

Centre de recherche sur
les services éducatifs et
communautaires

Centre for Research on
Educational and
Community
Services



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Mot du Directeur/Director's Comments



Robert (Bob) Flynn

Je souhaite profiter du présent numéro d'Impact pour souligner le départ à la retraite de deux membres importants du CRSEC. D'une part, en juillet 2011, Bob Flynn, cofondateur et ancien directeur du CRSEC, a officiellement pris sa retraite de son poste à l'École de psychologie de l'Université d'Ottawa. M. Flynn continuera toutefois à participer aux activités du CRSEC en tant que chercheur principal, en plus d'être professeur émérite à l'Université. Dans ces fonctions, M. Flynn a l'intention de poursuivre le travail fort productif qu'il mène

dans le cadre du programme de recherche sur la protection et le bien-être des enfants. D'autre part, David Vincent, coordonnateur du CRSEC depuis 2005, prendra sa retraite à la fin décembre. Les nombreuses contributions de M. Vincent au fil des années ont joué un rôle prépondérant dans la croissance et le succès du Centre. M. Vincent souhaite consacrer sa retraite à cultiver ses nombreuses

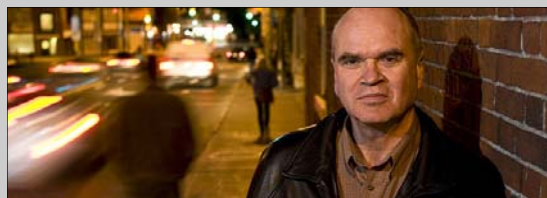


David Vincent

passions, notamment celles pour les voyages, la photographie, le bénévolat et la consultation en gestion. Au nom de tous les membres du CRSEC, je tiens à remercier Bob et David pour leur travail exceptionnel, et je leur souhaite la meilleure des chances pour leurs projets futurs.

This issue of Impact provides me an opportunity to thank and mark the transitions of two key people at CRECS. Dr. Bob Flynn, co-founder and former Director at our centre, formally retired in July 2011 from his faculty position in the School of Psychology at the University of Ottawa. We are fortunate that Bob intends to continue his involvement at CRECS as a Senior Researcher and at the university as a Professor Emeritus. In these roles, Bob plans to continue to work on his very productive research program in the area of child welfare. David Vincent, Coordinator of CRECS since 2005, will be retiring at the end of December. David's many contributions to the centre over his time with us have been instrumental to its significant growth and success. David's retirement plan is to pursue his many interests that include travel, photography, community volunteering, and management consulting. On behalf of everyone at CRECS, I wish Bob and David the very best in their new stage of life.

-Tim Aubry Director of CRECS/Directeur de CRSÉC



Winter 2011/2012
Hiver 2011/2012

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Comparaison de la stabilité de logement au sein d'une population itinérante diversifiée

Source de l'article avec comité de lecture: Aubry, T., Klodawsky, F., & Coulombe, D. (2011). Comparing the Housing Trajectories of Different Clusters Within a Diverse Homeless Population. *American Journal of Community Psychology*. Vous pouvez obtenir une copie de l'article en envoyant un courriel à taubry@uottawa.ca

De quoi traite cette recherche?

Cette recherche repose sur des réussites de logements stables dans un échantillonnage d'individus sans abri d'Ottawa, dans le but de souligner la diversité présente au sein de la population sans abri. Elle identifie différents problèmes reliés à la santé mentale dont souffrent les groupes distincts d'individus sans abri et examine l'impact de ces problèmes sur l'abandon de l'itinérance et la stabilité du logement. Elle attribue également l'augmentation de la population des sans-abri au Canada au manque d'aide gouvernementale et à une construction limitée de logements abordables.

Quelles démarches ont été entreprises par le chercheur?

Le chercheur a interrogé 329 individus célibataires qui ont vécu de multiples épisodes d'itinérance au long de leur vie. Les participants ont été choisis en fonction de leur âge et de leur sexe dans le but de représenter équitablement hommes et femmes adultes, ainsi que les jeunes gens, hommes et femmes. Les abris d'urgence et les centres d'accueil pour jeunes ont été utilisés pour rejoindre les participants. Au bout de deux ans, des suivis aux enquêtes ont été menés auprès de 197 individus issus de l'échantillonnage de base afin de rassembler des données sur leur histoire de logement, d'identifier différents groupes existant au sein de l'échantillonnage, et de déterminer le groupe qui avait rencontré le plus de difficultés à atteindre la stabilité du logement.



Quels sont les résultats?

En se basant sur les questions de leur enquête, le chercheur a trouvé quatre groupes distincts au sein de la population des sans-abri : des individus à degré de fonctionnement élevé, des individus avec des problèmes liés à l'abus d'alcool ou d'autres drogues, des individus avec des problèmes de santé mentale et d'abus d'alcool ou d'autres drogues, et ceux qui ont des problèmes physiques complexes et de santé mentale. Le chercheur a découvert que le sous groupe majoritaire n'avait pas de problèmes de santé et était sans abri en raison de difficultés économiques combinées à une sorte de faille dans leur situation de logement. Des quatre groupes, celui qui rencontre le plus de difficultés à conserver un logement était celui qui avait des



www.homelesshub.ca

problèmes d'abus d'alcool ou d'autres drogues. Le groupe d'individus à degré de fonctionnement élevé, le groupe avec des problèmes mentaux et d'abus d'alcool ou d'autres drogues, et le groupe à problèmes physiques complexes et de santé mentale rencontrait des résultats semblables dans l'obtention d'un logement stable. Le chercheur attribue ce succès à la recrudescence de services pour personnes atteintes de maladies mentales sévères et persistantes en Ontario. En général, le chercheur a découvert que l'itinérance actuelle présentait les mêmes types de défis pour chaque groupe, quel que soit leur degré de fonctionnement ou de problèmes de santé. Ce qui suggérerait que l'itinérance est avant tout un problème de pauvreté plutôt que de santé.

Nous remercions le Réseau canadien de recherches sur l'itinérance pour la rédaction et traduction de ce texte.



Evaluation Capacity Building in India Moves to Second Cycle

By: Brad Cousins

This past summer and fall a new cohort of Indian educators have begun program evaluation training, sponsored by the Technical Cooperation Fund and the National Council for Educational Research and Training (NCERT) in New Delhi. Forty-nine educators from over a dozen states in India answered the call for interest. The training involves centralized workshops given by international experts in program evaluation, led by CRECS Co-Director and Professor of Education Brad Cousins.



This training follows the first cycle of evaluation capacity building (ECB) which saw over fifty NCERT professors and members of the program community in four separate states design and implement evaluations of educational quality initiatives associated with Sarva Shiksha Habyan the major national educational reform initiative sponsored by the Indian Government with some multi-lateral support. The reform follows the United Nations Millennium Goals for education including access for all.

Whereas the first cycle of training focused on four state-level evaluations – in Tamil Nadu, Aandra Pradesh, Orissa and Himachel Pradesh – the current training will see three multi-state evaluations carried out. The respective evaluations will be on i) teacher training, ii) Continuous Comprehensive Evaluation (CCE), and iii) Midday Meal programmes. NCERT professors having participated in Cycle 1 training will provide support and guidance to teams from the new cohort.

Over the fall of 2011 two workshop sessions were

held, both on planning and scoping evaluations. The workshops featured international experts from Canada, the USA, and Israel, including Professors Brad Cousins and Marielle Simon from the Faculty of Education and CRECS. The second workshop was designed to include a week of input on design, instrument development, sampling, data collection strategies and project management, followed by a one-week hands-on workshop in which authentic evaluation plans were developed.

Under the guidance of the Technical Cooperation Fund, input and resources being used in the workshops will be integrated into curriculum modules. The long term goal of the project is to develop a set of ECB modules that would enable Indian specialists to deliver future training. NCERT professors figure to play a prominent role in this process.

The evaluation plans are expected to be finalized early in the new year and the studies will be implemented in the mid to late spring. Additional workshops are planned

and CRECS will continue to play a lead role.

International experts who have participated in Cycle 1 or 2 training:

- Brad Cousins, University of Ottawa
- Jill Chouinard, University of Ottawa
- Chris Coryn, Western Michigan University
- Catherine Elliott, University of Ottawa
- Darlene Opfer, Cambridge University and the Rand Corporation
- Barbara Rosenstein, Independent Consultant, Israel
- Marielle Simon, University of Ottawa
- Sanjeev Sridharan, University of Toronto
- Carl Westine, Western Michigan University



Students who use AWHC and SASS services enjoy higher level of academic success and retention rates

By: Dominic Boutin



Trina Forrester, Ron Melchers, Victoria Sytsma and Michael Kirk

The proof is in—the Academic Writing Help Centre and Student Mentoring really do make a difference for students! A study carried out by the University of Ottawa’s Centre for Research on Educational and Community Services shows that students’ use of Academic Writing Help Centre (AWHC) and Student Mentoring services has a positive impact on University student retention and academic success.

In fact, this research, led by Professor Ron Melchers of the Faculty of Social Sciences, concludes that, overall, there is a higher retention rate and level of academic success among students who use AWHC or Student Mentoring services.

Murray Sang, Director of the Student Academic Success Service (SASS), states that he is very happy with the long-awaited results, which confirm that the efforts of the SASS team are valuable, useful and necessary for students.

Created in 2002, SASS is a free network of services and programs developed to provide tools and resources necessary for academic

success. These services and programs enhance classroom learning by supporting students in meeting their academic and professional goals.

To carry out the study, Professor Melchers and his team, made up of Trina Forrester, Michael Kirk and Victoria Sytsma, analyzed files provided by the AWHC and Student Mentoring and compared data on students who used these services between 2007 and 2010 with data from another group of students with similar characteristics who didn’t use these services. In addition to studying academic records, the researchers surveyed the students. The results showed that 60% of respondents experienced an improvement in their writing skills (overall quality of assignments and ability to better structure their assignments) after visiting the AWHC. As for Student Mentoring, 53% of respondents felt that it had a positive impact on their chances to succeed overall.

Full details of the study will be published shortly by Professor Melchers’ research team.



New Sounds of Learning Project: Examining the parameters of educational music



By: B. W. Andrews, Faculty of Education, University of Ottawa

Currently, there is a lack of new Canadian music available for students enrolled in school music programs primarily due to a lack of familiarity by many composers of the nature of educational music and the few commissions available. The purpose of the multi-year, multi-site research study - New Sounds of Learning: Composing Music for Young Musicians - is to obtain an in-depth understanding of how composers compose new music for young musicians. The principal overriding question is "What are the parameters for composing new music for young musicians?" The secondary questions are: i) How do prior experiences with young musicians influence the conceptualization of new music for them?; ii) What compositional strategies are employed to reinforce learning?; iii)



Composer Howard Cable & Teacher Amy Talarico

What are the features of compositions for young musicians?; and iv) What do composers personally learn from the experience? The research is funded by the Social Sciences and Humanities Research Council (SSHRC)

The New Sounds of Learning Project explores the creative solutions that composers implement in generating new music for young musicians. It is based on the assertion that the development of high calibre works appropriate for young people is contingent on effective practice; that is, on successful engagement between composers and students in the creative process within classrooms, studios and rehearsal halls. By examining the composers' back-

ground (a questionnaire), the compositional process (reflective journal), the music (compositional analysis), and the composers' experience (interview), this study will provide valuable insights and deepen our understanding of the nature of educational music.

The New Sounds of Learning Project is partnered with the Norman Burgess Memorial Fund, Canadian Music Centre (CMC), Ontario Region, and the Student Success Department, Ottawa Catholic School Board. Jason van Eyk, Ontario Regional Director, raised funds from the Ministry of Education/Ministry of Culture Arts Education Partnership, which is administered by the Ontario Arts Foundation, to commission eight new string works for young musicians by its composers. After

a meeting with this writer about the New Sounds of Learning Project, James McCracken, Director of Education for the Ottawa Catholic School Board, agreed to provide the funds to commission eight new wind works (six concert band and two jazz ensemble pieces). The new string works are premiered at a fund-raising concert each year in Toronto organized by the Ontario Region, and also recorded and distributed by the Canadian Music Centre. The new works are premiered locally in schools and in the community. The concert band and jazz ensemble pieces are recorded by the University of Toronto Wind Symphony and Nepean All-City Jazz Band, respectively, and published by commercial publishers.



SHARP-E: Supported Housing Addiction Recovery Program-Evaluation

By: Elizabeth Hay

The **Housing First** approach helps homeless individuals and families to quickly access permanent housing. Housing is provided without any pre-conditions such as participation in treatment or abstinence. Intensive case management is an integral part of the program which aims at assisting participants to maintain their housing.



The Sandy Hill Community Health Centre, in partnership with the Canadian Mental Health Association of Ottawa, has implemented an intensive case management program, following the Housing First model, to assist their clients who have a substance use disorder and have experienced chronic homelessness. The participants may also have complex physical or mental health needs; difficulties with activities of daily living; a long history of interactions with the criminal justice system and/or with the emergency health system. This program is funded by the Ontario Ministry of Health and Long-Term Care as part of the Supportive Housing for Ontario Addiction Programs.

CREC's role in this project is to evaluate both the implementation and effectiveness of this program which is being undertaken through a research project entitled Supported Housing/Addiction Recovery – Evaluation (SHARP-E). The evaluation of the effectiveness of the program has begun and the evaluation of the implementation of the program will begin in approximately six months, after recruitment has been completed.



The evaluation of the effectiveness of the program involves a series of interviews with program participants and a matched control group over the course of two years. Approximately 100 participants will be admitted into the intensive case management program

and each participant will be interviewed before they are housed and re-interviewed 6 months, 12 months and 18 months after their baseline interview. They are asked questions concerning their housing history; use of health, social and justice services; addictions, physical and mental health; community integration, and quality of life. Once all participants for the program have been interviewed, a comparison group will then be recruited matched on variables such as age, sex, living situation and severity of addictions and/or concurrent disorder. This group will not receive the services of the intensive case management program but will receive all other services available to them in the community.

The research questions for this evaluation of the effectiveness of the intensive case management program are:

1. How does the effectiveness of the care offered by the Housing First and Intensive Case Management approach compare to care as usual?
2. What are the demographic and clinical characteristics that moderate the effectiveness of the program?
3. What are aspects of the delivery of services that moderate client outcomes?

Because this project is still in the preliminary stage, no outcomes can be reported yet, but stay tuned for updates in future issues of Impact.



Outcomes from an evaluation of the Bon Appétit! University of Ottawa’s food bank

Peer-reviewed source article: Andrea X. Azurdia, Emily Lecompte & Emily Sibbald (2011): Bon Appétit! A Process Evaluation of a Campus-Based Food Bank, Journal of Hunger & Environmental Nutrition, 6:3, 324-34.

This summary is based on the research article by three doctoral students at the University of Ottawa, Andrea X. Azurdia, Emily Lecompte, and Emily Sibbald, entitled, “Bon Appétit! A Process Evaluation of a Campus-Based Food Bank”. In spring 2011, it was accepted for publication in the scientific Journal of Hunger & Environmental Nutrition. The goal of this research was to determine the extent with which outcomes of University of Ottawa’s food bank were achieved. This was done through reviewing the services that were offered to those who access the food hampers as well as who run the program. Results found high levels of satisfaction among all groups, particularly regarding the fact that the service exists. Specific areas for improvement were identified, in particular, a perceived lack of awareness of the program by the student population as well as delivery of service issues. The information generated from this study can be used to provide support for meaningful change to the campus-based food program as well as the need for financial, material, and human resources to support improvements to the program. The outcomes of the study can also provide evidence and best-practices in the development of successful academic-community partnerships in research and evaluation.

What is this research about?

Bon Appétit! is a student-run food bank that provides food hampers to students who attend the University of Ottawa. Two main objectives of the evaluation were to determine: (1) who accesses the food hampers (‘program users’) and (2) the general satisfaction as well as the strengths and weaknesses with the service as perceived by food bank users and staff.



- Information about the program users and usage.
- Satisfaction with the food bank services.
- Strengths/weaknesses of the program.

What did the researchers do?

There were three participant groups: 52 program users, 15 program volunteers (who assist in running the program), and 2 program coordinators (who organize program initiatives and manage the volunteers). Outcomes were evaluated by looking at:

Outcomes were evaluated through using a combination of written surveys and focus groups for all three participant groups.



What did the study find?

With regards to program usage and users, 55.9% were male and 44.1% were female. The majority reported being single (76.5%) and between the ages of 18-30 (76%), with a monthly income of less than \$500 per month (53.2%). Frequency of service over the past four months varied from one time only (29.2%) to the maximum of four times (25%). On average, the food hampers were reported to last about 8 days, with a little over 2 meals a day. Satisfaction with the services provided was a particular strength (91.2% respondents) compared to the other satisfaction items (quantity of food, nutritional value, and quality of food) across all participant groups.



What can be done?

A majority of volunteers as well as the program coordinators indicated areas for improvement include increased awareness of the service as well as where it is located, particularly a more visible location (it is currently located in the basement of the University Centre), increased food storage space, and increased accessibility for individuals with physical disabilities. Volunteers also recommend supplying better quality foods (e.g. fresh produce) as well as highlighted the difficulties in serving those with special food needs (e.g. gluten allergies). Strengths included Bon Appétit!’s welcoming environment and friendly atmosphere as well as its partnerships with other Ottawa food bank programs. Results from this study can be used to advocate for increased visibility of the service location, to help gain support from the community to help find sustainable solutions for the causes of food insecurity among students and potentially procure additional financial support. Financial support could help fund training programs for staff and volunteers as well as provide additional supplies to help strengthen the program.



From left to right, **Emily Lecompte**, **Andrea Azurdia**, and **Emily Sibbald** presenting the results of the outcomes from an evaluation of Bon Appétit!, the University of Ottawa’s food bank at the Annual General Meeting of the Canadian Association for Food Studies in Ottawa, 2009.

Summary by: **Emily Sibbald**

For more information about the study, please contact Emily Sibbald at esibb040@uottawa.ca



Sommes-nous sur la bonne voie? Résumé d'une évaluation de l'évaluabilité d'un cours de conduite pour adultes âgés.

Source de l'article avec comité de lecture: Mélanie Joanisse, Arne Stinchcombe & Stephanie Yamin (2010): Evaluability assessment of a national driver retraining program: Are we evaluating in the right lane? Revue canadienne d'évaluation de programme, vol 25, no 1, Printemps 2010, pages 27-50.

Objectif de cette évaluation de programme:

- L'objectif de l'évaluation était d'évaluer si le programme 55 ans au volant, un cours de conduite automobile visant à améliorer les habiletés des conducteurs âgés, était prêt à être soumis à une évaluation plus approfondie (par exemple, une évaluation des résultats).
- Cette évaluation était donc une évaluation de l'évaluabilité.

Description du programme:

- Le programme 55 ans au volant a été initialement développé par l'Association américaine des retraités et adapté à la population canadienne par le Conseil canadien de la sécurité (CCS)
- Ce cours d'une durée de 6 heures vise spécifiquement les conducteurs de 55 ans et plus qui désirent parfaire leur compétence au volant. Certains des sujets couverts sont : les changements physiques et perceptuels reliés à l'âge (par ex., vision et audition) et leurs conséquences sur la performance au volant et l'effet des médicaments sur la conduite automobile.

Ce que nous avons fait :

- Trois sites communautaires de la région de la Capitale-Nationale offrant le cours 55 ans au volant ont participé à notre évaluation.
- Nous avons examiné si les objectifs du pro-

gramme étaient clairs, bien définis et plausibles. Nous avons aussi examiné si le cours

atteignait la population visée, était implanté conformément aux recommandations du CCS et s'il avait la capacité de fournir des données permettant une évaluation des résultats.

- Nous avons également évalué la satisfaction des parties prenantes.
- Plusieurs sources d'information ont été utilisées (par ex., les participants du programme, les instructeurs offrant le cours, les gestionnaires du programme, des experts dans le domaine de la conduite automobile, les écrits scientifiques et les documents officiels du programme).

Résultats marquants :

- Plusieurs aspects positifs ont été remarqués.
 - Les objectifs semblent généralement clairs pour la majorité des parties prenantes.
 - Les parties prenantes ont exprimé être généralement satisfaites du programme.



-Le cours semble offert conformément aux recommandations du CCS, en dépit de certaines différences dans la présentation reliées aux instructeurs.

- Or, présentement, il semble que le cours 55 ans au volant ne peut point être soumis à une évaluation de programme plus approfondie pour les raisons suivantes :

-Il n'existe pas de façon de quantifier les objectifs du programme ni d'estimer le temps requis pour que les changements escomptés surviennent.

-Il n'y a pas de base de données centrale au sein du CCS permettant de vérifier si le programme a eu un impact sur les participants (par ex., augmentation des connaissances et changements des comportements routiers).

-Bien qu'utile, il semble peu probable qu'un cours ayant seulement un volet éducationnel, puisse à lui seul, avoir un impact sur la performance au volant des conducteurs âgés et ainsi réduire leurs risques d'être impliqués dans un accident de la route.

-Il semble que les participants âgés qui suivent le cours représentent une strate particulière de la population âgée canadienne (par ex., adultes âgés bien nantis financièrement, de race blanche, parcourant plus de 10 000 km annuellement).

Nous avons donc recommandé que :

- Le CCS demande aux sites qui offrent le cours de collecter de l'information à l'aide d'un questionnaire, sur les changements suscités par le cours (par ex., y a-t-il eu des changements au niveau des comportements



- sur la route et une augmentation des connaissances des conducteurs âgés qui y participent ?). Cette information devrait ensuite être reléguée au CCS et analysée. Ceci permettrait de quantifier les changements associés au programme.
- Les stratégies de publicités devraient s'assurer de cibler les groupes d'individus qui sont sous-représentés au sein des participants du cours (par ex., minorités visibles)
- Afin de véritablement avoir un impact sur la sécurité routière, ce cours devrait aussi inclure une composante d'éducation et de pratique « sur route ». En effet, il serait bénéfique que l'instructeur puisse conduire avec le participant âgé et lui offrir de la rétroaction plus personnalisée.

Cet article est un résumé de l'article scientifique écrit par **Mélanie Joannis**.



Cultural Competence Evaluation and Health Equity Needs Assessment for Work with Ethno-Cultural Minority Clients at Centretown Community Health Centre

By: Marcela Olavarria



Team

Back row: Khadra Abdi, Marcela Olavarria, Rebecca Cherner, Kathy Morgan, Dallas Smith, Pauline Haldimand, Alex Roussakis
 Front row: Christina Marchant, Ernie Gibbs, Yael Sela, Arouce Wasty

Since 1969, Centretown Community Health Centre (CCHC) has been involved in providing services to an ever increasing ethnic, linguistic, and religiously diverse population. In the past decade, the centre has developed several initiatives that have directed CCHC towards becoming a culturally competent organization and promoting community integration of ethno-cultural minority groups (includes ethnic, racial, linguistic, and religious minorities) and newcomers.

In its commitment to provide excellent and comprehensive services that address the changing needs of the catchment area population, CCHC's Diversity Development Team (DDT) has been working with two complementary and evolving theoretical frameworks that have guided health and social services organizational efforts in working towards the

elimination of health inequities: a cultural competence model and a health equity oriented model. Both types of models are described as ongoing processes.

To assist the CCHC in working effectively with these frameworks, the main objectives of the cultural competence evaluation and needs assessment were: (1) To assess the levels of cultural competence of the organization, (2) To assess progress in cultural competence by comparing the audit's results to those of the previous audit conducted in 2007, and (3) To determine attitudes and needs of the staff, management, and Board of Directors regarding the health equity initiative for work with members of ethno-cultural minority groups.

The consultation work was conducted by Marcela Olavarria, Rebecca Cherner, Dr. Marta Young and Dr. Tim Aubry of the Centre for Research on Educational and Community Services. Information for the evaluation was gathered via the review of agency records, surveys, focus groups and phone interviews. It took into account the perspective of clients, staff members, management and members of the Board of directors.

The results of the current consultation work were used to help inform the DDT's work plans for the upcoming 3 years. Furthermore, the results are intended to inform the strategic planning of the organization and assist CCHC in working towards the integration of a health equity perspective for work with ethno-cultural minority groups.



Nouvelles et événements récents
Recent News and Events

**Post Cards from the
 2011 Community Forum On Homelessness: Sharing Our Neighbourhoods**
 November 22



A Success

This year's forum was filled beyond capacity necessitating that an overflow conference room with audio/video links be set up to accommodate all.



Tim Aubry, Director of CRECS and Professor, School of Psychology, presents an update on the Longitudinal Study of the Health of Homeless and Vulnerably Housed Adults.



Professor **Jim Silver** (University of Winnipeg, Urban and Inner-City Studies) delivers a moving presentation titled, "Good Places to Live: Poverty and Public Housing in Canada".



Mayor **Jim Watson** proclaims November 22 as National Housing Day and discusses the involvement of senior levels of government in the provision of affordable housing.



The Alliance to End Homelessness presents an award to Allan Rock, President and Vice Chancellor of the University of Ottawa, recognizing the Academic Sectors Contributions to Ending Homelessness. The award was accepted by **Stephanie-Sophie Cardinal**, Director of the Centre for Global and Community Engagement, University of Ottawa.

John Sylvestre, CRECS Senior Researcher and Associate Professor, School of Psychology, presents an update on his research, Supported Housing Addiction Recovery Program Evaluation (SHARP-E).





Prix d'excellence en recherche | Excellence in Research Award



Dean Marcel Mérette (left) Presents Professor Tim Aubry (right) with the “Excellence in Research Award”.

November 9th, 2011

The Faculty of Social Sciences’ Excellence in Research Award is granted to a member of the teaching staff who has earned distinction for his or her unit and Faculty as a result of the importance and exceptional characteristics of his or her research work.

I am very honoured to receive this special award from the Faculty recognizing my research contributions in the areas of community mental health and homelessness. The success I have had as a researcher is the direct result of the tremendous assistance I have received from colleagues, students, support staff and community partners over the course of my 20 years at the University of Ottawa. I am particularly indebted to faculty, staff, and students at the Centre for Research on Educational and Community Services (CRECS). I would also like to thank the School of Psychology for nominating me for this award and for its backing of my research program throughout my career. Finally, I greatly appreciate the significant support provided to CRECS by the Faculty of Social Sciences, the Faculty of Education and the Office of the Vice-President, Research. CRECS has played an instrumental role in my developing productive research collaborations in the community.

-Tim Aubry



Improving Educational Outcomes for Children in Care



Katharine Dill, Executive Director of Practice and Research Together (PART)



Robert Flynn, Professor, School of Psychology, University of Ottawa and CRECS Senior Researcher

"On May 31, June 1, and June 2, the Centre for Research on Educational and Community Services (CRECS) co-hosted an international conference on improving the educational outcomes of children and adolescents in out-of-home settings, such as foster or group homes. The main sponsor and co-host of the conference was Practice and Research Together (PART), a knowledge-mobilization organization that disseminates research-based findings to practitioners in the field of child welfare in Ontario and other jurisdictions. PART is sponsored by the majority of local Children's Aid Societies (CASs) in Ontario. Speakers at the conference were from five countries, Canada, Germany, Sweden, the UK, and the USA. They discussed their latest research findings and suggested how these findings could be translated into ongoing child welfare practice. Some 200 participants from the local CASs that sponsor PART attended the conference at the University of Ottawa, and webinar facilities enabled another 300 to follow the conference in their home CASs. The papers presented at the conference have now been peer-reviewed, and the revised papers will be published in early 2012 in a special issue of the internationally widely read and highly rated journal, *Children and Youth Services Review*. We wish to thank Dr. Katharine Dill, Executive-Director of PART, her PART team, and our CRECS staff for making this a well-received conference that is likely to have an impact in several countries. CRECS looks forward to working with PART on similar initiatives in the future."



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Betsy Kristjansson,
Associate Professor, School
of Psychology and
CRECS Senior Researcher

Elizabeth (Betsy) Kristjansson was one of 11 recipients worldwide to be awarded an IBM millennium grant for her Ottawa Neighbourhood Study. She will also be co-hosting a TV series in Cornwall on the social determinants of health. Betsy is the Principal Investigator of the Ottawa Neighbourhood Study.



Vivien Runnels (Left),
Population Health Improvement Research Network,
Institute of Population Health, University of Ottawa

Caroline Andrew (Right),
Centre on Governance,
Faculty of Social Sciences, University of Ottawa



Vivien Runnels and Caroline Andrew presented a CRECS colloquium on October 25, 2011, titled, "Problems, Theory and Practice in Governing Community-based Research" at the University of Ottawa. The colloquium was well attended and practitioners and researchers with a community-based focus found the information extremely relevant to their field. This event was recorded and can be found in the CRECS website under podcasts. <http://www.sciencessociales.uottawa.ca/crecs>





Senior Researchers from the Centre for Research on Educational and Community Services meet on October 21, 2011, to plan future directions of the Centre.

Back Row: Catherine Lee, Prashan Ranasinghe, Marielle Simon, Alain Desrochers, Robert Flynn, Pierre Ritchie, John Lyons, Julie Gosselin, Elisa Romano, Jessica Whitley, Darcy Santor, Louise Lemyre
 Front Row: Ron Melchers, John Sylvestre, Tim Aubry, Brad Cousins, Jenepher Lennox-Terrion



Amaia Bravo Arteaga (left) (University of Oviedo, Spain) presented at a well attended colloquium at the Centre for Research on Educational and Community Services (CRECS) on July 27, 2011 titled, Quality and Outcomes Evaluation in



Residential Child Care in Spain. The presentation covered residential, kinship and foster care in Spain in the context of that country's policies and social services. She reviewed an evaluation system called SERAR that involves both outcome and qualitative assessment. A podcast of her presentation can be found on the CRECS website:

<http://www.sciencesociales.uottawa.ca/crecs>





Last September and October, **Mary Rosa Bozzini** (accompanied by her husband, **Mario**) visited Canada from Argentina to gather information about the use of technologies, policies, practices, services and frameworks related to rehabilitation and social inclusion in the area of visual impairments. She was funded by the Canadian Government, International Council for Canadian Studies and visited a variety of organizations, including the Centre for Research on Educational and Community Services.



Sue-Ann MacDonald, Affiliate Researcher at CRECS, presented her doctoral research (Conceptualizations of Risk Among Homeless Youth) at the Congress of the Humanities, Concordia University. Her PowerPoint presentation can be viewed on the CRECS Website.

<http://www.sciencesociales.uottawa.ca/crecs>



Liste des employés / Personnel List

Tim Aubry	Directeur CRSÉC/Director CRECS
Brad Cousins	Co-directeur CRSÉC/Co-Director CRECS
Marie-Eve Couture-Lalande	Étudiante Practica/Practicum Student
John Ecker	Assistant de recherche/Research Assistant
Robert Flynn	Chercheur principal/Senior Researcher
Hazel Gashoka	Bénévole/Volunteer
Marie Geoffroy	Bénévole/Volunteer
Elizabeth Hay	Coordonnatrice de recherche-Projet santé et logement en transition/ Research Coordinator-Health and Housing in Transition Project Coordonnatrice de recherche/Research Coordinator-Supported Housing Addiction Recovery Program Evaluation
Jonathan Jette	Assistant de recherche/Research Assistant
Lauren Korpela	Position travail études/Work Study Position
Jesse McClintoch	Assistant de recherche/Research Assistant
Erik Michael	Assistant de recherche/Research Assistant
Meagan Miller	Coordonnatrice de recherche-Projet s'occuper des enfants en Ontario/ Research Associate-Ontario Looking After Children Project
Melanie Renaud	Bénévole/Volunteer
Emily Sibbald	Stagiaire prédoctoral/Pre-doctoral Intern
Laure Tchamba Tchobet	Assistant de recherche/Research Assistant
Cynthia Vincent	Associée de recherche-Projet s'occuper des enfants en Ontario/ Research Associate-Ontario Looking After Children Project
David Vincent	Coordonnateur du CRSÉC/CRECS Coordinator
Jessica Wa Kumbu	Bénévole/Volunteer



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

Bernie Andrews – Faculté d'éducation
 Caroline Andrew – École d'études politiques
 Doug Angus – École de gestion
 Tim Aubry – École de psychologie
 Brad Cousins – Faculté d'éducation
 Alain Desrochers – École de psychologie
 Eric Dionne – Faculté d'éducation
 Marie Drolet – École de service social
 Robert Flynn – École de psychologie
 Tanya Forneris – École des sciences de l'activité physique
 Swee Goh – École de gestion
 Jeff Keshen – Département d'histoire
 Betsy Kristjansson – École de psychologie
 Raymond Leblanc – Faculté d'éducation
 Catherine Lee – École de psychologie
 Louise Lemyre – École de psychologie
 Colla Jean MacDonald – Faculté d'éducation

Ron Melchers – Département de criminologie
 Anne Mevellec – École d'études politiques
 Cameron Montgomery – Faculté d'éducation
 Lilian Negura – École de service social
 Michael Orsini – École d'études politiques
 Elisa Romano – École de psychologie
 Carole Sénéchal – Faculté d'éducation
 Marielle Simon – Faculté d'éducation
 David Smith – Faculté d'éducation
 John Sylvestre – École de psychologie
 Jenepher Lennox-Terrion – Département de communication
 David Trumpower – Faculté d'éducation
 Jessica Whitley – Faculté d'éducation
 Marta Young – École de psychologie
 John Lyons – École de psychologie

Chercheurs affiliés / Affiliated Researchers

Susan Farrell – Clinical Professor, School of Psychology & Clinical Director, Community Mental Health Program, Royal Ottawa Hospital
 Fran Klodawsky – Professor of Geography, Carleton University
 Caroline Sullivan – Replacement Professor, School of Psychology
 Purima Sundar – Acting Director, Knowledge Exchange Team, The Provincial Centre of Excellence for Child and Youth Mental Health at CHEO
 Ismael Ngnie Teta – Senior Monitoring and Evaluation Officer, Micronutrient Initiative
 Manal Guirguis-Younger – Associate Professor, Faculty of Human Sciences, St. Paul University
 Sue Ann MacDonald – Adjunct Professor, Université de Montréal
 Stephanie Austin – Senior Policy Analyst, Health Canada

