

Panel – Unpacking Evidence

Moderator: Professor Margaret Barry

Margaret Barry is a professor who works closely with policymakers and practitioners on the development, implementation and evaluation of mental health promotion interventions and policies at national and international level. Margaret has a keen interest in both the generation of evidence for mental health promotion and its translation for policy and practice. She currently holds the Established Chair in Health Promotion and Public Health at the National University of Ireland Galway, where she is Head of the WHO Collaborating Centre for Health Promotion Research.



Margaret was elected as Global Vice President for Capacity Building, Education and Training by the International Union for Health Promotion and Education from 2007 to 2010. She has served as Temporary Advisor to the WHO and has acted as project leader on major European Union funded initiatives. Appointed to the European Commission Expert Panel on Effective Ways of Investing in Health from 2013-2016, she was re-appointed for a second term from 2016-2019. She is also co-author of the international text *Implementing Mental Health Promotion*, a second edition of which is currently being prepared for publication.

Panelists:

1. *Quality and Value of Qualitative and Quantitative Evidence: What Perspective Are You Taking? To Promote Child And Youth Mental Health*

Dr. John LeBlanc, Dept. of Pediatrics, Dept. of Community Health and Epidemiology, Dept. of Psychiatry, Dalhousie University and Isaac Walton Killam Hospital

Dr. LeBlanc will outline traditional quantitative and qualitative research methods used by academic researchers to generate evidence to show whether or not interventions actually improve child and youth mental health. Many methods can help but each method has its own limitations that necessitate using more than one method to assess mental health outcomes. He will illustrate the strengths and limitations of a quantitative approach, most recently in the systematic review of social and emotional programs in Nova Scotia schools. He will speak to the challenges and benefits of interdisciplinary research.

Dr. John LeBlanc conducts research with school boards and the Nova Scotia Department of Education and Early Childhood Development (EECD) to promote social and emotional skills in children and to prevent bullying. He is also involved in advocacy in the area of Early Childhood Development provincially and nationally. His research is interdisciplinary and he collaborates with educators and psychologists. He is a new member of the Canadian Task Force on Preventive Health Care, a body that is preeminently concerned with recommending or not preventive interventions based on evidence. He conducted a systematic review of social and emotional learning programs for Nova Scotia schools in 2013, available at www.cpsscatalantic.ca, that led to changes in how EECD is supporting SEL programs. He is currently partnering with them to assess the impact of SEL programs on student SEL skills based on their change in policy.



2. Best Practice – Evidence in Action

Dr. Leena K. Augimeri, is Director of SNAP® Scientific and Program Development at the Child Development Institute and Adjunct Professor at the University of Toronto

The presentation highlights SNAP® (Stop Now And Plan) as an example of best practice. Rigorous evaluation has established SNAP as an evidence-based, gender-specific program for latency aged children and their parents. SNAP was designed by the Child Development Institute in Toronto, Canada, as a cognitive-behavioural strategy that helps children and parents regulate their emotions and increase self-control by getting them to stop, think, and plan positive alternatives before they act impulsively. Over 30 years of research and development through a scientist-practitioner lens has helped to inform the successful implementations of SNAP internationally and has helped to lay the foundation for a major scaling up of SNAP across Canada. This work highlights the importance of best practices so that the positive impact on children’s lives could be increased exponentially.

Dr. Leena K. Augimeri, is Director of SNAP® Scientific and Program Development at the Child Development Institute and Adjunct Professor at the University of Toronto.

This scientist-practitioner’s work over 30 years has focused on development, research, dissemination and implementation of SNAP (Stop Now And Plan), an evidence-based gender specific model, and a comprehensive crime prevention framework for young children with serious disruptive behaviour problems. She has authored numerous publications, conducted hundreds of presentations and keynote addresses and received several prestigious awards, including Prime Minister’s Regional Social Innovation

Award and the Elizabeth Manson Award for exemplary contributions to the promotion of children’s mental health. Dr. Augimeri is currently leading a SNAP National Expansion in Canada using a venture philanthropy framework bringing together government, business/corporate, foundations and philanthropic donors to create massive social change within children’s mental health by scaling SNAP to 140 new communities reaching approximately 20,000 children and their families.



3. Value of lived experience as evidence: Role of the Media

François Pierre Dufault, Radio and Web Reporter, Radio-Canada, Charlottetown, PEI

This presentation will address the value of “lived experience and narrative” as important types of evidence, with a focus on the media’s role in making stories come alive to inform and influence public opinion and policy.

François Pierre Dufault began working as a journalist in 2005 at the weekly newspaper Le Reflet in Eastern Ontario, after graduating from La Cité collégiale and the University of Ottawa. He then worked at LeDroit daily newspaper in Ottawa, where he covered municipal and provincial politics among other assignments. He then worked for the French language public broadcaster TFO in Toronto, where he covered Ontario politics, before he joined Radio-Canada in 2016 as a radio and web reporter based in Charlottetown, Prince Edward Island.



4. *Two Eyed Seeing: Sharing Indigenous Knowledge*

John R. Sylliboy, member of the Millbrook First Nation; National Aboriginal Research Engagement Coordinator at IWK Health Centre.

[Etuaptmunk / Two-Eyed Seeing](#) will be introduced as essential in bringing together our different ways of knowing to motivate people, Aboriginal and non-Aboriginal alike, to use all our understandings so we can leave the world a better place and not comprise the opportunities for our youth (in the sense of [Seven Generations](#)) through our own inactions. The guiding principle of Two-Eyed Seeing, helps us to acknowledge the distinct and whole nature of Indigenous knowledge and ways of knowing (i.e., such are represented as a whole eye). Similarly, it helps us recognize the distinct nature of Western knowledge and ways of knowing (i.e., such are also represented as a whole eye). At the same time, Two-Eyed Seeing asks that these two eyes work together (i.e., as they do in binocular vision). Two-Eyed Seeing can require a "weaving back and forth" between knowledges. The presenter will share an example of applying Two Eyed Seeing (TES) in pain research to understand how Aboriginal kids perceive, understand and express pain in order for clinicians and health care can better assess and manage their pain.

John R. Sylliboy is a member of the Millbrook First Nation and is the National Aboriginal Research Engagement Coordinator at IWK Health Centre. His interests are in health and education policy, research and community development for Atlantic First Nation communities and is research lead on several projects that impact the health, wellbeing and educational pursuit of Aboriginal youth. John is Co-founder of the Wabanaki Two Spirit Alliance, a regional organization that aims to build supports for education, health and wellbeing for Two Spirits in the Atlantic region. John is completing his MA in Education Foundations at Mount Saint Vincent University.

