

Cannabis and Youth: A Certificate for Youth Workers



HAVE A QUESTION?

Please get in touch with us.

We'd love to hear from you!

Cyril Cromwell

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WELCOME MESSAGE

On behalf of East Metro Youth Services and YouthREX, welcome to the online certificate:
Cannabis and Youth: A Certificate for Youth Workers!

Research shows that youth in Ontario have the highest rates of cannabis use in Ontario: one in five Grade 7-12 students and 38 percent of young adults aged 18-29 use cannabis, compared to 14.5 percent of all adults. Cannabis use during adolescence can increase the risk of negative health outcomes and social harm.

In response to these statistics and the legalization and commercialization of cannabis, we collaboratively developed this free, self-guided online learning opportunity to provide the Ontario youth sector with evidence-based information on the health, social and legal risks associated with cannabis use to support informed decision-making among young people. We are excited to support access to evidence-based information on cannabis use among youth.

We encourage you to take a moment to complete the post-certificate survey once you complete the certificate, to allow us to learn about how it has supported your learning, and to improve it for future cohorts.

We encourage you to check out our upgraded and improved online hub for youth work. The [Knowledge Hub](#) features 1,100+ resources to quickly connect you to knowledge from research, practice and lived experience that can support your work with youth. The Knowledge Hub also includes a special collection of resources on cannabis. Check it out here: <https://youthrex.com/area-of-interest/cannabis-use/>

Finally, do remember to share your experiences on social media using the hashtag: #rexlearn and follow us on Twitter: @REXforYouth.

On behalf of YouthREX, I wish you all a fulfilling learning experience. If you have any questions, concerns or feedback, please get in touch with us. We love hearing from you.

Uzo Anucha, MSW, PhD

Provincial Academic Director – YouthREX
York Research Chair in Youth and Contexts of Inequity
Associate Professor – School of Social Work
York University
uzo@youthrex.com

CERTIFICATE OVERVIEW

This self-guided online professional development certificate collaboratively developed by East Metro Youth Services and YouthREX provides youth workers with evidence-based information on the health, social and legal risks associated with cannabis use, to support informed decision-making, and to educate and increase awareness among young people.

LOGIN TO THE CERTIFICATE

https://learn.youthrex.com/users/sign_in

WE KNOW THAT youth have the highest rates of cannabis use in Ontario: one in five Grade 7-12 students and 38% of young adults aged 18-29 use cannabis, compared to 14.5% of all adults. Cannabis use during adolescence can increase the risk of negative health outcomes and social harm.

WE RECOGNIZE THAT the legalization of Cannabis has led to some confusion about what is safe and healthy for young people. Youth workers in Ontario need access to evidence-based information on the social, health and legal risks of cannabis use to address some of these gaps.

IN THIS CERTIFICATE youth workers will find the knowledge and the tools they need to raise awareness about cannabis use. Although it was developed with youth workers in mind, we believe that it is a useful resource for anyone who works with young people and is interested in supporting youth well-being.

This certificate provides:

- Important facts on legislation around cannabis use, especially legislation relevant to youth
- Evidence-based information on the health implications of cannabis use for youth
- Theoretical lenses and practice strategies to support youth in making informed decisions about cannabis

Approaches and Values

- Critical Positive Youth Development (PYD) is a strengths-based approach that considers the way multiple, intersecting identities shape young people's experiences
- Anti-Oppressive Practice (AOP) understands experiences of oppression, privilege and power as rooted in people's identities and social locations, historical contexts and contemporary social dynamics
- Harm reduction aims to minimize the risks of substance use by providing people with the tools and knowledge they need to make informed decisions about substance use
- Youth voice and lived experience shaped the development of this certificate through the engagement of youth and youth workers in a series of co-design sessions
- Evidence-based recognizes the validity of different sources of knowledge, including lived experience, practice and research

Format of the Certificate

The certificate features five online modules comprised of interactive narrated lectures, resources, quizzes and other learning tools. You can complete the certificate at your own pace.

Certificate Structure

The Cannabis and Youth certificate covers the historical and contemporary context of cannabis, legalization, supportive practices, theoretical frameworks, and practice frameworks. The certificate features five online modules with 3 to 5 lessons. There are currently 15 lessons across the five modules. Lessons include narrated lectures, lecture-relevant resources and a brief quiz at the end. Lecture-relevant resources include articles, videos, toolkits, etc.

Learning Path

You can complete the certificate at your own pace. You will need about 30 minutes to complete the required work and another 30 minutes or more to review the optional recommended resources, depending on how many of these you choose to review. We estimate that it will take about 20 hours to go through the required work for all 15 lessons of the curriculum.

Our recommendation is that you spend about 3 to 4 hours a week going through the lessons if you want to complete the entire curriculum in 5 to 7 weeks. The Certificate at a Glance chart on page 5 provides you with suggestions on what work to complete each week if you aim to complete the curriculum in 7 weeks. Remember that you can do more or less in some weeks depending on your availability.

YouthREX will provide youth workers that complete all five modules with a digital certificate and a LinkedIn Badge.

Evaluation

This certificate is intended to be a dynamic learning resource that responds to youth workers' learning needs. Your feedback will allow us to assess whether the certificate is meeting its objectives and improve it for future cohorts. Please feel free to provide YouthREX with comments, concerns, and recommendations by:

- Completing feedback forms at the end of each module
- Completing the post-certificate survey

The feedback forms and survey are an opportunity to think about what you've learned and how your understanding of cannabis may have shifted over the course of your learning journey. Thank you for taking the time to share your experiences with us!

CERTIFICATE AT A GLANCE

MODULE ONE: CANNABIS IN CONTEXT // Week 1	
Lessons	Instructors
1. Certificate Introduction	Tanika McLeod
2. Cannabis 101	Jenna Valleriani
3. The Health Effects of Cannabis	Patricia Scott-Jeffroy
4. Cannabis Use Disorder	Patricia Scott-Jeffroy
MODULE TWO: LEGALIZATION AND YOUTH // Week 2	
Lessons	Instructors
1. Understanding the Cannabis Act <ul style="list-style-type: none"> • Part One: Purchasing, Possession and Use • Part Two: Criminal Law and Driving Offences 	Suzanne R. Johnson
2. Critical Questions on Criminal Justice	Akwasi Owusu-Bempah
MODULE THREE: SUPPORTIVE PRACTICES // Week 3	
Lessons	Instructors
1. The Social Context of Adolescent Cannabis Use	Emily Jenkins & Rebecca Haines-Saah
2. Evidence Informed Cannabis Education for Youth	Jenna Valleriani
3. Lower Risk Cannabis Use Guidelines for Youth	Fariyah Ali & Cayley Russell
4. Connecting Theory to Practice: Introduction to Module 4 and 5	Cyril Cromwell
MODULE FOUR: THEORETICAL LENSES // Weeks 4 and 5	
Lessons	Instructors
1. Social Determinants of Health	Candice Christmas
2. Anti-Oppressive Practice	Nene Kwasi Kafele
3. Anti-Black Racism	Nene Kwasi Kafele
4. Indigenous Perspectives	Ruth Koleszar-Green
MODULE FIVE: THEORY-BASED PRACTICE TOOLS // Weeks 6 and 7	
Lessons	Instructors
1. Stages of Change <ul style="list-style-type: none"> • Transtheoretical Model: Part One • Transtheoretical Model: Part Two • Transtheoretical Model Application: Using a Stages of Change Approach with Youth 	Vivian Oystrick
2. Motivational Interviewing <ul style="list-style-type: none"> • Motivational Interviewing: The Foundational Tenets • Motivational Interviewing in Youth Work 	Mary Goitom

DETAILED OVERVIEW OF THE CERTIFICATE

MODULE ONE: CANNABIS IN CONTEXT

The lessons and resources in Module One provide the foundational knowledge you need to understand how cannabis works, why youth use it, and some of the ways it can affect our physical and mental health. This Module answers some common questions about cannabis, including:

- What are the different types of cannabis?
- What is THC and CBD?
- Can you overdose?
- Is cannabis addictive?

In this Module, we also examine the evidence on the effects of cannabis on mental health and the adolescent brain. A lesson on Cannabis Use Disorder discusses diagnosis, risks, and effective interventions.

Learning Objectives

- Understand the historical and contemporary context of cannabis use
- Describe the physical and cognitive effects of cannabis use
- Define Cannabis Use Disorder in terms of diagnostic criteria, risks and effective interventions



LESSONS & TOPICS

Lesson 1: Certificate Introduction

- Certificate overview
- What to expect
- Curriculum structure

Lesson 2: Cannabis 101

- Historical and contemporary context of cannabis use
- Properties of cannabis
- Methods of consumption

Lesson 3: The Health Effects of Cannabis

- Adolescent brain development
- Cognitive and physical effects of cannabis
- Mental health concerns

Lesson 4: Cannabis Use Disorder

- Diagnosis of CUD
- Epidemiology
- Youth-specific risks
- Effective interventions

MODULE TWO: LEGALIZATION AND YOUTH

This Module provides youth workers with the knowledge and the tools to support youth in navigating the complex regulatory landscape around cannabis. We begin with a detailed overview of provincial and federal regulations on cannabis possession, consumption and sale. This section includes information on tenant and worker rights, driving offences, and roadside testing.

Next, we address the intersections of cannabis, justice, and inequality by examining class and racial disparities in pre- and post-legalization contexts. This Module ends with some practical suggestions for avoiding cannabis-related conflict with the law and navigating interactions with the justice system.

Learning Objectives

- Describe the federal and provincial regulations on cannabis, including purchasing, possession and use
- Critically consider the historic and contemporary significance of evolving drug regulation and the over-criminalization of marginalized youth and communities
- Describe strategies for supporting youth navigate police interactions and the justice system



LESSONS & TOPICS

01: Understanding the Cannabis Act

- Federal and provincial laws
- Offences involving minors
- Workplace and tenant rights
- Driving offences and roadside testing

02: Critical Questions on Criminal Justice

- Cannabis, justice and inequality
- Cannabis Act and youth
- Strategies for youth workers

MODULE THREE: SUPPORTIVE PRACTICES

The lectures and resources in this Module provide youth workers with a repertoire of evidence-based practices for supporting youth in making informed decisions around cannabis use. We examine the effectiveness of different approaches to cannabis education and consider the evidence for utilizing a harm reduction perspective in your work with youth. This Module includes recommendations for talking to youth about cannabis, as well as tips for reducing the health and safety risks of cannabis use.

Learning Objectives

- Understand issues with current approaches to substance use education
- Describe effective approaches to substance use education in the context of legalization
- Describe the Lower Risk Cannabis Use Guidelines for Youth



LESSONS & TOPICS

01: The Social Context of Adolescent Cannabis Use

- Lessons from BC's TRACE research program
- CYCLES film + classroom resources
- Prevention and education in the context of legalization

02: Evidence Informed Cannabis Education for Youth

- Issues with current approaches to drug education
- Effective approaches
- Ten guidelines for having the cannabis conversation with youth

03: Lower Risk Cannabis Use Guidelines for Youth

- Development of LRCUG and the Blunt Truth
- How and why to include youth perspectives
- Ten LRCUG recommendations

04: Connecting Theory to Practice: Introduction to Module 4 and 5

- The role of theory in critical youth work practice
- Theoretical lenses: Introduction to Module 4
- Theory-based practice tools: Introduction to Module 5

MODULE FOUR: THEORETICAL LENSES

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LESSONS & TOPICS

01: Social Determinants of Health

- Intersectional considerations
- Social Gradient of Health Theory
- Policy and program implications

02: Anti-Oppressive Practice

- Systemic oppression and intersectionality
- Impact of systemic inequalities on youth
- Strategies for supporting youth

03: Anti-Black Racism

- Framework and definitions
- Black Radical tradition in Canada
- Examples of Anti-Black Racism
- Strategies to support youth

04: Indigenous Perspectives

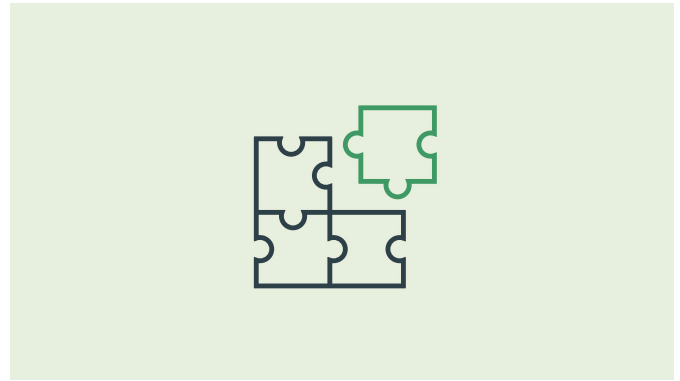
- Indigenous theory and practices
- Repercussions of Canada's colonial history
- Recommendations from the Truth and Reconciliation Report

MODULE FIVE: THEORY-BASED PRACTICE TOOLS

The lectures and resources in this Module provide youth workers with a repertoire of evidence-based practices for supporting youth in making informed decisions around cannabis use. We examine the effectiveness of different approaches to cannabis education and consider the evidence for utilizing a harm reduction perspective in your work with youth. This Module includes recommendations for talking to youth about cannabis, as well as tips for reducing the health and safety risks of cannabis use.

Learning Objectives

- Understand issues with current approaches to substance use education
- Describe effective approaches to substance use education in the context of legalization
- Describe the Lower Risk Cannabis Use Guidelines for Youth



LESSONS & TOPICS

01: Stages of Change

- The Transtheoretical Model
- Stages of Change
- Principles and processes of change

02: Motivational Interviewing

- Process of Motivational Interviewing
- Core skills (OARS)
- Best practices

FREQUENTLY ASKED QUESTIONS

I can't remember my login information, what do I do?

On the 'Sign In' page, click the 'Forgot Password?' link. On the next page, enter the email address you signed up with and you will be sent instructions on how to reset your password.

I can't hear any audio on the lectures. How do I fix this issue?

First, make sure that you are using the Google Chrome as your web browser to access the Certificate. If you do not have Google Chrome on your computer, it's very simple to download. If you're still having audio issues, we suggest using headphones to listen to the voiceover as some lectures are quieter than others. If you are still experiencing issues, please contact YouthREX at learn@youthrex.com

Is there a way for me to print the lessons so I can take notes and follow along as I go?

Yes, there are downloadable lecture slides for each lecture. They can be found directly under the lecture presentation within each lesson.

Do I have to be online at certain times to work through the content?

No, the advantage of this certificate is that all course content is available to you at once so that you can work through the modules at your own pace. We recognize that youth workers are very busy! Therefore, the certificate is structured in a way that is flexible and easy for you to complete.

Can I progress through the course with a friend or colleague?

Definitely! Going through the curriculum with friends or colleagues can be very beneficial. However, we ask that each person access the curriculum using their personal login details so that YouthREX can track your progress to verify if you have completed the required work to earn a certificate.

Do I need to have a particular educational background to engage with the course?

No, the certificate is suitable for a range of educational backgrounds and areas of specialization. However, those who are less familiar with the theoretical and practical frameworks in Modules Four and Five may want to begin with those lessons. This will allow you to contextualize some of the cannabis-specific content in the first three modules.

How does the grading work? Is it possible to "fail" or not progress if I get the answers wrong?

No one can fail the curriculum. It is not set up that way. The quizzes support you to make sure that you have understood the core concepts of the lectures. If you do not answer the questions correctly, you will have another chance to review the content and retry. The objective is not to "fail" anyone but to make sure that the curriculum is being communicated effectively.

How do I mark and track my progress throughout the platform?

Once you complete any section of the curriculum, please make sure to click "Complete and continue" in order to mark each lesson component (e.g. lecture, additional resource, or quiz) as complete. Once this is done a green check mark will appear and your percentage of module completion will be updated. Marking your progress through the platform is also important for you to complete the training and earn your certificate.

How long will it take to complete the curriculum?

We recommend that you spend about 3 to 4 hours a week if you want to complete the entire curriculum in 5 to 7 weeks. The Curriculum at a Glance chart on page _ includes suggestions on what to complete each week in order to complete the curriculum in 7 weeks. Remember that you can do more or less in some weeks depending on your schedule.

What happens if I fall behind the suggested weekly timelines to complete the lectures? Is the timeline strict?

The timelines are suggestions and we understand that people may go through the curriculum faster or slower depending on their availability. You will have access to the learning platform for a total of 10 weeks after you've enrolled. If you need additional time to complete the certificate, you can email learn@youthrex.com to request a two-week extension.

What do I get for completing the curriculum?

YouthREX will provide youth workers that complete all five modules with a digital certificate and a LinkedIn Badge.

**Where did the content for the lessons come from?
How was the curriculum put together?**

YouthREX at York University developed the curriculum for EMYS. The lectures were developed by a diverse group of experts in the field. Check out the bios of all instructors on pages 15 to 18.

What do I do if I have concerns about any content in this Certificate?

Please contact YouthREX at learn@youthrex.com and let us know about your concerns. If you have some suggestions for improvement, please let us know so that we can continue to improve.

Got any other questions not covered here?

Not a problem! We would love to hear from you. Please contact YouthREX: learn@youthrex.com.

TEACHING TEAM

CURRICULUM DEVELOPMENT TEAM (IN ALPHABETICAL ORDER)

Dor Assia

YOW Provincial Community of Practice Manager – East
Metro Youth Services

Dr. Uzo Anucha

Provincial Academic Director – YouthREX
Associate Professor – School of Social Work,
York University

Corliss Bean

Research and Evaluation Specialist – YouthREX

Cyril Cromwell

Learning and Development Manager – YouthREX

Katarina Gligorijevic

Research Associate – YouthREX

Kathe Rogers

Knowledge eXchange Manager – YouthREX

Anita Sekharan

Lead Designer – YouthREX

CERTIFICATE INSTRUCTORS (IN ALPHABETICAL ORDER)

Farihah Ali

Node Manager – Ontario Node, Canadian Research
Initiative in Substance Misuse, CAMH

Candice Christmas

Youth Wellness Scholar and Advocate

Mary Goitom

Assistant Professor – School of Social Work,
York University

Rebecca Haines-Saah

Assistant Professor – Community Health Sciences,
University of Calgary

Emily Jenkins

Assistant Professor – School of Nursing,
University of British Columbia

Suzanne R. Johnson

Director – Osgoode Hall Law School,
York University

Ruth Koleszar-Green

Assistant Professor – School of Social Work,
York University

Nene Kwasi Kafele

Teacher, Trainer, Trauma Counsellor, Researcher,
Community Organizer and Conflict Mediator

Akwasi Owusu-Bempah

Assistant Professor – Department of Sociology,
University of Toronto Mississauga

Vivian Oystrick

Professor of Social Service Work – School of Justice and
Community Services Program, Cambrian College

Cayley Russell

Research Coordinator – Institute for Mental Health
Policy Research, CAMH

Patricia Scott-Jeffroy

Consultant – PSJ Consulting

Jenna Valleriani

CEO – National Institute for Cannabis Health and
Education (NICHE) Canada

BIOS OF CERTIFICATE INSTRUCTORS

Jenna Valleriani

Module 1: Cannabis 101

Module 3: Lower Risk Cannabis Use Guidelines for Youth

Dr. Jenna Valleriani is the CEO of the NICHE, a national nonprofit focused on the development of evidence based public policy, cannabis research and community engagement, and Executive Director of Hope for Health. She recently completed a Postdoctoral Fellowship at the BC Centre on Substance Use and the Faculty of Medicine at the University of British Columbia. Jenna holds a PhD from the University of Toronto, has published multiple manuscripts in peer-reviewed journals, and created one of the first Canadian-focused cannabis policy courses in Canada from 2014-2016. She is a Strategic Advisor for Canadian Students for Sensible Drug Policy, and led the development of the “Sensible Cannabis Education Toolkit” for youth. She was invited as an expert witness to the Senate of Canada regarding Bill C-45, The Cannabis Act, to speak about youth and cannabis legalization. Jenna’s public commentary on cannabis policy in Canada has been featured in over 100 national and international media outlets, including CBC Power and Politics, Publimetro México and the Globe and Mail.

Patricia Scott-Jeffroy

Module 1: The Health Effects of Cannabis

Module 1: Cannabis Use Disorder

Patricia’s career has spanned over 30 years in the field of addictions. She began her career as an Addiction Counselor at the Centre for Addiction and Mental Health and went on to the role of Program Coordinator for Toronto Hospital’s Withdrawal Management Unit. She also held the position of Health Educator for the Substance Abuse Prevention Program at York Region Health Services and Education Consultant for Parent Action on Drugs where she provided program design and service

delivery. Her career has given her experiences working with clients within the Criminal Justice System, and our health care sector, both in prevention and intervention. In 2007 she opened PSJ Consulting, which strives to provide interested individuals with a better understanding of substance use and the implications for our society.

Suzanne R. Johnson

Module 2: Understanding the Cannabis Act

Suzanne Johnson is an Osgoode graduate who participated in CLASP as a Division Leader, and later on, as a Student Board member. After being called to the Bar in Ontario in 2004, Suzanne strengthened her legal advocacy skills through working at a criminal defense firm in Toronto, before deciding to open her own practice. Suzanne’s passion for education and social justice, fueled by her Bachelor of Social Work degree, led to her decision to join CLASP as review counsel in 2006. Her legal work at the clinic spanned criminal law, education law, family law, immigration law, and civil litigation involving the police. In March 2016, she became acting Director, and in September 2016 she stepped into the role of Director. Suzanne is a staunch believer that all individuals should have access to justice.

Akwasi Owusu-Bempah

Module 2: Critical Questions on Criminal Justice

Dr. Owusu-Bempah is an assistant professor in the Department of Sociology at the University of Toronto, Mississauga. His work focuses on the intersections of race, crime and criminal justice, with a particular interest in the area of policing. His recent research projects include: a study of Black males’ perceptions of and experiences with the police in Greater Toronto Area (including the experiences of both civilians and police officers); a review of race-based data collection within the Canadian criminal justice system; and an examination of citizen perceptions of criminal injustice

in Canada and the United States. His research has recently been published in *Policing and Society*, *Crime and Justice*, and *The Walrus*.

Rebecca Haines-Saah

Module 3: The Social Context of Adolescent Cannabis Use

Dr. Haines-Saah is an Assistant Professor in the Department of Community Health Sciences, Cumming School of Medicine, University of Calgary and co-leads for the O'Brien Institute for Public Health's, Population Health and Prevention Interest Group. Trained as a Health Sociologist, her research focuses on adolescent mental health and substance use through the lens of a critical public health approach that prioritizes harm reduction, social justice, and the lived experiences of persons that use drugs and/or live with mental illness. Since joining the University of Calgary as Faculty in early 2016, she has focused much of her research program on youth cannabis use and the public health policy implications of cannabis legalization in Canada. Her current projects also include qualitative and policy-focused research on parent advocacy for drug policy reform in the context of Canada's opioid crisis, and on youth policy engagement for mental health promotion.

Emily Jenkins

Module 3: The Social Context of Adolescent Cannabis Use

Dr. Jenkins is an Assistant Professor in the School of Nursing at the University of British Columbia. She has clinical expertise in acute mental health settings and her research is focused on optimizing mental health and substance use outcomes for Canadians through collaborative mental health promotion strategies; health services and policy development and redesign; and knowledge translation approaches. She supports inclusion of the patient and community voice in research to inform policies and programs that are responsive to a diversity of lived realities.

Farihah Ali

Module 3: Lower Risk Cannabis Use Guidelines for Youth

Farihah Ali is the Node Manager for the Canadian Research Initiative in Substance Misuse (CRISM) Ontario Node, based out of the centre for Addiction and Mental Health (CAMH). She is currently completing her PhD in Health Policy and Equity, focusing on youth substance use in Ontario. She has a background in health promotion and knowledge translation, with her current work focusing on substance misuse, harm reduction and specialty based addiction treatment. She is currently supporting the CRISM network in a variety of national projects related to cannabis and opioid use.

Cayley Russell

Module 3: Lower Risk Cannabis Use Guidelines for Youth

Cayley Russell is a Research Coordinator at the Institute for Mental Health Policy Research (IMHPR), based out of the Centre for Addiction and Mental Health (CAMH). She has a combined master's degree in Criminology and Addictions Studies from the University of Toronto, as well as an Addiction Medicine Diploma from the University of British Columbia. Her research and interests largely focus on the intersection of mental health and addictions among vulnerable populations. She has published numerous articles, primarily examining opioid and cannabis-related health harms.

Cyril Cromwell

Module 3: Connecting Theory to Practice: Introduction to Module 4 and 5

Cyril is the Learning and Development Manager for the Youth Research and Evaluation eXchange (YouthREX) project. Cyril J. Cromwell is a social justice advocate and community educator. As a proponent of Social Justice, Cyril has led professional development and media art projects across the Greater Toronto Area and abroad for over a decade. To support young people, particularly

those who may be facing multiple social barriers, Cyril has presented media education workshops in community centres, local and international high schools, open custody detention centres, and in his photography studio. As a community educator and PhD candidate, Cyril is passionate about addressing the contradictions that are discreetly embedded within the social service sector and exploring how subtle systemic (power) structuring may be undermining well-meaning and even charitable interventions/intentions. As a former front-line youth worker, Cyril is interested in amplifying the voices of young people and grassroots youth workers in research and policy to reduce the gap that often exists between theory and practice.

Candice Christmas

Module 4: Social Determinants of Health

My name is Candice Christmas and I'm a doctoral candidate in the Health Policy & Equity program at York University. Broadly speaking, my interests lie in social and environmental justice. The Social Determinants of Health underpin both these domains. I have a dual major in psychology and philosophy from John Abbott College, a BA Honours in History, and a Master of Arts in Health Geography from Queen's University. My Master's research was a quantitative study of how material and social determinants of health impact early childhood development. With 20 years of collective experience in project management, research, and strategic relations, I've worked in many different sectors: community development, knowledge management and mobilization, population and public health, family medicine and primary care, cancer care and palliative care. My undergrad teaching experience is in Global Health and Equity at York, and Human Geography at Queen's. I appreciate the power of co-creating knowledge with young people, and the dissemination of that knowledge by peers to peers. My doctoral research is in the area of youth mental health: how youth define wellness based on their unique social contexts, and how we need to incorporate critical thinking into youth health and media literacy programs. I am also a mother of two teenagers. Cooking and gardening are hobbies that keep me grounded.

Nene Kwasi Kafele

Module 4: Anti-Oppressive Practice

Module 4: Anti-Black Racism

Nene Kwasi Kafele is an educator, social justice and youth advocate, researcher and community organiser. He has held senior positions at CAMH (Centre for Addiction and Mental Health) in Toronto and in the Ontario Provincial government. He was also Executive Director of the Jamaican Canadian Association (the largest African Canadian social service agency in Canada). Nene has taught at the University of Toronto's School of Social Work as well as York University's Schulich School of Business. He has also developed and taught a York University (Faculty of Education) certificate course on community capacity building in working with urban youth called Advancing Equity, Building Youth Capacity. He has wide teaching experience in the Faculty of Environmental Studies at York University. He has a passion for working and organising with youth and has extensive planning and leadership expertise the areas of Youth Life Cycle Training (Rites of Passage) youth leadership, Community Economic Development, Anti-Oppression, Community Development and Strategic Planning. Nene is listed in "Who is Who In Black Canada" and is the founder of Tabono Institute the only African Canadian research and public policy agency. He is a certified conflict mediator with a speciality in youth conflict.

Ruth Koleszar-Green

Module 4: Indigenous Perspectives

Ruth is interested in Onkwehonwe (the Mohawk word for "original people") knowledges, approaches and world views. She is a Mohawk woman and a member of the Turtle clan. As a teacher, Ruth utilizes Onkwehonwe pedagogies including storytelling, experiential learning, and reciprocal relationship building. As a researcher, Ruth is interested in ways to bring Onkwehonwe histories and knowledges into critical social work educations. She has engaged multiple Onkwehonwe communities in research projects that include: HIV/AIDS, food security, and

education. As a community member and activist, Ruth is on numerous committees (including co-chairing the York wide ‘Indigenous Council’) and volunteers at several Toronto and Ontario Aboriginal organizations (including as a community council member holding restorative justice circles at Aboriginal Legal Services and is a board member at Native Child and Family Services of Toronto).

Vivian Oystrick

Module 5: Stages of Change

Vivian Oystrick is a Registered Social Worker and a graduate of the Master of Social Work program at Laurentian University. Vivian worked as both a Case Manager and Supervisor at the Children’s Aid Society of the District of Sudbury and Manitoulin for 16 years. Vivian has extensive experience working with children and youth who have experienced maltreatment and exposure to violence. Vivian also works as part of Dr. Coholic’s research team as a facilitator for an arts-based mindfulness intervention group for children and youth in need. Most recently Vivian worked as the YouthREX Northeast Hub Manager. Through her work with YouthREX Vivian assisted youth serving organizations to better understand, track, measure and share the impact of their work with youth. Vivian also lead capacity building and knowledge mobilization activities including evaluation-focused workshops, a youth work community of practice, and the New Opportunity for Innovative Student Engagement (NOISE) youth mentorship program. Vivian’s passion is enhancing resilience, and improving outcomes, for children and youth who face adversity.

Mary Goitom

Module 5: Motivational Interviewing

Dr. Mary Goitom is an Assistant Professor at the School of Social Work, York University. She holds a PhD in Social Work from the University of Calgary. Dr. Goitom has conducted extensive research on the experiences of second-generation immigrant youth. Her scholarship is centered on teaching and professional activity focusing on promoting equity and access for diverse communities within local, national and international contexts.

ABOUT EAST METRO YOUTH SERVICES

East Metro Youth Services (EMYS) is an adolescent mental health and addictions centre, accredited by the Canadian Centre of Accreditation, serving young people and their families since 1974. We continuously strive to engage youth and young adults in reaching their personal best through:

- Enhancing their mental health
- Investing in their future potential
- Innovative collaboration with our diverse families, communities and service partners

As Toronto's Lead Agency for Infant, Children and Youth Mental Health since 2015, we are focused on transforming their experiences with mental health challenges. This includes developing and operationalizing system-wide changes to better improve access, experience and mental health outcomes for Toronto's diverse communities.

Our Vision

Doing whatever it takes – We are committed to doing whatever it takes to meet the needs of the clients, participants and families we serve.

Our Approach

We have incorporated the following concepts into everything we do:

- Youth and their families are the experts in their lives.
- We provide individualized programming to meet the unique needs and circumstances of youth and their families.

Our Values

At EMYS we go above and beyond to deliver high quality service. We see it as a necessity not a choice. Below are the principles we are committed to upholding in our work:

1. Put People First
2. Value Diversity
3. Be Culturally Competent
4. Uphold Professional Excellence
5. Lead Collaboratively
6. Enable Ongoing Learning
7. Encourage Innovation

Our Philosophy

At East Metro Youth Services we believe:

- The best interests of youth in our community are paramount.
- Youth and their families should be treated with dignity and respect.
- The strengths, diversity, and potential of youth and their families should be recognized and valued.
- Flexibility, innovation, and individualized treatment approaches are important to providing responsive services.
- Collaboration with the youth, families, community and other service providers enhance the achievement of outcomes for youth.
- Excellent, high quality services and programs are based on best practices and staying evidence-informed.

ABOUT YOUTHREX

THE YOUTHREX STORY

Launched in December 2014, the Youth Research and Evaluation eXchange (YouthREX) builds on the work of Ontario's Youth Opportunity Strategy (2006) and Youth Action Plan (2012) by supporting the youth sector's capacity to measure and understand program impact.

YouthREX's vision is an Ontario where shared knowledge is transformed into positive impact for all youth and the mission is to make research evidence and evaluation practices accessible and relevant to Ontario's grassroots youth sector through capacity building, knowledge mobilization, and evaluation leadership. YouthREX's mandate is focused on grassroots and youth-led organizations, especially those serving racialised youth, newcomer youth, Aboriginal youth, youth with disabilities or special needs, youth in and leaving care, Francophone youth, LGBTTTQ youth, youth living in rural & remote communities, youth from low-income families, and youth in conflict with the law.

YouthREX's Three Objectives:

#1: Knowledge Exchange

To enhance knowledge of research and evaluation practices, tools, resources, and techniques within youth-serving organizations; to leverage practical experiences and knowledge within the youth-serving sector (e.g. lessons learned and promising practices), and facilitate the transfer/exchange of this knowledge across the sector.

#2: YouthREX ED

To build the capacity of youth-serving organizations, in particular, small-scale/grassroots groups, to conduct their own program evaluations and improve services based on evidence.

#3: Youth Program Supports

To provide direct program evaluation and data analysis services to individual youth serving organizations in particular smaller scale and grassroots groups – measuring the impact of their youth programming and identifying opportunities for improvement.

THE KNOWLEDGE HUB

Our upgraded and improved online hub for youth work: The Knowledge Hub features 1,100+ resources to quickly connect you to knowledge from research, practice and lived experience that can support your work with youth.

Search by Area of Interest or Population Group and check out different types of resources (factsheets, infographics, reports, videos, webinars, and more).

The Knowledge Hub also includes an evaluation toolkit and an inventory of evaluation measures.

The Knowledge Hub is available from anywhere you have access to the internet and at any time – 24/7. 365.

You'll also find resources from the Knowledge Hub highlighted throughout YouthREX's website: www.youthrex.com.

Start exploring today or book an online tour with Kathe Rogers, our Knowledge Exchange Manager: <https://youthrex.com/get-in-touch>.

The Knowledge Hub is an extension of YouthREX's efforts and commitment towards enhancing youth wellbeing in Ontario by facilitating the connection of shared knowledge to youth work.



Youth Research and Evaluation eXchange (YouthREX) is a province-wide initiative based at the School of Social Work at York University with regional hubs in London, Ottawa, Sudbury, and Windsor.

OUR MISSION is to make research evidence and evaluation practices accessible and relevant to Ontario's grassroots youth sector through capacity building, knowledge exchange, and evaluation leadership.

OUR VISION is an Ontario where shared knowledge is transformed into positive impact for all youth.

www.youthrex.com
www.exchange.youthrex.com
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