

FROM MATERNAL MENTAL HEALTH TO INTERNATIONAL STUDENT INTEGRATION : APPLYING JOURNEY MAPPING IN SUPPORTING NEWCOMERS TO CANADA

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Our Gratitude and Land Acknowledgement

With gratitude and respect, we would like to begin by acknowledging the Musqueam, Squamish, and Tsleil-Waututh Peoples of the unceded traditional territories that we are on. From coast to coast to coast, we acknowledge the ancestral and unceded territory of all the Inuit, Métis, and First Nations people who call this land home.

Our acknowledgement of this truth is a small but important part in honouring and showing respect for the diverse histories and cultures of First Nations peoples in Canada.

We also acknowledge colonial structures and the impact it has on all of our work in the settlement area.

ABOUT SRDC

WHO WE ARE

The Social Research and Demonstration Corporation (SRDC) is a non-profit research organization created specifically to develop, field test, and rigorously evaluate new programs. Our two-part mission is to help policymakers and practitioners identify policies and programs that improve the well-being of all Canadians, with a special concern for the effects on the disadvantaged, and to raise the standards of evidence that are used in assessing these policies.

WHAT WE DO



EXPERIMENTATION

SRDC is a leader in policy experiments that rigorously test innovative program ideas and delivery processes.



POLICY RESEARCH

SRDC applies methodologies to evaluate the effectiveness of policies and new programs.



SURVEY DESIGN AND DATA MANAGEMENT

SRDC are experts in survey design and data management and has extensive experience surveying participants and following them over time.



STRENGTHENING CAPACITY

SRDC's expertise in the design, development, delivery and evaluation of a wide range of policy interventions has made us a trusted partner of funders, service delivery organizations, policy analysts, and program participants.



KNOWLEDGE MOBILIZATION AND WORKSHOP FACILITATION

SRDC is committed to ensuring that the knowledge gained through our projects can be put into action by funders, program managers, practitioners, and participants.



PROGRAM EVALUATION AND PERFORMANCE MEASUREMENT

SRDC offers a full range of program evaluation and performance measurement services addressing program design and development, delivery, outcomes, and impacts.

Today's Session

- Defining Journey Mapping: Components, types and applications
- How we used Journey Mapping at SRDC
 - TCLIP Wraparound Model of Care
 - International students' transition to permanent residence in OLMCs
- Questions & Discussion

DEFINING JOURNEY MAPPING: COMPONENTS, TYPES AND APPLICATIONS

What is Journey Mapping?

- A method that showcases the steps that a participant takes in a process to accomplish a goal
 - Combination of storytelling, visual design, and empathy
 - Provides a complete idea of how participants interact with a particular experience or program or service and have clear definitions of user pain points (i.e., challenges)
- Provide valuable insight into what it is like to walk in the participant's footsteps
- Can help us highlight participant's thoughts, feelings, and emotions, challenges or barriers, needs, opportunities, and calls to action throughout each stage of their journey
- Has traditionally been used in the business sector (UX research), but recently been applied to social science and evaluation
- Can be conducted in-person or virtually; individually or in groups

Components of a Journey Map

- Area of focus (e.g., newcomer's journey through the healthcare system, international student's experience of racism & discrimination)
- Time points or phases of interest
 - E.g., Newcomer's health and wellness: Zero to four weeks – one to six months – between six months and two years of arrival [5].
 - E.g., Youth development program: Pre-enrollment – enrollment – orientation – club experience – activities outside club [6].
- Actions, mindsets, and emotions
- Opportunities
- List of questions to guide journey mapping

Journey Mapping in Research and Evaluation

Healthcare / patient experience

Mental health

Youth engagement

Employment

JOURNEY MAPPING ACTIVITY

Interactive Activity: Pathways to Prosperity Journey Map

- Let's do a quick and simple journey mapping activity together!
- Reflect on your **Pathways to Prosperity** experience so far...
 - Step 1: Getting to P2P
 - Registering for the conference
 - Booking travel and hotels (or if you're from BC, think about how you got here this morning)
 - Planning which sessions, workshops, or networking events to attend
 - Step 2: Attending today/Monday's conference
 - Arriving at the conference and checking in
 - Attending keynote sessions & workshops
 - How was lunch?
 - Engaging with speakers & networking
 - Step 3: Looking forward to second day of conference
 - Attending keynote sessions & workshops
 - Who will you engage with tomorrow?
 - Reflect on energy levels

You can also use Menti to participate in this activity!

Scan the code below or go to www.mentimeter.com and enter 1842 1235



Step 1: Getting to P2P

Actions:

Needs and pains:

Feelings:

Opportunities:

Step 2: Attending Monday sessions

Actions:

Needs and pains:

Feelings:

Opportunities:

Step 3: Thinking about tomorrow...

Actions:

Needs and pains:

Feelings:

Opportunities:

HOW WE USED JOURNEY MAPPING AT SRDC

Tri-Cities Wrap Around Model of Care for Mental Health in Immigrant Families

- **Aim:** To enhance the capacity of service providers and organizations to promote mental health in safe, effective and trauma-informed ways and to implement a coordinated model of care that would promote mental health in postpartum immigrant women and their families. S.U.C.C.E.S.S.
- Funded by the Public Health Agency of Canada (PHAC)
- S.U.C.C.E.S.S. and Tri-Cities Local Immigration Partnership delivered the project between August 2022 and March 31, 2024
- SRDC conducted an evaluation of this project

Tri-Cities Wrap Around Model of Care for Mental Health in Immigrant Families

- Objectives:
 - To enhance the capacity of service providers to promote mental health in service delivery
 - To raise the awareness of the importance of mental health in culturally appropriate ways for families with children aged 0-6 in the Tri-Cities
 - To increase the accessibility of community mental health supports and services for immigrant families from the Tri-Cities with children aged 0-6 using a wraparound model
 - Mobilize knowledge through the Knowledge Hub and Community of Practice

Tri-Cities Wrap Around Model of Care for Mental Health in Immigrant Families

- To build capacity for newcomer families...
 - Developed culturally appropriate tools and resources, and community events for mental health promotion
 - Implemented mental health promotion and education in early years' programs
 - Implemented wraparound services, including needs assessments and 1-on-1 sessions, and other programs
- Services offered in Mandarin, Cantonese, Korean, and Farsi

Tri-Cities Wrap Around Model of Care for Mental Health in Immigrant Families

- MECD staff conducted four in-person Journey Mapping sessions with one newcomer client per language group who had participated in one-on-one supports
 - Training supports and data collection tools provided by SRDC



Aim: To visually understand the process that newcomer clients underwent to access one-on-one supports with MECD staff, and how it may have contributed to increasing the newcomer client's understanding and awareness of mental health

Maternal Mental Health of Newcomer Women Journey Mapping

Newcomer mother to Canada

"I feel like I'm the only one in the family who takes care of the children and household."

"I am simply unhappy and can't articulate my emotions. I am aware that I am not happy, but I don't know what is making me that unhappy."

- Need mental health and parenting supports in my own language
- Feeling frequently sad and depressed but needing to put it aside to take care of children and household
- Difficult finding information about available services
- Feeling lost and isolated
- Challenges communicating with spouse about feelings

- Difficulty accurately expressing feelings and thoughts in English

- Lack of family and friends to rely on
- Not feeling safe sharing my story with my community (fear of gossip and judgment)
- Difficulty finding childcare

Discovering S.U.C.C.E.S.S. and one-one support

- Finding out about one-on-one services at S.U.C.C.E.S.S.
- Referrals from friends who accessed supports from S.U.C.C.E.S.S.
 - Self-search on Google
 - Doctor's office

Need wider promotion of available services

"Is the MECD staff someone I can really trust?"

"Will I be perceived as weak?"



- Feeling scared and vulnerable

Initial phone call with MECD staff

- Being able to speak my own language is a relief
- Surprised at how much I'm sharing with MECD staff
- Feeling heard
- MECD staff is empathetic and understanding of my needs and concerns

"Should I be sharing so much information and thoughts?"

Need clearer expectations and purpose about one-one services

"The problems I have are not just problems that I am facing. Other mothers are also experiencing similar challenges as me."

Need for services/programs with interpreters



- Referral to participate in other SUCCESS programs and activities by MECD staff
- All About Emotions
 - Nobody's Perfect
 - Parent-Child Mother Goose

"I don't want to keep complaining without making any progress. What is my next step?"

1st session with MECD worker

First time meeting MECD staff face-to-face

- Friendly and welcoming staff
- Not feeling rushed
- Cautious about my choice of words and confused about all my emotions
- Sharing emotional stories about my life and current struggles as a newcomer mother and parenting
- Feeling understood and encouraged to continue sharing
- Hearing MECD staff's own experiences as an immigrant mother

"I feel like I'm not alone in my thoughts."

"I feel seen."



"There's so many emotions coming out of me, and it's making me confused."



- Services outside of SUCCESS
- Employee Assistance Program (EAP)
 - Healthy Babies Healthy Children (HBHC)
 - Baby and Me
 - Ministry of Children and Family Development (MCFD)
 - Vancouver & Lower Mainland Multicultural Family Support Services Society (VLMFSS)
 - Family doctor



After the first one-on-one session

- Feeling a lot of different emotions: sadness, distressed, overwhelmed but relief
- Crying a lot

"I feel understood when I talk to someone with similar experiences."



Speaking with friends and co-workers with children to support me

After a couple of one-on-one sessions

- Feeling connected to MECD staff
- Sympathy, affirmations and encouragement from MECD staff
- Acknowledging that having support is important to my mental health
- Safe space to explore my feelings and thoughts
- Given space to think and reflect and not pressured to respond right away

Need for culturally relevant services and programs

Continuing to access programs and activities at SUCCESS

- Happy Parents, Happy Kids Newsletter
- Learning to use Emotion Magnets to help my family and I to identify and express our emotions
- Programs and activities with people who understand my culture and values without language barriers

"I'm starting to feel optimistic for the future and happier."

- Starting to open up about my thoughts and emotions to spouse
- Improved relationships within my family

- Mental health services outside of SUCCESS
- Clinical counselors
 - Finding a therapist for my child

Making decision to start one-on-one session with MECD staff

- Comfortable sharing to MECD staff who is from my country/culture and who can speak the same language as me
- Feeling brave but still shy and embarrassed
- No cost to receive one-on-one services

"I can get the help and support that my child and I need without worrying about expressing myself accurately in English."

At home

- More conversations between spouse and I, even about difficult topics
- Increase in awareness of my own emotions, especially when communicating with children
- Increase in self-confidence in parenting
- Parenting is a shared responsibility and I should not have to take on all the responsibilities



"My conversations with my spouse used to be like debates. Now we listen and understand each other."

- Engaging in play dates and spending time outdoors with my child is good for their mental health as well as mine



- Developing my own support system with other moms who I can turn to for additional support

Changes in myself

- Developing self-confidence and increase in self-esteem
- Able to manage my anxiety and stress with tools I obtained from MECD staff
- Awareness of the importance of taking care of my physical and mental health



Post one-on-one sessions & follow up

- Feeling hopeful for my family and I's future
- Improvements in my mental and physical health
- Understanding the importance of my mental health
- Confidence in parenting
- Appreciating myself
- Improvements in my relationship with my spouse and child
- Enjoying time with my family

Need for more one-on-one supports

"I don't need to be perfect."

"I know I can ask for help from my spouse or services available to me when I'm feeling anxious or nervous."

Ongoing journey

- Supports from spouse and friends
- Continuing to meet other mothers
- Attending community activities
- Continuing to see clinical counsellors



"The most important achievement I can say is that today I can live with more confidence and be a mother to my child."

Tri-Cities Wrap Around Model of Care for Mental Health in Immigrant Families



General positive experience

Helps to organize and conclude experience in the program
New perspective to look at client's whole journey



Empowering and validating experience

Understanding the changes client's have experienced
Acknowledging personal growth



Increase in self-reflection

Safe space for self-reflection
Better sense of future direction

Tri-Cities Wrap Around Model of Care for Mental Health in Immigrant Families



Positive and constructive process

Great opportunity to evaluate and review the one-to-one sessions with clients

Validation of work

Powerful trusting relationship helped client to share openly and deeply about their feelings. It was also a safe place for them to self-reflect



Suggestions for further use of Journey Mapping

Good tool to help clients with self-reflection and insights

Good tool to evaluate one-on-one and group programs

Provides validation of clients' experiences



Further considerations

Need for multi-tasking skills

Need for staff to have same language and culture

Mindful of role as facilitators

International Students' Transition To Permanent Residence In OLMCs

- Mixed methods research project funded by Immigration, Refugees and Citizenship Canada (IRCC)
- Aim: Gain a better understanding of the factors that motivate international students to settle, or not, permanently in OLMCs, as well as the difficulties they may face in the transition process, for those who choose to settle within an OLMC.
- OLMCs are communities whose mother tongue or official language is not the same as the official language of the province or territory in which they are located.
 - French communities outside of Québec and English communities within Québec
- This project focused on the communities of Moncton, NB, and Sherbrooke/Lennoxville, QC

International Students' Transition To Permanent Residence In OLMCs – Context

- Whether English- or French-speaking, Canada's OLMCs face challenges that retaining international students could help address.
- Obtaining permanent residency is a common aspiration for many international students in Canada, with various pathways to achieve it. However, the process can vary according to their region of residence and academic background.
- To qualify for permanent residency, international students must first complete a program of study lasting a minimum of eight months and obtain a diploma. After graduation, they can apply for the Post-Graduation Work Permit (PGWP), an open work permit for up to three years, which allows them to work in Canada and gain the work experience needed to qualify for immigration programs such as Express Entry or provincial immigration programs.
- In addition to these main pathways to permanent residency for international students, there are specific measures, or reliefs, to ease the transition to permanent residency for international students living in an OLMC.

International Students' Transition To Permanent Residence In OLMCs – Methodology

- Targeted literature review
- A statistical portrait of international students in OLMCs has been drawn up using IRCC administrative data.
 - This portrait covers various variables (age, level of education, linguistic profile, region of origin, etc.) as well as their evolution over time (2013-2022).
- Interviews with stakeholders supporting international students:
 - Postsecondary institutions: three interviews/discussion groups with eight people
 - Service provider organization: one discussion group with three people delivering services
- Interviews with international students:
 - 13 from Moncton and 14 from Sherbrooke; a mix of college and university level students

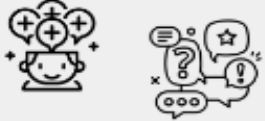

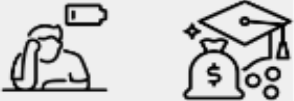
How we used Journey Mapping in this project

- We used journey mapping as a tool for international students and stakeholders to think about the different steps of an international student's pathway from deciding to come study in that particular community to transitioning or not to permanent resident status.



Journey to permanent residency					
	BEFORE ARRIVING IN CANADA	WELCOME AND INTEGRATION INTO THE OLMC	STUDENT AND WORK EXPERIENCE	POST-GRADUATION WORK PERMIT AND JOB SEARCH	TRANSITION TO PR IN AN OLMC- THE APPLICATION FOR RESIDENCY
MOTIVATIONAL FACTORS					
NEEDS					
RESOURCES USED					
EMOTIONS AND FEELINGS AT THIS POINT					
CHALLENGES AND NEGATIVE EXPERIENCES					
INTENTION TO SETTLE PERMANENTLY IN AN OLMC					

From moving from home to the end of the studies

	DECIDING TO STUDY IN CANADA/ AN OLMC	INTEGRATION INTO THE OLMC	STUDENT AND WORK EXPERIENCE
DESCRIPTION	<p>Canada: often influenced by the reputation of the education system, career opportunities and family recommendations. Students choose their institutions based on cost, language and specific programs, although some arrive without a thorough knowledge of local language requirements.</p> <p>OLMC: Priorities vary from city to city. For Moncton - bilingualism is a major attraction, especially for French-speaking students who wish to retain the use of French while having an English-speaking environment within reach. For Sherbrooke -</p>	<p>Arrival in an OLMC often involves a period of cultural and linguistic adaptation, marked by challenges in accessing essential services.</p> <p>Facilitating factors:</p> <ul style="list-style-type: none"> • Social and community networks • Support from the postsecondary institution • Resilience and adaptation <p>Hindering factors:</p> <ul style="list-style-type: none"> • Isolation • Linguistic barriers • Discrimination and racism 	<p>There are two major concerns in the lives of international students in OLMCs, as there are for international students in general.</p> <p>International students struggle to juggle their studies with their financial needs, which often leads them to take on part-time jobs, very often outside their field of study, in order to meet their basic needs.</p>
EMOTIONS AND FEELINGS			
CHALLENGES	<ul style="list-style-type: none"> • There is some apprehension about the complexity of administrative procedures. 	<ul style="list-style-type: none"> • Administrative procedures for setting up (banking, housing, telephone) without sufficient institutional support; • Language barrier; • Social isolation due to cultural and linguistic differences 	<ul style="list-style-type: none"> • High cost of living and tuition fees. • Finding a part-time job remains a challenge, especially for students who are not fluent in French (in Sherbrooke) or English (in Moncton).
AVAILABLE RESOURCES	<ul style="list-style-type: none"> • Online research • Advice from family and friends • Information from student forums and immigration advisors at Canadian universities 	<ul style="list-style-type: none"> • Help from relatives, social networks or friends; Orientation services offered by institution • Community groups of the same origin as students. • Language courses offered by the university; • Peer networks (often of other international students); • Social activities organized by student and community associations. 	<ul style="list-style-type: none"> • For some, on-campus jobs • Employment supports offered by the institution • Referrals from friends and family
IN THE WORDS OF PARTICIPANTS	<p>I can speak French and learn English at the same time. I really like the fact that French and English go hand in hand.</p> <p>I actually went to a French school in Italy, which is why I decided after to come to Quebec, because I did not want to lose the French, but also keep my English around</p>	<p>I was lucky to have friends from my community who showed me around and helped me settle in.</p> <p>When they understood that I cannot speak French, they told me : "if you can't speak French, why are you here?"</p>	<p>Finding a job took me months, and I only got one through a friend's referral.</p>

From the end of the studies to permanent residence

POST-GRADUATION WORK PERMIT AND JOB SEARCH

At the end of their studies, students apply for a Post-Graduation Work Permit (PGWP), which allows them to stay temporarily in Canada. Although they understand the basic steps involved, many express difficulties with the lack of legal support and administrative complexities.

Finding a job in their field is crucial to the PR application. However, many students have high requirements, such as proficiency in French in Quebec and English outside Quebec.



- Administrative procedures can be complex

- Information and workshops offered by the institution
- One-off, non-personalized advice from immigration representatives, often from government, during workshops at institutions
- Professional networks such as LinkedIn and alumni events;
- Participation in career fairs and job search workshops offered by the institution
- Support from other international students

According to a postsecondary institution employee, it's a "fairly straightforward" process whose "conditions are easy to meet".

It's going to take more time and be more complicated learning French at the next levels.

Competitive pathways to permanent residence

Structural limits of smaller communities

The two sides of the linguistic dimension

Limited community and immigration support resources after PSE

Financial constraints and job insecurity

The challenges of social integration

Logistical challenges and limited affordable housing

I think that when you come here, there's a desire to settle in Greater Moncton, and then there's the reality of the difficulty of finding a job.

TRANSITION TO PERMANENT RESIDENCE

International students who come to study in Moncton or Sherbrooke often consider the possibility of obtaining permanent residency (PR) to ensure their professional stability and take advantage of career opportunities in Canada.

This aspiration to stay permanently usually takes shape during their studies, influenced by their local experiences, established personal relationships and job prospects. For some, the decision takes shape over time.



- French language skills often required for PR programs in Quebec;
- High cost of legal services, making the process complex and difficult to navigate without professional help;
- Canadian work experience requirements in field of study.

- Various permanent residency (PR) programs, but their choice often depends on specific criteria and personal circumstances
- Information and workshops provided by institutions or by the government, although these are often too general
- Support from family and friends

Québec, because I don't speak English and I think it will be difficult to succeed in Moncton without English.

I like the city, I've got my little corner, I've got my habits, it's here. I've been to a few big cities, the famous Montreal, Toronto, that's nice, but I'm happy in my little town, so I don't really want to change.

Questions or Thoughts?

Questions for discussion:

- How do you think journey mapping can help improve the services you provide to your clients?
- What are some unique challenges that clients face when seeking services with your organization? How might journey mapping help address these challenges?
- Do you see yourself or your organization using journey mapping in the future?

Thank you!

You can visit <https://www.srdc.org/> to learn more.

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And come hear about the Employment Pathways in Canada- Health Careers (EPIC-HC): a pilot research project tomorrow @ 11:15 AM (Seymour)!