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Special 20th Anniversary Edition



It's a special year at the Centre for Research and Education in Human Services. For twenty years our Centre has been a leader in community-based research. Now it's anniversary time! We felt that such a momentous year deserved a distinctive NewsReport – an edition of celebration and reflection.

This 20th Anniversary NewsReport edition honours the efforts of those early visionaries who caught a glimpse of the power of research to build community. It commemorates major milestones in our Centre's developmental history. It features memories of the changing life here at the

Centre. But you will also find critical reflections on the evolution of community research itself.

Throughout we contemplate on the changing practice, relevance and impact of community research, and try to make sense of what this means for its future.

We invite you to join us in celebration. We encourage you to reflect with us on the past trends and on the future vision of community research in Canada. And here's to another twenty years...

Rich Janzen

Practical Strategies for the Future of Community Research

The Centre for Research and Education has played a lead role in shaping community research in Canada. Our definition of community research is research that is initiated in response to issues arising in the community, and designed to be useful to community members in a direct and immediate way. At the same time, community research should be rigorous and credible in terms of the standards applied by academics and professionals. In other words, we believe community research as research must balance relevance and excellence.

We have practiced and taught about community research for 20 years. In the last 10 years alone, the Centre for Research has conducted over 100 research projects and consultations. This work has generated over 125 journal articles, books and technical reports. We have collaborated with countless project participants. Now standing at the threshold of a new decade, we wonder out loud about what is needed to lead community research forward.



Over the years, community research has slowly become more common, more accepted and more credible. The language of community research – catch words such as "empowerment", "participatory", "stakeholder" – is spoken more fluently and in new quarters in our society. Methods and practices that used to be in the margins have become more mainstream (e.g., qualitative methodologies, consumer involvement). But in many ways the challenges confronting community research haven't really changed much. Buzzwords easily lose meaning. Methods and practice easily become co-opted (who hasn't seen a bureaucratic logic model or token consumer representation?). It's at the level of effective implementation that the challenge of community research remains – or more precisely, at the level of matching values with practice.

The age-old struggle to find new and fresh ways to express old, underlying values remains. It's not enough to simply restate the basic values of community research – meaningful participation, respect, voice and choice, sharing knowledge and power, etc. What is needed are mechanisms, or practical strategies, that give fresh emphasis to values and that give clear direction as to how those values can be applied in practice. The challenge we

face is in foregrounding those strategies that speak most relevantly and with most integrity to today's socio-political reality. These practical strategies can then serve to sustain the original vision of community research in the face of new and changing circumstances.

Below is a description of four strategies that we see as critical to the continued growth of community research. In recent years we have begun to implement these mechanisms more frequently here at the Centre. We invite your reaction.

Hiring and supporting community researchers

Community researchers live the issue under study on a day-by-day basis. Typically, community research studies have involved primary stakeholders as research participants and as members of research steering committees. Less frequently, they have been

involved as full partners on a research team. Because many community researchers have little or no experience in conducting research, training and ongoing support become critical elements. This mechanism emphasizes the fundamental values of individual capacity building (learning transferable skills), of community mobilization (researchers becoming agents of change within their community), and of social justice (access to the valued resource of employment). The hiring and supporting of community researchers also speaks to the principle of excellence. Having a person grounded in the setting contributes to a study's "trustworthiness", potentially bringing additional insights and verification of data collected.

Sharing power and control within the research study

Professional researchers must learn how to share power and control with all involved within the research study. Professional researchers need to "let go" of control and to practice good process, democratic involvement (voice and choice) and decision-making (consensus). Some concrete mechanisms for sharing power and control include having regular researcher meetings and involving all researchers – including community researchers – in planning and decision making, data gathering, data analysis, writing and dissemination. These strategies reduce specialization within the research team. They also provide opportunities for community researchers to "step up"

and become more involved in steering the research project. Other helpful strategies include using plain language rather than professional jargon, encouraging and listening carefully to all researchers' contributions and negotiating difficult issues. Changing "I" into "WE" is crucial.

Negotiating complex and competing partnerships

We have noticed that our partnerships on community research projects have become more complex and more diverse over time. Different kinds of people are making the effort to participate in community research (e.g., academics, governments, politicians, and leaders of many different kinds of community groups). Power imbalances on community research projects are therefore potentially greater. Our increasing challenge has been to facilitate equal voice among all constituents, so that our research can continue to be meaningful and "responsive and supportive especially to people with limited access to power and opportunity" (Centre mission statement). By building on commonalities and decreasing differences across those stakeholders involved we try to find ways for partners to show their uniqueness and expertise. We intentionally create opportunities for people to share about their personal self, not just their professional self. We also facilitate the group towards creating a common vision of how they can use research as a tool for change.

A related strategy is open communication with all partners, and a clear explanation of roles and responsibilities agreed upon at the beginning of the project. Community research is becoming an art of facilitation, negotiation and clarification. As researchers we're always in the middle; negotiating, mediating, challenging. We try to bring strong leadership, clarification of mutual goals, energy and enthusiasm. We try to bring focus and remind all about values of stakeholder participation, consumer perspectives and consumer rights.

Maintaining networks of support for researchers

A fourth group of practical strategies focuses on the development and maintenance of supportive networks. We see this as an important way to emphasize the fundamental values of individual capacity building, of community mobilization, and of mutual support. Community research is an intensely collaborative process that is still on the margins of most mainstream research organizations. As a result, practitioners often feel isolated from their peers in the broader research community.

Individual researchers, regardless of their level of academic training, need to bounce ideas off peers, get help solving problems and find common ways of expressing the ideas emerging from the research. Networks of support also foster mutual learning and the integration of individual efforts – especially when the research team includes members with very different backgrounds and points of view. Membership in a team gives researchers strength and the purpose to act on common ideas. These networks often lead to new overlapping projects and inspire collaborative writing or the development of new proposals.

Although we have had success developing such networks within individual projects, a standing network of practitioners interested in participatory action research (PAR) approaches could serve as a powerful platform for mutual learning, ongoing reflections, trouble shooting, mutual support and the formulation of practical approaches. Such a network could function face to face or, if necessary, through teleconferencing and consultations by e-mail. In this spirit, we would like to announce the Summer Retreat for Community Researchers, coming in July 2003. This will be an opportunity for like-minded folks to look into the future of community research. See our website for details. We hope to see you there and together equip ourselves for the next decade of community research.

Joanna Ochocka, Andrew Taylor, Rich Janzen

Life at the Centre Over Twenty Years



1982 – Founders: John Lord, Peggy Hutchison, Harvey Savage

1982 – Centre starts, located in John and Peggy's basement in Beaver Creek Housing Co-op

1982 – First board members: Harvey Savage, Peggy Hutchison, Deb Dufresne

1982 – First staff: John Lord (Coordinator)

1983 – Centre moves to 425 Albert St in Waterloo

1984 – New staff: Ann Szendrovits

1984 – First NewsReport issue

1985 – New staff: Mary Sehl

1985 – Board members: Deb Dufresne, Peggy Hutchison, Frank Maidman, Judith Sandys, Harvey Savage

1985 – Partnership between WLU Community Psychology program & Centre begins

1986 – New staff: D'Arcy Farlow, Jane Brenneman

1986 – Practicum student: Heather Smith

1986 – Return to the Community report

1987 – Voice of the People article

1987 – New staff: Annette Bauman

1987 – New volunteer: Mary McGeown

1987 – Board members: Deb Woods, Denis Butler, Peggy Hutchison, Theron Kramer, Frank Maidman, Judith Sandys, Harvey Savage

1988 – New staff: Alison Pedlar, Meg Van Loon

Life at the Centre Over Twenty Years



1988 – Practicum students: Madeline Robb, Celia Blair

1988 – Centre moves to 26 College St. in downtown Kitchener

1989 – New staff: Deborah Evans

1990 – Board members: Theron Kramer, D'Arcy Farlow, Peggy Hutchison, Judith Sandys, Beth Moore, Milroy, Ian Parker, John Rae

1990 – New staff: Shelly Adams, Anna Toth

1990 – New volunteer: Arthur Lukey

1990 – Practicum students: Andrew Taylor, Don Roth

1991 – New staff: Mary McGeowen, Margaret Bruntlett, Don Roth, Andrew Taylor

1991 – Joanna Ochocka, full-time Senior Researcher

1991 – Support Cluster project starts

1991 – Special Services at Home project starts

1991 – Symposium with Syracuse University

1991 – First Centre Christmas dinner

1991 – First Centre flyer printed

1992 – New staff: Mike Tancsa

1992 – Practicum students: Eric Macnaughton, Peter Lurette

1993 – Board members: John Rae, Maria DeBoer, Anne Fenwick, Theron Kramer, D'Arcy Farlow, Judith Sandys, Ian Parker

1993 – New staff: Gail Delange, Vicki Majpruz, Heather MacGillivray

Coordinator's Note

On December 13, 2002, the Centre for Research and Education turned 20 years old. It is an important occasion for all of us to celebrate in the coming year. This significant anniversary also stimulates us to reflect on the past and plan for the future.

The Centre is now in its mature age. It is a solid research organization with an excellent record of training and education, applied research, proposal writing, organizational and community consultations. The Centre's resume includes a large number of research projects, conference presentations and Centre publications.

The Centre staff is a well-established team of experienced researchers with diverse backgrounds in social psychology, community psychology, sociology, and social work. This year the Centre became an official vendor for program evaluation for the Government of Ontario.

Looking back and reflecting on the changes that have occurred at the Centre since 1982, I want to point out a few incredible milestones:



80s and early 90s

- Groundbreaking contribution to disability research around issues of deinstitutionalization, community support and supported employment addressed in the following publications: Return to the Community: The Process of Closing an Institution; Life in the Community: Four Years After the Closure of an Institution; Listening; Workplaces that Work; More than Just Another Human Service.
- Groundbreaking contribution to innovative supports for people with dual-diagnosis and to qualitative research demonstrated in the Support Clusters for People with Dual Diagnosis Project and the Provincial Evaluation of Promising Practices for People with Dual Diagnosis.
- Groundbreaking contribution in using a mix of qualitative and quantitative methods in program evaluation. Examples: Provincial evaluation of Special Services at Home, Provincial evaluation of Community Action Programs for Children.
- Groundbreaking contribution to the theory underlying human services, through publications such as the Empowerment Monograph and Individualized Supports.

90s and early 2000s

- Groundbreaking contribution to innovation in community mental health and participatory action approaches in both the Shifting the Paradigm in Community Mental Health and the Longitudinal Study of Consumer/Survivor Initiatives in Community Mental Health.
- Groundbreaking contribution to innovation, community action and evaluation research in the area of early child development and family support. Examples: the Provincial Evaluation of Early Years Demonstration Projects, National Family Child Care Training Project.

- Groundbreaking contribution to immigration research in the area of parenting, youth support and access to foreign-trained professions and trades demonstrated in the Provincial Research Study of Immigrant Parenting; Needs Assessment of Immigrant Youth; Resource Handbook.
- Groundbreaking contribution to community safety, crime prevention and organizational development emerged in the Regional Evaluation of the Safe and Sound project; Building Organizational Culture in Six Nations.

For 20 years Centre staff and members of our board of directors have been slowly building an independent and innovative organization that is locally and nationally recognized for its professional services and for practicing strong social and research values. This organization has become a national leader in community research, in participatory inquiry, and in innovative thinking about human services and community supports. Just look at some examples that exemplify the strengths in how our Centre operates:

- From the very beginning the Centre has tried to apply its principles to the many research areas. Beginning in disability research, later in mental health, health promotion, aging, and more recently in immigration, family support and community safety.
- We have also tried since the early days to work in different parts of the country. Over the years the Centre has conducted projects in almost every Canadian province. We have also enjoyed developing partnerships in small, rural communities. More recently we have seen Centre researchers working from satellite offices.
- Over time we have enjoyed the opportunity to involve much more diverse partners on Centre projects. Multiple academic and community partners have started to be important to many of our projects.
- Education and training have always been an important part of Centre activities. The number of graduate students, both masters and doctorate levels, that we support and train has been increasing in recent years. We are proud of the many community researchers who have gone on to apply their Centre training in exciting new settings.



Why such a success? In the past and present, I see an incredible team of researchers, board members and other staff working at the Centre. Some of these people stayed at the Centre for a short time, some stayed longer but all of them were very talented, intelligent, enthusiastic and committed to the Centre's work. The synergy of their actions and the sum of their individual contributions are the reasons for the Centre's development and its prosperity.

I have been working at the Centre for Research and Education for almost 12 years, experiencing both its successes and challenges at two different locations. For me and for others who watch this organization closely, the Centre's history is very impressive with all the growth, leadership, innovative products, its integrity and entrepreneurship. But it is also important to mention that the Centre's resource base (which is based on research grants and project contracts) has sometimes been challenging for Centre employees. I still have in my memory

the time (mid 90s) during which our Board of Directors seriously considered the possibility of closing this organization.

What lies ahead? I think we still have many years of work to complete on Centre themes. There is a great deal still to explore, and we look forward to new partnerships and to finding new ways to make research relevant and helpful for social change. We also anticipate more challenges and innovations in our efforts to sustain our organization as a research and educational institute, which reflects the values of cooperation, respect, excellence and

significance. Probably in the future the Centre's researchers will still be challenged in balancing research and education activities, in finding time for publishing and for transferring knowledge. They will continue to challenge themselves to listen and learn from people on the margins. They will also challenge themselves in ongoing efforts to promote our Centre (by the way, how do you like the new look of this NewsReport?).

We are all proud to work and contribute to the future of the Centre for Research and Education in Human Services. We believe that good research conducted in a participatory and action oriented fashion is a key element in making our communities better places for everyone. I am inviting you, the loyal friends and partners of the Centre for Research and Education, to support its work and to celebrate its 20th anniversary with us.

Be well,
Joanna Ochocka

The Impact of Community Research

The Centre's Evolving Understanding about Why We Do Community Research

The following are selected quotations from past Centre NewsReports

"Listening to the voices of refugees (or any other group) describing their own concerns and needs generally produces indepth and detailed information which can serve as the basis for the identification of common issues." Deb Dufresne, Centre Board Member. Telling Their Own Story: Excerpts from Qualitative Evaluation – Fall 1984 – Vol. 1:1

"Generally, qualitative research helps us understand relationships and interactions, how people manage and negotiate their lives, and what gives people meaning. Insights from these kinds of qualitative studies can be extremely valuable to human service planners, and suggest the need for more collaboration between service providers, planners and consumers in both research and action." Centre Editorial. Qualitative Research and Evaluation – Spring 1985 – Vol. 1:2

"The Centre has become well respected for its use of qualitative research. Qualitative methods applied to human services have appeal because they tap the perceptions, feelings, thoughts, and experiences of ordinary people. These methods give us a depth of understanding which "counting" simply cannot. Understanding the contexts of human services and the complexity of change are also best served by qualitative methods." Centre Update. Qualitative Research – Winter 1987 – Vol. 3:1

"Action research is gaining wider acceptance. As our Centre has noted for years, research is too important to be left just to academics! Rather, research must engage people in communities, who must increasingly decide what some of the important questions are that need to be pursued. Action research also pays attention to finding interesting ways to share research results with people...It's interesting to note that the field of health promotion has recognized action research to a much greater extent than other fields such as education, social work or social services." Centre Update. Action Research Gaining Wider Interest – Spring/Summer 1990 – Vol. 5:2

"The Centre's 'Review of Support Services Needs of Adults with Physical Disabilities' has contributed directly to important policy changes. Through their work on the report, Centre staff members were invited to facilitate at the "Flying on My Own" conference...By the end of the conference, consumers had produced a detailed plan for the revision of existing attendant services programs and had developed a workable model for a new service option which would allow consumers to receive funds directly from the government and manage their own attendant services independently...The conference participants also developed a comprehensive lobbying strategy designed to achieve the policy changes they desired. These efforts were

rewarded a week after the conference when Charles Beer, the Minister of Community and Social Services, announced a plan to make direct individualized funding available for up to 500 consumers of attendant services this year." Centre Update. Provincial Conference Expands Impact of Review of Support Services – Spring/Summer 1990 – Vol. 5:2

"Interest in new approaches to community research and evaluation is at an all-time high. In a time of decreasing finances, human services and other community interventions are increasingly being called upon to be more "accountable" and to document their efficacy. At the same time, criticism has been leveled at the nature of most conventional research in terms of its "controlling" nature and limited usefulness to human service change...The Centre has been at the forefront of the movement to utilize a new paradigm to community research and evaluation... Community research and evaluation is not a panacea. Its potential contribution to reshaping human services, however, lies in its capacity to illuminate process that works and to encourage reflection and renewed activity involving all sectors. With these two goals in mind, the research process increasingly becomes useful and participatory." Centre Editorial. New Perspective on Community Research and Evaluation – Summer 1992 – Vol. 7:1

"The notion of research is not one that sits well with a lot of psychiatric survivors...In a lot of cases, I think our scientists remain unchallenged in the belief that this segment of the population is their own personal laboratory. So you can imagine how incredible it is that a psychiatric survivor initiative has come to work willingly and in partnership with a research facility. Being involved with the participatory action research of the Centre is an exciting way to learn. The Centre doesn't do research for people, they do research with people. And the learning is two-way...[Typically] when people want to learn they review the literature and talk to the academics. [However], learning would be a lot less cumbersome and a lot less confusing if people could learn to learn from the source. The Centre for Research and Education works to empower the vulnerable members of our community in just that way." Anne Tschirhart, Centre Collaborator. Creating An Inclusive Community – Winter 1997 – Vol. 11:2

"We practice and teach collaborative approaches that link research closely with action and change. The impact of our work is in engaging innovators, providers, funders and consumers of human services in ongoing reflection and action to make communities more responsive and supportive to their citizens. By involvement in Centre projects people share promising practices, confirm changes that were experienced,

clarify concepts and find common language and vision for change. Our projects provide a forum for mutual learning. Our impact is also strong in training and employing community researchers, people who have direct experience in human service systems and who often have limited access to power and opportunities. It is significant that we learn much from people at the margin, our clarity of perspectives and understanding of interrelationships within systems is grounded in their perspectives. The participatory action approaches we use in our projects facilitate mutual learnings and provide a platform for future change." Joanna Ochocka, Centre Coordinator. Coordinator's Note – Fall 2000 – Vol. 14

"At the Centre, we believe that program evaluation, needs assessment, and action research can do much more than dispassionately record and interpret the struggle to build a civil society. In the right hands, the techniques and principles of community research are themselves powerful community development tools. In fact, our experience suggests that initiatives that incorporate these elements (e.g., ongoing information gathering and analysis, frequent feedback and dissemination of this information, ongoing critical reflection that includes everyone) are, ultimately, more sustainable..."

What Community Research Can Do:

- It can "get the word out" about ideas that have potential, and help people decide on the most promising, effective, sustainable approach to a community issue.
- It can be a way to get more people, and new groups of people, involved in a project.
- It can persuade funders and partners that a particular approach is worth supporting.
- It can help those involved in a project work more effectively and efficiently.

When Does Community Research Help the Most?

- When it is tied to other research findings and linked to a commonly understood theoretical framework.
- When it is driven internally, by those involved with the community in question, and when it is customized to local needs.
- When the research process (as well as the outcome) is designed to be helpful." Andrew Taylor, Senior Researcher. Sustainability and Community Research – Fall 2001 – Vol. 15



Life at the Centre Over Twenty Years



1993 – 10th anniversary conference

1993 – New volunteer: Pat Fisher

1993 – Practicum student: Kyle Whitefield

1993 – New staff: Kristine Sisson (Centre Coordinator)

1994 – New staff: Terry Goodenough, Darlene Button, Kimberley Mix, Kyle Whitefield

1994 – New volunteer: Jenny House

1994 – Evaluation support to 26 health promotion demonstration projects across Ontario

1994 – Board retreat

1994 – Centre logo created

1995 – New staff: Gwen Page-Clemmer

1995 – New volunteers: Val Baker, Dean Howie, Mona Hanne, Anca Peda, Karl Reichert

1995 – Board members: Theron Kramer, Maria DeBoer, Anne Fenwick, Penny Hubbert, Geoff Nelson, Rhonda Love, Marnie Shepherd

1995 – Linsay Gething visiting professor–Nursing Research Centre, Sydney Australia

1996 – Joanna Ochocka becomes Centre Coordinator

1996 – New staff: Rich Janzen, Rae-Anne Zaruski, Janos Botschner, Jenny House, Sylvia Cornell, Barry D'Costa, Paul Reeve, Christine Vanditelli

1996 – Practicum students: Nana Gyamfi-Kumanini, Margaret Douglin

Community Research: 1982 to 2002

October 22, 1982 – Community research tends to be theory-driven, researcher-driven, and quantitative in nature. In my sub-discipline of Community Psychology, articles published in the major community psychology journals (*American Journal of Community Psychology* and *Journal of Community Psychology*) reflect these three themes. In fact, there are few alternatives to this dominant way of practicing community research. I am a young, untenured professor in the Community Psychology program at Laurier, and my research practice mirrors the field. For example, I have no clue what qualitative research is.

But there are signs of change. Enter the Centre for Research and Education in Human Services. Enter the *Canadian Journal of Community Mental Health* (the first issue, on “Community Psychology in Canada,” has just been published). Several new themes in the practice of community research are beginning to emerge.

1. Some researchers are beginning to understand what community members have been saying for some time: basic, theory-driven research doesn't have much relevance to the community. The implications of this work are always for some time in the future. Those who work in human services and government are concerned with how well their programs are doing now! Some researchers are starting to practice and write about program evaluation and needs assessment (The first edition of Patton's book on Utilization-focused Evaluation is published).

2. Consumers of services don't have any say over research and they don't trust researchers because they have been abused or neglected by them. Researchers come in and scoop the data and take it back to the university to analyze it, seldom having the consideration to come back and report on the findings, their credibility or usefulness. Consumers want a piece of the action; they want research to be more action-oriented; and they challenge the exclusive authority of researchers. Some researchers have discovered participatory action research, which has been practiced in other parts of the world for some time. Research projects that involve consumers and other stakeholders are emerging and being written about (Brown and Tandon publish an article entitled “Ideology and political economy in inquiry: Action research and participatory research” in the *Journal of Applied Behavioral Sciences*; mini shock waves are felt around the globe).

3. Most people believe that research follows the scientific method and uses statistics. But others are beginning to challenge mainstream research on philosophical grounds. Lincoln and Guba publish *Naturalistic Inquiry* in 1985 and introduce many community researchers to social constructivism. Some community researchers become more aware that there is a whole range of qualitative research approaches that have been around for some time in some disciplines. There is an explosion of qualitative research in many of the social sciences. Community psychology and feminist psychology are beginning to explore qualitative methods, even though the mainstream of psychology resists its inclusion.



October 22, 2002 – Except for those who were born after October 22, 1982, we are all 20 years older. But are we wiser about the practice of community research? In some respects, community research has changed. First of all, the practice of program evaluation is increasingly widespread. Almost everyone knows what a logic model is, although we all still get confused and have lengthy debates about what we mean by terms like output, outcome, indicator, and objective – sigh. Quantitative research is still the norm in the social sciences, but in some places, qualitative research has become the norm. A problem is getting government and granting agencies to acknowledge the credibility of qualitative research; but at least qualitative research is on the map. One clear indicator of the growth of program evaluation and qualitative research is the sheer number of books published by Sage Publishers in the past 20 years. When I get a Sage catalogue, there are pages and pages of books on these topics. Someone in Thousand Oaks, California is making a lot of money off of these books.

What about participatory action research? My impression is that with some exceptions, this approach has not advanced as much as we would like to see. There is definitely more collaboration and partnerships between researchers and human services, but more often than not, consumers are not a central piece of these partnerships and continue to be involved in only token ways, if at all.

How did the changes in the practice of community research

come about from 1982 to 2002? Through pressure from community partners and consumers of services, through the leadership of research settings and people, and through new ideas in the humanities and health and social sciences about the very nature of research. Credit the Centre for Research and Education, John Lord, Joanna Ochocka, Centre staff and partners, with playing a significant leadership and training role in making these shifts in community research. What is especially exciting for me is that there is a fresh generation of community researchers who will take us places that we never expected over the next 20 years (Seuss, 1990). By the way, does anyone know what Dr. Seuss's first name is?

Geoff Nelson, long-time Centre collaborator and former board member

References:

Seuss, Dr. (1990). *Oh, the places you'll go*. New York: Random House.



Celebrating 20 Years Together!

April 02
20th Anniversary
Open House

May 02
Critical Learning Workshop
Participatory Action Research
and Evaluation for Managers,
Supervisors and Team Leaders

December 02
Revisiting our Roots:
A Storytelling Session
for Centre Friends
and Alumni

June 03
Looking into the future
of Community Research:
Summer Institute for
Community Researchers

1996 – New volunteer: Jerry Allen

1996 – Board members: Maria DeBoer, Theron Kramer, Jassy Narayan, Geoff Nelson, Gwen Page-Clemmer, Marnie Shepherd, Joyce Stoment, Heather Maclean

1996 – Provincial CAPC evaluation starts

1997 – New staff: Holly Williamson, Ilona Bodendorfer, Michelle Poechman Fisher, Margaret Douglin, Pat Fisher, Shannon Fenton

1997 – Andrew Taylor full-time Senior Researcher

1997 – Practicum students: Jody Brown, Barb Zupko

1997 – New volunteers: Judy Field, Danuta Lubicka, Nicole Nelson, Malaku, Charlene Drescher

1997 – “Building Bridges Within Communities” Centre flyer printed

1997 – Centre partnership group starts

1998 – New staff: Barb Powell, Helmut Braun, Meaghan Johnson, Jean Irish, Heather Irvine, Robert Chapman, Martha Ronalds, John Sylvestre, Susan Rosenblum, Susan Hipperson, Bessie Schenk, Safoura Moazami, Joanna Rosengarten, Jody Brown, Judy Field

1998 – Practicum students: Melanie Quickfall, Isaac Assante

1998 – New volunteers: Bey Miller, Julie Millar, Cynthia Wideman, Slavica Tipura

1998 – Evaluation Handbook published

1998 – Provincial Evaluation of Consumer/Survivor Initiative in community mental health study starts

The Practice Of Community Research

The Centre's Evolving Understanding about How We Do Community Research The following are selected quotations from past Centre NewsReports

"People interested in human service change often wonder what kind of research might assist them in planning or initiating change. Unfortunately, much traditional social science research presents disappointing and conflicting insights into a key issue in human services—the human dimension...Marc Gold and Paulo Freire symbolize researchers who collaborate with people. Their respect for people also moves us beyond stereotypes and clinical labels. What becomes of value is the process of working with people and the change which results, not the trivial 'personal indicator' which characterizes so much social science. Research which is truly of the people enables us to ground our work in people's concrete realities as well as their aspirations, hopes, and dreams. Struggle for change has a lot to do with the creative tension created by understanding present reality and alternative possibilities." John Lord, Centre Coordinator. Marc Gold, Paulo Freire and Research of the People – Fall 1988 – Vol. 2:1

"People connected with the Centre believe that qualitative research and community education must work together to maximize our understanding of social change and human service alternatives. Collaboration is central to the Centre's approach to research and education. As qualitative researchers, for example, we shape and reshape the specific themes, issues, and questions of our inquiries in a recurrent cycle of on-site gathering, data review and analysis, and reflection....A second way in which collaboration takes place is in the design and ongoing support provided for the research process. This occurs when the researchers interact with a reference group or advisory committee that includes staff, participants, family members or knowledgeable individuals concerned with the issue, service or programme that is being examined." Mary McGeown, Centre Researcher. Collaboration in Research and Education – Summer/Fall 1987 Vol. 3:2

"The Sage then said, 'Each of you have learned something of great value. But only the three of you together are close to the truth, for understanding the way of change requires knowledge, direct experience, and social analysis. Changing ourselves and the services in which we work is most challenging...There is hope,' she said, 'it lies in our capacity to believe in ourselves and the people we support. Go forth and form relationships with the people you support, listen to their stories, study with them, and work together for change.'" Shelly Adams, Centre Researcher. A Fable about the Education of Human Service Workers – Winter 1991 – Vol. 6:1

"Much of what we do as a Centre begins with listening. Listening is grounded in our belief that each person's experience matters. Understanding someone else's experience may involve asking gentle questions which, in turn, encourage

respectful dialogue. Listening is hard work. It means hearing and seeing. It means going back and listening again. And it means suspending judgement and adjusting assumptions. When we really listen, we become conscious of context and of the multiple perspectives that exist in the world. Since listening leads to a process based on collaboration and action, we become more and more attuned to reality – our own and others.'" John Lord, Coordinator. Staff Perspectives – Fall 1991 – Vol. 6:2

"The Centre has been at the forefront of the movement to utilize a new paradigm to community research and evaluation which includes the traditions of constructivism, qualitative research, participatory evaluation, and action research...Several themes dramatize new perspectives on community research and evaluation...Emerging research paradigms recognize the 'person in the environment' and the multiple perspectives on reality that must be understood to effectively research new interventions...Research and evaluation strategies must take into account the importance of non-service interventions (such as informal support networks or individualized funding) and their relationship to individuals and systems...New approaches recognize that 'understanding' and 'social change' are often the goals of community research and evaluation, and that this requires a qualitative, action research perspective...New perspectives emphasize that the community research and evaluation process should be 'enabling' or 'empowering' and engage citizens and consumers in all aspects of the research process." Centre Editorial. New Perspective on Community Research and Evaluation – Summer 1992 – Vol. 7:1



"Not long ago I found myself writing the following statement in a funding proposal: 'Doing community research is as much about building good relationships as it is about finding good methods.' This statement challenges the traditional view of research as a purely objective and mechanical process. It highlights that community research is about relating to people, relating in such ways that maximize social change." Rich Janzen, Centre Researcher. Building Relationships in Community Research — Fall 1998 – Vol. 12:1

"When I was asked to write about my thoughts about consumer/survivor participation in this research project which is being carried out through the Centre, I had to ask myself who the consumer/survivors are that are participating. What occurred to me is that I don't think much about the designation 'consumer/survivor' for this project; rather, I think of individuals that I know, I think of particular people. Perhaps this is because the participation of people who are consumer/survivors has become so normal or common place on this project. We all know one another on a first-name basis; we tend to be like-minded about mental health issues since we are all committed to a different set of values and ways of working (different from the medical or rehabilitation models); we share past times and other interests among each other; and we have enjoyed food and even the odd glass of wine together. What this means to me is that consumer/survivor participation in research is fundamentally about relationships that are built on mutual respect, understanding, communication, and ultimately, trust. Through such relationships comes a sense of community." Geoffrey Nelson, Centre Collaborator. Consumer/Survivor Participation in the Study "Shifting the Paradigm in Community Mental Health: A Community Study of Implementation and Change" – Winter 1997 – Vol. 11:2



Life at the Centre Over Twenty Years



1998 – Website launched

1999 – New staff: Yolisa Nongauza, Eleanor Grant, Leah Sagloski, Penny Costoglo, Kathy Johnson, Laura Guitar, Karen Orr, Tanya Nahwehghabow, Geoff Nelson, Sherri Van de Hoef, Billie Jean Flynn, Daniela Seskar-Hencic

1999 – Practicum students: Jeffrey Aguinaldo, Melissa Pound, Susan Murtha

1999 – New volunteers: Hazel Courtney

1999 – Board members: Maria DeBoer, Theron Kramer, D'Arcy Farlow, Geoff Nelson, Alison Pedlar, Marnie Shepherd, June Pollard, Judith Sandys

1999 – Tradition of Christmas party at Green Gables begins

2000 – New staff: Purnima Sundar, Amanda Soikie, Nash Majstorovic, Barb Fowke, Tim Epp, Valerie Kenny, Susan Murtha, Terry Hesch, Shaun Lauzon, Melissa Pound, Irene Gillin, 14 immigrant parenting researchers

2000 – Practicum students: Christina Fuller, Alice Hutton, Alison Rice Roberts

2000 – Provincial Evaluation of Early Years Demonstration project starts

2000 – New volunteer: Karen Lord

2001 – New staff: Nicole Hayes, Ginette Gendron, Jonathan Lomotey, Jessie Watt, Vicki Lovegrove, Christina Fuller, Natalie McCormic, Michelle Moziar, Michelle Sherman, Nina Bailey-Dick

The Practice Of Community Research Continued...



“This commitment to remaining grounded in personal experience, has led us to realize that in our work as community researchers and facilitators of change, we’ve tried to foreground three principles: empowerment, polyvocality, and reflexivity. By empowerment, we mean two things. First, a desire to work with our collaborators as equals...Second, a determination to enable those with whom we work to build on existing capacities for self-determined change...By polyvocality, we mean a recognition of the ways in which the meanings of problems, identity, social change, and the nature and role of the research process are historically and locally situated, and continuously negotiated within multiple conversations. When we speak of reflexivity, we adopt a questioning and critical stance regarding our own uses of language in practice... it's important to foster reflexivity regarding our own actions, so as to ensure that we remain accountable to various possible goals of the collaborator. Janos Botschner, Centre Researcher. Participatory Action Research as a Meaningful Relationship – Fall 1998 – Vol. 12:1



“Research into social issues is inherently tied to social action – in fact the research itself is a form of social action... At the Centre, we have attempted to design our research projects in such a way that they can contribute to action strategies in positive, useful, and active ways... We strive to be aware of our own ideals and biases, and to be honest about them to those we work with... While we make every effort to be thorough and rigorous in our reporting, and to describe the perspectives of all involved, we try to be open about our ideals... We also work to make our research process one which involves the research participants as fully as possible. One approach is to form a steering committee which includes representatives of all involved groups right from the beginning of the research process... In our research, we try to consider action as part of the research process itself, rather than something which takes place after research is complete. Research happens within a community context, and is shaped by that context as it, in turn, helps to shape the future of the community.” Andrew Taylor, Centre Researcher. Research and Action: A Conscious Relationship? – Summer 1992 – Vol. 7:1



“Research no longer occurs in isolation from many different and more openly competing agendas in the community context... The challenges to do community research with the community (and do it well) may be more pressing and have immediate consequences. People have the right to express their power as participants: to decide areas of interest, to envision outcomes that are preferable to work towards, and to develop the means to accomplish them. Overcoming these challenges keeps this field exciting, but at the same time means that people are still without adequate supports; a tragic irony only beginning to change as these challenges are explored with the support of community members to create alternatives.” Don Roth, Centre Researcher. Community Research & Evaluation: Is It Really Different or Just More of the Same? – Summer/Fall 1993 – Vol. 8:1

Life at the Centre Over Twenty Years



2001 – Practicum students: Megan Joachimedes, Kristen Roderick, Steph Kuntz

2001 – Shifting the Paradigm in Community Mental Health book published

2001 – Centre teaches MSW Evaluation Methods class at Wilfrid Laurier University

2001 – Community forum on immigrant parenting

2001 – Community forum on hate crimes in London

2001 – Making a Change Together handbook and workshops (for foreign trained professionals)

2001 – Centre moves to 73 King St. West Suite 202 in downtown Kitchener

2002 – New staff: Kristen Roderick, Steph Kuntz, Jutta Grote

2002 – Practicum students: Maureen Lymburner, Alexei Kissin, Becky Choma

2002 – Board members: Marilyn Malton, Elba Martell, Theron Kramer, Maria DeBoer, Marnie Shepherd

2002 – Prepare to Evaluate workshop series begins

2002 – 20th Anniversary/ Grand Opening event

Then and Now:

Reflections on the Relevance of Community Research

When the Centre began in the early 1980's, "community research" was in its infancy. Neither the concept nor the practice was well known. In those early days, we often talked at the Centre about the need for research that would bridge theory and practices and be relevant to social change related to human services.

Many academic researchers and funders were clearly skeptical about community research twenty years ago. I remember academic colleagues expressing disbelief that



I had left a tenured academic position for something as uncertain as a community research centre. Although not easy to embrace at the time, in retrospect it was precisely the ability to deal with uncertainty that made the Centre such an exciting place. The "certainty" that research should only be carried out in halls of academia simply was no longer relevant to the pressing issues that were facing human services.

The Centre has always had allies and relationships with people who find community research relevant. In the early years, there were two groups in particular that enabled community research at the Centre to have significant impacts. Some voluntary associations, such as the Canadian Mental Health Association and the Canadian Association for Community Living, found community research particularly relevant in an era of deinstitutionalization, when the voices of vulnerable citizens were aching to be heard. It is not surprising that some of the early Centre studies completed with these groups included stories that break your heart.

Leaders who work in innovative projects have also found community research very relevant. Traditional human services have come under a barrage of criticisms in the last fifteen years, which have spawned a large number of innovative approaches and projects. Community research, with its focus on participation and action, has been an excellent "fit" with these innovations. Community research has also significantly influenced and been influenced by the growth in program evaluation in

North America. More and more, evaluation is guided by practices that have their roots in community research.

How things have changed in twenty years! Community research is now seen as highly relevant in much community work and human services, and is even embraced by many academics and research funding agencies. As with all social change, however, this change is not all for the good. As human beings, we know it is easy to pervert a good idea. There are now some dark clouds and shadows that could set back community research and make it less relevant in the future.

First, community research was born and works best when it is embedded in a strong set of values. Yet, there is a danger of community research becoming a new technology. Without values and principles that ground researchers and participants in community, relationships, and context, the technology will gradually lose its relevance. Second, I see community research projects struggling with how to engage community, a central tenant of this approach. Since there is little training for researchers in facilitation, there is a tendency for community engagement to be seen as a "should" rather than the heart and soul of the community research process. Finally, today's prevalent neo-conservative economic values have moved accountability to centre stage in evaluation research. As efficiency crowds out effectiveness, and as management crowds out leadership, community research could become a tool of the status quo.

The Centre has a long tradition of being grounded in values and principles. The Centre's contribution to community research has been significant. Whether in concept clarification, ways to engage citizens, the power of using consumer researchers, or methods that harmonize with innovation, the Centre approaches are highly relevant to community research and social change. I am also confident that the Centre will play a leadership role in addressing the clouds and shadows that now hang over this meaningful approach to research.

John Lord, Co-Founder & former Coordinator of the Centre

New Publications

Taylor, A., Janzen, R., Murtha, S. & Powell, B. (2002). Creating a climate of safety: An evaluation of the school based social worker program in Huron and Renfrew Counties. Kitchener, ON: Centre for Research and Education in Human Services.

Taylor, A., Roderick, K., & Hayes, N. (2002). National Child Benefit Outreach Worker project: Final Evaluation Report. Kitchener, ON: Centre for Research and Education in Human Services.

Taylor, A., Blier, B. & Hayes, N. (2002). Renfrew County Early Years Project: Four Year Action Plan. Arnprior, ON: Renfrew County Early Years project.

Janzen R. (2002). Catholic Family Counselling Centre Program Logic: A Collective Exercise. Kitchener, ON: Centre for Research and Education in Human Services.

Janzen R. (2002). Taking Stock of SAM: A Half-Day Discussion about the Seniors and Medication (SAM) Program. Kitchener, ON: Centre for Research and Education in Human Services.

Janzen R. (2002). Information Relevant for Renewal. Community Action Program for Children of Waterloo Region. Kitchener, ON: Centre for Research and Education in Human Services.

Janzen R., Ochocka, J. (in press): Immigrant Youth in Waterloo Region. In P. Anisef, P. & K. Murphy Kilbride (Eds.) Between two worlds: The experience and concerns of immigrant youth in Ontario. Toronto: University of Toronto Press.

Janzen, R. (2002). The Civic Participation of Ethno-Racial/Aboriginal Communities in London. Kitchener, ON: Centre for Research and Education in Human Services.

Janzen, R., & Kuntz, S. (2002). Community action program for children of Waterloo Region: Final evaluation report. Kitchener, ON: Centre for Research and Education in Human Services.

Janzen, R., Botschner, J. V., Taylor, A. (2002). Perth District Health Unit four year project plan: Promoting healthy pregnancy and child development. Kitchener, ON: Centre for Research and Education in Human Services.

Janzen, R., Hayes, N., Taylor, A. (2002). Perth District Health Unit four year project plan: Injury and family abuse prevention. Kitchener, ON: Centre for Research and Education in Human Services.

Botschner, J. V., & Lomotey, J. (2002). Review of organizational health: Final report. Kitchener, ON: Centre for Research and Education in Human Services.

Botschner, J. V., & Lomotey, J. (2002). Review of primary prevention/community support: Final report. Kitchener, ON: Centre for Research and Education in Human Services.

Janzen, R. & Majstorovic, N. (2002). Next steps in making a change together: Final Report. Kitchener, ON: Centre for Research and Education in Human Services and Skills for Change.

Ochocka, J (2002). Immigrant voice, participation, and leadership: multiple roles played by ethnical press and other publications in Canada. In B. Kunicki, & M. Szczerbinski (Eds.) From the history of Polish press abroad from September 1939 until now. (pp.44-86), Warsaw, Polish Press

Ochocka, J. & Janzen, R. (submitted). Immigrant parenting: a new framework of understanding with implications for public policy. Journal of International Migration and Integration.

Sundar, P. & Ochocka, J. (submitted). Bridging the gap between dreams and realities: Employment and mental health; Implications for policy and practice. Canadian Journal of Community Mental Health

Ochocka, J., Janzen, R. & Nelson, G. (2002). Sharing power and knowledge: Professional and mental health consumer/survivor researchers working together in a participatory action research project. Psychiatric Rehabilitation Journal. 25(4), 379-387

Dewa, C., Durbin, J., Wasylenki, C., Ochocka, J., Eastabrooke, S., Baydell, K., & Goering, P. (2002). Considering a multi-site study? Taking the leap and what to look for before you do. Journal of Community Psychology, 30(1).

Reeve, P. Cornell, S., D'Costa, B, Janzen, R. & Ochocka, J. (2002). Consumer researchers speak about their experience in a community mental health research project. Psychiatric Rehabilitation Journal, 25 (4), 403-408.

Botschner, J. V., Gottlieb, B. H., Lord, J., Nicholson, M., & McCormick, N. (2001). Enhancing the natural support networks of people with serious mental health issues: A synthesis paper for the Ontario Ministry of Health and Long-Term Care. Toronto, ON: Ontario Mental Health Foundation/Ontario Ministry of Health and Long Term Care

Janzen, R., Soike, A. (2001). Making a change together: Resource material for workshop promoting access to professions and trades for foreign-trained people in Ontario. Kitchener, ON: Centre for Research and Education in Human Services.

Taylor, A., Botschner, J., Kenny, V. & Sundar, P. (2001). Final Evaluation Report, Ontario Early Years Demonstration Project. Toronto, ON: Ministry of Children, Family, and Community Services, Government of Ontario.

Recent Conference and Workshop Presentations

Family Child Care Training Project. Case Studies on Outreach to the Unregulated Sector.

Invited Presentation to the Biennial Conference of the Canadian Association of Family Resource Programs. Toronto, 2002

Assessing Quality in the Family Support Field. Analysis of the Community Service Inventory.

Invited Presentation to the Biennial Conference of the Canadian Association of Family Resource Programs. Toronto, 2002

Assessing Quality in the Family Support Field. Analysis of the Community Service Inventory.

Invited Presentation to the Annual Conference of the Ontario Literacy Symposium. Toronto, 2002

Sharing Power and Knowledge. Researching Innovation in Community Mental Health.

Conference for Ontario Occupational Therapists. Hamilton. 2002

Prepare to Evaluate. The Fundamentals of a Participatory Action Approach.

Centre for Research and Education in Human Services 2-day Workshops. St. Catharines and Ottawa, 2002.

Comparing Users of Consumer/Survivor Initiatives and Service Organizations. Methodology and Early Findings.

International Association of Psychosocial Rehabilitation Services, 27th Annual Conference. Toronto, 2002.

A Longitudinal study of Consumer/Survivor Initiatives in Community Mental Health in Ontario. Research Process and Preliminary Findings.

International Association of Psychosocial Rehabilitation Services, 27th Annual Conference. Toronto, 2002.

Participatory Action Research in Community Settings. Case Study of Immigrant Youth.

Multicultural Placement Program Workshop Series of the Faculty of Social Work, Wilfrid Laurier University. Kitchener, 2002.

Shifting the Paradigm in Community Mental Health and Researching Innovation Strategies, Challenges and Lessons.

Spring Colloquium for Department of Psychiatry. University of Toronto, 2002.

Participatory Action Research and Evaluation for Managers, Supervisors and Team Leaders.

Centre for Research and Education in Human Services 20th Anniversary 2-day Workshop. Kitchener, 2002.

A Participatory Approach to Qualitative Research with Mental Health Consumer/Survivor Initiatives.

Qualitative Health Research Conference. Banff, Alberta, 2002.

Study on Parenting Issues of Newcomer Families in Ontario.

New Canadian Families Community Celebration. Guelph, 2002.

Making a Change Together. Promoting Better Access to Professions and Trades in Ontario.

NATCON Employment Conference. Ottawa, 2002.

Making a Change Together. Promoting Better Access to Professions and Trades in Ontario.

Department of Canadian Heritage. London, Waterloo, St. Catharines, Windsor and Brantford, 2001-2002.

Update on the Evaluation of the Safe and Sound Project.

Ontario Public Health Association Annual Conference. Kitchener, 2001.

Newcomer Parents and Challenges of Parenting in Canada.

Sixth International Metropolis Conference. Rotterdam, The Netherlands, 2001.

Helmut Braun Memorial Award

Award Recipients

The Centre for Research and Education in Human Services, together with Waterloo Region Self Help, recently announced that Stacey Watson and Molly Bannerman were winners of the Helmut Braun Memorial Award. Stacey is a third year student of Women's Studies at the University of Waterloo and Molly is starting an M.A. program in the field of Social Work at the University of Toronto.

The Helmut Braun Memorial Award contributes to the cost of post secondary education for a student pursuing studies in 1) social justice, peace and conflict resolution, 2) community development, 3) cross-cultural issues, or 4) community research and social change. Awards are given annually to one or two students in need of financial assistance through an open competition.

The Helmut Braun Memorial Fund was established in 2001 in memory of Helmut Braun, a local social activist, community researcher and an advocate for the rights of people with mental health and other life struggles. The fund is administered by the Mennonite Foundation of Canada. Donations for this fund are gratefully received to ensure ongoing presentation of awards. For more information contact Joanna Ochocka at 741-1318.



Upcoming Workshops

Making Program Logic Models Work for You
- January 24/03

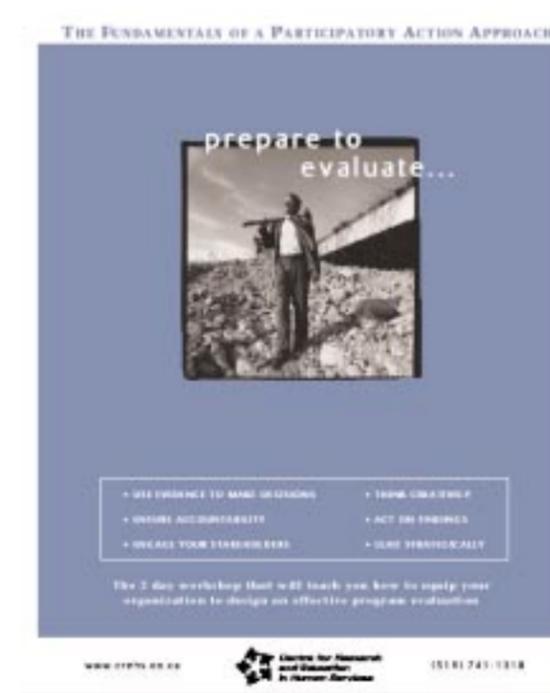
Analyzing & Communicating Research Findings
- February 6/03

Making Program Logic Models Work for You
- February 28/03

Conducting Surveys & Focus Groups
- March 18/03

Overview of Program Evaluation for Managers, Supervisors and Staff
- April 10-11/03

For more information on our upcoming workshops visit www.crehs.on.ca





Staff Milestones

Recent Graduations:

Jonathan Lomotey: MA Community Psychology, Wilfrid Laurier University
Kristen Roderick: MSW, Wilfrid Laurier University
Christina Fuller: MA Community Psychology, Wilfrid Laurier University

New Academic Programs:

Nicole Hayes: PhD Anthropology, Boston University
Nash Majstorovic: PhD, Psychology, University of Ottawa
Jonathan Lomotey: PhD, Social Work, Wilfrid Laurier University

New Jobs:

Christina Fuller: Health Promotion Officer, Community Health Department
Amanda Soikie: Supervisor, Weekend Parent Relief, K-W Habilitation Services
Janos Botschner: Chief Researcher, CMHA – Waterloo Regional Branch

New Positions within the Centre:

Judy Field: Administrative Coordinator
Kristen Roderick: Centre Researcher (Full time)
Jonathan Lomotey: Centre Researcher (Part time)
Steph Kuntz: Centre Researcher (Part time)

New Children:

Janos Botschner & Susan Gross: William Attila & Alexander Johann
Holly & Steve Williamson: Kailey
Rich & Jen Janzen: Katrina Marie
Amanda Soikie & Dave Meijer: Samuel Eldon



Who We Are

Current Core Staff:

Joanna Ochocka, Centre Coordinator; Andrew Taylor, Senior Researcher; Rich Janzen, Senior Researcher; Kristen Roderick, Centre Researcher; Jenny House, Financial Assistant; Judy Field, Administrative Coordinator. Jonathan Lomotey, Centre Researcher; Steph Kuntz, Centre Researcher; Cvijeta Konjokrad, cleaning person; Bessie Schenk, transcriber.

Community Researchers:

Leah Sagloski, Consumer/Survivor Initiative; Robert Chapman, Consumer/Survivor Initiative; Karen Orr, Safe & Sound; Laura Guitar, Safe & Sound; Ginette Gendron, Safe & Sound

Student Practicum:

Becky Choma, Alexei Kissin, Maureen Lymburner

Volunteers:

Karen Lord

Board of Directors:

Marilyn Malton, President; Elba Martell, Vice-President; Theron Kramer, Treasurer/Secretary; Maria DeBoer, Board Member; Marnie Shepherd, Board Member.



Projects and Consultations

Fall 2001–Fall 2002

Projects:

- Community Action Program for Children of Waterloo Region
- Longitudinal Study of Consumer Survivor Initiatives in Community Mental Health in Ontario
- Evaluation of School-Based Social Worker Projects in Huron and Renfrew County Children's Aid Societies
- Evaluation of the Safe & Sound Crime Prevention Project in Waterloo Region
- Evaluation of the Waterloo Region National Child Benefit Community Outreach Program
- Investigating Hate Crime and Bias Activity in the City of London
- Personal Lifestyle Management Program Feasibility Study (ACORD – Guelph, Ontario)
- A Rent Bank for Waterloo Region: Feasibility Study
- Evaluation of 7th Inning Alternative School Program, at Langs Farm in Cambridge, Ontario
- Civic Participation: Diverse Meanings and Practice – Toronto and Waterloo Region
- Employment and Mental Health – Needs Assessment in Wellington and Dufferin Counties
- Exploring the Future Direction of M.A.P.S. (Mutual Aid for Psychiatric Survivors)
- Enhancing the Natural Support Networks of People with Serious Mental Health Issues
- Review of Primary Prevention/Social Support: Six Nations of the Grand River Social Services Department
- Review of Organizational Health: Six Nations of the Grand River Social Services Department
- Next Steps in Making a Change Together: Handbook Workshops
- Evaluation of Opportunities 2000 in Waterloo Region
- Ontario Early Years – Analysis of Provincial Data for the Community Services Inventory
- Early Years Community Service Inventory – Waterloo Region
- Early Years Community Service Inventory – Wellington–Dufferin Counties
- Development of Early Years Action Plan – Renfrew County
- Early Years Community Service Inventory – Porcupine County
- Development of Early Years Action Plan – Oxford County
- Development of Early Childhood Development Initiatives Action Plans – Perth County

- National Family Daycare Training Project, Phase III
- Development of Sustainability Manual for Non-Profit Organizations in Waterloo Region
- Family Resource Centre Site Assessment – Waterloo and Wellington–Dufferin Early Years Centre Planning Tables
- Evaluation of Family Conferencing Program for Children Under 12 – Toronto
- House of Friendship Food Hamper Evaluation Proposal Development
- Getting to the Root: Understanding and Addressing Inter-Group Conflict between Somali and other Ethnic Minority Youth in Etobicoke
- Evaluation of Supported Volunteers Program in Waterloo Region
- Making Use of Immigrant Skills to Strengthen our Communities: A Call for Change from Three Southwestern Cities

Consultations:

- Getting to Know Our New Neighbours: Salvation Army, Hamilton Temple
- Catholic Family Counselling Centre Program Logic: A Collective Exercise
- Taking Stock of the Seniors and Medications (SAM) Program
- The Civic Participation of Ethno-Racial/Aboriginal Communities in London
- Early Years Challenge Fund Branch Inventory Tool Training
- Consultation for the National Crime Prevention Centre
- Integrated Approaches to Family Support – Canadian Association of Family Resource Programs
- Evaluation Planning for System Work – Investing in Children in London, Ontario
- Workforce Engagement and Wellness Initiatives – Royal Canadian Mounted Police

The Centre for Research and Education in Human Services is an independent, non-profit organization established in 1982. The Centre works with professionals, consumers and other community members to create an understanding of human service policies and practices that affect citizens who have been disadvantaged. The Centre works collaboratively with a wide range of groups and organizations in research, education and planning capacities.



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MISSION STATEMENT

The Centre for Research & Education in Human Services is committed to social change and the development of communities and human services that are responsive and supportive, especially for people with limited access to power and opportunity.

Demonstrating leadership through research, education and community involvement, the Centre stimulates the creation of awareness, policies, and practices that advance equitable participation and integration of all members of our community.

Editor: Rich Janzen
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