



Building and Using Evidence for Collective Impact on Child and Youth Mental Health

August 2016

Goal

To develop skill in finding and using evidence to build a case for investing in the promotion of child and youth mental health and access to care.

Overview

Four interactive, 2-hour modules:

Module One: Understanding Evidence

Module Two: Finding and Evaluating Evidence

Module Three: Applying Evidence

*Module Four: 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

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Module One – Understanding Evidence

Learning Objectives:

Have a better understanding of evidence, including:

1. What evidence is and is not;
2. Different kinds of evidence, and;
3. Why we need evidence to support research, policies and practices for child and youth mental health promotion and access to services.

Evidence is ...

“Evidence is a piece of information that supports a conclusion.”

Taflinger, Richard F. What is Evidence? 1996. Washington State University. On-line: <http://public.wsu.edu/~taflinge/evidence.html>

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:

1. 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 www.statcan.gc.ca

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, socio-economic group, urban/rural or remote communities?
- How is the being data used? For what purpose? To advocate for what goal?

Assessing Evidence: Consider the following...

Adopted from Progressive Policymakers Toolkit, Overseas Development Institute, UK

- **Accuracy:** Is the evidence correctly describing what it intends to do?
- **Objectivity:** The quality of the approach taken to generate evidence and the objectiveness of the source, as well any disagreement with regard to evidence.
- **Credibility:** This relates to the reliability of the evidence and whether we can rely on it for monitoring or evaluation purposes.

- **Generalisability:** Is there extensive information or are there just selective cases or pilots?
- **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.

Module Three: Applying Evidence

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?

Indicators Template

- Issue
- Activity
- Outcome
- Quantitative Indicators
- Qualitative Indicators
- Data Sources
- Challenges

Module Four: Using Evidence for Child and Youth Mental Health

Learning Objectives:

Apply knowledge of how evidence can be used to promote child and youth mental health in Atlantic Canadian communities, including;

1. Learning how to interpret evidence and report results for collective impact;
2. Moving from conversation to evidence to action;
3. Exploring collaboration and partnerships for collective impact;
4. Applying tools and frameworks from the curriculum to assess the role of evidence in participants' work and communities.

Action Planning Checklist

- ✓ Issue
- ✓ Supporting Information
- ✓ Timing
- ✓ Organization
- ✓ Message

Worth remembering...

“Not everything that counts can be counted, and not everything that’s counted counts.”

Sign posted on Albert Einstein’s door at Princeton University

Evaluation

How did we do?

Please fill out your evaluation form.

Thank you...

...for your participation!

