

**IBH 4AB6/B – Community Engaged Capstone
Winter 2025**

Teaching Team:

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Welcome to our course! Our key learning objectives in this course are:

- Build knowledge of Hamilton as a community, as well as the best practices of activism and community engagement within specific environments
- Integrate the knowledge we bring (individually and collectively) to the class and community
- Build a working knowledge of how community-focused organizations organize for social change
- Understand and articulate the principles, ethics, and core attitudes related to community participation as defined in [McMaster's Principles of Community Engagement](#)
- Reflect on the integration of business and humanities in this course and become aware of the interconnectedness of the problems and solutions we explore in our society
- Develop skills for effective community engagement including the following:
 - o Effective and purposeful communication
 - o Reflexive practice
 - o Project planning, management, and implementation
 - o Interpersonal relationship building and conflict resolution

As we all come to this course with different needs and perspectives, as we begin the course, I will also ask you to write your own learning objectives for this course (see Assignment #1). These learning objectives may help guide your final learning project.

We all bring different knowledges, skills, attitudes, behaviours, and ideas to our course. I hope that our class will become a safe and transformative space for rich and evocative discussions about our roles as co-learners and educators.

Expectations

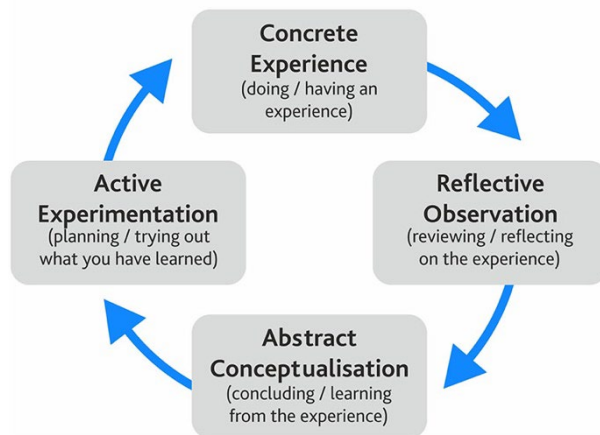
Our teaching team recognizes that we are all balancing this course with any number of other responsibilities. Thank you for taking the time to devote to this course and to enriching our shared discussions. Because of the community engaged and groupwork structure of this course, it will be important to practice disciplined time management in order to balance the course requirements, your other commitments, and self-care.

It would be unfair of me to mandate a particular number of hours that I expect you to commit to this course as we all work differently, but I have designed the course to occupy approximately 6 hours per week (in addition to our 3-hour class) including research time, group contributions, and collaboration with your community partners. If at any time this expectation becomes unmanageable, I hope you will reach out to me and/or to your peers so we can support each other on our learning journey.

Guiding Principles

This course is grounded in **experiential learning** pedagogy. According to the Association for Experiential Education, “Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and syntheses”. Essentially, in experiential education, learners construct knowledge through reflection on authentic experiences. This course will be framed by the project-based learning you do through your community-engaged project, following the experiential learning cycle:

The Experiential Learning Cycle



Throughout this course, we will intentionally walk through the various stages of the experiential learning cycle first developed by Dr. David Kolb (1984, 2014). You will have the opportunity to learn about experiential learning first-hand and hands-on.

This course will also help you to build your skills and practice of reflection. There will be several reflective assignments that will help you to document and articulate your learning in this course.

Place-Conscious Pedagogy and Learning: As we gather and prepare to work together, I invite you all to join me as we acknowledge the traditional owners of this land and give thanks for the stewardship and care afforded to this land by generations before us as we benefit from occupying these lands.

The city of Hamilton and McMaster University stand on land protected by the Dish with One Spoon Wampum agreement, a sacred covenant binding peoples on this land to care for the land and care for each other in peace. The city and the university are within the traditional territories of the Anishinaabe and Haudenosaunee peoples, on lands subject to Upper Canada Treaty 3 (1784/1792) and adjacent to lands granted in perpetuity to the Six Nations of the Grand River under the Haldimand Proclamation of 1784.

Acknowledging the land is insufficient to deeply engage in community-based work. We will explore further concepts of place-conscious learning and pedagogy throughout the courses, and I encourage you to think about how the lands you hail from, occupy, and benefit from shape your identities and the work that you do.

Language: The key foundations on which I base my educational practice are the concepts of equity and justice. The process of un-learning and challenging our previously held assumptions and biases is a key part of transformative learning. To that end, all language for this course must be non-racist, non-sexist, non-ableist, and non-homophobic. This includes our in-class discussions, your written reflections and assignments, and your personal interactions. We all know that disrupting learned behaviours and ideas can be challenging, but it is also important that we challenge each other to make our educational spaces ones in which everyone is safe from oppression.

Participation: Community-engaged learning is communicative and emancipatory in nature. The strategies we use need to reflect this. Discussion, groupwork activities, shared learning, and personal exploration will form the basis of our learning experience. These pedagogies work best when we are able to bring our authentic and vulnerable selves to the conversation. Your assignments will be structure to help you commit to and reflect on your engagement and participation with your peers, the course material, and your community project.

Community Partners & Projects

This year we have 5 community partners and projects. You will have choice in which project you work on, and we encourage you to make your selection based on the skills, commitment, and experience you can bring to support the project's success.

Project #1 – Enhanced Customer Engagement in Corporate Asset Management

- Partner: City of Hamilton Public Works
- Summary: Increase customer participation in Asset Management Levels of Service surveys by researching what surrounding municipalities are doing to engage their communities.
- Deliverables: Report; infographic

Project #2 – IDEA-informed Hiring in the City of Hamilton

- Partner: City of Hamilton Human Resources & Hamilton Fire Department
- Summary: Build a success strategy for an IDEA-informed approach to hiring within the City of Hamilton, using the Hamilton Fire Department as an initial case study
- Deliverables:
 - o Option #1 – Survey execution, data analysis and report on findings
 - o Option #2 – Success strategy report and timeline

Project #3 – “Men’s Sheds” and Suicide Prevention for men aged 40-65

- Partner: Suicide Prevention Community Council of Hamilton
- Summary: Men’s Sheds are a proven harm reduction strategy to reduce suicide in men ages 40-65. Build a support strategy and related materials to help the partner operationalize this approach in Hamilton
- Deliverables: Sponsorship/Support pitch deck and related materials for fundraising and support generation

Project #4 – South Asian Hate in Hamilton

- Partner: Hamilton Centre for Civic Inclusion
- Summary: To develop policy and community advocacy and education materials, the HCCI needs to better understand the history of South Asian hate, and the response of the South Asian community in Hamilton
- Deliverables: literature review and timeline of South Asian hate and community resilience in Hamilton

Project #5 – Digital Pipeline[4]Youth Reporting & Success Framework

- Partner: Centre[3]
- Summary: to support the ongoing funding and delivery of the Digital Pipeline[4]Youth program, Centre[3] needs a robust data collection, reporting, and success sharing framework and approach.
- Deliverables: data collection tools (surveys, questionnaires, etc.), key performance indicators, reporting & storytelling templates

Course Schedule

Date	Activities	Assignments Due ¹
January 7 – NO CLASS		
January 14	Introduction to Course Introduction to Teaching Team Experiential Learning & Critical Reflection Principles of Community Engagement	
January 21	Introduction to Community Projects Self-Selection Exercise Place-Conscious Learning	Assignment #1 – Personal Learning & Success Supports Assignment #2 – Community Project Bid
January 28	Project Planning First Community Partner Meetings	
February 4	Methods Workshop – Literature/Environmental Scan Working Session – Project Plan	Assignment #3a – Project Plan
February 11	Methods Workshop – Plain Language & Accessible Documents	
February 18 – Reading Week (NO CLASS)		
February 25	Mid-point check-in with teaching team	Assignment #3b – Mid-point check-in materials
March 4	Fireside Chat with Tammy Hwang – 9am-10am	Assignments #3c & 3d – Mid-point peer & self-assessment

¹ Please refer to the Assessment section of this course outline (p.6) for more details on assignment submissions and due dates.

	Mid-point check-ins with community partners	
March 11	Community Project Workshop – Troubleshooting and Collaborative Brainstorming	
March 18	TBA	
March 25	Reflection Session – IBH Journey [joint session with 1 st year students]	
April 1	Working session – no class	
April 8	Final Showcase	Assignments #3e & 3f – Final Presentation & Final Report

Assessment

In this course, the bulk of your assessment will be based on your community-engaged project, reflecting its importance as a capstone learning activity. However, in experiential learning, assessment is iterative, and designed to help you demonstrate your growth and increased skill/competency level rather than the success of your project. There are many variables at play in community-engaged work and our assessment of your success will focus on your abilities to create and adapt plans, to work collaboratively with your peers and your community partner, and to uphold the values of community-engaged learning in your projects.

Note: All assignments will be due at 11:59PM on the Saturday before our class that week (unless otherwise noted). **Assignments will be submitted via Avenue 2 Learn.** We know that you are all balancing many commitments and required submissions this term. As such, we will not penalize late submissions, however, late submissions will not receive iterative feedback on them and you will receive only a grade. It is in your best interest to make every effort to submit on time or to communicate with the teaching team well in advance if you require additional time to complete an assignment.

Assessment Breakdown

1. Assignment 1 – Personal Learning Objective & Success Supports = 5% of course grade
2. Assignment 2 – Project bid preparation & self-assessment = 10% of course grade
3. Assignment 3 – Community Engaged Project = 50% of course grade (+10% for community partner assessment)

- a. Assignment 3a – Project Plan (group submission) = 15% of assignment grade
 - b. Assignment 3b – Midpoint Check-in Materials (group submission) = 5% of assignment grade
 - c. Assignment 3c – Midpoint peer assessment (individual submission) = 5% of assignment grade
 - d. Assignment 3d – Midpoint self assessment (individual submission) = 5% of assignment grade
 - e. Assignment 3e – Final presentation (group assessment) = 30% of assignment grade
 - f. Assignment 3f – Final Report (group submission) = 30% of assignment grade
 - i. **Note: community partners will also provide assessment of your final presentations and reports, for an additional 10% of your final course grade.**
 - g. Assignment 3g – Final peer assessment (individual submission) = 5% of assignment grade
 - h. Assignment 3h – Final self assessment (individual submission) = 5% of assignment grade
4. Assignment 4 – Reflection on IBH pillar activity = 10% of course grade
 5. Assignment 5 – Final reflection = 15% of course grade

Assignment	Due Date	Description/Notes
#1 - Success Supports & Personal Learning Objective	January 19 th	<p>[Individual Submission] Using the learning objectives framework explored in class, submit at least one personal learning objective you'd like to explore in this course.</p> <p>Please also indicate at least one support you'd like the teaching team to know about that will help you achieve success in the course.</p>
#2 – Project Bid & Reflection	January 21 st	<p>[Individual Submission] Prior to our class session on January 21st, please review all project proposal outlines on A2L. Based on these proposals, identify the top three skills you think EACH project requires.</p> <p>In addition, identify 3-5 skills, competencies, behaviours, knowledges, values and/or attitudes you bring to our course. Submit a short self-reflection identifying and exploring these characteristics.</p> <p>We will use these submissions in an alignment exercise in class on January 21st – no late submissions.</p>
#3 – Community Engaged Project		
#3a – Project Plan	February 2	[Group Submission] Using the provided template and the resources discussed in

		class, complete your project proposal.
#3b – Midpoint Check-in Materials	February 23	<p>[Group Submission] In preparation for your check-ins with your teaching team mentor and community partner, prepare materials to help structure and guide a successful check-in meeting.</p> <p>Required:</p> <ul style="list-style-type: none"> - Meeting agenda - PowerPoint or other presentation deck demonstrating current and planned project progress <p>Based on your project's unique attributes, additional materials may be required.</p>
#3c – Midpoint peer assessment	February 23	<p>[Individual submission] complete an assessment of each group member and provide formative feedback to address any opportunities for growth.</p> <p><i>Peer assessments will be summarized and provided to all group members in the midpoint teaching team checkins on February 25.</i></p>
#3d – Midpoint self assessment	February 23	<p>[Individual submission] complete a self-assessment of your success in your community project, and in the course, thus far. You may wish to reflect on the personal learning objective(s) you set at the beginning of the term.</p>

#3e – Final presentation	April 6	[Group submission] Final presentation materials (slide deck, videos, infographics, posters, etc.) must be submitted to A2L by April 6. Final presentations will take place during the week of April 7-11.
#3f – Final report	April 10	[Group submission] Final reports must be submitted via A2L AND TO YOUR COMMUNITY PARTNER no later than 11:59PM on April 10, 2025. Proof of submission to community partner must accompany the submission on A2L.
#3g – Final peer assessment	April 10	[Individual submission] building on the midpoint peer assessment, complete a final peer assessment of your project group mates.
#3h – Final self-assessment	April 10	[Individual submission] building on your midpoint self-assessment, and your personal learning objective in the course, reflect on your growth and development as a group member throughout the community engaged project
#4 – IBH Pillar Activity	TBD	More details to follow.
#5 – Final Reflection	April 26	More details to follow.