



Change + Evolution

Community-University Partnership for the Study of Children,
Youth, and Families | 2009 Annual Report



Community-University Partnership
for the Study of Children, Youth, and Families

Mission

The Community-University Partnership for the Study of Children, Youth, and Families (CUP) is committed to understanding and improving the development of children, youth, families, and communities by:

- Generating, sharing, and mobilizing new knowledge about child and family development,
- Identifying and promoting the use of evidence-based policies and practices for optimizing child and family development, and
- Nurturing a culture, both in the community and the University, in which rigorous research, evaluation, and practice are valued highly as critical components in efforts to understand and optimize development.

About CUP

CUP is the result of a unique collaboration among the University of Alberta and many community agencies and organizations in and around Edmonton, Alberta. CUP engages in a number of activities to fulfill its mission:

- CUP develops opportunities for researchers, service providers, and policymakers to collaborate on research projects that advance knowledge and improve policies and practices;
- CUP contributes to networks so that knowledge and expertise can be shared; and
- CUP creates learning opportunities both on campus and in the community to build research capacity in areas related to the development of children, youth, and families.

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“change is the only constant”

Introduction



Change and Evolution

There's an old and often quoted adage that says, "change is the only constant." At first glance, it would seem that the truth in that statement was evident in everything CUP experienced and accomplished over the last year. From a restructuring that shifted the focus from working on finite projects to continuing portfolios, to its inclusion in the University of Alberta's Faculty of Extension, CUP has experienced remarkable changes during the past twelve months. These changes are part of CUP's ongoing evolution as it grows and continues to look for new ways to enhance and enrich the development of children, youth, and families.

In the pages of this annual report you will learn more about the many changes that have taken place at CUP during the past year and how those changes are preparing CUP to meet the challenges and opportunities that lie ahead. You'll also see that while change dominated the year it was, in fact, not the only constant. As always, CUP remains committed to understanding and improving the lives of children, youth, and families through research, collaboration and knowledge sharing. No matter what else might change or evolve in the coming years, that commitment is something that will remain constant.



Letter from the Dean

Dear CUP Partners, Friends, and Colleagues:

I am absolutely delighted to be able to bring greetings from the Faculty of Extension at the University of Alberta, and to congratulate the Community-University Partnership for the Study of Children, Youth, and Families for an amazing year.

CUP joined the Faculty of Extension on July 1, 2008; our blended family is now almost one year old! This is a very significant event for both CUP and our Faculty. Extension is one of the oldest academic units at the University of Alberta, established by President Henry Marshall Tory in 1912, to “carry the University to the people.” And for almost 100 years we have done just that-- by foot, phone, car, plane, print, radio broadcast, drama, art, traveling library, film, puppets, and the Internet. Although we are very proud of our history of outreach, from this point on we intend to work in more mutually beneficial and collaborative ways. Instead of just carrying the University to the community, we want to bring the community into the University. We believe that an engaged Faculty, and University, must partner with a wide range of communities in Edmonton and beyond on important social issues of interest and concern to all of us.

In my opinion, CUP exemplifies university-community engagement as few other groups have. From its birth in the community; to the diversity of community representation and the passions of its Steering Committee; to the dedication, innovation and social entrepreneurship of its staff; to the significant impacts of its community-based research initiatives, CUP continually raises the bar for engagement in the University. This passion and know-how makes a significant difference in the capacity of our Faculty to fulfill our mission of *providing leadership for social and individual betterment through community-university collaborations in learning, discovery, and citizenship.*

The Faculty of Extension will continue to build on CUP’s commitment to the community in the year to come. Working collaboratively with you we promise that we will continue to find innovative ways to serve the public good.

Sincerely,

A handwritten signature in black ink that reads "K. Campbell". The signature is written in a cursive, flowing style.

Katy Campbell, PhD
Dean, Faculty of Extension



Letter from the Director

The theme of our annual report is change. The choice of this theme may seem compromised a bit by the fact that “change!” has been trumpeted endlessly in recent political elections. But we cannot let the politicians of our day claim the concept as their own. At CUP some of the changes that have taken place over the past year are groundbreaking, and much of this *Annual Report* is devoted to describing them for you.

I want to highlight two structural changes that are likely to have long-term consequences. For some time CUP’s Steering Committee had realized that we needed to find a new way to position CUP within its host, the University of Alberta. CUP’s growth would have been difficult, if not impossible, to sustain unless a new arrangement could be found. A year ago we were beginning to explore the possibility of joining the Faculty of Extension. Now the deal is done, with the full blessing of CUP’s Steering Committee, the Provost of the University, and the Faculty of Extension. The implications for CUP’s future are profound. We now have a whole new set of capable, experienced partners in the Faculty of Extension, a unit that has been connecting university and community since 1912. Also, four first time faculty positions were created to support CUP’s work, a change that reflects a strong commitment by the University and the Faculty of Extension to CUP’s future. Those who were involved in CUP’s conception years ago will remember all too clearly the days when the University, like most other institutions, had difficulty bringing itself to support this novel sort of collaboration between community and university. The change in commitment between then and now is extraordinary. It attests not only to CUP’s successes but also to new attitudes on and off campus about the importance and value of community-university collaborations.

The second structural change that I want to mention is linked to the first. As we worked to find a home for CUP in the Faculty of Extension, the opportunity arose to collaborate with the Women and Children’s Health Research Institute (WCHRI) for the purpose

of supporting new approaches to health research. As a result of some creative arrangements on the part of Thierry Lacaze, WCHRI’s Director, and Katy Campbell, Dean of the Faculty of Extension, CUP was able to establish a “portfolio” that provides special expertise in community-based and qualitative research methods to teams that work on health issues facing children, women, and families. Led by Maria Mayan and Elaine Hyshka, this new unit is off to a very promising start, as you will see as you read through this report. I am especially pleased that CUP was in position to assist WCHRI and Extension in building research capacity for the benefit of both the university and the community. I also am happy to say that both Thierry and Katy have since joined CUP’s Steering Committee!

Aside from these two structural changes, CUP is engaging in so many new and old activities that keeping track is becoming joyfully difficult. Be sure to read about the new Early Childhood Development Mapping Project (ECMap), led by Susan Lynch, that will provide valuable sources of information about early child development to communities and policymakers throughout Alberta. This exciting project, funded by Alberta Education, has the potential for infusing knowledge about young children into planning and policy decisions at local, regional, and provincial levels. CUP and its many partners are also working on problems related to health screening for young children from immigrant and refugee families, on methods for delivering services to low-income families with children, and on helping community members, graduate students, and medical residents understand and use methods of community-based research and evaluation. And much more.

About 2600 years ago Heraclitus made the case that change is central to every aspect of our reality: “No man ever steps in the same river twice, for it’s not the same river and he’s not the same man.” So it is not remarkable that CUP has experienced change during the past year. The kinds of change CUP has experienced are remarkable, however. The coming year is certain to bring more changes and, if the past is any guide to the future, we at CUP will be as surprised as anyone else as to what these new changes will be!

Sincerely,

Jeffrey Bisanz, PhD
Director



What's Changed

In recent years, it had become increasingly clear that CUP needed to find an administrative structure that would sustain CUP's ongoing work in research, lifelong learning and knowledge sharing. Although the Health Sciences Council had graciously hosted CUP during its early years, as CUP continued to grow and evolve, a more permanent structured arrangement was required. In July 2008, CUP joined the University of Alberta's Faculty of Extension – a change that will help support a stable infrastructure for CUP in the years to come. The fit is a natural one, as the Faculty of Extension has been working toward becoming an interdisciplinary centre focused on community engagement and research, two areas where CUP has proven expertise and experience. At the same time, the Faculty of Extension can provide CUP with the resources and infrastructure it needs to continue its work.

As a result of this move, CUP's academic staff members have become tenure-track faculty members in the Faculty of Extension. Jeff Bisanz and Laurie Schnirer continue as Director and Associate Director, respectively, and there are now three Assistant Directors, Sherry Ann Chapman, Rebecca Gokiart, and Maria Mayan, each responsible for a portfolio of work within CUP.

In keeping with the move to the Faculty of Extension, CUP began preparations for a relocation that will see it move its physical offices into a new downtown location. This move, which is scheduled for the summer of 2009, will also support CUP's continued growth, making it easier for CUP to expand its human resources as required and strengthen its many community and university partnerships.

In addition to the many structural and physical changes that dominated the past year, CUP experienced myriad other changes, including the hiring of new staff members and the departure of long time associates. CUP also began work on several new projects within its three portfolio areas, and explored a number of new partnership opportunities.

“CUP’s restructuring from projects to portfolios provides opportunities for ongoing research work that can be sustained long-term, beyond the end-dates of projects.”

CUP Portfolios

CUP’s restructuring from projects to portfolios provides opportunities for ongoing research work that can be sustained long-term, beyond the end-dates of projects. This new structure allows CUP to develop and share expertise and knowledge capacity across each of its three portfolios, while ensuring each portfolio has the autonomy to explore projects and create resources that complement their strategic focus. The following sections describe the functions and upcoming priorities for the portfolios. Descriptions of specific projects begin on page nine.

Early Childhood Measurement and Evaluation

The Early Childhood Measurement and Evaluation (ECME) portfolio is the natural evolution of CUP’s Early Childhood Measurement and Evaluation Resource Centre (ECMERC). The original centre was created to assist community agencies in measuring and evaluating both the effectiveness of their programming and the individual development of children in areas such as literacy, cognition, and social competency. Rebecca Gokiart, who previously served as the Director of ECMERC, is now an Assistant Director at CUP in charge of the ECME portfolio. Under her direction, ECME continues to focus on work that relates directly to early childhood development issues and to assist community agencies in measuring and evaluating the success of their programs. Effective measurement and evaluation of these programs enables community agencies to refine their programs where necessary, or to share best practices with others. Measurement at the individual level, through screening and assessment, highlights the types of supports or interventions necessary for

children as they enter the school system. ECME’s work helps improve programming and create healthier outcomes for young children and their families.

ECME engages in a number of activities that are designed to support programs and individuals involved with early childhood measurement and evaluation, including community consulting, community education, and community-based research and evaluation.

Community Consulting involves ECME staff providing measurement and evaluation consulting and advice to local, national and international agencies and individuals. As part of this work, ECME provides relevant resource materials, assessment or evaluation tool information, evaluation and research support, and brokered relationships between community organizations and university researchers. Brokering, which involves matchmaking community groups with researchers and students (and vice versa), helps CUP stretch its finite resources and capacities.

Community Education helps strengthen the early childhood community’s measurement knowledge and increases the effective use of measurement and assessment tools. Workshops, presentations and evidence-based reviews of common screening, assessment, and evaluation tools are just some of the ways ECME staff help educate the community about early childhood measurement and evaluation. ECME staff also provides targeted Community-Based Research (CBR) training to community agencies that have specific needs.



Community-Based Research and Evaluation (CBR&E) is another important activity for ECME. CBR&E projects are funded through external research grants and allow CUP to generate evidence-based knowledge and skills that can guide the other main activities. These projects also allow CUP to develop new relationships and networks that help meet the needs of the early childhood community.

As ECME looks ahead to next year, there are several priorities.

- ECME staff will continue to distribute *Cross Cultural Lessons: Early Childhood Developmental Screening and Approaches to Research and Practice* handbook and present research findings to community organizations, and at national and international conferences.
- In collaboration with the Mobilizing Knowledge About Development project, ECME staff will evaluate the effectiveness of the community presentations and handbook as knowledge-mobilization strategies.
- In partnership with the Edmonton Public School Board, ECME will begin Aboriginal community consultations about the Early Development Instrument (EDI). Based on these consultations, ECME will create a research team that will support the development of research grant applications to further explore the use of the EDI in Aboriginal communities.
- ECME staff will continue to provide community consulting and community education to the early childhood development community.

- ECME staff will continue to develop and submit manuscripts related to the ongoing projects for peer-reviewed publication.
- ECME staff will conduct an environmental scan to determine the changing measurement, research, and evaluation needs of the early childhood community.

Lifelong Learning and Knowledge Mobilization

The Lifelong Learning and Knowledge Mobilization portfolio (LLKM) reflects CUP's interest in creating opportunities for people on campus and in CUP's various communities to learn and share knowledge in meaningful ways. In this portfolio, we work to create opportunities for people to learn more about collaborative research and how it complements conventional academic research.

This portfolio evolved from CUP's existing Mobilizing Knowledge About Development (MKAD) project. MKAD is a multi-year project funded by the Social Sciences and Humanities Research Council, the Alberta Centre for Child, Family and Community Research (ACCFRC), and the Faculties of Arts, Education, Nursing, Medicine & Dentistry, and Rehabilitation Medicine, along with the Office of the Vice-President (Research) at the University of Alberta. MKAD is a collaborative project designed to build capacity across campus and community and engage in collaborative, interdisciplinary, and sustainable relationships for creating and sharing knowledge.

Although the project – which began in September 2006 – will end in March 2010, many of its activities will be incorporated into the Lifelong Learning and Knowledge Mobilization portfolio. Led by Sherry Ann Chapman,



who previously served as project manager for MKAD, this portfolio will support the integration of MKAD activities into CUP's core work toward expanding and enhancing lifelong learning. All of the projects within this portfolio, including MKAD, are intended to support the creation, sharing, and exchange of knowledge about children, youth, and families.

MKAD staff continued to study and evaluate various knowledge-mobilization strategies within ACCFCR and CUP to identify effective ways to mobilize knowledge about child development. This work included data collection, analysis, and interpretation, and the sharing of findings with various audiences including the Research Transfer Network of Alberta, the Faculty of Extension, and CBR&E Workshop Series participants.

As MKAD is integrated into CUP's core activities, the portfolio has begun customizing CBR&E workshops in collaboration with various academic and community partners. The CBR&E workshops offered at the university, particularly those developed for medical and dental residents, are ground-breaking initiatives within Canada's higher education system.

At present, this portfolio is structured according to:

- the CBR&E-Capacity Building Initiative
- the Research and Evaluation Initiative

As LLKM looks ahead to the next year and the winding down of the MKAD project in March 2010, staff will:

- continue to develop the Graduate Certificate Program in Community-Based Research and Evaluation at the University of Alberta

- develop a plan for integrating a selection of MKAD activities into CUP's core activities
- continue processing the results of the evaluations of strategies designed to mobilize knowledge about child development. Lessons learned will be identified and the findings shared with partners and relevant stakeholders.

Women and Children's Health

The Women and Children's Health portfolio is a joint venture between CUP and the Women and Children's Health Research Institute (WCHRI). Led by Maria Mayan, the Women and Children's Health portfolio focuses its activities on the development of two core resources – Community-Based Research (CBR) and Qualitative Research (QR).

The CBR Resource was developed to help WCHRI members build their capacity to conduct community-based research. CBR often involves unconventional research designs and novel knowledge dissemination and translation strategies. CUP's expertise in CBR and its extensive networks within Edmonton's non-profit community made CUP a natural partner for WCHRI in delivering the CBR resource. Throughout the fall of 2008, CUP met with several WCHRI staff, members, and stakeholders, attended WCHRI steering committee meetings and consulted with members of the Departments of Pediatrics and Obstetrics-Gynecology at the University of Alberta. These meetings formed the basis for the CBR Core Resource, which was officially launched on November 26th at WCHRI's annual Research Day.



WCHRI's CBR Resource offers community partnership brokering and CBR design expertise on a cost-recovery basis. This includes:

- matching researchers with community partners
- facilitating the development of mutually beneficial research agendas based on CBR questions
- introducing researchers and community partners to CBR—its purpose, processes, benefits and potential pitfalls
- assisting with the development of project decision-making and governance structures
- providing (a) grant consultation and review, (b) ethics consultation and review, (c) research design consultations and advice, (d) budgeting advice, (e) data collection and recruitment expertise, and (f) knowledge translation assistance

During the development of the CBR Resource, it became clear that there was also a need and an opportunity to provide qualitative research support to WCHRI members. Qualitative research, which aims to gather an in-depth understanding of human behaviour, has grown increasingly important in health research. The QR Resource will help ensure that WCHRI members are on the cutting edge of qualitative research in women and children's health in Canada. The QR Resource staff offer assistance in designing and conducting qualitative and mixed-method research. This includes consultation and assistance with:

- research design development
- grant application development

- budgeting
- ethics protocol completion
- recruitment
- data collection and analysis
- knowledge translation

Both of these resources are intended to build capacity within the university community for CBR and QR, and Maria Mayan and research coordinator Elaine Hyshka work with WCHRI members to provide research consultation, advice and assistance. Over the past year, this advice and assistance has ranged from helping researchers analyze data to writing grant applications and developing a CBR knowledge translation strategy. These services are offered on a partial cost-recovery basis, with the Women and Children's Health portfolio charging a fee only when research funding is secured.

As the Women and Children's Health portfolio begins its second year, it will focus on:

- promoting the core resources provided in partnership with WCHRI to build the capacity of researchers working in women and children's health to do CBR and qualitative research
- encouraging community organizations' participation in WCHRI
- finishing the Photovoice film (see page 14) and organizing a screening

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Projects and Activities

Projects and activities are at the core of the day-to-day work done by CUP. While some projects exist within a single portfolio, many others span multiple portfolios, as the project has wide-ranging applications and implications. For instance, CBR projects and initiatives may involve all three portfolios in varying capacities. In addition, there are also several projects at CUP that pre-date or exist outside of the new portfolio structure. More information on any of these projects is available on the CUP website at www.cup.ualberta.ca.

Building Capacity for Community-Based Research & Evaluation

The CBR&E-Capacity Building Initiative creates opportunities for university students, researchers, service providers, and policymakers to learn about community-based research and evaluation (CBR&E) and move toward participating in and leading CBR&E partnerships. Over the past year, the CBR&E-Capacity Building Initiative included:

- piloting of the six-part, CBR&E Workshop Series (see side-bar),
- launching our graduate-level course, INT-D 500, *Introduction to Community-Based Research & Evaluation (CBR&E)*, during the Winter 2009 term at the U of A.
- sharing leadership in developing the CBREnet (a network of people in Edmonton and Central Alberta interested in ongoing learning about CBR&E and establishing and maintaining CBR&E relationships),

- participating in discussions regarding the development of a training curriculum about community-engaged research for members of research ethics review boards in Canada and the United States led by the Community-Campus Partnerships for Health (CCPH), and
- developing and implementing customized learning opportunities.

As the CBR&E-Capacity Building Initiative moves forward, work on developing a graduate-level credit certificate in CBR&E will continue, and additional customized learning opportunities will be explored.

Funders: Social Science and Humanities Research Council; Alberta Centre for Child, Family and Community Research; and University of Alberta (Office of Vice-President Research and faculties of Arts, Education, Medicine & Dentistry, Nursing, and Rehabilitation Medicine)

CBR&E Workshop Series

The CBR&E Workshop Series builds community-based research and evaluation capacity among those who work with and for children, youth, and families. In 2008–2009, four new workshops were developed and launched

- Building CBR Partnerships
- Developing CBR Projects: The How
- Program Evaluation with a CB Approach
- Making a Difference with CBR: Mobilizing knowledge to inform policy and practice

During the year, 80 front-line workers, policymakers, program planners, graduate students and researchers have taken one or more of the one-day workshops. Participants came from four provincial ministries, numerous health and social service not-for-profit organizations, various funders, four hospitals, and 15 University of Alberta centres, departments or faculties. To learn about the workshops, please visit www.cup.ualberta.ca.



CBR&E Training for Resident Physicians

CUP's unique role in relation to the University of Alberta and Edmonton's many communities affords the development of innovative approaches to building capacity in community-based research and evaluation (CBR&E). CUP is partnering with Dr. Maury Pinsk (Department of Pediatrics) to provide CBR&E training to medical residents at the University of Alberta. This is the second year of the innovative partnership, which is considered to be a groundbreaking initiative within Canadian medical education. Much as adult learners bring rich experiences and expertise to direct their learning, CBR&E also values and relies on partners' diverse ways of knowing. In early project phases, CBR&E partners learn about each other's organizational and/or local values, resources, and constraints. Throughout projects, partners are learning about diverse ways of knowing. Ultimately, partners strive to share research findings with others who may be working and/or living with the phenomena being studied. Accordingly, this workshop is designed to support participant interaction much as CBR&E partners would develop relationships over time.

The overwhelming success of this trainee research week has resulted in its expansion to specialties beyond pediatrics and obstetrics/gynecology. Dr. Pinsk in a further collaboration with Sherry Ann Chapman, who leads CUP's Lifelong Learning and Knowledge Mobilization portfolio, plans to implement an evaluation of this effort. Planning is also underway to present this innovative CBR&E training model to a national conference of medical educators in 2010.

Additionally, Maria Mayan and Elaine Hyshka are working on a number of WCHRI member research projects. Two examples include a qualitative study examining the barriers and facilitators to reducing maternal intake of fructose during pregnancy (led by Rhonda Bell, Faculty of Agricultural, Life & Environmental Sciences) and the development of a CBR knowledge translation strategy for a longitudinal cohort study examining sleep-disordered breathing in children around the Edmonton area (led by Piush Mandhane, Faculty of Medicine & Dentistry).

Early Child Development Mapping (ECMap) Project

In July, 2008 Alberta Education distributed a Request for Proposals (RFP) inviting submissions to conduct a five-year project to study and map early child development throughout Alberta. CUP led a consortium of 22 agencies and individuals from across the province in preparing and submitting a detailed proposal, and in November 2008 was chosen to lead the Early Child Development Mapping (ECMap) Project. CUP will be leading the consortium as this five-year, \$12 million project is implemented. The Project Director is Susan Lynch.

The focus of this project is the development of children in the early years of life from birth to age five. The impact of early life experiences on a child is life long. Families play a critical role in the success of these early years, as do the communities in which the families and children live. The goal of the Early Childhood Mapping Project is to provide communities throughout Alberta with information about the developmental progress



of their preschool children based on systematically gathered evidence, and to assist those communities in implementing local plans to support children and families. In addition, the project will be providing policy recommendations to government.

The Early Child Development Project team will be using data provided to the team from three sources:

- child development data gathered by Alberta Education using the Early Development Instrument (EDI);
- socio-economic status (SES) data gathered by StatsCan; and
- community features data gathered by communities throughout Alberta.

The project team will analyze the data, depict the data using geo-spatial maps of the province, provide the data to early childhood planning coalitions in communities throughout the province, and assist the communities to understand and use the data in their planning. The analysis of the province-wide data will also provide the evidence for policy recommendations to government.

Funder: Alberta Education

Early Childhood Screening in Immigrant and Refugee Populations

The Early Childhood Screening in Immigrant and Refugee Populations Project was designed to examine the cultural validity of an early childhood screening tool, the Ages and Stages Questionnaire (ASQ), for use with immigrant and refugee children. Working in partnership with the Multicultural Health Brokers Co-operative, the project used a multi-method approach to determine if the ASQ is effective in assessing young children from immigrant or refugee backgrounds, or if there are barriers that require unique tools or approaches. Some of the major accomplishments included:

- 15 hours of field-based research training for Multicultural Health Brokers to address the potential language barriers and misinterpretation of study results, in order to be employed as research assistants for this project
- *Cross Cultural Lessons: Early Childhood Developmental Screening and Approaches to Research and Practice*, a community handbook summarizing the key lessons and messages that emerged from the study was produced for early childhood educators, administrators, academics, policymakers, and families. The initial printing of 1000 copies was distributed at various knowledge exchange opportunities and mailed to interested community agencies. A PDF of the handbook can be downloaded from CUP's website (<http://www.cup.ualberta.ca/culturalvalidity>). Due to great demand, a second printing of 2,000 copies was produced (funded in part by the Alberta Centre for Child, Family and Community Research).



- the research team being invited to present the findings that emerged from the study to a number of local and provincial organizations since Fall 2008.
- members of the ECME team presenting findings at many local, national, and international conferences.

Funders: Canadian Council of Learning, Alberta Centre for Child, Family and Community Research

Cross-Cultural Lessons: Early Childhood Developmental Screening and Approaches to Research and Practice

This study identified problematic items across all areas on the Ages and Stages Questionnaire. In particular, it was found that children from immigrant backgrounds had limited exposure to activities and objects embedded in items; some items conflicted with cultural/family patterns of socialization; and different cultural groups possess different standards for measuring children's development. Using a cross-cultural lens when interpreting outcomes can reduce the likelihood of misinterpreting children's development. This is accomplished by:

- Developing cultural self-awareness
- Considering families' pre-and post-migration experiences as they settle in Canada
- Using cultural brokers or interpreters in the screening and assessment process
- Interpreting results with caution and integrating relevant cultural data in the interpretation
- Incorporating non-standardized methods in assessment
- Debriefing results with the family and collaborating on appropriate intervention processes
- Throughout the entire process, validating the family's cultural belief system

Evaluating Knowledge Mobilization Strategies

The Evaluation and Research Initiative within the Lifelong Learning and Knowledge Mobilization portfolio involves the study and evaluation of specific knowledge mobilization activities undertaken by the Alberta Centre on Child, Family and Community Research (ACCFCR) and CUP to determine the most effective ways to mobilize knowledge about child development. During the past year, this initiative included activities such as data collection, analysis and interpretation, and the sharing of findings with partners, stakeholders, and various other interested audiences. The following knowledge-mobilization strategies were or are in the process of being evaluated:

- *The Many Faces of Childhood Well-Being: The Early Years (2-6)*, a symposium hosted by ACCFCR on November 30, 2007.
- *The Many Faces of Childhood Well-Being: The Middle Years (7-10)*, a symposium hosted by ACCFCR on November 3, 2008.
- *TV, Computers and Outdoor Play: Their Effect on Your Child's Social and Emotional Development*, a webcast hosted by ACCFCR on November 2, 2008.
- *Measuring Early Childhood Development for Prevention and Intervention*, a symposium hosted by the Early Childhood Measurement and Evaluation Resource Centre (ECMERC) at CUP on February 13, 2008.
- Presentations on developmental screening with immigrant and refugee families conducted by ECMERC staff during the months of October 2008 to July 2009.



- *Research Practicum in Psychological Studies in Education: Community-Based Educational Psychology (BDPY 612)*, a course offered through the Department of Educational Psychology at the University of Alberta. In collaboration with the course instructor, CUP staff have helped organize practicum placements for course participants.
- *An Introduction to Community-Based Research & Evaluation (INT-D 500)*, a graduate course that will be a core requirement for the proposed Graduate Certificate Program in CBR&E to be offered through the Faculty of Extension.
- The CBR&E Workshop Series. Six workshops were developed and ten iterations of those workshops were offered between May 2007 and February 2009.
- The Community-Based Research and Evaluation (CBREnet) Informal Networking Circle gathered four times in 2008-2009 to learn and exchange news about local CBR&E activities.

Funders: Social Science and Humanities Research Council, Alberta Centre for Child, Family and Community Research, and University of Alberta (Office of Vice-President Research and faculties of Arts, Education, Medicine & Dentistry, Nursing, and Rehabilitation Medicine)

Evaluation of the Preschool Developmental Screening Initiative

The Preschool Developmental Screening Initiative was undertaken to evaluate the effectiveness of the Edmonton and Area Preschool Developmental Screening Project in building capacity among families and service providers to support healthy development. In partnership with Alberta Health Services, Capital Region, the project is now heading into the final year

of operation and data collection. It will conclude in December 2009, with final reports expected to be available in spring, 2010. This evaluation will be used to (a) generate insight into ways to improve the project's delivery and effectiveness and share project successes for the benefit of other regional developmental screening projects, and (b) critically assess whether the activities undertaken by the project are effective in bringing about desired short-term outcomes.

This evaluation is taking place in the culturally diverse neighbourhood of Mill Woods in Edmonton. The Ages and Stages Questionnaire (ASQ) is being administered to 18- and 36- month old children. After the questionnaire is completed, families are given information about early childhood development and educational opportunities. When necessary, they are given intervention information that connects them with existing community resources and professionals.

Funder: Alberta Health Services, Capital Region

Families First Edmonton

Families First Edmonton (FFE) is a longitudinal, community-based, collaborative research project that is exploring how to better connect families with low incomes to existing services. Community agencies and researchers knew from anecdotal experience that families with low incomes face numerous challenges, and that children living in poverty are more likely to experience health, educational and behavioural issues. FFE was based on the theory that a coordinated, targeted, proactive intervention may create healthier families by exploring how service delivery can be improved and how systems can work together more efficiently.



CUP is responsible for coordinating the research components of FFE, and during the past year FFE realized several important milestones, including:

- starting year 3 data collection
- the creation of the *Working Together: Building Successful Partnerships* report, which summarizes the findings from four annual self-assessment questionnaires completed by FFE partners. This report details critical elements necessary to promote and sustain a complex, long-term, cross-sectoral collaboration. The report has already been widely distributed, and feedback and demand have been overwhelmingly positive.
- the Photovoice Training Film and Discussion guide is currently in production and has already generated much interest and demand from FFE partners and their networks
- studying recruitment patterns of engaging low-income families
- presentations at the 7th International Urban Health Conference in Vancouver, where an FFE partner discussed the collaboration model; and a presentation to the 27th Annual Conference on YMCA Philanthropy in Montreal

Although the service delivery component of the project is scheduled to end on June 30, 2009, research follow-up with families will continue until 2011.

FFE also began work on a Toolkit that will be used to share information about the service delivery component with other organizations that may wish to undertake similar projects.

Funders: Alberta Employment and Immigration, Alberta Heritage Foundation for Medical Research, Anonymous Donor, Canadian Institutes of Health Research, Canadian Health Services Research Foundation, City of Edmonton Community Services, Edmonton Community Foundation, Stollery Charitable Foundation, United Way of the Alberta Capital Region, YMCA; www.familiesfirstedmonton.ualberta.ca.

Photovoice Training Film: Documenting the Experiences of Low-Income Families

In September 2008, CUP submitted a proposal to the Canadian Institutes of Health Research requesting funding to produce a short training film for front-line staff and students in the health and social service fields. This proposal was successful and CUP received the full amount requested (\$23,660). This film is based on the findings of a Photovoice project originally funded through Families First Edmonton. Photovoice is a qualitative method that asks participants to take and use photos related to their personal experiences to tell their stories. Ten women participating in FFE were asked to capture their experiences in accessing health and social services and their perspectives on how to improve systems collaboration. As part of an integrated knowledge-translation strategy, these findings were shared through presentations that proved so popular researchers and participants were unable to keep up with requests. FFE partners and the participating women came up with the idea of creating a film and accompanying discussion guide that could be shown any time and anywhere – by and to decision-makers, supervisors, front-line staff, and educators/students.



The film and discussion guide will provide: (1) supervisors of current service providers (front-line) a tool for professional development/training purposes; (2) educators (and students) with materials to be included as part of their curriculum; and (3) decision makers with evidence for making policy changes.

Once the film is completed, project partners and target audiences will be invited to a widely publicized screening. This event, along with targeted media relations, will ensure maximum exposure for the film. After the screening, the film will be distributed to a broad range of social and health service agencies, post-secondary institutions, and government departments. The film and discussion guide will be available for free download from the FFE website.

*Funder: Canadian Institutes of Health Research,
Native Counselling Services of Alberta*

WCHRI Science Shop Pilot Program

In February 2009, CUP and the Women and Children's Health Research Institute (WCHRI) launched the WCHRI Science Shop Pilot Program to foster CBR efforts in women and children's health and meet the research needs of community organizations, service providers, and/or government. The program will also provide hands-on research experience for interested and qualified senior undergraduate students, graduate students, and trainees.

Science Shops are organizations that offer community groups, government, and others access to free (or low-cost) scientific and technological knowledge and research in order to help them achieve better health and social outcomes. Originally developed in Dutch universities in the 1970s, they have spread across Europe and into North America. The pilot program involves pairing students with community-based organizations in mutually beneficial research partnerships that address a community-driven research question.

The expected outcomes for the Science Shop Pilot Program are threefold. First, community organizations working in women and children's health will increase their research capacity. Second, community organizations working in women and children's health will improve their knowledge and practices. Third, students will gain valuable CBR experience that they can use as they develop their careers.

Funder: Women and Children's Health Research Institute



People

Secretariat

Managing an organization with the breadth and depth of CUP is no small task. CUP's Secretariat is responsible for overseeing all of CUP's day-to-day activities, as well as working with the university and the community to explore new partnership opportunities and secure funding. CUP's Secretariat also works to help mobilize knowledge that can influence policy development and educate the general public about research and its role in enriching our communities.

Directors

Jeffrey Bisanz, Director

Laurie Schnirer, Associate Director

Sherry Ann Chapman, Assistant Director,
Lifelong Learning and Knowledge Mobilization

Rebecca Gokiert, Assistant Director, Early Childhood
Measurement and Evaluation

Maria Mayan, Assistant Director, Women and
Children's Health

Susan Lynch, Policy Associate

Research/Project Staff

Early Childhood Measurement and Evaluation

Winnie Chow, Project Manager

Betsabeh Parsa-Pajouh, Research Assistant

Christine Vandenberghe, Research Assistant

Lifelong Learning and Knowledge Mobilization

Kelly Shaw, Project Development Coordinator

Women and Children's Health

Elaine Hyshka, Research Coordinator

Families First Edmonton (FFE)

Sanchia Lo, Research Coordinator (Collaboration &
Practice)

Sylvia So, Research Coordinator (Outcomes)

Tracy Mercier, Research Assistant

Nyla de Los Santos, Data Collector Supervisor

Numerous research assistants, data collectors and interpreters
also work on a casual or part-time basis.

Administration/Support Staff

Marilyn Hawirko, Centre Administrator

Birdie McLean, FFE Administrator

Lily Tsui, Communications Coordinator

Students

Early Childhood Measurement and Evaluation

Nasreen Rajani, Project Assistant (3rd year Psychology
student intern)

Rebecca Georgis, (Graduate Student, Educational
Psychology).

Knowledge Mobilization and Lifelong Learning

Katrina Fong, Project Assistant
(4th year Psychology student)

Hannah Goa (Graduate student, Human Ecology)

Elizabeth Huebert (Research Assistant)

Lara Pinchbeck (Practicum student, Public Relations,
Grant MacEwan College)

Derek Preston (Summer student)

Families First Edmonton

Monica Melendez, Intern (Psychology student from
Concordia University College of Alberta)

“CUP recognizes that much of its success is because of the dedication and passion its staff members bring to their work.”

Hellos and Goodbyes

CUP recognizes that much of its success is because of the dedication and passion its staff members bring to their work. Over the past year, CUP was able to expand its complement with people whose talent and expertise will allow CUP to continue its work on the study of children, youth, and families.

Elaine Hyshka joined CUP in September 2008. She holds a Masters of Arts, Sociology with a Certificate in Addiction Studies.

Christine Vandenberghe worked on the ISM project 2005–2006, then FFE as a Data Collector (2007-2008) and now is working with ECME. She holds a Master of Education in Educational Psychology.

Nasreen Rajani joined CUP in May 2008 for a 16-month student internship. She is a third-year undergraduate student completing a Bachelors of Arts degree specializing in Psychology.

Hannah Goa joined CUP in October 2008 as a Graduate Student working on the new graduate course (INT-D 500 – An Introduction to Community-Based Research and Evaluation).

Lara Pinchbeck joined CUP from February to August 2008 working with Sherry Ann to collect faculty members' perspectives of community-based research and evaluation (CBR&E) and to develop a series of communication tools around the CBR&E Workshop Series.

Rebecca Georgis joined CUP in September 2008 as a research assistant in ECME for an eight-month part-time student placement through EDPY 612: *Research Practicum in Psychological Studies in Education*.

CUP is extremely grateful to the following people for the contributions they made during their time and CUP and wishes them continued success in their future endeavors.

Carol Watson of City of Edmonton and **Dale Sobkovich** of Alberta Children's Services, completed their term with CUP's Steering Committee

Elizabeth Huebert will convocate with a MScSLP and is now working as a Speech Language Therapist.

Jaya Nagpal finished her practicum, and is now completing her Ph.D in the Department of Psychology.

Derek Preston returned to U of A to finish his BA majoring in Psychology.



Steering Committee

CUP's Steering Committee provides critical guidance and direction that helps CUP focus its efforts on issues that impact the broader community. Steering Committee members are drawn from numerous university units and from a wide range of government agencies and community organizations. Their insight and expertise is integral to CUP's ongoing and future work.

Gloria Chalmers (Co-Chair)
Edmonton Public Schools

Jane Drummond (Co-Chair)
Faculty of Nursing & Health Sciences Council
University of Alberta

Katy Campbell
Faculty of Extension, University of Alberta

Al Cook
Rehabilitation Medicine, University of Alberta

Michelle Craig
Community Health Services, Capital Health

Barbara Dart
Community Building and Investment
United Way of the Alberta, Capital Region

Don Delaney
Edmonton Catholic Schools

Lionel Dibden
Stollery Children's Hospital
Faculty of Medicine, University of Alberta

Michael Farris
E4C

Martin Garber-Conrad
Edmonton Community Foundation

Jane Hewes
Early Childhood Development, Grant MacEwan College

Jenny Kain
City of Edmonton

Thierry Lacaze
Women & Children's Health Institute
Faculty of Medicine & Dentistry, University of Alberta

Susan Lynch
Child Study Centre, University of Alberta

Mike Mahon
Faculty of Physical Education and Recreation
University of Alberta

Marni Pearce
Alberta Children and Youth Initiative
Alberta Education

Linda Phillips
Canadian Centre for Research on Literacy
University of Alberta

Deanna Williamson
Human Ecology, University of Alberta

Doug Wilson
School of Public Health, University of Alberta

Wendy Yewman
Edmonton and Area Child and Family Services,
Region 6

Publications and Presentations

Publications

Bisanz, J., Watchorn, R. P. D., Piatt, C., & Sherman, J. (2009). On “understanding” children’s developing use of inversion. *Mathematical Thinking and Learning*, 11, 10–24.

Chow, W., Gokiart, R.J., Parsa, B., & Rajani, N. (2008). *Cross-Cultural Lessons: Early Childhood Developmental Screening and Approaches to Research and Practice* [community handbook]. Edmonton, AB: Community-University Partnership for the Study of Children, Youth, and Families.

Gray, E., **Mayan, M., & Lo, S.** (in press). A review of partnership characteristics in an inter sectoral collaborative effort to address the health of families with low income. *Currents: New Scholarship in the Human Services*.

Gray, E., **Mayan, M.,** Wilson, D., Drummond, J., & **Lo, S.** (2008). *Partnership Self-Assessment Tool: Report of findings 2008*. Edmonton, AB: Families First Edmonton.

LeFevre, J., Skwarchuk, S. L., Smith-Chant, B. L., Fast, L., Kamawar, D., & **Bisanz J.** (2009). Home numeracy experiences and children’s math performance in the early school years. *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement*, 41, 55–66.

LeFevre, J., Kamawar, D., **Bisanz, J.,** Skwarchuk, S. L., Smith-Chant, B., Fast, L., Shanahan, T., Penner-Wilger, M., Deslauriers, W. A. & Watchorn, B. (2008). Conceptual knowledge of counting: How relevant is order irrelevance? In B. C. Love, K. McRae, & V. M. Sloutsky (Eds.), *Proceedings of the 30th Annual Conference of the Cognitive Science Society* (pp. 1356–1361). Austin, TX: Cognitive Science Society.

Mayan, M., Gray, E., Wilson, D., Drummond, J., & Lo, S. (2009). *Working together: Building Successful Partnerships*. Edmonton, AB: Families First Edmonton.

Rasmussen, C., & **Bisanz, J.** (in press). Exploring mathematics difficulties in children with prenatal alcohol exposure. *Child Development Perspectives*.

Rasmussen, C., & **Bisanz, J.** (2009). Executive functioning in children with Fetal Alcohol Spectrum Disorders: Profiles and age-related differences. *Child Neuropsychology*, 15, 201–215.

Shaw, K., Chapman, S. A., Fong, K., & Jack, M. (2008). *The many faces of childhood well-being: The early years (2 to 6) symposium evaluation report*. Edmonton, AB: CUP & ACCFCR.

Presentations and Workshops

Chapman, S. A. (2008, May). Passing the talking stick: Discussing a checklist for rigour in CBR. Roundtable discussion at the CBR Symposium at Douglas College, Coquitlam, Canada.

Chapman, S. A., Huebert, E., & Tsui, L., (2008, May). *Doing CBR ethically: Growing a new ethics system*. Workshop session at the CUexpo 2008, Victoria, Canada.

Chapman, S. A., Mayan, M., Schnirer, L., & Pinsk, M. (2009, January). *Capacity building in community-based research (CBR): A Dialogue-education approach*. Poster presented at the 2009 Festival of Teaching, University of Alberta, Edmonton, Canada.

Chapman, S. A. & Schnirer, L. (2008, June). An introduction to CBR. Full-day workshop facilitated to the Thinking Qualitatively Conference, International Institute for Qualitative Methodology, University of Alberta, Edmonton, Canada.

Chapman, S. A., Seifer, S. D., Shore, N., & Tobin, J. (2009, February). Developing a training curriculum on community-based research for Institutional Review Boards/Research Ethics Boards (IRBs/REBs): Challenges and opportunities. Presentation at the 2009 National Conference of the National Council on Ethics in Human Research (NCEHR), Ottawa, Canada.

Chapman, S. A., Seifer, S. D., Shore, N., & Tobin, J. (2009, February). Preparing Research Ethics Board (REB) members to review community-based research: An interactive workshop. Workshop facilitated at the 2009 National Conference of the National Council on Ethics in Human Research (NCEHR), Ottawa, Canada.

Chapman, S. A. & Shaw, K. (2008, December). *Knowledge mobilization: Theory and evaluation in a pilot project*. Presentation to the Research-Refresher Series in the Faculty of Extension, University of Alberta, Edmonton, Canada.

Chapman, S. A., Shaw, K., Bisanz, J., Schnirer, L., Jack, M., Schreiner, K., & **Tsui, L.** (2008, November). *Mobilizing knowledge about the development of children, youth, and families (MKAD): Focus on knowledge transformation and learning*. Poster presented during the 30th anniversary celebration of the Social Sciences & Humanities Research Council of Canada, University of Alberta, Edmonton, Canada.

Chapman, S.A., Schnirer, L., & Mayan, M. (2008, September). Introduction to community-based research using dialogue education. Workshop presented to the Pediatric Trainee Research Week. Faculty of Medicine, University of Alberta, Edmonton, AB. W.

Chapman, S.A., Shaw, K., & Huebert, E. (2008, December). *Mobilizing knowledge about development: Focus on knowledge transformation and learning*. Presentation to the Faculty of Extension, University of Alberta, Edmonton, Canada.

Chow, W., Rajani, N., Gokiart, R.J., Parsa-Pajouh, B., Vandenberghe, C., & Georgis, R. (2008/2009). Developmental Screening with Immigrant and Refugee Families. Presentations for Alberta Health Services- Capital Region Community Health Services (October, 2008), Alberta Health Services- Pallisar (November 20, 2008), ABC Head Start (November 2008), Mennonite Centre for Newcomers (December 15th, 2008), Grant McEwan Early Childhood Development Program (Feb, 2 and March 3, 2009), Alberta Home Visitation Network Association (Feb, 6, 2009), Clareview Early Head Start (Feb. 27, 2009), Millwoods Family Resource

Centre (Feb 20, 2009), Edmonton Public School Board (March 4, 2009), Edmonton Separate School Board (April 27th, 2009), and Child and Family Services Authority – Region 6 (March 2, 2009).

Chow, W., & Gokiart, R.J. (2009, January). *Making visible the invisible: cultural validity of a preschool developmental screen*. Paper presented at the Hawaii International Conference on Education in Honolulu, USA.

Chow, W., Gokiart, R.J., Tews, L., Chui, Y., Ajou, A., Naushad, H., & Craig, M. (2008, October). *Making visible the invisible: Cultural validity of the ages and stages questionnaire tool (ASQ)*. Paper presented at the Alberta Early Years Conference: Responsive parenting, responsive teaching, responsive communities in Edmonton, Canada.

Gokiart, R.J., & Chow, W. (2008, March). *Developmental Screening with Immigrant and Refugee Families*. Paper presented at the Community-Engaged Research Showcase, Faculty of Extension, University of Alberta, Edmonton, Canada.

Gray, E., **Mayan, M., Lo, S.,** Ford-Mulligan, C., & Branston, A. (2008, May). Photos as a tool for community learning and action. Presentation to the Community-Engaged Research Showcase Research, Faculty of Extension, University of Alberta, Edmonton, Canada.

Huebert, E. & Chapman, S. A. (2008, September). *Studying community-based research workshops as a capacity-building tool for mobilizing knowledge*. Paper presented at the 2008 Conference of the Research Transfer Network of Alberta, Banff, Canada.

Mayan, M., Gray, E., **Lo, S.,** Wilson, D., & Drummond, J. (2009, March) Working together: Building Successful Partnerships. Presentation to the Families First Edmonton Sounding Board and Operations Committee, Edmonton, Canada.

Mayan, M., Barnhart, K., Brockman, L, & Selman, J. (2009, March). Creating sustainable partnerships. Plenary at the Second Annual Community-University Engaged Research Showcase, Faculty of Extension, University of Alberta. Edmonton, Canada.

Mayan, M., Hyshka, E., Lo, S., & Drummond, J. (2009, March). *Using Film to Facilitate Knowledge Translation*. Poster presented at the Second Annual Community-University Engaged Research Showcase, Faculty of Extension, University of Alberta. Edmonton, Canada.

Mayan, M., Gray, E., & **Lo, S.** (2008). They are not living our world. Presentation to the YMCA of Edmonton (August 2008), and Families First Edmonton Sounding Board (May 2008). Edmonton, Canada.

Mayan, M., Gray, E., **Lo, S., & Branston, A.** (2008, April). Experiences accessing health and social services for children. Presentation to Pediatric Grand Rounds, University of Alberta, Edmonton, Canada.

McMullin, K., Lopez, C., Boffa, J., **Mayan, M.,** Long, R., King, M., Orr, P., Hoepfner, V., & Abonyi, S. (2009, February). *A Prairie-wide approach to the study of TB transmission in Canada*. Poster presented at the 14th International Union against Tuberculosis and Lung Disease Vancouver, Canada.

Parsa-Pajouh, B., Rajani, N., Gokiart, R.J., Chow, W., & Vandenberghe, C. (2008, March). *Community-Based Evaluation of a Preschool Development Initiative*. Poster presented at the Community-University Engaged Research Showcase, Faculty of Extension, University of Alberta, Edmonton, Canada.

Penner-Wilger, M., Fast, L., LeFevre, J., Smith-Chant, B.L., Skwarchuk, S.-L., Kamawar, **D., Bisanz, J., & Deslauriers, W. A.** (2008, July). *Investigating the building blocks of numerical representations: Subitizing and finger gnosis*. Paper presented at the 30th Annual Meeting of the Cognitive Science Society, Washington, DC., USA.

Schnirer, L. (2009, March). Recruiting Low-Income Families. Presentation to the Families First Edmonton Sounding Board and Operations Committees, Edmonton, Canada.

Schnirer, L., & Bisanz, J. (2008, May). Rebels without a CURA: How the Community University Partnership for the Study of Children, Youth, and Families secures funding. Presentation at the CUExpo, Victoria, BC.

Schnirer, L., & Chapman, S. (2008, November). Introduction to community-based research. Presentation to the Women & Children's Health Research Institute Research Day, University of Alberta, Edmonton, Canada.

Shaw, K., Chapman, S. A., & Jack, M. (2008, September). *Knowledge mobilization: Theory and evaluation*. Paper presented at the 2008 Conference of the Research Transfer Network of Alberta, Banff, Canada.

So, S., Drummond, J., **Schnirer, L., & Mayan, M.** (2008, September). *Families First Edmonton: Exploring the Complex Health Determinants of Low-income Populations and Mobilizing Knowledge Transfer in Program and Policy*. Poster presented at the Data Users Conference 2008: Linking the Health Information Chain, Ottawa, Canada.

Winkler, A., & **Mayan, M.** (2008, May). On studying recipes, training under a master chef, and creating unique dishes: *Teaching and learning qualitative research methodology*. Paper presented at the Fourth International Congress for Qualitative Inquiry, University of Illinois, Urbana-Champaign, USA.

Names in **bold** refer to members of CUP's Secretariat.

Support: April 2008 to March 2009

CUP's core operations are supported by contributions from community, government and university sources.

Community Contributors

- Edmonton Catholic Schools
- Edmonton Community Foundation
- Edmonton Public Schools
- United Way of the Alberta Capital Region

Community Total: \$93,000

Government Contributors

- Alberta Children's Services
- Alberta Education
- Capital Health
- City of Edmonton
- Edmonton and Area Child and Family Services, Region 6

Government Total: \$145,595

University

The University of Alberta has supported CUP's core operations through the Health Sciences Council (HSC) since CUP's launch in July 2000. In July 2008 CUP joined the Faculty of Extension. Beginning in 2008-09, Extension was able to provide four full-time equivalent (FTE) tenured academic staff positions for the associate director and assistant directors and provide a .5 FTE tenured academic staff position for the director.

In addition to the financial support, both HSC and Faculty of Extension provided extensive administrative and infrastructure support to CUP.

University Total: \$30,000 from HSC plus the salaries and benefits for the above 4.5 academic positions.

Special thanks go to CHAOS Communications for helping us on the report this year.



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