health-promotion and harm-reduction, for health professionals and non-health professionals

### HIV Research and Trends in Canada

Participants increased their knowledge on:

- The HIV/AIDS epidemic in Canada, and ongoing and future HIV/AIDS research, i.e. harm reduction, criminalization

## 2009 Summer Learning Institute: Evaluation Report

of non disclosure, etc.

- The Greater and Meaningful Involvement and Engagement of People with HIV/AIDS (GIPA) and how those principles are applied and recognized (or not recognized) in Canada
- Different responses to Canada's HIV/AIDS epidemic based on geographic regions in current and historic perspective
- The most recent statistical and social trends related to the spread, prevention, and treatment initiatives of HIV/AIDS across Canada

### **Knowledge Development through Peer Learning**

By attending the Institute and interacting with each other, participants were able to learn about:

- How each person's diverse perspective, background and experience contributes to the development of a new research project
- HIV researchers' concerns and interests both in academic and community based organizations
- Important issues and areas of need with respect to policy, programming, resources and support in the Canadian HIV/AIDS community
- Others' experiences with community-based and interdisciplinary HIV/AIDS research
- The importance, social responsibility, and challenges of 'peer engagement' in community based research
- The complexities of intersectionality in community-based research and the diversity of understanding and interpretation
- The influence and dynamics of power and politics in HIV interventions, the role of structural oppression and how structural barriers affect all people engaged in HIV research

## 2009 Summer Learning Institute: Evaluation Report

### Appendix 5 – Speakers and Facilitators

Barry Adam, University of Windsor, Ontario HIV Treatment Network  
Stephen Alexander, Canadian AIDS Society, Ottawa  
Phillip Banks, Health Initiative for Men, Vancouver  
Kandace Belanger, Thunder Bay District Health Unit  
Glenn Betteridge, Legal and Policy Consultant, Toronto  
Rob Boyd, Sandy Hill Community Health Centre, Ottawa  
Lisungu Chieza, Women’s Health in Women’s Hands, Toronto  
Ken English, AIDS Bureau, Ontario Ministry of Health and Long-Term Care  
Erin Gibson , AIDS Vancouver Island  
Robert Hogg, Faculty of Health Sciences, Simon Fraser University, Vancouver  
Winston Husbands, AIDS Committee of Toronto  
Carlos Idibouo, FrancoQueer, Toronto  
Susan Kirkland, Departments of Community Health and Epidemiology and Medicine, Dalhousie University  
Jay Koornstra, Bruce House, Ottawa  
Paul Lavigne , Ottawa Public Health  
Lynne Leonard, Department of Epidemiology and Community Medicine, University of Ottawa  
Alan Li, Regent Park Community Health Centre, Ontario HIV Treatment Network, Toronto  
Nancy Mason MacLellan, Canadian Institutes of Health Research, Ottawa  
Shari Margolese, Community Leader, Toronto  
Peggy Millson, Dalla Lana School of Public Health, University of Toronto  
Frank McGee, AIDS Bureau, Ontario Ministry of Health and Long-Term Care  
LaVerne Monette, Ontario Aboriginal HIV/AIDS Strategy, Toronto  
James Murray, AIDS Bureau, Ontario Ministry of Health and Long-Term Care  
Eric Mykhalovskiy, Department of Sociology, York University, Toronto  
Viviane Namaste, Simone de Beauvoir Institute, Concordia University, Montreal  
Michael Orsini, School of Political Studies and Institute of Population Health, University of Ottawa  
Capri Rasmussen, AIDS Calgary Awareness Association  
Shannon Thomas Ryan, Black Coalition for AIDS Prevention, Toronto  
David Pineau, Peer Research Assistant, Positive Spaces Healthy Places, Ottawa  
Michael Sobota, AIDS Thunder Bay  
Steffanie Strathdee, University of California San Diego School of Medicine  
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## 2009 Summer Learning Institute: Evaluation Report

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