

Joanna Rankin, Ph.D.

EDUCATION

Ph.D. York University	2015
Toronto, Ontario, Canada, Critical Disability Studies	
M.Ed. University of Calgary	2007
Calgary, Alberta, Canada, Community Rehabilitation and Disability Studies	
B.A. University of Victoria	2001
Victoria, BC, Canada, Sociology	

RESEARCH PROJECTS & FUNDING

- 1. PI: Implementing a Radical Doula Model as an Innovative Framework of Support in Mental Health, Supervisor for Xiao Yang Fang & Amanda Denis** **2023-2025**
Airdrie, Alberta
Funding: Mitacs Accelerate, **\$180,000**
- 2. PI: Evolve to Innovate Supervisor Award** **2022**
Calgary, Alberta
Funding: Innovate Calgary (e2i), **\$5000**
- 3. PI: Upholding the Rights and Dignities of Mental Health Service Users: Applying the Radical Doula Model as an Innovative Framework of Support in Mental Health** **2022-2024**
Calgary, AB
Funding: New Frontiers in Research Fund, **\$249,764**
- 4. PI: Upholding the Rights and Dignities of Mental Health Service Users: Applying the Radical Doula Model as an Innovative Framework of Support in Mental Health** **2022-2024**
Calgary, AB
Funding: Hunter Family Foundation, **\$250,000**
- 5. PI: Upholding the Rights and Dignities of Mental Health Service Users: Applying the Radical Doula Model as an Innovative Framework of Support in Mental Health** **2021**
Calgary, AB
Funding: VPR Catalyst Grant, **\$12,600**
- 6. Co-Investigator: Making the Shift Youth Homelessness Diversion Study** **2021-2024**
Calgary, AB, Guelph, ON, Cambridge, ON, Peterborough, ON
Funding: Application submitted to Network Centres of Excellence Project Grant, **\$696,000**
PI: Katrina Milaney
- 7. Co-PI: Applying the Radical Doula Model in Post-Discharge Transition Planning, 2021**
Calgary, AB
Funding: Mitacs BSI Grant, **\$5000**
- 8. Co-PI: Applying the Radical Doula Model in Post-Discharge Transition Planning, 2021**
Calgary, AB
Funding: Canadian Mental Health Association, **\$5000**
- 9. PI: Co-developing an EDI informed Students-as-Partners Framework,** **2021-2023**
Calgary, AB
Funding: Taylor Institute SoTL Grant, **\$40,000**
- 10. PI: Co-creating knowledge to improve mental health injury interventions** **2021-2022**
Calgary, AB
Unfunded Research Project

- 11. Co-PI: Student Identity and Diversity in Capstone Experiences,** **2017-Present**
Canada, Australia, US, UK
Funding: Elon University Center for Engaged Learning: **\$30, 000 US**
- 12. Collaborator: Emergency Collective,** Canadian Mental Health Association, **2019-Present**
Calgary, AB
Funding: CMHA: **\$96, 000**
- 13. Co-PI: Engaging the Right to Disrupt,** University of Calgary, **2017-Present**
Calgary, AB
Unfunded SoTL Research Project conducted with Dr. E. Anne Hughson
- 14. PI: Interdisciplinary Simulations,** University of Calgary, **2018-2019**
Calgary, AB
Funding: Taylor Institute Lesson Study Grant: **\$7, 500**
- 15. PI: Open Educational Resources,** University of Calgary, **2018**
Calgary AB
Funding: Taylor Institute: OER Development: **\$8, 500**
- 16. PI: SoTL Immersion,** University of Calgary, **2017-2018**
Calgary, AB
Funding: Taylor Institute: SoTL Practice Grant: **\$7, 500**
- 17. Co-PI: The Remarkable Lives Project,** University of Victoria, **2014-2016**
Victoria, BC
Funding: Recreation Integration Victoria, Mitacs, **\$20, 000**
- 18. PI: Chatter that Matters,** York University, **\$70,000** **2009-2014**
Toronto, ON
Doctoral Thesis Research
- 19. RA: Disability Rights Promotion International,** York University, **2008-2012**
Toronto, ON
Research Assistantship conducted under Dr. Marcia Rioux

POST-SECONDARY TEACHING EXPERIENCE

- Radical Mental Health Doula Training Program** **2023**
The Radical Mental Health Doula Project
Spring 2023
Length: 5 days Course Hours: 36 Enrollment: 8
Medium: On Campus
- University of Calgary, Community Health Sciences, Cumming School of Medicine** **2016-Present**
Winter 2024
CORE 473: Social Justice and the Labour Force
Length: 12 weeks Course Hours: 72 Enrollment: 91
Medium: Online
- Fall 2022*
CORE 209: Disability Theory in Everyday Life
Length: 12 weeks Course Hours: 72 Enrollment: 90
Medium: On Campus
- CORE 594: Practicum I**
Length: 12 weeks Course Hours: 36 Enrollment: 25
Medium: Practicum Site & Tutorial
- Winter 2021*

CORE 473: Justice and the Labour Force
Length: 12 weeks Course Hours: 36 Enrollment: 49
Medium: Online

CORE 595: Practicum II
Length: 12 weeks Course Hours: 36 Enrollment: 25
Medium: Practicum Site & Tutorial

Fall 2020

**CORE 209: Disability Theory in Everyday Life
(Combined two sections)**
Length: 12 weeks Course Hours: 72 Enrollment: 90
Medium: On Campus

CORE 594: Practicum I
Length: 12 weeks Course Hours: 36 Enrollment: 25
Medium: Practicum Site & Tutorial

Spring 2020:

CORE 473: Social Justice and the Labour Force
Length: 1 week Course Hours: 36 Enrollment: 40
Medium: Online (Block Week Delivery)

Winter 2020:

CORE 473: Social Justice and the Labour Force
Length: 12 weeks Course Hours: 36 Enrollment: 44
Medium: Online

CORE 569: Recovery Models: Mental Health and Disability
Length: 12 weeks Course Hours: 36 Enrollment: 44
Medium: On Campus

CORE 595: Practicum II
Length: 12 weeks Course Hours: 36 Enrollment: 24
Medium: Practicum Site & Tutorial

Fall 2019:

**CORE 209: Disability Theory in Everyday Life
(Combined two sections)**
Length: 12 weeks Course Hours: 72 Enrollment: 90
Medium: On Campus

CORE 594: Practicum I
Length: 12 weeks Course Hours: 36 Enrollment: 25
Medium: Practicum Site & Tutorial

Spring 2019:

CORE 583: Community Development in Community Rehabilitation
Length: 12 weeks Course Hours: 36 Enrollment: 23
Medium: Online

Winter 2019:

CORE 473: Justice and the Labour Force

Length: 12 weeks Course Hours: 36 Enrollment: 40

Medium: Online

CORE 595: Practicum II

Length: 12 weeks Course Hours: 36 Enrollment: 29

Medium: Practicum Site & Tutorial

Fall 2018:

CORE 209: Disability Theory in Everyday Life

Length: 12 weeks Course Hours: 36 Enrollment: 60

Medium: On Campus

**CORE 435: Social Research in Disability, Health and Rehabilitation Disablement
(Co-taught course with Dr. Anne Hughson)**

Length: 12 weeks Course Hours: 36 Enrollment: 91

Medium: On Campus and Online

CORE 594: Practicum I

Length: 12 weeks Course Hours: 36 Enrollment: 28

Medium: Practicum Site & Tutorial

Spring 2018:

CORE 583: Community Development in Community Rehabilitation

Length: 12 weeks Course Hours: 36 Enrollment: 30

Medium: Online

Winter 2018:

CORE 487: Introduction to Community Rehab Practice & Professional Conduct 2

Length: 12 weeks Course Hours: 36 Enrollment: 16

Medium: Practicum Site & Tutorial

CORE 595: Development of Services or Programs 2

Length: 12 weeks Course Hours: 36 Enrollment: 25

Medium: Practicum Site & Tutorial

CORE 473: Vocational Rehabilitation & Disability

Length: 12 weeks Course Hours: 36 Enrollment: 30

Medium: Online

Fall 2017:

CORE 209: Disability Theory in Everyday Life

Length: 12 weeks Course Hours: 36 Enrollment: 60

Medium: On Campus

CORE 485: Introduction to Community Rehabilitation Practice & Professional Conduct

Length: 12 weeks Course Hours: 36 Enrollment: 15

Medium: Practicum Site & Tutorial

CORE 594: Development of Services or Programs

Length: 12 weeks Course Hours: 36 Enrollment: 24
Medium: Practicum Site & Tutorial

Spring 2017:

CORE 583: Community Development in Community Rehabilitation

Length: 12 weeks Course Hours: 36 Enrollment: 33
Medium: Online

Winter 2017:

CORE 595: Development of Services or Programs 2

Length: 12 weeks Course Hours: 36 Enrollment: 24
Medium: Practicum Site & Tutorial

CORE 473: Vocational Rehabilitation

Length: 12 weeks Course Hours: 36 Enrollment: 30
Medium: Online

Fall 2016:

CORE 549: Understanding Children with Autism

Length: 12 weeks Course Hours: 36 Enrollment: 30
Medium: Online

CORE 581: Professional Practice and Professional Ethics in Community Rehabilitation

Length: 12 weeks Course Hours: 36 Enrollment: 30
Medium: Online

CORE 583: Community Development in Community Rehabilitation

Length: 12 weeks Course Hours: 36 Enrollment: 45
Medium: On Campus

CORE 597: Practicum in Community Rehabilitation Distance Learners

Length: 12 weeks Course Hours: 36 Enrollment: 15
Medium: Distance Practicum

Limited Term Faculty (0.5)

2015-2016

Faculty of Classroom and Community Supports, Douglas College

Department of Disability and Community Studies

Courses Taught:

Fall 2016:

CCS 2100: Flexible Completion

Length: 14 weeks Course Hours: varied Enrollment: 8

Winter 2016:

Disability and Community Studies 5131: Introduction to Employment Supports

Length: 14 weeks, Course Hours: 28 Enrollment: 20
Medium: Online

CCS 2431: Adult Supports in the Community: Course Based

Length: 14 weeks Course Hours: 42 Enrollment: 20
Medium: Online

CCS 2100 (fall): Flexible Completion

Length: 14 weeks Course Hours: varied Enrollment: 8

CCS 1240: Practicum II: Course Based

Length: 8 weeks Course Hours: varied Enrollment: 6

Fall 2015:

Disability and Community Studies 5111: Disability in Context

Length: 14 weeks Course Hours: 28 Enrollment: 30

Classroom and Community Support 2100: Flexible Completion

Length: 14 weeks Course Hours: varied Enrollment: 6

Classroom and Community Support 1240: Practicum I: Course Based

Length: 8 weeks Course Hours: 8 Enrollment: 6

Department of Disability Management and Return to Work, 2014-2016
Pacific Coast University for Workplace Health Sciences, Port Alberni, BC

Courses Taught:

Spring 2016

DMCCJ: Workers Compensation and Return to Work

Length: 3 weeks, Course Hours: 10 Enrollment: 25
Medium: Online

Winter 2015

DMCCJ: Workers Compensation and Return to Work

Length: 3 weeks Course Hours: 10 Enrollment: 25
Medium: Online

DMCC O2: Disability and Diversity in the Workplace

Length: 3 weeks Course Hours: 10 Enrollment: 25
Medium: Online

Spring 2014

DMCCJ: Workers Compensation and Return to Work

Length: 3 weeks Course Hours: 10 Enrollment: 25
Medium: Online

PUBLICATIONS

Peer Reviewed Publications (Journal Articles)

1. Boulton, T., Upadhyaya, D., Pichette, E., & Rankin, J.C. (2024). "Burnout is real": A SWOT analysis of midwives' perspectives on providing midwifery care in Alberta, Canada. *Canadian Journal of Midwifery Research and Practice*, " (Forthcoming)
2. Rankin, J.C., Boulton, T., Fang, X., & Denis, A., (2024) Co-Developing a Radical Mental Health Doula Model of Support: Reflections on Doing Feminist Participatory Action Research. *Critical Studies*. 18 (1).
3. Edwards, M., & Rankin, J.C., (2023) Inciting Change Makers in an Online Community Engaged Learning Environment During Pandemic Restrictions: Lessons from a disability studies and community rehabilitation program. *Gateways: International Journal of Community Research and Engagement*. (Under Review).
4. Rankin, J.C., Carlson, N., Grimminck, R., Durling, P., Henni, J., Mrozowich, D., Barlow, A. & Coghlin, L. (2020). *Interdisciplinary Simulations: Evaluating a lesson study aimed to improve learning outcomes in dealing with agitated clients/patients through the use of simulations*. *Canadian Journal of SoTL*. (Under Review)
5. Rankin J.C., Pearl, A.J., Jorre de St Jorre, T., McGrath, M.M., Dyer., S., Sheriff, S., (2022). Delving into Institutional Diversity Messaging: Student and Faculty Interpretations of Undergraduate Capstone Experiences. *Teaching and Learning Inquiry*. 10(2022)
6. Durling, P., Henni, J., Mrozowich, D. Rankin, J.C., Barlow, A., & Grimminck, R. (2022). A Mixed-Methods Realist Analysis of an Interdisciplinary Simulation Intervention for Psychiatry Residents. *Acad Psychiatry* 46, 95–105 (2022). <https://doi.org/10.1007/s40596-021-01524-w>
7. Milaney, K., Rankin, J., & Zaretsky, L. (2022). The Modern Day Asylum: A Mad Studies Informed Approach to Understanding De- Institutionalization, Madness and Chronic Homelessness. *Canadian Journal of Disability Studies*, 11(1), 91–118. <https://doi.org/10.15353/cjds.v11i1.855>
8. Rankin, J. C. (2017). Novel Conversations: The Online Discussion of Disability from three Popular Works of Fiction. *Canadian Journal of Disability Studies*. 7(3), 52-88.
9. Rankin J.C., & Sawani, S. (2019). Disability Studies and the place of diversity within the Scholarship of Teaching and Learning. *Journal for Research and Practice in College Teaching*. 4(1).

Peer Reviewed Publications (Book Chapters)

1. Pearl, A.J, Rankin, J.C., McGrath, M.M., Dyer, S., & Jorre de St Jorre, T. (2023). Students-As-Partners and Engaged Scholarship: Complementary Frameworks. In Ketcham, C., Weaver, T, & Moore, J. (eds.) *Cultivating Capstones: Designing High-Quality Culminating Experiences for Student Learning*.
2. McGrath, M.M., Dyer, S., Rankin, J., & Jorre de St Jorre, T. (2023). Positionality and professional identity in capstones: Renegotiating the self through teaching and learning. In Ketcham, C., Weaver, T, & Moore, J. (eds.) *Cultivating Capstones: Designing High-Quality Culminating Experiences for Student Learning*.
3. Rankin, J.C. (2021). Flat Positive: Exploring the voices and choices of women who undergo mastectomy. In Dreidger, D. (ed) *Living the Edges: A Disabled Women's Reader*. (2nd ed.) Toronto, ON, Ianna.

4. Rankin, J.C. (2019). Deconstructing Reconstructing: Challenging Medical Advice Following Mastectomy. In Kwan, S., & Bobel C. (eds.) *Body Battlegrounds: Transgressions, Tensions, and Transformations*. Nashville, TN, Vanderbilt University Press.

Peer Reviewed Publications (Abstracts)

1. Rankin, J.C., Grimminck, R., Durling, P., Barlow, A., Henni, J., & Mrozowich, D. (2020). Engaging Learner Perspectives: A realist analysis of learner perceptions of safety in high stakes simulations. *Canadian Medical Education Journal*. Canadian Conference on Medical Education Abstracts 2020.
2. Pearl, D., Rankin, J. Jorre de St. Jorre, T. (2020). Mentoring Undergraduate Research Students. Conference on Engaged Learning. Elon University. Elon, NC, June 21-22, 2020. (Cancelled).

Training Manuals, Online Resources & Reports

1. Rankin, J.C., Boulton, T., Fang, X. Y., Parker, M., Denis, A., Hoogenboom, K., Moumos, E. (2023). The Radical Mental Health Doula Training Workbook. *The Radical Mental Health Doula Project*. Calgary, Alberta
2. Boulton, T., Rankin, J., McGillion, B., & Hoogenboom, K. (2021). (Report). *Examining the Challenges and Needs of Mental Health Service Users During Post-Discharge Transitions: Applying the Radical Doula Model as an Innovative Framework of Support*. Calgary, AB: Canadian Mental Health Association.
3. Rankin, J. C., Rioux, M. H., & Brown, I. (2011). Disabilities: Overview. In *Oxford Bibliographies Online*. Available from <http://www.oxfordbibliographiesonline.com/display/id/obo-9780195389678-0134>
4. Rioux, M., Rankin, J., Dinca-Panaitescu, M. & Samson, R. (2008). *A Guide to Economic, Social, and Cultural Rights in ICESCR related to disability*. Disability Rights Promotion International-Canada, Toronto.

CONFEREES, INVITED PRESENTATIONS & MEDIA

1. Fang, X.Y., Rankin, J., Boulton, T., Denis, A., Hoogenboom, K., & Moumos, E. (2023). From Patient to Expert: Centralizing the voices of women with mental illness in the development of Radical Mental Health Doulas. Gardiner Symposium . Advancing health and health care through citizen engagement. Calgary, Alberta, April 4, 2023.
2. Rankin, J.C., Boulton, T., Fang, X.Y., Denis, A., Hoogenboom, K., & Moumos, E. (2023). Examining The Experiences and Needs of Mental Health Service-Users : Applying the Radical Health Doula Model as an Innovative Framework of Support. Bachelor of Health Sciences Research Symposium. Calgary, Alberta, January 19, 2023.
3. Boulton, T., Fang, X.Y. & Rankin, J.C. (2023) Patient to Expert: Centralizing the voices of women with mental illness in the development of Radical Mental Health Doulas. Pacific Rim International Conference on Disability and Diversity : Coming together and moving forward. Honolulu Hawaii, February 27-28, 2023.
4. Boulton, T., Rankin, J.C., Fang, X & Denis, A. (2022) Conceptualizing the Role of a Radical Mental Health Doula: A New Approach to Care. Annual Meeting of the Society for the Study of Social Problems. The Sociological Reimagination: From moments to momentum. Los Angeles, CA, August 5-7, 2022

5. Dyer, S, McGrath, M., Pearl, D., Rankin, J., Jorre de St. Jorre, T. (2021) Uncovering the hidden capstone curriculum: Faculty members as agents of inclusive engaged learning. Conference on Engaged Learning. Elon University. Elon, NC, July 11-13, 2021.
6. Pearl, D., Rankin, J. Jorre de St. Jorre, T. (2021). Mentoring Undergraduate Research Students. Conference on Engaged Learning. Elon University. Elon, NC, July 11-13, 2021.
7. Pearl, D., Rankin, J., Jorre de St. Jorre, T., Dyer, S., McGrath, M.M. (2021). An Analysis of University Messaging for Capstone Experiences and Diversity, Equity, and Inclusion. Conference on Engaged Learning. Elon University. Elon, NC, July 11-13, 2021.
8. Miller, M., Soh, S. & Rankin, J. (2020). Cross Faculty Mentorship: A Partnership between Undergraduate Medicine and Community Rehabilitation and Disability Studies. University of Calgary Conference on Postsecondary Learning and Teaching, University of Calgary, Calgary, AB, May 4-5, 2020. (Cancelled).
9. Rankin, J., Carlson, N., Durling, P., Barlow A., Grimminck, R., Henni, J, Mrozowich, D. (2020). Engaging Learner Perspectives: A realist analysis of learner perceptions of safety in high stakes simulations. Canadian Conference on Medical Education: Weaving Humanism into the Fabric of Medical Education, Vancouver, BC. April 18-21, 2020. (Cancelled)
10. Rankin, J. & Carlson, N (2020). Inter-disciplinary Simulations: Engaging learner perspectives in non-traditional simulations. The O'Brien Institute for Public Health & the Department of Community Health Sciences Friday Seminar Series. University of Calgary, Calgary, Alberta, February 7, 2020.
11. Rankin, J. & Berkowitz, D. (2019). Voices of Embodied Resistance: The power of personal narratives to make room for all bodies. 40th Annual National Women's Studies Association Conference: Protest, Justice and Transnational Organizing. San Francisco, CA, November 14, 17, 2019.
12. Dyer, S., Jorre de St Jorre, T., McGrath, M.M., Pearl, A., Rankin, J. (2019). Promoting Diversity and Inclusion in Capstone Experiences through Community-Based Approaches. 2019 IARSLCE Annual Conference: Celebrating the "I" in IARSLCE: Researching engagement across borders. Albuquerque, NM, October 23-25, 2019.
13. Durling, P., Henni, J, Grimminck, R., Mrozowich, D., Rankin, J., Barlow, A. (2019). Interdisciplinary Simulation in Medical Education: A Novel Educational Technique for Managing Challenging Clinical Encounters. 19th WPA: World Congress of Psychiatry, Lisbon, Portugal, August 21-24, 2019.
14. Barlow, A., Henni, J., Durling, P., Mrozowich, D., Rankin, J., Slemer, R., Grimminck, R. (2019). Simulation in Mental Health Education. Psychiatry Grand Rounds. May 7, 2019.
15. Barlow, A, Durling, P., Grimminck, R., Henni, J, Mrozowich, D., Rankin, J. Interdisciplinary Simulation in Medical Education a Novel Educational Technique for Managing Challenging Clinical Encounters. Alberta Psychiatric Association Annual Conference, March 23, 2019
16. Rankin, J., Barlow, A., Durling, P., Henni, J, Grimminck, R., Mrozowich, (2019). Interdisciplinary Simulations: Using Simulations as an Educational Tool in Non-Traditional Formats. 34th Annual Pacific Rim International Conference on Disability and Diversity. Center on Disability Studies, March 4-5, 2019, Honolulu, Hawaii.
17. Zabjek, A., & Rankin, J.C. (2019). After breast cancer and failed reconstruction, this mom found beauty by going flat | CBC Radio. CBC. <https://www.cbc.ca/radio/whitecoat/after-breast-cancer-and-failed-reconstruction-this-mom-found-beauty-by-going-flat-1.4980651>
18. Rankin, J.C. (2017). SOTL Immersion: Laying the ground work for SoTL in Disability Studies. ISSOTL 2017. Calgary, Alberta, October 11-14, 2017.
19. Rankin, J.C. & Hughson, E.A. (2017). Engaging the right to disrupt: Developing critical thinking in the undergraduate classroom. Canadian Disability Studies Association 2017 Annual Conference: Congress of the Humanities and Social Sciences 2017. May 27-June 2, 2017, Toronto, Ontario.
20. Rankin, J.C. & Hughson, E.A. (2017). Engaging the right to disrupt: Developing critical thinking in the undergraduate classroom. EuroSoTL. June 8-9, 2017, Lund, Sweden.

21. Rankin, J.C. (2016). Calling for a new breast cancer identity through acts of bodily resistance. Canadian Disability Studies Association 2016 Annual Conference: Congress of the Humanities and Social Sciences 2016. May 28-30, 2016, Calgary Alberta.
22. Rankin, J.C. (2015). Chatter that matters: A new path to progressive understandings of disability through the online discussion of popular novels. 36th Annual Southwest Popular/American Culture Association conference. February 12, 2015, Albuquerque, New Mexico.
23. Presentations of disability in the novels of Oprah's book club. Pacific Rim Conference on Disabilities: Working toward a brighter future. May 5, 2009, Honolulu, Hawaii Poster presentation Disability in the novels of Oprah's book club. 5th Annual Critical Disability Studies Student Conference. York University. May 9, 2009, Toronto, ON. Poster presentation
24. Degrees of Inclusion: Learning from the Alberta Model of Inclusive Post-Secondary Education. *Ontario Association of Developmental Disabilities: Extreme Makeover: A transforming sector*. April 2, 2009, Barrie, ON

STUDENT SUPERVISION & ADVISING

Research Mentorship

Undergraduate:

1. **Amanda Denis**, Undergraduate Student Researcher 2020-Present
Community Rehabilitation & Disability Studies Program, University of Calgary
Project: **Upholding the Rights and Dignities of Mental Health Service Users: Applying the Radical Doula Model as an Innovative Framework of Support in Mental Health**
2. **Kali Hoogenboom**, Undergraduate Student Researcher 2020-Present
Community Rehabilitation & Disability Studies Program, University of Calgary
Project: **Upholding the Rights and Dignities of Mental Health Service Users: Applying the Radical Doula Model as an Innovative Framework of Support in Mental Health**
3. **Eleni Moumos** Undergraduate Student Researcher 2022-2023
Community Rehabilitation & Disability Studies Program, University of Calgary
Project: **Upholding the Rights and Dignities of Mental Health Service Users: Applying the Radical Doula Model as an Innovative Framework of Support in Mental Health**
4. **Mylan So**, Undergraduate Student Researcher 2020-Present
Community Rehabilitation & Disability Studies Program, University of Calgary
Project: **Co-developing an EDI informed Students-as-Partners Framework**
5. **Amanda Denis**, Undergraduate Student Researcher 2020-2022
Community Rehabilitation & Disability Studies Program, University of Calgary
Project: **Co-developing an EDI informed Students-as-Partners Framework**
6. **Ashlee Woods**, Undergraduate Student Researcher 2020-Present
Communication Studies, University of Alabama
Project: **Co-developing an EDI informed Students-as-Partners Framework**
7. **James Idowu**, Undergraduate Student Researcher 2020-Present
Community Rehabilitation & Disability Studies Program, University of Calgary
Project: **Upholding the Rights and Dignities of Mental Health Service Users: Applying the Radical Doula Model as an Innovative Framework of Support in Mental Health**
8. **Kate Kang**, Undergraduate Student Researcher 2020-Present
Community Rehabilitation & Disability Studies Program, University of Calgary
Project: **Upholding the Rights and Dignities of Mental Health Service Users: Applying the Radical Doula Model as an Innovative Framework of Support in Mental Health**
9. **Gabriella Torres Martinez**, Undergraduate Student Researcher 2020-Present
Community Rehabilitation & Disability Studies Program, University of Calgary

- Project: **Upholding the Rights and Dignities of Mental Health Service Users: Applying the Radical Doula Model as an Innovative Framework of Support in Mental Health**
10. **Brenna McGillion**, Undergraduate Student Researcher 2020-Present
Community Rehabilitation & Disability Studies Program, University of Calgary
Project: **Upholding the Rights and Dignities of Mental Health Service Users: Applying the Radical Doula Model in Post-Discharge Transition Planning**
 11. **Anoushka Jere**, Undergraduate Student Researcher 2020-Present
Community Rehabilitation & Disability Studies Program, University of Calgary
Project: **Upholding the Rights and Dignities of Mental Health Service Users: Applying the Radical Doula Model as an Innovative Framework of Support in Mental Health**
 12. **Nicole Carlson**, Undergraduate Student Researcher 2019-2020
Community Rehabilitation & Disability Studies Program, University of Calgary
Project: **Inter-disciplinary Simulations: Engaging learner perspectives in non-traditional simulations**
 13. **Samiah Sheriff**, Undergraduate Student Researcher 2019-2020
Community Rehabilitation & Disability Studies Program, University of Calgary
Project: **Interpretations of equity, diversity and inclusion in course outlines and mission statements across five universities**
 14. **Kirsten Ruediger**, Undergraduate Student Researcher 2019
Community Rehabilitation & Disability Studies Program, University of Calgary
Project: **A thematic analysis of equity, diversity and inclusion of five university websites**
 15. **Amber Barlow**, Undergraduate Student Researcher 2019
Community Rehabilitation & Disability Studies Program, University of Calgary
Project: **An evaluation of student/faculty partnerships in an inter-disciplinary setting**
 16. **Hazel Diaz**, Undergraduate Student Researcher 2019
Community Rehabilitation & Disability Studies Program, University of Calgary
Project: **Inter-disciplinary Simulations: Engaging learner perspectives in non-traditional simulations**
 17. **Meredith Miller**, CSM Memorial Endowment Award 2019: Studentship 2018-2020
Medical Student, University of Calgary
Project: **Best practices in creating safe learning spaces for psychiatry and CRDS learners: A scoping review**
 18. **Sonya Soh**, Mach-Gasselino Award Research Studentship 2018-2020
Medical Student, University of Calgary
Project: **Best practices in creating safe learning spaces for psychiatry and CRDS learners: A scoping review**
 19. **Amber Barlow**, Pathways to Medicine Summer Research Student 2018
Community Rehabilitation & Disability Studies Program, University of Calgary
Project: **Interdisciplinary simulations: Using standardized patients to practice de-escalation techniques**

Graduate Students

MSc. CRDS

1. **Amanda Denis** Co-Supervisor CRDS Masters Student 2023-
Community Rehabilitation & Disability Studies Program, University of Calgary
2. **Tiffany Morin**, Committee Member, 2020-2023
Community Rehabilitation & Disability Studies Program, University of Calgary

3. **Brenna McGillion**, 2021, Committee Member
Community Rehabilitation & Disability Studies Program, University of Calgary 2021-Present

Psychiatry Resident Research Supervision

1. **Paige Durling**, Psychiatry 2019-2020,
Psychiatry Resident, Foothills Hospital
2. **Jihane Henni**, Psychiatry 2019-2020,
Psychiatry Resident, Foothills Hospital
3. **Dean Mrozowich**, Psychiatry 2019-2020,
Psychiatry Resident, Foothills Hospital

Ph.D. External Examiner

1. **Teresa Morishita**, Candidacy External Examiner
2018
Community Rehabilitation & Disability Studies Program, University of Calgary

Post Doctoral Researcher

1. **Xiao Yang Fang**, 2022-Present,
Project Manager & Post Doctoral Researcher

Community Co-Researchers (Radical Mental Health Doula Project)

2020-Present

1. Maryam Shakir
2. Andrea Ling
3. Laura Rose
4. Sarah Reimer
5. Jade Baker
6. Steve Pan
7. Dani Hunter
8. Sarah Arsenault
9. Korrigan Templeton
10. Ian Kinney
11. Margaret Letwin
12. Colette Longworth
13. Maris Vezina
14. Aila Reynoldson
15. Toik Tieleman
16. Gaby Torres Martinez
17. Wendy Lerch
18. Alistair Hepworth
19. Bryan Treichel
20. Bert Harbour
21. Moses Totalik

COMMUNITY RESEARCH PARTNERSHIPS DEVELOPED

1. Canadian Mental Health Association, Calgary (Mental Health)
2. Canadian Mental Health Association, Edmonton (Mental Health)
3. Sagesse, Calgary (Domestic Violence)

4. City of Calgary Mental Health Strategy, Calgary (Mental Health and Addictions)
5. Aventa Centre of Excellence for Women with Addictions, Calgary (Women, Addictions)
6. Recovery Acres Calgary Society, Calgary (Men, Addictions)
7. Stacy Campbell, Psychiatrist, AHS, Edmonton (Community Psychiatry)
8. Michael Trew, Psychiatrist, AHS, Calgary (Psychiatry)
9. May You Farewell, Saskatoon (End of Life Doula)
10. Hunter Family Foundation, Calgary (Philanthropic Organization)
11. Converge Mental Health, National (Mental Health Strategies)
12. Viewpoint Foundation, Calgary (Philanthropic Organization)
13. Trellis Society, Calgary (Mental Health, Community & Social Services)
14. Thumbs Up Foundation, Airdrie (Mental Health Supports)
15. Inn from the Cold, Calgary (Homelessness)
16. Abridge Consulting, Calgary (Mental Health in the Workplace)
17. Islamic Family and Social Services Association, Edmonton (Mental Health, Culturally Sensitive Services)
18. Lifemark, Alberta (Vocational Rehabilitation)

PROFESSIONAL DEVELOPMENT

1. International Students as Partners Institute 2020. Change Institute. McMaster University, Hamilton, ON. May 20-22, 2020. (Cancelled)
2. Center for Engaged Learning's 2018-2020 Research Seminar on Capstone Experiences. Elon University, North Carolina. June 24-29.
3. Teaching Excellence in Medical Education Program. Cumming School of Medicine. University of Calgary. 2017-2018
4. Themed Conversation: Inquiry Based Learning (April, 2017) Taylor Institute for Teaching and Learning
5. Open Classroom Week: SOW 399: Practice & Evaluation with Organizations (March, 2017) Taylor Institute for Teaching and Learning
6. Puzzle-based Learning: Promoting Critical Thinking and Creativity (February, 2017) Taylor Institute for Teaching and Learning
7. Research Ethics: Having them and applying for clearance (January, 2017) Taylor Institute for Teaching and Learning
8. SoTL Project Development: A Three Part Workshop (November, 2016) Taylor Institute for Teaching and Learning
9. Creating a Teaching Dossier (October, 2016) Taylor Institute for Teaching and Learning