

Overview

Four interactive, 2-hour modules:

<u>Module One</u>: Understanding Evidence <u>Module Two</u>: Finding and Evaluating Evidence <u>Module Three</u>: Applying Evidence <u>Module Four</u>: Using Evidence for Child and Youth Mental Health Promotion

Learning Objectives

- **1.** Have a better understanding of evidence, including:
 - a. What evidence is and is not;
 - b. Different kinds of evidence;
 - c. Why we need evidence to support child and youth mental health promotion and access to services.
- 2. Know more about gathering evidence on child and youth mental health in Atlantic Canada, including:
 - a. How to develop shared measures for collective impact;
 - b. How to find evidence;
 - c. How to interpret and evaluate evidence.

Learning Objectives (cont'd)

3. Know more about using evidence in the development and evaluation of various actions, including:

- a. Using evidence to develop policies, programs and practices to support child and youth mental health;
- b. Using evidence to evaluate results and impact of policies, programs and practices.

4. Apply knowledge of how evidence can contribute to child and youth mental health in Atlantic Canadian communities, including;

- a. Learning how to interpret evidence and report results for collective impact;
- b. Moving from conversation to evidence to action;
- c. Exploring collaboration and partnerships for child and youth mental health;
- d. Applying tools from the curriculum to assess the role of evidence in participants' work and their communities.

Facilitators

Malcolm Shookner

former Chief Statistician for the Nova Scotia Department of Finance (retired)

Doug Crossman

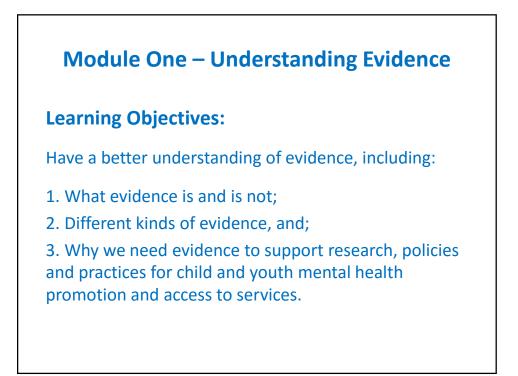
former Senior Policy Advisor with the Public Health Agency of Canada for Mental Health Promotion (retired)

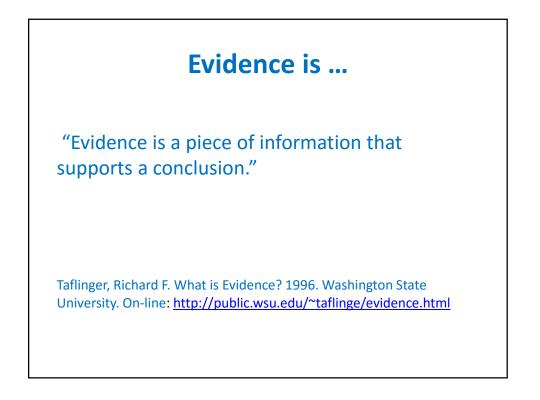
Dianne Oickle

National Collaborating Centre on Determinants of Health

Jamie Gamble

J.W. McConnell Family Foundation





Evidence is ...

"Evidence consists of ideas and observations, systematically and purposefully collected, that support or oppose an argument"

Adaptation of definitions from:

Women and Health Care Reform, "Just the Facts Ma'am" Rural Communities Impacting Policy, "Doing Our Homework"

Module Two: Finding and Assessing Evidence

Learning Objectives:

Know more about gathering evidence on child and youth mental health in Atlantic Canada, including:

- How to develop shared measures for collective impact;
- 2. How to find evidence;
- 3. How to interpret and assess evidence.

Case Study: Women and Poverty

National Collaborating Centres

Presentation by Dianne Oickle

NCC Determinants of Health

Community Data in Atlantic Canada

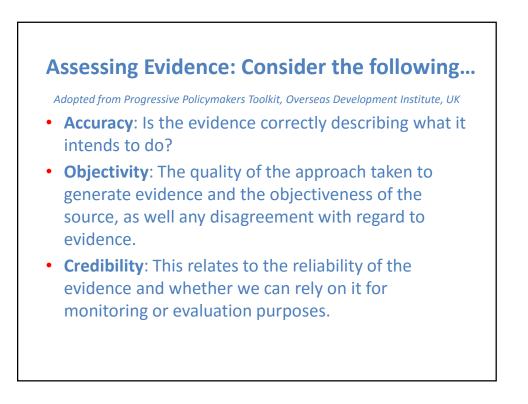
Newfoundland and Labrador Community Accounts http://nl.communityaccounts.ca/

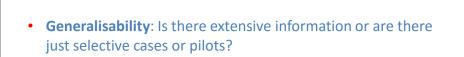
Prince Edward Island Community Accounts http://pe.communityaccounts.ca/

Statistics Canada <u>www.statcan.gc.ca</u>

Critiquing Data Collection

- Which questions got asked?
- Who asked them?
- Who answered them? Were men and women involved equally?
- Were a diversity of experiences represented?
- Whose needs were recognized?
- Is the data disaggregated by sex, ethnicity, socioeconomic group, urban/rural or remote communities?
- How is the being data used? For what purpose? To advocate for what goal?





- **Relevance**: Whether evidence is timely and topical (and has policy implications).
- Availability: The existence of (good) evidence.
- Rootedness: Is evidence grounded in reality?
- **Practicalities**: Who can access the evidence easily, and whether any recommendations stemming from the research are feasible and affordable.



Learning Objectives:

Know more about using evidence in the the development of engagement processes, including:

1. Using evidence to identify policies, programs and practices to support child and youth mental health;

2. Using evidence to evaluate the results and impact of policies, programs and practices.

Evidence Checklist

- 1. What is the problem or issue you want to address?
- 2. What evidence do you have or need to document the problem?
- 3. What do you want to achieve?
- 4. What activities will you use to achieve your objectives?
- 5. What results do you want to see?
- 6. How will you know you have achieved the results you want?

