

Imprints

FACULTY OF COMMUNITY SERVICES MAGAZINE 2017

Change that Matters

Students and alumni creating social change in a global context

RESEARCH
Driving change with community-engaged research

TEACHING
Advances in web-based courses give teaching a new twist

SPOTLIGHT
Students, alumni and professors strengthening our communities with social innovation





▼ The Gerrard Resource Centre provides family supports, outreach and education that is responsive, progressive and inclusive

PHOTOS BY ARTHUR MOLA

Contents

— FEATURES —

14

Putting families first
The Gerrard Resource Centre's unique programming helps families thrive
By Sharon Aschaiek

20

Change that matters
Students and alumni use skill and compassion to strengthen communities and the planet
By Sharon Aschaiek

26

Promoting student well-being for better lives and learning
A student's well-being has a major impact on their ability to successfully navigate through their academic, professional and personal life
By Mark Witten

Contents

▼ Instructor Cherylee Bourgeois brings Indigenous content to the Midwifery Education Program



NEWS IN BRIEF

Highlights and the latest news from the Faculty of Community Services
pg. 4



RESEARCH

Driving change with community-engaged research
pg. 8



SPOTLIGHT

Advancing social and planetary well-being
pg. 30



TEACHING

For both students and faculty, the process of learning is ongoing
pg. 42



DEVELOPMENT NEWS

Supporting students' work to bring real possibilities to life
pg. 50



YEAR IN REVIEW

A look back at our achievements and external research grants
pg. 53



Sam Island
Cover Illustration

Lisa Barnoff
Dean

Jennifer Martin
Associate Dean, Faculty Development, Undergraduate Students and SRC

Pamela Robinson
Associate Dean, Graduate Studies and Strategic Initiatives

Janice Waddell
Associate Dean (2006-2016)

Alison Finney
Managing Editor

Studio Wyse
Design

DEAN'S ADVISORY COUNCIL 2017

Lisa Barnoff
Dean, Faculty of Community Services, Ryerson University

Debbie Chant
Professor Emerita, Early Childhood Studies, Ryerson University

Donette Chin-Loy Chang
Journalism '78, Ryerson University

Lynn Factor
Social Work '80, Ryerson University, and Chair of the Board of Directors, Children's Aid Foundation

Sally Horsfall Eaton
Chancellor, George Brown College, and 2012 Honorary Doctorate, Ryerson University

Jennifer Martin
Associate Dean, Faculty of Community Services, Ryerson University

Celeste Richards
Director of Development, Faculty of Community Services, Ryerson University

Pamela Robinson
Associate Dean, Faculty of Community Services, Ryerson University

Susanne Williams
Dean Emeritus, Faculty of Community Services, Ryerson University

CONTACT

Faculty of Community Services
350 Victoria Street, Toronto, ON
Canada M5B 2K3
Phone 416.979.5000
Website ryerson.ca/fcs

Ryerson University is a member of the Council of Ontario Universities, Universities Canada and Association of Commonwealth Universities.

MESSAGE FROM DEAN LISA BARNOFF



A place where action creates impact

► A YEAR INTO MY TERM as the new dean of the Faculty of Community Services (FCS) at Ryerson University, I continue to be inspired and energized by the creative, impactful and transformative work coming out of our Faculty. There is such excitement and energy within all the FCS Schools. This is a wonderful time to be taking up a leadership role at FCS. Our previous dean, Usha George, has left the Faculty in great shape and we are now experiencing an invigorating moment of change and renewal.

In July 2017, Pamela Robinson was re-appointed as the Associate Dean of Graduate Studies and Strategic Initiatives and Jennifer Martin became the new Associate Dean of Faculty Development, Undergraduate Students and SRC (Scholarly, Research and Creative), replacing Janice Waddell,

who completed ten incredible years as our previous associate dean. Pamela and Jennifer bring strong records of success as academic leaders and we are looking forward to their continued contributions in the coming years.

In the 2017 - 18 academic year, some of our key priorities at FCS include enhancing our practices in all of the following areas:

- › student engagement and experience
- › experiential learning
- › outreach to develop additional partnerships
- › equity, diversity and inclusion initiatives
- › international initiatives
- › graduate programming
- › digitally enhanced learning

In this issue of Imprints, we focus on action. At Ryerson, mind and action intersect in dynamic and productive ways. What our students learn in the classroom is enhanced by real-world knowledge and experience.

At FCS, we are not just thinkers. We are do-ers. Valuable learning opportunities in the classroom and in the field — in Canada and abroad — enable our students to translate knowledge into action and create positive community transformation across the globe.

The stories in this magazine capture powerful examples of the ways in which our students, alumni, faculty and staff bring their work to life and influence people's everyday lives.

What I hope you take away from these stories is the knowledge and belief that each one of us as individuals has the capacity to make change happen, and through our collective work together, we can indeed change the world for the better!

Sincerely,

Lisa Barnoff

PHOTOS BY JAIME HOGGE



News in Brief

THINGS HAPPENING AT THE FACULTY OF COMMUNITY SERVICES



HONORARY DOCTORATE

Honouring one of basketball's VIPs

Masai Ujiri, a luminary figure in the sphere of professional basketball who leverages the sport to advance positive social change, was bestowed with an honorary doctor of laws degree by the Faculty of Community

Services (FCS) in June 2017.

Ujiri has been actively involved in basketball as a player, scout, coach, executive and humanitarian. As general manager of the Toronto Raptors since 2013, he has propelled the team

to achieve its greatest success in the history of its franchise. Ujiri's talent for effectively steering his team earned him the NBA's Executive of the Year Award in 2013.

A native of Nigeria, Ujiri played basketball professionally in Europe for six years, coached young basketball players in Nigeria and worked as an international scout for

the Denver Nuggets. In addition to his Raptors role, Ujiri is the director of the NBA's Basketball Without Borders program, which creates opportunities for talented young players worldwide and strengthens their communities. His humanitarianism encompasses Giants of Africa, his foundation for enriching the lives of African youth through basketball. **1**

NEW APPOINTMENTS

Welcoming a new chair, directors and associate deans to FCS

Kiaras Gharabaghi
Director, School of Child and Youth Care



Jennifer Martin
Associate Dean, Faculty Development, Undergraduate Students and SRC, FCS



Pamela Robinson
Associate Dean, Graduate Studies and Strategic Initiatives, FCS

Susan Silver
Interim Director, School of Social Work

Thomas Tenkate
Director, School of Occupational and Public Health



Nancy Walton
Director, Daphne Cockwell School of Nursing

PHOTOS BY (LEFT) CLIFTON LI; (TOP RIGHT) MARK BLINCH



NEW INITIATIVE

Easing students' transition to university

The transition to post-secondary education will become much smoother for FCS students, thanks to a new initiative that will help them navigate and thrive in their new learning environment.

FCS Student Connect is a one-stop web resource to help first-year students better access needed information and supports. Launching this fall, it will feature information about Ryerson University and the FCS's learning options, services and facilities. It will include resources to help with academic challenges, such as writing a paper or studying for an exam. As well, students can learn about support services to help students deal with anxiety and

isolation, feelings that can arise as students adjust to the increased independence and responsibility that come with the transition to university.

The web portal will also contain brief videos that feature important information and messages from various people, including the dean, director of student life, residence life facilitator, counsellors, education

specialists and learning strategists. Subsequent phases of this initiative will include online and on-site resources and orientation activities for students' parents and resources to help students connect with their peers in FCS.

"Starting university can be a challenging time in someone's life," says Janice Waddell, the former associate dean of the FCS who spearheaded the initiative. "We want to make it as easy as possible for students to find what they need in order to foster their success and a sense of belonging within their school, their faculty and Ryerson at large." **1**

1,360
FULL-TIME, PART-TIME
AND DIRECT-ENTRY
STUDENTS ENTERING A FCS
PROGRAM IN 2017-18



EVENT

Rolling out the welcome mat for international midwives

For the first time, Toronto hosted the International Confederation of Midwives (ICM) Congress, allowing our Midwifery Education Program (MEP) to present its exceptional curricula, facilities, faculty members and students.

The 31st ICM Congress, which took place from June 18 to 22 at the Metro Toronto Convention Centre, attracted 4,200 midwifery students, educators and practitioners from across the globe. The triennial event showcased peer-reviewed papers, innovative projects and international collaborations, and it provided opportunities to network with international peers. Through its Open

Doors: Midwifery Education at Ryerson initiative, the MEP held several events for international midwives and midwifery students.

As a congress sponsor, the MEP hosted a breakfast during which faculty presented information about the program. Faculty members hosted tours of the MEP classrooms at Ryerson, highlighting course details, teaching materials and research initiatives. An art exhibit at the Milk Glass Gallery showcased the creative works of midwives, midwifery students and local artists that explore issues relating to pregnancy, birth, parenthood, infant-feeding, loss and midwifery. Other events included a reading

of the Toronto *Tempting Providence* and student social and open mic event hosted by MEP students.

Many innovative aspects of the MEP program were highlighted during the congress, including its format as a direct-entry, four-year bachelor of science in midwifery program, its mix of academic and experiential

4,200

MIDWIFERY STUDENTS, EDUCATORS AND PRACTITIONERS IN ATTENDANCE

130

COUNTRIES REPRESENTED ACROSS EVERY CONTINENT

learning, its course on Aboriginal child-bearing and its strong emphasis on social justice. Congress participants also learned about the unique aspects of the midwifery model in Ontario, in which the profession is publicly funded and where midwives are primary caregivers who work in community clinics and oversee their clients' prenatal care, the birth of their children and their postpartum care.

"This was a very exciting opportunity to exchange knowledge, ideas and contacts," says Mary Sharpe, MEP associate professor. "We were very honoured to welcome midwives from all over the world." ●

NEW INSTITUTE

Empowering social changemakers

Strategies to achieve social change are skills more people can now learn, thanks to Ryerson's new Institute for Change Leaders.

Founded by Olivia Chow, one of Canada's most effective politicians and community activists and a distinguished visiting professor at Ryerson, the institute teaches the practical knowledge and necessary skills for advancing social change. Established in April 2015 and formally launched in October 2016, the institute was developed in partnership with Marshall Ganz, a professor in Harvard University's Kennedy School of Government who advised Barack Obama

during his 2008 United States presidential campaign.

The institute teaches individuals and organizations how to attract volunteers, build strategic partnerships, persuade decision-makers, fundraise and generate public interest. Its core offering is a two-day Building Skills for Change workshop held thrice yearly, which features lectures and small group activities that help participants plan the strategy and tactics for their community organizing project.

Since its launch, the institute has trained more than 2,200 individuals, including students, community development workers, childcare workers,



democracy activists and public servants, to change the status quo in areas such as governance practices, LGBTQ advocacy, environmental justice, labour rights and immigration practices. This fall, Chow is also teaching an undergraduate course called Community Action Research.

"People have a real hunger to participate in a meaningful and effective way in their own communities, and to build more inclusive and healthy neighbourhoods and cities – but they don't know how," Chow says. "Our training lets them build practical skills for accomplishing progressive social change." ●

NEW APPOINTMENT

Striving for equity

A passionate advocate for government accountability who has fought tirelessly for the rights of under-represented members of society was appointed in January 2017 to Ryerson's Unifor-Sam Gindin Chair in Social Justice and Democracy.

Kikélola Roach is a Toronto lawyer who has worked extensively to ensure African-Canadians, women and other marginalized groups enjoy their full rights as Canadian citizens. She has helped secure justice for several families and grassroots organizations experiencing discrimination. She is also an experienced community organizer, public speaker and published author. These endeavours optimally position Roach to fulfill her mandate of building meaningful connections between social justice activists and Ryerson academics.

When Roach was a child, her father took her to visit the parents of Albert Johnson, a Jamaican immigrant who had



been shot to death in his home by Toronto police. The experience ignited a lifelong desire to improve Ontario's policing and detention systems. Over her career, Roach served clients in cases involving coroner inquests into police-involved deaths as well as those suing the state for assault and battery, wrongful detention, negligence and breaching their charter rights.

The Unifor-Sam Gindin Chair engages academics, students, trade unions and

activists in exploring social justice agendas and developing a truly democratic society. During her three-year term, Roach will foster interdisciplinary research, teaching and practice relating to issues such as state-sanctioned violence, precarious employment, exclusion of immigrants and electoral reform.

"I'm interested in democracy beyond the ballot box – what are the ways aside from voting that people can organize and make demands on government to be more responsive to their everyday needs?" says Roach, whose position is a partnership between the Faculties of Community Services and Arts. "We need people to think critically about the present, and about creating a future that works for everybody." ●

PHOTO BY (LEFT) YVONNE BAMBRICK



RESEARCH

The Faculty of Community Services plays an essential role in addressing complex social and health issues through innovative, evidence-based research.

Our faculty and alumni are making a meaningful difference in the quality of lives in our communities through their research and community action.

By Mark Witten



PHOTO BY JIM RYCE

OCCUPATIONAL AND PUBLIC HEALTH

Kathryn Woodcock

THRILL lab studies how to keep amusement rides exciting and safe by adapting them to human behaviour

→ THE PEOPLE WHO design, build and operate roller coasters and other thrill rides are constantly pushing the envelope to offer riders more excitement while striving to keep riders safe. When accidents and injuries occur, investigations often find rider error was a contributing factor.

As director of THRILL (Tools for Holistic Ride Inspection Learning and Leadership) lab, Kathryn Woodcock applies human factors engineering to help amusement ride designers, operators and inspectors better understand the behaviour of riders in relation to technology, and how to modify the design of the equipment and experience to reduce human error and prevent injuries.

“Human performance on amusement rides is shaped by the design of the environment and activities. Our observational studies of rider behaviour suggest social and sensory goals, misunderstandings and simple mismatches between physical skill and the ease or difficulty of an activity influence rider errors,” explains Woodcock, a professor in the School of Occupational and Public Health.

Woodcock advises that relying on attraction warnings and instructions alone may not prevent errors for riders eager to fulfill their social and sensory goals. Her research found that the most

common single behaviour observed that is contrary to the posted rules is leaning out or extending limbs. To counter these risks, rides such as floorless roller coasters offer a thrill effect while also removing the physical structure that riders can push against to dangerously get up off their seat.

Another key focus of Woodcock’s research is to help the amusement industry be more inclusive for children and adults with disabilities. Her recent studies found that injury data does not justify the extent of some restrictions that have limited the participation of patrons with disabilities.

To make amusement rides more accessible, new attractions can be intentionally created with inclusive design principles, and existing designs can sometimes be modified to remove barriers for patrons with disabilities. Woodcock maintains that accessibility barriers are simply design conventions that don’t work for certain people. “For example, we’ve seen various sizes of ride seats for guests who are large or small, and seats that allow guests to transfer from wheelchairs or even stay in the wheelchair while on the ride. There are also subtitles and audio descriptions of video material in the pre-attraction briefing and in the show itself for guests who are deaf or blind,” Woodcock says. **1**



NURSING

Mandana Vahabi

Self-sampling for HPV could boost cervical screening rates for immigrant women and save lives

→ MORE THAN ONE MILLION women in Ontario are overdue for cervical cancer screening. Although widespread Pap testing has reduced the number of Canadian women who develop cervical cancer and die from it, certain subgroups of women, including immigrants, are less likely to be screened and have higher rates of death from this preventable disease.

Mandana Vahabi, a professor in the Daphne Cockwell School of Nursing, is conducting research to show how self-sampling for HPV (human papillomavirus), a key cause of cervical cancer, is a viable alternative screening method for immigrant women. This method doesn't require a pelvic examination and involves self-collection of vaginal material using swabs, tampons or brushes, and analyzing

the sample for high-risk HPV strains.

Vahabi's recent community-based study of Muslim immigrant women in the Greater Toronto Area examined their views on cervical cancer screening and HPV self-sampling. Immigrant women from regions with high Muslim populations, such as South Asia, the Middle East and North Africa, have lower screening rates than other immigrants in Ontario. "These women were quite positive toward HPV self-sampling because it would remove a lot of the barriers to traditional Pap testing, such as lack of a family physician, having a male physician, inconvenient clinic hours and cultural beliefs," says Vahabi, co-director of the Centre for Global Health and Health Equity, who collaborated with Aisha Lofters of St. Michael's Hospital on the study.

In 2016, Vahabi also published a commentary and research in the *Canadian Medical Association Journal* and *Canadian Family Physician* showing the acceptability and effectiveness of HPV self-sampling in increasing cervical cancer screening rates in the Netherlands, Finland, the United States and Australia. To further educate and influence primary-care providers and government policy-makers, Vahabi and Lofters held a symposium in October 2016, featuring international and Canadian experts, to explore and address the challenges of providing HPV self-sampling through provincial screening programs.

"Our next step is to do a pilot study to establish the effectiveness of HPV self-sampling in increasing the rate of cervical cancer screening among women who are under-screened or have never been screened. Rather than wasting time talking about the issue and not helping women, let's offer HPV self-sampling as a pilot program and then ultimately target the 30% of Ontario women who don't participate in cervical cancer screening," Vahabi says. **1**

SOCIAL WORK '16

Drew Silverthorn

Report reveals nearly 40% of Canadian post-secondary students lack healthy, affordable food



→ WHILE WORKING PART-TIME at Ryerson's Good Food Centre as a social work student, Drew Silverthorn made a surprising observation. "The most frequent food bank users were students from the Faculty of Engineering and Architectural Sciences. They had the

PHOTOS BY JIM RYCE

highest tuition and that gave me the idea of the connection between affordability of education and food insecurity," says Silverthorn, a Master of Social Work candidate and author of *Hungry for Knowledge*, the largest cross-campus study on food insecurity in Canada.

Silverthorn found in this compelling study, published in October 2016 by the non-profit organization Meal Exchange, that 39% of the students surveyed experienced food insecurity in the past year. Students from Indigenous, African and Caribbean backgrounds experienced the highest rates, particularly severe food insecurity. Students who mainly funded their education through band council funding, bank loans, and government loans or grants were vulnerable too.

To get a representative sample from diverse campuses across the country, Silverthorn surveyed 4,500 students from Dalhousie University, Lakehead University, Ryerson University, Brock University and University of Calgary. One in four reported that food insecurity affected their physical health, while one in five said it impacted their mental health. Almost half said they had to sacrifice buying healthy food to pay for essential expenses like rent, tuition and textbooks.

Silverthorn developed an appreciation for the value of research and the skills needed to carry out this study from the qualitative and quantitative research courses he took in third year. "We learned about marginalized populations in social work and those two courses opened my eyes to the power of research and how numbers can help in advocating for marginalized groups. But I need to see research tied to action," he says.

His report makes policy recommendations that call for a national survey of food and housing security for university and college students, including post-secondary students in a guaranteed annual income; truth and reconciliation initiatives to reduce barriers to education for Indigenous peoples; and the development of local programs aimed at providing affordable student housing.

"Often governments, not-for-profits and funding agencies need to see numbers and data to develop and implement new policies and innovations aimed at creating change. That's why we didn't go the peer-reviewed-journal route. We felt the community planning way was much more rooted in action than more traditional publication methods," Silverthorn says. **1**



URBAN AND REGIONAL PLANNING

Shelagh McCartney

Working alongside First Nations peoples and youth to re-imagine and design future communities together

→ SHELAGH MCCARTNEY, a professor in the School of Urban and Regional Planning, is working in partnership with First Nations communities in northern Ontario to develop community-based housing solutions that involve and deeply engage all community members, including youth, in the planning, development and design processes. In her Visioning Our Future Dwelling Together project, McCartney is partnering with Nibinamik First Nation to address the lack of housing, inappropriate housing, and an inappropriate, outdated housing policy, which the community identified.

“More housing is needed and we’re walking alongside the community as they design and build culturally appropriate housing. Our project has funding

to build six new dwellings: four small, one-bedroom homes for Elders and two larger homes for young families. We’re sourcing new and different materials that are very insulative and mould-inert, and will make renewable, sustainable houses that positively look to the future,” says McCartney.

These will be the first new homes to be built in the community in over a decade and could be replicated to build more homes. Another 10 existing houses will be renovated to stop mould, prevent leaks, provide insulation and make the dwellings more livable.

McCartney was first introduced to Nibinamik First Nation through her collaboration with Judy Finlay, a professor in the School of Child and Youth Care, on a project to create a wellness

index. The Nibinamik Wellness Index outlines 10 areas of concern within the community: youth; education; economic development; children, family and community; food security; health; housing; infrastructure; land, language and culture; and sports and recreation. “I started working with them through a trip to the community with Judy, building on the trust she had established over several decades. The wellness index goals are to come up with an action and advocacy plan that the community can use to work with and communicate to the government [regarding] what they want in each area,” she says.

Finlay also connected McCartney to the Eabametoong First Nation in northern Ontario, where, as a result of her (Re)Imagining Our Community project, young people have started a youth band council and spoken as a united group for the first time at a band meeting. “Youth spoke about wanting rights in their community and a space of their own to be together. There is now a plan to build a community hall and one day a youth centre,” McCartney says. ①

NURSING

Kristine Newman

Championing youth awareness and engagement in dementia care

→ KRISTINE NEWMAN, professor in the Daphne Cockwell School of Nursing, sees a strong need for youth to have a voice in improving care and finding a cure for Alzheimer’s disease and related dementias.

As a result of an aging population and more people having children at an older age, adolescents are more often becoming caregivers of, or being connected with, relatives with dementia. Newman’s 2016 study of youth awareness and experiences with older relatives who have dementia revealed both positive and negative effects of living with, knowing or caring for family members with dementia.

Her review of the experiences of teens in Canada, the United States, Norway and the Netherlands found that family relationships and roles are often interrupted or altered, and that adolescents caring for relatives with dementia faced great uncertainty related to the unpredictable nature of the disease. This uncertainty led to anxiety, depression and fear. “These teens can be full-time caregivers for a parent or have a care role with grandparents, and this affects how they develop and their socialization. There is a critical need for health and social supports to be created specifically for adolescents in their situation,” says Newman, noting there were some positive effects in terms of family bonding and these youth becoming more interested in a health-care career such as nursing or social work.

Newman, who is a Canadian representative of the World Young Leaders in Dementia network, organized a two-day Youth Dementia Awareness Symposium at Ryerson in October 2016, to get teens talking about dementia care and to



consider careers in the field.

As a researcher, she is using innovative assistive technologies to enhance care and quality of life for people with dementia. With funding from the Alzheimer Society Research Program, Newman is now collaborating with University Health Network bioengineering researcher Alex Mihailidis to develop a predictive system that uses multimodal sensors to

detect subtle biological signs of agitation in people with dementia at home, in hospital or at a long-term care facility. “We are trying to help caregivers by alerting them to early signs of agitation. If agitation can be detected quickly, the caregiver can address the person’s needs before the symptoms of agitation escalate and can keep them comfortable and safe,” she says. ①

PHOTOS BY JIM RYCE



Putting families first

By emphasizing holistic care and support, the Gerrard Resource Centre helps children and their parents thrive

BY SHARON ASCHAIK

PHOTOGRAPHS BY ARTHUR MOLA





For parents, it's a vital ally and resource for promoting their child and family's well-being.

For children, it's a stimulating and nurturing environment in which to play, learn and grow. And for

Ryerson students, it's a living lab for studying child and family development. The Gerrard Resource Centre (GRC) is all of this and represents a model in Canada of providing family support that is responsive, progressive and inclusive.

The GRC is both a family support program and School of Early Childhood Studies outreach program. For its first function, it provides direct no- or low-cost services to families in downtown east Toronto, including a drop-in centre, emergency short-term care, a toy library, information on local community resources and supports, and guidance on special needs services. The GRC is the only Canadian family support program affiliated with a university that operates according to the Guiding Principles of Family Support. Set by the Canadian Association of Family Resource programs, the principles emphasize helping families connect with each other, access community resources and develop parenting skills. The centre also advocates for policies, services and systems that support families' abilities to raise healthy children.

"The value of our model is that we believe – no

matter what a family is going through – there is strength within the family. Our role is to provide enriched programming for children and a circle of support to help families stay strong," says centre manager Catherine Moher.

Moher, who holds an MA in Early Childhood Studies and a BAA in Early Childhood Education from Ryerson, has been leading the GRC since 1982, when it first opened as a collaborative endeavour between early childhood education faculty members at Ryerson, George Brown College, Seneca College and the University of Toronto. Over the years, the GRC's operations have continually evolved in step with shifting government agendas and social attitudes toward services that support families and children. Today, the centre is a dynamic and vital force in Toronto's family support scene. Funded primarily by the City of Toronto and also East York East Toronto Family Resources, the United Way, research grants and personal donations, the GRC not only provides services to parents and children, but facilitates student research, shapes early childhood education training, collaborates with community partners and advocates for the best interests of Toronto families.

About 750 families with children up to age 12 use GRC services each year. Many use its drop-in centre at its two sites: St. Simon's-the-Apostle Church on 525 Bloor St. E., which is open Monday to Friday

from 9 a.m. to 1 p.m., and 40 Gould St. at Ryerson University, which operates on Thursdays from 6 p.m. to 8 p.m. The Bloor St. location also provides emergency short-term childcare when a family has a commitment or their regular childcare falls through. At each site, the environment is warm and welcoming, with a broad range of age-appropriate learning materials that foster children's curiosity and creativity and promote social engagement with other children and adults. Families can access information on childcare and community resources as well as toys, books and parenting literature. Moher runs the GRC with six highly trained and experienced ECE professionals, and with the support of a regular rotation of placement students from a variety of FCS programs.

Another distinguishing feature of the GRC is its consultation services regarding children with disabilities such as autism, speech delays or behavioural challenges. The centre collaborates with parents, caregivers and early childhood professionals to assess children's development, develop strategies for both ECEs and parents, and make program modifications that help childcare programs better support children with special needs.

"We provide families and teachers with an objective eye on what a child with exceptionalities needs in order to thrive," Moher says.

Ensuring all children and families have the right

resources to excel is work the GRC also does in the community. Over the years, the centre has contributed to many initiatives to promote the well-being of children and families in partnership with organizations such as the City of Toronto, Parents for Better Beginnings and East York East Toronto Family Resources. The GRC is also a member of the Family Supports Institute of Ontario, a provincial organization that works toward advancing the well-being of all families in their communities. Currently, Moher helps the City of Toronto better assist families by serving on a network that works to improve access



The GRC provides drop-in services, emergency short-term care, a toy library, information on community resources and guidance on special needs services

The GRC offers interprofessional, experiential learning opportunities for Ryerson students in early childhood studies, nursing, social work and nutrition



“The value of our model is that we believe – no matter what a family is going through – there is strength within the family. Our role is to provide enriched programming for children and a circle of support to help families stay strong.”

to city services, and by serving on a subcommittee that is advising the city on its efforts to transform the family support sector.

The GRC also conducts practical ECE research, which is reflected in how it interacts with Ryerson’s School of Early Childhood Studies. The centre recently assisted professor Kathryn Underwood with her information-gathering efforts as she prepared a policy brief to guide the municipal government in creating an integrated system of services for children and families. Currently, the centre is collaborating with professor Aurelia Di Santo on two projects. One, funded by the Social Sciences

and Humanities Research Council, is exploring barriers and approaches to teaching young children about their rights in educational settings. The other involves developing a guidebook focusing on rights-based activities for preschool and kindergarten children. Di Santo is interviewing children and staff at the GRC about their understanding of children’s rights and is piloting the activities in the drop-in centre.

“The gaps in this area are huge – we’re currently not teaching children about their rights,” Di Santo says. “This project will assist educators with helping children realize they have a voice and ensuring they know how to self-advocate.”

Even ECS graduates are welcome to conduct research at the GRC. Such was the case last summer when Olivia Caravaggio (2014) and Natalie Cummins (2014), both currently Master of Environmental Studies students at York University, approached Moher with an idea to introduce GRC drop-in families to play-based programming relating to nature and environmentalism, a topic that, up to that point, the centre hadn’t explored much due to the lack of nearby green space. One morning a week in July and August 2016, Caravaggio and Cummins walked with the families to Riverdale Park and led two hours of educational games, stories, songs and projects relating to biodiversity, energy and environmental



stewardship. The initiative, called GreenON, also allowed families free time to explore the park.

“This was a perfect way for us to learn about what works and what doesn’t in terms of teaching families about the Earth and sustainability, while also creating an opportunity for families to experience and enjoy the outdoors,” Cummins says.

The GRC has also helped advance early childhood education best practices by shaping the education of practitioners. The centre was instrumental in establishing Ryerson’s Family Supports certificate program – now a continuing education course series called Family Supports and Community Engagement – which offers training in key elements of family support work. As well, the centre provides placement opportunities not only for students from ECS, but also from nursing, social work and nutrition. Moher says, in addition to providing valuable practical experience, these interprofessional placements enable students to learn about the perspectives and approaches of other disciplines and the interconnection between them.

Among those who have greatly benefited from the GRC’s diverse range of programming and skilled and caring workers is the Proulx family. Four-year-old Liam has spent every morning at the GRC since he was six months old. Usually accompanied by his mother, Kerrie, or his grandfather, Liam enjoys

story time and singing songs, as well as the many play areas, which feature a broad selection of toys, ride-on vehicles and tricycles, a playhouse and a reading corner. He especially looks forward to the table activities, which regularly feature new manipulatives such as sand, water, playdough or blocks.

“Where the GRC stands out compared to other centres is that its ideas are more innovative, particularly because they have students who are current on early childhood research, and so they are constantly trying out new activities. Liam never gets bored there,” Proulx says.

Proulx says the GRC’s innovative programming is complemented by knowledgeable, attentive staff who show genuine interest in her son’s development and in helping everyone engage with each other.

“What I appreciate is the attention, nurturing and care he gets from the staff. They also do a good job of building connections between all the kids and families,” Proulx says. “Being at the GRC has helped Liam prepare for kindergarten by building his confidence and social skills.”

The GRC also facilitates student research and early childhood education training, collaborates with community partners and advocates for families

The GRC is the only Canadian family support program affiliated with a university that operates according to the Guiding Principles of Family Support. Visit ryerson.ca/ecs/grc/ for more information.

Change that matters

Engaging with our local and global communities to create social innovation in an international context

BY SHARON ASCHAIK

ILLUSTRATION BY SAM ISLAND

CREATING POSITIVE COMMUNITY transformation is at the heart of how the Faculty of Community Services operates, and our students and alumni excel at putting this mission into action. Through practical, relevant training that encourages them to solve social and environmental problems in innovative ways, our students evolve into active and effective changemakers. They use their talent, skills, empathy and ingenuity to meaningfully change the lives of individuals and communities across Canada and around the world. Driven to make a difference, our students and alumni are challenging convention and exploring new ideas to make the world a better place. →



Andy Tan

Nursing

ANDY TAN founded Run for Righteousness, an initiative to address poverty and injustice in northern Uganda, a region that has been affected by decades of brutal conflict. For the past two summers, he has organized a five-kilometre run in High Park for which participants raise money for community-improvement projects. He collaborates with Emmanuel International, an interdenominational evangelical aid agency, on how to best allocate the funds.

The first year, funds were raised to purchase an LCD projector that's being used by multiple schools to teach different subjects, including sexual health. Tan hopes the device will enhance how students learn and empower them to excel.

Last August, the run supported a girls' menstrual



hygiene project. Girls in the region lack access to sufficient sanitary products, and they also suffer stigma because of their periods. The money was used to create kits of clean underwear and washable pads for up to 400 girls, and to educate youths about menstruation so as to promote social acceptance.

"I enjoy amalgamating my interest in altruism with key nursing concepts of health promotion and empowerment," Tan says. "It's so gratifying for me to help these communities thrive."

Melody Mendonca

Nutrition Communication '13

MELODY MENDONCA is the project coordinator for a government-funded Ryerson collaboration with the Vietnamese government to improve nutrition and food security for children in that country, which has a high malnutrition rate.

The goal is to increase the local production and distribution of complementary foods for children that are energy dense and high in nutrients, while procuring the raw materials from local women farmers.

Mendonca oversees the initiative's communication strategy, coordinates progress reports and supports team members in conducting their work. The project is establishing small-scale food manufacturing and processing facilities that locals can operate independently as a way to promote nutritious eating, create jobs and stimulate the economy.

Mendonca is also involved in the Good Soil campaign, an initiative established in 2014 by the Canadian Foodgrains Bank that is advocating for Canada to better support small-scale farming worldwide.

"Food security is a systemic issue that has a lot to do with social inequality," Mendonca says. "Taking steps to promote sustainable food production empowers people to be agents of change in their lives and their communities."

**Emma Abramowicz**

Urban and Regional Planning '16

Toronto is set to develop its largest-ever urban park, and among those who contributed to its creation is **EMMA ABRAMOWICZ**.

Along with six other urban and regional planning (URP) students, Abramowicz participated in the planning process for the Don River Valley Park, a connected 200-hectare landscape that will open in 2019. The team's involvement began as a class credit assignment in the fall of 2015, working with the community environmental centre Evergreen Brick Works to help determine how the centre could create a large recreational area in the valley for everyone to enjoy.

To help inform the project's landscape architects, URP students researched and prepared materials on the ecology and history of the valley, the demographics of its diverse neighbouring communities, and how to make it accessible by foot and transit. They also prepared a report that included suggestions on how the city could help facilitate the park, and produced a booklet of ideas for forming public-private partnerships to fund the project. Their input will contribute to a beautiful, integrated green space featuring nature trails, walking and biking paths, cultural events, art installations and landscape stewardship activities. "It was very rewarding to be part of this revitalization project, because there is immense value in having green space in the city," says Abramowicz

**Evelyn George (left)**

Midwifery Education Program '09

ELLEN BLAIS and **EVELYN GEORGE** are among those leading the growing movement to advance midwifery in Indigenous communities to strengthen maternal and infant care and support new families.

George and Blais have co-chaired the National Aboriginal Council of Midwives, which promotes better reproductive health care for Inuit, First Nations and Métis women. The once-strong tradition of midwifery among Indigenous peoples in Canada was diminished due to colonization and the medicalization of childbirth. Today, Indigenous women often deliver babies in other regions, away from their families. George says this separation and loss of tradition contribute to higher rates of depression, suicide and children in foster care.

"It has created various social ills and mental, spiritual and emotional

problems," George says.

"We try to restore the practice of Indigenous midwifery to keep families intact during and after pregnancy."

The council directly supports Indigenous communities wanting to reclaim and restore midwifery. It has created a guidebook for students, mentors new practitioners and holds professional-development gatherings. It also lobbies federal government ministers and policy-makers to support culturally safe Indigenous reproductive health care. Last year, it published a discussion paper on the status of Indigenous midwifery and how the government can advance their work.

Says Blais: "Bringing midwives back to Indigenous communities so families can experience birth together not only creates happiness and joy, it's foundational to holding communities together."

Cheryl Saccardo

Disability Studies '16

CHERYL SACCARDO has witnessed all too often in her 24 years as an education assistant that students in wheelchairs cannot independently reach all parts of a playground, and so lose out on important social and recreational opportunities. After enrolling at Ryerson, Saccardo envisioned a playground for children of all needs and abilities, and she chose this for her program's capstone project. Saccardo is implementing this initiative at the elementary and middle school in Etobicoke where she currently works, with the support of the principal and parent council, which provided a \$2,500 budget.

The playground plan was developed with input from students with special needs and includes design suggestions from Grade 8 students. It involves using the budget to adapt the school's existing playground by adding an elevated sand table and adjustable basketball net. Also, the school will fundraise and apply for grants to pay for a new wheelchair-friendly play space in the school's courtyard, with game tables, chalkboards, a raised garden and a paved pathway on the grassy area.

"It will promote more acceptance, inclusion and independence for these kids," Saccardo says. "I hope it creates more awareness about the need for universally designed playgrounds."





Nickza Dalas

Social Work

Jacqueline Iwanski

Social Work

Chantal Carniero

Early Childhood Studies

In 2016, **NICKZA DALAS**, **JACQUELINE IWANSKI** and **CHANTAL CARNIERO** spent a month participating in a learning and research program in northeast India that was facilitated by Amrita University, which strives to develop its country's rural areas. Their experience was part of the Live-In Lab program, a multidisciplinary and intercultural experiential learning opportunity offered by Amrita University. The students investigated health-care issues in two impoverished villages in East India, where citizens experience relatively high rates of skin disease, malaria and infant mortality, to gain insights on the communities' health-care services, practices and issues.

Lodging in one of the villages, the students conducted their research in collaboration with humanitarian workers and Amrita social work graduate students. They interviewed women about their pregnancies, sanitary practices and use of vaccinations for their children. They also visited a nearby government health centre, and they interviewed health workers about the villages' gaps in medicine, treatments and other health resources, and learned about how they work to address them.

"The key to sustainable development is working collectively with the villagers to meet their needs." Dalas says.

Nickza Dalas, Jacqueline Iwanski and Chantal Carniero spent one month in northeast India as part of FCS's social innovation experiential learning opportunity

Kiri Witmer

Child and Youth Care '16

KIRI WITMER, along with Ryerson retail management student Lilly Deng, has created a booklet of local services to help address some of the complex issues facing Toronto's homeless population. The comprehensive resource was developed for the Downtown Yonge Business Improvement Area (BIA) and features a list of 20 drop-in centres located within its geographic boundaries. It includes the centres' contact information, hours and services, such as food, beds, showers and laundry. It also includes a map showing the centres' locations, and phone numbers for key supports such as Kids Help Phone, the Toronto Distress Centre and the Assaulted Women's Helpline.

To collect the data, Witmer and Deng visited each drop-in centre to verify their services and ensure wheelchair accessibility. The booklet was published last July and was distributed to local businesses so they can direct people experiencing homelessness or poverty to the resources they need. Last fall, the BIA asked Witmer and Deng to update the booklet for this past winter by adding information on shelters running out-of-the-cold programs, and the second edition was published in January.

"It's a way to educate shop owners about how they can help homeless people who are looking for services," Witmer says, adding, "I hope it helps people in need navigate the system better."



Mike Park

Occupational and Public Health '16

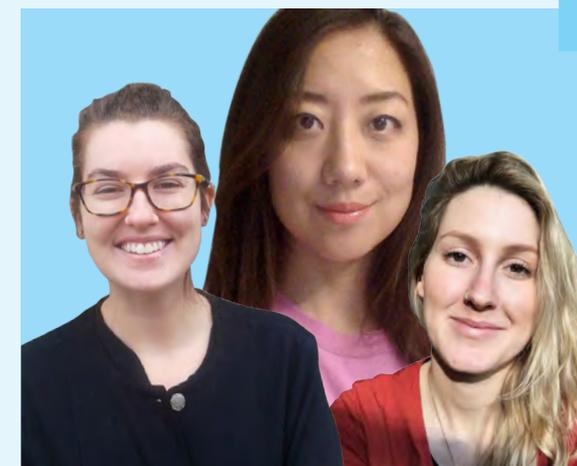
In 2016, **MIKE PARK** participated in a nine-day volunteer/travel experience in the Central American country of Guatemala that focused on promoting sustainable, profitable farming practices. The trip was organized by Operation Groundswell (OG), a Toronto non-profit offering meaningful travel programs where participants live with local families and contribute to community projects. For this for-credit self-directed study, Park evaluated how well the program advanced public health.

Park and 11 other participants learned about the impact of the country's conflict between the government and leftist rebel forces. They visited a non-profit coffee co-op for which OG facilitates networking, and worked alongside former guerillas on a coffee and banana farm that OG has supported through equipment donations. Finally, they went to OG's test site for community-improvement initiatives such as a medicinal garden and portable chicken coop for farmers.

In his assessment for OG, Park found the program helps reduce inequality and promote sustainability in Guatemala, and it raises awareness of these issues among travelers, which all help enhance public health. He also advised on how OG can more effectively collect data and conduct long-term planning.

Says Park: "I hope my findings enhance the program so participants can make a bigger impact through ethical travel, and Guatemalan farmers can be more successful."

STUDENTS & ALUMNI WORLDWIDE



Jenna Santyr

Early Childhood Studies

Wendy Suh

Early Childhood Studies '16

Samantha Woolnough

Early Childhood Studies

Last year, **WENDY SUH**, **JENNA SANTYR** and **SAMANTHA WOOLNOUGH** participated in a pilot study by Ryerson's School of Early Childhood Studies and the Early Childhood Development Initiative that is establishing a laboratory preschool for training teachers in play-based learning in Nigeria. The centre could be helpful to the country as it reforms its curriculum for pre-primary learners. Over five weeks at two children's centres in Abuja, the country's capital, the students implemented a play-based intervention and collaborated with teachers to adapt this Western model of early learning to fit Nigerian culture.

The students conducted fieldwork for their research papers by studying how the children responded to play-based learning activities. Suh looked at how the children engaged with new play materials and how that affected their social interactions. Santyr examined how the children incorporated aspects of Nigerian culture into storytelling. Woolnough focused on gauging parents' involvement in and perspective on play-based learning methods.

The students presented their findings to representatives from Nigeria's Ministry of Education and UNICEF and to some teachers and parents.

"Learning through play helps promote children's academic achievement and general sense of belonging, and it can work in any culture context," Santyr says. "I hope we provided a useful perspective on this mode of early learning." ●

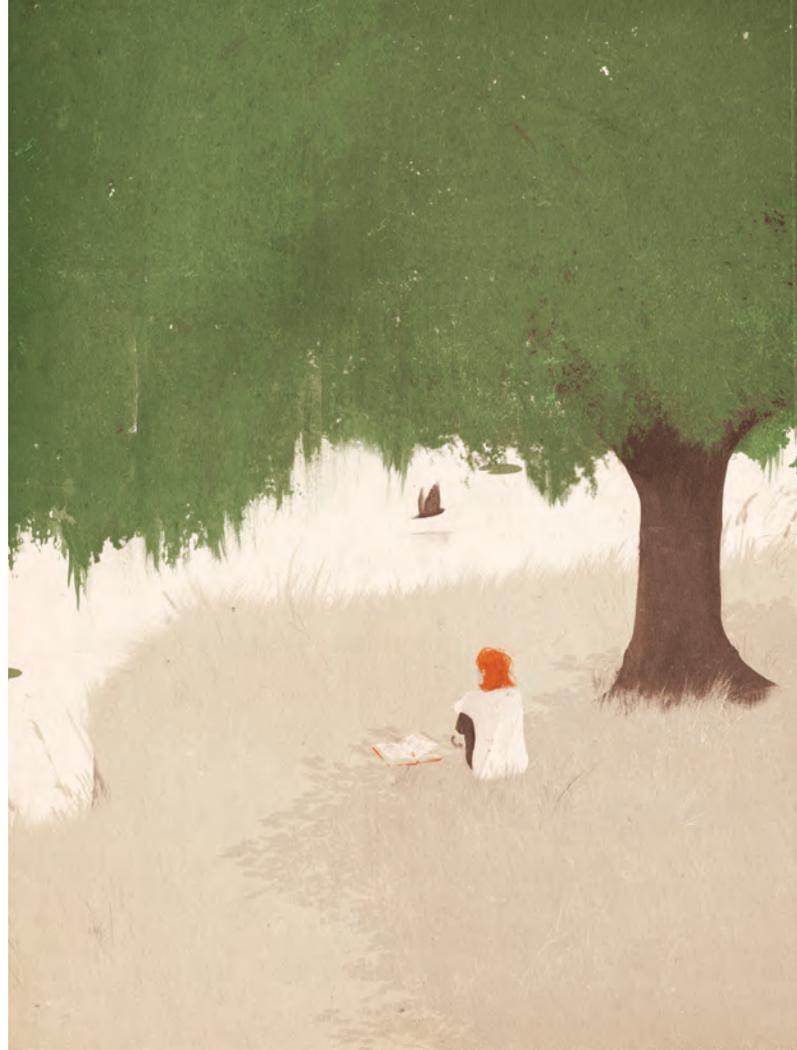
So HOW ARE STUDENTS at Ryerson University and across Ontario doing?

Consider the alarming readings from the 2016 National College Health Assessment survey of more than 25,000 Ontario post-secondary students. In the 12 months before the survey, an astounding 46% of Ontario students and 48% of Ryerson students felt so depressed that it was difficult to function, while 65% of students provincially and 68% of Ryerson students experienced overwhelming anxiety. Across the province, 13% had seriously considered suicide and 11% had attempted it, while 5% of Ryerson students contemplated suicide and 3% tried to take their own lives.

The current state of well-being in Ryerson's incredibly diverse student community is a multi-layered problem affected by many external factors, including high tuition fees and housing costs; food and financial insecurity; family and job responsibilities; and cultural, racial and social barriers. Students entering university also have less access to supports and often spend less time with their families. "When students move away from support systems, whether moving to a new city or needing to make new friends, experiencing a sudden drop in support networks makes it more difficult to cope until new connections are made. Many students who seek counselling also report having experienced major life stressors, such as witnessing and experiencing domestic violence, recent and historical trauma, immigration trauma, or death of a loved one," says Sarah Thompson, clinical coordinator of the Centre for Student Development and Counselling. With increased funding for health and well-being services in Ryerson's budget, the centre has been able to shorten wait times for appointments by offering 60% of students calling the centre a same-day appointment with a counsellor.

The Ryerson Mental Health Committee (RMHC) was formed to develop a campus-wide institutional vision, strategy and initiatives to address mental-health concerns and advance mental well-being within the Ryerson community. "Currently, the committee is focusing on how it can support student mental health in the classroom. One way we're doing this is by raising awareness and providing resources for faculty to support student well-being through flexibility in the classroom," says Allan MacDonald, director of Student Health and Wellness.

At the Faculty of Community Services (FCS), teachers and researchers are putting innovative teaching and learning strategies into action to support student well-being and position students for academic success. Jasna Schwind, a professor in the Daphne Cockwell School of Nursing, introduced mindfulness practices into her classes after experiencing the holistic benefits while studying at the Ontario Institute for Studies in Education in 2000. She and her colleagues carried out a pilot study on brief mindfulness interventions in the classroom – including mindful breathing at the start of



class – with students in nursing, child and youth care, and early childhood studies. "It helped students reduce anxiety and stress in school, as well as in their overall life. Students said mindfulness practice promoted their sense of well-being and increased their capacity to focus on academic tasks," says Schwind, who collaborated with FCS colleagues Elizabeth McCay, Heather Beanlands, Lori Schindel-Martin, Marnie Binder and Jennifer Martin.

Martin, a professor in the School of Child and Youth Care and associate dean at the FCS, leads mindfulness exercises in her classes to help students safely absorb course content on challenging themes and issues, such as sexual abuse treatment, trauma-informed practice, and self-care. Practicing mindfulness creates a supportive and inclusive environment that helps students respond rather than react to course materials by helping them engage in reflective practice and manage their anxiety. This is vital for students in caring professions, like social work and child and youth care, who are preparing to work with society's most vulnerable people and must know how to connect in an open, nonjudgmental way, which is an important aspect of mindfulness and self-awareness. "Integrating mindfulness into

each class can benefit all students as they prepare for direct clinical practice," says Martin.

For many in Ryerson's diverse student community, precarious employment (for themselves and their parents) places substantial additional financial and emotional pressures on them while pursuing their educations. "Many students are the first generation of their family to go to university. They are children of immigrant parents, or refugees, who worked hard so their kids can have better opportunities. I see some students juggling full-time work, full-time study and another part-time job at low wages to pay for their education," says Winnie Ng, the Unifor-Sam Gindin Chair in Social Justice and Democracy from 2011 to 2016.

In 2016, Ng, with colleagues, including social work professor Jennifer Poole, published "A Public Health Crisis in the Making," a report on the health impacts of precarious work on racialized refugee and immigrant women. Their study found that precarious work has cascading effects on the health of families and children, a few of whom are Ryerson students. "The reality of living and working precariously becomes part of the daily stress that affects students' health physically and mentally, and their overall sense of well-being. These students have been shortchanged and are being robbed of the opportunity to enjoy the pleasure of learning," she says.

Ng believes that tuition-free post-secondary education is needed to make education more accessible and to ease financial and work stresses. She suggests that an alumni buddy-mentoring system, offering peer support, also could help students navigate and feel hopeful about future career opportunities. Students can also benefit by getting directly involved in advocating for social change on issues such as increasing the minimum wage and improving precarious work conditions. "Students need to feel they have affinity, bonds with other students at the community level, or sharing the cause of a social justice organizing campaign. Post-secondary education isn't just about grades but also about learning to be an independent, critical-thinking citizen who will participate meaningfully in society," Ng says.

Susanne Nyaga is a fourth-year social work student, co-chair of the Ryerson Social Work Students' Union, president of United Black Students at Ryerson and president of the Ryerson Students' Union.

As a Social Work Course Union rep, Nyaga has helped organize study groups and spaces that support student well-being and academic performance. "Students can talk through curriculum materials and get peer-to-peer support. It's a way to decompress and talk about what we're learning. It helps to see other students are in the same position and that you're not alone," she says.

Nyaga believes faculty members have a vital role to play in creating a classroom environment where students can feel supported and get help in managing stress through practices such as mindfulness education. "I do really value the experience of meditation and smudging in my classes with Indigenous professors. They created

a space that acknowledges mental health," she says.

Cyndy Baskin, a professor in the School of Social Work, has always encouraged both Indigenous and non-Indigenous students to sit in classroom circles, which promotes a sharing of knowledge. "All of my classrooms are set up in a circle, so that everyone can see everyone else and there is no seat in the circle that represents a place of power. The students are looking at each other's faces and get more connected to each other, which opens them up to go deeper in their learning and sharing," says Baskin, also chair of Ryerson University's Aboriginal Education Council.

Some Indigenous students at Ryerson face challenges such as the high costs of tuition, housing and eating healthfully, and adjusting to living in a very urban environment, away from extended families. Another challenge is that Indigenous approaches to learning are also different, more holistic and less linear. "We learn by doing and from Elders, which can be very different from what happens in class and education. Indigenous students are excellent at doing oral presentations, but writing is sometimes a struggle and some students will still have English as a second language," says Baskin, who maintains the education system and universities can learn from holistic Indigenous ways of learning through hearts as well as minds.

Jennifer Poole warns that students who feel overwhelmed by external factors often start to pathologize themselves, which compounds the stress and interferes with academic performance. "Students can be incredibly hard on themselves. When external factors like food, housing and financial insecurity stress them deeply, students may start blaming themselves for being 'down' or 'unable to cope,'" she says.

Poole believes that system-wide action must be taken to address the external factors that contribute to the precarious conditions experienced by a growing number of post-secondary students. "I'm a big proponent of working against precarity with guaranteed financial support, either with free tuition or really substantial scholarships and bursaries. In addition to creating new buildings for new programs and facilities, why can't we create new housing for students and more emergency housing? We should also have supported meal plans to help students eat better and bolster their mental health and wellness," she says.

Poole is encouraged by the focus of the Ryerson Mental Health Committee, of which she is a founding member, to create a more inclusive classroom through flexible teaching and evaluation practices that allow students to thrive despite diverse needs and circumstances. Poole's flexible practices in her classes resulted in students completing assignments at a much higher rate than before. "We need to provide faculty with a way of supporting students with different needs, and front-loading the flexibility and accessibility in the courses. Across the university community, flexibility matters so much to support students' mental well-being and academic performance," she says. ●

SPOTLIGHT

Students, alumni and professors of the Faculty of Community Services strengthen our world with their zest for unearthing knowledge, their desire to address complex social issues and an emphasis on promoting social equity, expanding horizons and working with communities to empower society's most vulnerable.

By Sharon Aschaiek



ALUMNI

Nicole Meehan

Bachelor of Arts in Disability Studies '16

➔ LAST JULY, 80 students from the School of Disability Studies gathered at a Toronto theatre for an evening of activist art. The talent consisted of seven community artists sharing their experiences, adversities and successes regarding being different from the mainstream in body and mind. Performing with words, dance and music, they provoked reflection on the response to difference, oppressive societal norms and the fluidity of our identities. For event curator and performer Nicole Meehan, the show was a proud moment that reinforced the importance of celebrating diversity, resilience and community.

“The main idea was to show how our lives intersect with madness and to create conversations on how to bring more creativity, community and love into our activism,” Meehan says. “I was thrilled to be a part of it.”

Finding her voice as a disability rights advocate is a skill Meehan cultivated through her bachelor's degree experience. In this unique-in-Canada program, she learned about how social and political forces marginalize individuals with disabilities. The broad-ranging curriculum, which covers topics such as disability theory, policy, research, ethics and media representation, helped her develop widely applicable leadership skills. Just as importantly, learning about community building and empowerment practices helped her become a change agent.

Program director and professor Kathryn Church served as Meehan's thesis supervisor and coached her through the intensive process of completing her paper. As well, it was Church who gave Meehan a wholehearted green light to curate Pieces: A Mad Arts Night art show for the school's annual summer institute. This was the first time in the show's 14-year history that it was curated by a student.

Meehan's vision was to explore everyday experiences of madness as she wrote in her call for artists, “disrupting the binaries included with medicalized diagnoses.” She selected seven performers (including herself) through an audition process, and the result was a dynamic, engaging one-hour show featuring musicians, dancers, spoken-word performers and multimedia artists. Meehan's own piece involved modern dancing to an audio track featuring a recording of three of her poems.

“I found what I would love to do moving forward,” says Meehan, who will now expand her approach to combining art with disability and mad studies by pursuing a master's degree in theatre practices at the University of Glasgow. “Putting together art shows promotes critical thinking and understanding about disability, and explores how we can all coexist and thrive together.” 

STUDENT

Amanda Jekums

Bachelor of Applied Science
in Food and Nutrition
Certificate in Food Security

➔ SECURING UNIVERSAL ACCESS to safe, nutritious food is an ambitious goal, but Amanda Jekums thinks it's well worth the effort.

Jekums is the project coordinator and research assistant for Ryerson's Centre for Studies in Food Security, which examines the social justice, environmental sustainability and sociocultural aspects of access to food. The centre's researchers study the issues, share information and facilitate dialogue to increase food security and improve people's quality of life worldwide.

"People can't compromise on housing, heat or light, so when money is short, food is the first thing to become compromised," Jekums says. "The fact that such a wealthy nation has so many food-insecure people is a tragedy."

To help make headway on this matter, Jekums supports the centre's researchers by conducting literature reviews, editing reports and providing planning and communications support. One project she's currently working on involves creating a guide for food security professionals worldwide on communicating with policy-makers to promote urban agriculture. In another, she's helping to create tools and resources for Ontario farmers to better position themselves to local markets. As well, last year she helped organize Food Secure Canada's annual conference at Ryerson.

As a student and employee at Ryerson, Jekums has gained a deep understanding of how current practices in processing and marketing of food affect how people eat. She has also observed food security best practices first-hand by participating in a field study in Belo Horizonte, a city in Brazil that has dramatically reduced its hunger and malnutrition rates. A paper Jekums wrote on Brazil's national school feeding program for the *Ryerson Journal*



of Policy Studies was recognized by the Undergraduate Awards, the world's largest undergraduate academic awards program.

Outside of Ryerson, Jekums volunteers for the Toronto Food Policy Council, a subcommittee of the city's Board of Health, by serving on the steering committee of Food by Ward. The initiative is documenting the food assets of Toronto's 44 wards to help citizens advocate for better food policy decisions.

"The problems caused by food and nutrition insecurity are complex, so it's important for government and civil society to work together and find equitable and sustainable solutions." ❶



STUDENT

Travonne Edwards

Master of Arts in Child and Youth Care

➔ WHEN IT COMES to helping young people thrive, Travonne Edwards has experience and passion – and now his graduate training at Ryerson enables him to amplify his impact.

The master's education he's receiving in Child and Youth Care is providing him with a deeper, broader perspective on the fundamentals of working with youths facing adversity. The 12-month program emphasizes clinical practice, management and policy development, and research approaches. What has particularly captured Edwards's interest is learning about the conceptual frameworks that have historically defined the field and how they can shape his practice.

"The course has allowed me to gain broad insights into how child and youth care has evolved and how to apply theory to what I do," Edwards says. "These

insights will allow me to better help youth navigate within society."

Edwards is building on the CYC worker advanced diploma he completed at Sheridan College in 2014 and the CYC bachelor's degree he earned at Ryerson in 2016. After graduating from Ryerson, he worked as a teaching and research assistant in the School of Child and Youth Care. Currently, he is an education assistant for students with special needs in the Peel District School Board, a child and youth worker for the Children's Aid Society in Peel, and a child and youth worker professor at Sheridan College.

What gives Edwards an edge in his work is his own experience being guided by a practitioner. Growing up, he says, he was labelled as having learning and behavioural challenges and struggled in school. It wasn't until his last year of high school that

he encountered a child and youth worker who believed in his potential.

"He didn't talk to me as an authority figure, he was more of a mentor," Edwards recalls. "He enabled me to see my strengths and inspired me to help others the way he helped me."

Edwards is enjoying learning about how child and youth care is practised worldwide and building competencies at supporting youths through online counselling. He's excited about the idea of using his graduate training to improve the systems and processes that support rights and opportunities for children and youth.

"I can use this knowledge to shift from working on the front line to changing policies and social structures, which will allow me to more positively influence young people's lives." ❶

PHOTOS BY JAIME HOGGE

ALUMNI

Henry Luyombya

Bachelor of Social Work '16

WE KNOW HIV/AIDS can be deadly, but stigma against affected individuals can make the situation worse. The climate of fear, denial and isolation it creates can increase the risk of making uninformed lifestyle choices and can make it harder to seek treatment. It's an issue that may be affecting Ontario's black community, which makes up 5% of the population but which accounted for 24% of people diagnosed with HIV between 2009 and 2012.

Henry Luyombya thinks the solution has a spiritual dimension: he's working with pastors who have predominantly black congregants to promote understanding, acceptance and social justice related to people living with HIV/AIDS. He coordinates "Black PRAISE (Pastors Raising Awareness and Insight of Stigma through Engagement)", a study involving researchers, HIV/AIDS service providers and pastors who are developing and testing an HIV stigma-reduction intervention among black church congregations across the province.

"Faith leaders are very influential in African, Caribbean and black communities. Usually, they have quite devoted congregations, and they have been influential in addressing issues in black communities such as immigration, racism and unemployment, so they can play an important role here," Luyombya says.

Last year, six churches in Ontario simultaneously administered a sequence of three activities. The first involved distributing a booklet to generate critical understanding of HIV. After that, the pastors delivered a sermon on compassion, caring and social justice. The third step was to screen a video featuring members of the black community discussing their experiences of HIV/AIDS-related stigma.

The researchers are measuring Black PRAISE's effectiveness by comparing the results of congregation surveys from



before and after it was delivered. If the program has had a meaningful impact on reducing anti-HIV/AIDS attitudes, efforts will be made to help the churches run it more regularly. The program will also be shared with black faith and community leaders in other cities across Canada.

It's the kind of work for which Luyombya

says he feels perfectly prepared, thanks partly to his social work education. By learning to practice in an inclusive way, acknowledge people's resilience and build partnerships with community groups, he feels he has the right skill set to improve life for some of the province's most marginalized people.

PHOTOS BY JAIMIE HOGGE

"What I learned from Ryerson is the power of working collectively to address issues," says Luyombya, who is pursuing his master's in social work at the University of Toronto this fall. "While some communities are more adversely affected by HIV, there's a lot of strength within those communities we can tap in to." ●

STUDENT

Christian Hui

Master of Social Work
Bachelor of Social Work '16

CHRISTIAN HUI'S RESEARCH on advancing HIV activism in Canada is about more than completing a program assignment – it's a way to empower people living with HIV, including himself.

Hui is co-chair of the Canadian Positive People Network (CPPN), a network run by and for people living with HIV and HIV co-infections that works to enhance the quality and effectiveness of the HIV response in Canada. He co-founded the grassroots community group in 2015 to ensure people living with HIV are engaged in shaping HIV programs and policies. The approximately 150-person network is helping to fight HIV stigma, promote the latest HIV science and reform HIV criminalization.

"Even though people living with HIV can now live long and healthy lives, the systemic oppression and discrimination we face as a marginalized group are still very real," Hui says. "Our movement seeks to build a more coordinated, accountable and sustainable response to HIV in Canada."

After learning of his HIV status in 2003, Hui went through a difficult process to come to terms with his diagnosis. What helped him was the support he received from various ethno-racial HIV service organizations. The support he received propelled him to study social work at Ryerson, so he could use his experiences to help others facing similar challenges. These communities also inspired Hui to join other HIV-positive individuals to engage in HIV activism.

Now Hui, a recipient of the Canadian Institutes of Health Research Canada Graduate Scholarship, has made strengthening the CPPN the focus of his graduate research. His qualitative study involves interviewing key HIV-positive activists outside the CPPN and using the insights from these personal narratives to enhance the peer network. So far, the interviews have revealed systemic-level racism and violence as barriers to HIV community organizing, while supportive elements to collective empowerment include the responsible use of power and privilege and making room for mutual learning among a diverse community of people living with HIV.

For Hui, studying at Ryerson helped advance his advocacy work because of the emphasis it places on social justice and on an anti-oppressive approach to practice.

"We learn ways to question and resist the dominant discourse and power structures, and how to address social problems in transformative ways," Hui says. "Gaining a critical understanding of social work theories has helped further my work as an HIV activist." ●

ALUMNI

Liam O'Donnell

Master of Early Childhood Studies '16
Bachelor of Applied Arts in Radio and Television Arts '92

→ EVEN THE MOST reluctant young readers would find it difficult to resist the work of Liam O'Donnell.

O'Donnell is the award-winning author of 40 graphic novels and books for young people who, for whatever reason, don't enjoy reading. Created in comic book

format, they feature dynamic, colourful illustrations, snappy age-appropriate dialogue, suspenseful storylines and relatable characters. These action-packed adventure and mystery books both entertain readers and engage them in identifying and tracking down clues and cracking the case.



"Typically, adults decide what kids get to read, but often their choices don't suit kids' interests or needs," O'Donnell says. "Kids today, and especially reluctant readers, want action right in the first sentence, so comic books are a great way to get them hooked on reading."

Among O'Donnell's most popular works is the seven-volume Max Finder Mystery, a series for preteens in which two amateur detectives solve mysteries that may include, for example, a haunted house, werewolf or Elvis prankster. The first two volumes earned Distinguished Achievement Awards from the Association of Education Publishers. Other novels present like video games, with one in the style of the popular virtual world-building game Minecraft. In his most recent series, West Meadows Detectives, the main character, Myron, is a third-grade sleuth with autism who has unique problem-solving skills.

In addition to his many accomplishments as an author, O'Donnell has developed educational radio plays for the BBC and written articles for magazines. He has also worked since 2008 as an elementary school teacher in downtown Toronto.

Exploring ways to make learning more interesting for his students, O'Donnell seized on the popularity of Minecraft and established GamingEdus.org in 2011, a project he started with Ryerson's Responsive Ecologies Lab that guides teachers on using Minecraft in the classroom. In 2015, he took a one-year leave of absence from teaching and returned to Ryerson to pursue his master's degree in Early Childhood Studies. Building on his momentum with GamingEdus.org, he focused his thesis on the benefits of game-based learning by examining young children's open-ended play in Minecraft.

Says O'Donnell: "The program gave me a new appreciation for the importance of including kids in decision-making regarding their learning." ❶



ALUMNI

Lilisha Burris

Bachelor of Food and Nutrition '04
Certificate in Food Security '06
Master of Health Science in Nutrition Communication '08

→ DIETITIANS-IN-TRAINING wanting to expand their knowledge by personally observing global practices in the field now have a formal way to do so, thanks to Lilisha Burris.

The Toronto dietitian is co-founder of Dietitians Explore! Education Exchange, a non-profit offering senior dietitian

students organized international food, nutrition and culture practicums. Burris and her partner, dietitian Sharon Khoo, lead small groups of students on one-week trips to Germany and Hungary to explore how dietitians function in various settings. The objective is to help students further develop as dietetic professionals by building their expertise, enhancing

their portfolio and making contacts.

"When we are out of our comfort zone, we can develop a broader way of thinking and come up with creative ideas and solutions that are transferable to other contexts and situations," Burris says.

Burris's appreciation for the career-building benefits of travel first emerged during her education at Ryerson, where several courses emphasized the importance of understanding and respecting different professional perspectives and practices. That idea was reinforced when she participated in a study tour of Belo Horizonte, a city in Brazil that has significantly decreased its hunger and malnutrition rates through innovative food-security programs. Later, while interning at Mount Sinai Hospital, she travelled to Mexico for a month to help teach a university course on childhood obesity.

These international learning experiences gave Burris a more well-rounded understanding of dietetics, and she wanted other up-and-coming dietitians to enjoy the same advantage. When she started working as a diabetes educator at a community health centre, she met a colleague with the same interests, Sharon Khoo. They established Dietitians Explore! in 2012, and it is still the only organization offering international practicums for Canadian dietetic interns.

Taking place in Essen, Germany, and Budapest, Hungary, the tours feature an orientation to the country's dietetics profession and health issues. Activities include job-shadowing dietitians, touring local food markets and observing hospital food service systems. Students complete an assignment and receive a participation certificate at the end of the tour. Students pay for their own travel expenses and a program registration fee.

This May, Dietitians Explore! will welcome dietitian students from Hungary to Toronto, where they will lodge in student housing at Ryerson; learn about the School of Nutrition's facilities and initiatives; and tour local farmers' markets, food access organizations and other related sites.

"Being exposed to different ways to practice dietetics allows you to put yourself in someone else's shoes, which can make you a stronger, more empathetic practitioner." ❶

STUDENT GROUP

Planetary Health Commission

➔ THE IDEA THAT we are all more alike than unlike is the driving philosophy behind the Planetary Health Commission (PHC) as it works to promote a more just and prosperous world.

A campus club run by student volunteers, Ryerson's PHC strives to foster global citizenship, strengthen communities and advance the health of the planet and its people. It holds events and publishes materials focusing on a wide range of environmental and social issues. Occupational and public health student and the PHC's director, Vidushi Sharma, says her team's primary focus is creating awareness about how – in our increasingly interdependent world – what happens on one side of the globe affects us all.

"That is the concept of global citizenship, that we are all interconnected," Sharma says. "Understanding that is the only way to achieve lasting social change and protect our ecosystems."

One way the commission emphasizes this idea is by screening documentaries on pressing social problems. Last year, on International Women's Day, it showed *It's a Girl*, which explores the practice of female infanticide in India and China. The year before, on World AIDS Day, it showed *Fire in the Blood*, which investigates how Western pharmaceutical companies block access to low-cost HIV/AIDS drugs in Africa.

The commission members also help David Zakus, a professor of distinction in global health at FCS, publish *Planetary Health Weekly*, a newsletter exploring global health and environmental issues such as deforestation, drought, melting glaciers, drug-resistant parasites, maternal mortality, corporate greed, climate change's impact on poverty, and Indigenous health issues in Canada. As well, the PHC, alongside Zakus, organized the commission's Planetary Health Conference in 2016, a two-day campus event that brought together Ryerson students, staff and faculty to explore global health and

ecological wellness issues.

Going forward, the commission volunteers would like to explore ways to collaborate with other groups at Ryerson and in the community to host more events, so they can more effectively promote productive conversations and advance practical solutions to global issues.

"You don't have to be vegan and bicycle everywhere – there are little things we can all do in our lives to make an impact," Sharma says. "We hope to inspire others to find what they care about and how they can make a difference." ❶



Vidushi Sharma (far right) with members of the Planetary Health Commission



Julie James (left) with LGBT human rights advocate, Tatiana Ferguson. Mural: Creator's Game, 2016 by Chief Lady Bird.

FACULTY

Julie James

School of Child and Youth Care

➔ HOUSING, EMPLOYMENT AND health care are among the essentials we all need. For transgender people, discrimination can make them out of reach – but Julie James is trying to change that.

James is co-leading a first-of-its-kind study on the distinct legal issues of trans individuals in Ontario ages 16 and older. She is collaborating with researchers at the University of Toronto and Western University, and with executives at Legal Aid Ontario, HIV & AIDS Legal Clinic Ontario and Ontario HIV Treatment Network. The goal is to understand how our justice system institutions and service providers can reform to stamp out bigotry and protect the human rights of trans individuals.

Through an online survey, focus groups and interviews involving the

trans community, James and her team learned that 43% of participants experienced some form of discrimination that violated their legal rights. Broken down, the rates were 25% when trying to access medical treatment, 22% in employment (job denial, workplace harassment and/or unfair dismissal) and 22% when trying to secure housing. The data also showed transphobia caused participants emotional issues (66%), social and family problems (51%) and health issues (29%).

"Members of this community experience violence, harassment and discrimination, and don't have a way to protect themselves," James says. "We want to know what the barriers are for this population to access justice and how to overcome them."

The study data also showed that while in school, trans youth experience

harassment by students and teachers, non-inclusive curricula and binary washrooms. More broadly, James says, trans youth also face more homelessness, abuse in the shelter system, depression, anxiety and suicide. The research is guided by representatives from Ontario courts and tribunals, legal service providers and social service workers, and the findings – along with recommendations – will be published this year.

James is also building a learning and support network for trans youth-focused workers; developing workshops on gender inclusivity; and writing a book on best practices for serving trans children and youth and their families. She is also developing a trans youth-led study on the challenges trans youth face in accessing justice. As well, she is creating course content for her students on better supporting trans youth and hopes to develop a similar curriculum for all FCS schools.

"I want to determine what the needs, goals and stories are of trans youth, so that practitioners can help promote their well-being." ❶

PHOTOS BY (LEFT) MARK BLINK; (RIGHT) JAIME HOGGE

FACULTY

Julian Hasford

School of Child and Youth Care

→ WHEN THE CHILDREN'S Aid Society of Toronto revealed in 2014 that 41% of children in its care are black, it caused much hand-wringing and public debate. But for Julian Hasford, it underscored the need for him to continue investigating the causes, effects and solutions for this pressing social issue.

For several years, Hasford has studied racial disparities and prevention interventions among African-Canadian youths from disadvantaged communities. It's an issue he's looked at through many lenses: as a principal investigator of an early childhood prevention program in underserved communities, a

frontline worker in foster care and group home settings, a facilitator of urban agriculture programs for racialized youth and an advocate for child welfare system reform. Hasford's professional perspective is enhanced by personal experience: as a young adult, he benefited from an African-Canadian youth employment initiative that helped him secure his first job at a group home.

For Hasford, better understanding the many dynamics of this issue, and the persistent anti-black racism impulses contributing to it, is important not only for the well-being and cohesion of black families, but for our entire society.

"Removing children from homes in some cases reduces their abuse or neglect, but there are legitimate concerns around child protection being intrusive, and this separation for children is traumatic," Hasford says. "The ramifications are significant, because children in care tend to have more negative life outcomes such as homelessness and involvement in the criminal justice system."

What is more fair and effective, Hasford says, is reforming the child welfare system so that it better supports black families prior to the onset of abuse or neglect. To that end, he has been participating in anti-racism advocacy efforts with the Black Community Action Network of Peel, the African Canadian Working Group and Mental Health Strategy, and the Ontario Association of Children's Aid Societies. For the last group, he helped develop a practice framework for child welfare workers to address race disparities faced by African-Canadians in care.

At Ryerson, Hasford is partnering with a social work faculty member to assess the need for community-based services among African-Canadians. He also challenges his students to think critically about race, class and social privilege as they prepare to work with young people.

"Ultimately, my research and teaching is aimed at developing systems and interventions for addressing inequity," he says. "It's about equipping our graduates with skills and perspectives to promote social justice, and to engage communities to create more equitable social systems." ●



FACULTY

Vicki Van Wagner

Midwifery Education Program

→ AS A HIGHLY accomplished midwifery practitioner, educator and researcher and one of the profession's biggest champions, Vicki Van Wagner is advancing a healthful and evidence-based way forward for soon-to-be families.

Since becoming a midwife in 1981, Van Wager has been actively involved in advancing policy, practices and perceptions regarding midwives and childbirth in Canada and worldwide. The founding director of Ryerson's Midwifery Education Program and a faculty member since 1993, she has helped educate hundreds of up-and-coming practitioners. Her academic contributions have been enhanced by her extensive research on midwifery best practices and her consultation on this topic to government, associations and universities.

One area in which Van Wagner is

distinguished is her work serving Indigenous communities. Midwifery was once commonly practised by Canada's Indigenous Peoples, until colonization actively suppressed traditional healing practices. Today, without sufficient health-care services in many remote areas, pregnant women must access care and deliver their babies in other regions – away from their partners and communities. To help bring birth back to the communities, Van Wagner has spent the last 20 years practising and teaching midwifery part-time in northern Quebec's Inuit communities of Nunavik.

"Keeping families together for birth means so much for their growth and for the development of a supportive circle of family around the baby," Van Wagner says.

To assess the impact of midwifery at Nunavik's Inuulitsivik Health Centre, Van Wagner was invited to help conduct

a longitudinal study on their outcomes between 2000 and 2007. Her investigation found that women who used a midwife experienced less preterm labour, had good perinatal outcomes and required less intervention in birth. She is now examining the centre's outcomes between 2007 and 2015 and is discovering similar results.

"Not only can midwifery help support healthier, happier families, it also respects the dignity and autonomy of Indigenous peoples to choose where to give birth," she says.

Van Wagner is now sharing her expertise globally in midwifery education by serving as an external reviewer for two Bachelor of Midwifery degree programs in New Zealand. Van Wagner also serves on the Scientific Committee of the International Confederation of Midwives, which held its Triennial Congress in Toronto in June.

"The evidence for the benefits of midwifery care and normal physiologic birth, including birth outside of the hospital and in rural and remote communities, is strong," Van Wagner says. "This is an exciting time to be a part of and promote the profession nationally and internationally." ●

PHOTOS BY JAIME HOGGE



TEACHING

Influential teaching is the result of perseverance, mentorship and visionary thinking – all of which are found at the Faculty of Community Services. From developing innovative courses to supporting one another through different stages in their careers, our professors and instructors prove their commitment to teaching excellence every day.

By Dana Yates



PHOTO BY DANIEL EHRENWORTH

FEATURE STORY

Online teaching with a twist

Web-based courses foster student connections and deep learning

THE FACULTY OF Community Services (FCS) has a unique approach to online teaching: bring students together in a virtual environment and develop innovative techniques that strengthen students' connection to course material, professors and classmates.

That kind of thinking reflects an overall commitment at Ryerson University to offer robust online learning experiences, says Wendy Freeman, director of the Office of eLearning and teaching chair for the Faculty of Communication & Design. Already a leader in online university education in Ontario, Ryerson prioritized the expansion of inclusive, technology-enhanced and high-quality online offerings in the university's latest academic plan.

BRIDGING THE DIGITAL DIVIDE

"There are many ways to implement online teaching," Freeman says. "We need to maximize the possibilities of technology and maintain the important teacher-student presence."

The integration of technology into teaching affects various facets of the educational experience. Adopting a flexible approach is key to harnessing the positive aspects of online courses, says Freeman.

In a hybrid or blended model of learning, for example, lectures can be moved online, freeing up in-class time for discussions, case studies, self-reflection activities and lab work. "Students come to the classroom ready to engage," says Freeman. ➤



It's essential, she notes, to adapt online courses to incorporate instruction methods that are unique to Ryerson. For instance, the professional disciplines taught within FCS have traditionally relied upon critical pedagogy to help students identify, question and challenge mainstream or dominant world views. This strategy also teaches students how to develop interventions that will facilitate social change based on social justice.

But how can faculty members employ critical pedagogy in a virtual environment? Especially when online learners are often separated by great distances and may not have equitable access to resources and institutional supports.

THINKING OUTSIDE THE LAPTOP

Critical pedagogy is of particular interest to researcher Kristin Smith. An associate professor in the School of Social Work, Smith received funding from the Social Sciences and Humanities Research Council of Canada for her 2015 study "Online Social Work Education in Canada: What Happens When Critical Pedagogy Goes Digital?" The project also involved co-investigator Donna Jeffery from the University of Victoria and research assistant Kimberlee Collins, Disability Studies '15, a master's student in York University's Critical Disability Studies program and a student engagement facilitator in Ryerson's School of Disability Studies.

Smith and Jeffery interviewed 28 full-time faculty members, part-time instructors and recent graduates, each with first-hand experience in distance social work education programs. The researchers concluded that more institutional investments are needed to support online learning. Specifically, increased funding would enable distance-education students to come together at strategic points during a course.

"This would enable synchronous learning, especially with challenging material dealing with the social production of difference and students' positionality within hierarchies of social power," says Smith.

GETTING TO KNOW YOU

In consultation with Melanie Panitch, John C. Eaton Chair in Social Innovation and Entrepreneurship, Collins and Disability Studies lecturer Chelsea Jones, PhD in Communication and Culture '15, have created five accessible and web-based documentaries that profile Toronto-based Disability Justice activists. Developed with a grant from Ryerson's Learning and Teaching Enhancement Fund, the documentaries respond to requests from distance education students in the Disability Studies

"It's vital to create an environment that welcomes, respects and challenges everyone."

program to form real-world connections with disability activism leaders.

Filed by Jonathan Balazs, Image Arts '10, and created with input from disability studies students and alumni, the documentaries cover queer movements, mad activism, accessible city building, crip arts and institutional survival. "We're enabling students to develop knowledge and connections with the disability community," says Collins.

"We also want to make disability activism tangible for students and introduce online learners to the vibrant social-justice movement in Toronto," adds Jones.

AN INCLUSIVE ENVIRONMENT

Instructor Andrea Moraes of the School of Nutrition and the Centre for Studies in Food Security received a grant last year from Ryerson's Aboriginal Education Council to develop an Indigenous-focused module for the online gender and food-security course she teaches in The G. Raymond Chang School of Continuing Education (a joint effort with the School of Nutrition). And thanks to a Vietnam-based project led by nutrition director Cecilia Rocha, and a collaboration between Ryerson and the Vietnam National Institute of Nutrition, six international students enrolled in Moraes's course in fall 2016.

Moraes thinks flexibility and an open mind are critical to successfully managing the intricacies of online teaching and leading a highly diverse group of students. Ultimately, she says, exposing students to a broad range of perspectives contributes to a richer online experience.

"We not only have students from different disciplines and stages of learning, but we also have new immigrants, international students, and younger and older students," says Moraes. "It's vital to create an environment that welcomes, respects and challenges everyone. The goal of the course is to be meaningful to each student." 

COURSE SPOTLIGHT

Providing culturally safe midwifery care

Innovative course brings Aboriginal perspective to childbearing

MIDWIFE AND INSTRUCTOR Cherylee Bourgeois, Midwifery Education Program (MEP) '07, came to an important realization when she was a student at Ryerson University.

"I saw the need for more Indigenous content in the programs," says Bourgeois, who is Cree-Métis. "I thought a course was needed to engage Indigenous students in new ways and to provide non-Indigenous students with richer experiences so they could get to know Aboriginal peoples."

Today, Bourgeois has brought that vision to life. As the developer and instructor of the Ryerson MEP course Aboriginal Childbearing, she is helping future midwives examine the impact of colonialism on Indigenous peoples' experiences and lived realities. Initially an elective course when it was launched in January 2013, Aboriginal Childbearing is now a required course for all Ryerson midwifery students.

"When the course was launched, the Idle No More movement was happening. So, as the wider conversation about Indigenous peoples and Indigenous women changes, the course evolves too," says Bourgeois, who, along with being a midwife at the Seventh Generation Midwives Toronto clinic, is also the Association of Ontario Midwives' director of clinical professional development.

Aboriginal Childbearing, which was developed with support from Ryerson's Aboriginal Education Council, is based on Indigenous models of teaching and learning. The curriculum looks at the intergenerational repercussions of colonialism and attempts at assimilation, and the systems and institutions that contribute to the socio-economic and health

disparities that exist for Indigenous families and communities.

Through learning circles, class discussions, lectures, group activities, self-reflection exercises and hands-on projects, students gain an anticolonial perspective of history and the world and explore how Indigenous families demonstrate cultural resiliency. During

the course, non-Aboriginal students are also encouraged to consider their role as allies to Indigenous peoples.

Ultimately, Bourgeois points out, the goal of the Aboriginal Childbearing course is to teach students how to provide culturally safe care. "This is about making every midwife a better midwife," she says. ❶



FACULTY SPOTLIGHT

Leader, teacher, mentor

Janice Waddell, recipient of the Chancellor's Award of Distinction, looks back on her time as an associate dean

JANICE WADDELL IS succinct when describing her 10-year tenure as an associate dean in the Faculty of Community Services (FCS). "It was an unqualified pleasure," she says.

Waddell, an associate professor in the Daphne Cockwell School of Nursing (DCSN), completed her associate deanship in June. Earlier this year, she also received the Ryerson Chancellor's Award of Distinction for her successes at promoting teaching and learning excellence and scholarship. Waddell was praised by

her nominators for being a community builder, as well as an innovative teacher, visionary leader and a spirited mentor.

"Janice has been a consistent champion for FCS. She has an unwavering commitment to the work of this faculty and to helping it achieve the goals and objectives detailed in our academic plan," says Lisa Barnoff, dean of FCS.

Before Waddell became associate dean in 2007, the position had focused primarily on research. The role evolved, however, when she began working closely with Usha

George, then dean of FCS. "We both had a strong commitment to the scholarship of teaching and learning, and student engagement and faculty support," Waddell says.

The change happened at a critical time. Many new faculty members had joined FCS and Waddell wanted to support their development as researchers and educators.

Born out of that idea was the Positioning for Success in Academia (PSA) program. PSA presents workshops on a variety of topics, including how to prepare FCS grants and conduct collaborative, community-based international research. In addition, the program runs writing circles, enabling faculty to receive supportive feedback from their colleagues while working on manuscripts for publication.

PSA also offers mentorship circles. "They're the number one most rewarding initiative," says Waddell, who has served as a mentor and been part of the team that facilitates the groups.

The circles were launched after Waddell and her colleagues did extensive research on faculty-mentorship initiatives at several other universities around the world. Now, when new faculty join FCS, they are invited to participate in a mentorship circle, where they can meet regularly with experienced faculty members to ask questions and share ideas.

"The mentorship circles create a sense of belonging. Everyone feels safe to discuss their worries and what they're excited about," Waddell says. "New faculty feel Ryerson is invested in their success."

"Janice has been a steady presence in FCS, supporting and mentoring faculty and students and taking great pride in their successes. She has made significant contributions to learning and teaching within the university and in her profession," says George, now a professor in the School of Social Work.

Today, Waddell continues to teach DCSN students and to engage in scholarship focused on teaching and learning. She credits the FCS's culture with making her administrative experience a positive one. "There is a willingness within FCS to try new things and a pervasive sense that you're among faculty, staff and students who are striving to make a difference," she says. ❶



PHOTOS BY JAMIE HOGGE



PROGRAM SPOTLIGHT

Changemaking in progress

Minor in social innovation helps students address “wicked problems”

WHAT DOES IT take to create change? How do you develop novel solutions to complex social problems and ensure those ideas are sustainable and inclusive and will benefit marginalized or disadvantaged communities?

Launched last year, and housed in the School of Child and Youth Care (CYC), the social innovation minor offers a mix of instructor-provided lectures and feedback as well as student-driven learning and exploration. The minor is also open to students from across Ryerson,

the first Canadian university to be named a Changemaker campus. The designation, presented by a division of Ashoka, the world’s largest network of social entrepreneurs, recognizes colleges and universities that have an excellent track record in social innovation and changemaking.

It is important to formally embed social innovation in the university’s curriculum, says Melanie Panitch, John C. Eaton Chair in Social Innovation and Entrepreneurship. “Social innovation

isn’t about quick fixes. Students look at the theoretical foundations of social innovation and their impact. Transformative solutions to social problems have been explored in the schools of FCS for decades,” says Panitch, who teaches the minor’s introductory course, Foundations of Social Innovation.

Within FCS, social innovation is viewed as an effort to create sustainable systemic change to achieve social justice, inclusion and equity for marginalized populations. Social innovators in the faculty seek novel and transformative solutions to social problems and work closely with communities in need of support.

Within the minor, three required courses provide in-depth knowledge of social innovation and how to put it into action. Emphasis is placed on raising students’ awareness of the world’s “wicked

problems” – complex and hard-to-solve problems such as climate change, accessibility, food security and youth unemployment.

Students are encouraged to look toward nontraditional partnerships in order to help address wicked problems. For example, students in FCS and the Ted Rogers School of Management worked with the Downtown Yonge Business Improvement Area to create and distribute booklets that advised street-involved youth around Ryerson of the locations of nearby drop-in centres.

Going forward, students will choose three additional courses that have been grouped into several themes: health and well-being; diversity and rights; community development; diversity; global issues; and leadership and innovation. These courses are offered by a broad range of schools within FCS, including CYC, Disability Studies, Social Work, Nutrition, Early Childhood Studies and the Midwifery Education Program.

That interdisciplinary focus is by design, says Panitch. “Innovative solutions often cross disciplines. Students will need to go beyond their academic field to see more perspectives. And an important feature of this minor is the extent of choice students have in selecting courses to advance their particular interest,” she says.

Students will apply their learning in an experiential capstone project of their choice. In the end, Panitch says, students who complete the minor in social innovation will acquire a heightened sense of awareness about the world in which they live and become a catalyst for long-term change. ●



PHOTOS BY MARK BLINCH

Students attend artist Gloria Swain’s Mad Room exhibit, exploring mental health through art.



COURSE SPOTLIGHT

Planning for inclusiveness

Graduate students take in-depth look at immigrant settlement patterns

RYERSON URBAN AND Regional Planning (URP) graduates are known for their big-picture perspective. They do, after all, create and implement proposals for long-term land development. And now, thanks to an innovative course in the School of Urban and Regional Planning, students are expanding their views even more.

In URP’s Multicultural Cities and Planning Policies course, part of the Master of Planning in Urban Development program, students study how local, national and international immigrant-settlement patterns prompt municipal governments in urban areas to re-examine how they provide community facilities, services and infrastructures. The goal of the discussion-based course, says URP associate professor Zhixi Zhuang, is to increase students’ knowledge of the evolving nature of cities and cultures and the municipal policies that are needed to sustain changes over time.

“There isn’t a one-size-fits-all solution to create an inclusive, cohesive community. Different groups have different

needs,” says Zhuang. “We are preparing students to deal with the many challenges of understanding people’s needs and creating novel approaches to fill in any gaps.”

Using case studies and group projects, the course explores social, economic and political approaches to balancing housing, public transit and community services and the land-use needs of ethnic businesses and places of worship. Along the way, graduate students learn how to integrate diverse communities and promote community building.

“The course challenged us to explore sensitive, inclusive and sustainable solutions to real-world planning issues related to ethno-cultural diversity. We considered the ways in which improved design standards, planning policy and public consultation can result in more equitable, livable and sustainable communities,” wrote Sunjay Mathuria and Jahnvi Ramakrishnan, Master of Planning ’16, in the July/August 2015 edition of the *Ontario Planning Journal*. ●

DEVELOPMENTS NEWS



Donors support students' work to bring real possibilities to life
By Diana Yates



PHOTO BY KEVIN VAN PRAESSEN

Our students take learning-by-doing to the next level. Many of them, for example, volunteer their time, knowledge and skills to help marginalized or disadvantaged individuals and communities. That good work has not gone unnoticed. In fact, a number of donor-supported awards have been established in the Faculty of Community Services (FCS) to honour our students' outstanding volunteerism and strong commitment to social change.

Here, we share three inspiring stories from the FCS – while each charitable gift has a unique story to tell, they share a common theme: the impact of philanthropic giving and its power to create real-world impact in our communities.

Making “Dr. Bob” proud

Student awards carry on surgeon's remarkable legacy of service

ROBERT “DR. BOB” MCCLURE held many roles in his life – among them, surgeon, humanitarian and the first lay moderator of the United Church of Canada. Today, more than 25 years after his death, McClure's legacy of service continues, thanks to student awards in the Faculty of Community Services.

The Dr. Robert McClure Award in Health Science provides \$2,500 bursaries to Indigenous students in the Daphne Cockwell School of Nursing, the Midwifery Education Program (MEP), the School of Occupational and Public Health and the School of Nutrition. Supported by the Toronto Eglinton Rotary Club, a 40-member branch of the service

organization Rotary International, the awards honour McClure, who was a long-time member of the local club before his death at age 90.

The inaugural award recipients, MEP students Jasmine Allan-Sferruzzi, Alyssa Gagnon and Sarah Martineau, were recognized for their contributions in the community and their commitment to improving health care in Indigenous communities after graduation.

The award, says club member and past-president Jackie Scroggie, reflects McClure and Rotary International's shared values. “Our motto is ‘Service above Self;’” she says. “Dr. McClure did incredible work and we wanted to inspire people to go back and support their own communities.”

Dedicated to serving marginalized communities, McClure was a field director for the International Red Cross during the second Sino-Japanese War (1937–45), the medical commandant of a Quaker ambulance unit, the medical chief for a refugee-serving hospital in Gaza and the medical director and chief surgeon of a church hospital in India. He then spent his retirement years as a volunteer surgeon in hospitals throughout South America, the Caribbean, the island of Borneo and the Canadian northwest.

McClure believed strongly in helping communities to help themselves. Throughout his career, in fact, he developed innovative training programs that taught local people how to support their own health-care services.

At a luncheon hosted by the Rotary Club earlier this year, the award recipients shared stories about their own efforts to give back to their communities. Hearing from the young changemakers was an inspiring experience, says club member and past-president Walter Wells.

“It's rare that we actually get to meet people who benefit from our work,” he says. ●



Year in Review

A LOOK BACK AT OUR ACHIEVEMENTS AND EXTERNAL RESEARCH GRANTS

Celebrating excellence in field education

New award recognizes the importance of hands-on learning experiences

Putting compassion into action

Foundation marks 15 years of support for student awards

THE BUDDHIST COMPASSION Relief Tzu Chi Foundation of Canada has a simple goal when selecting organizations to support. “We give to people who will make the world a better place,” says Fei Yu, the foundation’s spokesperson.

For the past 15 years, the Buddhist Compassion Relief Tzu Chi Foundation of Canada (or Tzu Chi Canada) has supported student awards in the School of Social Work. During that time, approximately 150 students have benefited from the \$1,000 award.

Founded in 1966 by Dharma Master Cheng Yen in the remote Hualien area of Taiwan, the Tzu Chi Foundation now has chapters and offices in more than 45 countries. The organization, which helps poor people and relieves suffering around the world, is dedicated to putting the Buddhist principles of compassion, self-discipline, diligence, frugality and perseverance into action. Specifically, the foundation’s donors and volunteers partner with community groups and service facilities to support initiatives in eight key areas: charity, medicine, education, humanity, bone marrow donation, environmental protection, community volunteerism and international relief.

To be eligible to receive the Tzu Chi Canada award, social work students must demonstrate a commitment to volunteering their time to help people in need.

FORMER RYERSON PROFESSOR Deborah Chant never doubted she would make a gift to the School of Early Childhood Studies (ECS). She and her late husband, Murray, had already created student awards at the university. So last year, when Chant began her own retirement, she wanted to give back to the school where she had spent much of her career.

“It just makes sense to help students access education. It opens up so many doors,” she says.

A 2015 recipient of a Ryerson Deans’ Service Award, which recognizes a faculty member’s exceptional or distinguished service, Chant played a central role in numerous initiatives at the university. During her tenure, for example, she taught students, served as acting chair of ECS and was director of the president’s office. She also chaired the ECS School Council and served on the Faculty of Community Services Dean’s Advisory Committee. Her passion, though, was for field education and strengthening ECS students’ hands-on learning experiences in actual work environments.

The Deborah and Murray Chant Award for Excellence in Field Education in ECS recognizes full-time students who show leadership while putting classroom theory into practice during a field experience. Along with being a responsible, professional and dedicated self-starter who demonstrates independent thinking, the recipient of the award must also excel in their second-year placement at a family- or community-oriented program for children and families.

Patrick D’Arpino, the inaugural recipient of the award, completed his second-year placement at YMCA Oak Ridges Ontario Early Years Centre. Honoured at an FCS student recognition ceremony in 2016, D’Arpino was praised by his field educator Barb Culbert as being an excellent student.

“Patrick quickly became part of our team, fitting in very well,” she says. “Each week, he came prepared with his creative ideas. He quickly proved his dedication to our field by putting in many hours outside of his time with us.”

That kind of success, says Chant, was the primary motivation for establishing an award for excellence in field education.

“I wanted to provide recognition for students who have excelled in practice, to emphasize its critical importance to their professional development and education,” she says. ●

“As a volunteer-run organization, we believe strongly in volunteering and giving back to the community,” says Yu. “We want students to have made some contribution in the past and to have plans to volunteer in the future.” ●

The Buddhist Compassion Relief Tzu Chi Foundation of Canada welcomes new volunteers. For more information, visit tzuchi.ca.

External competitive research grants

The following is a list of external competitive grants awarded to our faculty members between January and December 2016.

Many of our researchers collaborate with co-investigators from within and outside Ryerson University; however, due to space constraints, only principal and principal co-investigators are listed.

SCHOOL OF CHILD AND YOUTH CARE

Tara Collins

PRINCIPAL CO-INVESTIGATORS

Philip Cook (International Institute for Child Rights and Development), Sonja Grover (Lakehead University), Lucy Jamieson (University of Cape Town), Irene Rizzini (Pontificia Universidade Catolica do Rio de Janeiro), Monica Ruiz-Casares (McGill University), Kay Tisdall (University of Edinburgh) International and Canadian Child Rights Partnership *Social Sciences and Humanities Research Council: Partnership Development Grant* \$199,973

Judy Finlay

PRINCIPAL CO-INVESTIGATOR

Shelagh McCartney (Ryerson University) Nibinamik Community Wellness Index *Ontario Ministry of Northern Development and Mines* \$222,920



Jennifer Martin

PRINCIPAL CO-INVESTIGATORS

Karyn Kennedy (Boost Child & Youth Advocacy Centre), Jennifer Lapum (Ryerson University) Trauma-Informed Dance Intervention for Youth Who Have Experienced Child Abuse and/or Domestic Violence *Public Health Agency of Canada* \$261,750

DAPHNE COCKWELL SCHOOL OF NURSING

Sepali Guruge

PRINCIPAL CO-INVESTIGATORS

Usha George (Ryerson University), Ann Kim (York University), Atsuko Matsuoka (York University), Souraya Sidani (Ryerson University) *Developing a Comprehensive Understanding of Elder Abuse Prevention in*

Immigrant Communities Social Sciences and Humanities Research Council: Insight Grant \$233,053

Online Informational and Social Supports for Promoting Health of Syrian Refugee Women in Ontario Women’s College Hospital \$75,000

ILLUSTRATIONS BY LEANDRA CIANCHI

PRINCIPAL CO-INVESTIGATORS

Usha George (Ryerson University), Souraya Sidani (Ryerson University), Lu Wang (Ryerson University), Denise Spitzer (University of Ottawa), Bharati Sethi (King's University College at Western University), Ilene Hyman (University of Toronto), Margaret Walton-Roberts (Wilfrid Laurier University), Atsuko Matsuoka (York University) Aging Well: Partnering to Optimize Social Network and Support for Older Immigrants in Ontario *Social Sciences and Humanities Research Council: Partnership Development Grants* \$200,000

PRINCIPAL CO-INVESTIGATORS Nimio Bokore (Carleton University), Michaela Hynie (York University), Bharati Sethi (King's College University at Western University), Elke Winter (University of Ottawa), Josie Di Zio (COSTI - IAS Immigrant Services) Emerging Voices: How Syrian Newcomers and Other Key Stakeholders Perceive Canada's Three Sponsorship Programs for Refugee (Re)settlement *Social Sciences and Humanities Research Council: Connection Grants* \$50,000.00



Lori Schindel Martin

PRINCIPAL CO-INVESTIGATOR Patricia Woo (Hamilton Health Sciences) A Pilot Study of an Innovative Online Dementia Education Intervention for Multidisciplinary Senior Post-Secondary Health Care Students in Ontario *The Retired Teachers of Ontario Foundation* \$24,989

Kristine Newman

PRINCIPAL CO-INVESTIGATORS Andrea Iaboni (Toronto Rehabilitation Institute), Alex Mihailidis (University of Toronto), Lori Schindel Martin (Ryerson University) Detection of Agitation in People with Dementia Using Multimodal Sensors: Towards a Predictive System *Alzheimer Society of Canada* \$120,000

Youth Dementia Awareness Symposium *Social Sciences and Humanities Research Council: Connection Grants* \$25,000

Global Dementia Symbol Project *Department of Health (United Kingdom)* GBP £4,000

Oona St-Amant

PRINCIPAL CO-INVESTIGATOR Nisha Sutherland (Lakehead University) Student Placements Abroad and in Canada's Northern Communities: A Critical Analysis of the Integration of 'Global' and 'Local' Knowledge in Nursing Pedagogy *Social Sciences and Humanities Research Council: Insight Development Grants* \$63,672

Mandana Vahabi

PRINCIPAL CO-INVESTIGATORS Aisha Lofters (St. Michael's Hospital), Linda Rabeneck (Cancer Care Ontario) HPV Self-Sampling Symposium *Canadian Institutes of Health Research: Planning and Dissemination Grant* \$10,000
F. Hoffmann-La Roche and Co. \$20,000

SCHOOL OF DISABILITY STUDIES

Eliza Chandler Bodies in Translation: Activist Art, Technology and Access to Life *University of Guelph - Social Sciences and Humanities Research Council, Partnership Grant (Original Grant PI: Carla Rice)* \$52,650

EARLY CHILDHOOD STUDIES

Aurelia Di Santo PRINCIPAL CO-INVESTIGATOR Kathryn Underwood (Ryerson University) Knowing Their Rights: Improving Young Children's Knowledge about Child Rights to Increase Their Civic Engagement *Social Sciences and Humanities Research Council: Connection Grants* \$23,228

Rachel Langford

PRINCIPAL CO-INVESTIGATORS Patrizia Albanese (Ryerson University), Kate Bezanson (Brock University), Susan Prentice (University of Manitoba) Caring about Care: An Examination of Care in Canadian Childcare *Social Sciences and Humanities Research Council: Research Council: Insight Grants* \$127,521

Jason Nolan

Phantom Compass Inc. - Daniel Harley *Ontario Centres of Excellence Inc.: TalentEdge Internship* \$15,000

Kathryn Underwood

PRINCIPAL CO-INVESTIGATOR Arlene Hache (Temiskaming Native Women's Support Group) Indigenous Inclusive Early Childhood Service System Synthesis Project: Embedding Indigenous Perspectives in Early Childhood Education, Care, and Intervention *Social Sciences and Humanities Research Council: Knowledge Synthesis Grants* \$25,000

SCHOOL OF NUTRITION

Enza Gucciardi Vanita Pais (The Hospital for Sick Children) Food Insecurity Screening among Families of Children with Diabetes *Lawson Foundation* \$53,100

SCHOOL OF URBAN AND REGIONAL PLANNING

Nina-Marie Lister PRINCIPAL CO-INVESTIGATORS Rob Ament (Montana State University), Ann Dale (Royal Roads University), Jane Wolff



(University of Toronto) Safe Passage: Towards an Integrated Approach for Landscape Connectivity *Social Sciences and Humanities Research Council: Partnership Development Grant* \$199,500

Safe Passage: Towards an Integrated Planning Approach for Landscape Connectivity *Woodcock Foundation* \$16,667 USD

Shelagh McCartney

PRINCIPAL CO-INVESTIGATOR Judy Finlay (Ryerson University) Building a New Future: Housing department development in Nibinamik First Nation *Indian and Northern Affairs Canada and Nibinamik First Nation* \$77,745

PRINCIPAL CO-INVESTIGATOR

Judy Finlay (Ryerson University) Housing and Social Infrastructure Needs Assessment Program *Indian and Northern Affairs Canada and Nibinamik First Nation* \$99,300



PRINCIPAL CO-INVESTIGATOR

Judy Finlay (Ryerson University) Building Together: Culturally Appropriate Housing for Sustainable Communities *Social Sciences and Humanities Research Council: Knowledge Synthesis Grant* \$23,490

Raktim Mitra

The OPAL Project: Modelling Outdoor Play and Learning in School Communities *Earth Day Canada and Lawson Foundation* \$30,000

Regional Planning for School Travel in the Greater Toronto and Hamilton Area (GTHA) *Mitacs Inc.: Industrial Contribution & Provincial Matching Funds* \$15,000

Matthias Sweet

Before-After Methods: Transportation Policy and Performance in Toronto *City of Toronto* \$99,725

Automated Vehicles in the GTHA: Consumer Outlook and Policy Opportunities *Metrolinx* \$34,984
City of Toronto \$34,984

Accolades

The following is a sampling of the external recognition and achievements of our students, staff, faculty, alumni and friends of the Faculty of Community Services in 2016 - 2017.

SCHOOL OF EARLY CHILDHOOD STUDIES

Aurelia Di Santo *Children's Rights Champion Award, April 2016* Canadian Coalition for the Rights of Children

MIDWIFERY EDUCATION PROGRAM

Claire Dion-Fletcher Midwifery '13 *Iewirokwas Cape Award for Midwifery Heroes, February 2017* Toronto Birth Centre

DAPHNE COCKWELL SCHOOL OF NURSING

Faith Donald *Distinguished Alumnus Award, May 2016* Jamestown Community College Alumni Association Board of Directors, State University of New York

Charlotte Lee

Leadership Award in Nursing Education (Academic), April 2017 Registered Nurses' Association of Ontario

Jasna K. Schwind

Teaching Innovation Award, April 2016 Council of Ontario University Programs in Nursing

Melissa Stevenson-Adamji

Nursing '16 *IDI Excellence in Community Service Recognition award, March 2017* Intercultural Dialogue Institute

Nancy Walton

Canadian Association of Research Ethics Board Distinguished Service Award, May 2016 Canadian Association of Research Ethics Boards

SCHOOL OF NUTRITION

Megan Cowan *Member Recognition Award, May 2017* Dietitians of Canada

SCHOOL OF OCCUPATIONAL AND PUBLIC HEALTH

Kathryn Woodcock *Professional Merit Award, May 2016* *Italian Manufacturer Association ANCASVI, Parksmania, and ITA-Italian Trade Agency and IAAPA Certified Attractions Executive, April 2017* & International Association of Amusement Parks and Attractions (IAAPA)





“Throughout their time with us at FCS, our students gain valuable, hands-on experience as they learn to positively engage with communities to enable meaningful change. Upon graduation, they are well-prepared to continue working to ensure the world becomes a better place for all.”

— DEAN LISA BARNOFF, FACULTY OF COMMUNITY SERVICES, RYERSON UNIVERSITY

PHOTO BY CLIFTON LI

Ryerson's Faculty of Community Services activates the intersection of mind and action by a commitment across our disciplines to social change. With a collaborative and passionate approach to transformative teaching and learning, we prepare changemakers of the 21st century. Innovation in research, teaching and learning is our faculty-wide strategy to address societal challenges.



**Faculty of
Community
Services**