



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



LEARNING THROUGH COMPLEXITY

2016-17 ANNUAL REPORT

LETTER FROM THE ACTING DIRECTOR

What a year full of exciting growth! It's hard to imagine it's time to write another annual report. We have been working alongside our community partners to build new educational resources, to address emergency food needs, to enhance evaluation capacity opportunities across sectors, and develop a supportive housing model for teen parents.

This year the theme of "Learning Through Complexity" encourages us to reflect on the complexity and richness of our partnerships, projects, and processes. One of CUP's greatest strengths is our relationship with community. CUP supports community partners in

collaborating effectively, building reflective learning into regular practice, and mobilizing evidence for decision-making. Our partners invite us to explore complex social issues with them. We find ourselves navigating complex relationships and solutions. These types of intricate spaces require that partners be committed, trusting, ready to innovate, open to fail, and ready to learn. To us complexity is a place of learning and growth – not a complication to be overcome.

In this report, we highlight how our projects are becoming increasingly complex, the ways our partnerships are adapting, and lessons we are

learning along the way. Whether we encounter complexity in *the issue* (e.g., ending poverty in a generation) OR *the partnership* (e.g., numerous sectors involved with varying agendas) OR *the solutions* (e.g., creating complementary policies across sectors to alleviate barriers for a supportive housing model to be successful), the value CUP brings to these spaces is our process. It is how we work with partners, our systems approach, our new public policy focus, and our thinking, the new public policy lens in projects, and our focus on creating impact and change. I am privileged to be on this journey with a group of diverse students, staff, faculty, and steering committee members. I hope you hear their voices and reflections in the stories that follow.

Karen Edwards
Acting Director



CUP STEERING COMMITTEE 2016-17

Dealing with complex issues requires . . .

“



. . . us to be open to learning, willing to listen and to work in partnership with others to create change.

Ilene Flemming
United Way of the
Alberta Capital Region

”

“



. . . patience, lots of talk and a sense of humour—laughter relieves tension and helps everyone to again move forward!

Michael Phair
Board of Governors
University of Alberta

”

“



. . . imagination, loving perceptions, and wide awakesness.

Vera Caine
Faculty of Nursing
University of Alberta

”

Jeffrey Bisanz
(Co-Chair)
Department of
Psychology
University of
Alberta

Tracy Apoll
Multicultural Health
Brokers Co-op

Vera Caine
Faculty of Nursing
University of
Alberta

Katy Campbell
Faculty of Extension
University of
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Crista Carmichael
Alberta Community
and Social Services

Gloria Chalmers
South East
Edmonton
Early Childhood
Community
Coalition

Kourch Chan
E4C

Xinjie Cui
PolicyWise for
Children and
Families

Lionel Dibden
Pediatrics
University of
Alberta

Richard Enns
Faculty of Social
Work
University of
Calgary

Lisa Federspiel
Citizen Services
City of Edmonton

Cecelia Fenrich
Edmonton Catholic
Schools

Ilene Fleming
United Way of the
Alberta Capital
Region

**Martin Garber-
Conrad** (Co-Chair)
Edmonton
Community
Foundation

Bill Howe
Edmonton Public
Schools

Sharla King
Health Sciences
Education
& Research
Commons
University of
Alberta

Susan Lynch
Community
Member

Christina Nsaliwa
Edmonton
Immigrant Services
Association

Marni Pearce
Alberta Education

Michael Phair
Board of Governors
University of
Alberta

Christina Rinaldi
Faculty of Education
University of
Alberta

Christopher Smith
Muttart Foundation

Jane Springett
School of Public
Health
University of
Alberta

Jelle Van Ens
Boyle Street
Community
Services

Tanya Voth
Women and
Children's Health
Research Institute
University of
Alberta

Dori Wearmouth
Alberta Health

Deanna Williamson
Human Ecology
University of
Alberta

Wendy Yewman
Community
Member

SUCCESSFUL FAMILIES

ISSUE: [Teen families struggle to secure safe and affordable housing and supports, placing them at risk of homelessness.

SOLUTION: [Develop and study a supportive housing model for teen families.

When teens become parents they can lose natural supports from friends and family just when they need them the most. It can also be difficult for teens to find safe and affordable housing to raise their families, with many landlords reluctant to rent to young people. Supportive housing is one way that teen families can receive essential individualized supports in combination with safe and secure housing. Yet, as far as we know, no models exist for providing supportive housing for teen families in Canada.

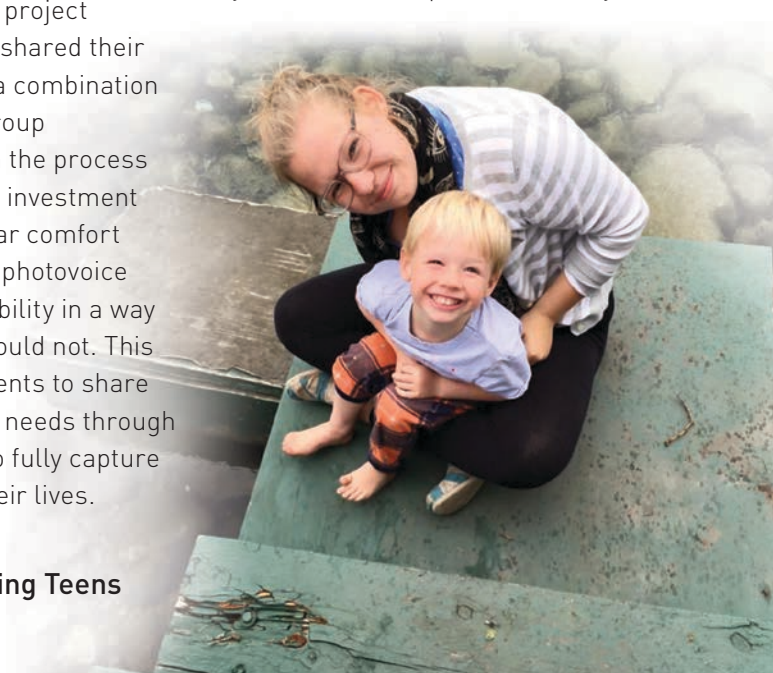
Recognizing this, Terra Centre and Brentwood Community Development Group partnered to develop the Successful Families program to provide young families living in Edmonton with supportive housing. A team from CUP (Rebecca Gokiart, Bethan Kingsley and Melissa Tremblay) joined the partnership to

integrate evaluation as a learning tool within the program.

For the first two years, a developmental evaluation approach supported the creation of the supportive housing model, allowing adaptations to the model as learning arose. To more fully understand the intricacies of the young parents' lives in a way that would inform the model, we also conducted a 6-month photovoice project during which parents shared their experiences through a combination of photography and group discussions. Although the process required a fairly large investment of time and a particular comfort with 'emergence', the photovoice method provided flexibility in a way that other methods would not. This flexibility allowed parents to share their experiences and needs through a variety of avenues to fully capture the complexities of their lives.

In light of this, it would appear that when working to address and understand complex social issues it is just as, if not more, important to share stories about process and not only (end) products, no matter how incomplete or imperfect the process appears to be. It is this imperfect learning that is often the most valuable, and change within a complex system occurs in mysterious and unpredictable ways.

PARTNERS: Terra Centre for Pregnant and Parenting Teens and Brentwood Community Development Group.



IMPACTS 2016-2017:

50

teen families (64 children) have received supportive housing

12

parents involved in photovoice

5

funders (Homeward Trust, Mitacs, Brentwood, Terra, WCHRI - PaCET)

1

postdoctoral fellow

4

graduate students

4

academic and practice-based conference presentations

SHIFTING PERSPECTIVES ON HEALTH RESEARCH THROUGH A COMMUNITY OF PRACTICE

ISSUE: [Lack of capacity among emerging scholars for conducting engaged health research.

SOLUTION: [Funding program for a “community of practice”.

Many health related problems we face today are too complex to be understood within a single discipline. The search for solutions requires collaboration across disciplines and sectors, and a partnership among researchers, health care professionals, community-based organizations and people affected by the problem as research partners. For novice researchers, this approach, often overwhelming and unpredictable, can be difficult to navigate and can isolate them from their peers who are using more conventional and accepted approaches to their research. Additionally, these researchers often have to confront negative attitudes about what is “real” science and legitimate forms of conducting health science research.

The Patient and Community Engagement Training (PaCET) is a

joint WCHRI/CUP program to bring together a group of students and postdoctoral fellows from different disciplines who are engaging non-academic, patient and community partners in tackling complex questions related to women or children’s health. As a community of practice, PaCET trainees meet regularly to discuss the issues arising from the conduct of their research. In doing so, different opinions and viewpoints are offered, often provoking shifts in the existing perspectives on research, knowledge, and ways of knowing.

A student’s comment that “PaCET changed the way I think” highlights the main purpose of the Program. “To be able to understand complex phenomena in

health, researchers need to be able to embrace different sources of knowledge, different points of view”, says Tatjana Alvdj, the PaCET coordinator. “Through the group problem solving and exchange of ideas and experiences, PaCET participants have the opportunity to practice skills and get the support they need in strengthening the capacity to meaningfully engage patients, their caregivers, community organizations and other non-academic partners in their research.”

PARTNERS: Women and Children’s Health Research Institute (WCHRI) and CUP.



IMPACTS SINCE 2008:

13
PhD Students

15
Masters students

1
postdoc fellow

9
different departments and faculties involved

THE COMPLEXITY OF BUILDING CAPACITY IN THE ECD SECTOR

ISSUE: [The capacity to do and use evaluation is variable across the early childhood development field.

SOLUTION: [Create an intersectoral network to build evaluation capacity and mobilize expertise and resources.

A program manager looks at his list of things to do for the week and sees that it is that time of year again: annual reporting to their five funders. How is he supposed to capture the impact of their work? He'll just pull out a few of the positive comments from the program satisfaction surveys and leave it at that. Then he can get back to his real work.

This scenario probably feels unsatisfyingly familiar to many professionals working in the public sector. For many, evaluation has become synonymous with accountability reporting to funders. With limited time and capacity to do and use evaluation meaningfully, it often becomes a burden that rarely informs learning

and improvement. To address this challenge, Rebecca Gokiert, along with a team of academic and non-academic partners, developed the Evaluation Capacity Network (evaluationcapacitynetwork.com) to connect stakeholders in the field of early childhood development with evaluation resources and expertise.

Building evaluation capacity is, however, not a straightforward task. There is no cookie cutter version of evaluation that can be learned and applied in any situation, making it contextually dependent. The field of early childhood is also a complex environment in which to try to build evaluation capacity because it involves multiple sectors and systems. Building capacity therefore depends on engaging a

range of players (funders, nonprofits, evaluators, educators) who all have different ideas about evaluation and influence the kinds of 'evidence' that are valued. A systems approach, through the creation of a large network, has been fundamental for addressing this complexity and improving the mobilization of knowledge and resources.

PARTNERS: 400+ network members, 16 interdisciplinary national and international scholars from 7 Canadian, 2 US and 1 Australian university; and 30 non-academic collaborators and partners representing funding agencies, leaders from the nonprofit sector, voluntary organizations for capacity building and evaluation, and municipal and provincial governments.



IMPACTS 2016-2017:

14

graduate students provided community evaluation capacity

2

technical reports

6

academic and community-based conference presentations

1

manuscript under review

1

postdoctoral fellow

3

graduate students involved

MULTICULTURAL EARLY CHILDHOOD ASSESSMENT AND LEARNING (MECAL)

ISSUE: Educators and professionals have limited understanding of cultural and migration realities that shape early childhood development.

SOLUTION: Create and share educational resources to raise awareness and facilitate reflective intercultural practice when working with immigrant and refugee children and families.

The MECAL partnership was formed to synthesize and disseminate knowledge about culturally diverse children and families. Our intention was to create accessible resources – a video and accompanying guidebook- to share the *RAISED between Cultures* model. The model was co-developed with key community partners as a tool for reflective intercultural practice when working with young children of immigrant and refugee background. It invites educators and professionals to consider a holistic understanding of children’s play, learning, and development outcomes by taking into account their social, cultural, and migration experiences. The RAISED model (see image) outlines six reflective intercultural

practices/processes. Creating meaningful and impactful resources to facilitate intercultural practice is difficult as it risks simplifying very complex issues. While working in this challenging space, we realized that practice shift is dependent on many factors including complexity

Reveal Culture
Acknowledge Pre-migration Experiences
Identify Post-migration Systemic Barriers
Support Family And Community Strengths
Establish Connections Between Environments
Determine Child Outcomes Together With Families

embedded in systems of care and educator beliefs about diversity and child development. Early on we encountered difficulties on how to communicate the realities and cultural experiences of

immigrant and refugee families without stereotyping a community or perpetuating narratives of victimhood. A task as simple as finding a photograph to represent diversity proved difficult when being intentional about breaking assumptions and shifting mindsets

trained to “fix” things by focusing on the individual child rather than the environments where the child is raised. Through

collective thinking with our partners, we were able to find new ways to communicate about children’s cultural experiences. Currently, as our resources are being completed, we are looking on how to best integrate the *RAISED Between Cultures* model and the resources with other initiatives to facilitate a deeper understanding of complex intercultural spaces.

PARTNERS: Multicultural Health Brokers Cooperative, Edmonton Public Schools, Southeast Edmonton Early Childhood Community Coalition, Children’s Services – Early Childhood Development Branch, Alberta Education, Alberta Resource Centre for Quality Enhancement, PolicyWise for Children & Families.

IMPACTS 2016-2017:

80

ECD educators accessed resources through workshops

1

postdoctoral fellow

4

graduate research assistants

11

presentations (lectures, conferences, and community)

1

report

1

video and associated guidedbook

ADDRESSING THE ROOT CAUSES OF FOOD INSECURITY

ISSUE: [Food insecurity among immigrant and refugee families.

SOLUTION: [Meeting the same day food needs of immigrant and refugee families.

Food insecurity occurs when families cannot buy enough food due to a lack of money. Families that have immigrated to Canada within the last five years experience greater food insecurity than the average Canadian family.

In 2014, we began working with the MCHB to better support the nutritional needs of pregnant and postpartum migrant women clients. We knew about food insecurity rates, yet we did not expect that almost every one of the families we worked with were experiencing severe food insecurity. Thirty-one percent (31%) reported their children were “not eating for a whole day because there wasn’t enough money for food”. Clearly, nutritional needs were not of immediate concern; instead, “same day” food-of any kind-was more urgent.

In response, the partnership developed the *Grocery Run Program* which distributes donated foods that would otherwise go to waste, to MCHB clients (women and their families) in need. The Grocery Run Program has ongoing donations from: the Edmonton Food Bank, Cobbs Bread, the Organic Box, Planet Organic, and Little Potato Company. Families can also visit Lady Flower Garden each Saturday in the summer (June – October) to harvest food for themselves and the Food Bank.

But the Grocery Run, while an intricate program to operate, is not our end goal. The Grocery Run program operates through charity. And while charity responds to urgent crises, it targets the symptoms of a complex issue such as hunger and not necessarily the root causes of

poverty. Stand alone (or isolated) charitable acts keep people in need of services “where they are” and in doing so, masks real social injustices.

Consequently, while maintaining the Grocery Run program, we are moving our efforts into supporting the development of a social enterprise. Our research team is working with University of Alberta alumni volunteers and the MCHBs to create more sustainable solutions that will target families’ food insecurity. We are applying business strategies to address economic security and positive social change for families.

PARTNERS: Multicultural Health Brokers Cooperative (MCHB), Cobbs Bread, the Organic Box, Planet Organic, Little Potato Company, Lady Flower Garden, Edmonton Food Bank, and University of Alberta Alumni Association.



IMPACTS 2016-2017:

~50

families/week served

1

PhD student will complete her dissertation on supporting migrant women’s health in 2017/18

2

research staff manage operations and research

5

Alumni volunteers

9

Community volunteers

5-6

Immigrant and refugee women work at Lady Flower Garden each Saturday

COMPLEXITY CAN DRIVE INNOVATION

ISSUE: Meeting the complex needs of students struggling in Edmonton schools.

SOLUTION: A collaborative model of service delivery that provides wraparound supports to children, youth, and families in Edmonton schools.

Many youth in Edmonton experience complex challenges that can affect their development and well-being and in turn their engagement and success in school. The All In For Youth (AIFY) Initiative is designed to remove barriers to learning by providing academic, nutritional, after school, and mental health supports to students and their families within the school. The AIFY collaborative brings together 4 funders, 3 community agencies, 2 school boards, 5 pilot schools, 2 backbone organizations, and 2 government organizations (municipal and provincial). There are layers of complexity within this initiative: the partners are navigating collective decision making processes, the agencies are

developing supports to complement the work of school staff, and the evaluation is engaging multiple AIFY stakeholders in understanding and mapping the impacts of the overall initiative. Developing a well-designed, rigorous evaluation is seldom sufficient by itself to ensure that the results collected are useful and utilized. This is especially true when engaged in community-based and/or participatory evaluation because of the number of different stakeholders that play a role in the process and the complex issues being evaluated. Therefore, the evaluation team (CUP and Faculty of Extension) applied a method that would enable us to capture the uniqueness of the initiative as well as the diversity of

participants involved and impacted by the initiative. A principle-focused approach has allowed the partners to explore how all stakeholders relate to the principles of the initiative. Instead of focusing solely on strict outcome measures, this approach also provides a picture of how the initiative principles influence and underlie the collaborative work of the partners and the collaborative model of service delivery. This evaluation partnership has taught us that by embracing complexity we can extend our learning and push for innovative solutions.

PARTNERS: Alberta Education, Boys and Girls Clubs Big Brothers Big Sisters of Edmonton and Area, City of Edmonton, e4c, Edmonton Catholic School District, Edmonton Public School Board, Edmonton Community Foundation, The Family Centre, Mental Health Foundation, REACH Edmonton, United Way of the Alberta Capital Region, and the Faculty of Extension.



IMPACTS 2016-2017:

150

stakeholders
feedback received

\$15,000

Mitacs Accelerate
graduate student funding

8

community
partner
organizations

2

new community
partners joined

WHAT HAVE WE LEARNED?

What has been your richest learning in these complex research spaces?

Maira Quintanilha

PhD Candidate, RD
Dept. of Agricultural, Food & Nutritional Science

I feel I am able to embrace the unknown because CUP has created a space for me to trust the process and the partnerships, to take each learning opportunity as it comes, and put the needs of the people most affected by complex issues at the centre and front of any decision making.



Melissa Tremblay

PhD Candidate
Dept of Educational Psychology, Faculty of Education

My richest learning that has taken place at CUP is coming to understand how important relationships are to supporting research processes. Relationships with community organizations and community members can facilitate each stage of our research from participant recruitment to knowledge translation, and can enrich our understanding of the complex issues that we seek to address through our research.

Teresa Mejia

MA, Department of Psychology (2016)

My richest learning has been the collaboration I have witnessed and experienced between researchers and community partners. The experience has taught me that in order to do meaningful research, we must be in touch with the communities and partners that can inform, guide, and use this research.



Rebecca Georgis

Postdoctoral Fellow
CUP, Faculty of Extension

Working in complex research spaces made me realize that research knowledge and partnerships are only part of a larger system of knowledge and practice and because of the complexity of the issues we are tackling, we can only do so much within the span of a project.

Lisa Tink

PhD Student
School of Public Health

A major learning has been the need to ensure an appropriate degree of community involvement when partnering with individuals outside the academy. Given the varying degrees of participation that can occur in CBR, it is important that the level of participation accurately reflects the research question, methodology, and benefit to the community.

Kirstyn Morley

MEd Student
Dept of Educational Psychology, Faculty of Education

Working with CUP has challenged and reframed many of my assumptions about research, including the purposes for which research is carried out, the methods we can use to make meaning, and the role of community stakeholders in the process.



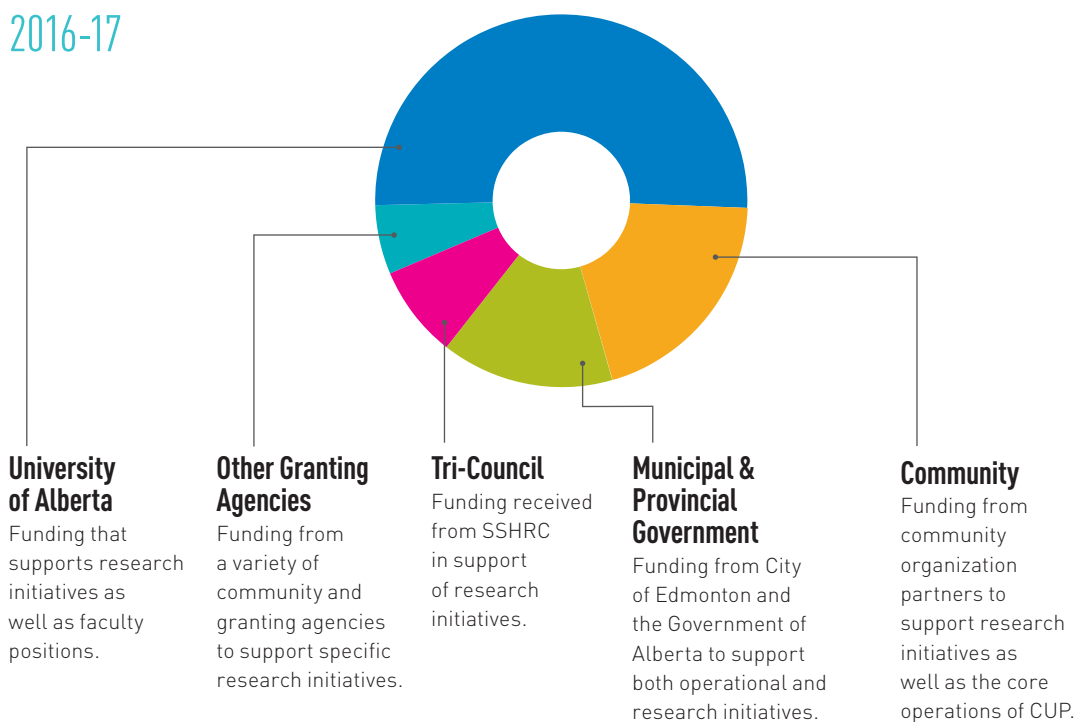
In 2016/2017, CUP students:

- included 4 Masters, 6 PhDs, and 2 post docs
- represented 5 different U of A faculties
- received funding from:
 - Queen Elizabeth II Graduate scholarship (2)
 - WCHRI - PaCET Grant (2)
 - SSHRC (2)
 - Mitacs Accelerate Award (3)
 - Martha Piper Award
 - Government of Alberta, Indigenous Graduate Award
 - Vanier Graduate Scholarship
 - President's Doctoral Prize of Distinction

CUP FINANCIALS

CUP manages over \$1 million per year in research and operational funding. Research funding is targeted to specific projects, whereas operational funding includes project development, administrative and coordinating functions fundamental to CUP's operation and development of new initiatives. Our largest expense is personnel costs which includes both experienced researchers and future engaged scholars. We are fortunate that the University of Alberta, through the Faculty of Extension provides funding for 3 faculty members who lead CUP's research projects.

CUP CONSOLIDATED FUNDING 2016-17



CORE FUNDERS

We would like to acknowledge the following funders for their generous and ongoing support of our core operations.



PUBLICATIONS AND PRESENTATIONS

PUBLICATIONS

(Publications, Abstracts, Refereed Publications, Book Chapters)

Abonyi S, **Mayan M**, Boffa J, Lopez C, McMullin K, Heffernan, Hoepfner V, King, M, Orr P, and Long R. (2017). "Finally when I started falling down": Indigenous TB Patient Experiences of health and illness on the Canadian Prairies. *International Journal of Indigenous Health*, 12:1. DOI:10.18357/ijih112201716900.

Ball GDC, Spence N, Browne NE, O'Connor K, Srikaneswaran S, Zelichowska J, Ho, J, **Gokiart RJ**, Mâsse, LC, Carson V, Morrison KM, Kuk JL, Holt NL, Kebbe M, Gehring ND, Cesar M, Virtanen H, and Geller J. (2017). The Readiness and Motivation Interview for Families (RMI-Family) Managing Pediatric Obesity: Study Protocol. *BMC Health Services Research*, 7, 1-9.

Dhaliwal J, Perez A, Holt N, **Gokiart RJ**, Chanoine JP, Legault L, Morrison K, Sharma A, and Ball G. (2017). Why do parents discontinue health services for managing pediatric obesity? A multi-center, qualitative study. *Obesity Research and Clinical Practice*, 11 (3), 335-343.

Drummond J, Wiebe N, **So S**, **Schnirer L**, Bisanz J, Williamson DL, **Mayan M**, **Templeton L**, and Fassbender K. (2016). Service Integration Approaches for Families with Low Income: Families First Edmonton, a community-based randomized controlled trial. *Trials*, 17, 343. DOI 10.1186/s13063-016-1444-8.

Forbes L, Baarda J, **Mayan M**, and Bell RC. (2017). Qualitative Assessment of Key Messages about Nutrition and Weight Gain in Pregnancy in Printed Educational Materials in Alberta. *Canadian Journal for Dietetic Research and Practice*, 78. DOI: 10.3148/cjdpr-2017-011.

Georgis R, **Mejia T**, and **Brosinsky L**. (2016). *Multicultural Early Childhood Assessment and Learning progress report*. University of Alberta, Edmonton, Alberta: Community-University Partnership for the Study of Children, Youth, and Families.

Gokiart RJ, and **Georgis R**. (2017). Review of the Phelps Kindergarten Readiness Scale [2012 Restandardization]. *20th Mental Measurements Yearbook*. The Buros Center for Testing, University of Nebraska-Lincoln: Lincoln, Nebraska.

Gokiart RJ, and **Georgis R**. (2017). Review of the Diagnostic Achievement Battery, 4th Edition. *20th Mental Measurements Yearbook*. The Buros Center for Testing, University of Nebraska-Lincoln: Lincoln, Nebraska.

Gokiart RJ, Willows N, **Georgis R**, Stringer H, and Alexander Research Committee. (2017). Wahohtowin: The governance of good community-academic research relationships to improve the health and well-being of children in Alexander First Nation. *International Indigenous Policy Journal*, 8 (2), 1-20.

Jackman A., **Mayan M**, Kutt A, and Vohra S. (2016). Perceptions of complementary health approaches among undergraduate healthcare professional trainees at a Canadian University. *European Journal of Integrative Medicine*, 9, 120-125.

Mayan M, **Lo S**, Oleschuk M, **Pauchulo AL**, and Laing D. (2016). Leadership in Community-Based Participatory Research: Individual to Collective. *Engaged Scholar Journal: Community-Engaged Research, Teaching, and Learning*, 2, 11-24.

Newton A, Soleimani A, Kirkland S, and **Gokiart RJ**. (2017). A systematic review of instruments to identify mental health and substance use problems among children in the emergency department. *Academic Emergency Medicine*, 24 (5), 552-568.

Nikolopoulos H, **Mayan M**, MacIsaac J, Miller T, Bell R, and The ENRICH Team. (2017). Women's perceptions of discussions about gestational weight gain with health care providers during pregnancy and postpartum: A qualitative study. *BMC Pregnancy and Childbirth*, 17(1):97. DOI: 10.1186/s12884-017-1257-0.

Oster R, Bruno, Montour M, Roasting M, Lightning R, Graham PRB, **Mayan M**, Toth L, and Bell R. (2016). Kikiskawâwasow - Prenatal healthcare provider perceptions of effective care for First Nations women: findings from the ENRICH study. *BMC Pregnancy and Childbirth*.

Tink LN, Gokiart RJ, Kingsley BC, and **El Hassar B**. (2017). Evaluation capacity building survey results: Advancing meaningful evaluation in the field of early childhood. Edmonton, AB, Community-University Partnership for the Study of Children, Youth, and Families, University of Alberta.

Tink LN, Kingsley BC, and **Gokiart RJ**. (2016). *Evaluation Capacity Network*, September 2016. Available at http://www.evaluationcapacitynetwork.com/wp-content/uploads/2017/03/ECN-Dialogues_What-we-heard_Sept-2016.pdf

Torti J, **Mayan M**, and Carroll L. (2016). A Pilot Study of Vegetarian Motivations and Social Well-Being. *University of Alberta Health Sciences Journal* 12(1), 34-39.

Tremblay M, Perez A, Rasquinha A, Avis J, Morrison KM, Chanoine JP, Legault L, Holt N, **Gokiart RJ**, Sharma AM, and Ball GDC. (2016). Recommendations from Parents to Improve Health Services for Managing Pediatric Obesity in Canada. *Academic Pediatric*. Pii:S1976-2859(16)30292-3. DOI:10.1016/j.acap.2016.05.144. [Epub ahead of print].

Vohra S, Schlegelmilch MP, Jou, H, Hartfield D, **Mayan M**, Ohinmaa A, Wilson B, Spavor M, and Grundy P. (2017). Comparative effectiveness of pediatric integrative medicine as an adjunct to usual care for pediatric inpatients of a North American tertiary care centre: a study protocol for a pragmatic cluster controlled trial. *Contemporary Clinical Trials Communications*, 5 (March), 12-18.

CONFERENCES, PRESENTATIONS, GUEST LECTURES

(Local, national /international, workshops, panels, conferences, keynote, invited)

Boffa J, **Mayan M**, Ndlovu S, Cowie RL, Sauve R, Williamson T, and Fisher D. (2016, October). *The implications of gender on the uptake of isoniazid preventive therapy in Zulu communities of uMgungundlovu District, South Africa*. Paper presented at the 47th Union World Conference on Lung Health, Liverpool, UK.

Boffa J, **Mayan M**, Ndlovu S, Cowie RL, Sauve R, Williamson T, and Fisher D. (2016, October). *Community-level challenges to tuberculosis preventive therapy provision in KwaZulu-Natal, South Africa*. Paper presented at the 47th Union World Conference on Lung Health, Liverpool, UK.

Boffa, J, **Mayan, M**, Sauve, R, Williamson, T, Fisher, D, and Cowie, R. (2016, July). *Pill taking in a resource-poor setting in South Africa: Implications for practice*. Poster presented at the 21th International AIDS Conference Durban, South Africa.

El Hassar B, Poth C, and **Gokiart RJ**. (2016, August). *How does a multi-phase mixed methods design for instrument development enhance evidence of the unified view of validity?* Mixed Methods International Research Association Conference, Durham, UK.

El Hassar B, Poth C, **Gokiart RJ**, **Kingsley BC**, and Krishnan V. (2016, October). *Design and validation of an evaluation capacity building instrument for the early childhood sector*. American Evaluation Association Conference. Atlanta, U.S.

Georgis R and **Mejia T**. (2016, September). *Multicultural Early Childhood Development, Assessment, and Learning*. Presentation at Human Services Knowledge Seminar, Alberta Government, Edmonton, AB.

Georgis R and **Mejia T**. (2017, February). *RAISED between Cultures: A conceptual model of immigrant and refugee early childhood development and learning*. Recorded presentation for Theory and Practice in Early Childhood Education, Elementary Education, University of Alberta.

Georgis R. (2016, November). *Cross-cultural assessment with students who have refugee status*. Webinar, Creating Welcoming Learning Communities Webinar Series, Faculty of Education, University of Alberta. <http://welcominglearning.ualberta.ca/about>

Georgis R. (2017, April). *Multicultural Early Childhood Assessment and Learning*. Presentation at Professional Learning Community Meeting: Cultural Diversity and Transcultural Curriculum in Early Learning and Care. NorQuest College, Edmonton, AB.

Georgis R. (2017, May). *RAISED Between cultures: A conceptual framework for intercultural practice with immigrant and refugee children and families*. Guest lecture for EDER 689.67 (Designing and Implementing Transcultural Curriculum in Early Childhood Education), Werklund School of Education, University of Calgary.

Georgis R and **Edwards K**. (2016, Sept). *Introduction to Community-Based Research*. Three hour session offered as part of a week-long research methodology course for Residents, Faculty of Medicine, University of Alberta.

Georgis R, **Brosinsky L**, **Mejia T**, Kirova A, and **Gokiart RJ**. (2017, May). *Innovative resources for multicultural early childhood development*. Presentation at the MacEwan Child Care Conference in Edmonton, AB.

Georgis R, **Gokiart RJ** and Kirova A. (2016, August). *Determinants of immigrant and refugee early childhood development: A conceptual model*. Paper presented at the meeting of the European Early Childhood Education Research Association. Dublin, Ireland.

Georgis R, **Gokiart RJ**, Kirova A, **Brosinsky L**, **Mejia T**, and Ford D. (2016, October). *Intercultural early childhood assessment and learning: What does it look like in practice?* Conceptual model presented at the annual Alberta Early Years Conference, Edmonton, AB.

Georgis R, Kirova A, and **Gokiart RJ**. (2016, August). *Research considerations in collaborative early childhood partnerships with immigrant and refugee communities*. In M. J. Moran (chair), Collaborative cross-cultural research methods in early care and education contexts. Symposium presented at the meeting of the European Early Childhood Education Research Association. Dublin, Ireland.

Gokiart RJ, Kingsley BC, El Hassar B, Tremblay M, Poth C, Hopkins S, **Daniels J,** Springett J, Miciak M, Cor K, and Salegio, J. (2016, October). *Community-university partnerships for enhancing evaluation capacity in the early childhood development field*. American Evaluation Conference. Atlanta, US.

Gokiart RJ, Kingsley BC, Poth C, **Tremblay M, El Hassar B, Tink L,** and Springett J. (2017, May). *Fostering an Enabling Environment for Meaningful Evaluation: A Network Approach*. Canadian Evaluation Society Conference, Vancouver, BC.

Kirova A, **Georgis R, Gokiart RJ, Mejia T,** and **Brosinsky L.** (2016, November). *Bridging the research practice gap in fostering young immigrant and refugee children's sense of belonging*. Presentation at the ARCQE 7th National Child Day Conference Honouring the Voice of Children, Edmonton, AB.

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