

News Summer / Fall 2017

Dear Associates, Partners and Collaborators

We are celebrating our first year since the official launch of the **Institute for Human Development and Well-Being (IHDW)** in April 2016, and we want to share with you some of the activities that have been organized and supported during this period.

With a Flourish! Our Teaching/Our Research/Our Well-being Panel

On Saturday, February 18, the IHDW sponsored a panel at the Provoking Curriculum Conference 2017, held at the Faculty of Education, McGill University.

This panel drew together academics at various points of their careers to share their stories in relation to mental health and well-being. Panelists reflected on what it means to flourish in the academy, with the hope that these stories can help to shape a curriculum of humanity in and beyond the university.



Photo: Hani Sadati

The panel included Claudia Eppert (U Alberta), Ingrid Johnston (U Alberta), Bronwen Low (McGill), Adrian McKerracher (Columbia), Nicholas Ng-A-Fook (U Ottawa), and Lisa Starr (McGill).

Check the **With a Flourish! Our teaching/Our research/Our well being Video**

What does it mean to flourish in the academy?

With a Flourish! Panel Quotes Project featured on the IHDW Website

"My own flourishing is dependent upon the flourishing of the whole."

Claudia Eppert,
University of Alberta

"The most challenging aspect... is that our jobs are never done."

Ingrid Johnston,
University of Alberta

"Having some kind of creativity will improve the way you view everything..."

Lisa Starr, McGill

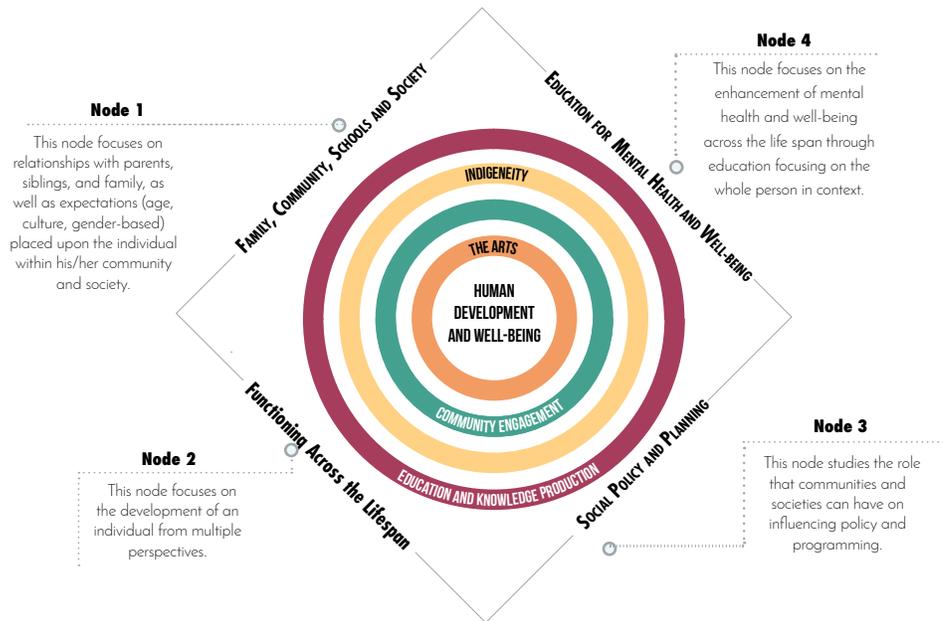
"A space for meaningful relationships, a commitment to high-quality work, a sense of impact and positive change, and a growing community of support."

Adrian McKerracher, Columbia



The IHDW has a new node: Education for Mental Health and Well-being

This node focuses on the enhancement of mental health and well-being across the life span through education focusing on the whole person in context.



International Dialogue Symposium 'From the Ground Up' Policy Making Led by Girls and Young Women in Addressing Sexual Violence



Check the launch of the *Girlhood Studies on Indigenous Girls* video

Photo: Hani Sadati

This one day event was held by Networks 4 Change in the Faculty of Education, McGill University. Co-sponsored by McGill and the Girls Action Foundation, and supported by the IHDW, it preceded the National Women's Studies Association with the theme of decoloniality.

The special issue of the *Girlhood Studies: An Interdisciplinary Journal*, on Indigenous Girls was launched during the International Dialogue Symposium by Professor Claudia Mitchell and the guest editors of the journal: Kirsten Lindquist and Kari-Dawn Wuttunee, of the National Indigenous Young Women's Council, and Sarah Flicker of York University. 👁



Photo: Hani Sadati

Margaret Kovach, "Indigenous Pathways in Education"

As part of the *Indigenous Awareness Week*, on September 22, 2016, Margaret Kovach offered a lecture and a session with PhD students. Margaret Kovach (Sakewew p'sim iskewew), is an Associate Professor at the College of Education at the University of Saskatchewan, of Plains Cree and Saulteaux ancestry, and a member of Pasqua First

Nation located in southern Saskatchewan. "Indigenous Pathways in Education" formed part of the Lecture Series on Indigenous Pathways in the Academy, and was co-sponsored by McGill's Centre for Research on Religion (CREOR) in collaboration with the IHDW, the Faculty of Education and First Peoples' House. 👁

Watch for!

Second Season of the Weekly Indigenous Film Series

The IHDW and the P. Lantz Initiative for Excellence in Education and the Arts present the Second Season of the Weekly Indigenous Film Series in the Faculty of Education. Presented by

former AiR Lori Beavis, the series will feature documentaries and feature films by Indigenous filmmakers. It will be launched on Tuesday, September 19th, 2 - 4:00 pm, in room EDUC 338,

as part of the Indigenous Awareness Week, and it will run every Thursday, from September 28th to November 23rd, 4 - 6 pm, in room EDUC 233. **Stay tuned!**

Altar for the Day of the Dead: To Honour the Lives of the Missing and Murdered Indigenous Women and Girls in Canada



An altar (*ofrenda*) for the Mexican Day of the Dead (*Día de Muertos*) was installed in McGill's Faculty of Education, in the first week of November, 2016, to honour the lives of the Missing and Murdered Indigenous Women and Girls in Canada.

This project was created by María Ezcurra (Art-Mediator) and Lori Beavis (Artist-in-Residence) in collaboration with a Collective of Mexican Women Artists and Creators, including Nuria Carton de Grammont, Carmen Giménez-Cacho, Nancy Guevara, Flavia Hevia, Daniela Ortiz and Amanda Ruiz, and the community of Education. 

Photo: María Ezcurra

Partnership with the P. Lantz Initiative for Excellence in Education & the Arts



Photo: Haní Sadati

The IHDW works collaboratively with the P. Lantz Initiative for Excellence in Education and the Arts in a number of projects in the Faculty of Education, McGill University. The P. Lantz Initiative for Excellence in Education and the Arts is deeply committed to the arts and to the critical role

they play in the construction of knowledge. It provides valuable access to art resources, support, ideas, techniques, inspiration, and opportunities for the community in the Faculty of Education, involving projects such as the Artist-in-Residence program and diverse student and Faculty-produced art projects, research and creative work. The P. Lantz Initiative for Excellence in Education & the Arts is coordinated by the McGill Faculty of Education, Department of Integrated Studies in Education, Institute for Human Development and Well-Being, and Participatory Cultures Lab. 



New Artists-in-Residence working at the Faculty of Education

Aaron Richmond and Victoria Stanton are the two new Artists-in-Residence working in the Department of Integrated Studies in Education. They will be collaborating with the community of the Faculty of Education during the 2017-2018 school year, supported by the P. Lantz Initiative for Excellence in Education & the Arts and the Institute for Human Development and Well-Being (IHDW). 



New McGill Art Hive Initiative

Based on the success of the inaugural Art Hive in 2015, the Faculty of Education is extending this experience into the wider McGill communities. As an inclusive space for creative learning and teaching, it aims at bringing our community together, where students can creatively express themselves and share experiences, improving their well-being through the arts.



Stay tuned!

Cafe Collab: Mediation Through Participatory Media-Making!

Café Collab is a collaborative partnership with the *Participatory Cultures Lab*, situated within the IHDW at McGill's Faculty of Education; and McGill's Social Equity and Diversity Education Office. After their first year in action, *Café Collab* held its culminative event in the SSMU Building. With forty staff, students and faculty in attendance, Café Collab took the opportunity to present some of the rich media pieces and conversations that emerged during workshops in the 2016/2017 academic year. 



IHDW Team News



Claudia Mitchell, Director

Professor Mitchell is the co-PI (with Professor Relebohile Moletsane at the University of KwaZulu-Natal) of a \$2.4 million IPaSS grant Networks for Change and Well-being: Girdled 'from the ground up' Policy Making to Address Sexual Violence in Canada and South Africa. The partnership study is situated at the centre of renewed intensive national and international attention to the impact of sexual violence on girls and young women. When the project was designed and launched in 2013, the idea of a Canadian National Inquiry on Missing and Murdered Indigenous Women and Girls was only in a nascent state, and South Africa was just considering the need for innovation in an arena that is often regarded a 'policy rich and implementation poor' when it comes to addressing high levels of sexual violence. Now, more than ever, this work feels urgent, timely and poised to make a difference. Networks for Change is at the forefront of testing out the best ways to (a) advance new knowledge on how girls and young women in South Africa can be part of finding new solutions to these challenges and (b) training a new generation of scholars to do this work in ethical and participatory ways in Canada and South Africa. However, this is clearly a global issue and so what is being learned has the potential for much broader reach. Networks for Change complements Mitchell's work with the Agricultural Transformation Through Stronger Vocational Education and Training (ATTSVE) work focusing on combating sexual violence in Ethiopia with Dr. Lisa Starr. Claudia Mitchell was the recipient of the SSHRC Gold Medal  and was recently awarded a Pierre Elliott Trudeau Fellowship. 

Co-directors



Professor Neil Andersson was nominated principal applicant of a successful network grant (CIHR \$1m) to increase mentorship opportunities, retention and representation for indigenous trainees in health research. The Network includes McGill University, Université de Montréal, Université Laval, Université de Québec à Montréal and Université du Québec en Abitibi-Témiscamingue. Dr. Andersson's ongoing randomised trials of the impact of community engagement also continue in Nigeria, Botswana, and Mexico. Dr Andersson's Game Lab has advanced three new initiatives in game learning: Game of Zones is a community engagement game that addresses the long history of vertical management in vector control; Broker is a game-based learning program that promotes cultural safety in medical education and a patient empowerment practices; and No game contributes three specific points of view of the patient-researcher partnership. Also in 2016, the Southern African Development Community (SADC) funded training of researchers and planners from 15 southern African countries.



Dr. Jacob Burack's lab, the McGill Youth Study Team in collaboration with Dr. Eve-Marie Quintin's lab, Behaviour, Autism, and Neurodevelopment (BAND), are organizing and hosting a new training workshop on the Autism Diagnostic Observation Schedule (ADOS). The ADOS is the gold standard for the diagnosis of persons with autism spectrum disorder. Clinicians and researchers from Montreal and elsewhere in Canada will participate in the training. Dr. Burack is the lead editor of the Oxford Handbook of Down Syndrome and Development to be published by Oxford University Press. He also co-authored chapters on Indigenous issues in North America, including Fryberg, Covarrubias, & Burack (2017) on the ongoing colonization of Indigenous persons in the Oxford handbook of social psychology and social justice; and Burack et al. (in press) on the cultural influences and perspectives on developmental psychopathology in the Handbook of developmental psychopathology (Wiley-Blackwell).



Dr. Jeffrey Derevensky continues to work with the World Health Association on an international project on the public health implications of addictive behaviors. He recently received the U.S. National Council on Problem Gambling Lifetime Research Award.



Professor Shaheen Shariff is currently on the 2nd year of her IMPACTS Project: Collaborations to Address Sexual Violence on Campus. Funded by the SSHRC, this initiative is thriving through student-academic-community-partnered research, policy and curriculum development. The seven-year project is divided into three areas that impact and influence sexual violence and responses to it: A) Law and Policy; B) Arts & Popular Culture; and C) News and Social Media. Project A activities to date include scholarly literature, case law and policy reviews resulting in collaborative student-academic conference presentations; book chapters; a Special Issue Journal with the Education & Law Journal (currently in press), with an impressive number of publications and presentations. Project B is engaged in artistic creation, critical and activist dialogues relating to academically informed art forms to develop workshops, toolkits and curricula. Project C undertook literature reviews of news media reports on sexual violence with a view to critical classroom dialogues and analysis and is embarking on a review of the impacts of online access to pornography.



Dr. Ingrid E. Sladeczek's is currently developing, conducting, and evaluating interventions for families and infants, children, youth, and young adults that are vulnerable for a number of reasons. Her research endeavours range from promoting literacy development in infants to radicalization of youth, to how we can support youth with learning disabilities in science, technology, engineering, and mathematics, to investigating affective computing. Among her recent publications are "Learning in science, technology, engineering, and mathematics: Supporting students with learning disabilities" (2017, with Asghar, A., Mercier, J., & Beaudoin, E.), in Canadian Psychology, and "Comparing service delivery models for children with developmental delays in Canada: Adaptive and maladaptive behaviours, parental perceptions of stress and care" (2017, with Fontil, L., Miodrag, N., Karagiannakis, A., Amar, A. & Amos, J., in Exceptionality Education International.

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The Institute's work addresses the role that leadership and policy-making can play in human development and well-being. It intends to promote a comprehensive understanding of human development and well-being through collaboration among scholars from a variety of disciplines and community leaders, and to foster understanding of issues affecting human development, and identify intersecting barriers to the well-being of individuals and communities.

The IHDW is directed by Claudia Mitchell, James McGill Professor in the Department of Integrated Studies in Education. The Institute currently has five Co-Directors (Neil Andersson, Jake Burack, Jeffrey Derevensky, Shaheen Shariff and Ingrid Sladeczek) and involves Associate Members from McGill and Community Partners from other parts of Canada and internationally.