

# 10 Margot Jackson

Tue, 1/4 1:07PM 1:17:59

## SUMMARY KEYWORDS

people, youth, research, support, community, music, started, piece, mental health, big, called, harm reduction, laughter, impacted, kids, services, psycho acoustics, important, understand, talk

## SPEAKERS

Dylan Cave, Margot Jackson, Brittany Ekelund

---



Dylan Cave 00:00



Brittany Ekelund 00:00

We would also like to take a moment today in honor of Mentoring Month, which runs all of January. We're going to take this moment to draw attention to the Bent Arrow traditional healing society's Coyote Pride Program. It's a free in-school program for youth wanting to learn about Indigenous culture and teachings. If you'd like to mentor you can visit [bentarrow.ca](http://bentarrow.ca) for more info.



Dylan Cave 00:36

Also, the Boys and Girls Club and the Alberta mentoring partnership are always looking for Indigenous mentors to match with Indigenous youth. If you know someone who may be interested, you can nominate them at [Albertamentors.ca](http://Albertamentors.ca). Find those links in the episode description.



Brittany Ekelund 00:53


[music starts] Hello, and welcome back to ResearchRecast(ed), the knowledge mobilization podcast. I'm Brittany Ekelund, and I'm here as always with my co host Dylan Cave. Today's episode is all about community, cameras, and taking the time to build relationships and listen to those you're hoping to help.





Dylan Cave 01:10


Joining us today is Dr. Margo Jackson, an associate professor in the Faculty of Nursing at MacEwan University. Her research teaching and clinical areas of interest revolve around child


and youth mental health, community health, harm reduction, and the impacts of social determinants of health. Welcome, Margot. And thank you so much for joining us today. [music fades]


 Margot Jackson 01:31  
So happy to be here.

 Dylan Cave 01:33  
Us too!

 Brittany Ekelund 01:34  
Yeah. Um, so first off, can you just tell us a little bit more about yourself, and what attracted you to a career in healthcare?

 Margot Jackson 01:44  
Ooh, that's almost a tough one. I was one of those people that really didn't know what to do after I finished high school, and I took a whole bunch of different courses, and I figured at some point, I needed to do something and I went into nursing - which may not be a great sales pitch for the faculty for nursing - but when I was in, doing my degree in nursing, I came across Community Health, and I was sold. I was not a hospital person. As a nurse. I've never worked in a hospital before. My students are always shocked to hear that, but it was never my thing. So I worked a lot in schools, which I loved. And the first time something really felt passionate for me was when I was involved with a teenage moms group. And that sort of led me along to a different job that I took where I worked as a nurse at the youth, what is now the youth empowerment and support services on - the main one is on on white Avenue in Mill Creek, and as well in women's shelters. So I would go around and do that. And that really sparked my interest in primarily youth mental health, but hearing kids stories and what was going on for them. And I could just spend sort of hours listening to what was happening for them and their stories and their families. And, um that really got me me going in the sort of the interest in that area that I'm in right now.

 Brittany Ekelund 03:11  
Yeah. [overtalking]

 Margot Jackson 03:11  
Yeah.



Brittany Ekelund 03:11

And you. I just want to talk a little bit about a little bit more about your community work with groups like YESS, because you've also worked with iHuman and the Boyle McCauley Health Center. So can you tell us a little bit about that work and what draws you towards it, like what sparked the passion?



Margot Jackson 03:28

Like truly it is being on the ground, in person with the kids with the youth, and hearing their stories. So when we think about mental health, everybody thinks psychiatry, it's getting a little bit better now it seems especially with COVID, we talk a little bit more about mental health. But when I started, and even still, I think there is a big stigma of it. But the big piece is hearing people - truly, what are their experiences? So it all comes down to experience. And then the person becomes a real human being not statistics, or numbers on a page, you get to really see where they're coming from. And I think that was always it. This really basic relational kind of stuff. Right? Yeah. It may sound - I don't know if it's boring, and it's different, but it's fun.



Dylan Cave 04:19

Yeah, well that's not boring at all.



Margot Jackson 04:20

No, it's fun. It's really fun. [laughter]



Dylan Cave 04:23

Um, we'd like to talk to you a little bit more about, um, the narrative inquiry, which is a method you use. um, is this the same as something like, uh, in other research that we've explored, like Photo Voice?



Margot Jackson 04:38

No, Photo Voice is a different type of method, but it's still a qualitative method. So I've really been drawn to qualitative methodologies really look at experience. And that's where I've been drawn. Narrative inquiry is a method, it's a methodology, but also a way of being almost as a researcher, and, um almost as a clinician to sometimes. So you're really looking at experience as the building block of that person, you're looking at them, at different-- where they are in place. So they're -- the time, place, all of those different aspects and just the relational component, and you're doing research alongside. So what happens is you spend a lot of time with people. So like, for example, research that I've done in the community at some of the youth agencies, you're there for months. And sometimes you're, you don't feel like you're doing research because you're hanging out and you may be doing art, or you may be doing music. Like it iHuman, they do music and rap and things like that. So you may be doing those

types of pieces. And then from there, you build the relationship. And the research participant becomes the collaborator on the research. So you're doing it together. So it's a different type, a different type of approach completely.



Brittany Ekelund 05:55

Yeah, sorry, I'm just trying to wrap my head around it. So how, like, can you walk us through kind of, say, how you would use narrative inquiry? And maybe I know, you did some research involving the lived experience of high risk or unhoused youth - can you kind of walk us through how you use narrative inquiry there, I'm just trying to understand it a little bit more.



Margot Jackson 06:16

So it, what you would do -- so for example, you would be in the agency with the youth. Again, like I said, spending time doing whatever: hanging out, going for coffee, talking. maybe you'd be -- like in the summer, we go for slurpees, all these different things. And what you would do then is after that relationship is sort of built, you'd be able to sit down have a conversation. Those conversations are recorded.



Brittany Ekelund 06:44

Okay.



Margot Jackson 06:45

Yeah. And then you transcribe those conversations. But also, I did something which was a visual narrative inquiry. So that was using photographs as well. So we had a wonderful donation of cameras, and I had a little bit of funding from Homeward Trust. And we gave all the youth cameras, they were digital cameras. And so they were allowed to take pictures of whatever they wanted. And then we would get the photographs developed, we would look through the pictures, what did this mean to them? What was it like? And through that there was all sorts of interesting things that came through. It's like, some youth would be sharing the, you know, "when I was homeless, I slept in this alley", and they would have the pictures. Some had, you know, just amazing photographs of the river valley, or of friends or different articles. So everything reminds you of what you're experiencing and what your story is. And from that - you do that with several different participants - you go back, and you talk about okay, this is what I heard. And this story, we you know, we had it all transcribed. Can you read through it? What do you think? Did we miss something? Did I get this right? All of those different pieces. And then the it's almost the way that I've written it out is like, it is like a story. So you're telling their pieces, you using their voice as well. And from there, you can actually look for, within different participants, common themes or resonances, as they're called, often in narrative inquiry. So a lot of people they don't -- everybody doesn't have the same experience obviously.



Dylan Cave 08:13

Of course, [overlapping]

Of course. [overtalking]

 Margot Jackson 08:14

Right? But over time, you can see that there are some common threads or common residences that people do have. And you can take that from the - it's not called data in narrative inquiry - but from that data, and you can look at, okay, these were some common themes, and what do you do with that? So that's where you can get more into the thing of, okay, what are the interventions that may be are needed? What is the significance that like, the 'who cares?' And 'so what,' right? Because sometimes you do research and you're like, Yeah, and? So what's the --

 Dylan Cave 08:43

What's the point? [overtalking]

 Margot Jackson 08:44

What's the point. Yeah, so... I have to watch my language.

 Dylan Cave 08:46

Can we - No you don't! [overtalking]



Brittany Ekelund 08:47

No you don't.

 Dylan Cave 08:48

You're good.

 Margot Jackson 08:48

I'm terrible [laughter]. I have a truck driver mouth, so.... So I gotta watch it.

 Dylan Cave 08:52

It's all good. Can we? Can we go back for a second? Yeah. And can you - when you get give the youth these cameras? Is there any instruction or you're just like, Take this camera. Do whatever you want with it.



Margot Jackson 09:03

Yeah, so what we did is, um, we started a photography group. And I mean, very, very informal. And it was it was like, Take what you want. Take pictures of what you see on a daily basis. Whatever, there were really no instructions, and that's sort of the beauty of it. There can't be instructions, right? Because then it becomes prescriptive. And from there, let's see what comes up. And it's just really fun to see what they come up with, but it's also not necessarily looking at the photographs in a critical way. It's a piece to initiate conversation. So they also, some did scrapbooking - you can bring in special items, all of those different things that you can do to really facilitate conversation and get to know somebody.



Dylan Cave 09:47

These are really interesting practices that that I think two other of our of our guests have also engaged with in slightly different ways, but it's it sounds like a really great way to start to connect with your community, yeah, and really to try and understand their lives and you know, sometimes, sometimes having conversations is hard. Um, and some people don't feel like opening up to you or like, however, however it might be. But I think this has been proven to almost be a really great way to start a conversation.



Margot Jackson 10:21

Yeah. Because why would a kid who is, you know, a youth who is maybe 12 years old or 15 years old, or even 20 years old..why would they trust me? And I've worked with a lot of youth that are Indigenous, why would they trust me who's not Indigenous coming in? And to share what's going on in their lives? Well, no. I wouldn't feel comfortable sharing that. But if you know that somebody's safe and trustworthy and respectful, and you've shared some time with them, then those stories begin to open up.



Dylan Cave 10:51

Yeah, I absolutely love that.



Margot Jackson 10:53

Yeah.



Dylan Cave 10:54

I think that's beautiful.



Brittany Ekelund 10:55

.....

Yeah. So, um, one of the earlier research projects that I could find that involved this narrative inquiry was the one we just talked about high risk or unhoused youth. I'm kind of wondering, have you followed this vein of research? Like, I'm curious how things have changed since 2013.

M

Margot Jackson 11:17

Okay, so this method was actually - a woman, Jean Clandinin from the U of A and a fellow, Connelly from U of T - they founded this type of research, and there's a big group. So you do have quite a community, a research community that you can talk and discuss all of these items with that. Has it changed? It's, it's evolved, but I think the core essence of it is still there. I think for me, I take pieces of it too, because I like to do a lot of participatory research as well that make change. Because sometimes I look at research and you're doing all of these things. But what is the change? Again, the so what and the who cares? So what can we do with those pieces, and really involving the community? So it's doing research with the community rather than, you know - not against - but on the community.



Brittany Ekelund 12:07

Yeah, like helicopter in--

M

Margot Jackson 12:10

Yeah, yeah. [overtalking]



Brittany Ekelund 12:10

And take what you need. I'm also curious about just circumstances. Like, 2013 was a while ago. Yn ou know, you mentioned that there is a bigger conversation around mental health. So have you been following different research regarding youth and mental health supports? Like, how have things changed in the last nine years?

M

Margot Jackson 12:33

I mean, and what's really interesting is to see there have been changes and improvements in services, yet, we're still - I want to be careful - we're still struggling. And I think there's a lack of services. But right now, what I'm really interested in and what I've seen, is that getting referral to services is one thing, there are long wait lists. If you have money, you can afford to maybe get your own psychologist, but not everybody has \$200 an hour to kick in to do that. Most of the individuals that I work with, don't.

D

Dylan Cave 13:12

I don't. [overtalking]



Margot Jackson 13:13

Yeah. Like who does? Or if you have a plan that does, they maybe give you five sessions. Well, what magic can you do in five hours that's going to, you know, make big changes? And I think what I've seen, the impacts are -- and it was really unfortunate, when the government pulled the funding because there were plans to create a building that was primarily just for children's mental health, right by the Glenrose and the Alex and that funds were pulled. There was the plans for that building, everything. It was going to be this whole new look on it. And that was gone by the wayside. So now children are referred in, they wait. And what happens when people wait? You probably go into crisis, sometimes you time out. If you're 16, 17 - There just isn't enough supports. And I think that's been sort of amplified by COVID. And we see families that we don't even hear about, families that are newcomers families that don't speak English, families that are in small spaces living together. Kids that relied on in-class supports for not only for food, but for any type of extra curricular, you know, also for any type of supports, whether it be for emotional support, counseling. That was all ripped away. And that is one thing I think we're gonna see the repercussions of a lot. We're talking more about mental health, but what are we really doing in providing?



Brittany Ekelund 14:50

Well, and that's a question that I, I have for you. Is like -- I think because mental health maybe hasn't been on the forefront of every conversation, and especially the mental health of children and youth from a medical perspective, and you know, from your point of expertise, what are some of the long term consequences? Like, what happens when we do not offer children and youth mental health support?



Margot Jackson 15:12

Yeah, so most mental health concerns start in childhood and adolescence. And ones, if they're not dealt with, it progresses into mental health concerns in adults and longer term. So, if you have a kid that's got anxiety, or a kid that's had some type of traumatic event, or is growing up maybe in a community where there's violence - if that's not addressed, eventually, you know, and it's not just mental health things that happen later on in life too. We look at physical health, developing cancer, anything where there's that underlying stress. So their bodies are stressed, right? Which makes their mind stressed. There's something called toxic stress, which is like a constant state of sort of flight or fight almost, where you feel that and you're hyper vigilant where you're just going to react. That increases your blood pressure, it wreaks havoc on your cardiovascular system, it increases the chances for developing cancer, diabetes, all of these different things. So not only do we have mental health conditions, we've got physical health conditions later on in life. Maybe that's also things like poverty, lack of education, not being as successful as you could be. I mean, it could be problems with the law, you name it. So it's such an important piece. And it really does get left by the wayside a lot of times.



Brittany Ekelund 16:31

Yeah, I think people have a hard time... Some people may have a hard time conceptualizing that this actually costs more money. You cut this funding now it is going to cost an exponential



amount more in crisis management, police services, health care, system pressures.

**D** Dylan Cave 16:50

Not to mention, like the the toll that it's having on on these youth and people who need these, these supports. It's, it's unreal, like, that's the important thing is is like, you know, money is, is, you know...I try to translate it to where, like to art in itself. Yeah, if there were no financial barriers in art, imagine the art we could have. Imagine the musicals that we could procure. Imagine the music that we could have recorded if financials weren't a problem. Now imagine how good we could do in humanity, if financials weren't the issue, if, like, why? I hate that we battle over these things.

**M** Margot Jackson 17:33

I know, it's horrible. [overtalking]

**D** Dylan Cave 17:34

Because people are suffering.

**M** Margot Jackson 17:35

Yeah. And I mean, if you think about it, too, am I going to come in and say, Okay you bunch of like, 12 to 19 year olds. This is what you need to fix your mental health. And this is what's going to help you. So I did work with a bunch of youth, and we looked at at risk for sexual exploitation, I wasn't going to come in there and tell them what was going on in their lives. They're the ones that need to give me that information. And then we can help create programming, maybe peer support - different types of things that can help in the community, rather than being prescriptive. Because I don't have the magical answers for that. I think they all do.

**D** Dylan Cave 18:08

So, I -- you touched on sexual exploitation of the people that you're working with right now. So another methodology that you've been using is something called participatory action.

**M** Margot Jackson 18:19

Yes.

**D** Dylan Cave 18:20

Do you want to - can you explain what that is and tell us a little bit about that?



**Margot Jackson 18:23**

Yeah. So again, it's another qualitative method. And what you're doing is working in, in the community, with a group of individuals, and the real goal for participatory action is to seek some sort of political change or systemic change. That was what we were trying to do. And I mean, it does sometimes come down to money, too. I mean, we're always applying for money and trying to find money for funding and support. But with this one, it was trying to find out from the youth, what is going on for them? Why is there a risk for you guys in regards to sexual exploitation, not only necessarily as commercial sexual exploitation, but using their bodies for currency in any way? So, I need a place to crash, I need something to eat, I need new clothes, whatever. Those types of pieces. And what can we learn from the youth? So working alongside them to create some type of an approach or a program or an idea that would build upon that. So again, you're spending a lot of time with it. This was a group of female youth that I worked with - that identified as female - and we spent a lot of time together hearing again, sort of what's gone on in their lives, what risk for sexual exploitation looked like for them? What have their experiences been like being in school, with their families, all of these different types of pieces. And then trying to put together all of what can make a change. Is there a type of program? What would have been helpful for you? And most of them say things like peer support, working -- by the time we were done with it, working with maybe younger individuals to help them make better choices. Finding out what resources are available in the community. And this was just before COVID. And unfortunately, that sort of, again, is another thing that ripped away a place for all these kids to be able to go after school or if you know, if they weren't in school, so on.



**Dylan Cave 20:17**

That's something that I never thought about was youth programs and drop in programs that that may have been affected by that. That's, that's huge.



**Margot Jackson 20:24**

Yeah. And I mean, if you think about these kids, this particular agency is in a very, um, an area where there's a bit more poverty in Edmonton, a lot of newcomers. And those programs, the kids would go there, right after school, ages five to 17, 18. They would have food, they would have dinner there, they would do homework there, they would hang out there, they would have sports, they would do all crafts, whatever you name it, that was gone. Because a lot of them didn't have a safe place to be.



**Brittany Ekelund 20:58**

So-- [overtalking]



**Dylan Cave 20:59**

I was just gonna say I remember in a small town in Alberta. And it was like four days down, and

I was just gonna say I grew up in a small town in Alberta. And it was like four doors down, and in the middle of my childhood, they had decided to turn a house into a youth drop in center, they called it youth headquarters, okay. And it was such a great place for myself even to go and spend time when I couldn't be at home or when I didn't want to be at home or things like that. And when when I didn't have access to those places, for certain reasons. I kind of defaulted back and went, you know, where can I go that that I can be me, and myself? And I ended up taking solace in movies. And I would sneak into movies. And I would take I would ask, you know, if I didn't have money for a movie I'd - like this was back in the time where there was lines, constantly lines of getting into movies. So, I would like go stand in line at a movie theater and just like wait for a couple to come by and be like, I really want to go see this movie. Like, can I come in with you guys? It's like 18-plus movie, but I can't go or like, and there'd be so many people that were just like, so kind and so nice that we're just like, Yeah, sure, like, come on. Yeah, come on in here. It's like, they're my my brother and sister and stuff like that. So I hope that other youth have the option to do -- I mean, I was sneaking into movies and doing things that I probably shouldn't have been doing at that point in my life, but I'm really hoping that youth have something that is approachable like that when people that can support them, even if it's not, like... when they'd have nowhere to go like I did.

 **Margot Jackson** 22:36

Yeah, exactly. And I think it comes from all walks of life. Like we, I do -- I've done a lot of work with people and youth experiencing, we say social vulnerability now. But also, I mean, just, mental health services for so many people are, are needed across the board from from everything from anxiety. You think of youth with, um, substance use issues.

 **Brittany Ekelund** 23:05

Yeah.

 **Margot Jackson** 23:06

Very few and far between - the amount of trained therapist, child psychologist, psychiatrist, that type of piece also is, you know, hard to come by. We're making an effort, but what can we do differently? And how can we involve the people that are actually living those circumstances to make a difference? So let them lead sometimes, and really have their voices in there. And that's a lot of the piece that I like to put forward is having the voice of the people that this is impacting, and that reaches more people to me than, I mean we do need our quantitative research where we have those numbers, but when you're trying to really have that relational piece and make it hit home, that's where I like to go.

 **Brittany Ekelund** 23:52

[music starts] Yeah, that totally makes sense. We're gonna take a quick break and we'll be right back. [music fades] Y'all ever heard of carrot cake fudge? Well, you have now! Using fresh locally grown carrots sometimes from her own backyard, Jean Purschke's carrot cake fudge is just one of the many that she handcrafted in small batches in Sherwood Park. With over 40

years of experience making this classic confection, Jean uses fresh local fruits and vegetables and her fudge never contains any preservatives. Visit the Confetti Sweets retail store in Sherwood Park, or swing by and scoop some up from the Griffin's landing convenience store at MacEwan University. [music starts] And we are back. So, Margo, I do want to talk a little bit about your work with youth at risk for sexual exploitation. And I'm just curious how you came to study that and what the experience was like because it's got to be tough. [music fades]

 Margot Jackson 24:51

So to be honest, like how that came about was the director of the agency of the youth agency came - I was with at the U of A at that time - and came and said, We are seeing so many girls - we even had a 12 year old who was diagnosed with three different STIs - what is going on here? We don't know what to do. And we can't get support and help and treatment and services for these kids. We need help. So, we need to understand what's going on in these girls. This time it was the the female youth what's going on in their world. And this does happen for males as well, this was primarily directed at females is where we started. You have to sort of start somewhere, and that's where it was. So it came from there. So it was an invitation from the community who identified it. And that's also important too - that the community's identifying an issue, because me going in as a researcher and saying, I think this is an issue for you. And maybe it may not be an issue for them at all. This was a huge, this was a big one. So this is where we started with that, and then tried to figure out okay, how do we go about helping out?

 Brittany Ekelund 25:59

Yeah, and and like, what about harm reduction? Because a part of your body of research is harm reduction. So what role does harm reduction play in scenarios like this? Because you can't just tell kids, Don't be exploited. Don't have sex. Don't do whatever. But, I mean, most people would be like, 'you're going to give a 12 year old condoms!?' So --

 Margot Jackson 26:19

Yeah, what are the options? [overtalking]

 Brittany Ekelund 26:20

Yeah. What are the options? And like, how do you fit harm reduction into work like this?

 Margot Jackson 26:25

I don't know if you've talked about harm reduction in other podcasts at all-- [overtalking]

 Brittany Ekelund 26:30

No, actually. Maybe let's introduce everyone to harm reduction in the context of your work, and

the benefits of harm reduction versus telling people, Don't do that.

M

Margot Jackson 26:41

Yeah, I think the one of the most popular things that you hear about harm reduction, or some of the big examples - one is condom use. So people are like 'don't go into schools and give kids condoms' and, you know, tell them about sex, because 'that's going to make them want to do it.' No, that's wrong actually, that is not. So, you want to mitigate the risks as much as you possibly can. The other harm reduction thing we hear a lot about is a needle exchange types of programs, heroin replacement programs, the safe injection sites, which a lot of the money was pulled for those. So, I'm a firm, solid believer, because the research has supported that harm reduction approaches work. Even things really so simple as like Mothers Against Drunk drivers. So like having a designated driver - this is a harm reduction approach, right? People are going to drink so we want to keep people safe. How do we do that? So this is the same, I'm a firm believer in that. All the research that I do supports that. I'm not going to tell kids not to drink, I'm not going to tell kids, you can't do drugs, you can't do all these different things. How are we going to make that your life is the fullest enriches that it possibly can be, and just simplify it without having all the harms that may occur to you. How can you be safe?

D

Dylan Cave 28:03

It's so interesting. I used to own a business in my hometown. And you know, when you own a business, most of the time you're working with other businesses and you you have this community of commerce in your town, and we had a business association for the downtown core. And this is when harm reduction sites and safe consumption sites were being introduced. And you would not believe the amount of businesses that voted against all these things.

M

Margot Jackson 28:31

Yeah.

D

Dylan Cave 28:32

And they're saying, oh, you know, We hate seeing all this stuff downtown. We can't, we can't be bothered with unhoused people. We don't let them use our bathrooms. And I was just so [laughs] -- I got into so many heated arguments, because I mean, I saw it. I grew up in this town and I lived in it. I know, all of these -- there's a lot of very familiar faces in the unhoused community that you just, you -- Oh, oh, that's Tony.

M

Margot Jackson 28:58

And you probably know what a bit of their background may be, like how they ended up -- I mean, a lot of people that end up on, you know, on the streets, homeless, unhoused, there's mental health conditions and from like, a variety of things.



Dylan Cave 29:12

There was so many unhoused people that, they would come in and use our bathrooms all the time. And it's just like, they actually took great care of our bathroom. Like there's a lot of people that would complain, [mocking] Oh they mess up our bathrooms. It's like, if you treat them with respect, they'll treat you with respect. And there's a lot of times where -- actually one specific gentleman came into my restaurant once and he's was like, "do you have any hot water?" And I was like, Hot water? I mean, actually, no, I don't. I can boil you some. What's it for? And he's like, "oh, I just want to put some hot water in my cup of noodles."



Margot Jackson 29:40

Aww.



Dylan Cave 29:40

And I was like, Do you want like chicken? Because we were like a barbecue restaurant that I ran and I was just like, You want some chicken to go in that? And he's like, "well, I don't have any money." I was like, I'll just give you some, man. Like, add it to your cup of noodles. That should be pretty good. He was really stoked, um...



Margot Jackson 29:57

Well, the harm reduction approach -- there's a lot of research now on harm reduction, and it's proved to work. But I mean, that was the same thing that it happened in Edmonton. It happened in Vancouver. When they opened Insite, all a lot of the businesses were [mocking] No, we don't want that here! We don't want that here! Same thing with housing first in Edmonton, which is a program - I don't know if you're familiar with - and that providing housing to individuals who aren't housed. So rather than saying, 'get a job,' get some money --



Brittany Ekelund 30:28

Yeah [crosstalk] [scoffing]



Margot Jackson 30:29

Get clean -- [crosstalk]



Dylan Cave 30:30

Yeah, like [scoffing] [crosstalk]



Margot Jackson 30:30

Don't use anything and then we'll give you a place to live. They say, you know what, we're going to give you a place to live so that you can actually get a job-- You have an address, you have a place to sleep at night, and you can get clean. And these have proven to work. I live not far from MacEwan in the Westmont area, and I should have brought the letter - but I came out one morning, and there was this long letter in my mailbox all about the horrible Housing First program, and that they're wanting to build a housing-first building in the neighborhood, and how that's going to destroy the neighborhood. This happened in Terwilliger Town a long time ago too where -- you're going to have people, [mocking] 'then there's going to be needles in the playground and blah blah.' All of these different things. I was fricken horrified.



Brittany Ekelund 30:41

Yeah.



Margot Jackson 30:42

Yeah. [crosstalk] I'm like, Are you kidding me? There's somebody in my community that doesn't understand that these things make a change and make a difference? Just because you hide it doesn't mean anything.



Brittany Ekelund 31:34

Yeah. You're you actually started your career working as a community nurse in Woodcroft?



Margot Jackson 31:42

Yeah.



Brittany Ekelund 31:42

I just bought a house there two years ago. [crosstalk]



Margot Jackson 31:45

Yeah,[laughter] that was where I sort of started out and I worked in all the in schools, and...



Brittany Ekelund 31:48

It's great little community.



Margot Jackson 31:50

Yeah.



Brittany Ekelund 31:51

So you said that this project kind of got caught up in COVID a little bit?



Margot Jackson 31:58

Well we sort of came to the end of the project, and really would need to build on it and COVID came and things sort of had taken over and the youth also got older. But I think what we've learned from that is, again, to take the information from the kids themselves, and move that over so that they can take control of their situations and pass on information and mentor, and so forth. Rather than coming in and saying, here's my binder of magical programs for you to do and obviously everything will be just cured. No, it's not.



Brittany Ekelund 32:32

Yeah. [crosstalk]



Margot Jackson 32:33

It ain't gonna work that way.



Brittany Ekelund 32:34

Yeah. Do you have any plans to continue this research? Or to follow up on it with a new project?



Margot Jackson 32:41

Yeah. So right now, I mean, a lot - and you must have talked to other researchers - that a lot of time you spend writing funding applications for funding. I had just put in a big one recently, and it's not on that, but it was looking at waiting and waiting times. So what happens to children, youth and their families while they're waiting for services. And I think, from that, is what I'm interested in right now. And that got, sort of got amplified again by COVID, too, because that added to the the issues. I am looking at going back, I need to touch base again with the agency and see where they're at and what's happened there. Because the past few years, just all the community research we weren't allowed to touch anymore. That was sort of, that was pulled, so uh...





Brittany Ekelund 33:28


. . . . . -- . . . . .





I think it would be interesting to research the effect that, kind of putting a stop to community based research in the city has on communities.


 Margot Jackson 33:38  
Yeah. [crosstalk]


 Brittany Ekelund 33:39  
Because, like you said, especially if you're using methodology that is solutions based and actually creating policy - to not be able to look at how has the world changed in the last two years? Like, we're missing stuff.


 Margot Jackson 33:53  
Yeah, absolutely. And I mean, I think we think from our own perspective. I mean, I've got a pretty like - I don't know if it's a boring life, but I mean - I don't have some of the issues that some of the youth have had or the children or the families. And everybody has struggled. Everybody struggled with being isolated, you know? Luckily, I didn't have financial ones necessarily, but can you imagine? Or you'd have to work all the time. Like, it was just a disaster.


 Dylan Cave 34:22  
I mean, I work in the music and live entertainment industry.


 Margot Jackson 34:24  
Oh god, yeah. [crosstalk]


 Dylan Cave 34:25  
So it just collapsed.


 Margot Jackson 34:27  
Yeah. And I can't imagine, they must be just terrifying. Yeah, that whole feeling.


 Dylan Cave 34:31  
It's really interesting. Like it was really great to be able to have some assistance during that time. But I really--


 Margot Jackson 34:39  
CERB? [crosstalk]

 Dylan Cave 34:40  
Yeah, CERB, C-E-R-B? C-R-B? Like, I couldn't imagine somebody who didn't have, on paper, an income to be able to access that funding. Yeah. Because if you needed \$5000 on paper-- Yeah, \$5000 on paper [crosstalk] for the government to consider you for that. And, I mean, I understand, but I also think that a universal basic income - if we want to go that direction, route - would, um, you know, solve a lot of issues.

 Margot Jackson 35:04  
It's sort of coming at it from the housing first sort of way --

 Dylan Cave 35:07  
Yeah, exactly. [crosstalk]

 Margot Jackson 35:07  
If you think about it [crosstalk]. You cant, I mean -- I worked - I don't think it was in any of the information but - a long, a long time ago, quite a long time ago, the Milner Library downtown, they actually have social workers that work in the libraries. And they do a lot of work. And we did a focus group with a bunch of youth that were homeless. And they were just saying - I remember this one youth saying to me, "it's easier for me to walk out of this building and score drugs than it is for me to find a job." And these are the things that are so true. And if you don't have an address, or you don't have a phone, or you don't have support, or you don't have clothes to wear that are appropriate, or you just don't have like that safety net, or people that love you or care about you. How do you go about making those changes? You would just keep on going with what's making you cope with the day.

 Dylan Cave 36:05  
So, there was a there was a movement in Calgary, that was, that got started by a registry company. And a friend of mine had kind of spearheaded this, this um... They're not a charity because they're a registry, but they started a donation program, because they were noticing from their registry, so many unhoused people or people without addresses, people without any social records were coming in and saying, Hey, I've got to get a job. But I don't have an ID.



Dylan Cave 36:05



Brittany Ekelund 36:05

Yeah.



Margot Jackson 36:32

Yeah.



Dylan Cave 36:32

I don't have the documents that people require for these sort of things. And then the registry has to be like, Yeah, it's like 50 bucks, or like, whatever the price is, and they're like, I don't have any money, like I'm trying to get a job. Or, you know. So they decided to start taking donations, and a GoFundMe campaign every single year. And they would put that money towards people who didn't have any money that needed these registry services.



Margot Jackson 36:57

And this is the thing. We say, {mocking} Oh you know what, you just pull up your socks, get a job do all these things! Sometimes you can't. There's a lot of barriers in the way. Huge barriers, and those are systemic barriers.



Brittany Ekelund 37:09

Yeah. So I kind of actually want to go back to the library. When you said that youth was saying, It's easier for me to go out and do this, than do that. So, based off of, you know, your body of research and everything you've kind of learned from these methodologies and working with youth, what are some of the major major things, I guess, kind of calls to action to society? Like, what are the biggest things you have noticed or you have heard youth say they need to be successful or to feel supported?



Margot Jackson 37:42

It's a huge question [laughter]. The biggest issues are really, to come from a safe space and to feel not judged, is big ones. And I mean, there's, there's so many different layers encompassed in that question and what go on for youth, because you've got youth that have addiction issues, you may have youth that have experienced trauma, you may have youth that have anxiety, I mean, there's so many different things. The biggest things are coming where you have a support network that works with you, rather than against you. And the barriers that come up all the time are the big thing. So how can we set people up for success? And I don't think we always do that. You know, you have to wait for this service, you need to get this before you get that. That's why I'm looking at the waiting times right now. Because what are the waiting times for different services? So I think those are the big keys. And it may sound really basic and really boring.



Brittany Ekelund 38:47

No!



Margot Jackson 38:48

But having somebody that's advocating for you and helping you navigate all of those different pieces, and then feeling the self esteem and the worthiness. And that's what I mean, I teach mental health, primarily classes in mental health. I'm teaching the human sexuality this semester, which has been interesting. [laughter]



Dylan Cave 39:06

I have a few friends in that class! [crosstalk]



Margot Jackson 39:07

Oh really? [crosstalk]



Dylan Cave 39:07

They speak very highly of it. [crosstalk]



Margot Jackson 39:09

Oh my god, it's like been hilarious. Anyway, it's very fun. [laughter] But you end up talking about social determinants of health in that class too, right? Because we talk about stigma, sexual exploitation, we talk about commercialization of sex, we talked about all sorts of different things as well. I'm getting off track - I don't remember what I was talking about.--



Brittany Ekelund 39:27

No, no, no. [crosstalk]



Margot Jackson 39:27

But it all sort of interplays, right? You need to be able to have a relationship with somebody, you need to be able to know their story, their experiences, have them feel that they're worthy and good enough in order to make a change in their lives, just like everybody. So why is a you know, a youth that may be homeless or has had a really shitty upbringing, or has maybe been involved with children's services or whatever, why should that be any different? Like, why

should they be exempt from that? So providing all of those supports, so where can you do that? I think that comes in from the community and from peers, people that have maybe gone through that lived experience. There's just so many things that can be done.



Brittany Ekelund 40:11

Yeah. [crosstalk]



Margot Jackson 40:11

But it is, it's over -- it is overwhelming. And the more you're in it, the more overwhelming it can become.



Brittany Ekelund 40:17

I actually have kind of a follow up question because it is overwhelming. And it's big. And it's a lot of things. And I think social determinants of health is part of like a bigger picture of health, physical health is impacted by everything, it's impacted by the economy, it's impacted by the weather, it's impacted by like, literally everything in the world. I want to know, do you, as someone who has worked with these kinds of research methods that are so grounded in relationship building, do you have any advice for researchers who are looking to work within these methodologies, or who are just starting in participatory research?



Margot Jackson 41:03

I, my biggest thing, and I have students that do work in those methods, not -- I've recently come to McEwen, actually in July. So I haven't been here that long. So I have had experience working with PhD and doctoral students and honors students as well that have taken on these types of methodologies. And what I tell them is you need to be patient at first, because at first people feel like, 'I'm not doing anything, I'm not doing anything, I feel like I need to be doing something.' And like, just by being there and being present, you're doing something. It just feels like you're not, right? Because you're like, Should I be gathering data, gathering data blah blah? But you're establishing that relationship piece. And once you get that trust, the whole world opens up to you. And this is what I tell students in the mental health course, but also in the human sexuality course, it does come down to the relational piece.



Dylan Cave 41:55

You have to be genuine about it.



Margot Jackson 41:56

Yeah. [crosstalk]



Dylan Cave 41:57

You can't go in expecting to, for someone to open up to you and just like, you know, have an ulterior motive of why you want them to open up to you.



Margot Jackson 42:05

Yeah, and how are you gonna learn from somebody if they don't trust you? And then how do you get that information and then make a change in the world? I mean, it's, it's... it can be daunting. I think the biggest takeaways are be patient, it's a relationship, you're not going to know everything. And I think that's a lot of time what students or researchers go in and feel like, I need to know everything, I need to be completely prepared. Sometimes you're just not prepared and things just really don't roll out like you want them to--



Brittany Ekelund 42:33

Yeah, like, every conversation I've ever had. [crosstalk]



Margot Jackson 42:36

Yeah, [laughter] like they just really don't.



Brittany Ekelund 42:39

Is it different with youth then? Like, because this kind of research -- I find it hard to talk to youth. I'm terrified of teenagers. [laughter] I'm so scared, they're gonna be mean to me.



Dylan Cave 42:51

[laughter] They're gonna team up and bully you.



Margot Jackson 42:52

I think they probably are gonna be mean you to you-- [crosstalk]



Brittany Ekelund 42:53

Yeah.



Margot Jackson 42:54

No, I'm just kidding. [laughter][crosstalk]



Brittany Ekelund 42:54

So, is it? Is it different? Like, are there any extra considerations that need to be taken into consideration when you are going to work with youth and build relationships with youth?



Margot Jackson 43:05

It's just honesty [crosstalk]. It's all honesty, right? And I mean, it's horrible. Because like, the older you get, the less cool you get. And I'm like, [laughter] I think I don't know anything about anything anymore. Maybe. But I think it's just being honest and being open and you learn a lot, right? Like, if I went now and spent, I probably - now that everything's opened up -- spending time in the community and back, you'll learn a lot. Right? So just being open to it and being honest, and not pretending that you know the answers. That's, I think the biggest part of it, yeah, they can.. you can feel scared.



Brittany Ekelund 43:38

Even just the communication barriers like between, say, an 11 or 12 year old, and a researcher who might be maybe using like academic language, or asking about concepts or things that a kid might not understand--



Dylan Cave 43:53

We deal with that [crosstalk] a lot in music and teaching music lessons, as you know, I am very close to getting my bachelor's degree in music, and trying to translate the knowledge that I've gained here, to somebody who's just starting out on their instrument on the I'm a drummer. So start trying trying to teach advanced techniques to to that person isn't going to work. So you have to start, um at least music wise, you have to try to relate to where they're at.



Margot Jackson 44:19

Yes. [crosstalk]



Dylan Cave 44:19

And and kind of build off of what they can do and show them perhaps what what's capable what they're capable of, in a different different way.



Margot Jackson 44:28

It's really back to relationships, right? I mean, it's just understanding where somebody is. That's

exactly what it is. I think sometimes when you're looking at health care, and working with children and youth, you do have to remember those, and maybe if you've taken psychology, those horrible things to remember about developmental stages, but knowing what to expect.

**D** Dylan Cave 44:46  
Yeah. [crosstalk]

**M** Margot Jackson 44:47  
Like what's, you know, what can a 12 year old talk to you about? How to approach them, what might work with them versus somebody who's 18 versus somebody who's 29, right?

**D** Dylan Cave 44:58  
I really like that. I'm, I might cut my part that I'm about to say out, but I want to say [laughter] that - we might do it as a plug. I don't know - but the Sarah McLaughlin school for music has just opened up in Edmonton--

**M** Margot Jackson 45:12  
Really!? [crosstalk]

**D** Dylan Cave 45:12  
And they are um, an, I believe they're not for profit that is dedicated to music lessons for vulnerable youth.

**M** Margot Jackson 45:23  
Holy shit! We need to talk.

**D** Dylan Cave 45:24  
Yes.

**M** Margot Jackson 45:24  
So is that... because there's the Nina Haggerty too, which is... it's not music though, they do arts. Are you familiar with that place on 118th ave--





Dylan Cave 45:32

i've only, [crosstalk] i'm only familiar, uh, with with that gallery, yeah.



Margot Jackson 45:36

Okay. Yeah, because they do also programming, some program for youth --



Dylan Cave 45:39

I believe [crosstalk] actually above there is artist housing, subsidized artist housing.



Margot Jackson 45:43

Oh, Interesting. Oh, so that is really cool. So places like that, for example, would be something that I would be like, okay, Margo, you need to talk to who's ever functioning and working there. And then being around - that's where you can do things that are research projects that actually give back to the community. And if you can take the stories and the experiences, and then me show like the amazing things that the kids can do there. And bring that to places where you can earn funding or maybe build programming, or what did they use? How was their mental health impacted by actually being able to do the music that they wanted to do away maybe from families where it was stressful? I mean, everybody - I have two teenagers at home (sorry, guys) but like, holy shit,



Dylan Cave 46:26

[laughter]



Margot Jackson 46:27

Like, that's super fun, right during a pandemic. So... I got off topic, I shouldn't diss them. But--



Brittany Ekelund 46:34

[crosstalk] You're not dissing them!



Margot Jackson 46:35

Oh, okay. [crosstalk]



Brittany Ekelund 46:35



Brittany Ekelund 46:35

We all know what teenagers are like.



Margot Jackson 46:37

Yeah, so. [crosstalk]



Dylan Cave 46:39

I was a teenager once, believe it or not.



Margot Jackson 46:41

I believe it [crosstalk]. So that's what I'm talking about. So that's where those ideas percolate. And maybe I'm not so great at communicating it, but it just sort of evolves and it can make such a difference.



Dylan Cave 46:54

A huge difference.



Brittany Ekelund 46:55

Well thank you for that, Dylan. We will keep it in! [laughter] Yeah, we'll keep it in. [laughter]



Margot Jackson 46:58

Now I need to like, [crosstalk] hook up with somebody that is that the Sarah McLachlan school. I just thought just in Vancouver they had one.



Dylan Cave 47:05

No, they just opened the one in Edmonton. I applied -- I was going to apply for one of the drum positions, drum and percussion positions, but I'm just so darn, darn, uh --



Margot Jackson 47:13

Busy? [crosstalk]



Dylan Cave 47:13

I hate saying I'm busy because it makes people not call me, they think I'm too busy. But I was a little overwhelmed with university at that moment. So I figured I couldn't take on another job --



Brittany Ekelund 47:23

Well maybe someone from the center will be listening. [crosstalk]



Margot Jackson 47:26

There you go.



Brittany Ekelund 47:26

Please reach out to Margot Jackson. [cross talk] or she'll call you.



Margot Jackson 47:29

But those are the types of community relationships that are really, really important. And maybe, you know, people think, oh, inner city, okay, you need to go like because we're so close to like the Herb Jamieson and George Spady, and the Boyle Street and Bissell. There are other places as well, where particularly more youth go, but I mean, youth can go up to the age of 25, right?. Yeah, I need to figure that out. [crosstalk] Yeah, I heard your brain is not done developing. Yeah. You ain't done yet. [crosstalk]



Brittany Ekelund 47:45

My mid 20s are a testament to that.



Margot Jackson 48:01

Yeah, everything is still, the frontal lobe is still--



Brittany Ekelund 48:04

Soft. [crosstalk]



Margot Jackson 48:05

Misfiring. [laughter] [crosstalk]



Dylan Cave 48:07

Perhaps what we'll do is we'll maybe throw a link to the Sarah McLaughlin School of Music website in the description. [crosstalk]



Brittany Ekelund 48:12

Yeah, if people want to check it out. Um, and definitely any services like YESS, and things like that we can link to in the episode description -- [crosstalk]



Margot Jackson 48:19

iHuman is another big one. And they have a huge music - I don't know if you've ever been in there -- they had help with their new building that they're in and they have an enormous music program. They're amazing. And you used to be able to go on their website and access a lot of the use recordings, which was really cool to hear some of the stuff. So they do a lot, they do a lot of arts based interventions. So they've got fashion design, painting, you name it.



Brittany Ekelund 48:49

That's awesome. Well, that's kind of all the questions that we had for you. But before we let you go, we just want to open up the floor like, did we not talk about something that's really important? Do you have any words of wisdom for researchers out there?



Dylan Cave 49:05

Calls to action? [crosstalk]



Brittany Ekelund 49:05

Who might want to follow in your footsteps. [crosstalk]



Margot Jackson 49:06

Oh my God, the words of wisdom? Yeeks.



Brittany Ekelund 49:08

[laughter]



Margot Jackson 49:09

.....

I think the biggest thing is to not -- a lot of people don't understand qualitative work or narrative work. And to not shy or scare away from it because it does so much add to the richness of that human understanding and that human experience. And I think that's such a vital piece that needs to be had. The other part is that not being an expert, and I say this to my students all the time and I feel like that all the time is I'm not an expert. Like when people go "you're an expert," and blah blah blah. I just start laughing because it just seems so ridiculous. But you know what, just to be opened up to the, to understanding, to have people share with you. And I think the decreasing of the stigma on mental health, and I think we're getting there a little bit more than we used to be maybe.



Brittany Ekelund 49:57

A little bit more . People are less afraid to talk about depression and anxiety, but like what about others? What about eating disorders? Like that's one of the big things --



Margot Jackson 50:07

Don't even even get me started right now.



Brittany Ekelund 50:09

Every time I'm watching a movie or a show and they make like a joke about something or a woman is eating a salad or putting sweetener in their coffee and I'm like, rude!



Margot Jackson 50:18

So I, right now, TikTok, and frickin teens is driving me nuts. So, and this is like, not just from a, we often think eating disorders - females. It's something that actually I really want to look at now for a research perspective. So males and the misinformation that's on TikTok, and a lot of - and I've learned this from my kids, right? Talking about calorie deficit and all this kind of, shit --



Brittany Ekelund 50:43

What I eat in a day videos! [crosstalk]



Margot Jackson 50:45

Like holy shit, what is going on? I don't know. But now I sound like 100 years old, [mocking] What's going on with... but with the social media, but those are -- [crosstalk]



Brittany Ekelund 50:53

And we still have -- but that's the thing, like people are like, I have anxiety. And I'm like, Great! ... ..


We can talk about how we're all perpetually terrified and depression and knowing that like, it's not a fault, you're not lazy, you're not unmotivated. But yeah, there's so many other mental health issues that are, we're still gotta get there.

 Margot Jackson 51:13

ADHD [crosstalk] is something too that I think we need to talk a little bit more about too. ADHD in girls, is another one. I still hear such negative terms thrown out there like the 'schizophrenic person', these types of things. Um, do we talk about bipolar that much? No, not necessarily. But again - to steer away from the labeling - and you know that we all have mental health, just like we all have physical health. And it doesn't have to be this diagnostic type of piece/. That we can address mental health and wellness from different ways, and to understand that. And I think that's the biggest part that would be the takeaway, is how can we, again: decreasing the stigma, talk more about it, know that we all have it, um, and the things that impact it. Particularly, I mean, the one thing that we didn't talk about was something called adverse childhood experiences, which I think, I don't know, if I but -- so looking at early childhood, looking at parenting, what are the experiences that a kid's gone through when they're small? And how does that impact them later on in life? So making sure that we're supporting communities, supporting families, providing all of these services so that we can avoid issues later on.


 Dylan Cave 52:22


You know, it's so interesting that that you kind of brought up that topic. I'm, I'm currently in a class that is called psycho acoustics. And it's about the brain development of humans and how we interpret sounds and, and how our brains were developed as children to to really understand, you know, um - one, one example is like uh, sounds that come from in front of you and slightly above you are always deemed more important, because as children, where our parents talking to us from are above us--

 Margot Jackson 52:49  
Yeah? [crosstalk]

 Dylan Cave 52:49

And like, we're like, Oh, that's important. So you know, in audio engineering, it's like, okay, if you want something important, you put it in the mix there.

 Brittany Ekelund 52:56  
That's pretty cool! [crosstalk]

 Margot Jackson 52:56

So, like the speakers are always like on the...[laughter]

D

Dylan Cave 52:59

There's mixing techniques that you can elevate and lower things in a stereo plane. It's in uh, other other things, but that's not the important part. The neuroscience is the important part, and the brain development and it says, Oh, you should make your your babies listen to Mozart. And all of these, these super, you know, idealistic ways to raise your children. And it's just like, the reality is, nobody is raised this way.

M

Margot Jackson 53:23

The reality is, you need to be able to be a healthy parent to respond to your baby when they cry, and pick him up and you cuddle them when you need to. And the brain development part. I think people are always shocked that that starts in -- the damage can be done from infancy to year one, that's the most important period of time.

D

Dylan Cave 53:42

Exactly.

M

Margot Jackson 53:42

And to be able to -- what you need to do, it's that whole attachment thing and respond to babies provide them support. All of those different pieces. But sometimes we need to do that because we need to provide the parents with support and then teen pregnancy like, I mean, it's a whole thing.



Brittany Ekelund 53:56

Yeah. [crosstalk]

M

Margot Jackson 53:57

But it's a fascinating area.

D

Dylan Cave 53:59

Yeah.

M

Margot Jackson 53:59



Margot Jackson 53:55

As well as like, Epigenetics. And I don't if you touched on that, but how--



Brittany Ekelund 54:02

We haven't talked about it yet-- [crosstalk]



Margot Jackson 54:04

Oh. [crosstalk]



Brittany Ekelund 54:04

But I'm hoping that we can actually spend like a whole episode, because it blew my mind like epigenetics and neuroplasticity--



Dylan Cave 54:11

Can you explained to me, [crosstalk] sorry, uh I don't know what any of those words mean--



Margot Jackson 54:15

I am not [crosstalk]. I am not an expert in epigenetics. But I guess the simplest way to say what epigenetics is, is that the environment impacts your brain development, even in utero and I think that's what people freak out.



Dylan Cave 54:31

So, yeah, we did touch on that a little bit. But we mostly talked about sounds not necessarily you know, the sound of voices--



Margot Jackson 54:38

Yup.



Dylan Cave 54:39

Played a huge part. So they did, they've done tests on children and early infants to see if they recognize their parents timbre of voice.



... ..





Margot Jackson 54:48

Okay. [crosstalk]



Dylan Cave 54:48

So that what they'll do, is they'll take a recording of their their mother speaking. But when you're in the womb, everything sounds muffled.



Margot Jackson 54:53

Yes.



Dylan Cave 54:53

So what they do is they muffle the the audio sample, and so they'll play their their mother or their mother's language - it might be like, a female but not their mother, in a different, in the same same language that they speak - muffled over here. And then they play a different language that has a different petameter over here, same muffled. And they see which one raises the baby's heart rate or, like engages the brain, the baby's brain.



Margot Jackson 55:21

Interesting.



Dylan Cave 55:21

And it's the, the obviously, the one that they're more comfortable with, keeps them easy, they're resting easy, but the other one actually like elevates their stress levels.



Margot Jackson 55:31


And so if you can imagine, so with epigenetics, if the mum is stressed, and her cortisol levels rise, that stress impacts the development of the baby in utero. And the environment is so important. And I think this is really freaked people out when they start realizing, Oh, my God, brain development starts even before poof! They are born, right?





Brittany Ekelund 55:54


I think that understanding it more, and the reason I, I'm interested in having actually a very in depth conversation with someone who's able to, to come at it--





 Margot Jackson 56:03  
I can try and find somebody for you. [crosstalk]


 Brittany Ekelund 56:04  
Yeah! Please let them know! [crosstalk]


 Margot Jackson 56:06  
Okay. [laughter]


 Brittany Ekelund 56:06  
But that, epigenetics are kind of -- were very helpful to me in starting to understand generational trauma from a perspective that is not only, like cultural, but physical. Like physical things that happen when groups of people experience adverse physical conditions. The pregnancy, the uterus, prepares itself for a world that is not the same, and it leads to a host of physical, mental, like health problems.

 Margot Jackson 56:38  
Absolutely.

 Brittany Ekelund 56:39  
So it's very, very interesting. And I think we could definitely dedicate a whole episode to it, however--

 Margot Jackson 56:45  
But not today.

 Brittany Ekelund 56:47  
Not today. Um, was there anything else that you wanted to?

 Margot Jackson 56:52  
I don't think so, neccesarily.



Brittany Ekelund 56:55

Okay. [crosstalk]



Dylan Cave 56:55

We touched on a lot of stuff and is all all pretty amazing. I can't believe that I was able to transfer my knowledge from my Psycho acoustics class. I was really trying to figure out where I was going to connect that. [laughter]



Margot Jackson 57:06

And there it is [crosstalk].



Brittany Ekelund 57:06

If I have learned anything [crosstalk] about doing this podcast, it's that Dylan can make anything about music. [laughter]



Margot Jackson 57:12

But it makes so much sense, right? Because maybe when Mom is talking if she's in a relaxed state, the hormones and the whole environment of the womb. I mean, there's a lot, and that's sort of calming for baby. It's very interesting. I mean, there's still a lot of research probably to be done on that. And I certainly am not an expert in psycho acoustics. But it makes sense.



Brittany Ekelund 57:35

I actually uh - and this is a tangent for a tangent -



Margot Jackson 57:39

Oh, God. [crosstalk]



Brittany Ekelund 57:39

I have heard music on YouTube, designed to make your cat feel more comfortable. And the music is allegedly scientifically designed to mimic the rhythm of a mom cats purring, muted. As if the kitten was in utero listening to the mother purr.



Margot Jackson 58:03

So did you try this with your cat?



Brittany Ekelund 58:04

I sure did.



Dylan Cave 58:05

Oh no. [crosstalk] [laughter]



Margot Jackson 58:05

And? [crosstalk]



Brittany Ekelund 58:06

He was mildly interested and I was like, Science! [crosstalk]



Dylan Cave 58:09

Science! [laughter][crosstalk]



Margot Jackson 58:09

How do you measure mildly interested? [laughter]



Brittany Ekelund 58:12

You know, he came over and he was like, What's going on?



Margot Jackson 58:14

Oh, okay. [crosstalk]




Brittany Ekelund 58:15

So I was -- I just thought that was -- if you look at YouTube, cat music music for your cat but it's got like, like little bird chirps and then like person so psycho acoustics...




 Dylan Cave 58:28  
For kittens.


 Brittany Ekelund 58:29  
For kittens!

 Margot Jackson 58:30  
Oh my god.[crosstalk]. Okay, [laughter]. I have something new to look at.


 Brittany Ekelund 58:33  
Okay. [laughter]

 Margot Jackson 58:33  
Yeah.

 Dylan Cave 58:33  
That's amazing. Well, thank you so much again for being our guest and I'm really excited for this pod, this this podcast to air and moving forward I think we're just going to do our outro and but thank you so much again for being our guest.

 Margot Jackson 58:47  
Thank you for having me. [crosstalk]

 Dylan Cave 58:47  
This was really a great conversation.

 Margot Jackson 58:48  
Yeah. [crosstalk]

 Brittany Ekelund 58:49  
Anytime, we hope that we can maybe follow up on your newest research project once it's kind

of underway or finished. So keep us posted.



Margot Jackson 58:57

I will!



Brittany Ekelund 58:58

Okay.



Dylan Cave 58:59

Fantastic. [music starts] Well, that's all we have for today's episode of Research Recast(ed). If you've enjoyed exploring this project with us today, you can follow up with the links in the episode description to learn a little bit more.



Brittany Ekelund 59:11

You can support this podcast by visiting Research Recast(ed) on your favorite podcast platform to catch new episodes every two weeks. Please also visit us on Instagram at Research Recast(ed) where you can leave a like, give us a follow or send us a message if you have any follow up questions from today's episode.



Dylan Cave 59:29

This has been research recasted a knowledge mobilization podcast brought to you by the Office of Research Services at the Faculty of Fine Art and Communications at MacEwan University.



Brittany Ekelund 59:38

Research recasted is hosted and produced by Dylan Cave and Brittany Ekelund. Music, sound design and editing are by Dylan Cave. With research, copy editing and scripting by Brittany Ekelund. Executive Producers are Jason Malenko and Ray Baril. [music stops]