

Learner's Welcome *Package*

A short companion to your syllabus — who's in the room with you, how to get connected, and the principles we'll be working from.

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Your syllabus is the main document. It holds the course schedule, learning objectives, the nine learning modules and their readings, the service-learning and community partner model, participant expectations, and the self-assessment for your certificate. This package covers only what the syllabus doesn't — so read them together, and keep the syllabus close.

COURSE DATES

August 24–28, 2026

+ follow-up September 25

FORMAT

Fully online

Sessions on Zoom — see page 4

QUESTIONS

equityscience.lab@ubc.ca

equityscience.ca

Welcome to *KTEA* 2026

You're in

We are glad you'll be with us, and we hope you find the week rewarding.

You have two documents. The **syllabus** is where the course lives — objectives, the daily schedule, all nine modules and their readings, how service-learning and community partners work, what's expected of you, and how the certificate self-assessment works. **This package** is deliberately short and covers only the things the syllabus leaves out.

Who's in the room

This year's cohort brings together **forty learners** — master's students through senior faculty, community health workers, programme leads, clinicians, and practitioners — working across four continents.

Some of you are early in graduate study; some have spent decades in health systems, government, or community organizations. That range is deliberate. As the syllabus puts it, the course assumes each person arrives with a wealth of experience, expertise, and perspective — so a good deal of what you take from the week will come from the people in your peer group rather than from the front of the room.

At a glance

40 learners, all online

Four continents represented

Five days of daily sessions

One follow-up on September 25

Service-learning groups of 5–6

About the bursary

All participants attend on a waiver of course fees to the equivalent of \$3,000. The waiver is applied directly to the cost of the course, which is why participation is free of charge to you. It covers the course itself, so travel and other costs sit outside it. If you have any question about costs, please ask us rather than assume.

Anything unclear? Write to equityscience.lab@ubc.ca and someone from the Equity Science Lab team will get back to you — there is no such thing as too small a question. The same address is the one to use if at any point you feel the course's stated principles aren't being followed, and the team will work to make sure you're supported.

Your cohort and *peer mentoring*

The syllabus describes your instructor, course coordinator, and the mentors who will guide each service-learning group. Two roles it doesn't spell out are worth knowing about, because they shape how the week actually feels.

Learners

Anyone registered for the course is a learner — there is no other tier. This year that includes graduate students, academics, clinicians, non-healthcare helping professions, and people working in health systems, government, NGOs, and global public health settings, all with a shared interest in advancing equity through their work.

You are not expected to arrive knowing the material. You are expected to arrive curious.

Peer mentors

Some of your fellow learners are also peer mentors — people with experience in KMb/KT or co-production, gained through a previous KTEA offering, a similar course, or their own professional practice.

Each service-learning group has at least one, working alongside the group's lead mentor. They help connect the group with its community partner and guide the co-development of your output and summary reflection. They are learners too, not staff.

Working across time zones

Sessions run on Pacific Time. Because this cohort spans four continents, that lands anywhere from mid-morning to the early hours of the following day depending on where you are — and several of you have already told us you'll be joining in the middle of the night.

What we're doing about it

Where we can, we are forming peer groups so that members sit in compatible time zones. That makes the self-directed group time realistic rather than theoretical.

If the timing creates a genuine difficulty for you, tell us **before August 24** rather than during the week. We have more room to help while groups are still being formed.

A word on how we'll be together

Solidarity and reciprocity are the course's guiding values, and the sessions are built on critically reflective dialogue. In practice that asks something of everyone: being willing to be vulnerable, staying curious, and extending real care to the people learning alongside you. A cohort this varied only works if people assume good faith across differences of discipline, geography, and seniority.

Getting *connected*

The syllabus sets out the daily schedule. Below are the details you need to actually join, plus what we know so far about where course materials will live.

Zoom

The same link works for every session, for the whole course. You will also receive it in your calendar invitations.

KTEA COURSE 2026: WEEK INTENSIVE

<https://ubc.zoom.us/j/63185615423?pwd=jhcDyWhCWIZoMrDHBgmwh8l2EwFgKb.1>

MEETING ID & PASSCODE

Meeting ID: 631 8561 5423

Passcode: 014827

ONE TAP MOBILE

+17789072071,,63185615423#,,,,,0#,,014827#

DIAL BY YOUR LOCATION

+1 778 907 2071 (Vancouver)

+1 438 809 7799 (Montreal)

+1 587 328 1099 (Alberta)

+1 613 209 3054 (Ottawa)

+1 647 374 4685 (Toronto)

+1 204 272 7920 (Manitoba)

VIDEOCONFERENCING SYSTEM

IP: 159.124.196.25 (Canada Vancouver)

IP: 159.124.168.213 (Canada Toronto)

SIP: 63185615423@vn.zmca.us

Course platform

We are finalizing which platform will host course resources this year, and will confirm it to all learners before August 24 with instructions for getting set up.

Once it is running, it will hold:

- A discussion space for questions and for continuing conversations between sessions.
- A private space for each service-learning group to work with their mentors.
- Course slides, readings, and other resources.

Until then, email

equityscience.lab@ubc.ca with anything you need.

Support for group meetings

Peer groups can use the course Zoom during scheduled peer-learning time, and breakout rooms can be arranged. If your group needs help coordinating a call across time zones, ask us — that is exactly the kind of thing we can sort out for you.

Guiding *principles*

The syllabus introduces these in Module Two and returns to them throughout. They are gathered here so you have them in one place as you read and as you work with your community partner.

CCGHR principles for making equity-centred choices

Use these as a guide for dialogue: to identify the equity issues in any scenario or decision, explore the options, and make and document equity-centred choices.

Practice humility

How are we talking about our motivations for being involved in this work? How am I — are we — positioning ourselves? How are we listening to and learning from others?

Act on the causes of inequities

What are the causes, and the causes of causes, of inequities related to the issue or context? What am I — are we — doing to respond to those causes?

Commit to the future

How are contexts of global connectedness and solidarity being considered? How does this work contribute to a more equitable future?

Partner authentically

How do we know we understand the equity issues in this work? How am I — are we — assessing equity? How are our day-to-day routines and decisions promoting equity?

Embrace inclusion

How do our daily practices enable participation of people who navigate unearned, systemic exclusions? How are we examining and mitigating unearned systemic advantage?

Create shared benefits

How are we talking about the impacts and distribution of benefits? Who is benefiting? What are we doing to ensure people most affected have a meaningful opportunity to experience improvements in their living conditions?

The IKT guiding principles

To engage more meaningfully in research that is relevant, useful, and useable:

- 1 Partners develop and maintain relationships based on trust, respect, dignity, and transparency.
- 2 Partners share in decision-making.
- 3 Partners foster open, honest, and responsive communication.
- 4 Partners recognize, value, and share their diverse expertise and knowledge.
- 5 Partners are flexible and receptive in tailoring the research approach to match the aims and context of the project.
- 6 Partners can meaningfully benefit by participating in the partnership.
- 7 Partners address ethical considerations.
- 8 Partners respect the practical considerations and financial constraints of all partners.

Plamondon & Bisung (2019), *Social Science & Medicine*, 239, 112530 · Gainforth et al. (2021), *Archives of Physical Medicine and Rehabilitation*, 102(4), 656–663. Full citations are in your syllabus.

Reading with *intention*

Your syllabus lists the readings for each module, and is explicit that you are not expected to read everything — treat that list as a menu and choose what fits your own learning goals. What follows is not more reading. It is a set of questions to bring *to* whatever you choose, and they work just as well on a policy brief as on a journal article.

To start

- Take time to go through, read, and absorb each article.
- Reflect on how the reading aligns with your prior knowledge and thinking.
 - What new insights or perspectives do you encounter?
- Summarize the key points in your own words.
- Create a glossary of what you think are the key terms.

Finally

- Do any of these readings — or all of them as a whole — lead to new thoughts or questions?
- Is there more you would like to read about on any particular topic?

Then go back and consider

- How does the language of this article set up the problem — and the solutions?
 - How is equity and knowledge-to-action framed here?
- What mental models can you identify?
 - How do they help — or hurt — the advancement of equity and knowledge-to-action?
- How does this article help centre equity and knowledge-to-action considerations?
- What implicit or explicit arguments does the article make?
- How does this article help us identify equity choices?
- How does it bring attention to things we don't realize we lack knowledge about — or to say it otherwise, what we don't know that we don't know?
- What does it teach us about KMb/KT and co-production to *actually* advance equity?

If you don't have library access and can't get hold of a reading, email equityscience.lab@ubc.ca and we will send you a PDF. Every reading is either open-access or available on request.

SEE YOU ON AUGUST 24

We're glad you'll *be with us*.

Any question — your peer group, access, the readings, the timing — please get in touch. We would rather sort it out now than in week one.

EMAIL

equityscience.lab@ubc.ca

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