



MEMORANDUM

Date: September 19, 2014

To: Mrs. Karen Roche, University Secretary

From: Dr. Maria Grazia Viola, Chair, Senate Research Committee (2014/15)

Subject: **MOTION RE CENTRE RENEWAL**

At a meeting of the Senate Research Committee held **Thursday, June 26, 2014**, the committee passed the following motion regarding the renewal of the **Centre of Education & Research on Positive Youth Development (CERPYPD)**

Moved by Dr. Lynn Martin, seconded by Dr. Batia Stolar that the CERPYPD Report be accepted by the Senate Research Committee and the committee recommend that Senate approve the renewal of the Centre for an additional three years based on the Internal Review Panel recommendation.

Carried

MARIA GRAZIA VIOLA, Chair (2014/15)

Attachment (2)



Lakehead
UNIVERSITY

Centre of
Education and Research
on Positive Youth Development

**Annual Report
2013/2014**

**Submitted to
Lakehead University**

June 30, 2014

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HISTORY OF THE CENTRE

With funding from Health Canada as part of the Centres of Excellence for Children's Well-Being (CECWB) Program, the Centre of Excellence for Children and Adolescents with Special Needs (CECASN) was established in October 2000 as part of a consortium of four universities and one territorial government. The consortium was led by Lakehead University, with the national office located at its campus in Thunder Bay. Other members of the consortium included Memorial University of Newfoundland, Mount Saint Vincent University, University of Northern British Columbia, and the Government of Nunavut. The Lakehead site has been sponsored and administered by Lakehead University since its beginning.

With the announcement in 2010 that the CECWB Program would no longer receive funding from the Public Health Agency of Canada the Centre was no longer required to report to the Public Health Agency of Canada or allocate national resources; however the consortium members remained as partners within the network. Each member of the new network has restructured to accommodate the changes in funding depending on existing and future research projects. As a result each site now focuses on a specific area of research, Lakehead's site focuses on strengths-based practices, reduction of risk behaviour, and promotion of positive psychology. Additionally, the restructuring that took place at the Lakehead site has included the development of an Advisory Committee, maintaining the role of Director and adding a Director of Research and Associate Researchers (originally five, now six), all full time faculty members. The Lakehead site of the Centre of Excellence continued to expand our research to connect with local, regional and provincial partners. Otherwise, the Centre continued to function as it had previously.

In the spring of 2013 the Centre underwent a name change to "The Centre of Education and Research on Positive Youth Development" (CERPYPD) to reflect its' expansion and prevent confusion to the public and clients. Importantly the name change removed the term "Special Needs," which limited our potential to expand to other avenues of work. This change better reflects our current research focus and allowed us to strengthen our capacity to facilitate activities that include children and youth of various abilities and backgrounds.

PURPOSE OF THE CENTRE

Based on the CECWB Program, the mandate of the Centre was to produce knowledge about children and adolescents with special needs in rural and northern Canada and to transfer that knowledge back to those who could use it to make a difference in the lives of children. Since its inception in 2000, the Centre has expanded beyond its initial emphasis on special needs; however, the focus still remains as the generation and dissemination of knowledge, coupled with putting that knowledge into practice. Our current research specializes in the areas of mental health, education, youth justice, and addictions, with a particular emphasis on the development of evidence-based practice that is relevant to children and adolescents and their families in northern and rural communities.

Under the CECWB Program the research activity was concentrated on achieving three objectives: 1) to improve accessibility to useful information and services; 2) to improve access to appropriate service delivery; and 3) to augment community capacity to influence policy. These three objectives remain the objectives of the current Centre.

The Centre's objectives align with Lakehead's Strategic Plan, 2013-2018. In particular the Centre aligns with two of the three interlocking motivations of Lakehead's Strategic Plan: to seek excellence; and to give back to the community by having a social purpose. Moreover, CERPYPD adheres to the Strategic Plan through "Nurturing Scholarship" and "Community Engagement."

The research emerging from CERPYPD is unique in its focus on addressing regional and northern issues in children while bringing a strengths-based approach to prevention, intervention and treatment strategies. Through our research Lakehead University will be recognized for the excellence of its scholarship and the incorporation of disciplines into an integrated, multidisciplinary framework. The Centre possesses a strong base in northern communities' research, and is now extending to other parts of Canada.

There is currently a growing interest in the strength-based perspective in working with children, and the Centre is attempting to meet the needs of agencies and school boards. Through strengths-based programs implemented in elementary and secondary schools, and treatment and residential facilities, the CERPYPD has utilized innovative research and practice models. We strive to develop collaborative relationships with schools and agencies in order to facilitate improvements in the emotional, social, behavioural and academic functioning of students, children and youth. Through our collaborations we will engage in authentic and meaningful partnerships that share a common vision and interest.

CURRENT MEMBERSHIP

The research team at the CERPYPD fosters a collaborative, interdisciplinary atmosphere. The team is comprised of experienced researchers, clinicians and students. As a collaborator with CERPYPD, researchers, students and other research partners have the opportunity to collaborate with a multidisciplinary team, will have access to Centre resources and are able to mentor students. Student researchers at CERPYPD are able to access various senior researchers in an atmosphere of constant support; this guidance is invaluable. Also, CERPYPD fosters an environment of mutual learning and support among fellow students that prevents the feeling of isolation that is common with student research
Director: **Dr. Edward Rawana** - Dept. of Psychology, Lakehead University

Dr. Rawana was appointed Research Director at the Centre of Excellence for Children and Adolescents with Special Needs (CECASN) in March 2007, and promoted to Director in April 2010. He is an Associate Professor in the Department of Psychology at Lakehead University, and teaches both graduate and undergraduate courses. Dr. Rawana

specializes in psychological research focused on the assessment of child, adolescent and family strengths.

Research Director: **Dr. Keith Brownlee** – School of Social Work, Lakehead University

Dr. Brownlee is a Professor in the School of Social Work at Lakehead University. He teaches courses on clinical practice and research and statistics. Dr. Brownlee is known internationally for his work on Northern Social Work practice. He has published seven edited books on Northern Social Work practice as well as over seventy chapters and journal articles about the practice of social work, family therapy and strength based clinical work. Dr. Brownlee's appointment to Research Director creates an increased capacity to conduct interdisciplinary work between the psychology and social work departments. This provides a forum for improved research endeavors and dissemination.

STAFF:

Dr. Andrew Friesen – Research Facilitator (*position funded through Lakehead Internal Grant of \$110,000*)

Jenna Garlick – Project Coordinator (Masters of Social Work Student) (*position funded through FedNor Internship/Coop Grant of \$31,500*)

Angela Leishman – Research Assistant (Masters of Education Student)

Caitlin Rudanycz – Research Assistant (Masters of Education Student)

Casey Howard – Network Maintenance/Computer Programmer (HBSc Computer Science Student)

ASSOCIATE RESEARCHERS:

Dr. Rupert Klein - Dept. of Psychology, Lakehead University

Dr. Josephine Tan - Dept. of Psychology, Lakehead University

Dr. Raymond Neckoway – School of Social Work, Lakehead University

Dr. Brian Ross – Northern Ontario School of Medicine

Dr. Jennine Rawana – Dept. of Psychology, York University

Dr. Jessica Whitley – Faculty of Education, University of Ottawa

RESEARCH PARTNERS:

Michelle Probizanski – Principal, Lakehead Public School Board

Denise Baxter– Principal, Lakehead Public School Board

Heather Harris – Principal, Lakehead Public School Board

Glenn Halverson – Counselor, Confederation College

STUDENTS:

Graduate Students:

Adam Presenger – MSW Placement and Project (Masters of Social Work Student)

Erika Portt – Various Research Projects (Masters of Clinical Psychology Student)

Jennifer Hewitt – Dissertation (PhD in Clinical Psychology)

Alana Rawana – Various Research Projects (PhD in Clinical Psychology Student)

Karina Gagnier – Dissertation (PhD Student at York University)

Undergraduate Students:

Kristie Bodner – Social Work Placement (Honours Bachelor of Social Work Student)

Alissa Mervin – Honours Thesis (HBA Psychology Student)

CURRENT RESEARCH PROJECTS OF THE CENTRE WITH RELEVANT FUNDING

1) Development of Adult Strengths Assessment Inventory (SAI) - Aboriginal + Drug Use, Dilico Anishinabek Family Care

Primary Investigator: Dr. Edward Rawana

Co-Investigator: Dr. Keith Brownlee

(Note: this research grant has been made with the CERPYD, not an individual researcher.)

A partnership currently exists between Dilico Anishinabek Family Care and CERPYD to create an Aboriginal and drug-use specific SAI. CERPYD and Dilico Anishinabek Family Care hold regular meetings to assess the SAI and make it more congruent with an Aboriginal experience. **This project is funded through a \$25,000 research grant from Dilico Anishinabek Family Care titled: *Implementation of Strengths-Based Programming and Development of Strength-Based Assessment Tool for Adults with Addiction Issues.***

2) An Examination of the Relationship between School-Wide Strength-Based Programming, School Climate and Cultural Diversity of Elementary School Children

Primary Investigator: Dr. Edward Rawana

Co-Investigators: Dr. Keith Brownlee; Dr. Jessica Whitley; Dr. Jennine Rawana

In collaboration with the Lakehead Public School Board, Thunder Bay Catholic District School Board, and Conseil Scolaire de District Catholique des Aurores Boreales, this study aims to add literature on strength-focused research and its underlying theoretical framework by examining the relationship between implementing a school wide program of students' strengths, school climate and cultural diversity. **This project is funded through a \$263,760 SSHRC – Public Outreach Grant (Partnership Development) titled: *An Understanding of How Cultural Diversity Influences Strengths-Based Programming in Schools.***

3) The Evaluation of a Program to Address the Needs of High-Risk Secondary Students

Primary Investigator: Dr. Edward Rawana

Co-Investigator: Dr. Keith Brownlee

(Note: these affiliation agreements have been made with the CERPYD, not an individual researcher.)

A partnership between Youth Employment Services, Lakehead School Board, and CERPYD is assisting youth with staying in school through employment. CERPYD will preform program evaluation duties, including a literature review, for the collaboration. **This project is being funded through a \$25,000 affiliation agreement with Lakehead Public Schools and Youth Now Employment Services titled: *The Evaluation of a Program to Address the Needs of High-Risk Secondary Students.***

4) SAI Assessment and Intervention Consultation

Primary Investigator: Dr. Edward Rawana

Co-Investigator: Dr. Keith Brownlee

(Note: these affiliation agreements have been made with the CERPYD, not an individual researcher.)

Through ongoing partnerships, the CERPYD provides services and consultation to Youth Now Interventions, Children's Centre Thunder Bay, and the Creighton Centre. Each organization utilizes the SAI in its programming, and provides feedback to our Centre on the SAI as a treatment tool. **This project is funded through \$15,000 affiliation agreements with Youth Now Interventions, Children's Centre Thunder Bay, and the Creighton Centre, renewed annually, titled: *SAI Assessment and Intervention Project.***

5) Web-Based SAI

Primary Investigator: Dr. Edward Rawana

Co-Investigator: Dr. Keith Brownlee

(Note: this affiliation agreement has been made with the CERPYD, not an individual researcher.)

Through an agreement with the Lakehead District School Board, the CERPYD is creating an online version of the Youth SAI. Further research is being conducted on this version. This online version will further allow us to expand our research capacity in terms of providing us with relevant data to conduct research on strengths and risks of different populations. **This project is funded through a \$20,000 affiliation agreement with Lakehead Public Schools/Lakehead District School Board titled: *Application of the Web-based Strengths Assessment Inventory.***

6) Cultivating a Strengths-Based Approach in Education

Primary Investigator: Dr. Edward Rawana

Co-Investigator: Dr. Keith Brownlee

In collaboration with the Lakehead Public School Board, this study aims to add literature on strength-focused research and its underlying theoretical framework by implementing a school wide program of students' strengths. This project engages in knowledge mobilization through administration training and professional development. **This project is funded through a \$53,634 SSHRC – Public Outreach Grant titled: *Cultivating a Strengths-Based Approach in Education: A Strengths-In-Motion Training Program for School Administrators.***

7) Parental Engagement Study

Primary Investigator: Dr. Edward Rawana

Co-Investigator: Dr. Keith Brownlee

(Note: this research contract will be made with the CERPYD, not an individual researcher.)

Through ongoing collaboration with the Thunder Bay Catholic District School Board the CERPYD will determine the factors that would enhance parent parental engagement of students who are experiencing significant academic/behavioural challenges. In addition, the collaboration also involves the development of an intervention plan to facilitate parental and student engagement, hence the duration of three years. **This project will be funded through a \$30,000 (over three years) research contract with the Thunder Bay Catholic District School Board, title to be determined.**

8) Strengths-Based Teacher Training and Consultation – Upcoming Project

Primary Investigator: Dr. Edward Rawana

Co-Investigator: Dr. Keith Brownlee

(Note: this affiliation agreement will be made with the CERPYD, not an individual researcher.)

The CERPYD will provide training and consultation on the implementation of a strengths-based program for all schools in the Conseil Scolaire de District Catholique des Aurores Boreales. This collaboration also involves the development of a train-the-trainer model, whereby designated staff will continue with the training of their school personnel. **This project will be funded through a \$15,000 affiliation agreement with the Conseil Scolaire de District Catholique des Aurores Boreales, title to be determined.**

SCHOLARLY ACTIVITIES IN PAST YEAR

(Students' names are bolded.)

CONFERENCE PRESENTATIONS:

Rawana, E. & Brownlee, K., Freisen, A., Garlick, J., (2014). *Implementing Strength-Based Strategies for Adolescents in Conflict with the Law*. Crisis Centre North Bay, April 8, North Bay, Ontario. (Invited workshop)

Brazeau, J. N. R., Harris, N., Rawana, E. & Brownlee, K. *Strengths and the self-concept among adolescents with and without substance use issues*. 74rd Annual Convention Canadian Psychological Association, June 13-15, 2013. Quebec, Quebec. (Oral presentation).

Harris, N., Brazeau, J. N.R., Rawana, E. & Brownlee, K. *Strength-based treatment as it applies to adolescents substance use*. St. Joseph's Care Group: Showcase of Health Research, February 8, 2013. Thunder Bay. (Poster presentation).

Rawana, E., Castellan, B., **Marsh, T.,** & Berry, K. *Strengths-based strategies to Enhance Parental Engagement and Child Development*. Expanding Horizons for the Early Years, April 16-17, 2013. Toronto, Ontario.

JOURNAL PUBLICATIONS:

Brownlee, K., Rawana, E. P., **Franks, J., Harper, J., Bajwa, J. O'Brien, E., & Clarkson, A.** (2013). A Systemic Review of Strengths and Resilience Outcome Literature Relevant to Children and Adolescents. *Child & Adolescent Social Work Journal*, 30(5), 435-459.

Clarkson, A., Harris, N., Brazeau, J. N., Brownlee, K., Rawana, E. P., & Neckoway, R. (2013). Initial Therapeutic Alliance and Treatment Engagement of Aboriginal and Non-Aboriginal Youth in a Residential Treatment Centre for Substance Abuse. *Journal of Ethnic & Cultural Diversity in Social Work*, 22(2), 145-161.

Franks, J., Rawana, E., & Brownlee, K. (2013). The relationship between strengths in youth and bullying experiences at school. *Educational and Child Psychology*, 30(4), 44-58.

PUBLICATIONS IN-PRESS:

Brownlee, K., **Martin, J.,** Rawana, E. P., Harper, J., Mercier, M., Neckoway, R., Friesen, A. *Bullying Behaviour and Victimization Among Aboriginal Students within northwestern Ontario*. First People's Child and Family Review (In press).

PUBLICATIONS SUBMITTED:

Brazeau, J. N., Harris, M. N., Rawana, E. P., & Brownlee, K., & Klein, R. Strengths and Self-concept among Adolescents with and without Substance Abuse Problems. (Submitted).

Brazeau, J. N., Madon, S., Newman, T., Rawana, E. P., & Brownlee, K. Construct Validity and Factor Structure of the Strengths Assessment Inventory – Youth Version. (Submitted).

Whitley, J., Rawana, E. P., & Brownlee, K. A comparison of Aboriginal and non-Aboriginal students on the inter-related dimensions of self-concept, strengths and achievement. (Submitted).

MANUALS:

Rawana, E., Brownlee, K., Probizanski, M., Harris, H, Baxter, D. (2014). Reshaping school culture: Implementing a strength-based approach in schools

CONTINUING EDUCATION AND COMMUNITY OUTREACH ACTIVITIES

1) CERPYD Invited Presentations

Through presentations the CERPYD provides an introduction to strengths-based theories, practices and strategies to encourage the positive development of students and youth. Delivered by the Centre Director, these presentations inform the audience of the activities and research being done at CERPYD. Strategies targeted at dealing with behavioural issues, facilitating academic success, as well as strategies to facilitate social development are also discussed. The presentations speak to ways in which school administrators, teachers, clinicians and parents can work toward helping children and youth address their difficulties and become more autonomous and self-directed learners. Additionally, an overview of the Strengths Assessment Inventory (SAI) and its benefits is provided. CERPYD's project coordinator will also explain how to use the SAI as an online tool as well as be available to discuss new partnership and licensing opportunities. These presentations are a collaborative effort by the research team at the Centre, combining clinical expertise and research skills to tailor presentations appropriate for various audiences (Appendix A).

CONTRIBUTIONS TO TRAINING OF UNDERGRADUATE AND GRADUATE AND STUDENTS

The research undertaken by CERPYD is significant to graduate and undergraduate students in the Psychology, Social Work and Education departments at Lakehead University. The Centre provides opportunities to students for research and knowledge mobilization as well as facilitating an interdisciplinary environment. The intention is for

the Centre to support the training of students in relevant social work and psychological practices.

Over the past year there have been 8 graduate students and 2 undergraduate students at the Centre working on projects or theses related to Strength-Based Assessment & Treatment. These students come from both the Social Work and Psychology departments. Below are examples of the projects completed or still in progress:

Student	Supervisor	Title of Project or Thesis
Clark, K.	K. Brownlee	Strengths Approach in Criminal Justice. (MSW project) <i>Completed 2013</i>
Hewitt, J.	E. Rawana	The relationship between strengths and mental health functioning in adolescents with co-morbid disorders or addictions and mental health disorders. (Ph.D. Clinical Psychology Dissertation) <i>Completed 2014</i>
Kidnie, G.	K. Brownlee	Why leave? Why stay? Adolescents' perspectives on retention and drop out of residential treatment program for substance abuse. (MSW Project) <i>Completed 2013</i>
Marsh, T.	K. Brownlee	The development of a Strengths Assessment Inventory for early childhood (3-6 years of age). (MSW Project) <i>Completed 2012</i>
Mervin, A	E. Rawana	Honours Thesis Pending
Nicol, K.	K. Brownlee	A guide to teaching using a strengths approach. (MSW Project). <i>Completed 2012</i>
Orsini, M.	E. Rawana	Qualitative investigation of a strengths based program for adolescents with substance abuse issues. (MSW Project) <i>Completed 2013</i>
Ostap, S.	E. Rawana	Role of strengths in youth outpatients' presentation of internalizing or externalizing issues. (MSc Psychological Science Thesis) <i>Completed 2012</i>
Presenger, A	K. Brownlee	Student and School Engagement and the importance of Strengths at School <i>In progress</i>
Bodnar, K	J. Garlick	HBSW: 420 hour field placement <i>In progress</i>

In addition to these projects placements and theses, the Centre has provided opportunities for employment to 4 students (both undergraduate and graduate) over the past year. This employment provided students with an opportunity to make community connections, learn research methods including using SPSS, and writing proposals and reports. This employment has also provided students the opportunity to create presentations, organize conferences, manage budgets, and understand the role of researchers at Lakehead University.

FINANCIAL STATEMENT: REVENUES AND EXPENDITURES FOR 2013

14/04/22

Lakehead University
Account Availability Report Ending 2013/04/30
Options - Available/Met/Exceeded Budget

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Fiscal Year: 2013

FUND: 50 - RESEARCH

GL Account	Allocated Budget	Actual	Encumbrances	%Committed	Available
11-50-11660503-39999 FUND BALANCE	0.00	0.00	0.00	0.00	0.00
11-50-11660503-40131 SSHRC - APR30 BAL FWD	0.00	49,584.00-	0.00	0.00	49,584.00
11-50-11660503-50371 INSTR & RESEARCH P/T SALARY	0.00	15,000.03	0.00	0.00	15,000.03-
11-50-11660503-50377 INSTR & RESEARCH P/T BENEFITS	0.00	730.86	0.00	0.00	730.86-
11-50-11660503-50378 INSTR & RESEARCH P/T PENSION	0.00	670.33	0.00	0.00	670.33-
11-50-11660503-54290 SUPPORT PT SAL/BEN CHRG TO/FRM	0.00	10,000.00	0.00	0.00	10,000.00-
11-50-11660503-61220 SUPPLIES CONSUMABLE	0.00	9,121.44	0.00	0.00	9,121.44-
11-50-11660503-61805 INDEPENDENT CONTRACTOR	0.00	11,414.19	0.00	0.00	11,414.19-
11-50-11660503-61820 HONORARIUM VISITING LECTURER	0.00	53.39	0.00	0.00	53.39-
11-50-11660503-62400 BOOKS & PERIODICALS	0.00	421.49	0.00	0.00	421.49-
11-50-11660503-63700 TRAVEL	0.00	2,172.27	0.00	0.00	2,172.27-
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Totals for COST.CENTRE: 11660503 - **RAWANA SSHRC00	0.00	0.00	0.00	0.00	0.00
11-50-11662058-39999 FUND BALANCE	0.00	0.00	0.00	0.00	0.00
11-50-11662058-44410 NOT FOR PROFIT - GRANTS	0.00	5,000.00-	0.00	0.00	5,000.00
11-50-11662058-44411 NOT FOR PROFIT PREV YEARS	0.00	4,080.23	0.00	0.00	4,080.23-
11-50-11662058-50371 INSTR & RESEARCH P/T SALARY	0.00	674.44	0.00	0.00	674.44-
11-50-11662058-50377 INSTR & RESEARCH P/T BENEFITS	0.00	32.87	0.00	0.00	32.87-
11-50-11662058-50378 INSTR & RESEARCH P/T PENSION	0.00	25.80	0.00	0.00	25.80-
11-50-11662058-61100 LU PRINT SHOP CHARGES	0.00	45.23	0.00	0.00	45.23-
11-50-11662058-61220 SUPPLIES CONSUMABLE	0.00	107.41	0.00	0.00	107.41-
11-50-11662058-61285 TELEPHONE LONG DISTANCE	0.00	34.02	0.00	0.00	34.02-
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Totals for COST.CENTRE: 11662058 - RAWANA ASSESS	0.00	0.00	0.00	0.00	0.00
11-50-11662061-39999 FUND BALANCE	0.00	0.00	0.00	0.00	0.00
11-50-11662061-44410 NOT FOR PROFIT - GRANTS	0.00	5,000.00-	0.00	0.00	5,000.00
11-50-11662061-44411 NOT FOR PROFIT PREV YEARS	0.00	2,369.64	0.00	0.00	2,369.64-
11-50-11662061-61100 LU PRINT SHOP CHARGES	0.00	320.10	0.00	0.00	320.10-
11-50-11662061-61220 SUPPLIES CONSUMABLE	0.00	351.79	0.00	0.00	351.79-
11-50-11662061-63700 TRAVEL	0.00	1,270.39	0.00	0.00	1,270.39-
11-50-11662061-72090 TELECOMMUNICATION FIXED COSTS	0.00	688.08	0.00	0.00	688.08-
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Totals for COST.CENTRE: 11662061 - RAWANA SAI ASSE	0.00	0.00	0.00	0.00	0.00
11-50-11662602-39999 FUND BALANCE	0.00	0.00	0.00	0.00	0.00
11-50-11662602-44111 CORP & BUSI GRANTS-PREV YRS	0.00	169.99-	0.00	0.00	169.99
11-50-11662602-50378 INSTR & RESEARCH P/T PENSION	0.00	3.63	0.00	0.00	3.63-
11-50-11662602-61220 SUPPLIES CONSUMABLE	0.00	166.36	0.00	0.00	166.36-
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Totals for COST.CENTRE: 11662602 - **RAWANA LPSB ST	0.00	0.00	0.00	0.00	0.00
11-50-11662603-39999 FUND BALANCE	0.00	0.00	0.00	0.00	0.00
11-50-11662603-44410 NOT FOR PROFIT - GRANTS	0.00	5,000.00-	0.00	0.00	5,000.00
11-50-11662603-44411 NOT FOR PROFIT PREV YEARS	0.00	3,470.71	0.00	0.00	3,470.71-
11-50-11662603-61220 SUPPLIES CONSUMABLE	0.00	1,012.29	0.00	0.00	1,012.29-
11-50-11662603-71210 REPAIRS & RENEWALS	0.00	517.00	0.00	0.00	517.00-
=====					
Totals for COST.CENTRE: 11662603 - RAWANA LPSB AUTI	0.00	0.00	0.00	0.00	0.00
11-50-11662604-39999 FUND BALANCE	0.00	0.00	0.00	0.00	0.00

14/04/22

Lakehead University
Account Availability Report Ending 2013/04/30
Options - Available/Met/Exceeded Budget

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Fiscal Year: 2013

FUND: 50 - RESEARCH

GL Account	Allocated Budget	Actual	Encumbrances	%Committed	Available
11-50-11662604-44410 NOT FOR PROFIT - GRANTS	0.00	25,000.00-	0.00	0.00	25,000.00
11-50-11662604-44411 NOT FOR PROFIT PREV YEARS	0.00	25,000.00	0.00	0.00	25,000.00-
=====					
Totals for COST.CENTRE: 11662604 - RAWANA LPSB HIGH	0.00	0.00	0.00	0.00	0.00
=====					
11-50-13801652-39999 FUND BALANCE	0.00	0.00	0.00	0.00	0.00
=====					
Totals for COST.CENTRE: 13801652 - **RAWANA MYCS RE	0.00	0.00	0.00	0.00	0.00
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Totals for FUND: 50 - RESEARCH	0.00	0.00	0.00	0.00	0.00

EMERGING TRENDS AND PROGRESS REPORT

There are three important emerging trends that affect future research areas and collaborations of the CERPYPD. First, there is an increase in mental health challenges in students in the school systems and there is an active Ministry of Education initiative to address this issue partly through their support of strengths-based assessments and practices in the school system. Second, there is increasing support from the Youth Justice System to include strengths as part of rehabilitation. Third, despite there being increased awareness of and support for strengths-based initiatives for youth there is an overall declining youth population. These trends have impacted future research questions that the Centre will be undertaking.

In the past, the Centre has primarily focused on elementary school aged children, but we have recently developed a pre-school SAI that could begin identifying students for even earlier intervention. This will help support students who may present mental health concerns later in their school career or be likely to become involved in the Youth Justice System. This is a new area of research for the Centre but we have begun early discussions with school boards to implement this assessment.

The CERPYPD will also be expanding into older youth, particularly since this is the age group most represented in the Youth Justice System and displaying mental health difficulties in schools. Related to older youth, we will be conducting further research into substance abuse with the support of Dilico Anishinabek Family Care and will be seeking additional partnerships in this area. We have also been working actively with Dilico to address addiction issues in an adult population, and intend to expand on this research in future, particularly to ensure continuity in treatment as these older youth become adults.

Although there is a declining youth population, specifically in northwestern Ontario, there is an increasing Aboriginal youth population. Further collaboration with Dilico Anishinabek Family Care will also include additional research into Aboriginal experience with the SAI. We will continue to build on research specific to influences of culture on strengths, particularly for Aboriginal youth.

The Centre has also developed a post-secondary SAI. We have entered into initial discussions with Confederation College to use this SAI in their counselling centre. Further research into the post-secondary version of the SAI and eventual implementation is another area the Centre plans to pursue while expanding to an adult population; this will also aid in continuity of treatment as Thunder Bay youth pursue local post-secondary studies.

Moreover, a new area of research the CERPYPD will be exploring in the next year is parental engagement in schools. We will begin a research project with the Thunder Bay Catholic District School Board in the upcoming school year on this research topic. It is expected that additional collaborations with school boards will be established in this new area.

In the upcoming year we will continue to apply for funding through SSHRC opportunities, seek additional affiliation agreements and research contracts with community organizations, and will begin to explore funding opportunities through Foundations with the help of the Research Office.

The research focus of the Centre has evolved since its beginning in 2000. Originally the Lakehead site was charged with “Learning and Communication” as part of its task force, this included hearing and communication, early health indicators; early literacy development and interventions; literacy and numeracy issues in adolescence: learning difficulties resulting from communication, attention and impulsivity differences in educational and cultural context; and identification of the gifted and talented. Changes in research focus have reflected changes in Centre composition (i.e. no longer being a National Centre), community needs, and researcher expertise. It is expected that the Centre will continue to evolve as further trends emerge.

FIVE-YEAR PLAN: FUTURE RESEARCH DIRECTIONS AND DEVELOPMENT STRATEGIES

1) Accessibility to Useful Information and Knowledge Mobilization

Research Activities. As a Centre we plan to expand and develop our research activities as well as build on our research capacity through staff training and student recruitment. The center is committed to the development and delivery of education and research on topics that will positively enhance youth development. Various reports for completed projects will be written, enhanced and shared as well as progress reports for our ongoing projects will continue to be completed. Over the next 5 years the center will be expanding and improving on research activities such as: Literature reviews, SAI data analysis, program evaluation, and the creation of training modules and workshops.

Research Expansion and Improvements. Literature reviews that tackle the topics of residential strength based work, strengths and resiliency, strength based teaching and parental engagement in schools and with justice involved youth will be completed. The Centre will be expanding on research on dual-relationships, strengths in bullying, mental health and youth justice with a focus on the North. Also, through research and partnerships we plan to further develop culturally appropriate information on SAI including expanding its use to the French speaking communities. CERPYPD will also be developing the database that has been created from the SAI in order to compile and analyze the results and usage to further develop and refine the tool.

Publications. The Centre plans to continually add to the positive psychology literature by publishing papers on various topics including strength based counseling, assessment, teaching and parenting. We will complete our publications in progress as well as continue to work on new manuscripts. (Publications approximately 5-6 per year)

Attending Conferences & Presentations. The Centre is committed to being a presence at regional, national and international conferences.

Training Workshops and Presentations. Through the creation of training modules and workshops on strength based parenting, counseling, and teaching the Centre will enhance its presence in the region and in the province. The center will be expanding to the Northwest and Northeast of Ontario by providing workshops to various youth justice and mental health agencies and school boards that have invited our staff to provide training.

2) Marketing and Product Development

The Centre will continue implementing strategies for marketing CERPYD, Strengths Assessment Inventory (SAI), and future books and manuals that will be distributed from our Centre. The Centre continues to promote feedback from users of the SAI to enhance its online use. Centre staff will be continuing to support the SAI sales and services as well as support and facilitate market opportunities to expand sales of the SAI. The center staff is committed to assisting with improving web applications to improve on the distribution and coordination of new and existing products (manuals, assessments, books) that are being produced at the center.

3) Community Engagement

CERPYPD is committed to building strong partnerships between CERPYD and the community and have continued to strengthen relationships with the community as well as Lakehead University's Research department, and various other Lakehead University Departments and Faculty. In the next 5 years CERPYD will continue to develop important connections with the community and region. The Centre will be expanding on their partnerships with the local and regional school boards as well as renewing affiliation agreements with other local mental health and youth justice agencies. Through our partnership development with local and regional agencies we will continue to develop important connections between our research goals and community needs.

4) Economic Development

The Centre will continue to secure appropriate funding through our community partnerships, government granting bodies and foundations. The Centre plans to increase CERPYD's capacity to undertake SSHRC research grants, and secure other various funding opportunities through the consultation of the SSHRC research facilitator. The Centre is currently in the process of applying for a SSHRC Impact grant. The Centre is committed to educating staff on strategies to develop successful funding proposals.

5) Nurturing Scholarship and Student Learning

Over the next 5 years the Centre will be increasing the base of interdisciplinary associate researchers to facilitate student researchers in the above research activities and plans. The Centre will be collaborating with the Education, Psychology and Social work Departments in creating new opportunities for student research. Also, CERPYD is increasing its capacity for student training by providing placements to both undergraduate and graduate Social Work students in 2014. Through staff training and expanding research directions the Centre will be expanding its capacity for student learning, and mentorship.

Appendix A

Workshops and Invited Presentations 2013-2014

- Rawana, E., (2014). *Strengths-Based Parenting Strategies to Enhance Psychological Well-Being in Children and Adolescents*. Churchill High School, March 19, Thunder Bay, Ontario.
- Rawana, E., (2014). *Enhancing Psychological Well-being and Academic Achievement in Secondary School Students*. Churchill High School, March 19, Thunder Bay, Ontario.
- Rawana, E., (2014). *Enhancing Positive Development in Preschool Children from a Strengths Perspective*. North Eastern Ontario Family and Children's Services, December 19, Thunder Bay, Ontario.
- Rawana, E., (2013). *A Review of Changes in the Diagnostic and Statistical Manual of Mental Disorders-Fifth Edition (DSM-5) that Apply to Children*. Children's Centre, November 1, Thunder Bay, Ontario.
- Rawana, E., (2014). *The Implementation of Strength-Based Strategies for Working with Adolescents who are in Conflict with the Law*. Crisis Centre North Bay, December 19, Thunder Bay, Ontario.
- Rawana, E., Castellan, B., Marsh, T., & Berry, K. (2013). *Strengths-based strategies to Enhance Parental Engagement and Child Development*. Expanding Horizons for the Early Years, April 16-17. Toronto, Ontario.