



# FINAL REPORT

BRIDGING TWO WORLDS:  
CULTURALLY RESPONSIVE CAREER DEVELOPMENT PROGRAMS AND  
SERVICES TO MEET THE NEEDS OF NEWCOMER AND REFUGEE CHILDREN IN  
CANADA – A GUIDE TO CURRICULUM INTEGRATION AND IMPLEMENTATION



## PROJECT PARTNERS AND FUNDERS



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The University of Calgary offers students a high-quality educational experience that prepares them for success in life, as well as research that addresses society's most persistent challenges. [www.ucalgary.ca](http://www.ucalgary.ca)

Memorial University of Newfoundland: Memorial University of Newfoundland is a comprehensive university based in St. John's, Newfoundland and Labrador, Canada. [www.mun.ca](http://www.mun.ca)

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Newcomers Employment and Education Development Services (N.E.E.D.S.) Inc., Manitoba

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Calgary Bridge Foundation for Youth

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## EXECUTIVE SUMMARY

### OVERARCHING NEED OR GAP THAT WARRANTED PROJECT

This three-year research program investigated schools and communities in Calgary, Winnipeg, St. John's, and Charlottetown to learn about the shared and disparate approaches to career development for refugee and newcomer children. School counsellors can play an integral role in transforming current education systems to become inclusive and socially just learning communities that are culturally responsive to the unique needs of children from diverse backgrounds (Stewart, 2014). School counsellors report that they feel ill-equipped to deal with the diverse needs of children from refugee backgrounds when these needs are not met, children either voluntarily or involuntarily leave the school system (MacNevin, 2012; Stewart, 2011). Research conducted by Stewart (2011) and MacNevin (2012) indicated that school counsellors need practical approaches and strategies to make school meaningful and positive for newcomer children. Career development and future focused programs are one such way to keep students linked to the school community.

This research relates directly to the core mission of CERIC which is to provide education and research related to the development, analysis and assessment of current career development practices in Canada. With a focus on the specific needs of newcomer/refugee youth, this project identifies culturally responsive strategies to address the diverse needs of Canada's newest citizens. Research conducted with secondary level students in Manitoba indicated there is an essential need to provide more informed and comprehensive career development for newcomer/refugee youth (Stewart, 2011). Teachers, counsellors and school administrators indicated that refugee and newcomer youth needed more assistance with career choices and many students were ill-informed on the impact of course choices on their future career trajectories. There existed a tremendous disparity between the academic level of the student and the aspirations students had for future education and career choices. With complications arising because of psychosocial issues (e.g., trauma from war, loss of parents, forced migration) or language barriers, students experienced further obstacles to career planning and development. This research was designed to increase the economic and social wealth of Canadians through more accessible and effective career development strategies, derived collaboratively through the active engagement of practitioners, scholars, government services and non-government agencies.

The research findings are intended to prepare counsellors and teachers who provide career development programs and services and to help create stronger networks between community partners, universities, organizations and schools throughout Canada. Interns, who contributed to this research program, were a part of a multi-agency support network to facilitate the provision of career development programs and services for newcomer/refugee youth. Interns contributed to the development of recommendations for policy and practice and to creating professional development activities/lessons to prepare counsellors to assist with career decision making for youth from newcomer/refugee backgrounds.

The overarching goal was to contribute new knowledge to CERIC and to provide counsellors with knowledge and practical resources to help provide career counselling to middle and secondary level newcomer and refugee youth in Canada.

## TARGET AUDIENCE, STAKEHOLDERS AND PARTNERS/COLLABORATORS

The target audience includes teachers, school counsellors, school administrators, provincial/territorial Ministries of Education, and career development professionals.

Stakeholders included:

- Target audience
- CERIC
- Canadian Career Counselling Development Foundation
- Canadian Counselling and Psychotherapy Association
- Community-based refugee welcoming centres

Partners/Collaborators included:

- CERIC
- Social Sciences and Humanities Research Council of Canada (SSHRC)
- Mitacs
- University of Winnipeg
- Memorial University of Newfoundland and Labrador
- University of Calgary, Werklund School of Education
- Government of Manitoba
- International Centre for Innovation in Education (ICIE)
- Newcomers Employment and Education Development Services (N.E.E.D.S.) Inc., Manitoba
- Refugee and Immigrant Advisory Council Inc. (RIAC)
- Calgary Bridge Foundation for Youth

## PROJECT DELIVERABLES

- (1) Comparative data on career development trends and best practices from 4 mid-sized cities in Canada;
- (2) Suggestions on counsellor competencies that need to be developed to meet the career development needs of newcomer/refugee youth;
- (3) Recommendations for best practices to assist newcomer/refugee youth with career decision-making;
- (4) A collection of 30 professional development lessons to use with pre-service and in-service counsellors to better help them meet the needs of newcomer/refugee students;
- (5) The training of teachers and counsellors to better meet the educational and career development needs of newcomer/refugee students.

Following the first year of the investigation, the investigator from Charlottetown, PEI left the province and was no longer able to participate in the study. In spite of dropping the province we were able to modify some of our data collection techniques to complete the data set for phase one in PEI and then we subsequently collected data from only three provinces for the remainder of the phases.

### *Deliverables and Interproject Adjustments*

Deliverables 1, 2, and 4 did not change, although flexibility was inserted in the target audience to include both teachers and counsellors, to respond to the need for some schools without school counsellors to increase cultural competency in their learning environments. Deliverable 3 was expanded to include research-based information as a backgrounder to best practices. Deliverable 5 was expanded to include sample lesson plans for students aligned to the research themes and the Blueprint for Life/Work Designs as an interim step before the timeline for training of teachers begins. The project was carried out as intended; however, certain phases were adjusted to provide more data to assist us with developing the curriculum. The regional focus groups were intended to help us review the teacher lessons we developed and to generate additional topics. This did not occur as planned in NL as they did not write lessons in advance of the meeting, instead, the other teams in MB and AB, developed additional lessons using participants from our regional groups.

**Project Timelines.** The timeline for submission of the project was adjusted from June 1, 2017 to June 30, 2017. This adjustment was required due to a delay in submissions by one of the project collaborators. Due to the partnership with Mitacs, some of the original timelines for the project were adjusted to better align with the various internship start dates and funding allotments.

**Project Outcomes.** The anticipated outcome was an increased workload by other collaborators to ensure the project deliverables were robust, aligned to the research, and met the project requirements as agreed to at the commencement of the project.

**Project Adjustments.** There were minor adjustments to the personnel collaborating on the project that had no impact on the final deliverables for project. These adjustments took considerable administration time and required comprehensive documentation and follow-up on the part of the principal investigator. It would have been advisable to consider the overarching role of the project lead and to account for the

time that was necessary to manage a national research project. Coordinating the funding through Mitacs was also a first for the university and CERIC and this required additional start-up meetings and logistical considerations throughout the duration of the project. This also required the principal investigator to coordinate the payment of 21 separate internship blocks through the research offices in four institutions. There was some difficulty with one institution signing the collaborative research agreement that meant the researcher in this province had to start data collection 6 months late. This resulted in the rest of the provinces having to wait for their data before they could move ahead.

Phase 5 of the project which involved a three-day pan-Canadian roundtable in Winnipeg was replaced with presentations in Ottawa and New York to promote the work nationally and internationally. After conducting the regional focus groups, we decided to refocus our attention to expanding the resource document instead of planning a national focus group. There would be significant overlap with the participants who would take part in the national focus group in Winnipeg and we only had resources to bring in 1-2 participants from each province. We felt that the time spent organizing the regional groups was significant and it was also asking participants to leave their workplaces for additional days that they could not afford. We also felt that the intended purpose of the three-day pan-Canadian roundtable which was to discuss policy recommendations and strategies for practice, could be better achieved with a more robust resource document and collection of lessons for practitioners to use. We consistently heard that teachers, counsellors, and settlement workers were requesting more training and additional strategies to help them support newcomers, so we decided to refocus our plan to provide these deliverables to the participants.

With the increase of refugees to Canada, all settlement and reception centres and agencies serving newcomer were significantly stretched and we sensed that asking them to give up additional days would not be possible. We decided to save the cost of flights, accommodations, honorariums, and conference fees and use this to help us present at the United Nations Conference and National Canadian Conferences. We submitted proposals of papers to Metropolis in Montreal, CSSE in Toronto, The United Nations Conference in New York, and AERA in San Antonio and all were accepted. Issues concerning refugees and newcomers have affected the entire world and our work and research is of interest to communities and countries across the globe. We felt that these conferences would help us reach a wider audience and we were able to disseminate our work internationally and nationally. We continue to disseminate the work from this research and have submitted new proposals for 2017-2018. We are also continuing to try to organize a meeting in Ottawa with The Minister of Immigration, Refugees and Citizenship.



## THE NEED FOR THE PROJECT

In a recent article published by The Canadian Journal of Career Development, Elez (2014) notes that in a review of four major professional career related journals, only 0.01% of the articles in a twenty-year period focused on career development for immigrants. Literature related to the career development of newcomers has been on the transition of international students and immigrants (Arthur & Popadiuk, 2013; Chen, 2008; Flores, Hsieh & Ciao, 2011) but there exists a paucity of research that examines the distinctly different situation for refugee students. A refugee is forced to leave his or her home due to issues of race, religion, conflict, persecution, or torture and an immigrant typically voluntarily leaves his/her country of origin for economic reasons. For the refugee, forced displacement and the relocation to another culture add to the complexities of career development and employment. Many educational and career barriers encountered by refugees and immigrants become internalized into belief systems and consequently limit career aspirations (Jackson, Kacanski, Rust & Beck, 2006).

Career counsellors need to be aware of their own culture and the culture of the students they work with (Burnham, Mantero & Hooper, 2009) and Arthur (2008) notes key areas that counsellors need to develop to better meet the needs of diverse students. Relating to this research proposal are: (1) the need to increase knowledge about theories and models of cross-cultural transitions and (2) the need to enhance multicultural competencies (Arthur, 2008). The diversity of the labour market and the academic context further complicate the delivery of culturally responsive counselling and career development to students from diverse cultures (Pederson, 1991). Contextual differences such as adjusting to a new culture, language difficulties, financial hardship, family separation, and academic differences (Barletta & Kobayashi, 2007) in addition to structural racism and discrimination (MacNevin, 2012; McBrien, 2005; Yoon & Portman, 2004) also affect the academic and career development context.

Shifting demographics in Canadian classrooms call for widespread comprehensive teacher and counsellor preparation programs to better prepare these professionals to work more effectively with newcomer and refugee students. Education offers the possibility of a successful career trajectory and ultimately a better life. With culturally responsive counsellors, who are trained to meet the diverse needs of newcomer children, there is a far greater chance of keeping these students in school and focused on a positive future. When career counsellors have strategies and practical approaches to supporting the student's career decision making there is a far greater chance that students will make positive and well-informed career decisions. These needs have remained constant throughout the time frame of this project.

## PURPOSE, GOALS, OR OBJECTIVES

Various programs and services have been introduced within Canada, to address the career needs of newcomer adults; however, there is a lack of research that examines middle and secondary level career decision making particularly for newcomer and refugee youth. This research was designed to look specifically at what educators and school counsellors could do to foster and facilitate informed career decision-making for newcomer/refugee youth. With some schools not having a designated counsellor, we intended to develop resources and training materials that would also be applicable to teachers/resource teachers who also provide career-related services to youth. Research conducted with immigrant clients suggested that many intra-individual, relational and contextual obstacles hindered adaptation to a new country (Elez, 2014). Research in Canada that focused on the educational needs of refugee children noted a void in adequate career development programs and services for refugee children and youth (MacNevin, 2012; Stewart, 2007, 2011).

The 6 phases outlined below, investigated career development for newcomer/refugee youth and provides the platform for a multi-institutional collaborative research network to develop new career development training resources for educators and counsellors. The funding was allocated specifically to the hiring of two interns for each city (for three years) who conducted the interviews that directly targeted issues related to career development and career exploration. One additional intern worked as the project coordinator who oversaw the project and worked together with the project coordinator, Dr. Jan Stewart. The interns were responsible for data collection, transcription, continual updating of the literature review, analysis of findings, co-authorship of dissemination activities, assistance with the development of the career development lessons, co-teaching of professional development activities and organization of the regional focus groups. Funding was also used to travel to rural and urban schools and to career development and career counselling organizations in Manitoba, Prince Edward Island, Newfoundland, and Alberta for the purpose of obtaining data focused on career development.

Conducting the research in three cities across Canada and utilizing observation, semi-structured interviews and focus groups for data collection, the project design also included a reciprocal process of investigating, learning, and problem solving with participants, investigators, collaborators, and partners. The partnering of scholars, practitioners, government representatives, and community organizations provided the foundation for a long-term research program and the potential to expand in scope to include additional provinces and cities. Through community forums and consultative workshops, participants in this research program developed recommendations for policy and practice – locally, provincially, and nationally. Together, this interdisciplinary exchange of knowledge contributed to enhanced understandings of the complex career development issues affecting newcomer/refugee students and allowed for the development of a framework for best practices and principles that have the potential to improve the capacity of career practitioners and career counsellors. It was hoped that the design of this proposed project would bring together community stakeholders and career development counsellors to create a reciprocal learning relationship that would be mutually beneficial and have an impact on both sectors. The regional focus group consultations and the national/international dissemination provided the venue for exchange of information, creation of new knowledge, and the sharing of findings. The overarching goal of this research was to provide school counsellors with the knowledge and resources to provide



more informed and culturally responsive career development and guidance to newcomer/refugee youth.

#### KEY MILESTONES

The methodology of this research program was designed for continuing knowledge transfer and mobilization activities. Preparation and engagement with the regional focus groups and the final national dissemination activities inherently involved dialogue and knowledge creation among participants from schools, school divisions, communities, and policy and agency partners. The final national and international dissemination activities were designed to build on the meta-analysis that pooled and analyzed the data from the three sites. The culminating activities brought together policy-makers and community representatives to work with a new career development model for newcomer/refugee integration in schools and communities; a model that included an understanding of the complexities of settlement and integration. Objectives remained constant over the course of the project.

## PARTNERSHIPS AND COLLABORATIONS

This project initially involved collaborations from different team members and institutions across Canada. These partnerships helped to expand the scope of the research and it provided a country-wide perspective on various issues concerning refugees and newcomers. Financial support from CERIC, Mitacs, and SSHRC helped the project partners collaborate nationally with community organizations, schools, and settlement services. These resources also provided extensive student internship experiences and the opportunity for students to become involved in a national research program. As the project progressed, an increasing number of stakeholders and related service providers engaged with the project. A summary of the key team members is provided below.

Government of Manitoba as Represented by the Minister of Education and Advanced Learning: The Provincial Government of Manitoba office overseeing K-12 Education and post-secondary education.

<http://www.edu.gov.mb.ca>

Newcomers Employment and Education Development Services: N.E.E.D.S. Inc. provides accessible services and support to immigrant and refugee children and youth and their families. [www.needsinc.ca](http://www.needsinc.ca)

International Centre for Innovation in Education: The International Centre for Innovation in Education (ICIE) is committed to the development of all learners as productive world citizens and leaders for the future. [www.icieworld.net](http://www.icieworld.net)

Refugee and Immigrant Advisory Council Inc.: RIAC offers services and information for all newcomers to Newfoundland and Labrador, regardless of status or when they arrived. <http://riac.ca>

Calgary Bridge Foundation for Youth is a not for profit organization that provides a welcoming and inclusive environment for immigrant and refugee youth and their families by supporting them with information, knowledge and experiences as they build a life in Canada. <http://www.cbfy.ca>

In most cases the partnerships and collaborations had a greater influence than we expected. The investigators and the student work teams met regularly and consistently one morning during the first week of each month. Most of these meetings were conducted through WebEx or Skype. The collaborators worked closely with the investigators in each province because in most cases, these people were the ones from the organization who helped us access the participants and observe the groups. In some phases, we would have daily interaction with the organizations and the collaborators. In other phases, there was less interaction but contact was maintained.

### EFFECT OF COLLABORATION ON PROJECT

In each province, there were key collaborators and organizations with whom we all worked closely. These partnerships not only provided ongoing support to the project, but also gave us an added connection to the field and to participants, but also gave us greater effect of dissemination. For example, in Manitoba we partnered closely with NEEDS Centre and the staff at NEEDS helped us coordinate interviews. Also in working with staff there, one partner decided to enrol at the University of Winnipeg to enter a Master's program. The project coordinator, Dr. Jan Stewart, is now her advisor and the partner has been hired to be a research assistant on her continuing research program. In addition, one of the transcribers for the project has also entered the Master's program at the University of Winnipeg and she has been awarded a Mitacs internship to work on Dr. Stewart's subsequent research projects. These two examples



demonstrate the ongoing connections that continue to enhance our research. NEEDS staff were also involved in our teacher training and curriculum development resource. NEEDS staff were instrumental in helping us gain access to a certain group of students in the public school divisions. NEEDS will also be an end user of the project deliverables and the research will assist the organization in evidence for developing future programming and project proposals.

Through working in partnership with Career Trek in Winnipeg, we were able to launch a combined undergraduate and graduate course on Career and Life/Work Planning. This course was offered January to March 2017. Participants in our study were indicating that Career and Life Planning in Schools is virtually non-existent and teachers and counsellors did not feel like they had the knowledge and skills to implement career development programs or to provide effective career counselling. This course was intended to help students examine their values, interests, skills, and personality in relation to the world of work and help them gain practical knowledge of career development resources. Students were able to practice the skills needed for job preparation. This course will be scheduled again in the 2018/19 academic year. See Appendix for information on new course development.

## ACTIVITIES AND RESEARCH METHODS

### PHASE 1 (MAY-AUGUST 2015)

Within each city, the researchers and the interns conducted 30-45 semi-structured interviews with individuals representing the five ecological systems: nanosystem, microsystem, mesosystem, exosystem, and macrosystem. Co-investigators coordinated data collection for their individual sites in each city and the principal investigator coordinated the analysis of data collected from Calgary, Winnipeg and St. John's. A total of 108 interviews were conducted in this phase across the three provinces. The collaborators and partners in each city had an active role in gaining access to the participants, particularly in the mesosystem, exosystem and macrosystem and they worked collaboratively with the co-investigator to collect, analyze and interpret the data. The purpose of this initial phase was to gather information on how the various communities supported the career development of newcomer and refugee youth and to explore gaps and voids in the provision of services and programs.

Outcomes:

- Completion of 30-45 individual interviews per province,
- Ten observations of community or school career support programs
- Completion of a one-day focus group with career development practitioners in Canada
- Transcription of interviews
- Initial data analysis results documented in NVivo software
- Meetings with all co-investigators every 4 weeks.

### PHASE 2 (SEPTEMBER 2015-FEBRUARY 2016)

Data specific to how schools support the career development of refugee students was gathered; 50 individual interviews were conducted in Calgary, 50 in St. John's and 118 interviews were conducted in Winnipeg. A total of 218 participants were interviewed in this phase consisting of teachers, newcomer/refugee students, Canadian-born students, school administrators, and school division consultants. In addition, focus groups were conducted in each site with the following participants: refugee students, school counsellors, parents, teachers, and school leaders. Focus group interviews investigated core competencies that needed to be developed to improve the preparation of counsellors who work with newcomer/refugee youth. Interns assisted with conducting interviews and with co-facilitation of the focus groups.

Outcomes:

- Completion of 218 individual interviews with newcomer/refugee students and with school/division staff in three cities (modified from 4)
- Completion of 5 focus groups in each city.
- Transcripts were written out and data analysis results (codes and models) were completed using Nvivo software.



### PHASE 3 (MARCH 2016-JULY 2016)

Collaborators and investigators collected additional information about support systems and resources to meet the specific needs of refugee students. The data from phase 1 and 2 were analyzed and preliminary findings were articulated. The interns and the investigators, together with stakeholders, (e.g., employment service facilitators, refugee support workers) created resources (manuals, lessons, strategies) to meet the identified training/development needs for pre-service and in-service career counsellors. Stakeholders were identified in phase 1 and 2 (participants who have knowledge and interest in program/lesson development). These resources were drafted and discussed at the regional focus group consultations. Approximately 20 suggested learning activities were co-developed for use with pre-service or in-service counsellors in university settings or school divisions that would better prepare counsellors to meet the career development needs of newcomer/refugee students. Meetings were also conducted with career development consultants to begin planning a new life/work design course at U of W.

#### Outcomes:

- Stakeholder members identified
- Draft of professional development course was completed
- Dissemination of preliminary findings to conferences and professional development seminars

### PHASE 4 (JULY 2016-NOVEMBER 2016)

All participants were invited to volunteer in a regional focus group career forum within each city. Approximately 20 participants attended the forum in each city. The forum included career counsellors, research partners, collaborators, investigators, students, and stakeholders. Participants in the regional focus group contributed to the development and review of the career development resources and generated action plans for their communities. Action plans included suggestions for policy, programs, and services to support career development for newcomer/refugee youth. The regional focus group forums were recorded and later transcribed, coded, and analyzed. Lessons and resources were revised according to feedback from the regional focus groups.

#### Outcomes:

- Approximately 85 participants took part in the regional focus groups (20 in NL and AB and 45 in MB). More participants were added in Manitoba due to increased interest from the various stakeholder groups.
- Data was collected, transcribed and analyzed
- Team based analysis of data occurred on a continuing basis
- Career development support materials were revised and first peer review process was completed.

### PHASE 5 (DECEMBER 2016-FEBRUARY 2017)

A three-day National focus group consultation was planned for Winnipeg. Due to a request from the Manitoba Government to run a series of four roundtable discussion groups with approximately 250 various stakeholders, the focus for Phase 5 was changed; the national event was cancelled and its funding was used to travel to several national conferences in Canada and to New York to promote the work

internationally. Difficulty was experienced in getting participants to commit to the three-day event and, since Manitoba had already held roundtables, it was assumed that participants would be from the surrounding area, thus duplicating existing research findings derived from the same stakeholders. Instead, the team has disseminated the work to key associations and organizations and this has been far more effective in reaching a wider audience. We have been able to share our findings and reports in numerous US cities to school divisions and Departments of Education and we have written and presented papers in the most competitive academic education conferences in Canada and the US (AERA, CSSE, Metropolis, P2P, CCPA).

Outcomes:

- Dissemination of findings to national and international conferences
- Team presentation of findings in Washington, DC at AERA conference
- Writing draft of curriculum document
- Pilot of the undergraduate/graduate level course Career; Life/Work Designs at University of Winnipeg in partnership with Career Trek (course instructor)
- Merging of data between the three cities completed and coding reports generated

#### PHASE 6 (MARCH 2017- JUNE 2017)

Results from this research program and the regional focus groups were further disseminated to the fields of academic scholars, industry, practitioners, and policy-makers. Researchers and interns disseminated findings at provincial and national conferences (Cannexus, CSSE, CCPA) and through the provision of practitioner professional development seminars (webinars, workshops) and through journal articles, media interviews, and newsletter articles. In addition, as mentioned in the partnership section, a pilot Career/Life Planning course was taught as a combined graduate/undergraduate course at the University of Winnipeg and will be offered again in 2018/19. It is anticipated that dissemination of the findings from this study will continue for the following year at various conferences, symposia, and seminars.

Outcomes:

- Dissemination of findings to conferences, seminars, and professional development activities.
- The final outcomes of the three-year research program is a report that documents an overview of the research program, recommendations for policy and practice, and a collection of career development lessons specifically written to prepare counsellors who work with newcomer/refugee youth. This report will be made accessible online and in print format.
- The University of Winnipeg held a summer institute and major conference attracting over 275 participants from July 12-15, 2017. Courses relating to the thematic areas identified in the research were taught (see deliverables section).

## TIMELINES

PHASE	OUTCOMES	COMPLETION DATE
1	Completion of individual interviews and observations in settlement agencies	<b>August 2015</b>
2	Individual interviews completed with newcomer/refugee students and with school/division staff in 3 cities	<b>February 2016</b>
3	Stakeholder members identified, draft of professional development course is completed.	<b>July 2016</b>
4	60 participants took part in regional focus groups (20 per city). Career development support materials are revised and first peer review process is complete.	<b>November 2016</b>
5	Ongoing presentations to practitioner and academic audiences in Canada and the United States.	<b>February 2017</b>
6	The University of Winnipeg held a summer institute on culturally-responsive career counselling in 2017 as part of the counselling elective in the graduate program in Education.	<b>June 2017</b>
7	Completion of the Bridging Two Worlds Curriculum Document including 30 teacher development lessons and student activities.	<b>August 2017</b>



## DELIVERABLES, MARKETING, AND DISSEMINATION

### DELIVERABLES

The major deliverable is the textbook entitled, *Bridging Two Worlds: Culturally Responsive Career Development Programs and Services to Meet the Needs of Newcomer and Refugee Children in Canada*. The original intent of this research was to develop a series of 30 lessons to use for the purposes of training teachers and counsellors to better prepare them to meet the needs of newcomers and refugees living in Canada. As the research evolved, we also saw a need to create career development lessons to use with students in K-12. These lessons could also be used as examples that teachers/counsellors would then have to use with their own students. The teachers and counsellors we interviewed, frequently discussed the need for more career development courses in schools and they identified a need for career development resources to help them support students. To lay the foundation for the lessons and curriculum, we also included background information relating to the key findings. See Appendix 3 for the Table of Contents.

In addition to this document, the Final Report to CERIC, the last phase of the research included the dissemination of findings through both presentations and publications. With the media attention focused on the refugee crisis, we were asked to present and to take part in interviews with numerous media outlets.

The following deliverables also evolved from the project, resulting in increased marketing and dissemination of findings:

### MARKETING

In our opinion, the marketing and dissemination plan was successful and we measure the success based on the fact that all conference proposals we submitted to academic conferences were accepted. In addition, we were invited to deliver numerous presentations, keynotes, and seminars to various groups across Canada and the United States. Some of the researchers had a very robust presentation agenda, particularly in the last couple of years of the research.

### DISSEMINATION

#### Conference Presentations

Multiple conference presentations by various team members were conducted, and other presentations have been invited. A total of 47 separate presentations were conducted throughout the phases of this research. See Appendix 5 for list of Presentations.

#### Publications

An article has been written and will be submitted to the Canadian Journal of Career Development. In addition, 11 publications were written and published in various journals. See Appendix 6.

## Media Events

There was great interest by the media related to the project and its focus: CBC The Current (Anna Maria Tremonti); CBC Morning Show, Winnipeg; The London Free Press; TEACH Magazine; WAVE Magazine; Winnipeg News Centre; Live Radio CFAX 1070 (Ian Jessop Afternoon Show); Winnipeg Free Press; CBC Morning Show, Charlottetown, PEI; CBC Television, Charlottetown, PEI. Additional media events are included in the Appendix 7.

## MONITORING AND EVALUATION

To determine the overall effectiveness of this research, we ultimately wanted to determine if the research changed or contributed to the career counsellor's effectiveness in meeting the needs of refugee students. With qualitative data gathered during phase 1 and 2 of the research, we determined some of the needs that counsellors identified. By way of comparison, exit interviews and post-attendance surveys, at the conclusion of the regional focus group sessions, served as a means to assess how effective the consultations were in terms of contributing new knowledge for the participants.

In addition to this, evaluations provided essential data to measure the effectiveness of the dissemination activities (summer institute, Cannexus conference, professional development seminars). The data determined whether the learning activity achieved what it was designed to accomplish. The interest and overall need for this project was measured by how many students attended the new courses and how many participants attended the professional development seminars we provided. In addition, an essential indicator of how successful the project was will be whether or not stakeholders (policy makers, educators, counsellors) use the information to change their practice or services for newcomer/refugee students. A post-assessment in phase 6 was designed and implemented as a means to report on findings and impact from this research. We also intend to develop a feedback form for users of the *Bridging Two Worlds: Culturally Responsive Career Development Programs and Services to Meet the Needs of Newcomer and Refugee Children in Canada* document. We hope to continue to collect data from the field to help us contribute to our continuing development of knowledge in this area.

With ongoing access to the school contexts, practitioners in the field, and career counsellors, we also have the ability to conduct peer reviews of the career development resource that emerged from this research. Individual interviews will be conducted to gather data on the effectiveness of the lessons and comments from career counsellors will be recorded for later analysis. We intend to provide resource feedback mechanisms for all users of the Bridging Two Worlds Resource document. When we use the document for future training, we will use questionnaires as well as continuing feedback forms to help monitor the implementation process and to assist with refining the document.

### EVALUATION TOOLS

During phase 1-3 we collected data through interviews, focus groups, and document analysis. The content was transcribed and inputted into NVivo, a qualitative software program. This was done on a continual basis and we held frequent team meetings to discuss findings and to discuss and compare the analysis. This provided ongoing evaluation of the interview content and the analysis. In phase 1 and 2 we identified particular issues that needed further investigation and we were able to expand the scope of our collection. For example, the issues of mental health, trauma, and loss were topics that teachers and counsellors indicated they felt they needed more knowledge in order to support students. In addition, counsellors felt that career development was lacking in schools and they wanted concrete strategies and lessons that they could integrate with their courses to help promote life/career development. When we brought forward the ideas for lessons to the regional focus groups, we gathered informal and formal data on the applicability and usefulness of the lessons. We also had participants suggest topics and thematic areas for additional investigation. The thematic areas are further listed in the section on key findings found later in this report.



The aforementioned thematic areas were incorporated into the front matter of the resource document and were intended to provide an overview of the topic.

The research team also put together a 4-paper symposium for AERA where we discussed key findings. We presented our findings to our professional field to gain additional perspectives and insight into the issues relating to best practices for supporting refugee and newcomer youth and topics related to the care and support of these youth.

We used pre- and post-evaluations for our regional focus group meetings and this helped us evaluate the overall effectiveness of the process. Exceptionally positive responses were received from all participants. Most of the groups saw advantages in having the opportunity to be in the same room for the purposes of creating stronger and more effective career development resources. Some participants expressed an interest in helping with the writing of the additional lessons and they were hired as temporary contract writers to assist with the lesson development.

The tools for evaluation were used on a continuous basis to help refine our research and to test out our hypotheses. When our resource is distributed, we will be using ongoing feedback forms from all end users. When we do targeted training on the resource, we will also be using pre- and post-evaluation forms in an effort to track and evaluate the resource and usability.

Key stakeholders, namely CareerTrek, CCPA, and NEEDS now have a new resource to assist with the delivery of career development programs. NEEDS has an ongoing Employment Course for refugee and newcomer youth and they will be able to utilize this resource for teaching these groups. With the continuing partnership with CareerTrek, we have initiated a continuing course for teachers and counsellors in our PBDE program entitled, "Career: Life/Work Designs." The deliverables from this research will provide an excellent resource to now include as text for this course. We have presented findings at the annual CCPA conference and we intend to submit another proposal to the 2018 CCPA Conference in Winnipeg in 2018 where we will promote the resources from this research.

## IMPACT ASSESSMENT / OUTCOMES

A major achievement of this project was closely connected to the eager requests for its findings by multiple stakeholders in a variety of settings including presentations, roundtables, publications, media requests, and consultations.

DISSEMINATION OF FINDINGS TO CONFERENCES, SEMINARS, AND PROFESSIONAL DEVELOPMENT ACTIVITIES. The final outcomes of the three- year research program is a report that documents an overview of the research program, recommendations for policy and practice, and a collection of career development lessons specifically written to prepare educators and counsellors who work with newcomer/refugee youth. This report will be made accessible online as a web-based document with all stakeholders and partners listed as contributing participants to the project.

In sum, the partners in this project envision, and are already witnessing the following outcomes to this research:

- (1) Comparative data on career development trends and best practices from 3 mid-sized cities in Canada;
- (2) Suggestions on counsellor competencies that need to be developed to meet the career development needs of newcomer/refugee youth;
- (3) Recommendations for best practices to assist newcomer/refugee youth with career decision-making;
- (4) A collection of 30 professional development lessons to use with pre-service and in-service counsellors to better help them meet the needs of newcomer/refugee students;
- (5) The training of educators and counsellors to better meet the educational and career development needs of newcomer/refugee students.

In the summer of 2017, the Faculty of Education held a Lost Prizes Seminar which brought together international scholars and students. Over 275 students were enrolled in the various summer courses. The Dean of Education at The University of Winnipeg committed to devoting the theme of the 2017 seminar to issues related to newcomer/refugee youth. Findings from our study formed the keynotes and related seminars for this three-day conference.

The major 275-page resource document entitled, “Bridging two Worlds: Culturally responsive career development programs and services to meet the needs of newcomer and refugee children in Canada: A guide to curriculum integration and implementation” was developed and contained the aforementioned contents: 30 teacher lessons, and recommendations for policy and practice. We also extended the content to include suggestions for and examples of lessons for students from K-4, 5-8, and 9-12. This book is currently being published by CERIC and we expect to launch it at CANNEXUS 2018 in Ottawa.

The following courses were developed and included in the summer cohort of courses and will be offered on a continuing basis through the Faculty of Education Post Baccalaureate Diploma in Education program:

EDUC-5001-003 ST: Borrowing Indigenous Perspectives: An Inclusive Approach to Safe and Healthy School Communities: M. Bourbonniere

Indigenous knowledge offers values that can be applied to community living in and outside the classroom. This course will look at the importance of genuine learning through story and examine traditional concepts of leadership, parenting, behaviour management, and conflict resolution. The medicine wheel will be introduced as a tool to approach classroom, as well as whole school, community building.

EDUC-5001-004 ST: Once Upon a Classroom: The Uses of Storytelling in Education: M. Kuly

We live storied lives and so do our students. Through developing the ability to listen for stories and the ability to tell stories, teachers become better able to understand themselves and their students. The course will expose students to a variety of storytelling modes and provide them with techniques for using storytelling in their teaching lives. Participants will come away from the course with a deeper understanding of storytelling, an increased repertoire of stories, and a broader set of storytelling skills.

EDUC-5001-005 ST: Strategies to Support Trauma Affected Learners: Instructor: C. Heaman-Warne

This course will provide students with an introductory understanding of psychological trauma and its impact on the learning process. Focus will be placed on applying theory to create trauma informed classrooms, lessons, and activities. Elective in the Inclusive Education, School Counselling, and General Streams.

EDUC-5001-006 ST: Emotional Intelligence and Educational Leadership: Creative Approaches to Teaching and Learning: K. Magro

More and more, educators are realizing that encouraging emotional intelligence skills such as self-awareness, empathy, motivation, and intercultural competence are vital to creating a dynamic and holistic curriculum. Individuals who are more aware of their emotions, show more empathy and are more skilled interpersonally. Creative and critical thinking skills are correlated with high levels of emotional intelligence (Magro, 2016; Mezirow, 2010; Sternberg, 2011). Being able to handle stress, solving problems creatively, self-confidence, and transformational learning are also associated with emotional intelligence. How do we assess emotional, cultural, and social intelligence? Why are these skills important to cultivate? What specific teaching and learning strategies can be used to foster emotional intelligence? How can you apply the concepts and theory of EI to your own classroom/school setting? As an educator, how can you personally benefit from strengthening your EI?

EDUC-5402-001 Expanding Gifted Education: C. Froese-Klassen

Gifted education in most school districts has traditionally been reserved for high-achieving, teacher-pleasing students. This course explores the expansion of enrichment programming to include hitherto marginalized populations: non-conformists, drop-outs, the “tough bright”, children and youth from minority groups, and young people whose talents surface in domains other than reading, writing, and arithmetic. Specific topics such as inclusive philosophies and models, segregation versus integration, real-world problem solving, mentoring, self-directed learning, and strategies for developing the talents of all students in the regular classroom are examined. Elective in the Inclusive Education, School Counselling, and General streams.

The following teacher training sessions were a part of the conference breakout sessions:

A Journey from Forced Migration to Hospitality and Kinship - Vinh Huynh

Talking through the Laughter and the Tears: Seeing the other- Shelby Playford & Marc Kuly



Building Positive Change and Resilience in School – Going Beyond English as an Additional Language-  
Pat Harrison

Bridging Two Worlds- Jan Stewart

Ill, Wounded, or Brain Damaged? Scrutinizing Trauma- Talk & Considering Non-Medicalizing  
Alternatives - Jan DeFehr

Opening the Birdcage: Strategies to Connecting and Building Relationships - Ken Reimer

Tattoos on the Heart - Liz Wolff

Counseling Strategies for Classroom Teachers - Donna Johnson

Working with EAL Learners: An Overview - Terena Caryk

Forced Migration: Decolonizing Fear and Borders - Fadi Ennab

As was previously mentioned in the effect of partnerships and collaborations, we were able to pilot a new course in the 2017/2018 academic year entitled, Career: Life/Work Designs. This provided valuable data and awareness about career development and career resources.

## KEY FINDINGS / INSIGHTS

### KEY FINDINGS

Nine key themes and 11 sub-themes emerged in the data, ranging from concepts related to the social determinants of health, social justice and equity, trauma-informed and culturally safe practices, to counselling skills and educator self-care. These themes are explained in detail in the resource document, *Bridging Two Worlds: Culturally Responsive Career Development Programs and Services to Meet the Needs of Newcomer and Refugee Children in Canada* (pages 7-13).

*Bridging Two Worlds* offers data-informed curriculum development and implementation concepts that recognize and address educational gaps and cultural or experiential differences that impede progress. Research conducted by the authors between 2016 and 2017 revealed nine consistent thematic areas related to effective pedagogy and mental health supports:

- 1) Conflict Awareness
- 2) Social Determinants of Health
- 3) Peace and Sustainability
  - a. Restorative Practices and Justice
  - b. Equity Training
- 4) Refugee Characteristics
  - a. Anger Management
  - b. Stress Reduction
  - c. Resiliency
  - d. Students with English/French as an Additional Language
- 5) Building Personal and Community Connections
- 6) Cultural Competency: Culturally Safe and Responsive Teaching
  - a. Listening, Empathy, and Perspective-Taking
  - b. Classroom-Based Counselling Skills
  - c. Expressive Arts Training
  - d. Storytelling
- 7) Trauma-Sensitivity, Mental Health Awareness, and Crisis Response
  - a. Responding to Mental Health Issues
  - b. Loss and Grief
- 8) Career Planning and Career Development
- 9) Teacher Self-Care

In the first section of the text, each of these themes are considered in-depth as they relate to school-based learning and teaching. While not all newcomers to Canada face the cumulative effects of trauma, interrupted learning, and new language acquisition, all educators benefit from increased awareness of

their effects on human development and learning. The text threads its way through optimal activities related to the welcoming classroom; trauma-informed care values; school-wide positive behaviour supports; the role of cultural brokers, and considerations and policies that address the needs of refugee and newcomer students.

The second section focuses on identifying and increasing educator-based competency in culturally responsive career development programs and services. Using a combination of the research-based themes and the *Career Development Guidelines and Standards of Practice*, core competencies related to newcomer and refugee children in Canada are explored through 30 sample lessons for educators.

The textbook concludes with a section devoted to classroom-based learning for all students. Based on the premise that classrooms are inclusive of children and youth with varying ability and varying lived experience in Canada, 15 student lessons ranging from grade 1 to 12 are provided. Each lesson is linked to the research-based thematic areas and the *Blueprint for Life/Work Designs*.

Understanding the need for increased competency in culturally responsive career development programs and services begins in Canadian schools with children and youth. Within the classroom setting, educators begin the important role of teaching and learning the constructs that will create smoother transitions from diverse countries of origin to diverse regions of Canada, beginning with universal design, multiple intelligences, and differentiated instruction. This process supports all students in the classroom and school environment, not only those students who struggle to learn or who have a background that includes refugee and newcomer experiences.

## INSIGHTS

Managing a multi-province project with partners from non-government, government and academia requires considerable attention to ensure that institutional policies are followed and formal agreements are established. As with any agreements, each institution has its own protocol and legal team to consult with and specific procedures for researchers. It is important to consider the time this process may take and to plan timelines with these processes in mind.

Our project team was strong and our ability as separate provincial teams to collaborate with organizations, within our provinces, was a strength to this project. Given the time zones across the country, the cost of travel, and the schedules of team members, monthly team meetings were conducted using electronic technology platforms. Ongoing communication between the various provinces was largely conducted through email and the monthly meetings; a key learning from this process was a recognition of the advantages and limitation of electronic technology to compare research findings and research problem-solving in this manner. One insight that proved facilitative was to designate one site as the lead site. We found that it was more effective for one team to be working a couple of months ahead of the other provinces and to hire a project coordinator to assist with organizing the framework for the coding and analysis. This strategy propelled the project forward smoothly.

We also found that this project was an excellent opportunity for post-doctoral students and this has greatly influenced their continuing academic success. Working between teams and with research assistants from the different provinces has provided a great opportunity to share “best practices” and to connect with a greater community of scholars. Post-doctoral assistants and Masters level graduate students also had the opportunity to take a lead role in the research and to contribute to publications

and presentations. With a three-year span, certain team members became stronger together and as a result the scope of the project was enhanced and the quality of the research improved.

This project was the first Mitacs Accelerate Grant in partnership with Mitacs Canada. This allowed the team an opportunity to expand the scope of the project and to devote considerable more funds to the hiring of research assistants/interns. Mitacs also had the opportunity to apply for additional funding for a Global Link program and additional funds were provided to hire an intern from Guadalajara, MX to assist with the summer conference and literature reviews for future publications. Due to the overarching funding and internship structure with Mitacs, coordinating the payment and disbursements across the sites became a challenge, but it did not complicate the research. In most cases, it was necessary for the principal investigator to have more frequent conversations with financial departments at the institutions, and with the two major funding agencies. The tighter coherence of the CERIC funding phases and the internship block offered through Mitacs would have simplified the process of providing disbursements to the various institutions.

Finalizing the data, writing, and formatting a user-friendly document to support educators and counsellors takes a combination of skills that involved multiple collaborations and contributions from a variety of experts. Most academic researchers are familiar with journal article requirements and have superior presentation skills. This familiarity and skill set requires adaptation and adjustment when developing a lengthy text.

#### RETROSPECTIVE CONSIDERATIONS

After several debriefing sessions, patterns emerged that informed future projects:

- 1) When creating a project with multiple pan-Canadian sites, the balance between independence and coordinated oversight is critical to success. Striking the correct balance is a negotiated process and it is different across sites.
- 2) The gaps in information and services is consistent across urban and rural settings in Canada. The institutional and legal requirements across Canada are unique to their location. Future research projects must take into account the variety and diversity of approaches regardless of the similarity of need.
- 3) Financial management was effective and the project met its outcomes according to its preliminary budget. Continued use of an established process is key to continued success in this area.
- 4) Requests for deliverables increased over time. The breadth and depth of requests for information, reports, presentations, consultations, and collaborative ventures could easily have swamped the project team and hindered effective, planned, use of time. Future projects will require increasingly more consideration for what is feasible given the scope of the project and its intended deliverables in terms of products, processes, and timelines.



## NEXT STEPS AND RECOMMENDATIONS

1. The results from this study revealed a gap in training, a gap in service delivery, and a gap in competency for supporting newcomer and refugee children and youth in Canadian schools. Simultaneously, it was clear that there was a strong willingness to obtain information and training to address these gap areas. The career education-centered curriculum approach provides flexibility to educators within existing curriculum areas, active professional competency development for educators and counsellors, and creative and competency-focused lesson planning ideas for students from Kindergarten to Grade 12.

It is also clear from the data collected in this study that more attention is required in the areas of trauma-informed teaching and learning, resiliency-based interventions, and stereotype reduction. Based on comments emanating from roundtable discussions, an important recommendation would be for service providers across the country to continue building communication networks to facilitate inter- and intra-professional collaboration and consultation. This action provides protective factors for both the professional (who may experience compassion fatigue) and the youth (with and without their families or caregivers).

Also evident from participants in the study is a need for implementation training for the resource. There is clear appreciation for the inclusion of sample lessons and activities in the document that fit within an existing structure: the regular classroom curriculum, the *Career Development Guidelines and Standards of Practice*, and the *Blueprint for Life/Work Designs*.

2. A second recommendation is to continue the collection and development of additional resources and lessons to facilitate increased support for newcomer/refugee children and youth in the Canadian school system. Each region of Canada is unique; creating a variety of activities at different grade levels with a diversity of intensity would be a helpful adjunct. Also of consideration would be the exploration of an ancillary document that focuses solely on special educators and students with special needs that relates specifically to trauma. While universal design has been used throughout the lessons and activities provided in *Bridging Two Worlds: Culturally Responsive Career Development Programs and Services to Meet the Needs of Newcomer and Refugee Children in Canada*, there are certainly additional, individualized activities that have evidence-based validity in supporting students with exceptional needs. Of great importance would be a clearly stated caveat that the ancillary document would be designed for use in conjunction with the source document and not to its exclusion, nor to the segregation of students with special or additional needs from the regular classroom setting.

3. This research project was based on an assumption that an online document would be created and disseminated through Ministries of Education and school boards. It would be accessible to any educator who wished to explore the information contained within *Bridging Two Worlds: Culturally Responsive Career Development Programs and Services to Meet the Needs of Newcomer and Refugee Children in Canada*. Based on increasing requests for media interviews, presentations, and consultations, it is clear that additional access points are desired by the education community and by the refugee service providers. It will be important for the project team to explore potentialities found within webinars (both live and recorded), continuing education credit sessions, discussions with the federal Minister of Immigration, Refugees, and Citizenship; provincial Ministers of Education and Health; Superintendents of Education, and ongoing networking with the service providers of immigration and settlement services.

## APPENDIX 1 – INTERVIEW QUESTIONS

### Sample Interview Questions

#### (A) ADULTS FROM COMMUNITY ORGANIZATIONS

1. Could you tell me a little about yourself? Who you are, what this organization does, your role here, and a little about your background and experience?
2. Is Canada a Welcoming place for newcomers/refugees/immigrants?
3. What would you consider some unwelcoming things that we do in Canada? What could we do better?
4. With regard to helping refugees integrate into Canadian society, what is working? What isn't working? What could be done to make it more successful?
5. What are some of the programs and services that help refugees and newcomers adjust to life in Canada? What do they do and why do you think these are successful?
6. What is being done in the school and or community that supports the career development/employment outcomes for newcomer/refugee students?
7. What more could be done in the school or community to support career development/employment outcomes for newcomer/refugee students?
8. Comment on what you think could be done to provide job/career support to refugees/newcomers.
9. What should be done to help refugees find suitable meaningful employment in Canada?
10. What can Canadians (students or adults) do to better support the adjustment of refugees /newcomers?
11. If you had an afternoon with preservice teachers (teachers in training) what would you tell them to better help them with supporting newcomers?
12. Those are all of my questions. Is there anything else you would like to add, or think I should know?

## (B) REFUGEE/NEWCOMER PARENTS

1. Could you tell me a little about yourself?
  - Who you are
  - A little about your background and experience
  - If you have lived in other countries prior to Canada
  - How long you have been in Canada
  - Languages spoken at home
2. Is Canada a Welcoming place for newcomers/refugees/immigrants?
3. What would you consider some unwelcoming things that we do in Canada? What could we do better?
4. With regard to helping refugees integrate into Canadian society, what is working?  
What isn't working? What could be done to make it more successful?
5. What are some of the programs and services that help refugees and newcomers adjust to life in Canada? What do they do and why do you think these are successful?
6. What is being done in the school and or community that supports the career development/employment outcomes for newcomer/refugee students?
7. What more could be done in the school or community to support career development/employment outcomes for newcomer/refugee students?
8. Comment on what you think could be done to provide job/career support to refugees/newcomers.
9. What ideas do you have to help refugees/newcomers be more successful in Canadian society?
10. What can Canadians (students or adults) do to better support the adjustment of refugees /newcomers?
11. Those are all of my questions. Is there anything else you would like to add, or think I should know?

## (C) STUDENTS AND REFUGEE STUDENTS

1. Do you think refugees/newcomers feel welcome in Canada?
2. What do you think makes newcomers/refugees feel unwelcome?
3. How can we make Canada a more welcoming country for refugees and newcomers?
4. What helps refugees and newcomers adjust to life in Canada?
5. Do you know of any programs or services that are there to help refugees and newcomers in your community/city?
6. What should Canadian-born students do to help refugees feel more welcome in the school or community?
7. How do you or your friends make decisions on careers/jobs?
8. Who helps kids make career decisions?
9. What do you think your community needs in order to help kids with career decisions?
10. Those are all of my questions. Is there anything else you would like to add, or think I should know?



## APPENDIX 2 – SAMPLE ROUNDTABLE AGENDA



**Regional Focus Group December 1, 2016**

**University of Winnipeg**

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### AGENDA

9:00-9:10 Welcome and Introductions (10 min)

9:10-9:45 Overview of the Research and Presentation of Results from Manitoba (25 min) *Ali and Jan*

9:45-10:30 **Step One:** Presentation of suggested learning activities for teacher/counsellor professional development training/courses and table group discussions (45 min) *Kari and Marc*

Coffee/Tea Break 10:30-10:45

10:45-12:00 **Step Two: Career Development Competencies** Generating lessons for supporting children and youth from refugee backgrounds (75 min)

Lunch to be provided on site for all participants (12:00-12:45)

12:45-2:45 **Step Three: Generating Teacher Training Content** 20 Themes and lessons for teachers (120 min)

Coffee/Tea Break as needed

2:45-4:15 **Step Four: Policy Suggestions and Recommendations for Practice** Group focused discussion and generation of recommendations for policy and practice table groups then large group discussion (90 min)

4:15- 4:30: Finalizing of content to bring forward for action (15 min)

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## APPENDIX 4 – COURSE AND CONFERENCE DESCRIPTIONS

### *Career/Life Planning Course description:*

This course offers an opportunity for students to develop understanding and skills for personal career planning. Emphasis is placed on learning and practicing communications skills, job-search skills, relationship skills, and personal assessment skills. Students will consider how their approaches to life/career planning are influenced by past experiences, worldviews, gender, and culture. Students will develop a portfolio that documents their skills: communication skills, education and career explorations skills, interpersonal skills and management skills. Additionally, this course will provide initial preparation for working with others in helping them to understand the many facets of the world of work.

Our connection to the Lost Prizes Seminars through Faculty of Education and International Centre for Innovation in Education (ICIE) has provided a venue for us to disseminate our findings and include significantly more courses at the post-secondary level. We originally planned to hold two, 3-credit hour courses and because of our partnerships, we were able to offer 5 courses (15 credit hours). As a culminating event to our project, we held a Lost Prizes Summer Conference with 175 participants that included a three-day conference with the keynote address delivered by New York Times Bestselling Author Ishmael Beah, who is a former child soldier from Sierra Leone. Our opening keynote was full to capacity with just over 200 people from the community and conference in attendance. In total, 275 students were enrolled in the summer institute courses and all 5 courses were at or above the maximum capacity of 45. Our closer partnerships allowed the University of Winnipeg to offer courses with meaningful content that linked to our key thematic areas from the research findings. In addition to this, we identified key stakeholders who were invited to deliver keynote addresses and to lead breakout groups during our conference. These key stakeholders emerged from our interactions with key individuals whom we thought would provide insightful content for our participants. Keynote sessions included:

### *Mitch Bourbonniere*

This keynote explored traditional concepts of learning based on decades of working with Indigenous learners in a variety of settings. This began with appreciating the complex diversity in the Indigenous community and understanding the importance of genuineness, flexibility, and reciprocity. Creating safety in the classroom included being aware of how all things are interconnected, and reflecting on the power of relationship. Respecting positive subtle humour, valuing people's stories, and having faith in people's natural resiliency also contributed to teaching and learning through the power of story.

### *Karen Magro – Encouraging Transcultural Literacies in Cosmopolitan Times*

In an increasingly globalized world, transcultural literacies challenge educators to explore linguistically and culturally diverse pedagogies by disrupting normative assumptions about learning and literacy development. Alternative spaces and places for learning emerge when educators integrate diverse cultural narratives that reflect complexity and "landscapes of possibility." Integrating emotional, social, and cultural intelligence into the curriculum explores and reflects on the values, beliefs, and ideals that guide practice. This presentation explored the way powerful texts



and transformative teaching can help learners explore culture, gender, religion, nation, ethnicity, race, and class; and bridge the gap between global and local literacies.

*Carl Heaman-Warne – Trauma and Learning: Supporting Students Who Carry Trauma*

Traumatic experiences can affect all aspects of our lives, and alter the processes of engagement, memory and learning. Whether our youth are living in fearful or abusive environments, survivors of violence or neglect, or coping with significant loss, these experiences change who they are and what they take in. Understanding these impacts is key to creating environments conducive to learning for students who carry trauma. This keynote offered an understanding of trauma; focusing on the impacts of this experience while helping educators and service providers make sense of the behaviours they see in the classroom and community.

*Key Informants and Advisors.* We held a 10-month youth advisory group in one of the settlement community organizations. Our youth participants indicated that they wanted to contribute in a more meaningful way so we held the group in collaboration with one of our partnering agencies.

When the Canadian Government announced that there would be a significant increase in government-sponsored Syrian refugees arriving to Canada, the scope of our dissemination and our consultations increased significantly. Our research team was asked to sit on numerous advisory groups and advocacy coalitions and we cooperated with organizations on several projects. For example, the Winnipeg Regional Health Authority invited Jan Stewart to represent the field of education and to sit on the mental health task force for Manitoba. Together, the group wrote a document that was later published on the ways to support children and youth who are in distress from trauma. In addition to this, our connections to the Manitoba Association of Newcomer Serving Organizations (MANSO) led us to numerous networking and dissemination activities.

Because the principal investigator had received previous SSHRC funding to investigate refugee settlement issues, Jan Stewart was invited to submit a targeted research proposal for additional funding to investigate issues specific to Syrians. With the influx of Syrians to Manitoba, Jan submitted a proposal and was funded for a one-year study to examine the mental health needs specific to Syrian refugees. Jan partnered with Dania El Chaar, a PhD candidate from the University of Calgary who was working on the CERIC-funded project, to carry out this research. The multi-institution partnership continues to grow as we work together on subsequent projects and publications. In addition to this, Dania El Chaar presented findings from her data in Calgary and this led to additional research projects and networking organizations.

With different cohorts of refugees coming from different countries, needs changed and themes emerged that we did not anticipate. In the case of the Syrian refugees, we were hearing from participants that the mental health needs were more prominent and teachers were requesting more training in the area of trauma and mental health support. This contributed to, and informed our course content for our teacher training curriculum.

## APPENDIX 5 – ABSTRACTS AND PRESENTATIONS

### AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING 2016

#### *Building Welcoming Communities for Immigrant and Refugee Youth: Policy, Programs, and Strategies*

**Session Abstract:** This symposium draws from a qualitative research program conducted in four Canadian provinces that examined best practices and programs to support the integration of refugee and newcomer students. By demonstrating how ecological systems in four regions interact to support or subvert student progress, this research offers context-specific policy considerations and practical recommendations to support the education, adjustment, and career development of students. Taking into account the reciprocal influence of newcomer/refugee youth and settlement agencies as they interact and connect both within the school and community, the panelists explore strategies and practices to build intercultural competence and knowledge of diversity among students and staff. Collectively, the papers uncover transformative ideas and praxis-oriented suggestions for teaching and learning in diverse contexts.

#### **Session Summary**

**Objectives of the Session:** The UNHCR global trends report revealed that 51.2 million people were forcibly displaced from their homes in 2013, noting the highest number since the post-WWII era (UNHCR, 2014). As a result of war and political instability, cities across Canada have received significant numbers of refugees and educational systems are struggling to respond (Stewart, 2011). Collectively, the papers explore multiple contexts, organizations, and institutions to examine research, policies and practices related to supporting the integration of newcomers and refugees. With the overarching goal to mobilize research knowledge between different contexts, the symposium analyses best practices that support the personal, social, academic, and career development of newcomers in Canada and offers considerations and recommendations to meet the changing demographic in Canadian and U.S. schools.

**Overview of the Presentation:** Our examination of the various systems takes into account the reciprocal influence of settlement workers and newcomer/refugee youth as they interact and connect in schools and community agencies. Attributes within the communities that support those positive reciprocal interactions will be discussed for the purpose of comparing how different cities function to integrate refugee children and youth and how cities help newcomers adjust to life in Canada. The research questions that inspired this project were: 1) How do school communities support the integrative capacity of the larger host community?; 2) What role does the school play in fostering relationships and connections within the various ecological systems (home, community, society)?; 3) How do schools and community agencies support the integration of newcomer/refugee students?; and 4) How is policy implemented and how can it be enacted to foster the integration of

refugee students? In answering these questions, the symposium considers ways to build capacity for individuals who are situated within different ecological systems.

#### PRINCE EDWARD ISLAND PRESENTATION

##### *Building Welcoming Communities for Newcomer Youth: Immigration Policy in Canada and Prince Edward Island*

**Objectives:** In the past decade, many smaller provinces and local municipalities across Canada have become more pluralistic, multilingual, and multicultural. In this paper, we examine immigration policies at the national, provincial, and local levels that promote the integration of newcomers into Canadian society. Our central focus is the impact of immigration policy on the services provided to newcomer youth and their families in Charlottetown, Prince Edward Island. To this end, we consider interactions between bilingualism, multiculturalism and federalism and the ways in which these cleavages impact citizenship in a neoliberal context.

**Results:** More research on public policy and immigration governance is needed to build greater and more systematic collaborations between schools and community stakeholders in supporting the well-being of newcomer youth and their families. Educational policies and practices also need to be re-conceptualized to better reflect the demographic diversity of their communities. Both pre-service and in-service teacher education programs need to prepare teachers to work with newcomer children and ethical considerations should be an important component when assessing the integrative capacity of a school, community, province, and country. Building collaborations is essential for the success of shared governance structures and for maximizing resources and communicating best practices.

#### NEWFOUNDLAND AND LABRADOR PRESENTATION

##### *Welcome to “the Rock”: Newcomer Youth Integration in Newfoundland and Labrador*

**Objectives:** Newcomers to Newfoundland and Labrador (NL) are faced with unique challenges with integration due to the province's cultural and linguistic homogeneity, with 98% of the population being white English speakers (Statistics Canada, 2013). In contrast to the traditional trend of immigration from Europe, there has been an increase in newcomers from diverse linguistic and cultural backgrounds. Among them, refugees have taken a significant portion. The purpose of this study was to identify the needs of newcomer and refugee youth in NL and the services provided to them through the lens of service providers who have gained insights through direct engagement with newcomer youth.

**Results:** Service providers felt that they are working in a collaborative manner to meet the needs of newcomer youth from a number of perspectives, including the provision of services targeting their basic needs (e.g., shelter and medical services), employment needs (e.g., language and employment skills development programs), and social connectedness (e.g., diversity awareness campaigns and culturally sensitive programming). However, they also highlighted several discrepancies between newcomer needs and current services being offered. Transportation to school and around town is a big concern. There is a need to address the cultural marginalization of newcomers, the awareness

of available programming, specialized counseling for newcomers, and the equitable dispersion of services across the province, especially given the unique demographic profile of NL.

#### ALBERTA PRESENTATION

*What Does It Take? Exploring Best Practices for Connecting Refugees, Schools and Communities in Alberta*

**Objectives:** In this paper, the authors explore the best practices of one refugee resettlement center in Calgary, Alberta that stood out amongst similar service providers in the ways it facilitated strong and meaningful connections between refugee families and the local community. By taking up the role of “liaison”, the personnel at the centre were able to facilitate the social and educational integration of newcomer youth on multiple levels. However, in order to achieve this, workers were regularly faced with breaking protocol, working outside of regular hours, and doing more than they felt they were sufficiently trained for.

**Results:** This paper begins by broadly exploring the different services available to refugee newcomers in Calgary, Alberta. It then shifts to consider the best practices of one centre that ensured smooth interactions (mesosystem) between refugee families (microsystem) and their communities (exosystem), and efficiently supported refugee children during transition. We then consider costs and benefits associated with their “flexible” approach to service provision and discuss opportunities for the future development of services.

#### MANITOBA PRESENTATION

*Community Initiatives to Support Refugee and Newcomer Youth: A Manitoba Perspective*

**Objectives:** Since 2000, Manitoba has received more than 125,000 immigrants, of which approximately 9% are refugees (Manitoba Immigration and Multiculturalism, 2013). Shifting demographics in the Canadian population require increased intercultural knowledge and more preparation for professionals who work with newcomer and refugee children. The aim of this paper is to examine the challenges that arise both within and between community-based organizations that support newcomer and refugee youth living in Manitoba.

**Results:** The authors present a brief synopsis of the programs and services that are offered in Manitoba and discuss the challenges that community-based organizations encounter as they strive to help newcomer/refugee youth integrate into Canadian society. Using funding issues, NGO conflicts, and systemic racism as empirical examples, the authors demonstrate how events that occur in more distant ecological systems can hinder refugee adjustment and integration.

#### ADDITIONAL PRESENTATIONS

##### VOICES OF YOUTH & SUPPORTING YOUTH IN SCHOOLS

***Dr. Jan Stewart, University of Winnipeg & Tony Tavares, Manitoba Education and Training***

The presenters will share through the voices of newcomer youth and their research and experience their perspectives on how schools can create welcoming and inclusive school environments and provide appropriate education for newcomer youth of war-affected backgrounds so as to contribute to their mental wellness by promoting resilience and helping them to heal from the trauma experienced as refugees and during the resettlement process.

#### TRAUMA-INFORMED SCHOOLS: PREPARING TEACHERS TO SUPPORT VULNERABLE CHILDREN

***Dr. Jan Stewart***

The experiences of refugees are complex and often punctuated with trauma, violence, loss, and stress. These factors can have an impact on the settlement trajectory and the overall sense of peace and belonging that newcomers experience. This presentation draws on findings from a three-year research program that examined best practices for supporting refugee student integration in schools and communities in Canada. Emerging from the study's findings, the authors will present a model for creating trauma-sensitive schools and for preparing educators to meet the needs of trauma affected and vulnerable youth. Findings related to the need for a mental health curriculum, teacher training and a school-wide mental health action plan to support refugee children and youth will be discussed.

#### IF ONLY YOU KNEW: TRAUMA-SENSITIVE SCHOOLS AND SAFE CLASSROOMS

***Dr. Jan Stewart***

Trauma can result from catastrophic events such as abuse, violence or the loss of a loved one. It might also be the result of living through conflict, war, or experiencing human rights violations. There is a need for Canadian schools and communities to provide specific support for youth who have experienced trauma and to create the kind of spaces that help children heal and recover. Drawing from research conducted with newcomer and refugee youth, specific strategies and recommendations for how educators can create trauma-sensitive spaces and safe classrooms will be discussed. Participants will learn how to create a flexible framework that provides universal supports, is sensitive to unique needs of students, and is mindful of avoiding re-traumatization or contributing to further adversity.

#### REFUGEE STUDENT INTEGRATION: A FOCUS ON SETTLEMENT, EDUCATION, AND PSYCHOSOCIAL SUPPORT

***Dr. Jan Stewart***

This presentation draws from a qualitative research program conducted in three Canadian provinces that examined best practices and programs to support the integration of refugee and newcomer students. By demonstrating how ecological systems interact to support or subvert student progress, practical recommendations to facilitate adjustment and promote well-being will be discussed. Strategies and practices that build intercultural competence and knowledge of diversity among students and staff are provided. Insights into the challenges and best practices for schools and organizations are revealed and transformative ideas and praxis-oriented suggestions for teaching and learning in diverse contexts are explored.

#### ***SAMPLE OF PEER REVIEWED PRESENTATIONS (arranged from most recent)***



Stewart, J. (2017, October). *Rebuilding, healing and transforming: Using the arts to support children affected by war*. Indigenous Roots of Expressive Arts Therapy International Conference. Winnipeg, MB.

Stewart, J & Ricento, T. (2017, May). *Language, the Sustainable Development Goals and vulnerable populations*. The Study Group on Language at the United Nations. The Centre for Research and Documentation on World Language Problems and the Center for Applied Linguistics. New York, NY.

Martin, L. & Stewart, J. (2017, May). *Bridging two worlds: Culturally responsive career development programs and services to meet the needs of newcomer and refugee children in Canada*. Canadian Counselling and Psychotherapy Association Annual Conference. St. John's, NL

Hilman, B., El Chaar, D., and Ricento, T. (May 2017). *Career planning for newcomer youth: Experiences of students, teachers and counsellors*. Congress, Toronto, ON.

McCluskey, K. & Stewart, J. (2017, May). *Trauma-sensitive schools and safe classrooms: Creating a climate of comfort and care*. Canadian Association for the Study of Educational Administration, Congress 2017. Toronto, ON.

Stewart, J. & Kuly, M. (2017, April). *Transitional spaces and peaceful places: Trauma-sensitive schools and best practices for supporting refugee youth*. American Educational Research Association Annual Conference 2017. San Antonio, TX.

El Chaar, D., Stewart, J. & Ricento, T. (March 31, 2017). *Refugee student integration: Building welcoming communities and schools for sustainable future*. Werklund School of Education, University of Calgary, Calgary, AB

Stewart, J. & El Chaar, D. (2017, March). *Syrian refugees one year later*. Metropolis Annual Conference. Montreal, QC.

Stewart, J. & Kuly, M. (2017, March). *Bridging two worlds: Welcoming spaces and safe places for refugee students*. Comparative International Education Society Annual Conference 2017. Atlanta, GA.

Stewart, J. (2016, May). *School leaders and the refugee crisis: Building local capacity and intercultural awareness for successful integration*. Canadian Association for the Study of Educational Administration, Congress 2016. Calgary, AB.

Stewart, J. & Forsey, C. (2016, April). *Community initiatives to support refugee and newcomer youth: A Manitoba Perspective*. Symposium, American Educational Research Association. Washington, D.C.

Forsey, C. & Stewart, J. (2016, April). *Nhân Đạo: One school's story of connecting the head and the heart*. Structure Poster Symposium. American Educational Research Association. Washington, D.C

Li, X. & Que, H., & Power, K. (2016, April). *Welcome to "the Rock": Newcomer Youth Integration in Newfoundland and Labrador*. Paper for the symposium *Building Welcoming Communities for*

*Immigrant and Refugee Youth: Policy, Programs, and Strategies* at the American Educational Research Association (AERA) conference in Washington, D.C.

Power, K., Que, H., & Li, X. (2016, April). *The one and only: Contributions and ramifications of the newcomer support programs in a small urban centre high school in Newfoundland*. Paper for the American Educational Research Association (AERA) conference in Washington, D.C.

El Chaar, D., Parsons Leigh, J. and Ricento, T. (April 2016). *What does it take? Exploring best practices for connecting refugees, schools and communities in Alberta*. American Educational Research Association Conference. Washington D.C.

Stewart, J. (2016, March). *Nhân Đạo: One school's story of connecting the head and the heart*. Comparative International Education Association. Annual Conference Vancouver, BC.

Forsey, C. & Stewart, J. (2016, January). *Bridging two worlds: Culturally responsive career development for newcomer and refugee children*. Cannexus 2016, Ottawa, ON.

Stewart, J. & Forsey, C. (2015, November). *Bridging two worlds: Culturally responsive career development for newcomer and refugee children*. Let's Get to Work Conference, Winnipeg, MB.

Stewart, J. & Borgardt, K. (2015, January). *Bridging two worlds: Culturally appropriate career development programs and services to meet the needs of refugee and newcomer youth*. Cannexus Annual Conference, Ottawa, Ontario.

#### **SAMPLE OF INVITED PRESENTATIONS**

Stewart, J. (2017). Keynote, What teachers need to know about Trauma. Hanover School Division

Stewart, J. (2017, October). Trauma Sensitive Classrooms. Two-day training for Education Support Services, Department of Education and Early Childhood Development.

Stewart, J. (2017, October). Keynote Address, Trauma Informed Teaching. Morden School Division

Stewart, J. (2017, August). Keynote Address, The struggle for belonging: "I will always be a refugee." Belonging Conference, University of New Brunswick, Fredericton, NB.

Stewart, J. (2017, April). Human Rights and the refugee student. Manitoba Association of School Superintendents' Annual Conference. Winnipeg, MB.

Stewart, J. (2017, March). Social Emotional Needs and Challenges for Refugee Students, Mid-West Regional Bilingual Education Resource Network New York State Education Department, Rochester, New York. Two-day workshop.

Stewart, J. (2017, March). Cradle to Career: Post-secondary educators' roundtable full-day consultation. Manitoba Start. Lead Facilitator. Winnipeg, MB.

Stewart, J. (2017, February). Keynote Address, Building Bridges: Newcomer mental health forum. New Brunswick Multiculturalism Council. Fredericton, NB. Two-day workshop.

Stewart, J. (2017, February). Cradle to career K-12 roundtable full-day consultation. Manitoba Start. Lead Facilitator. Winnipeg, MB.

Stewart, J. (2016, December). School leaders and the refugee challenge: building local capacity and intercultural awareness. Manitoba Council of School Leaders Field-led Course. Winnipeg, MB. Two-day workshop

Stewart, J. (2016, October). Building Capacity and Opening Hearts: What teachers need to know about supporting refugee children. Opening Keynote and two Breakout Sessions. Manitoba Middle Years Teachers Association, Manitoba Teachers' Society Professional Development Day, Winnipeg, MB.

Stewart, J. & Tavares, T. (2016, September). Voices 4 Youth: Resilience, trauma and healing with war affected refugees, families and communities. Settlement Sector of Manitoba Special Conference. Winnipeg, MB.

Stewart, J. (2016, August). Supporting newcomers and refugees in Canadian schools. Two-day presentation and course for Ontario Ministry of Education. Cornwall, ON.

Stewart, J. (2016, June). Supporting newcomers and refugees in Canadian schools. Three-day workshop for Toronto District School Board, Toronto, ON. Three-day course.

Stewart, J. (2016, May). Mind the gap: Interconnections, responsibilities and advocacy. Riverview Community Centre. Winnipeg, MB.

Stewart, J. (2016, April). The principal's role in supporting newcomers. Council of School Leaders. Winnipeg, MB.

Stewart, J. (2016, April) Partnering with MITACS: Working with Graduate Students. University of Winnipeg Graduate Students/Research Office. Winnipeg, MB.

Stewart, J. (2016, January). Partnering with MITACS and CERIC: What you need to know about partnerships. Cannexus Annual Career Conference. Ottawa, ON.

Stewart, J. (2015, December). Welcoming refugees to your high school: What can you do? Guest lecture Colonel Grey High School. Charlottetown, PEI.

Stewart, J. (2015, December). Supporting Refugee and Newcomer Children and Youth. Three Day Course for Prince Edward Island Department of Education, Early Learning and Culture. Charlottetown, PEI.

Stewart, J. (2015, November). Research/Data on Refugee and Immigrant Children. Healthy Child National Child Day Forum- Embracing Diversity, Nurturing Roots. Winnipeg, MB.

Stewart, J. (2015, November). Dialogues: The Syrian refugee crisis. University of Winnipeg. Winnipeg, MB.

Stewart, J. (2015, July). Mind the gap: Inequality, inequity and indifference. Keynote address for Lost Prizes Conference (300 participants). Winnipeg, MB.

Stewart, J. (2015, April). Mental health awareness and assistance for refugee youth. Keynote address for Fort Richmond Collegiate, Winnipeg, MB.

Stewart, J. (2015, April). Voices of Hope. Address for the Employees and Consultants of Manitoba Education and Advanced Learning. Winnipeg, MB.

Stewart, J. (2015, February). Mental health awareness for refugees and newcomers. Keynote address for Elementary and Middle School Teams, Pembina Trails School Division (100 participants). Winnipeg, MB.

Stewart, J. (2015, February). Mental health awareness for refugees and newcomers. Keynote address for Secondary School Teams, Pembina Trails School Division (100 participants). Winnipeg, MB.

Stewart, J. & Borgardt, K. (2015, February). Peacebuilding and storytelling: Meeting the needs of refugee and immigrant youth. Public Lecture, Charleswood Senior Centre. Winnipeg, MB.

## APPENDIX 6 – ABSTRACTS AND PUBLICATIONS

### **ABSTRACTS**

#### SUPPORTING THE PSYCHOSOCIAL AND ACADEMIC WELLBEING OF NEWCOMER REFUGEE STUDENTS IN A SMALLER CENTRE

***Dr. Xuemei Li & Hua Que***

Newcomer children (refugees and immigrants) often face many challenges as they integrate into Canadian society, particularly in smaller centres. Schools therefore should focus on enhancing the protective factors that contribute to the social, emotional, psychological, and academic growth of students while decreasing the risk factors that impede such growth. This qualitative study looked into the various programs available at elementary, secondary and high schools in supporting newcomer, particularly refugee, students' psychosocial and academic wellbeing in an Atlantic city. The Comprehensive School Health framework, a model for developing students' academic achievement, positive psychosocial development and overall wellbeing, was used. Data were drawn from observations, document analysis, and 80 semi-structured interviews with newcomer students and parents, teachers (ESL, academic bridging, and special education), school counselors and administrators, social workers at school and other school service providers. The results indicated strengths and limitations of, and gaps in, current programs in the three levels of schools. Issues of transportation, inclusion, empowerment, and employment with regard to newcomer students are discussed. The study provides critical insights into how to develop school programs, implement policies, and coordinate services that meet the comprehensive psychosocial and academic needs of newcomer students in smaller centres.

#### THE PARADOX OF INCLUSIVE EDUCATION AND BRIDGING PROGRAMS FOR REFUGEE STUDENTS

***Dr. Xuemei & Hua Que***

This study examined the interpretations of inclusive education in different schools in an Atlantic Canada province, and the strategies they used in meeting the learning needs of refugee students with educational gaps. Bronfenbrenner's bioecological model (1999, 2005) was employed as the theoretical framework. One elementary school, one middle school, and one high school with educational support programs were selected. Semi-structured interviews were conducted with newcomer students, teachers and administrators, and settlement agency staff at school. Data were analyzed case by case and then cross-compared for themes. Findings revealed prominent issues in the education system concerning the provision of academic bridging programs, or lack of it, perceived by teachers and newcomer students. The short-term and long-term visions of inclusive education are discussed. Recommendations were made on making our education system more equitable and inclusive for newcomer children and youth with educational gaps.

#### WHAT DOES IT TAKE? EXPLORING BEST PRACTICES FOR CONNECTING REFUGEES, SCHOOLS, AND COMMUNITIES IN ALBERTA

***Dania El Chaar, Jeanna Parsons-Leigh & Thomas Ricento***

In this paper, the authors explore the best practices of one refugee resettlement centre in Calgary, Alberta that stood out amongst similar service providers in the ways it facilitated strong and meaningful connections between refugee families and the local community. By taking up the role of



liaison, the personnel at the centre were able to facilitate the social and educational integration of newcomer youth on multiple levels. However, in order to achieve this, workers were regularly faced with breaking protocol, working outside of regular hours, and doing more than they felt they were sufficiently trained for. It took empathy and personal skills to get to the newcomers and ‘bridge’ the gap, or ‘liaison’ with the school and community at large.

#### LANGUAGE, THE SUSTAINABLE DEVELOPMENT GOALS AND VULNERABLE POPULATIONS: THE STUDY GROUP ON LANGUAGES AT THE UNITED NATIONS

***Dr. Jan Stewart & Dr. Tom Ricento***

Globally, over 65 million people have been displaced because of wars, conflict and persecution and over 50% of the world’s refugees are children (UNHCR, 2016). Record high levels of global forced displacement has prompted many nations to open borders to settle more refugees, but schools and communities need to be equipped to support English language learners and their successful integration. This paper draws from a qualitative research program conducted in three Canadian provinces that examined best practices and programs to support the integration of refugee students. Including observations and over 150 individual interviews with teachers, students, community organizations and settlement agencies, the findings support the need for basic English as an Additional Language (EAL) training for all teachers so they have the skills and capacity to support non-English speaking students. Refugee and newcomer youth indicated that difficulties with learning language affected all other settlement issues and was the most significant challenge affecting adjustment. Moreover, access to education was impeded when students were not provided adequate language support or classroom accommodations to reduce these inequalities and this resulted in many students leaving the system. A peer-to-peer pilot program that supports experiential language learning and cultural understanding between Canadian and Syrian students will be discussed as a program that emerged from the aforementioned study. The authors will also provide research based strategies and policy recommendations for addressing language related concerns in Canadian schools.

#### SCHOOL LEADERS AND THE REFUGEE CRISIS: BUILDING LOCAL CAPACITY AND INTERCULTURAL AWARENESS FOR SUCCESSFUL INTEGRATION

***Dr. Jan Stewart & Dania El Chaar***

Increasing attention to the plight of over 50 million people displaced from their homes due to war and conflict has resulted in a resounding public outcry for an international response to the refugee crisis. Although Canada has received a significant number of refugees over the past ten years, educational systems, community organizations and government agencies are struggling to respond to the diverse needs of the country’s newest citizens (Dei & Rummens, 2010; MacNevin, 2012; Author, 2011). Shifting demographic trends in the Canadian population requires increased intercultural knowledge and additional preparation for school leaders and educators who work with refugee children. This paper draws on 86 semi-structured interviews with teachers, staff members, students, parents, school administrators, non-government organizations, government agencies, and community members in Winnipeg, Manitoba. Additional data sources include observations of community and school based settlement programs, document analysis, and school intake and needs assessment forms. We examine how the principal at Falcon Middle School creates partnerships with the community and develops intercultural understanding in a school with a high number of refugee and newcomer students. We identify challenges and best practices for supporting refugee youth

and discuss how school leaders can advocate for students and foster their successful integration into Canadian society.

#### NHÂN ĐẠO: ONE SCHOOL'S STORY OF CONNECTING THE HEAD AND THE HEART

***Caitlin Forsey & Dr. Jan Stewart***

Diversity is not a sufficient condition to bring about sustained inclusion of different cultural groups that populate a city (Ray, 2003). Social inclusion depends on the quality of interactions between individuals, social groups and institutions within a city or community. This paper explores different ways to encourage intercultural understanding, facilitate diversity, and integrate newcomers more effectively. Through a focused examination of one inner-city middle school in Manitoba (Falcon Middle School), the authors discuss praxis-oriented strategies and learner-driven activities that were implemented to build a more welcoming school and community for refugee students. The authors present a demographic profile of newcomer/refugee youth at Falcon Middle School and discuss both the direct and indirect interactions that refugee students encounter within different ecological systems and how these function as transformative learning experiences within and outside of the school. Using homework programs, music clubs and community events as empirical examples, the authors demonstrate how Falcon Middle School creates a welcoming environment through a celebration of diversity.

#### TRAUMA-INFORMED SCHOOLS: PREPARING TEACHERS TO SUPPORT VULNERABLE CHILDREN

***Dr. Jan Stewart & Kari McCluskey (submitted to AERA 2018 conference in New York)***

The experiences of refugees are complex and often punctuated with trauma, violence, loss, and stress. These factors can have an impact on the settlement trajectory and the overall sense of peace and belonging that newcomers experience. This presentation draws on findings from a three-year research program that examined best practices for supporting refugee student integration in schools and communities in Canada. Emerging from the study's findings, the authors will present a model for creating trauma-sensitive schools and for preparing educators to meet the needs of trauma affected and vulnerable youth. Findings related to the need for a mental health curriculum, teacher training and a school-wide mental health action plan to support refugee children and youth will be discussed.

#### BRIDGING TWO WORLDS: CULTURALLY RESPONSIVE CAREER DEVELOPMENT PROGRAMS AND SERVICES TO MEET THE NEEDS OF NEWCOMER AND REFUGEE CHILDREN IN CANADA

***Dr. Jan Stewart, Kari McCluskey and Kirby Borgardt (submitted to AERA 2018 conference in New York)***

This research was developed to improve the economic and social wealth of Canadians through more accessible and effective career development strategies derived collaboratively through the active engagement of practitioners, scholars, government services and non-government agencies. The research questions that impelled this project were: (1) What programs and resources are needed to meet the needs of newcomers and refugees? (2) Who is providing career development programs and services for refugees and newcomers in Canada? (3) How does the school environment and the various community agencies support the career/life development of newcomers and refugees in

Canada? The research was designed to enhance the capacity of all individuals and ecological systems that influence the development (academic, psychosocial, personal) of children who come from refugee backgrounds. The authors will share a sample of a teacher/counsellor curriculum and classroom activities that were developed during the course of this research.

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## APPENDIX 7 – MEDIA INTERVIEWS AND EVENTS

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## APPENDIX 8 – SUPPORT FROM STAKEHOLDERS

### LETTER FROM CAREER TREK:

Career Trek indicated that they wanted the research to:

- (1) Bring together researchers and practitioners;
- (2) Link various sites for a national overview of the issues;
- (3) Identify factors relevant to best practices;
- (4) Leave a legacy of enriched practice for not-for-profits;
- (5) Target under-represented groups.

Career Trek was an active partner in this research program. We conducted several interviews with the members of the organization and we had 6 members from Career Trek take part in our regional focus group. In the Fall of 2015, I was awarded the Manitoba Career Development Award of Excellence for Leadership in Research and Innovation. This was awarded to me at the Career Trek Research Annual Conference. We brought together researchers, practitioners and government members together in our regional focus groups. We also held a series of 5- day long stakeholder meetings in Manitoba where we shared data from our research. This included approximately 60-70 participants at each of the 5 meetings. We have identified and published numerous articles on the best practices for supporting refugee children and youth. In addition, we have developed this resource that will serve to train teachers in the area of career development and life long planning. Career Trek partnered with the University of Winnipeg to offer a combined undergraduate/graduate course in Career/Life Planning with the intent to offer this as a continual offering in the faculty.

### LETTER FROM CCPA:

CCPA indicated that they were interested in gaining new insight and knowledge on best practices for supporting newcomer/refugee youth. They indicated that they would be interested in professional development seminars for members.

We presented findings at the Annual CCPA conference in Newfoundland. In a 90-minute session, we shared policy recommendations and general findings from all 3 provinces. In addition to this, the former president of CCPA was so interested in this research that I asked her to work on a one-year post-doctoral fellowship to help lay the foundation for the resource document. This proved to be the most valuable addition to the project because we were able to situate the lessons and activities within national frameworks like the Canadian Standards and Guidelines for Career Development Practitioners and the Blueprint for Life/Work Design.

Several members from The Manitoba School Counsellors' Association, who attended the meeting in NL, attended our session and later awarded me the RJ Cochrane Award in Recognition of Commitment to the Field of School Counselling Through Development of Programs, Research and Teaching Provincially, Nationally and Internationally and with Active Involvement in the Activities of the Manitoba School Counsellors' Association.



#### LETTER FROM NEEDS:

NEEDS indicated that they would consult and provide assistance organizing a youth advisory council. The organization indicated that there needed to be changes in the career and employment services for refugee and immigrant students.

NEEDS was a very active member of our research program. They were instrumental in helping us access students to interview and they also provided us the opportunity to observe their programming both onsite and in various schools. We ended up conducting more individual interviews with students as opposed to group meetings due to logistical issue. We held our youth advisory group at another agency where I already had a research assistant who had established rapport with the students and who had access to interpreter services.

NEEDS staff worked with us to put together additional research applications to target some of the identified deficiencies that we found during our research. NEEDS staff worked closely with the investigators and now one of them is a student in the Master's program at U of W and I am her advisor. She is now working as an intern at U of W and her research interests are aligned with themes coming from our collaborative work. The curriculum will also be provided to NEEDS with the hope that they implement this in their employment programming.

## APPENDIX 9 – COURSE OUTCOMES FOR CAREER: LIFE/WORK PLANNING

### LEARNING OUTCOMES FOR CAREER: LIFE/WORK PLANNING COURSE (Post-Baccalaureate Level)

Used with permission from course instructor, Connie Korchak

At the end of this course, students will have:

- Greater self-awareness of values, interests, personality and skills
- Prepared a career portfolio
- A better understanding of career “tools” such as resumes and cover letters

Students will have been exposed to the below listed competencies at the end of these 12 three hour classes.

- a) Course overview. Communications skills and career counselling relationships.  
(Chapters 1 – 4)

#### **Competencies:**

- Build and maintain positive self-image
  - Interact positively and effectively with others
- b) Group leadership and group facilitation skills

#### **Competencies:**

- Develop abilities for building positive relationships in one’s life
  - Interact positively and effectively with others
- c) Understanding the self (Chapter 6)

#### **Competencies:**

- Build and maintain positive self-image
  - Articulate skill sets
- d) Understanding the Self (Part Two)

#### **Competencies:**

- Build and maintain positive self-image
  - Articulate skill sets
- e) Finding and using career information (Chapter 8)

#### **Competencies:**

- Locate, interpret, evaluate and use life/work information
  - Utilize gathered information to identify a career pathway
- f) Personalizing Career Information

#### **Competencies:**

- Locate, interpret, evaluate and use life/work information
  - Utilize gathered information to identify a career pathway
- g) Using labour market information

**Competencies:**

- Identify ways to explore various career alternatives
  - Utilize gathered information to identify a career pathway
- h) Building a career portfolio

**Competencies:**

- Understand, engage in and manage one's own life/work building process
  - Locate, interpret, evaluate and use life/work information
- i) Making career decisions (Chapter 10)

**Competencies:**

- Engage in life/work decision -making
  - Link decision-making to life/work building
- j) Resume, cover letters and job interviewing

**Competencies:**

- Locate and effectively use life/work information
  - Recognize and take charge of one's life/work building process
- k) Adapting career counselling to school settings (Chapter 13)

**Competencies:**

- Explore and understand the relationship of life roles
  - Volunteering job shadowing
- L) Group career counselling practice

**Competencies:**

- Build and maintain positive relationships
- Helping others to explore various career alternatives

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