

Centre de recherche
sur les services
éducatifs et
communautaires

Centre for Research
on Educational and
Community Services



Université d'Ottawa
University of Ottawa
34 Stewart
Ottawa, ON
K1N 6N5
613-562-5800
Ext. 1856

crecs@uottawa.ca



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IMPACT Rédacteur / Editor
David Vincent

IMPACT Assistant / Editorial
Assistant
Lisa Peeke

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Mot du rédacteur en chef / From the Desk of the Editor



Au moment où les vacances estivales tirent à leur fin, la plupart d'entre nous s'apprentent à reprendre la routine automnale, parfois aussi à relever de nouveaux défis. Pour le Centre de recherche sur les services éducatifs et communautaires (CRSEC), l'été n'a pas été de tout repos! Beaucoup de membres de l'équipe ont notamment participé à un congrès emballant à l'Université d'Oxford, intitulé *Care Matters: Transforming Lives – Improving Outcomes*. Ce congrès, qui s'intéressait particulièrement aux besoins des enfants vivant en foyer d'accueil, a réuni des personnalités de renommée internationale pour discuter de ce sujet crucial. Nos étudiants, employés et professeurs y ont trouvé à la fois des occasions d'acquérir de nouvelles connaissances et de transmettre leur propre savoir. Les pages 3, 4, et 5 du présent bulletin relatent cet événement.

Les conférenciers et les participants du congrès d'Oxford n'ont pas été les seuls à vivre un été bien rempli. Pour la première fois, en 2008, une équipe d'étudiants inscrits au tout nouveau Certificat d'études supérieures en évaluation de programmes (un programme interfacultaire codirigé par la Faculté des sciences sociales et la Faculté d'éducation) a participé à la finale nationale du Concours de simulation de

la Société canadienne d'évaluation. Lisez l'article du Professeur Cousins à la page 11 pour en savoir plus. Cette publication traite également d'autres sujets, notamment de la nécessité de conclure une alliance entre les universités pour contrer la pénurie de personnel qualifié pouvant offrir de la formation avancée dans le domaine de l'évaluation (page 6), du besoin de perfectionner davantage les protocoles de recherche afin d'assurer le respect de la confidentialité à l'ère de la technologie (page 7), de la présentation d'un nouveau projet de recherche sur la santé dans un contexte de transition en matière de logement (page 9), et plus encore...

With the relaxing days of summer slipping into the past, most of us are now struggling to get back into our typical fall routines, or perhaps we are starting new challenges. For CRECS, however, last summer was not typical. Many of our team members participated in an exciting conference at Oxford University called, *Care Matters: Transforming Lives – Improving Outcomes*. This conference, focusing on the needs of children in out-of-home care, brought together international authorities on this vital subject, and our graduate students, staff and professors had both the opportunity to be the recipients, and the

conveyors of knowledge. Pages 3, 4, and 5 of this newsletter speak to the Oxford experience. Presenters and attendees at the Oxford conference were not the only busy persons over the summer period. 2008 marks the first time that a team made up of students enrolled in the recently established Graduate Certificate in Program Evaluation (an inter-faculty graduate program sponsored by the Faculty of Social Sciences and the Faculty of Education) participated in the National Finals of the Canadian Evaluation Society Student Case Competition. See Professor Cousins' article on page 11. Other topics include the need for a consortium of universities to address a shortage of qualified persons with advanced level training in evaluation (page 6), the need for increasingly sophisticated research protocols to ensure confidentiality in a technological age (page 7), a new research project in health and housing transitions (page 9), and more...

Formation et service de consultation pour le personnel des Conseils scolaires francophones de l'Ontario

Tim Aubry

Depuis février 2008, une équipe de recherche du Centre de recherche sur les services éducatifs et communautaires a offert une formation et un service de consultation au personnel des Conseils scolaires francophones de l'Ontario. Les membres de l'équipe du Centre incluent deux professeurs, Tim Aubry (École de psychologie) et Anne Mévellec (École d'études politiques). Ils sont aidés par quatre étudiantes doctorales en psychologie, Mariève Hurtubise, Myriam Lebel, Rebecca Nemiroff, et Stéphanie Yamin.

La formation a été donnée sous forme de quatre ateliers de deux jours sur les modèles logiques et sur l'évaluation de rendement, présentés à Ottawa (14 et 15 février, 16 et 17 juin 2008), Sudbury (10 et 11 avril 2008), et Toronto (1^{er} et 2 mai 2008). Suite à ces ateliers, les membres de l'équipe de recherche ont offert un suivi pour le personnel des conseils scolaires afin de les aider à élaborer des projets subventionnés dans le contexte de l'entente Canada-Ontario. Le but de cette entente est d'aider les conseils scolaires et les écoles de langue française en Ontario à

développer des programmes qui favorisent le recrutement et la rétention des élèves en assurant une éducation de qualité et en valorisant l'appartenance à la communauté francophone.



Anne Mévellec
École d'études politiques

Accueil d'une équipe de l'Université de Lyon 2



En janvier 2008 Bob Flynn et Tim Aubry du Centre de recherche sur les services éducatifs et communautaires, accueilleraient des chercheurs de l'Université de Lyon 2. La visite avait pour but d'échanger autour de projets de recherche en santé communautaire mis en chantier par les collègues français. *Portrait de gauche à droite : Jacques Gaucher (Université de Lyon 2), Bob Flynn et Tim Aubry (Université d'Ottawa), Béatrice Clavel, Gérard Ribes, et Alain Sagne (Université de Lyon 2).*



CRECS Team Goes to Oxford

CRECS had significant representation at the conference, *Care Matters: Transforming Lives – Improving Outcomes*, held at Keble College in Oxford last July. This conference, on youth and children in care, incorporated the 8th in the series of biennial *Looking After Children* international conferences and proved to be an excellent opportunity to share practice experience and research findings with international colleagues. Topics included the exploration of key issues, such as placement stability, mental health needs and education as well as recording systems and transitioning from care to independence. Team members that participated in the Care Matters conference included:

Dr. Robert Flynn, CRECS Director – presented a plenary session “Promoting the Education of Looked After Children”. Bob also participated in the pre-conference session on young people transitioning to adulthood and the post-conference session on verification of outcomes.

For more see:
http://scsdevserver.uottawa.ad.uotawa.ca:8099/crecs/eng/document/s/DAY2PLENARYBOBFLYNN_000.ppt

Shaye Moffat, former Co-ordinator of OnLAC – presented a workshop “Childhood Literacy: promoting activities and educational outcomes for children in the Ontario child welfare system”

For more see:
http://scsdevserver.uottawa.ad.uotawa.ca:8099/crecs/eng/document/s/3.2_ShayeMoffat.ppt

Jordanna Nash, Ph.D. Candidate, Clinical Psychology School of Psychology, University of Ottawa – presented a workshop “The relationship between foster parent training and outcomes for looked after children in Canada”

For more see:
http://scsdevserver.uottawa.ad.uotawa.ca:8099/crecs/eng/document/s/1.4_JordannaNash_000.ppt

Robyn Marquis, Ph.D. Candidate, Clinical Psychology School of Psychology, University of Ottawa – presented a workshop “Using the Strengths and Difficulties Questionnaire to aid in the early identification of looked after children’s mental health needs in Ontario”

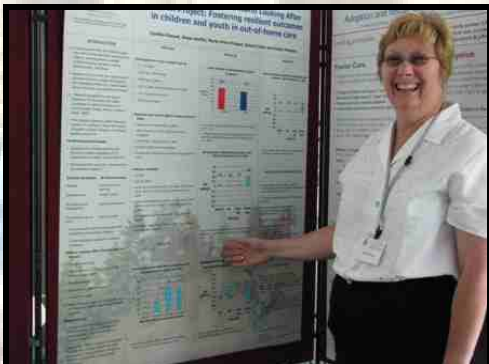
For more see:
http://scsdevserver.uottawa.ad.uotawa.ca:8099/crecs/eng/document/s/4.5_RobynMarquis.ppt

Cynthia Vincent, Research Associate - presented a poster, “Asset-building and the Ontario Looking After Children project: fostering resilient outcomes in children and youth in out-of-home care”

For more see:
<http://scsdevserver.uottawa.ad.uotawa.ca:8099/crecs/eng/document/s/CVincent-Asset-buildingOnLac-08-06-03.ppt>

Katharine Filbert, Ph.D. Candidate, Clinical Psychology School of Psychology, University of Ottawa – presented a workshop “Resilience in aboriginal children and adolescents in out-of-home care: a test of an initial explanatory model”

For more see:
http://scsdevserver.uottawa.ad.uotawa.ca:8099/crecs/eng/document/s/2.4_KatharineFilbert.ppt



Cynthia Vincent, CRECS Research Associate - presenting her poster on the Ontario Looking After Children project.



Some CRECS Team members at Oxford University. Left to right: Shaye Moffat, Robyn Marquis, Cynthia Vincent, Jordanna Nash, Robert Flynn.

Some of the topics presented by the CRECS team at Keble College, Oxford University are summarized on Pages 4 and 5

Design of a Randomized Controlled Trial to Improve Educational Outcomes of Young People in Out-of-Home Care

By Robert Flynn

International research consistently indicates that many young people in out-of-home care have relatively poor educational outcomes, compared with their age peers in the general population. The reasons for this gap, found across a broad range of criteria, including grade retention, suspension, school dropout, and secondary and postsecondary graduation, are not hard to identify. Before being placed, young people in care have typically experienced many adversities, including abuse, neglect, family conflict, frequent family moves, and poor mental health. Upon entering care, they often experience further difficulties: stigma; abrupt changes in placements; discontinuities in schools, teachers, and friends; the loss of transcripts or other school records, which hinders the accumulation of academic credits needed for high school graduation or application to postsecondary programs; ineffective help with homework and study habits and little financial support for eventual postsecondary study. Such experiences often result in a level of educational attainment lower than the young person's aspirations and ability would permit.

The purpose of this project, *Registered Education Savings Plans (RESPs) for Kids in Care*, is to address the problem of poor educational outcomes among young people in care. The project is a three-year partnership (2007-2010) between the Centre for Research on Educational and Community Services at the University of Ottawa and the funder, the federal department of Human Resources and Social Development Canada (HRSDC).

The project will allow us to test the hypothesis that adding an educational intervention (specifically, well organized and tightly structured academic tutoring by foster parents) to a baseline financial intervention (i.e., an RESP) will be considerably more effective than the financial intervention alone in improving short-term educational outcomes and social behaviour among young people in care. We see such short-term improvements as the first step towards the long-term goal of the federal RESP program, namely, to increase the rate of postsecondary education in Canada, especially among at-risk groups in the population such as young people in care.



Robert Flynn, CRECS Director and Professor, School of Psychology, at the Oxford conference

For more see:

http://scsdevserver.uottawa.ad.uottawa.ca:8099/crecs/eng/documents/DAY2PLENARYBOBFLYNN_000.ppt



Resilience in Aboriginal Children and Adolescents in Out-of-Home Care

By Katharine Filbert

Aboriginal children and youth face many challenges within their developmental cycle. These obstacles include abuse, lone-parent families, poverty, as well as over-crowded and suboptimal housing conditions. Exposure to these factors can interfere with educational and employment achievement as well as lead to involvement with the criminal justice system and serious emotional and behavioural difficulties. Indeed, studies suggest that Aboriginal children and adolescents may have more serious mental health problems than those of the general population, with higher rates found for suicide, depression, conduct disorder, anxiety, trauma-related symptomology, and alcohol and substance abuse.

Aboriginal Youth in Out-of-Home Care

Data suggest Aboriginal children and adolescents comprise 30-40% of young people in foster care in Canada, even though they account for less than 5% of the general youth population. However, almost all research on out-of-home care (e.g., foster care) to date has been conducted with non-Aboriginal populations. Studies suggest that young people in out-of-home care are at a heightened risk of experiencing poor outcomes (e.g., school failure; involvement with criminal justice; homelessness; or physical, developmental, and mental health problems) deriving from their maltreatment history. These risks are amplified among Aboriginal young people in out-of-home care.

At the same time, there is also evidence that a significant proportion of young people in out-of-home care experience resilience, both while in care and later, in early adulthood. Understanding and promoting the process of resilience in out-of-home care populations is thus crucial for the development of strengths and competence, particularly in those of Aboriginal heritage.

Resilience in Aboriginal Youth

The study of resilience (i.e., positive adaptation during or following adversity or serious threats to development) is a crucial area of inquiry for young people in out-of-home care, both Aboriginal and non-Aboriginal. Research on resilience in Aboriginal youth is scarce. However, at least one researcher has advocated for addressing resilience at a cultural rather than individual level. By examining the relation between rates of children in care and youth suicide, Lalonde (2006) illustrated how the promotion of culture is associated with increased resilience. In this study, suicide rates within 196 First Nations communities located in British Columbia were monitored during 1987-2000, revealing two trends: (1) suicide rates for First Nations youths were much higher (5-20 times) than for non-Native youths, and (2) large variability in suicide rates at the community level surfaced, with more than half of the communities having no youth suicides. Lalonde (2006) hypothesized that these differences in suicide rates derived from community differences in the maintenance

of cultural identity. For example, Aboriginal communities with restored self-government yielded an 85% lower relative risk of youth suicide than those communities without. Similarly, in communities that controlled and implemented plans for children in care, the youth suicide rate was 25% lower than in communities that did not exert this control. These findings illustrated that through communities, as opposed to the individual, the power of Aboriginal culture as a protective factor can be demonstrated.

For more see:

http://scsdevserver.uottawa.ad.uottawa.ca:8099/crecs/eng/documents/2_4_KatharineFilbert.ppt



Katharine Filbert: Ph.D. Candidate, Clinical Psychology, School of Psychology, University of Ottawa, at the Oxford conference



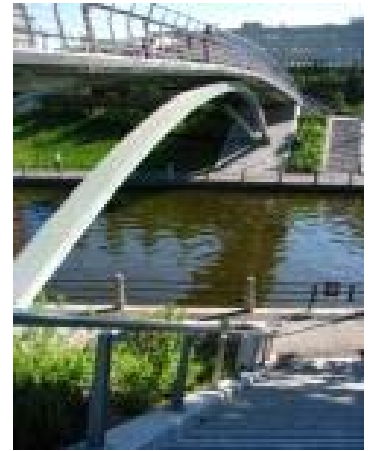
Establishment of a Consortium of Universities for Evaluation Education

By Brad Cousins

In March 2008, the University of Ottawa co-hosted with the Treasury Board of Canada Secretariat (TBS) a second meeting of representatives from 11 universities from across Canada and of the Canadian Evaluation Society (CES). The goal of the meeting was to discuss principles and logistical implications for the establishment of the Consortium of Universities for Evaluation Education (CUEE). The universities involved are: University of Ottawa, École nationale d'administration publique, University of Fraser Valley, Carleton University, Queen's University, University of Saskatchewan, University of Manitoba, University of New Brunswick, Dalhousie University, University of Waterloo and the University of Victoria. The two-day meeting was co-chaired by Professor Brad Cousins,

Faculty of Education, and Ken Lee from TBS. A draft business plan developed by Professor Jim McDavid (U Vic), Brad Cousins, and Heather Buchanan (CES) was the focus for the concrete discussions. The concept for CUEE emerged from broad-based concerns about a shortage of persons with advanced level training in evaluation and implications for evaluation quality across the country. Developments in the federal sector, including revisions to federal evaluation policy, and increasing demands for evaluation in the voluntary sector have underscored the need to develop sustainable and accessible graduate instruction across Canada. TBS graciously provided financial support for the first two meetings. At this point seed funding contributions are expected from TBS and CES as well as member university annual contributions. A secretariat will be established at U Vic. and an operation

committee will be developing Consortium policy. The goal is to establish a sustainable network of universities offering graduate instruction in evaluation and to make pre-approved courses widely accessible to students enrolled at member universities. The U Ottawa is one of a few universities across Canada currently offering a Graduate Certificate in Program Evaluation. With the establishment of the Consortium it is expected that Canadian graduate degree programs in evaluation will follow. This unique initiative is highly interdisciplinary with representation from public administration, applied psychology, education and health sciences.



(left to right): **Front:** B. Cousins (co-chair), H. Buchanan, J. McDavid, Y Dandurand; **Middle:** K. Lee (co-chair), S. Phillips, B. Levine, P. Beaudry, M. Morrison, F. Jordan, M. Searle; **Back:** P.-A. Pierre, R. Flynn, E. Zbieranowski, P. Kirby

The Challenge of Confidentiality

By David Vincent and Trevor Olson



Trevor Olson: Doctoral Intern in Clinical Psychology, Centre for Psychological Services.

Since issues of confidentiality and security of information and data have become synonymous with professional practice, the capability to avoid privacy breaches requires increasingly sophisticated protocols. More than ever, information is stored and transmitted in many different forms. Devices, such as notebook computers, digital recorders, external storage cards and the ubiquitous imaging technology mean that there are many more variables to take under consideration.

Trevor Olson, a doctoral intern in clinical psychology spent the last two semesters in CRECS working on a variety of projects. One of these projects involved ethical issues of privacy, confidentiality and data security and he gave a well appreciated colloquium on this topic on August 21. In Trevor's own words, he provides an account of his project:

When I arrived at CRECS to undertake evaluation projects as part of my pre-doctoral clinical psychology internship, I was offered an opportunity to draft a CRECS policy manual on ensuring privacy, confidentiality, and secure data storage. Having used nearly all of my undergraduate electives to take philosophy courses on ethics, I was happy to take on the task. What I soon found out was that there were a lot of sources to consult for general guidelines in these areas, but I was unable to find a policy manual from another research centre or institute that could serve as a basis for a CRECS manual. Working with Dr. Tim Aubry and Gilles Morier (Director of Research Grants and Ethics for UOttawa), we constructed a manual with recommendations based on guidelines from a variety of governmental legislations (e.g., PIPEDA, PHIPA) as well as general scientific (e.g.,

NSERC) and discipline-related (e.g., psychology) ethical codes. The manual reviews aspects of the ethical codes most relevant to ensuring privacy, confidentiality, and secure data storage in Canada and delineates 27 specific recommendations applicable to work at CRECS. Work is underway to expand the use of the recommendations, possibly to other research centre's locally and in other communities across Canada. Consultations and review continue by community members with legal and ethical expertise to ensure the final product is as comprehensive and accurate as possible. If you're interested in viewing the manual, it will soon be available on the CRECS website.



Organizational Capacity to Do and Use Evaluation: Profile of a CRECS Research Program

By Brad Cousins

Two sessions at the 2008 annual meeting of the Canadian Evaluation Society in Quebec City held in May disseminated findings from an SSHRC funded research program headed by Professor Brad Cousins, Faculty of Education. The research is housed by the Centre for Research on Educational and Community Services (CRECS). The research program brings together faculty and students from three uOttawa faculties and involves members of the community of evaluation practice. Professors Swee Goh (Telfer School of Management) and Tim Aubry (School of Psychology) are named as co-investigators on the research program and Bob Lahey (REL Solutions Inc.) and Steve Montague (Performance Management Network, Inc.) are collaborators. Graduate students actively affiliated with the

project include Catherine Elliott (Ph. D. Education), Jill Chouinard (Ph.D., Education), Isabelle Bourgeois (Ph.D., Education), Courtney Amo (M.A., Education) and Sarah Bernie (Ph.D., Psychology). The three-year program began with a concept mapping study in the federal sector that focused on what makes evaluation useful in government. Subsequently the team has focused its efforts on two streams of research. The first was a pan-Canadian survey of internal evaluators working in governmental, para-governmental and voluntary sector organizations. A comparison of government and voluntary sector capacity to do and use evaluation was the focus for a paper given at the CES conference. A second stream of research takes the form of a multiple case study. Eight organizations from education, government, social and human services and community mental

health are participating in the research. Organizations vary from national to regional scope and include institutions, government departments, service agencies and charitable foundations supporting service provision. The research team is using a conceptual framework it developed to structure the research thereby facilitating comparisons across organizations. Findings from four of the case studies were presented in Quebec.

The team has also presented in prior conferences in the US and Canada and plans to continue with dissemination this fall in Lisbon (European Evaluation Society) and Denver (American Evaluation Association). The project has led to several publications with additional books and peer reviewed articles planned.



Senior Researchers Meeting

The Centre for Research on Educational and Community Services is fortunate in having a number of senior and affiliate researchers from a variety of disciplines, including psychology, education, management, social work, political science, history,

pastoral counselling and geography. The senior researchers demonstrate the power of synergy through their collaboration in research, evaluation and training as they support the mission of the centre by improving social programs and policies for

citizens. They play a key role in producing new knowledge and mobilizing existing knowledge to respond to community needs.



Senior researchers meeting at CRECS on June 12, 2008

(left to right): Ron Melchers (Criminology), Swee Goh (School of Management), Marie Droulet (Social Work), Brad Cousins (CRECS Co Director, Education), Marielle Simon (Education), Bob Flynn (CRECS Director, Psychology), Raymond Lebland (Education), Ismael Teta (Canadian Institute...), Susan Farrell (Royal Ottawa Hospital), Doug Angus (School of Management), Tim Aubry (Senior Researcher), John Sylvestre (Psychology)

New CRECS Research Project: Health and Housing in Transition

By Elizabeth Hay



There is a growing recognition of the significant health and social consequences of homelessness, an increasingly visible problem that affects thousands of Canadians on any given night. Less visible but equally important from a population health perspective are the large number of Canadians who are “vulnerably housed,” a term used to refer to low-income, socially marginalized individuals living in single room occupancy hotels and rooming houses and who meet the official federal definition of “core housing need” on the basis of spending >30% of their income on housing. Disadvantaged individuals frequently experience housing transitions between homelessness and vulnerable housing. These housing transitions provide a valuable opportunity to better understand the complex connections between housing and health, and to answer certain intriguing and policy-relevant questions that can only be addressed through a longitudinal research design. A consortium of researchers from Ottawa, Toronto and Vancouver has been awarded a four-year CIHR grant to address these issues. In Ottawa, the Principal Investigators are Tim Aubry, CRECS and Susan Farrell, Royal Ottawa Hospital and CRECS Affiliate Researcher. Fran Klodawsky from Carleton University is also an investigator on the study. The Ottawa component of this study will be coordinated at CRECS by Elizabeth Hay. The Health and Housing in Transition (HHiT) study will track the health and housing status of a representative sample of 600 homeless single adults and 600 vulnerably housed single adults in 3 Canadian cities – Vancouver, Toronto, and Ottawa – over a

2-year follow-up period. The specific objectives of this study are:

To determine the incidence of housing transitions in these populations, defined as (a) the rate at which homeless individuals achieve residential stability and (b) the rate at which vulnerably housed individuals living in single-room occupancy hotels and rooming houses become homeless by the end of a 2-year follow-up period;

To identify risk factors and individual, interpersonal, and community-level resources associated with (a) the attainment of stable housing among homeless individuals, and (b) the onset of homelessness among vulnerably housed individuals;

and to ascertain whether changes in housing status are associated with subsequent changes in physical and mental health functioning and major health determinants (including access to health care, substance use, food security, and social supports). A two-stage sampling strategy will be used to recruit 200 homeless and 200 vulnerably housed participants in each city. The primary sampling units at the first stage are shelters, meal programs, SRO hotels, and rooming houses. The second stage of sampling will be the random selection of individuals within primary sampling units. A baseline interview lasting about 90 minutes will be administered to obtain information on demographics, housing history, health status, health care utilization, substance use, risk behaviours, and quality of life. Pilot testing has been done to demonstrate the feasibility of sampling, recruitment, and survey administration. Proven procedures will be used to track and re-contact participants every 6 months

and to administer follow-up interviews 1 year and 2 years after the baseline interview. Statistical analyses will estimate the incidence and examine predictors of transitions in housing status and the relationship between housing transitions and changes in health and health behaviours. This study will provide important program- and policy-relevant insights into the role of housing as a social determinant of health for disadvantaged populations. An active knowledge mobilization effort and comprehensive communication strategy will ensure that this information reaches key stakeholders and decision-makers.



She’s back! Unable to stay away from CRECS for more than a couple of years at a time, Liz Hay is back at the centre again - this time to coordinate the HHiT study.

Outcome Evaluation of the Ottawa-Hospital General Campus Urgent Consultation Clinic

By Hannah Davis-Marchand and Laura Nichols

The Centre for Research on Community Services (CRC) in collaboration with the Ottawa Hospital-General Urgent Consultation Clinic (UCC) is evaluating the outcome of the UCC. To this end, we are attempting to answer whether the UCC improves the quality of mental health care in the Ottawa region. The objectives of conducting this evaluation are to improve efficiency of mental health care service provision and to improve patient's mental health and quality of life.

About UCC...

The UCC integrates inpatient and outpatient services and provides rapid access to outpatient mental health services for the community. Referrals are screened for acuity and appropriate level of intervention and staff determines suitable services for each referral. The short-term outcomes of the UCC include increased patient access to mental health programs, increased knowledge of mental

health issues, medication management, increased psychosocial support, and increased knowledge of coping strategies. Long-term outcomes of the UCC include decreased severity of mental health problems, improved functioning, increased coping skills, and decreased hospitalizations. In addition to evaluating these outcomes, this project will provide the UCC with information on patients (i.e., number of referrals, number of assessments, number of treatment sessions), session characteristics (i.e., medication management), and referral sources (e.g., acute day hospital program, community-based programs), and client satisfaction with UCC services.

The Evaluation Procedure...

The outcome evaluation recruitment and data collection started in November 2006 and finished in March 2007. At the initial assessment patients were asked to complete several measures of mental/physical health and well-being. During the assessment and additional

follow-up sessions clinician ratings were also provided (i.e., clinician activity log). During the final session, measures of mental/physical health were obtained and information including need for long-term follow-up and referral sources was recorded. Roughly 3-weeks after patients have completed the UCC program; they are contacted by Hannah Davis-Marchand and Laura Nichols of CRECS for a follow-up interview. The follow-up interview is comprised of validated questionnaires used to obtain information on patients' physical and mental health, life satisfaction, and satisfaction with services received at the clinic. To date, the project currently has 136 patients enrolled in the program, and 40 of these patients are completed. Of the 40 completers, 20 have provided follow-up data via the telephone calls. The research team is in the process of contacting the additional patients for follow-up telephone interviews. We look forward to providing an update once we compile results for the project.





U Ottawa Students make National Finals of Canadian Evaluation Society Student Case Competition

By Brad Cousins

A team of four University of Ottawa students, three of whom are enrolled in the Graduate Certificate in Program Evaluation, made their way to the national finals of the 2008 Student Case Competition sponsored by the Canadian Evaluation Society (CES). Despite a valiant effort, the team fell just short of their ultimate goal of bringing home first place honours.

Anna Lenk, Louise McLellan-Sauve, Deniz Paktunc, Erin Revill, calling their team 'LEAD Solutions', participated in the national finals of the Competition held in Quebec City, May 12, 2008. The team was coached by Professor Brad Cousins of the Faculty of Education. In this the

12th running of the national competition, fifteen teams from postsecondary institutions across Canada participated in the preliminary round by undertaking an evaluation challenge within a five-hour period and then submitting electronically their anonymous response. A similar format was used in the final round, but teams were required to publicly present and defend their response. This year the evaluation challenge in both the preliminary and final rounds had teams develop evaluation frameworks and action plans in response to identified client needs. The two other finalists were from Georgian College and University of Waterloo; Waterloo took the 2008 top honours. All

finalists had their expenses paid to the national finals, which were held as part of the CES annual conference at the Chateau Frontenac in Quebec City. This is the second time that Professor Cousins has had a team entered into the finals. Previous teams from the School of Psychology coached by Professor Tim Aubry have made the finals on 3 occasions, one of them winning the competition in 2003. The 2008 competition marks the first time that a team made up of students enrolled in the recently established Graduate Certificate in Program Evaluation. The Certificate is an inter-faculty graduate program sponsored by the Faculty of Social Sciences and the Faculty of Education.



(left to right): panellist/judge Marthe Hurteau (Université de Québec à Montréal) provides feedback to 'LEAD Solutions': Louise McLellan-Sauve, Erin Revill Deniz Paktunc, Anna Lenk and Brad Cousins (coach).

Evaluating the City for all Women Initiative in Ottawa

By Rebecca Cherner

The City for All Women Initiative – Initiative; une ville pour toutes les femmes (CAWI-IVTF) is a City of Ottawa-community partnership that was created in 2004 to ensure that the issues and concerns relevant to women of diverse backgrounds are considered by municipal decision-makers and to research the best practices on how to achieve this aim. CAWI developed a Civic Participation Training program to respond to the needs of the Ottawa community, and three trainings were offered in 2005, 2006, and 2007. The goal of the training was to ensure that women and community organizations can bring their views forward to Ottawa City Hall. In keeping with the focus on empowerment and skill development inherent in CAWI, a participatory methodology was used to evaluate the Civic Participation Training program.

Fartuun Adan, Sultana Husne Ara, and Gada Nahra, and Antoinette Chibi, members of CAWI, worked in partnership with Rebecca Cherner, a practicum student from the Centre for Research on Educational and Community Services (CRECS) at the University of Ottawa, to conduct the evaluation.

The evaluation methods included focus groups and interviews with the Civic Participation Training participants, along with interviews of City of Ottawa Councilors, City staff, community organizations, CAWI mentors, and members of the CAWI Steering Committee. The results indicate that CAWI is meeting its goal of strengthening the capacity of women to bring their views forward to City decision-makers and to make their voices heard at the municipal level. This project was an interesting opportunity for both CAWI and CRECS, as participants from CAWI

had the chance to develop or refine their evaluation skills, while providing an opportunity to a CRECS practicum student to learn more about the evaluation of community organizations using a participatory approach.



Members of the CAWI team.

Left-right: Gada Nahra, Fartuun Adan, Antoinette Chibi, Rebecca Cherner, Sultana Husne Ara

**Centre de recherche
sur les services
éducatif et
communautaire**

**Centre for Research
on Educational and
Community Services**

Liste des employés / Personnel List

Robert Flynn	Directeur CRECS/Director CRECS
Brad Cousins	Codirecteur CRECS/Co-Director CRECS
Tim Aubry	Chercheur principal et ancien directeur du CRSEC/ CRECS Senior Researcher & Past Centre Director
David Vincent	Coordonnateur du CRSEC/CRECS Coordinator
Ginette Peterson	Agente administrative/Administrative Officer
Alice Atallah	Secrétaire administrative/Administrative Secretary
Andrew Faulkner	Assistante de recherche/Research Assistant- Work Study Position
Cynthia Patterson	Assistante de recherche/Research Assistant
Lisa Peeke	Assistante administrative RTÉ/Administrative Assistant
Meagan Miller	Coordonnatrice de recherche – projet S'occuper des enfants en Ontario/ Research Coordinator - Ontario Looking After Children Project
Marie-Pierre Paquet	Coordonnatrice de recherche – projet REEE pour jeunes en placement / Research Coordinator – RESPs for Kids in Care Project
Cynthia Vincent	Associée de recherche – projet S'occuper des enfants en Ontario/Research Associate – Ontario Looking After Children Project
Michèle La Roche	Coordonnatrice de l'évaluation – projet Communities That Care de Prescott- Russell/Evaluation Coordinator – Prescott-Russell Communities That Care Project
Elizabeth Hay	Coordonnatrice de recherche – projet Santé et Logement en Transition Research Coordinator- Health and Housing in Transition Project

Chercheurs principaux au CRSEC de l'Université d'Ottawa / CRECS Senior Researchers at the University of Ottawa

Doug Angus – École de gestion
Bernie Andrews – Faculté d'éducation
John Sylvestre – École de psychologie
Betsy Kristjansson – École de psychologie
Ron Melchers – Département de criminologie
Marie Drolet – École de service social
Caroline Andrew – École d'études politiques
Raymond Leblanc – Faculté d'éducation
Tim Aubry – École de psychologie
Brad Cousins – Faculté d'éducation

Marta Young – École de psychologie
Marielle Simon – Faculté d'éducation
David Smith – Faculté d'éducation
Colla Jean MacDonald – Faculté d'éducation
Swee Goh – École de gestion
Jeff Keshen – Département d'histoire
David Trumpower – Faculté d'éducation
Lilian Negura – École de service social
Robert Flynn – École de psychologie

Chercheurs Filiales / Affiliated Researchers

Susan Farrell- Adjunct Professor, School of Psychology, & Community-Clinical Psychologist,
Royal Ottawa Hospital

Manal Guirguis-Younger- Assistant Professor, Program in Pastoral Counselling, St. Paul
University

Purima Sundar- Research and Knowledge Exchange Consultant. The Provincial Centre of
Excellence for Child and Youth Mental Health at CHEO

Fran Klodawsky- Professor of Geography, Carleton University

Ismael Ngnie Teta- Canadian Institute of Health Research