

REPORT: UWW TRAINING 2018 – 2019 & SLI 2019

The Universities Without Walls (UWW) 10th Summer Learning Institute (SLI) took place in Saskatoon, Saskatchewan (SK), Treaty 6 Territory and the Traditional Homeland of the Métis Nation. As it is tradition for a decade of UWW, the SLI was the culmination of the one-year UWW Fellowship. The Fellowship was delivered in a blended format, including biweekly (from October through April) three-hour meetings online led by UWW faculty, invited faculty, 9 Fellows, and community guests, who presented on pertinent topics; and the 3-day, in-person Saskatoon SLI (June, 2019).

The focus of the 2018-2019 UWW Fellowship was Intervention Research in the context of HIV, HCV and social determinants of health. A subsidiary, skills-development curriculum focused on enhancing the knowledge transfer and exchange (KTE), public presentations, and career development skills of the UWW Fellows.

- See the biographies & final written/audiovisual presentations of [2018 – 2019 Fellows](#)

As it is customary for UWW, the SLI curriculum and its activities were collaboratively designed and implemented. In this iteration, the SLI was prepared by the UWW Fellows, core and guest faculty, staff from the Saskatchewan HIV/AIDS Research Endeavour ([SHARE](#)), the CIHR Centre for REACH in HIV/AIDS Research ([REACH 2.0](#)), and [Sanctum 1.5](#), an organization that offer pre-natal care for high-risk and HIV positive pregnant women in SK.

- [See the program for the 2019 SLI here](#)

This report provides a summary of the results of the evaluation of the UWW program, and the SLI. One set of questions was asked to UWW Fellows (on the entire UWW program), and a separate set was directed to the guests of the SLI. In total, 25 participants were asked to complete an evaluation. The evaluation is conducted using a *retrospective post-then-pre design* to avoid a documented limitation known as *response-shift bias* (Howard, Schmeck, & Bray 1979).¹

- [See the evaluation questions asked here](#)

¹ Brocklehurst NJ, Rowe A. The development and application of a public health skills assessment tool for use in primary care organisations. *Public Health*. 2003;117:165–172

Results

General demographics of respondents

Overall, we received 16 evaluations out of 25 participants in the SLI, including all nine UWW Fellows. The evaluation respondents reported the affiliations below (see Table 1). Their years of birth ranged between 1983 and 1990. The majority of respondents reported their sex was female (n=10), with fewer males (n=3) and non-reported sex (n=3). Nine participants identified as “visible minority”. Three participants identified as Indigenous: First Nations (n=2) and Metis (n=1).

Table 1: Affiliations of UWW SLI 2019 Participants (16 survey respondents)

1	Research Institute	3
2	University	9
3	Public health unit	0
4	Primary care	0
5	Hospital care	0
6	NGO or community-based organization	2
7	Other	1
	Total	15

Set of questions for UWW Fellows only

This section summarizes the results of the UWW Fellows surveys. Questions covered level of awareness/knowledge of research concepts, orientations and practices after the UWW training, using a 5-point scale, ranging from (1) “Poor” to (5) “Excellent” adapted from Brocklehurst and Rowe¹ The "training" that was assessed includes nine (9) online sessions and one three-day Learning Institute.

[See the full 2018 – 2019 UWW online calendar](#)

Overall Before & After UWW Fellows Learning at a Glance

Figure 1 – Overall Learning - BEFORE (n=9 fellows)

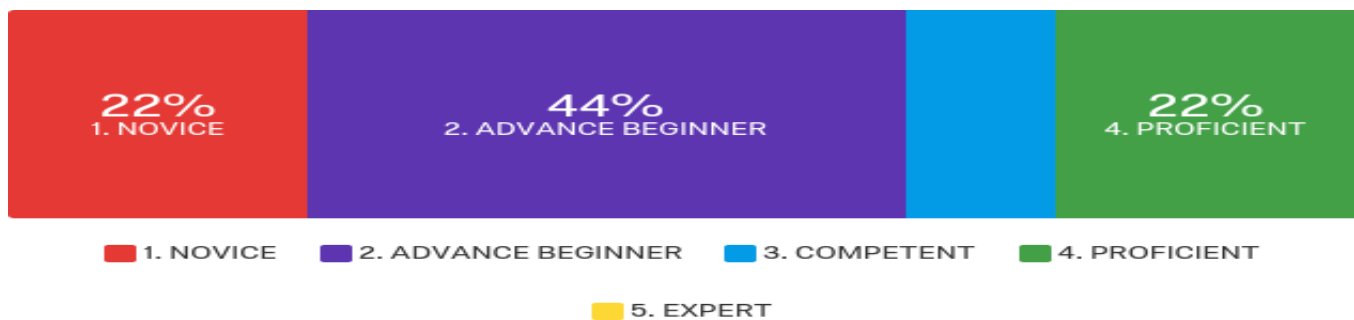


Figure 2- Overall Learning - AFTER (n=9 fellows)



In the following section, all the questions were asked **after** the end of the training. However they asked fellows to rate themselves retrospectively to before as well as the after of UWW Fellows learning during the training and the UWW SLI combined. UWW Fellows were consulted regarding six key areas:

1. Principles and practice of community-based research
2. Principles and practice of Program Science (including intervention, implementation and evaluation research)
3. Working with Peer Researchers (HIV+ persons involved in research)
4. Principles and practice of preparing and presenting online
5. Principles and practice of KTE for diverse audiences
6. Principles and practice of Indigenous research in Canada

Figure 3: Fellows’ knowledge of CBR

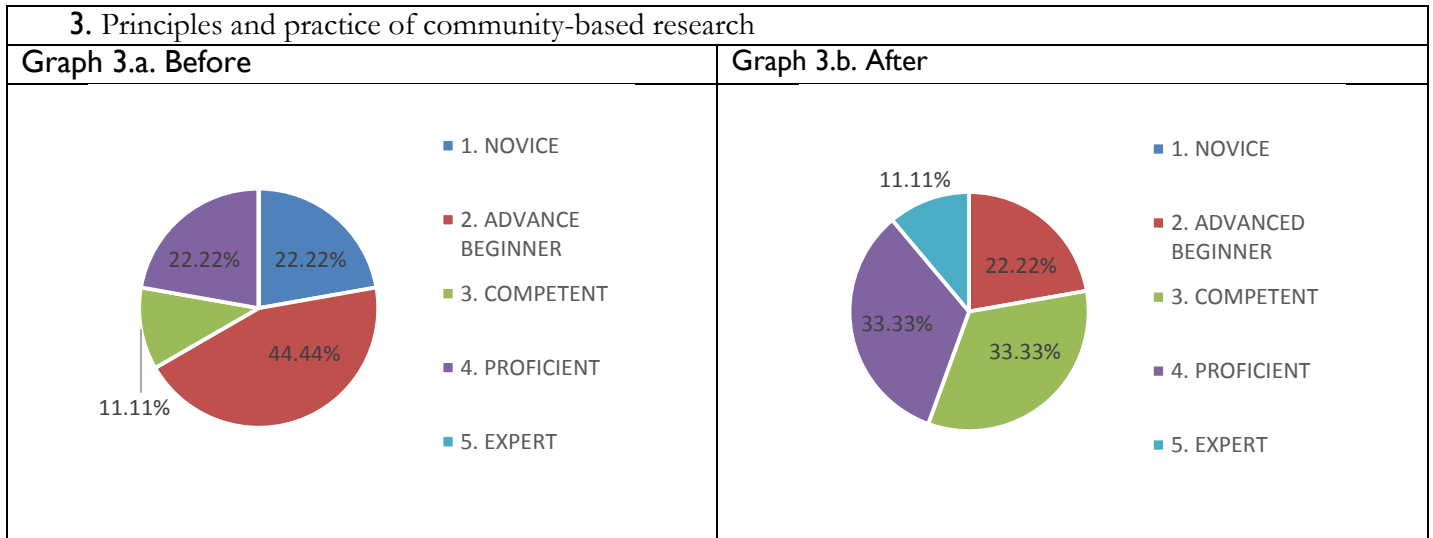


Figure 4: Fellows’ Knowledge of Program Science

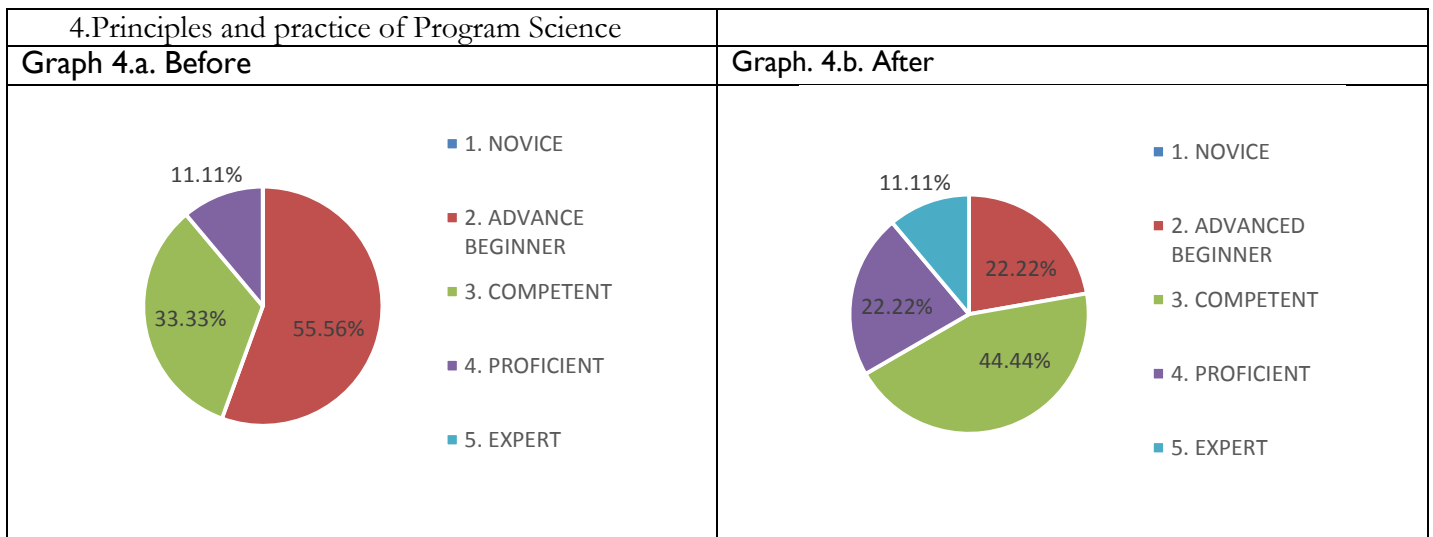


Figure 5: Fellows' Knowledge of Working with Peer Researchers

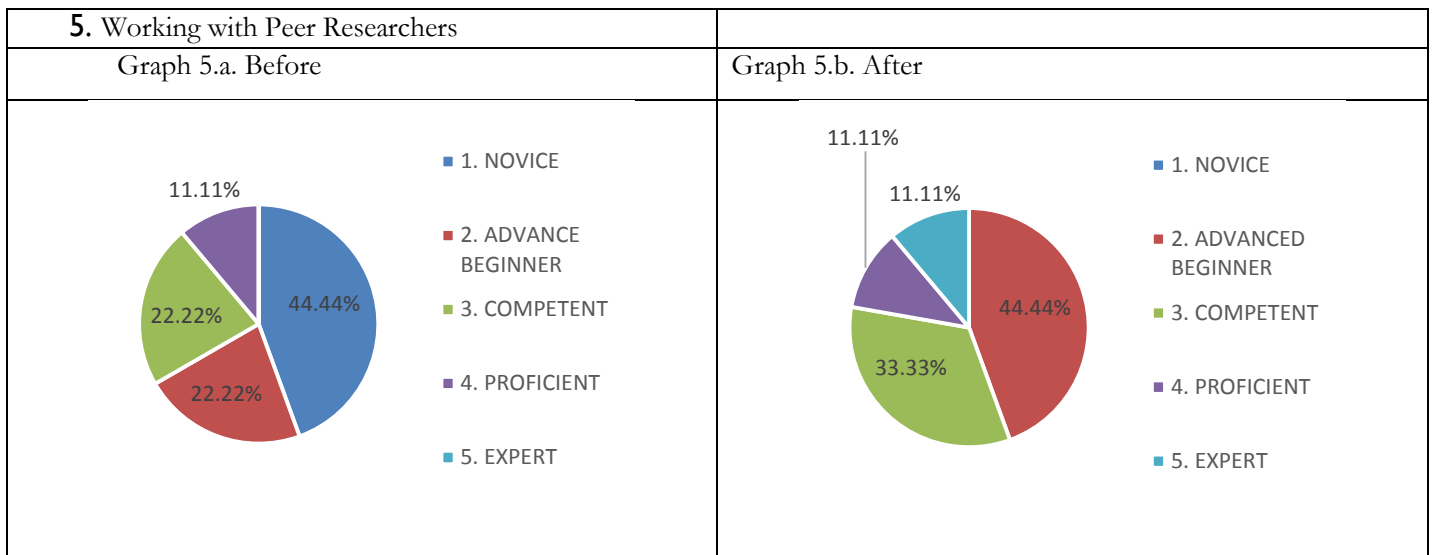


Figure 6: Fellows' Knowledge of Presenting Online

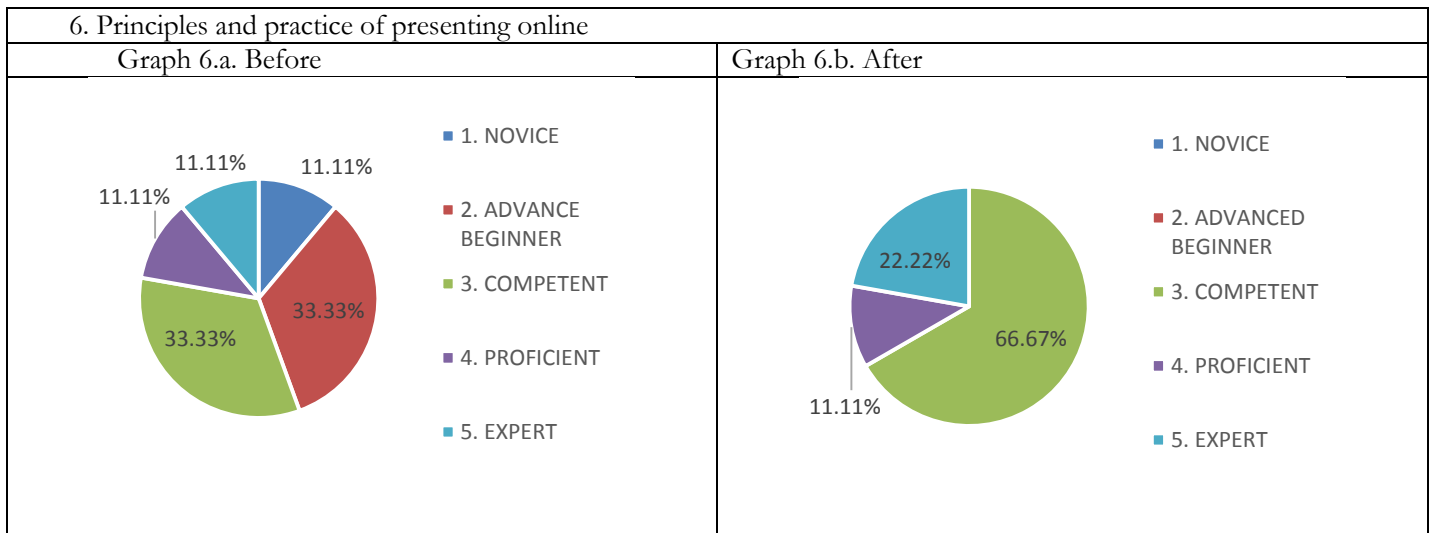


Figure 7: Fellows' Knowledge of KTE for Diverse Audiences

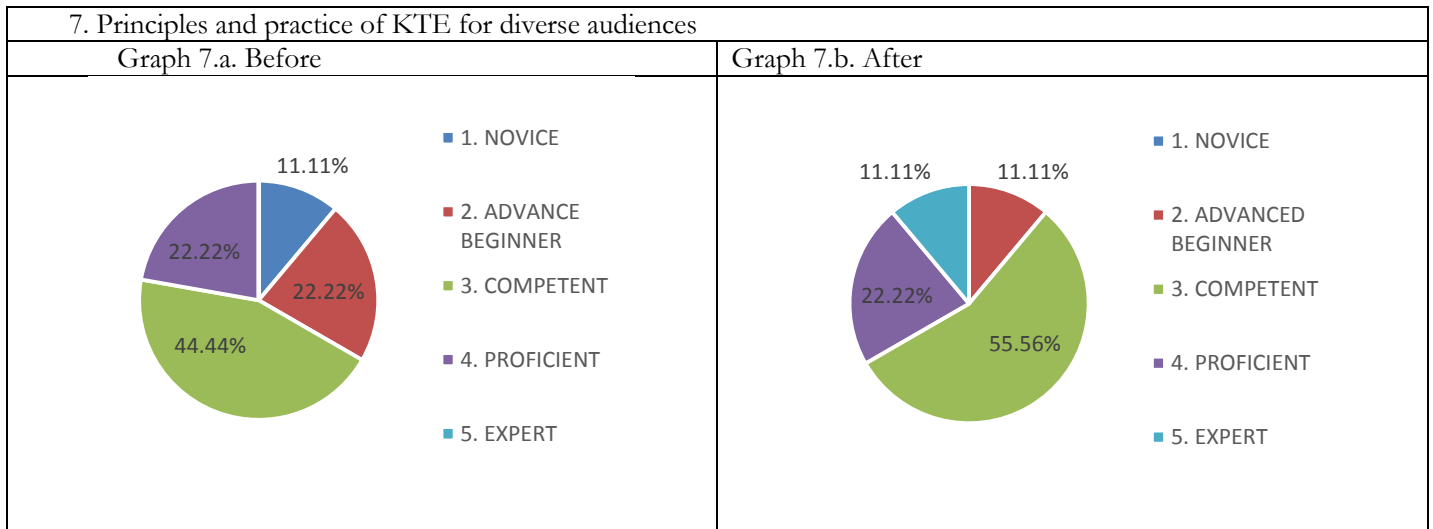
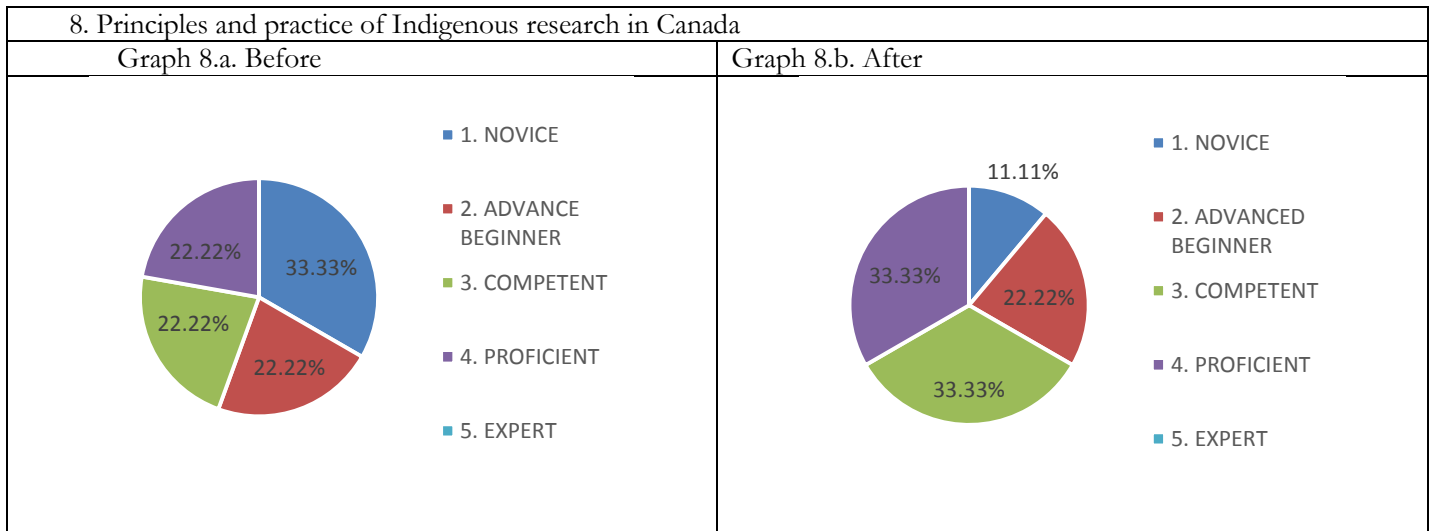


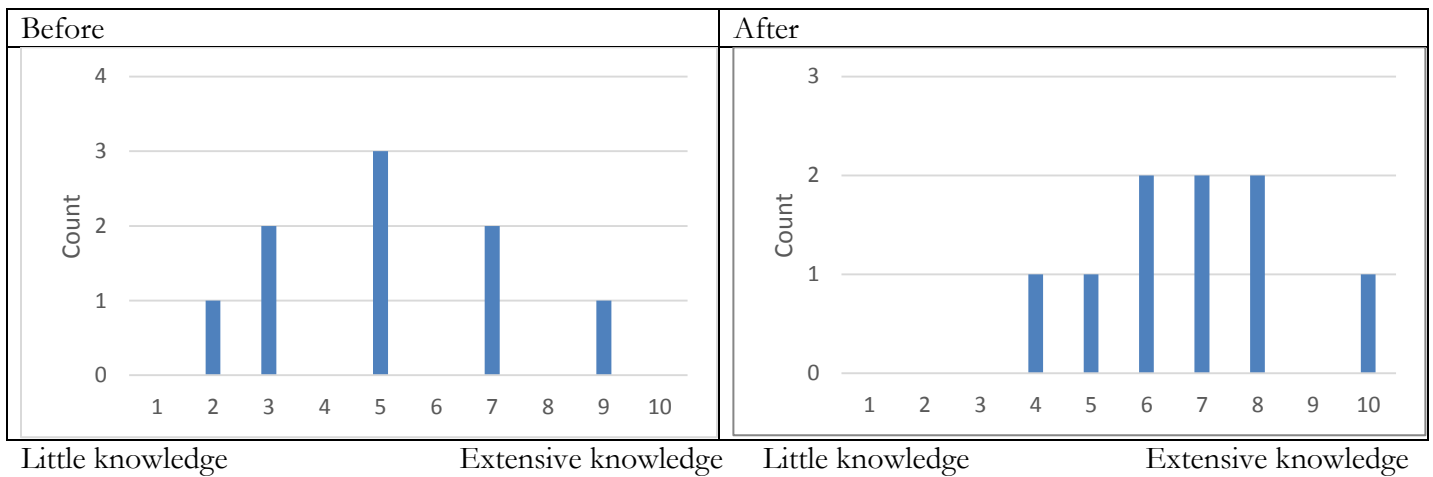
Figure 8: Fellows' Knowledge of Conducting Research with Indigenous Communities in Canada



Learning about CBR Interventions

We asked UWW fellows (n=9) to rate their overall learning on designing, implementing and evaluating evidenced based community-based interventions before and after the training on a scale from 1 to 10 (1 represents knowing little and 10 represents extensive knowledge). The figure below suggests considerable progress in learning.

Figure 9: Overall Learning about CBR (n=9 fellows)



Using the UWW required output

Each UWW Fellow was required to produce one three-minute video and a one page summary. When asked how UWW Fellows might use these products, most of them indicated they intended to use the products in future job applications and teaching (n=6). Two indicated they would not use the products.

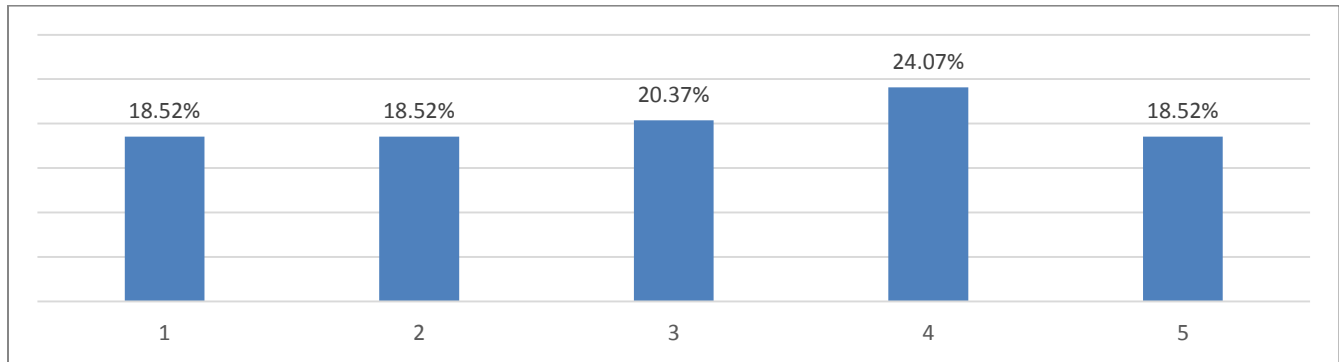
Figure 10: Use of UWW Products (n=9 fellows)

1	My enjoyment	1
2	Job application (showcase what I do)	2
3	Teaching others	4
4	Would not use any of these products	2
	Total	9

Set of questions for all SLI participants

For all Saskatoon SLI participants, including UWW Fellows, we asked: “In the Learning Institute in Saskatoon June 19 - 21 of 2019, did you learn something about...? (Check all that apply)”. The results show that overall there was increased awareness of the five main topics, especially in the area related to the Sanctum 1.5 program.

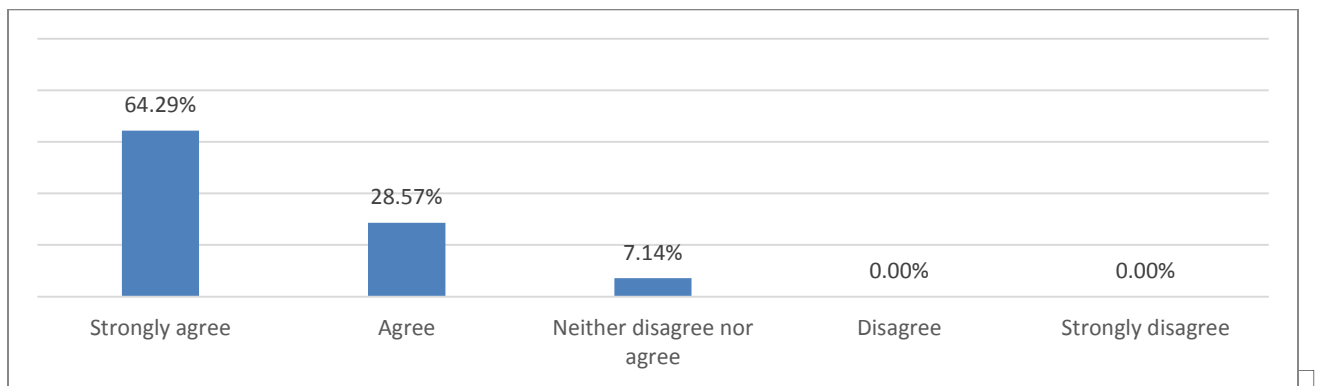
Figure 11: SLI Learning Results (n=16)



1	HIV Stigma	10
2	How to communicate your research results to others (e.g., stories)	10
3	What researchers can do to help a cause, a nonprofit organization or health delivery service (Sanctum 1.5)	11
4	The problems faced by mothers who come to Sanctum 1.5	13
5	Things that can be done to better a program such as Sanctum 1.5	10
	Total	54

We asked respondents whether they will incorporate the skills learned during this workshop in their current and future projects. Most of the respondents (n=12) reported an intention to use what they had learned during the UWW SLI.

Figure 12:



Conclusion: the 2018-2019 UWW fellowship was successful in its delivery of content, its focus and attracting bright minds in the field; these are emerging researchers that intend to stay in the field. There is room for improvement in how the Learning Institute is planned and delivered.