

CELEBRATING 10 YEARS OF COLLABORATION  
**Reflecting on Our Impact**

**CUP 2011 ANNUAL REPORT**



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

# MISSION

## Mission

The Community-University Partnership for the Study of Children, Youth, and Families (CUP) is committed to 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.
- 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

## About CUP

CUP is the result of a unique collaboration between the University of Alberta (U of A) 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 policy makers 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.
- 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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# REFLECTING

## On Our Impact

*When a pebble is tossed into the water there is no way of knowing how far the ripple will go or how it will impact the things it touches.*

In November 2000, CUP was launched with the goal of bringing researchers and the community together to benefit children, youth, and families. With a staff of three and a vision for what was possible, CUP set out to build the partnerships and connections that would be essential to our success. Thanks to the perseverance, hard work, and determination of that early, dedicated group of university and community representatives, CUP soon began to have a ripple effect into the community.

Eleven years later, CUP has grown to a staff of over 30 and has secured more than \$20 million in research funding. Those initial, small ripples have grown to encompass partnerships throughout local, provincial, and national communities. Today, CUP has become synonymous with high quality, community-based research and evaluation. In the process, we're proud to

say we've played a role in changing the way researchers and communities work together.

This past year, we not only continued to build on those partnerships and relationships, but we also formed new ones. CUP collaborated on many groundbreaking projects that will continue to impact the community for many years to come. In the following pages, you learn more about those projects, our partnerships, and our history. You'll also meet some of the people who have guided CUP to our tenth anniversary milestone.

As we look back on our first 11 years, we're proud of what we've accomplished and grateful for the support of our many partners and funders. We're eager to see how our work will continue to ripple into the future.



# LETTER

## From the Dean



This past January, I attended CUP's milestone tenth Annual Celebration Event and listened, enthralled, as CUP's history and evolution unfolded through stories, told by those who've been part of CUP's journey.

Imagine my surprise when Sari Schiff—a colleague of mine back in the late seventies when I began my teaching career in Edmonton—was invited to the podium to speak about CUP! How on earth could Sari have been involved? Sari talked about her late husband Dr. David Schiff, a pediatric surgeon, who had a vision for an organization that used the best resources of the university and the community to support research and practice with and for children and families in need. Of course there is a lot more to the story, but that was the genesis of CUP.

I love the unexpected connections that occur when you are lucky enough to be part of a university community, and more specifically the Faculty of Extension, whose commitment to social action for the public good makes a space for a transformative organization like CUP to seed, nurture, and let flourish the profound connections that we have all enjoyed. Serendipity played a large part in bringing CUP into Extension's ecosystem and I think about our connection as a beautiful symbiosis.

How has the pebble that is CUP affected our small Extension pond, you ask? When CUP joined us in 2008 we were at the start of a bold new academic plan based on university-community engagement,

and the scholarship of engagement. CUP already exemplified university-community engagement, for example the model for the Steering Committee reflected an equal power distribution between the University and the Community; we welcomed four new scholars that both complemented ongoing work and brought new collaborative opportunities; we started asking new questions and gained new expertise in methodologies, grantsmanship and partnering; we strengthened our ties to health-allied Faculties; and we stretched our practice in lifelong learning to include children and youth. All of these ripples, and more, have led to new alliances, new perspectives, and, at least in my case, renewed commitment to action for social justice. Being part of this Faculty, and in some small way contributing to this work, has forced me to be a better person.

CUP has celebrated a major birthday this year, and is saying farewell to its founding Director Dr. Jeff Bisanz. Dr. Bisanz has shared not only tremendous vision for a better future for children, youth, and families but, in collaboration with amazing community and academic partners, has demonstrated that engaged scholarship can be a transformative model that honors the University's social commitment and contributes tremendous value to society. We know that CUP's incoming Director, Dr. Yoshitaka Iwasaki, will honor CUP's past and continue to build on CUP's foundations, challenging all of us in this region and beyond to act on behalf of our most vulnerable families.

A handwritten signature in black ink that reads "K. Campbell". The signature is fluid and cursive, with a large, stylized "K" and a long, sweeping underline.

Katy Campbell, PhD  
Dean



# LETTER

## From the Director



I am pleased to present CUP's Annual Report for 2010-2011, covering our eleventh year of operation. You can get a sense of what has happened over the years by noting the historical time line that appears along the bottom of some pages. Our theme for this report, ripples, is an entirely appropriate metaphor for describing CUP's growing impact at the University of Alberta, in our local community, and more broadly.

The image of a ripple captures much of what I have observed at CUP over the past 11 years. I think, for example, of all the remarkable work being done by Rebecca Gokiart and her partners in CUP's Early Childhood Measurement and Evaluation portfolio, and by Sue Lynch and the Early Child Development Mapping Project. These projects are changing the way we understand and assess early child development locally and across the province, with significant implications for our many partners in health, education, and social services. We are now seeing the most outward ripples that began with a conversation in a local café nearly a decade ago. Jane Hewes talked about the need for some research on how young children are assessed, Laurie Schnirer and I remarked about how useful it would be to hire a postdoctoral researcher who could do this work, and Martin Garber-Conrad offered, on behalf of E4C, to contribute some money toward that end. E4C's commitment led to other financial commitments from several departments and faculties across the university campus, which in turn led to a grant from a federal agency, which allowed us to hire Darcy Fleming. His work led to a larger grant from yet another federal agency to establish a unit devoted entirely to measurement and evaluation in early childhood. This in turn created the capacity necessary for CUP's recent and current work on preschool screening, on measuring early development in Aboriginal and immigrant communities, and on measuring and mapping early child development and child-related resources across the province. These specific outcomes were never, ever anticipated in that original café conversation, but here we are. Quite the ripple!

Other examples abound. Elsewhere in this Annual Report you can read about *BureaucraZy*, a moving documentary created by Maria Mayan and colleagues on the difficulties low-income families face in gaining access to social and health services. *BureaucraZy*, along with CUP's many collaborations with the Women and Children's Health Research Institute and Laurie Schnirer's ground-breaking research on recruiting vulnerable families for research projects, was an unintended offspring of Families First Edmonton. FFE itself was a product of a conversation that was initiated a decade ago by the Quality of Life Commission about how to improve the effectiveness and efficiency of social and health services in Alberta. Similarly, a conversation among members of CUP's Steering Committee long ago about the need for more local capacity in community-based research and evaluation (CBRE) provided the inspiration that led, years later, to CUP's CBRE workshops, a graduate course in CBRE, and the Faculty of Extension's new graduate certificate program in CBRE, all initiatives led by Sherry Ann Chapman.

So, as you can see, we are used to making ripples. They start with conversations about pressing issues and needs and they can ripple into very positive but often unanticipated outcomes.

This Report also marks the end of my eleventh and final year as Director of CUP. This is a good time for a transition to a new Director because CUP has a supportive home in the Faculty of Extension, a strong Steering Committee, excellent leadership among its faculty members and staff, and solid ties with partners in the community and at the University of Alberta. CUP's new Director, Dr. Yoshitaka Iwasaki, is delighted to be coming to CUP. I look forward to the new ripples that CUP will create in the future!

Sincerely,

A handwritten signature in black ink, appearing to read 'Jeff Bisanz'.

Jeff Bisanz  
Director

# CUP PORTFOLIOS

## Portfolios

*CUP has developed and shared expertise and knowledge across its three portfolios, while ensuring that each portfolio maintains the autonomy and authority needed to explore projects and create resources that complement its strategic focus.*



Rebecca Gokiart

### Early Childhood Measurement and Evaluation

Led by Rebecca Gokiart, the Early Childhood Measurement and Evaluation (ECME) portfolio focuses on work that relates directly to early childhood development, measurement, and evaluation issues.

ECME undertakes a number of activities that support programs and individuals involved with early childhood measurement and evaluation:

- Community Consulting
- Community Education
- Community-Based Research and Evaluation (CBRE)

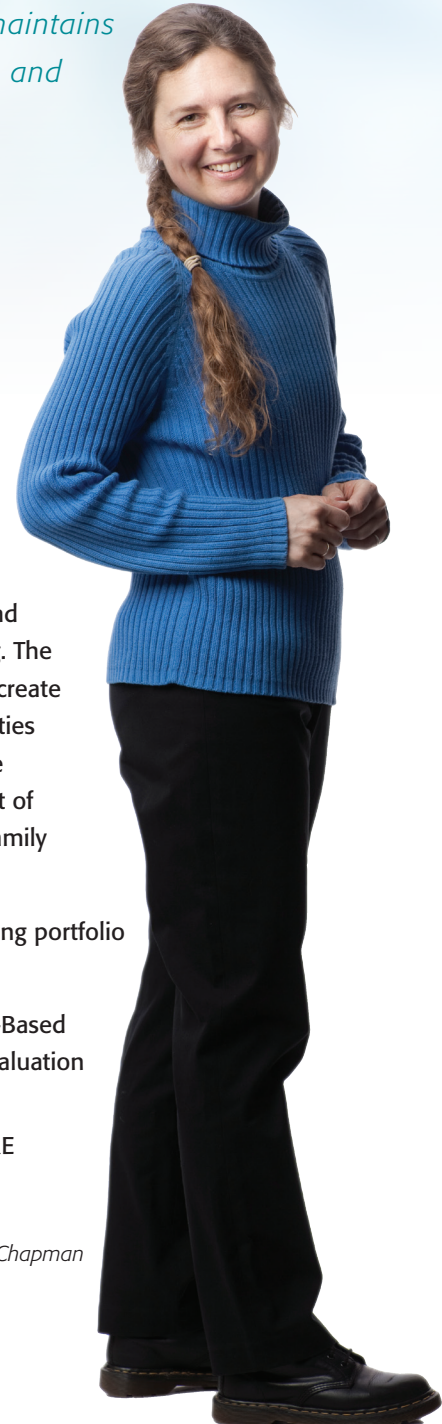
To learn more about ECME's activities and projects, go to [www.cup.ualberta.ca/ecme](http://www.cup.ualberta.ca/ecme)

### Lifelong Learning

Led by Sherry Ann Chapman, the Lifelong Learning portfolio reflects CUP's commitment to lifelong learning and knowledge sharing. The portfolio works to create learning opportunities about collaborative research in support of child, youth, and family development.

The Lifelong Learning portfolio is responsible for:

- The Community-Based Research and Evaluation Workshop Series
- Customized CBRE Workshops



Sherry Ann Chapman

**June 1997** • Discussion between the Success by 6 Council of Partners and the Child Study Centre at the University of Alberta contributed to what is now CUP

**March 1998** • Organizing Meeting • 40 individuals representing community agencies and the university, many of whom later became integrally involved in the development of CUP



- The Community-Based Research and Evaluation Embedded Graduate Certificate Program
- CBRE Networking Group (CBREnet)
- Graduate Level Course "Introduction to Community-Based Research and Evaluation" (INT-D 500)

To learn more about these activities and programs, visit  
[www.cup.ualberta.ca/lifelong](http://www.cup.ualberta.ca/lifelong)

## 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 WCHRI portfolio focuses its activities on the development of two core resources:

- Community Based Research (CBR)
- Qualitative Research (QR)

The CBR resource offers community partnership brokering and CBR design expertise. The QR resource ensures that WCHRI members are on the cutting edge of qualitative research in women and children's health in Canada.

In addition to these services, the Women and Children's Health team (Maria Mayan and Tatjana Alvdj, Research Coordinator) has built a broad repertoire of community-based and qualitative research initiatives and a number of innovative partnerships between WCHRI members and community organizations.

To learn more about the services provided for CBR and QR, visit  
[www.cup.ualberta.ca/wch](http://www.cup.ualberta.ca/wch)



*Maria Mayan*

**September 1998** • Establishment of volunteer working groups to explore important details pertaining to the proposed new "Centre"

**January 1999** • Meeting with the "Directors of Centres" at the U of A • 9 centres on campus involved with research involving children came together and expressed support for creating CUP



# BUREAUCRAZY

## Low-Income Families' Struggles Accessing Health and Social Services

*CUP helps low-income mothers tell their stories*

Imagine what it would be like to try and get help for your family and find yourself facing roadblocks at every turn. For many families living with low incomes, accessing the basic services they need can be both frustrating and confusing.

"To improve the integration of these services for low-income families, we need to understand what it is like to try and access these services from the perspective of these families," says Dr. Maria Mayan, Assistant Director of CUP. That goal of understanding the perspective of low-income families inspired Maria and her research coordinator, Sanchia Lo, to initiate the groundbreaking Families First Edmonton (FFE) Photovoice Project.

Photovoice is an innovative action research method that enables people to identify and represent their experience through photography.

In spring 2007, eight mothers with low income worked with researchers to chronicle their experiences in pictures and words. Their stories were so engaging that the mothers couldn't keep up with

the requests for presentations within the community. To deliver the message to a broader audience, including policy makers, service providers, and community partners, an innovative documentary film was created. "BureaucraZy" features four mothers who courageously share their stories and struggles.

"I was interested in this project because it explored themes such as stereotyping, judgments, and the red tape that low-income moms experienced with the health and social service systems," says BureaucraZy video producer Greg Miller of Bearpaw Media Productions. "The partnership with Maria and her team allowed us to show what these women are up against," he explains.

His interest in the issues faced by low-income families prompted Miller to seek out additional funding for the project, which was critical to its success.

By bringing researchers and practitioners together, in this case the unique pairing of a qualitative researcher and a video producer, CUP was able to share

**Spring 1999** • University-Community Planning Group established • Centre's 3 key functions identified: research, education and sharing knowledge • This group later would become CUP's first Steering Committee

**Summer 1999** • Pivotal Meeting with Health Sciences Council • All Deans of participating health science faculties brought together • Doug McNally, David Schiff, and Jeff Bisanz made a formal presentation

"Greg's dedication and perseverance was invaluable," stresses Maria, "he really understood and worked within a community-based approach, which was vital to be able to successfully share the message of the film to a larger audience. Without his efforts, the film project would still be at a standstill."

challenges, insights, and knowledge in innovative and unexpected ways. And the potential impact of this work doesn't go unnoticed. Greg notes, "as a producer and artist, it is very encouraging to know that your work has a real opportunity to make a difference for people in the community." The documentary film and accompanying discussion guide is reaching a broad audience including health care professionals, service delivery specialists, program managers, students, and high-level government and community stakeholders.

To watch the film and download the discussion guide, visit [www.familiesfirstedmonton.ualberta.ca/collaboration-partnership.html](http://www.familiesfirstedmonton.ualberta.ca/collaboration-partnership.html)



*Maria Mayan  
and Greg Miller*

**Fall 1999** • Presentation to VP Academic/Provost

**December 1999** • CUP was born • CUP gets its official name and the first budget approved by U of A

**Spring/Summer 2000** • First CUP Staff • Jeff Bisanz was appointed as CUP Director in April 2000. Laurie Schnirer was hired as the Research Associate/Assistant Director in July 2000.

**November 2000** • Official Launch of CUP

# WRAPAROUND

## Supporting Vulnerable Students in Schools

*CUP examines ways to “wrap” essential services and supports around children who need them*

It’s impossible to talk about student success at school without talking about success at home or in the community. But often schools are unsure of how to draw on the strengths and resources that exist in the community to address the complex needs of students who need extra support.

Alberta Education and Edmonton Public Schools approached CUP to help them define and understand how to build supports for children so that they can succeed in school and in life. This “wraparound” approach recognizes that

Wraparound is an approach to help vulnerable children, youth, and families whose needs go beyond what the school or another service partner alone can provide.

children in schools have diverse needs and that some children require expertise and services that are not available for them in the school system. Although resources are available to support children in the community, often they are not connected in a coordinated way.

“For children to learn optimally, they need supports,” says Jeff Bisanz, CUP’s Director and a member of the wraparound team. The 11-person research team included members from Alberta Education,

Edmonton Public Schools, Alberta Health Services, the Faculty of Extension’s Learning Solutions, and CUP.

Over the span of 18 months, the research team heard from 250 people including teachers, parents, youth, and administrators across 13 school sites representing nine school jurisdictions. The result was an extensive literature review on wraparound approaches in Alberta and a comprehensive research project. Information from the project is being used to create a set of resources to support the development of wraparound-styled processes in school and communities throughout the province.

“Because of CUP, Alberta Education was able to access and work collaboratively with a skilled research team to build capacity and knowledge related to collaborative practices, based on wraparound principles, in Alberta schools” explains Marni Pearce, Director of Cross-Ministry Services for Alberta Education. “CUP modeled the principles of collaboration throughout the research process, which helped result in a body of knowledge, tools, and resources to support Alberta’s children, youth, and families.”

This successful blending of perspectives and the expertise of collaborators has had



“CUP modeled the principles of collaboration throughout the research process, which helped result in a body of knowledge, tools, and resources to support Alberta’s children, youth, and families.”

a ripple effect into the community and community partners have noticed. Gloria Chalmers, former Director of Programs at Edmonton Public Schools and Co-Chair of CUP’s Steering Committee, notes that, “CUP has the ability to create a place where non-researchers are welcomed to the research team and that approach really made the difference with the wraparound research project.”

Alberta Education has put CUP’s research to work creating a series of collaborative conversation guides, practices videos,

and knowledge mobilization materials based on wraparound principles for schools and community partners as they collaborate to support vulnerable students and their families.

To read the wraparound literature review and other project related documents, visit [www.cup.ualberta.ca/wraparound](http://www.cup.ualberta.ca/wraparound)

To learn about Alberta’s Approach to Collaborative Practices please visit [www.education.alberta.ca/admin/crossministry/collaborative-practices.aspx](http://www.education.alberta.ca/admin/crossministry/collaborative-practices.aspx)



*Gloria Chalmers*

*Jason Daniels*

*Jeff Bisanz*

*Marni Pearce*

# CBRE CERTIFICATE

## Nurturing the Next Generation of Researchers

*CUP introduces a groundbreaking graduate embedded certificate program to help bridge the gap between research and community*

Everything starts with an idea. And early in CUP's history, the Steering Committee had one: to grow and develop CUP's knowledge sharing activities and create opportunities for people in Edmonton, on campus, and in our communities, to learn about community-based research and evaluation (CBRE).

### What is CBRE?

An approach to research and evaluation in which partners from diverse communities, government, and/or university create and share research evidence. The partners work together to develop collaborative principles, identify research questions, and design project parameters. Each partner contributes what they can based on experience, expertise, resources, and interests.

By 2005, the idea rippled into action with the hiring of Dianne Kieren, a consultant and Professor Emeritus in the Department of Human Ecology. Dianne undertook an assessment of the need, on and off campus, for graduate training in CBRE, "I was glad to be involved in the process because I am a strong supporter of community-based research," says Dianne, "CBRE skills—like determining community

needs, interests, and resources to assist in the research, team building, and translating research findings into community action—are very beneficial for graduate students to gain. Often within their programs, graduate students are not taught these skills to be able to successfully translate their knowledge into a working relationship when doing research with communities."

The approval of the Community-Based Research and Evaluation Embedded Graduate Certificate in the spring of 2010 was a milestone event for not only CUP but also for the University of Alberta. "There is no credit certificate at the graduate level in this field of study in North America," says Sherry Ann Chapman, the certificate coordinator and Assistant Director of CUP. "And this is the first embedded, graduate-level credit certificate program offered by the University of Alberta through the Faculty of Extension."

The innovative certificate is designed to support graduate students' ability to participate in and lead CBRE projects and to nurture a next generation of CBRE researchers. Like Sherry Ann's work on the CBRE Workshop series—a six-part, full-day workshop series aimed to increase the



"CUP and the Faculty of Extension needed someone with Dianne's insights and know-how to achieve this long-held goal for the CBRE Certificate Program. She shared her tremendous expertise and experiences to help us support CUP's vision to share, create, and mobilize knowledge through community-based research and evaluation."

capacity in community-based research and evaluation (CBRE)—the new certificate program formally recognizes and supports the study of CBRE.

Since the announcement of its approval, CUP has already seen a tremendous response "across a far-reaching array of departments and schools on campus and also from across our broader communities," notes Sherry Ann. She explains that this response would not have been possible without Dianne's tireless efforts and strong leadership, "CUP and the Faculty of Extension needed someone with Dianne's insights and know-how to achieve this long-held goal for the CBRE Certificate Program. She shared her tremendous expertise and experiences to help us support CUP's vision to share, create, and mobilize knowledge through community-based research and evaluation." To date, eight students have registered in the program and Sherry Ann and her team are working on plans for an official launch.

To learn more about the certificate and the six-part CBRE Workshop Series, visit [www.cup.ualberta.ca/cbre](http://www.cup.ualberta.ca/cbre)



*Sherry Ann Chapman*

*Dianne Kieren*

**2003** • Susan Lynch joins CUP as a Policy Associate to liaise with governments

**2004** • CUP was ready to take flight • A year of vigorous grant writing

**April 2005** • Families First Edmonton • CUP receives Tri-Council Funding for the first time



# ECMAP

## It Takes a Province

*CUP supports province-wide engagement of communities to improve the lives of their children*

Line Perron understands the importance of out-of-the-box thinking. As the Early Child Development Mapping Project (ECMap) Community Development and Mobilization Manager, she is responsible for mentoring and coordinating 11 community development coordinators across the province of Alberta. "Each community

sees itself as unique with different needs, challenges, and successes," she says, "so the coordinators need to have a strong ability to connect and be flexible in their approach and in their thinking."

Eleven coordinators were hired to work within individual zones across Alberta. Their job is to identify existing groups within their zones that are involved in early childhood development, help establish new groups to work with the project, and assist communities in defining their community boundaries.

As liaisons between the community and ECMap, engaging and building connections with people is vital to the success of the project. Often these connections are built from scratch. "I've been amazed by the willingness of people to meet with me, a complete stranger, and talk about the children in their community and to share the stories of their communities," says Laurel McCalla, coordinator for Zone 8. The engagement of passionate community members allows the project to move forward in a meaningful way. "People in the community want opportunities to share ideas and their passion about early childhood development," comments Shaughnessy Fulawka, coordinator for Zone 6, "Community involvement gives the data collected meaning."

*"Community engagement is critical to the success of the project's research and community-building functions."*



Shaughnessy Fulawka

Susan Lynch

Line Perron

**2006** • Development of the Mobilizing Knowledge About Development Project (MKAD) • Represented CUP's expanded focus on knowledge sharing • Hiring of new Assistant Director, Sherry Ann Chapman

ECMap is a five-year initiative funded by Alberta Education, that aims to strengthen Alberta's ability to make positive early childhood development a reality for every child in the province.

ECMap Director, Dr. Susan Lynch agrees, "Community engagement is critical to the success of the project's research and community-building functions," she notes. "This helps to create the positive environments that young children need to thrive and grow."

With this outcome in mind, the coordinators have been networking tirelessly to attract participants to boundary-mapping and coalition-building meetings. "The level of interest has been high," says Shaughnessy, "People are interested and eager to jump on board." Kathy Crothers, Zone 7, agrees, "Communities are working hard to 'make it happen' for their children. I am constantly amazed by the helpfulness and generosity of people I have built relationships with in my zone."

And the coordinators' efforts and multiple conversations over cups of coffee have paid off—the project has established 38 community coalitions across the province and distributed 34 seed grants worth \$50,000 each to help communities plan approaches to address their early childhood development needs.

The key to their successes? Taking it slow—one relationship at a time—to impact change. "It has become very important

for the communities I work with and for myself, to celebrate all the successes, no matter how small they seem. Eventually, relationship by relationship, connection by connection, communities slowly change—in this case, to better support their youngest citizens," comments Laurel.

To learn more about the community development efforts and the project, visit [www.ecmap.ca](http://www.ecmap.ca)



Laurel McCalla

Kathy Crothers



# CUP PROJECTS

## What We're Up To

*CUP's projects and activities drive the day-to-day planning, consultation, design, and analysis work done by staff and students. More information on these projects can be found on the CUP website at [www.cup.ualberta.ca/projects](http://www.cup.ualberta.ca/projects)*

### **Early Child Development Mapping Project (ECMap)**

ECMap is a five-year initiative funded by Alberta Education that aims to strengthen Alberta's ability to make positive early childhood development a reality for every child in the province. The project helps communities better understand how young children are doing and work together to support their healthy development.

### **Early Childhood Development in First Nations Communities**

Early Childhood Development in First Nations Communities is a collaboration with the Yellowhead Tribal College, made up of the five distinct communities within the Yellowhead Tribal Council (Alexander First Nation, Alexis Nakota Sioux Nation, Enoch Cree Nation, O'Chiese First Nation and Suncild First Nation). First Nations youth, adults, and elders will take part in a discussion about the social-emotional skills they developed to successfully flow between the First Nations and the non-First Nations world. Their insights will have the potential to improve the Early Development Instrument (EDI) for First Nations children to reflect the developmental skills that are important to First Nations elders, parents, and communities.

### **Families First Edmonton (FFE)**

FFE is a research project designed to determine the most cost-effective, efficient use of resources to proactively help families with low income. FFE looks at how to build families' ability to help themselves and improve the social and physical outcomes of children.

### **Putting Research to Work: Understanding and Improving Knowledge Translation in Population Health**

Promoting positive health outcomes for low-income families is a critical challenge for communities and governments across the country. The *Putting Research to Work (PRW)* study aims to answer a primary question: How do diverse partners collaborate to translate evidence from population health research within and across sectors and organizations for the purpose of improving health outcomes for low-income families? The project will assist partner organizations in working through the knowledge application process, from identifying their problem, to applying the knowledge within and across their sectors.



### Recruiting Vulnerable Populations (RVP)

An innovative project entitled *Exploring Systems Barriers and Enablers in Recruiting Vulnerable Populations (RVP)* tackles a fundamental common challenge among community program planners, policy makers, and researchers who work with vulnerable populations: recruiting families to participate in a program or research project. Often, little thought is given to the process of recruitment, however low-income populations have significant barriers to participation in programs and research. This research project is documenting (a) methods of recruitment, (b) assessment of what works and what does not work, (c) barriers, (d) resources needed for success, and (e) retention strategies. The project aims to provide a better understanding on the part of the 'recruiter' about the countermeasures needed to recruit low-income families.

### Rigour and Ethics in Community-Based Research

Community-based research and evaluation is characterized by partnerships of people with diverse types of expertise and experiences, yet how do we decide if

we are doing CBRE well? Two projects entitled "Growing the 'ethics' system: Discourse ethics for informing the review of human-research ethics" and "Rigour in community-based research (CBR): According to whom?" are examining how conventional research concepts such as 'rigour' and 'ethics' relate to community-based research and evaluation (CBRE). Conventional research terms may not be meaningful or relevant to all partners. The studies explore what additional ways might exist to determine the quality and trustworthiness of CBRE.

### Social-Emotional Developmental Competencies in a Multicultural Context

Social-Emotional Developmental Competencies in a Multicultural Context, is a community-based project in partnership with the Multicultural Health Brokers Co-Operative and Bent Arrow Traditional Healing Society. The project is engaging first- and second-generation youth and adults to learn about the social-emotional skills they have developed to enable them to positively cope with issues arising out of living within multiple cultures.

# PEOPLE OF CUP

## People of CUP

*CUP's dedicated 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.*

### Directors

Jeff Bisanz, *Director*

Laurie Schnirer, *Associate Director*

Sherry Ann Chapman, *Assistant Director, Lifelong Learning*

Rebecca Gokiart, *Assistant Director, Early Childhood Measurement and Evaluation*

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

Susan Lynch, *Director, ECMAP Project*

### Administrative/ Support Staff

Marilyn Hawirko, *Centre Administrator*

Birdie McLean, *FFE Administrator*

Corrine D'Souza, *ECMAP Project Administrator*

Evelyn Derus, *Communications Coordinator*

Olenka Melnyk, *ECMAP Communications Coordinator*

### Research/Project Staff

#### Early Childhood Measurement and Evaluation

Winnie Chow, *Project Manager*  
(till May '10)

Evelyn Derus, *Research Coordinator*  
(till Dec. '10)

Theresa Brown, *Project Coordinator*  
(Nov. '10–Jan. '11)

Lori Braugh Littlejohn, *Research Assistant*  
(Jan. '11–May '11)

#### Lifelong Learning

Kelly Shaw, *Project Development Coordinator*

Bethan Kingsley, *Research Assistant*

#### Women and Children's Health

Elaine Hyshka, *Research Coordinator*  
(till Sept. '10)

Tatjana Alvadji, *Research Coordinator*  
(Oct. '10–present)

#### Early Child Development

##### Mapping Project

Susan Lynch, *Director*

Adrienne Matheson, *Assistant Director*  
(Oct. '09–June '11)

Kelly Wiens, *Assistant Director*  
(May '10–Nov. '10)

Line Perron, *Community Development and Mobilization Manager*



Jeff Bisanz

Sherry Ann Chapman

Rebecca Gokiart

No photo: Laurie Schnirer



Cindy Post, *Mapping Manager*

Vijaya Krishnan, *Data Management and Analysis Manager*

Darcy Reynard, *Mapping Analyst*

Huaitang Wang, *Research Analyst*

Oksana Babenko, *Research Assistant*

### **Families First Edmonton**

Sanchia Lo, *Research Coordinator (Collaboration and Practice)*

Sylvia So, *Research Coordinator (Outcomes)*

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Jenny Yip, *Data Collector*

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## **Students**

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### **Women and Children's Health**

Fiona MacKenzie, *Volunteer*

### **WCHRI Science Shop 2011**

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Masha Jessri, *Graduate Student, Agricultural, Food and Nutritional Sciences*

### **WCHRI Science Shop 2010**

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Holly Stack-Cutler, *Graduate Student, Educational Psychology*

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Susan Lynch



Maria Mayan

# STEERING COMMITTEE

## Steering Committee

*Thank you to the steering committee members for their contributions over the past 11 years.*

### Steering Committee Members who have served for CUP's first 10 years

Gloria Chalmers (co-chair), *Edmonton Public Schools*

Al Cook, *Rehabilitation Medicine*

Jane Drummond (co-chair), *Faculty of Nursing; Health Sciences Council*

Martin Garber-Conrad, *Edmonton Community Foundation E4C; Success by 6*

Jane Hewes, *Early Learning and Child Care, Grant MacEwan University*

Linda Phillips (No photo), *Centre for Research in Literacy, Department of Elementary Education*

Doug Wilson, *School of Public Health*

Terry Klassen, *Department of Pediatrics, 2002–03*

Kathy Kovacs-Burns, *Alberta Children's Services, 2000–01*

Thierry Lacaze, *Women and Children's Health Research Institute, 2008–10*

Tricia Lirette, *Early Learning and Child Care, Grant MacEwan University, 2005–06*

Sharon Long, *Alberta Health Services, 2004–05*

Susan Lynch, *Child Study Centre, Faculty of Education; ECMap, 2002–present*

### Steering Committee Members who have served during the past 11 years

Rhonda Breitzkreuz, *Alberta Health Services, 2006–07*

Katy Campbell, *Faculty of Extension, 2008–present*

Gene Chan, *United Way of the Alberta Capital Region, 2007–10*

Po-Yin Cheung, *Women and Children's Health Research Institute, 2010–present*

Michelle Craig, *Alberta Health Services, 2007–present*

Darrell Dancause, *Edmonton & Area Region 6, 2004–07*

Barbara Dart, *United Way of the Alberta Capital Region, 2002–present*

Don Delaney, *Edmonton Catholic Schools, 2006–10*

Lionel Dibden, *Pediatrics, 2003–present*

Muriel Dunnigan, *Edmonton Catholic Schools, 2000–01*

Michael Farris, *E4C, 2005–present*

Cecilia Fenrich, *Edmonton Catholic Schools, 2010–present*

Donna-Mae Ford, *Multi-Cultural Health Brokers Co-Op, 2010–present*

Lori Harach, *Department of Human Ecology, 2005–06*

Jenny Kain, *City of Edmonton, 2008–present*



Gloria Chalmers  
Doug Wilson



*John Macnab, Edmonton Public Schools, 2010–present*

*Mike Mahon, Faculty of Physical Education and Recreation, 2007–10*

*Linda McConnan, Alberta Health Services, 2002–03*

*Doug McNally, Edmonton Community Foundation, 2000–05*

*Lynn Odynski, Parent Representative, 2000–01*

*Richard Ouellet, Edmonton and Area Child and Family Services Region 6, 2003–04*

*Marni Pearce, Cross Ministry Services, Alberta Education, 2007–present*

*Don Philippon, Health Sciences Council, 2000–05*

*Christina Rinaldi, Faculty of Education, 2010–present*

*Delmarie Sadoway, Capital Health, 2002–07*

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*Sherry Thompson, Alberta Health Services, 2000–06*

*Allan Undheim, United Way of the Alberta Capital Region, 2009–present*

*Carol Watson, City of Edmonton, 2005–08*

*Brenda Willis, Edmonton Catholic Schools, 2001–06*

*Deanna Williamson, Department of Human Ecology, 2004–present*

*Wendy Yewman, Edmonton and Area Child and Family Services Region 6, 2006–present*



*Martin  
Garber-Conrad*

*Jane Drummond  
and Al Cook*

*Jane Hewes*

# THANK YOU

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 Parsa • Linda Pasmore • Lara Pinchbeck • Dorothy Pinto • Derek Preston • Nasreen Rajani • Sandra Rastin • Renee Rebryna • Taryn Ridsdale • Anna  
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 Anita Barrett • Sarah Borquez • Rhonda Breitzkreuz • Joanne Cave • Cathy Crockett •  
 Michelle Anderson • Wendy Armstrong • Sarah Auger •



# PUBLICATIONS & PRESENTATIONS

## Publications & Presentations

### Publications (Peer-reviewed articles, technical reports, evaluation reports)

**Chapman, S.A., Shaw, K., & Hanson, T.** (2010). Mobilizing knowledge as we g[r]o[w]. In *Bridging the gap: Knowledge translation in Alberta* (pp. 67–71). Volume 1. Alberta Innovates—Health Solutions, Edmonton, AB.

Daniels, J.S., Prakash, M., Wosnack, N., **Bisanz, J.**, Chalmers, G., **Gokiert, R.J.**, McNeil, D. C., Michailides, M., **Schnirer, L.**, Varnhagen, S., & Walker, C. (2010). *School-based perspective on wrapping supports and services around Alberta's students: A study of 13 sites*. Retrieved from Community-University Partnership for the Study of Children, Youth, and Families (University of Alberta) website.

Daniels, J.S., Wosnack, N., **Bisanz, J.**, Chalmers, G., **Gokiert, R.J.**, McNeil, D. C., Michailides, M., Prakash, M., **Schnirer, L.**, Varnhagen, S., & Walker, C. (2010). *Administrators' perspectives on wrapping supports and services around students: A pan-Alberta survey*. Retrieved from Community-University Partnership for the Study of Children, Youth, and Families (University of Alberta) website.

Gray, E., **Mayan, M.**, **Lo, S.**, Jhangri, G., & Wilson, D. A 4-year sequential assessment of the Families First Edmonton partnership: Challenges to synergy in the implementation stage. *Health Promotion Practice*. Prepublished April 13, 2011, DOI: 10.1177/ 1524839910387398

**Krishnan, V.** (2011). Guidelines to follow when working with small numbers, EMap, Community-University Partnership (CUP), Faculty of Extension, University of Alberta, Edmonton, AB.

**Krishnan, V., Wang, H., Babenko, O., & Lynch, S.** (2011). Early Development Instrument (EDI) Technical Report, Alberta 2009. EMap, Community-University Partnership (CUP), Faculty of Extension, University of Alberta, Edmonton, AB.

**Krishnan, V., Wang, H., Babenko, O., & Lynch, S.** (2011). Early Development Instrument (EDI) Micro-data, Alberta 2009. EMap, Community-University Partnership (CUP), Faculty of Extension, University of Alberta, Edmonton, AB.

**Krishnan, V., Wang, H., Babenko, O., & Lynch, S.** (2011). Early Development Instrument (EDI) Edmonton West 2009/10. EMap, Community-University Partnership (CUP), Faculty of Extension, University of Alberta, Edmonton, AB.

LeFevre, J., Fast, L., Skwarchuk, S.L., Smith-Chant, B.L., **Bisanz, J.**, Kamawar, D., and Penner-Wilger, M. (2010). Pathways to mathematics: Longitudinal predictors of performance. *Child Development*, 81, 1753-1767.

**Mayan, M.** (2010). Commentary 3: The Disciplinary Divides, *Qualitative Health Research*, 20(11), 1467–1468.

**Mayan, M.**, Gagnier, C., **Lo, S.**, & Drummond, J. (2010). Development of a cross sectoral knowledge translation plan. In *Bridging the Gap – Knowledge Translation in Alberta* (pp. 83–87). Volume 1, Alberta Innovates-Health Solutions, Edmonton, AB.

**Mayan, M., & Lo, S.**, (2010). *Bureaucrazy: Accessing health and social services in Alberta*. Faculty of Extension and Alberta Native Counselling Services of Alberta.

Porr, C., **Mayan, M.**, Graffigna, G., Wall, S. & Viera, E. (2010). The evocative power of projective techniques for the elicitation of meaning. *International Journal of Qualitative Methods*, 10(1), 30–41.

Prakash, M.L., **Bisanz, J.**, Chalmers, G., Daniels, J., **Gokiert, R.J.**, McNeil, D. C., Michailides, M., **Schnirer, L.**, Varnhagen, S., Walker, C., & Wosnack, N. (2010). *Integrated supports for children, youth and families: A literature review of the wraparound process*. Retrieved from Community-University Partnership for the Study of Children, Youth, and Families (University of Alberta) website.

**Shaw, K., Chapman, S.A., Pinto, D., Delling, C., Schnirer, L., Bisanz, J., & Tough, S.** (2010). *Mobilizing knowledge about the development of children, youth, and families (MKAD): Focus on knowledge transformation and learning*. Final report. Community-University Partnership for the Study of Children, Youth, & Families (CUP) and Alberta Centre for Child, Family & Community Research (ACCFR). Edmonton & Calgary, AB: Authors.

Wosnack, N., Daniels, J.S., **Bisanz, J.**, Chalmers, G., **Gokiert, R.J.**, McNeil, D.C., Michailides, M., Prakash, M., **Schnirer, L.**, Varnhagen, S., & Walker, C. (2010). *Wrapping supports and services around Alberta's students: Research summary*. Retrieved from Community-University Partnership for the Study of Children, Youth, and Families (University of Alberta) website.

### In Press Publications

Hamm, M.P., Osmond, M., Curran, J., Scott, S., Ali, S., Hartling, L., **Gokiert R.J.**, Cappelli, M., Hnatko, G., Newton, A.S. (in press). A systematic review of crisis interventions used in the emergency department: Recommendations for pediatric care and research. *Pediatric Emergency Care*.

**Krishnan, V.** (in press). Introducing a school Preparedness Index for a Canadian sample of preschoolers without special needs. *Early Education and Development*.

Leighton, J.P., Cor, K., Heffernan, C., **Gokiert, R.J.**, & Cui, Y. (in press). An experimental test of student verbal reports and expert teacher evaluations for revising standardized achievement test items. *Applied Measurement in Education*.

Newton, A., **Gokiert, R.J.**, Ata, N., Dong, K., Mabood, N., Ali, S., Vandermeer, B., Tjosvold, L., Hartling, L., & Wild, C. (in press). Reliability and accuracy of instruments to detect alcohol and other drug misuse by youth in the emergency department: A systematic review. *Pediatrics*.

Rasmussen, C., & **Bisanz, J.** (in press). The relation between mathematics and working memory in young children with Fetal Alcohol Spectrum Disorders. *Journal of Special Education*.

### Presentations and Workshops

Abonyi, S., **Mayan, M.**, McMullin, K. (2011, April). *Tipping Point*. Paper presented at the Society for Applied Anthropology, Seattle, WA.

**Bisanz, J.**, Wosnack, N., Walker, C., Varnhagen, S., **Schnirer, L.**, Prakash, M., Michailides, M., McNeil, D. C., **Gokiert, R.J.**, Daniels, J., & Chalmers, G. (2011, May). *A school-based services approach for wrapping services around vulnerable children*. Roundtable presentation at Community-University Expo 2011, Waterloo, ON.

Boffa, J., **Mayan, M.**, Abonyi, S., McMullin, K., & Long, R. (2010, July). *Restoring balance: Perspectives of health and disease amongst Aboriginal TB patients on the Canadian prairies*. 20th International Union for Health Promotion and Education World Conference, Geneva, Switzerland.

Calderon, C., Greene, J., **Mayan, M.**, & Penaranda, F. (2011, May). *La evaluacion de la calidad: Is it possible to promote an educative dialogue?* Panel member at the 7<sup>th</sup> International Congress of Qualitative Inquiry, University of Illinois, Urbana Champaign, IL.



**Chapman, S.A.** (2011, June). *Studying community-university engagement with an earth-charter lens—example: Water access in occupied east Jerusalem*. “Deepening Understandings: Sustainability Research on Our Campus”, Canadian Environment Week (June 5–11), Office of Sustainability, University of Alberta, Edmonton, AB.

**Chapman, S.A.** (2011, Summer; 2010, Fall). *Introduction to community-based research & evaluation* (CBRE) (INT-D 500), University of Alberta, Edmonton. (Four offerings to date: Winter & Fall 2009; Fall 2010; Independent-study option: Summer 2011).

**Chapman, S.A.** (2011, May). *CBR Workshop #1: An introduction to community-based research & evaluation* (CBRE). Special offering. CUP, Edmonton, AB.

**Chapman, S.A.** (2011, April). *CBR Workshop #4: Developing CBR projects—The ‘how’*. CUP, Edmonton, AB.

**Chapman, S.A.** (2010, October). *An introduction to CBRE*. Half-day, pre-conference workshop. *Unwrap the research: Exploring life in the fishbowl* conference, Fort McMurray, AB.

**Chapman, S.A.** (2010, October). *An introduction to CBRE*. Full-day workshop. CUP & Alberta Community Council on HIV, Edmonton, AB.

**Chapman, S.A.** (2010, August). *An introduction to CBR*. VOD (voice on demand) cast transferred into a podcast for the Medical Residents’ 2010 Trainee Research Methodology Course (2010, September 20), Faculty of Medicine & Dentistry, University of Alberta, Edmonton. See: [http://fhomer.med.ualberta.ca/vodcasts/Homer\\_1060255/Homer\\_1060255.htm](http://fhomer.med.ualberta.ca/vodcasts/Homer_1060255/Homer_1060255.htm)

**Chapman, S.A.** (2010, June). *An introduction to CBR*. Invited full-day workshop. Thinking Qualitatively Conference, International Institute for Qualitative Methodology, University of Alberta, Edmonton, AB.

**Chapman, S.A.** (2010, May). *Participatory methods in community-based research and learning*. Invited facilitator. Thematic poster session. Eleventh conference of the Community-Campus Partnerships for Health (CCPH), Portland, OR.

**Chapman, S.A.** (2010, April). *An introduction to CBR*. One-hour workshop. Capacity building session for the research team conducting the project, “Health and Creative Aging: Theatre as a Pathway to Healthy Aging”, University of Alberta, Edmonton, AB.

**Chapman, S.A. & Alvadj, T.** (2011, May). *Community-based research (CBR) Workshop #6: Making a difference with CBR—Mobilizing knowledge to inform policy and practice*. Community-University Partnership for the Study of Children, Youth, and Families (CUP), Edmonton, AB.

**Chapman, S.A., Bisanz, J., Schnirer, L., & Kieren, D.** (2011, May). *Building and sustaining capacity for community-engaged research and evaluation on and off campus*. Roundtable presentation at Community-University Expo 2011, Waterloo, ON.

**Chapman, S.A., Gokiert, R.J., & Georgis, R.** (2010, October). *CBR Workshop #5: Program evaluation with a community-based approach*. CUP, Edmonton, AB.

**Chapman, S.A. & Hyshka, E.** (2010, August). *CBRE Workshop Series*. Three-day, customized series for the Integrated Community Clerkship Program, Faculty of Medicine & Dentistry, University of Alberta, Edmonton, AB.

**Chapman, S.A., Hyshka, E., Mercier, T., & Kingsley, B.** (2010, September). *An introduction to CBR*. Medical Residents’ 2010 Trainee Research Methodology Course, Faculty of Medicine & Dentistry, University of Alberta, Edmonton, AB.

- Chapman, S.A.,** & Roche, B. (2010, May). *Community-based participatory research (CBPR) ethics*. Invited pre-conference, three-hour workshop. Eleventh conference of the Community-Campus Partnerships for Health (CCPH), Portland, OR.
- Chapman, S.A.,** Roche, B., Whitmore, E., & Seifer, S. (2011, May). *Ethical considerations in community-based participatory research (CBPR)*. Roundtable presentation at Community-University Expo 2011, Waterloo, ON.
- Chapman, S.A. & Shaw, K.** (2010, October). *Building capacity for knowledge mobilization: The MKAD Project*. Research Transfer Network of Alberta (RTNA), Edmonton. See: [http://www.ahfmr.ab.ca/rtna/wc\\_archives.php](http://www.ahfmr.ab.ca/rtna/wc_archives.php).
- Chapman, S.A. & Shaw, K.** (2010, April). *Community-based research (CBR) Workshop #6: Making a difference with CBR – Mobilizing knowledge to inform policy and practice*. CUP & ACCFCR, Edmonton, AB.
- Chow, W., Gokiert, R.J., Derus, E., & Vandenberghe, C.** (2011, March). Preschool screening and follow-up services: Using family and community assets for intervention. Poster presented at the Society for Child Development (SRCD) 2011 Biennial Meeting, Montreal, QC.
- Daniels, J., **Gokiert, R.J.,** Prakash, M., **Bisanz, J., Schnirer, L.,** & Varnhagen, S. J. (2011, April). *An evidence-based understanding of a wraparound approach to coordinated supports in schools*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Daniels, M., Georgis, R., & Gokiert, R.J.** (2010, November). *Excel tutorial for analyzing evaluation data*. Presentation to North East Edmonton Mapping Initiative, Edmonton, AB.
- Daum, C., Macdonald, R., **Mayan, M.,** Miciak, M., & Karimi –Dehkordi, M. (2010, May). *Raveling and unraveling qualitative learning: The qualitative salon as a learning community*. The 6th International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.
- Fletcher, F., Kajner, T., Whitfield, K., Varnhagen, S., & **Bisanz, J.** (2010, October). *Contemplating the relationship between the study of engaged scholarship and engaged scholarship*. Poster presented at the National Outreach Scholarship Conference, Raleigh, NC.
- Georgis, R., Gokiert, R.J., Chow, W.,** & Poth, C. (2011, May). *A framework for community-based evaluation: Theory into action*. Paper presented at the Canadian Evaluation Society, Edmonton, AB.
- Giampaolo, P., **Hyshka, E.,** Fulmer, L., & **Mayan, M.** (2010, June). *The social emotional well-being and mental health issues of pregnant and parenting teenage mothers*. Poster presented at the 71<sup>st</sup> Annual Canadian Psychological Association Convention, Winnipeg, MB.
- Giampaolo, P., **Mayan, M., Hyshka, E.,** & Fulmer, L. (2010, June). *“...a friend that gives really good advice”*. A paper presented at the 71<sup>st</sup> Annual Canadian Psychological Association Convention, Winnipeg, MB.
- Gokiert, R.J.** (2011, May). *Developmental competencies in a multicultural context*. Professional Development Workshop, Lifelong learning for Newcomers to Canada (LLNC), Edmonton, AB.
- Gokiert, R.J.** (2010, October). *Community-based evaluation*. Guest Lecture EDPSY 615, Program Evaluation, University of Alberta, Edmonton, AB.
- Gokiert, R.J.** (2010, May). *Early childhood development in first nation communities*. Presentation to FNMI Services Branch, Alberta Education, Edmonton, AB.
- Gokiert, R.J., & Bisanz, J.** (2010, November). *Introduction to community-based research*. Faculty Professional Development Workshop, Women and Children’s Health Research Institute Research Day, Edmonton, AB.



**Gokiart, R.J., Chow, W.,** Chui, Y. (2011, May). *Gaining the perspective of unique populations in evaluation*. Paper presented at the Canadian Evaluation Society, Edmonton, AB.

**Gokiart, R.J., Chow, W.,** Chui, Y. (2010, October). *Social-emotional developmental competencies in a multicultural context*. Alberta Early Years Conference, Edmonton, AB.

**Gokiart, R.J., Chow, W., Chiu, Y., Georgis, R., & Derus, E.** (2011, May). *Cross-cultural lessons of engaging immigrant and refugee families in research and evaluation*. Paper presented at the Community-University Expo 2011, Waterloo, ON.

**Gokiart, R.J., Chow, W., Derus, E., Parsa, B., & Rajani, N.** (2011, April). *Early childhood screening in immigrant and refugee populations: Coordinating sources of validity evidence*. Paper presented at the American Educational Research Association Annual Meeting (AERA), New Orleans, LA.

**Gokiart, R.J., Chow, W., Derus, E., Vandenberghe, C., & Georgis, R.,** (2011, April). *Preschool screening and follow-up services: Using family and community assets for intervention*. Poster presented at the American Educational Research Association Annual Meeting (AERA), New Orleans, LA.

**Gokiart, R.J.,** Chui, Y., & **Georgis, R.** (2011, May). *Early childhood development in a multicultural context*. Workshop presented at the MacEwan Childcare Conference, Edmonton, AB.

**Gokiart, R.J., & Georgis, R.** (2010, October). *Workshop #5 program evaluation with a community-based approach*. Guest presentation in CUP CBRE workshop series, Edmonton, AB.

**Gokiart, R.J., Georgis, R., Derus, E., & Lee, C.** (2010, November). *Early childhood developmental tools: A systematic review of psychometric properties*. Poster presented at the Women and Children's Health Research Institute (WCHRI) Research Day 2010, Edmonton, AB.

**Gokiart, R.J., & Krishnan, V.** (2011, May). *Making meaning from data*. Guest Lecture MACT 501: Applied Research in Communications Spring Institute, University of Alberta, Edmonton, AB.

**Gokiart, R.J., & Lynch, S.** (2010, July). *Early childhood development in first nation communities*. Presentation to Alexis First Nation Chief and Tribal Council, Edmonton, AB.

**Gokiart, R.J., & Lynch, S.** (2010, June). *Early childhood development in first nation communities*. Presentation to Alexander First Nation Chief and Tribal Council, Alexander, AB.

**Gokiart, R.J., & Lynch, S.** (2010, June). *Early childhood development in first nation communities*. Presentation to Sunchild First Nation Chief and Tribal Council, Edmonton, AB.

**Gokiart, R.J.,** Poitras-Collins, T., Arcand, L., **Derus, E., Georgis, R., Chow, W.,** O'Rourke, S., Verreault, J. (2011, May). *Collaborating to understand early childhood development in first nations*. Roundtable presented at the Community-University Expo 2011, Waterloo, ON.

Gough, H., Daum, C., **Mayan, M.,** & Hollis, V. (2010, October). *Navigating the muddy waters of qualitative metasynthesis: Appraising rigor to enhance its use in the study of occupation*. Paper presented at the Joint Conference of the Society for the Study of Occupation: USA (SSO:USA) and the Canadian Society of Occupational Scientists (CSOS), London, ON.

**Lynch, S.** (2011, May). *Engaging community through mapping*. Community-University Expo 2011, Waterloo, ON.

Hamm, M.P., Osmond, M., Curran, J., Scott, S., Ali, S., Hartling, L., **Gokiart, R.J.,** Cappelli, M., Hnatko, G., & Newton, A.S. (2010, May). *Pediatric mental health emergencies: A systematic review of crisis interventions used in the emergency department*. Canadian Association of Emergency Physicians (CAEP) in Montreal, QC.

- Huebert, E., Pinto, D., & Chapman, S.A.** (2010, April). *Resource list for community based research and evaluation (CBRE)*. Community-University Partnership for the Study of Children, Youth, & Families (CUP), Edmonton: Authors.
- Krishnan, V.** (2010, May). *Early child development: A conceptual model*. Presented at the Early Childhood Council Annual Conference 2010, Christchurch, NZ.
- Krishnan, V.** (2010, May). *Constructing an area-based socioeconomic status index: A principal components analysis approach*. Presented at the Early Childhood Council Annual Conference 2010, Christchurch, NZ.
- Mayan, M.** (2011, May). *The essentials of qualitative inquiry: Designing, thinking about and executing rigorous qualitative inquiry*. Congress of Qualitative Inquiry, Urbana, IL.
- Mayan, M.** (2011, April). *Community-based research*. Catholic University of the Sacred Heart, Milan, Italy.
- Mayan, M.** (2011, April). *Knowledge production and sharing*. Catholic University of the Sacred Heart, Milan, Italy.
- Mayan, M.** (2011, April). *Participatory action research*. Catholic University of the Sacred Heart, Milan, Italy.
- Mayan, M.** (2010, November). *Sharing my research: Community-based research, qualitative research and health policy and practice*. Paper presented at the Women and Children's Health Research Institute Research Day, Edmonton, AB.
- Mayan, M.** (2010, May). *Is qualitative health research a sub-discipline?* Panel member at the Congress of Qualitative Inquiry, Urbana, IL.
- Mayan, M., & Allen, M.** (2010, May). *Principles and practices of community-based research: Comparing health and heritage studies*. 6th International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.
- Mayan, M.,** Gagnier, C., **Lo, S.,** & Bink, T. (2010, November). *Moving knowledge into action for low-income children, youth and families: What intersectoral knowledge translation really takes*. Poster presented at the Women and Children's Health Research Institute Research Day, Edmonton, AB.
- Mayan, M.,** Gagnier, C., **Lo, S.,** & Drummond, J. (2010, November). *Putting research to work: Developing a cross-sectoral knowledge translation Plan*. Paper presented at the Research Transfer Network of Alberta, Edmonton, AB.
- McMullin, K., Heffernan, C., Abonyi, S., Long, R., & **Mayan, M.** (2010, November). *Canada's health crisis: TB knowledge, attitudes, and practices among First Nations youth*. Paper presented at the Canadian Conference on Global Health, Ottawa, ON.
- Melendez, M., Lo, S., & Mayan, M.** (2010, June). *Soul matching: Challenges in a partnership formed between "similar" organizations*. Paper presented at the Ethnographic and Qualitative Research Conference, Cederville, OH.
- Miciak, M., Daum, C., Macdonald, R., **Mayan, M.** (2011, May). *What we don't know can hurt us: Exposing the underbelly of collaboration*. 7th International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.
- Morse, J., Cheek, J., & **Mayan, M.** (2011, May). *Qualitative health research: "Looking ahead, surviving and thriving"*. 7th International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.
- Morse, J., Cheek, J., & **Mayan, M.** (2011, May). *What can qualitative health research learn from other disciplines?* 7th International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.



Piatt, C., **Bisanz, J.**, & Volden, J. (2011, March). Exploring how children with ASD learn by exploring how they do math. In C. Piatt (Chair), *How do children with Autism Spectrum Disorder learn?* Symposium conducted at the biennial meeting of the Society for Research in Child Development, Montréal, QC.

Piatt, C., Matejko, A., Watchorn, R., & **Bisanz, J.** (2011, March). *Limits on children's understanding of mathematical inversion*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montréal, QC.

Piatt, C., Volden, J., & **Bisanz, J.** (2011, June). *Probing mathematical abilities in children with Autism Spectrum Disorder: Two case studies*. Poster presentation at the annual meeting of the Jean Piaget Society, Berkeley, CA.

Piatt, C., Volden, J., & **Bisanz, J.** (2011, May). *An exploration using children's reasoning about math to identify cognitive profiles in Autism Spectrum Disorders*. Poster presented at the International Meeting for Autism Research, San Diego, CA.

Ryen, A., Cisneros-Puebla, C., Denzin, N., Lather, P., & **Mayan, M.** (2011, May). *Whose side are we on today? Qualitative researchers as partisans*. Panel member at the 7th International Congress of Qualitative Inquiry, University of Illinois, Urbana Champaign, IL.

**Stack-Cutler, H. & Schnirer, L.** (2010, June). *Challenges and policies of recruiting low-income families: A mixed methods investigation of service providers' and researchers' experiences*. Poster presented at the Mixed Methods Conference, Baltimore, MD.

**Stack-Cutler, H. & Schnirer, L.** (2011, May). *Recruiting low-income families into community programs: Exploring differences in engagement strategies among ethnic groups*. Poster presented at Community-University Expo 2011, Waterloo, ON.

**Schnirer, L. & Stack-Cutler, H.** (2010, October). *Effectively recruiting and sustaining engagement of low-income families: "What Works"*. Presentation at the 2010 National Outreach Scholarship Conference: Sustaining Authentic Engagement. Raleigh, NC.

**Shaw, K., & Chapman, S.A.** (2010, June). *Facilitating the use of research evidence in support of the development of children, youth, and families*. Poster presented at the Summer Institute, "Making Connections for Public Health Practice, Policy, and Research", National Collaborating Centres for Public Health, Winnipeg, MB.

Watchorn, R., Avis, J., & **Bisanz, J.** (2011, June). *The effect of culturally specific instructional practices on learning about mathematical equivalence*. Paper presented at the annual meeting of the Jean Piaget Society, Berkeley, CA.

Watchorn, R., & **Bisanz, J.** (2010, July). *Skills of the future: Developing competence in mathematical equivalence*. Poster presented at the biennial meeting of the International Society for the Study of Behavioural Development, Lusaka, Zambia.

# SUPPORT

## Support

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

### **Community Contributors**

Edmonton Community Foundation

Edmonton Public Schools

United Way of the Alberta Capital Region

### **Government Contributors**

City of Edmonton

Edmonton and Area Child and Family  
Services, Region 6

### **University**

The University of Alberta supports CUP's core operations through 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 .5 FTE tenured academic staff position for the director.

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





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