

2012 COMMUNITY REPORT



CUP In Motion



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

"Our passion and commitment to a community-engaged approach always begins with the community and comes back to the community."

— Yoshitaka (Yoshi) Iwasaki
Director, CUP



Over the past 12 years, CUP has positioned itself as an engine of collaboration, bringing university and community together to fuel engagement among researchers, service providers, policy makers, and citizens.

Inspired by the tremendous growth we've experienced over the past 12 years, CUP is constantly exploring new opportunities for research and strengthening partnerships across local, provincial, and national levels. In the following pages, you will learn more about the projects and partnerships that are driving our success and propelling us forward.

As academics and community partners, we are proud to be part of an organization that consistently puts relationship-building and high-quality community-based research and evaluation at the core of its practice. We are grateful for the opportunity to work with community practitioners, policy makers, and researchers that share our commitment to improving the life of children, youth, and families.

With their support we will continue to move towards creating policies, programs, and practices that will impact and improve the lives of everyone in our communities.

"Tackling research agendas attached to huge societal issues such as poverty, or healthy childhood development, requires a special team with dedicated students and staff. CUP has provided that essential support."

— Jane Drummond
Co-Chair, Steering Committee, CUP;
Vice-Provost, Health Sciences Council, U of A



"CUP has been a catalyst in Extension for renewed energy and commitment to community capacity-building and to the challenge of theory-building in the emerging field of the scholarship of engagement."

— Katy Campbell
Dean, Faculty of Extension, U of A



"CUP has created a cooperative, collaborative, non-hierarchical process for researchers, practitioners, and community members to work together—all learning from each other by addressing and tackling crucial issues in Alberta communities."

— Gloria Chalmers
Community Co-Chair,
Steering Committee, CUP



Putting the Research to Work

Families First Edmonton's ground-breaking partnership works to help improve the lives of low-income families



Top: Maria Mayan
Below: Joanne Currie

After 10 years of planning, data collection, and service delivery, the Families First Edmonton (FFE) partnership is ready to put their research to work. “FFE is asking the community what they need to support their organizations’ priorities and improve service delivery,” explains Dr. Maria Mayan, Co-Director of the project, Assistant Director at CUP, and Associate Professor at the Faculty of Extension. “We are shifting our focus from committee-focused work to meeting one-on-one with government and community organizations to discuss how the FFE data can help with policy and program development.”

Over the past decade the multi-sectoral FFE partnership has been working to determine the most cost-effective, efficient way to build low-income families’ capacity to link with services and ultimately improve the social and physical outcomes of their children.

Community partners and FFE researchers have spent much of the past year analyzing the preliminary (baseline) data. This data provides

important snapshots about the life circumstances of FFE families, including specific determinants of health such as employment and education, social supports, and housing.

“Working together with the FFE partners, we were able to create data products that are accessible and more reflective of the needs of our community partners,” says Dr. Laura Templeton, a Research Analyst at CUP working on the FFE project. “They advised us what types of analyses are timely and what kinds of questions are being asked within the community.”

Although the final research results are still a year away from completion, FFE partner organizations are already using baseline data to help change service delivery practices, better connect low-income families to services, and improve collaboration within and across systems.

The United Way of the Alberta Capital Region is one of 14 partner organizations representing government, researchers, funders, and



The ground-breaking Families First Edmonton (FFE) community-based research study began as a conversation in 2000. Government, researchers, funders, and community agencies came together to explore how to work together to better deliver existing services to low-income families.

“When people look at the costs of poverty in Alberta, I ask if they have looked at the FFE research and I send them to the website. I see the FFE research being used as a springboard for bigger and better things.”

— Joanne Currie

Funded by

Government of Alberta
The City of Edmonton
Edmonton Community Foundation
United Way of the Alberta Capital Region
The Stollery Charitable Foundation
Urban Aboriginal Strategy (AARC)
Canadian Institutes of Health Research
Canadian Health Services Research Foundation
Alberta Heritage Foundation for Medical Research

community agencies that have come together to explore how to work together to better deliver existing services to low-income families.

“The goal of the United Way of the Alberta Capital Region is to lift vulnerable people out of poverty and Families First Edmonton data is a tool that helps inform and guide our work,” says Joanne Currie, Director of Financial Stability and Independence. “It costs more to have people live in poverty. When people look at the costs of poverty in Alberta, I ask if they have looked at the FFE research and I send them to the website. I see the FFE research being used as a springboard for bigger and better things.”

Families First Edmonton continues to meet with community organizations and recently received a \$200,000 Canadian Institutes of Health Research (CIHR) Knowledge to Action grant and a \$100,000 Knowledge Translation Supplement grant.

These grants allow the partnership to document how diverse partners can best work together to translate findings from research in population health within and across sectors and organizations for the purpose of improving health outcomes for low-income families.

The importance of this work and the uniqueness of this partnership resulted in the Knowledge to Action grant ranking first among fifty national applicants. “This highlights the strength and commitment of the FFE partnership to work with evidence to change policies, programs, and practices for low-income families,” says Dr. Mayan.

To read more about the baseline data on low-income families and FFE partners’ perspectives on their experiences with putting the research to work, visit the FFE website at www.familiesfirstedmonton.ualberta.ca

Learning in Motion

Shaping tomorrow's research leaders



REBECCA GEORGIS is a PhD Candidate in the Department of Educational Psychology at the Faculty of Education. She was awarded a Women and Children's Health Research Institute (WCHRI) Student Science Shop in May 2009 and has been a graduate research assistant within the Early Childhood Measurement and Evaluation portfolio under Dr. Rebecca Gokiart at CUP since May 2010. She is also in the process of completing the CBRE embedded certificate program and, most recently, was awarded the Faculty of Extension Lifelong Learning award.



How did you initially learn or hear about CUP? I was in my second year of my PhD program and was about to do an internship in community-based research at that time—it was a mandatory six-credit course requirement for my program. I was given two placement options and CUP was one of the options. So I met with Dr. Rebecca Gokiart to learn more about the work that CUP was doing and the project that I would be working on. I thought it was a very interesting organization and decided to work with the Early Childhood Measurement and Evaluation portfolio for my placement under the direction of Dr. Gokiart.

What made you decide to apply for the WCHRI Science Shop? It just seemed like a really good fit—a really good continuation of the work that I was already doing in community-based research at CUP. Plus, it allowed me to work full-time over the summer, continue with my project, get more embedded with the work, and gain a better grounding in CBR. Also it was a paid internship and funding is important for a graduate student. Having that funding helped me complete my project over the summer and further build my community-based research skills.

So what about the community-based research and evaluation (CBRE) approach appeals to you and why is it a good fit? I think what I realized by doing CBRE is that I love collaborative work and working with communities. I love the applied aspect of it—doing research that has a direct effect or outcome. It has a social justice component to it and that appeals to me. That's on my research agenda and that's the lens I see the world with—it was a good fit.

Tell me about your research. I am interested in acculturation and social integration of immigrants and refugees. My doctoral research is focused on immigrant and refugee student adjustment and the factors that influence the adjustment of newcomer students, especially students with a refugee background and limited prior schooling. I'm interested in the best ways to support those students during their transition, both academically and socio-emotionally. My dissertation is a community-based research project, in partnership with the Edmonton Public School Board and the Multi-Cultural Health Brokers Co-op.

How have your experiences at CUP impacted your research for your dissertation? My dissertation is a result of the work I have been doing at CUP and the connections I established with CUP, in many ways CUP opened doors for my dissertation work. CUP has a really positive relationship with Edmonton Public Schools so when I approached the Edmonton Public partners they were very open in working with me and fully supportive. I think that was a result of the positive experiences they had with working collaboratively with CUP.

Tell me about the CBRE Embedded Graduate Certificate Program and why you applied. It seemed like a logical step. When the certificate was launched, I was already involved in various CBR projects and realized that CBR is what I enjoy and the path I want to follow. The certificate formalizes what I have been doing already and it provides the additional credentials to add to your CV—it's a competitive world so the extra certification is a good thing. And it's great to have the embedded certificate option so that I could complete the certificate while completing my degree.



CUP wrapped up the 2011–12 offering of the community-based research and evaluation (CBRE) workshop series with a great milestone—recognizing sixteen workshop participants for completion of the six-workshop series.

“This is indeed an important achievement for CUP” says CUP Director Dr. Yoshi Iwasaki. “The knowledge, skills, and experiences gained from the CBRE workshop series have significant implications for making a difference for the lives of our citizens in our diverse communities.”

Coordinated and facilitated by Dr. Sherry Ann Chapman, the workshop series attracts service providers, policy makers, graduate students, and researchers who want to enhance their understanding of CBRE and increase their capacity to engage in CBRE. Since the start of the CBRE workshop series in 2007, more than 500 individuals from 103 agencies have participated. These individuals represent municipal and provincial governments, not-for-profit agencies, and 37 university units and departments.

Barb Reid, Executive Director of Getting Ready for Inclusion (GRIT), was one of the sixteen participants who completed the series. “I started in 2008 and saw this as an opportunity to grow professionally—it fits with what I want to know and I really enjoyed each workshop.”

The next CBRE Workshop Series begins in Fall 2012 and will be offered in a new format. Visit www.extension.ualberta.ca/ces for information on how to register.

“I feel grateful and fortunate to work with CUP. I have received amazing mentorship throughout my various community-based research experiences. I feel I have grown tremendously as a researcher, student, and emerging community-based research scholar.”

You have been able to work with CUP in many different ways over the years. How has working with CUP impacted you?

Through my work at CUP, I have gained a broader understanding of research and its potential. I had the opportunity to work on various CBR projects, most of which happened to have a cross-cultural focus, which is my area of interest, so I have grown tremendously as a researcher in that area. I really appreciate working at CUP because I gained a variety of experiences in knowledge translation, report writing, partnership development, etc. I value all of these experiences because I think they helped me build skills that are valuable for my future professional pursuits. CUP offers a very supportive student environment where you can build your CBR skills through hands-on experience and great mentorship along the way. As a result, I feel more confident in conducting community-based research.

What do you want to do once you graduate?

I know I want to work outside of academia for some time. I would really like to work in an NGO setting or in international development. I still see myself being involved in CBR or evaluation-type projects that have an applied, local, or international focus.

What did you learn about yourself as a result of your experiences with CUP? I learned more about my own strengths and weaknesses. I find that a lot of the community work that we do challenges me to always reflect about things and that makes you grow both professionally and personally. I learned that I really enjoy working collaboratively and that I love CBR and applied research. I also learned that there is a lot I know about research, but there is also a lot more I don't know. I came to value expertise and practical experience in a different way. I have come to understand and value multiple perspectives and expertise and that is a result of working collaboratively.

Beyond Addressing Need

Recruiting and engaging low-income families for programming and research



Top: Laurie Schnirer
Below: Joan Baker

Low-income families have complex and competing priorities and participating in programming and research isn't always on top of that list. "Often there is an assumption that 'needy' families are desperate for help and will be eager and willing to participate in programs or intervention research," says Dr. Laurie Schnirer, Associate Director at CUP and Assistant Professor in the Faculty of Extension. "Often, this is not the case."

Dr. Schnirer speaks from experience. As a researcher on Families First Edmonton (FFE)—a 10-year, community-based research project that includes community, government, and university partners collaborating to study recreation, health, and social services for low-income families—she discovered that recruiting 1,200 low-income families took more time and resources than originally allotted. "Initially, our target for FFE was to recruit 1,200 low-income families in six months. However, even with

significant planning and resources, it took us four times as long to meet our targets," says Dr. Schnirer.

This experience encouraged Dr. Schnirer and doctoral student Holly Stack-Cutler to conduct an online survey asking service providers and researchers across North America to share their successes and experiences recruiting and engaging low-income families and individuals. After hearing from 257 service providers and 65 researchers, they found that the unique needs and challenges families and individuals encountered varied greatly. "Initial engagement of low-income families and individuals is a challenging issue for everyone," says Dr. Schnirer, "so as recruiters, it is essential to invest the necessary time and resources into considering the best ways to connect with families based on their unique needs."





Cheryl Gagnier

Funded by
Faculty of Extension

“This study helps to formalize service providers’ experiences. There are real costs that come with this type of service delivery. We need funders to be aware of that, to know what it takes, and what it costs to make programs run.”

— Joan Baker

With over 20 years of experience in mental health and community programming, Joan Baker, General Manager of Community Programs and Housing Services for YMCA Edmonton, understands this challenge. “People are committed and interested, but life just gets in the way. Real things happen to real people and it’s the every day things that prevent them from engaging and participating in programming.”

So what is the best way to recruit and engage low-income families and individuals? “Invest resources into recruitment and use multiple strategies,” recommends Dr. Schnirer. “Focus on building trust and personally connecting, and take the time to listen, understand, and respond to how you can help make participating in research and programs easier.”

“The goal is to figure out how to keep you engaged, no matter what,” says Joan Baker. “We ask, ‘how can we help you to participate?’ We communicate with our families through different avenues whether it’s dropping a note off in their mailbox or using a tweet—whatever works for them.”

From the City of Edmonton’s perspective, this just makes sense. “Understanding how to engage and reach people for programming is a high priority for us,” notes Cheryl Gagnier, Acting Director of Social Planning and Coordination, Community Services, City of Edmonton. “The more participation we have from communities, the healthier our communities become.”

The full report explores the processes that enable or obstruct low-income families and individuals from participating in research programs by examining current practice, guidelines, and policies of “recruiters.”

Although the challenges discussed in the report continue in her everyday work, Joan Baker remains hopeful. “This study helps to formalize service providers’ experiences,” she says. “There are real costs that come with this type of service delivery. We need funders to be aware of that, to know what it takes, and what it costs to make programs run.”

The full report can be found at
www.cup.ualberta.ca/resources/publications

Learning in Motion

Shaping tomorrow's research leaders

KATYA CHUDNOVSKY is a masters student in the Department of Educational Psychology in the area of measurement, evaluation, and cognition with a focus on psychometrics and program evaluation. She was awarded a Women and Children's Health Research Institute (WCHRI) Student Science Shop in Community-Based Research (CBR) in the summer of 2011.



"The WCHRI Science Shop project prepared me for undertaking collaborative and participatory projects in the future."

How did you learn about CUP/WCHRI Science Shop? I learned about CUP by taking a community-based research and evaluation (CBRE) workshop with Dr. Sherry Ann Chapman before starting my masters program. I became involved with the WCHRI Science Shop through my masters supervisor—she connected me to Dr. Rebecca Gokiart at CUP. Dr. Gokiart was approached by a new community-based partnership and asked me to assist in developing an evaluation plan. I participated in this project as a student evaluator and Dr. Gokiart let me know about the WCHRI Science Shop Award.

What made you decide to apply? It was my interest in community-based research (CBR) in general. I also wanted to gain more experience with community-based evaluation. I realized through readings and through talking with Dr. Gokiart and other people that CBR would require a special set of skills and attitudes that I wanted to enhance. The aim of the WCHRI Science Shop project was to evaluate a partnership that aimed to bridge immigrant families to mainstream services. As an immigrant myself, it was important for me to help other newcomers to find their way in the new country.

When did you first hear about a community-based research and evaluation (CBRE) approach? From Dr. Sherry Ann Chapman and the CBRE workshop I attended and through the coursework I did on CBR. I have a traditional, quantitative research background and working with community stakeholders on my WCHRI project really helped me appreciate the unique nature of CBR including its benefits and challenges for the researcher, evaluator, and community partners.

What have you gained through your work with CUP? I learned about community-based research (CBR) by experiencing it first hand—CBR is learning by doing. I enhanced my ability to build relationships with stakeholders and reflect their opinions in my work. CBR for me is something that you have to be immersed into—with all its flexibilities and real-life challenges—to understand and appreciate.

What do you want to do once you receive your graduate degree? I would like to be a program evaluator either in the public or private sector.

What do you take from the WCHRI Science Shop experience as an evaluator? Appreciation for the experience and opinions of other people and their diverse backgrounds and the need to incorporate those into an evaluation. The need to have stakeholders who are sometimes not heard, heard in the design and data the evaluation produces. And the need to achieve mutual benefit for the university team and for the community partners.

Would you recommend the WCHRI Science Shop to other students? Yes, I would definitely recommend this program as a way to get a hands-on CBR experience. CUP is a wonderful environment to work with—everyone was very helpful and gave me access to resources. I learned a lot and developed a lot of competencies that I will need in the future. Dr. Rebecca Gokiart is an excellent mentor and I'm really grateful for the opportunity to work with her.

Check out <http://wchri.srv.ualberta.ca/ScienceShop> for more information on the program and how to apply.



Susan Lynch,
ECMap Project Director

Emerging Research Fuels Community Conversations

New voices join discussions in communities across Alberta about how to best support young children and families during the critically important early years



Shawna Jenkins
with a kindergarten
student at Wye Elementary
School in Sherwood Park.

The Early Child Development Mapping Project (ECMap) is bringing new voices to and building new bridges in community conversations about children's early development. It's an exciting step toward improving the future for Alberta's children, say the coalitions that play a central role in the Project.

The goal of ECMap is to provide communities with information they need to understand and improve children's development in the crucial early years, which have a tremendous impact on lifelong health, learning, work, and well-being. Coalitions in communities across the province have been pulling together businesses, services, clubs, social agencies, health bodies, regional and municipal governments, educators, churches, non-profits, recreation staff, parents, and many others at the local level to learn about and brainstorm how to give Alberta's children the best start in life.

Using boundaries set by the communities, ECMap analyzes and charts Early Development Instrument (EDI) data results. The EDI uses five domains to give a holistic picture of children's development by the time they reach kindergarten: physical health and well-being, emotional maturity, social competence, language and thinking skills, and communications skills and general knowledge. The information is collected by kindergarten teachers.

The EDI data, along with socio-economic information, is then compiled into a Community Information Package (CIP) and released to an independent coalition in each community that determines how to share the information with the broader community. The CIPs help communities identify where their children are doing well and where improvements could be made, offering insights into their strengths and weaknesses in supporting young children and

“It’s been really exciting to watch more and more people come on-board and see changes beginning to happen. There is a growing awareness that everyone has a responsibility to support children, not just parents. This is about doing something with the data and bringing communities together with a common goal and focus to ensure the best possible future for our children.”

— Shawna Jenkins, member of the Strathcona County Early Childhood Development Local Coordinating Committee and parent of a five-year-old

identifying gaps in services. Communities can also see how other children are faring across the province and across Canada. Each community then develops an action plan aimed at improving early childhood development in its area.

As of April 1, 2012, 98 communities had established their boundaries, 88 coalitions had been formed, and 24 communities had received their CIPs. Fifty coalitions had received seed grants of up to \$50,000 from Alberta Education to further their work.

By providing communities with scientific evidence needed for sound planning and decision-making, the Project promises to have policy and program-planning implications. The Project has already encouraged people from all walks of life and disciplines—from parents to planners, service providers, and educators—to work

together on early development issues. Many communities are now organizing themselves for this purpose for the first time.

Fort McMurray offers a concrete example of how bringing people and research information together can have an immediate impact. A Fort McMurray coalition member connected a study by her students at Keyano College with local CIP results that show 29 per cent of young children are experiencing difficulty or great difficulty in physical health and well-being. The students’ study showed that local playgrounds weren’t designed for preschoolers. The coalition brought this information to the attention of the mayor and city planners during its presentation of community results.

Connecting the dots can spark knowledge and action.

Funded by
Alberta Education

First Nations Child Development Project

CUP and First Nations communities working together to support healthy child development



Rebecca Gokiart

The Early Childhood Measurement and Evaluation (ECME) portfolio has come together with the Yellowhead Tribal College and the First Nations of the Yellowhead Tribal Council, to learn more about early childhood development from a community perspective.

“Over the next two years, we will be working together to understand how children learn, grow, and develop and the best ways to support this development,” explains Dr. Rebecca Gokiart, Assistant Director, CUP. “All children learn how to communicate, think, problem solve, and relate to people and the world around them,” notes Dr. Gokiart. “First Nations children also learn about the spirituality, traditional language, and culture of their communities. It is important to balance these factors and recognize the community strengths that shape child development.”

The partnership will work towards enhancing policies, services, and programming for children and families using the information gathered in this community-based research project.



Learning in Motion

Shaping tomorrow's research leaders

ANNAH JARICHA is a masters student in the Department of Human Ecology in Family Ecology and Practice. She is the first student to complete the requirements for the Community-Based Research and Evaluation (CBRE) Embedded Graduate Certificate Program. Annah has also been involved with Families First Edmonton (FFE) project as a data collector for five years.



How did you hear about the Community-Based Research and Evaluation (CBRE) Embedded Graduate Certificate Program?

I received an email from Dr. Sherry Ann Chapman, the program coordinator, when she was promoting the program so I emailed her to learn more about the requirements. I wanted to take the program and most of the courses I was already taking as part of my masters degree were part of the requirements for the certificate.

Why did you decide to pursue the program? I grew up in a culture that encourages working together and helping each other. I have been interested in community development and community engagement for a long time. I thought the program would provide me with more experience and knowledge—to learn more about CBRE, get knowledge of research and an evaluation background, and learn different theories. I also wanted to expand my marketability by expanding my knowledge base.

When I came to Canada I did volunteer a lot in different community-based organizations so I wanted to get recognition for the work I did volunteering—to have that educational certificate that says working with communities is something I know and is something I have done.

How did working with Families First Edmonton (FFE) influence your academic goals? FFE is a community-based research (CBR) project, so working as a data collector on the project really made me think more

about the CBR approach and how to promote the health and well-being of communities. I've always been interested in working with community and working with FFE piqued my interest. I decided to take some courses in health promotion and research to see if it's a good fit with what I wanted to do for my academic and professional career. FFE was my first real job in Canada and helped me realize I wanted to be involved beyond the data collection—I was interested in the decision making process around the research.

During the 2011–12 year, a total of 14 students have been registered in the certificate program.

So this led to you pursuing a graduate degree? I always wanted to pursue a graduate degree, but working with the FFE project encouraged me—it gave me a clear picture of the area or department that I might apply into to pursue my masters.

Tell me about your research for your masters. In my research, I will be looking at how low-income families with young children make decisions in engaging in paid and non-paid work. I will be using the human ecological model to see how social-environmental factors influence that decision making process.

How has working with CUP shaped your future plans? Completing the certificate has validated my interest in working within the community-based perspective. The program gave me a firm grounding in community-based research and evaluation that I can apply within my own academic career and interests.



“The CBRE embedded graduate certificate program gave me the tools to help avoid some of the potential challenges when working within community—I now have knowledge that will prepare me for what might happen on the ground and how to avoid potential pitfalls.”

It has also opened up job opportunities because of my experience and knowledge in community-based approaches—I currently work with the Early Child Development Mapping Project (ECMap) as a summer research assistant focusing on questions around community context and its influences.

What do you want to do once you receive your graduate degree?

I would like to pursue further studies and eventually apply for my PhD in Human Ecology. I would like to get as much experience as I can working with different populations. I would like to pursue research using community-based approaches to promote the overall health and well-being of disadvantaged families.

Would you recommend the certificate program to other students?

Yes. It's a great program. For those people who have worked in community for years, the certificate validates what they have already been doing. It expands your knowledge base of research and evaluation—aspects that are important when working within a community environment. The program also doesn't require you to start fresh—my own masters program already covered many of the course requirements. Graduating with your own degree and this certificate improves your chances of getting jobs in your area of interest/study in the community development aspect.

For more information on the CBRE Embedded Graduate Certificate Program and how to apply go to www.cup.ualberta.ca/cbre-certificate-program





Dr. Iwasaki became the Director of CUP in July 2011

Bringing Youth Voices to Action

CUP's Director's emerging research portfolio put in motion by community

Since starting his new role as CUP's Director in July 2011, Dr. Iwasaki has hit the ground running. "Over the past year, I have met individually with over 100 people—academic researchers, community organizations, and municipal and provincial government." And in each of those meetings, he had one important question—what concerns them the most. "When I met with people, we started discussing issues—issues that were top priority for them within their area of work." Through these dialogues and discussions with individuals across university, community, and government levels the issue of mental health, specifically targeting the youth population, emerged as a priority.

This set in motion the creation of a partnership of over 35 academic researchers, community members across municipal and provincial levels of government, non-profit agencies, and school systems that came together with a common purpose—to make a difference for youth in

Edmonton. "The uniqueness of CUP is about our community-oriented partnerships, by listening to community people and bringing their voices into action," explains Dr. Iwasaki about his community-based approach to research.

One of these voices, and new collaborator to CUP, is Dr. Denise Larsen, Professor of Counselling Psychology at the Faculty of Education. Dr. Larsen is also the Director of Research at the Hope Foundation of Alberta—a non-profit organization that aims to understand and enhance hope in individuals, families, and institutions. Through research, counselling, education, and programming, the Hope Foundation of Alberta furthers the understanding of the role of hope in people's lives and encourages the intentional application of hope language, principles, and practices so that children and adults can live fuller, more rewarding lives.



“The Hope Foundation collaborating with CUP and Dr. Iwasaki builds and enhances our opportunities to connect both in the community and with other researchers. It’s about sharing what we know and learning from each other. This helps us coordinate services in a way that is more effective. This type of collaboration is key in making a difference for the youth in our city.”

— Dr. Denise Larsen

“Being part of a larger team, we share expertise and learn about the diverse and varied services available to youth in Edmonton,” notes Dr. Larsen. “The Hope Foundation collaborating with CUP and Dr. Iwasaki builds and further enhances our opportunities to connect both in the community and with other researchers. It’s about sharing what we know and learning from each other. This helps us coordinate services in a way that is more effective. That’s why this type of collaboration is key in making a difference for the youth in our city.”

“Youth engagement is key to our research,” notes Dr. Iwasaki. “The Hope Foundation uses a youth-friendly approach through hope-focused and strength-based practices with the potential to help youth become more resilient and realize better mental health for improved life outcomes.”

The youth research team has secured pilot funds and continues to apply for funding to build on the existing resources and programs available for youth in the city.

“The purpose of our research is not about fixing youth,” says Dr. Iwasaki, “it’s about improving the system and practices surrounding the policies, programs, and services supporting youth in our community.”

Funded by

Faculty of Extension
Killam Research Fund, University of Alberta
Interdisciplinary Health Research Academy,
Health Sciences Council





Support

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

Community Contributors

Edmonton Community Foundation

United Way of the Alberta Capital Region

Government Contributors

City of Edmonton | Department of Community Services

Edmonton and Area Child and Family Services Region 6

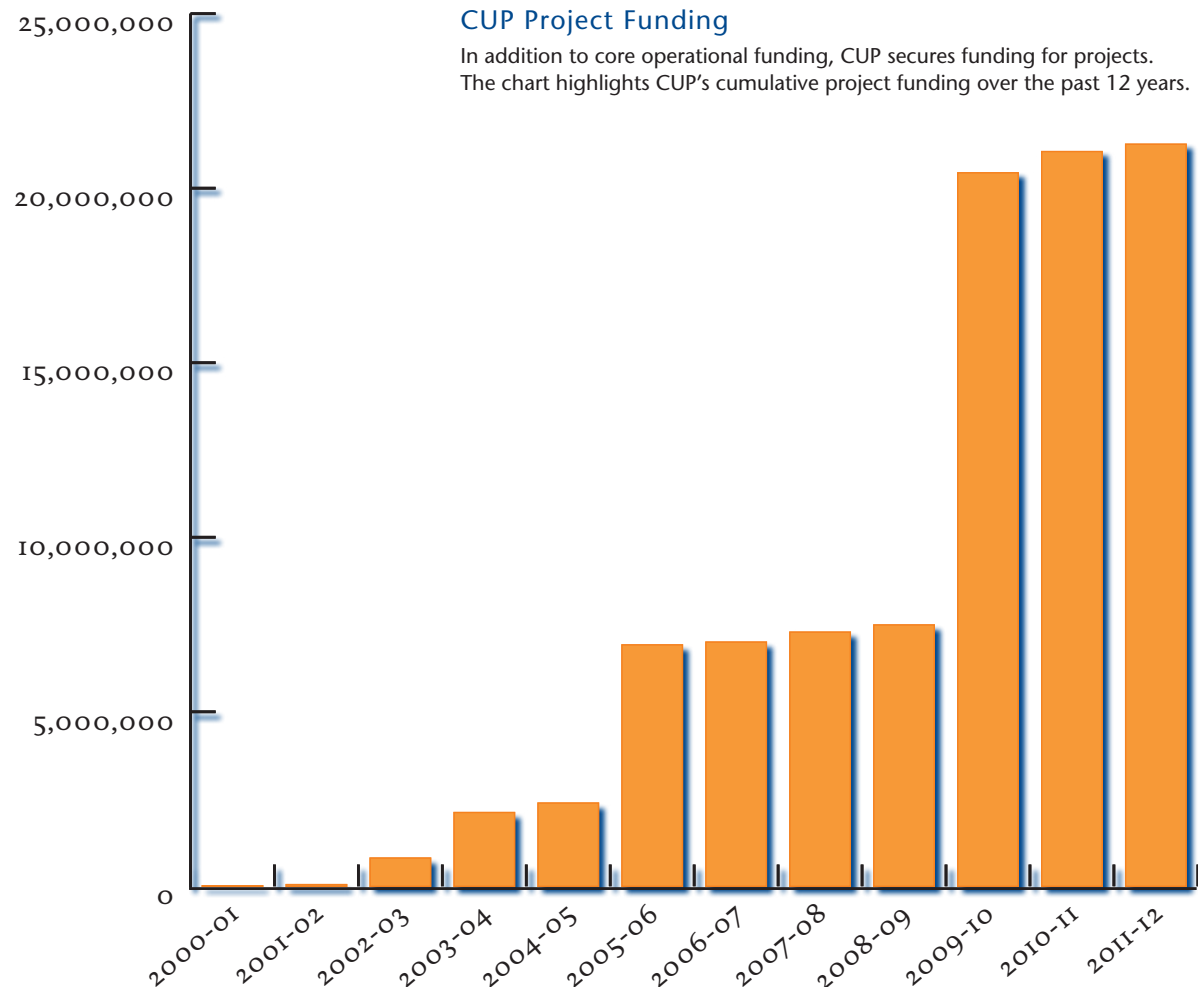
University

The University of Alberta supports CUP's core operations through the Faculty of Extension. Extension provides 5 full-time equivalent (FTE) tenured academic staff positions for the director, associate director, and assistant directors.

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

CUP Project Funding

In addition to core operational funding, CUP secures funding for projects. The chart highlights CUP's cumulative project funding over the past 12 years.





Publications & Presentations

Publications

(peer-reviewed articles, technical reports, evaluation reports)

- Gray, E., **Mayan, M., Lo, S.,** Jhangri, G., & Wilson, D. (2012). A four-year sequential assessment of the Families First Edmonton partnership: Challenges to synergy in the implementation stage. *Health Promotion Practice*, 13(2), 272–278.
- Iwasaki, Y.,** Byrd, N.G., & Onda, T. (2011). Promoting identities and mental health via cultural/community activities among racially/ethnically mixed urban American Indians. *Family & Community Health*, 34(3), 256–265.
- Krishnan, V.** (2011). *Statistics for beginners*. New Delhi: Atlantic Publishers & Distributors Ltd.
- Leighton, J.P., Cor, K., Heffernan, C., **Gokiart, R.J.,** & Chui, Y. (2011). An experimental test of student verbal reports and teacher evaluations as a source of validity evidence for test development. *Applied Measurement in Education*, 24(4), 324–348.
- Mayan, M.,** Gray, E., **Lo, S., & Hyshka, E.** (2011). Accessing Alberta's health and social services systems. *Canadian Social Work Review*, 28(1), 107–126.
- Messina, E. S. & **Iwasaki, Y.** (2011). Internet use and self-injurious behavior among adolescents and young adults: An interdisciplinary literature review and implications for health professionals. *Cyberpsychology, Behavior, and Social Networking*, 14(3), 161–168.
- Newton, A., **Gokiart, R.,** Ata, N., Dong, K., Mabood, N., Ali, S., Vandermeer, B., Tjosvold, L., Hartling, L., & Wild, C. (2011). Reliability and accuracy of instruments to detect alcohol and other drug misuse by youth in the emergency department: A systematic review. *Pediatrics*, 128, 1–13.
- Nosworthy, N.,** Boyle Street Education Centre, & Community-University Partnership for the Study of Children, Youth, and Families (2012). *Community-based evaluation: Aligning services to program aims for an at-risk youth education centre* (evaluation report). Edmonton, AB.
- Porter, H., **Iwasaki, Y.,** & Shank, J. (2011). Conceptualizing meaning-making through leisure experiences. *Society & Leisure/Loisir et Societe*, 33(2), 167–194.
- Schnirer, L. & Stack-Cutler, H.** (2012). *Recruitment and engagement of low-income populations: Service provider and researcher perspectives*. Community-University Partnership for the Study of Children, Youth, and Families. Edmonton, AB: University of Alberta. See: www.cup.ualberta.ca/resources/publications

In Press Publications

- Chapman, S.A.,** Shore, N., Eder, M., & Alt, P. (in press, online). "Module 3: Ethical review of community-engaged research protocols." In IRB-REB Workgroup on Community-Engaged Research, *Institutional review boards/Research ethics boards (IRB/REB) curriculum on ethical considerations in community-engaged research*. Facilitated by Community-Campus Partnerships for Health and the Tuskegee Bioethics Center. See: <http://depts.washington.edu/ccph/irbhome.html#Committee>



PUBLICATIONS & PRESENTATIONS

Gokiert, R. J. & Georgis, R. (in press). Review of the Developmental Teaching Objectives Rating Form—Revised 5th Edition (DTORF-R). *Mental Measurements Yearbook*.

Gokiert, R.J. & Georgis, R. (in press). Review of the Sensory Processing Measure Preschool (SPM-P). *Mental Measurements Yearbook*.

Gokiert, R.J., Georgis, R., Chow, W., & Chui, Y. (in press). Cross-cultural approaches to screening and assessment: Engaging community in knowledge sharing. *Health Research Transfer in Alberta: Knowledge Translation Casebook*. Alberta Innovates—Health Solutions, Edmonton, AB.

Gokiert, R.J., Noble, T., & Baugh Littlejohns, L. (in press). Directions for professional development: Increasing knowledge of early childhood measurement. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field*.

Iwasaki, Y. (in press). ICF Personal Factors. In H. Porter (Ed.), *Recreational therapy handbook of practice: ICF codes*. Enumclaw, WA: Idyll Arbor, Inc.

Iwasaki, Y., Coyle, C., Shank, J., Messina, E., Porter, H., Salzer, M., Baron, D., Kishbauch, G., Naveiras-Cabello, R., Mitchell, L., Ryan, A., & Koons, G. (in press). Role of leisure in recovery from mental illness, *American Journal of Psychiatric Rehabilitation*.

Presentations and Workshops

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

Alvadj, T. & Chapman, S.A. (2012, February). *CBRE Workshop #4: Developing CBR projects—The 'how'*. CUP, Edmonton, AB.

Alvadj, T. & Chapman, S.A. (2011, August). *CBRE Workshop Series*. Two-day, customized series for the Integrated Community Clerkship Program, Faculty of Medicine & Dentistry, University of Alberta, Edmonton, AB.

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

Boffa, J., Wilson, D., Fisher, D., **Mayan, M.**, & Cowie, R.L. (2011, November). *Evaluating community-wide isoniazid preventive therapy implementation in Kwa-Zulu Natal, South Africa*. Global Health Conference: Advancing Health Equity in the 21st Century, Montreal, QC.

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 7th International Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, IL.

Chapman, S.A. (2012, March). *Facilitating local lifelong learning with new compassion: A phenomenological self-study of a global-citizenship experience*. Paper presentation at the Celebrating Lifelong Learning in Our Communities, Faculty of Extension, University of Alberta, Edmonton, AB.

Chapman, S.A. (2012, February). *Practising community-based research (CBR) well? According to whom?* Seminar in the Department of Human Ecology, University of Alberta, Edmonton, AB.

Chapman, S.A. (2012, January). *CBRE Workshop #3: Building CBRE partnerships*. CUP, Edmonton, AB.

PUBLICATIONS & PRESENTATIONS



Chapman, S.A. (2011, November). *An introduction to community-based research & evaluation (CBRE)*. Invited customized workshop for the 2011 Community Summit, National Housing Day, Homeward Trust Edmonton, AB.

Chapman, S.A. (2011, November). *CBRE Workshop #2: Doing CBRE well—Ethically and with rigour*. CUP, Edmonton, AB.

Chapman, S.A. (2011, October). *An introduction to community-based research (CBR)*. Presentation to CSL 100, Introduction to community engagement, Faculty of Arts, University of Alberta, Edmonton, AB.

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

Chapman, S.A. (2011, October). *Centrality of engagement in higher education*. Invited facilitator at the Symposium for National Outreach Scholarship Conference, East Lansing, MI.

Chapman, S.A. (2011, September). *Community-based evaluation*. Panelist at EDPY 615, Program Evaluation, Department of Educational Psychology, University of Alberta, Edmonton, AB.

Chapman, S.A. (2011, September). Re-broadcast of the 2010 VOD/podcast for the Medical Residents' 2011 Trainee Research Methodology Course. Faculty of Medicine & Dentistry, University of Alberta, Edmonton. See: http://fhomer.med.ualberta.ca/vodcasts/Homer_1060255/Homer_1060255.htm

Chapman, S.A. (2011, Fall). *Introduction to community-based research & evaluation (CBRE) (INT-D 500)*, University of Alberta, Edmonton, AB.

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.

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

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

Chapman, S.A. & Alvaj, T. (2011, May). *CBRE Workshop #6: Making a difference With CBRE—Mobilizing knowledge to inform policy and practice*. 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 at the C-U Expo 2011, Waterloo Region, ON.

Chapman, S.A. & Georgis, R. (2012, March). *CBRE Workshop #5: Program evaluation with a community-based approach*. CUP, Edmonton, AB.

Chapman, S.A., Gokiart, R., & Lynch, S. (2011, June). *A partnership approach to supporting the development of children, youth, and families in Edmonton and across Alberta*. A presentation to members of the Australasian College of Health Service Management (ACHSM), University of Alberta, Edmonton, AB.

Chapman, S.A. & Kingsley, B. (2011, October). *Doing community-based participatory research (CBPR) with emplaced rigor*. Workshop at the National Outreach Scholarship Conference, East Lansing, MI.

Chapman, S.A., Roche, B., Whitmore, E., & Seifer, S. (2011, May). *Ethical considerations in community-based participatory research (CBPR)*. Roundtable at the C-U Expo 2011, Waterloo Region, ON.



PUBLICATIONS & PRESENTATIONS

Chapman, S.A. & Smith, E. (2012, January). *Peer-evaluation rubric*. Teaching Tips session, Learning Engagement Office, Faculty of Extension, University of Alberta, Edmonton, AB.

Chudnovskaya, K. & Gokiart, R.J. (2012, March). *Applying a developmental evaluation approach to a community-based partnership: A case study*. GM Dunlop Educational Psychology Graduate Student Colloquium, University of Alberta, Edmonton, AB.

Chudnovskaya, K. & Gokiart, R.J. (2011, November). *A case study of a community based evaluation with a developmental focus*. WCHRI Research Day, Edmonton, AB.

Daniels, J., Gokiart, R.J., Prakash, M., Bisanz, J., Schnirer, L., & Varnhagen, S. (2011, April). *An evidence-based understanding of a wraparound approach to coordinated supports in schools*. American Educational Research Association Annual Meeting (AERA), New Orleans, LA.

Daniels, M. (2012, March). *Conducting community-based research with indigenous populations*. Human Ecology Research Seminar Series, University of Alberta, Edmonton, AB.

Daniels, M., Gokiart R.J., & Georgis, R. (2012, February). *Research in indigenous communities: The suitability of a community-based participatory approach*. Society for Research in Child Development (SRCD), Tampa, FL.

Edwards, K. (2011, November). *Navigating the ethics of CBR—how to expect the unexpected*. Community-University Partnership workshop Series, Workshop# 2 (Doing CBRE well: Ethically and with Rigour). University of Alberta, Edmonton, AB.

Georgis, R., Gokiart, R.J., Chow, W., & Poth, C. (2011, May). *A framework for community-based evaluation: Theory into action*. Canadian Evaluation Society, Edmonton, AB.

Gokiart, R.J., Chow, W., & Chui, Y. (2011, May). *Gaining the perspective of unique populations in evaluation*. Canadian Evaluation Society, 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*. C-U Expo 2011, Waterloo, ON.

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

Gokiart, R.J. & Chudnovskaya, K. (2011, November). *Community-based evaluation*. Course lecture for Introduction to Community-Based Research and Evaluation, University of Alberta, Edmonton, AB.

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

Gokiart R.J., Georgis, R., & Daniels, M. (2012, February). *Indigenous perspectives on social emotional competencies in early child development*. Society for Research in Child Development (SRCD), Tampa, FL.

Gokiart, R.J., Georgis, R., Daniels, M., & Chui, Y. (2012, February). *Social-emotional development within a multicultural context*. BC Early Years Conference, Vancouver, BC.

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*. C-U Expo 2011, Waterloo, ON.

PUBLICATIONS & PRESENTATIONS



Gokiart, R.J., Poitras-Collins, T., **Georgis, R., & Daniels, M.** (2012, February). *Collaborating to understand early childhood in First Nation communities*. BC Early Years Conference, Vancouver, BC.

Graham, J., Forbes, L.E., **Mayan, M.,** McCargar, L., & Bell, R.C. (2011, November). Social influences on sugar consumption during pregnancy. Poster presentation at the WCHRI Research Day, Edmonton, AB.

Iwasaki, Y., Coyle, C., Shank, J., Salzer, M., Baron, D., Messina, E., Kishbauch, G., Mitchell, L., Ryan, A., Koons, G., & Naveiras-Cabello, R. (2011, May). *Active living and leisure-generated meanings for persons with mental illness*. 2011 Canadian Congress on Leisure Research (CCLR), Niagara, ON.

Iwasaki, Y., Coyle, C., Shank, J., Salzer, M., Baron, D., Messina, E., Kishbauch, G., Mitchell, L., Ryan, A., Koons, G., & Naveiras-Cabello, R. (2011, May). *Leisure, active and life quality of cultural groups with mental illness*. 2011 Canadian Therapeutic Recreation Association (CTRA) Conference, Whistler, BC.

Lynch, S. (2012). *Enlarging our concept of lifelong learning: Studying learning in the preschool years*. Presentation at the Celebrating Lifelong Learning in Our Communities Conference, Faculty of Extension, University of Alberta, Edmonton, AB.

Lynch, S. (2011). *The early child development mapping project: An update*. Presentations to the Council of Alberta School Superintendents Zones 4 & 5, Canmore (2011, August) and Alberta Education Field Services, Edmonton (2011, October).

Lynch, S. (2011, October). *The early child development mapping project: An overview*. Presentation to the Alberta Association of Services for Children and Families. Edmonton, AB.

Lynch, S. & Perron, L. (2011, October). *The ECMap project*. Presentation to the Northlands School Division Teacher EDI Training Workshop, Peace River, AB.

Mayan, M. (2011, December). *GUC and Yuck: Intersectoral partnerships*. Lunch time seminar at the Department of Human Ecology, University of Alberta, Edmonton, AB.

Mayan, M. (2011, June). *Rigour in qualitative inquiry*. Thinking Qualitatively Workshop Series, Edmonton, AB.

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., Miciak, M., & Daum, C. (2012, March). *The “salon” as a venue for graduate student engagement and active learning: Raveling, unraveling, transforming, becoming*. Festival of Teaching, University of Alberta, Edmonton, AB.

Mayan, M. & Wall, S. (2011, June). *Analysis in qualitative inquiry*. Thinking Qualitatively Workshop Series, Edmonton, AB.

Mayan, M. & Wall, S. (2011, June). *Principles of qualitative inquiry*. Thinking Qualitatively Workshop Series, Edmonton, AB.

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 (postconference).



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 (preconference).

Perron, L. (2012). *Early child development mapping initiative: The power of diverse engagement.* Presentations for the College of Alberta School Superintendents and Alberta Education Learning Symposium, Edmonton (2012, March) and the Rural Education Sustainability Symposium, Red Deer (2012, March).

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.

Scott, O., **Mayan, M.**, Chari, R., Vohra, S., Yager, J. (2011, November). *Willingness of expectant mothers to consume broccoli sprouts as means of improving fetal health: A qualitative focus group study.* Poster presentation at the WCHRI Research Day, Edmonton, Alberta.

Shank, J., **Iwasaki, Y.**, Coyle, C., Salzer, M., Baron, D., Messina, E., Kishbauch, G., Mitchell, L., Ryan, A., Koons, G., & Naveiras-Cabello, R. (2011, May). *The experiences of leisure, active living, and recovery.* 2011 Canadian Therapeutic Recreation Association (CTRA) Conference, Whistler, BC.

Shaw, K. & Arkison, B. (2011, June). *Social return on investment.* Presentation to the CUP Secretariat, University of Alberta, Edmonton, AB.

Shaw, K., Chapman, S.A., Bisanz, J., Schnirer, L., & Tough, S. (2011, October). *Symposia as a knowledge-mobilization tool to support child development.* Presentation at the Annual Conference of the Health Research Transfer Network of Alberta, Edmonton, AB.

Stack-Cutler, H. & Schnirer, L. (2011, October). *Engagement of low-income families: Retention and communication approaches.* Paper presentation at the National Outreach Scholarship Conference, East Lansing, MI.

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

Templeton, L. & Mayan, M. (2012, March). *Human Services senior manager workshop: Relevancy of FFE data to human services programming.* Human Services, Government of Alberta, Edmonton, AB.



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

2nd Floor, Enterprise Square
10230 Jasper Avenue
Faculty of Extension
University of Alberta
Edmonton, Alberta T5J 4P6

www.cup.ualberta.ca

cup@ualberta.ca

For CUP's 2011-2012 finances and list of publications and presentations please visit www.cup.ualberta.ca