10e Anniversaire du CRSÉC
2000 – 2010

Nous sommes heureux d’annoncer que le Centre de recherche sur les services éducatifs et communautaires (CRSÉC) de l’Université d’Ottawa fête son 10e anniversaire cette année.

Plusieurs activités tout au long des prochains mois passeront sous cette bannière pour célébrer cet événement marquant.

Veuillez regarder la section « Nouvelles et Événements » de l’article IMPACT pour plus d’information, et restez avec nous sur notre site web pendant que CRSÉC célèbre son passé et se tourne vers son avenir.

http://www.sciencessociales.uottawa.ca/crecs/fra/index.asp

CRECS 10th Anniversary
2000 - 2010

We are pleased to announce that the University of Ottawa, Centre for Research on Educational and Community Services (CRECS), is celebrating its 10th Anniversary this year.

A number of activities throughout the next several months will come under this banner to celebrate this landmark event.

Please see the “Upcoming events” section of IMPACT for more information, and follow us on our website as CRECS celebrates its past and looks to its future.

http://www.socialsciences.uottawa.ca/crecs/eng/index.asp
Des étudiantes de l’Université d’Ottawa remportent une compétition nationale
par Sharon Margison, de l’équipe Evaluation DESK

Quatre étudiantes inscrites au certificat d’études supérieures en évaluation de programmes de l’Université d’Ottawa ont formé l’équipe championne du concours d’études de cas en évaluation de 2010. Cette année, 24 équipes provenant des quatre coins du Canada ont pris part à ce concours national organisé par la Société canadienne d’évaluation (SCE). La participation de l’équipe championne à la ronde finale du concours, qui a eu lieu en mai dernier, à Victoria (Colombie-Britannique), a été rendue possible grâce à deux groupes de commanditaires. Outre la SCE, le Centre de recherche sur les services éducatifs et communautaires (CRESCEC) a apporté un soutien financier, gracieuseté de l’entraîneur de l’équipe, le professeur Brad Cousins de la Faculté d’éducation.

L’équipe championne, qui a choisi de porter le nom « Evaluation DESK » (Deniz Paktunc, Eugenia Didenko, Sharon Margison et Kathryn Radford), a participé à deux rondes. Dans le cadre de la première ronde, l’équipe disposait de cinq heures pour élaborer et soumettre une proposition écrite, recréant le contexte d’une véritable demande de propositions.

Trois juges, qui ne connaissaient pas la composition des équipes et qui ignoraient à quelle université celles-ci étaient affiliées, ont procédé à l’évaluation des soumissions. Les trois meilleures équipes ont ensuite participé à la ronde finale, qui s’est tenue dans le cadre du congrès annuel de la SCE. Ce genre de concours n’existe nulle part ailleurs dans le monde.

Cette année, les trois équipes finalistes ont dû élaborer une proposition visant à évaluer la portée de l’initiative du relais de la flamme olympique, un volet des Jeux olympiques de Vancouver qui a coûté 25 M$. Les équipes ont reçu une demande de propositions et ont eu cinq heures pour préparer une présentation PowerPoint, qu’elles ont ensuite présentée aux juges.

« Se rendre à la ronde finale et gagner le concours, ce n’est pas rien », affirme le président de la SCE, François Dumaine. « Même des évaluateurs chevronnés auraient de la difficulté à mettre sur pied de telles propositions en seulement cinq heures. Je félicite sincèrement l’équipe de l’Université d’Ottawa pour avoir remporté les grands honneurs. »

Le travail des trois équipes finalistes a été souligné au déjeuner de remise de prix de la SCE, au cours duquel l’équipe de l’Université d’Ottawa s’est vue remettre la fameuse plaque des champions tant convoitée.

« Nous sommes ravis d’avoir remporté le concours de cette année », indique Brad Cousins. « Cela montre que les étudiants, les programmes et les enseignants de l’Université d’Ottawa sont de haut calibre. »

Entre-temps, les quatre étudiantes ont été fort occupées par leurs travaux de fin d’année au cours de l’été (tout en travaillant à temps plein). « On a eu beaucoup de plaisir, mais nous sommes quand même heureuses d’avoir fini nos cours! Enfin, presque. L’une des membres de l’équipe...
Graduating Students win National Competition
By Sharon Margison for Evaluation DESK

Four students in the University’s Graduate Certificate in Program Evaluation studies were the winning team, out of 24 from across Canada, in this year’s national student case competition held by the Canadian Evaluation Society (CES). Their participation in the final round of the competition, held in Victoria, BC this past May, was made possible through two sponsoring groups. In addition to CES, CRECS provided financial assistance, thanks to the team’s coach, Professor Brad Cousins of the Faculty of Education.

Program evaluation involves the systematic collection and analysis of data to make evidence-based judgements and conclusions about a program’s relevance, effectiveness and efficiency, or to facilitate program improvements.

The team, which chose the name Evaluation DESK (Deniz Paktunc, Eugenia Didenko, Sharon Margison and Kathryn Radford), competed in two rounds. In the first one, the team had five hours to develop and submit a written proposal, as if responding to an actual request for proposals.

Three judges, who did not know the teams’ identities or university affiliations, scored the submissions. The top three teams then competed in the final round held during CES’ annual conference. This competition is the only one of its kind in the world.

This year, the three finalist teams were challenged to develop a proposal to evaluate the impact of the Olympic Torch Relay Initiative, a $25 million component of the 2010 Vancouver Olympics. The teams received a request for proposal document and had five hours to prepare a PowerPoint presentation, which they then presented to the judges.

“We are delighted to have won this year’s competition,” says Professor Cousins. “It demonstrates the high calibre of the University of Ottawa’s students, programs and teaching.”

Meanwhile, the four students have had their heads appropriately buried in academic articles and writing final papers over the summer (while working full time). It’s been a blast, but we’re glad school is finally out! Well, almost out. One team member still has one more course to go.

For more information, check out CES’ student case competition and the winning submissions. And don’t forget to check out the University’s Graduate Certificate in Program Evaluation.
Teachers’ ability to identify and respond to bullying in the school context is vital to long-term solutions to bullying. New regulations in Ontario requiring teachers to report bullying to their principals has raised the stakes related to issue considerably. Our recent study with Canadian teachers was designed to determine the features of bullying situations that influence teachers’ decision to intervene. We developed a survey with bullying scenarios and used a forced-choice task to reveal the degree of importance teachers place on different “attributes” of bullying situations (e.g., size of bully, distress of victim, etc.) in their decisions.

Overall, teachers were most strongly influenced by two attributes related to the experience of victimized children. Teachers chose most often to intervene in situations when it is apparent that the victimized child is highly distressed and frequently victimized. Conversely, four attributes that describe individual characteristics of victimized and bullying children exerted relatively little influence on teachers’ decisions to intervene: academic status, socio-economic status, physical size, and gender.

It is commendable that teachers intervene to protect vulnerable victims, but basing decisions to intervene primarily on the experiences of victimized children may have some downsides. For example, victimized children who do not reveal their distress or the extent to which they are bullied, perhaps because of fear of reprisals, may not elicit the same protective response from teachers. This focus on the plight of victimized children may also lead teachers to underestimate the plight of the children doing the bullying, who are also at risk of negative outcomes related to their psychological, social, and academic functioning. Clearly, children who bully need help from responsible adults in their lives, including teachers. Teachers’ interventions in bullying situations on behalf of both victimized and bullying children are necessary to solve bullying problems.
HHiT Study: A Committed Research Staff
By: Elizabeth Hay

An oft-forgotten step between the submission of dreamy wish lists to research-funding agencies and the presentation of study results in exotic conference locales is the murky underworld of data collection. With the Health and Housing in Transition Study (HHiT) data collection is no longer the preserve of the mild-mannered. HHiT requires persistent and imaginative research detectives whose methods to find participants are limited only by their imagination.

HHiT is a longitudinal study of people who are homeless and precariously housed in Toronto, Ottawa and Vancouver. In Ottawa, 400 people were interviewed over an eight month period in 2009. We are now attempting to locate these people for a follow-up interview one year after their first interview. At the baseline interview, participants were asked for the names of people and organizations who could help us find them when it was time for their next interview. We also asked them for their permission to search for their contact information on the municipal databases. The multiple methods followed by the research team to locate a participant have been approved by the Research Ethics Board at the University of Ottawa.

We have been able to reach many of our participants at local shelters as they continue to struggle with homelessness one year after our initial interview. Another invaluable source of information is through the City of Ottawa’s database which lists contact information for all people who are on social assistance.

Many of the participants provide us with permission to search for them in these two places. When these two sources fail to provide useful information, we have to come up with more innovative strategies. This occurs when we will check with a variety of other agencies identified by participants including food banks, drop-in centres, meal programs, and community health centres to ask about their whereabouts. If we do not find our participants in these places, we are often given a lead as to where to look next.

We will also visit rooming houses and apartment buildings where we think one of our participants is living and leave a note under the door asking them to call. We also search the obituaries in the local papers. We have discovered that, unfortunately, nine of our participants have died in the last year – approximately 2% of our sample. Sometimes, serendipity comes into play during our searches. For example, one of our interviewers met a friend on the street identified by one of our participants as a contact person and asked for help locating him. We search Facebook and send multiple e-mail and snail-mail messages to addresses provided by the participant that could possibly provide a clue to a participant's whereabouts. These strategies have been somewhat successful but more messages and letters are returned than are answered.

These are but a few of the strategies that have resulted in our having located over 85% of our participants and we continue to search for many of the others. With our team of skilled interviewers, Élyse Sevigny, Lesley Fleming, Colin Vincent and Victoria Miron, and our intrepid tracker, Valerie Hum, we hope to find as many or more people at the two-year follow-up.
An Evaluation of an Outcome Monitoring Tool Implemented at the Centre for Psychological Services, University of Ottawa
By Andrea Byrne & Stephanie Yamin

In recent years, a growing number of health care centres have begun to integrate outcome monitoring tools into their systems of care, and with good reason. For health care providers, continuous outcomes monitoring offers a wealth of important information about client functioning which can be utilized to inform care and improve service delivery.

At the University of Ottawa’s Centre for Psychological Services (CPS), a centre with a commitment to both research and clinical practice, outcome monitoring was a natural fit. In addition to providing psychological services in both English and French to individuals from the Ottawa-Gatineau area, CPS operates as a research and training unit for students in the clinical psychology program at the University of Ottawa. Services offered to the public at CPS include assessment, adult individual therapy, child and family services, and career counselling. In order to systematically track industrial client outcomes, in early 2008 an outcome monitoring tool, Lambert’s Outcome Questionnaire (OQ), was introduced. The OQ is a short, self-report, computer-administered questionnaire completed by clients at the beginning of each therapy session. It provides information about symptom distress (e.g., symptoms of anxiety and depression), interpersonal relations (satisfaction with and problems in relationships with others), and social roles (how the client is functioning with regard to work, family, and leisure tasks) that can be utilized to track progress in therapy over time.

Recently, a team of graduate students in clinical psychology, under the supervision of Tim Aubry, a Senior Researcher at the Center of Research on Educational and Community Services (CRECS), took on the ambitious task of evaluating the use of the OQ at CPS. In combination with other sources of information such as clinical judgement, the OQ was seen to be useful by student clinicians and supervisors as it provided additional information about client distress, change over sessions, and progress. Clients noted that completing the OQ allowed them to reflect on their week and track their progress in treatment. Important information emerged over the course of the evaluation about how to improve the use of the OQ at CPS, including suggestions about improvements to training for students and staff as well as the development of CPS-specific reference documents outlining how to use and interpret the OQ. Future plans include examining the feasibility of having clients complete the OQ in the waiting room or even at home on the day of their sessions. The team is currently wrapping up the final report and the results will available to stakeholders in the near future.

From left to right; Andrew Burr, Andrea Byrne and Stephanie Yasmin, Lindsay Rosual (missing) (OQ research team CPS)
Advancing a Canadian Knowledge Commons – National Summit
By David Vincent

On June 2, 2010, a national summit on advancing a Canadian Knowledge Commons was sponsored by Community-Campus Partnerships for Health, Community-Based Research Canada, the Canadian Alliance of Community Service Learning and the Social Innovation Generation at the University of Waterloo.

Although the organizers did not wish at this time to define specifically what is meant by a knowledge commons, the concept itself referred to conceptual spaces where it is possible to diminish boundaries between a wide variety of locations of knowledge creation, forms of knowledge and uses of knowledge.

The commons initiative was seen as providing an opportunity to develop strategies collaboratively to address the complex economic and social issues that confront us in Canada and around the world. The vision is for a vibrant and eclectic Canadian Knowledge Commons that is defined by a wide range of social action projects and activities involving research, awareness-raising, education and policy development. Despite the advantages of a knowledge commons, participants were aware that a desire to operate in a commons will meet significant resistance to change.

Summary of shared principals and commitments:

- Advocacy for “socially responsive” forms of knowledge production which integrate democratic principles and collaborative practices
- Openness to change existing structures in post-secondary institutions and the broader community at-large to create greater opportunities for collaborations
- Social transformation and innovation through socially responsive research
- Connections for parallel players in various sectors with a common purpose
- Willingness to experiment with emerging structures
- Commitment to the highest ethical standards in research, advocacy and policy development.

A number of presentations and round table themes/strategies sessions were conducted to facilitate participants’ contributions to the evolving ideas of a Canadian Knowledge Commons. The Cross-Sector Panel for example, identified various barriers to a commons that included existing structures (such as proprietary constraints), professional language, financial sustainability, leveling the playing field for all participants, etc. The ultimate goal of this initiative is to support collaborations to better understand and meaningfully address some of our most pressing social problems.

In the near future, organizers of the conference will be summarizing the results of feedback from participants. In the meantime, additional information is available from the following website:

http://knowledgecommons.ning.com/

National Summit held at L’Université du Qué­bec à Montréal, June 2010
HHIT PROJECT
Elizabeth Hay - Project Coordinator

There is a growing recognition of the significant health and social consequences of homelessness that affects thousands of Canadians. A less visible but equally important issue from a population health perspective are the large number of Canadians who are “vulnerably housed”, a term we use to refer to low-income, socially marginalized individuals who meet the official federal definition of “core housing need” on the basis of spending greater than 30% of their income on housing. These housing transitions provide a valuable opportunity to understand the complex connections between housing and health better, and to answer certain intriguing and policy-relevant questions that can only be addressed through a longitudinal research design. This longitudinal cohort 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: (1) to determine the incidence of housing transitions (2) to identify risk factors and individual, interpersonal, and community-level resources and (3) to ascertain whether changes in housing status are associated with subsequent changes in physical and mental health functioning and major health determinants. 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 translation effort and comprehensive communication strategy will ensure that this information reaches key stakeholders and decision-makers.

Working with Youth for Youth
Dr. Tanya Forneris - Principal Investigator

Working with Youth for Youth: The implementation of a recreation based life skills program for female youth. This research grant is a response to research which has indicated that female youth from families living on low incomes are at highest risk for poor developmental outcomes (PHAC, 2006; Wilson et al., 2005) and only 15% of adolescent females are meeting international guidelines for optimal development (CFLRI, 2005). When youth are not provided opportunities to achieve optimal development they may fail to reach adulthood as healthy, resilient, and responsible citizens (Bloom, 2000; Carnegie Council on Adolescent Development, 1995; PHAC, 2006; 2007). Therefore, this research will utilize a positive youth development (PYD) framework (Catalano et al., 2004; Theokas et al., 2007) to develop, implement and evaluate a youth driven sport and recreation based-life skills program for female youth (ages 11-13). The Reach, Efficacy/Effectiveness, Adoption, Implementation, and Maintenance (RE-AIM) framework will be used to evaluate the program. This evaluation will examine a number of processes and developmental outcomes. This research is community-based and is in cooperation with the Boys and Girls Club (BGC) of Ottawa.

Funding - SSHRC Standard Research Grant – 3 years starting May 2010

Staff – PI – Dr. Tanya Forneris, CO-I – Dr. Michel Fortier, Collaborators – Jerrett DeFazio, Dr. Steve Danish
Consortium National de formation

Le professeur Dionne a obtenu en 2010 une subvention du Consortium national de formation en santé (CNFS) afin de développer une méthodologie permettant de mieux circonscrire la santé des jeunes franco-canadiens. Dans le cadre de ce projet, différentes modélisations statistiques devraient permettre de mieux exploiter les bases de données existantes produites par Statistique Canada. Les résultats de cette étude devraient être disponibles à compter de l’été 2011.

L’Université d’Ottawa (Faculté d’éducation) a également accepté de subventionner une étude du professeur Dionne qui vise, cette fois-ci, à utiliser la modélisation de type Rasch afin de valider une échelle critériée d’appréciation utilisée dans le but de juger de la compétence d’investigation scientifique au secondaire. Cette recherche vise à mieux comprendre comment il est possible de mieux juger les compétences développées dans le cadre de l’enseignement scientifique. Les résultats devraient être publiés d’ici la fin de l’été 2010.

The Looking After Children in Ontario project

The Looking After Children in Ontario (OnLAC) project promotes outcome monitoring in child welfare across the province. This project began in Britain over 20 years ago and has been used and researched since. It is an approach to caring for children based on a developmental model and is designed to promote optimal outcomes for children and youth across seven dimensions of development: health, education, identity, family and social relationships, social presentation, emotional and behavioural development and self-care. These seven dimensions are measured by means of the Assessment and Action Records (AARs), the main LAC tool designed to monitor outcomes annually among infants, children, or adolescents in out-of-home care. There are eight different age-appropriate AARs, ranging in age groups from 0 to 21 years old. OnLAC is an ongoing project in its 10th year, and is currently mandated by the Ontario Ministry of Children and Youth Services (MCYS). The Centre for Research on Educational and Community Services OnLAC team currently consists of five full-time employees and three graduate students under the supervision of Dr. Robert Flynn.

The collaboration and financial support of the Ontario Association of Children’s Aid Societies and the MCYS are gratefully acknowledged. For further information please contact Meagan Miller, OnLAC Research Coordinator, at mmiller@uottawa.ca
Projet REEP pour Jeunes en Placement
RESP for Kids in Care Project

Le projet Régime enregistré d'épargne-études (REEE) pour jeunes en placement est une étude randomisée, d'une durée de trois ans (2007-2010), qui évalue l'impact du tutorat par les parents d'accueil sur les compétences en lecture et en mathématique d'enfants d'âge scolaire en famille d'accueil. Le projet est dirigé par le professeur Robert Flynn au Centre de recherche sur les services éducatifs et communautaires, et est financé en partie par le Programme canadien pour l'épargne-études, Ressources humaines et Développement des compétences Canada. Nos résultats à date suggèrent que le tutorat par les parents d'accueil est une façon réaliste et économique d'améliorer les compétences scolaires des enfants en foyer d'accueil.

Marie-Pierre Paquet
Associée de Recherche,
Projet REEE pour Jeunes en Placement / RESP for Kids in Care Project
Les dernières Nouvelles et Événements/Recents News and Events

We are pleased to announce that Dr. Robert Flynn is the recipient of the Faculty of Social Sciences `Award for Activities in the Media and the Community``

The Faculty of Social Sciences’ Award for Activities in the Media and the Community is presented annually to a member of the teaching staff who has demonstrated outstanding service by sharing his or her expertise through the media or with the community, both locally and nationally. This year's winner is:

Robert Flynn
School of Psychology and past Director of CRECS

The reputation of Professor Flynn in the domain of community health and social services, his numerous collaborations with community organizations as well as his research on the development of community programs make him an obvious choice for this award.

The Center for Research on Educational and Community Services congratulated Professor Jeff Keshen, recipient of the `June Callwood Outstanding Achievement Award` for Volunteerism.

Professor Keshen, a Senior researcher at CRECS has been a strong promoter of volunteerism among students and is the founder and director of the Community Service Learning Program at the University of Ottawa, providing out-of-the-classroom opportunities for hundreds of students to volunteer for under-resourced groups in the community.

Certificate Students in Program Evaluation win National Competition

In May 2010, four students counched by Brad Cousins from the University’s Graduate Certificate in Program Evaluation studies were the winning team in this year’s national student case competition held by the Canadian Evaluation Society (CES).

De gauche à droite/From left to right:
Wayne MacDonald, Eugenia Didenko, Deniz Paktunc, Gerry Cooney, Brad Cousins, Kathryn Radford (en arrière/in the back), Sharon Margison
Les dernières Nouvelles et Événements/
Recents News and Events

On March 24th, Dr. Elizabeth (Betsy) Kristjansson, in a noon hour seminar, reported on the results of a large photo-voice study in Ottawa.

See web page for more details:

www.sciencessociales.uottawa.ca/crecs

On April 22th and 23th, CRECS hosted the Annual General meeting of the Canadian Journal of Community Mental Health.

From left to right (First row); Jeannie Hyles (Dalhousie University), Susan Farrell (ROMHC), John sylvestre (University of Ottawa) (Second row); François Chagnon (UQAM), Tim Aubry (CRECS), Tracy Krupa (Queens University)

On September 2, Jennifer C. Greene presented a breakfast presentation at Salon Vanier & Stanley at the Minto Suite Hotel in Ottawa. Her main subject of discussion was "Snapshots of Integrated Analyses in Mixed Methods Evaluation".

The session was co-sponsored by CRECS and the Canadian Evaluation Society, National Capital Chapter.

Krista Tambakis and Elizabeth Kristjansson

Jennifer C. Greene
**Monday, October 25th.** Beyond Rehousing: Community Integration of Women who have Experienced Homelessness

With: **Rebecca Nemiroff**, Graduate student
The Seminar with take place at **30, Stewart Street**, in room **105**, from **12:00 pm to 1:00 pm**.

Please RSVP to: David Vincent at (613) 562 5800, ext. 1856 or by email: dvincent@uottawa.ca

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**Friday, November 19th.** The Alliance to End Homelessness, will present the **2010 Community Forum on Homelessness**.
The program highlight will be the **National report on the Health of the Homeless and Vulnerably Housed Presented** by **Stephen Hwang**.

The Forum will take place at Tabaret Hall, University of Ottawa (75 Laurier E. 1st Floor), from **9:00am to 3:30 pm**.

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**Friday, November 26th.** Cross-Cultural evaluation: Making Sense of Theory and Practice

With: **Jill A. Chouinard**, Graduate student
The seminar with take place at **30, Stewart Street**, in room **105**, from **12:00 pm to 1:00 pm**.

Please RSVP to: David Vincent at (613) 562 5800, ext. 1856 or by email: dvincent@uottawa.ca

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**Practice and Research Together (PART) et le Centre de recherche sur les Services éducatifs et communautaires (CRSEC) animent un événement d’apprentissage ayant comme sujet Améliorer les résultats scolaires des enfants et les jeunes pris en charge. Le tout se déroulera à l’Université d’Ottawa. Restez à l’affut pour de plus amples renseignements qui seront disponibles plus tard en 2010.**

**Practice and Research Together (PART) and the Centre for Research on Educational and Community Services (CRECS) will host a learning event on Improving the Educational Outcomes of Children and Youth in Care. It will be held at the University of Ottawa. Further information will be available later in 2010.**
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<td>Tim Aubry</td>
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<td>Brad Cousins</td>
<td>Co-directeur CRSÉC/Co-Director CRECS</td>
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<td>Robert Flynn</td>
<td>Chercheur principal/Senior Researcher</td>
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<td>David Vincent</td>
<td>Coordonnateur du CRSÉC/CRECS Coordinator</td>
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<td>Laura Milliard</td>
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<td>Colin Vincent</td>
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<td>Meagan Miller</td>
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<td>Lisa Peeke</td>
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<td>Marie-Pierre Paquet</td>
<td>Coordonnatrice de l’évaluation- projet Communities That Care de Prescott-Russell Evaluation Coordinator-Prescott-Russell Communities that Care Project</td>
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<td>Michèle La Roche</td>
<td>Coordonnatrice de recherche-Projet S’occuper des enfants en Ontario Research Associate-Ontario Looking After Children</td>
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**Chercheurs principaux au CRSÉC de l’Université d’Ottawa / CRECS Senior Researchers at the University of Ottawa**

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<td>John Sylvestre</td>
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<td>Jessica Whitley</td>
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</tbody>
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Fran Klodawsky - Professor of Geography, Carleton University

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