Conrad Grebel University College
University of Waterloo

Special Topics: Research for Social Action
PACS 620/398

Spring 2021

Conrad Grebel University College Land Acknowledgement
As we explore the subject matter of this course, let us remember that our university is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometers on each side of the Grand River. For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory (PDF)](#).

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Email: r3janzen@uwaterloo.ca (please put PACS 620/398 in subject of email)
Class Times: Tuesday & Thursday 10:00am-11:30am
Location: Zoom

Course Description
This course will explore how research can be an intervention towards positive change in society. Through a combination of lectures, group exercises, and practical case examples, it will demonstrate how research that is community-driven, participatory, and action-oriented can contribute to transformative social change, including creating and sustaining conditions for peace. Students will learn the fundamentals of how to prepare, plan, and conduct social research. More importantly, they will learn how the research process itself can be used to mobilize people for critical reflection and social action. Students will apply these insights as they create a proposal of how research could facilitate social change within their own community.

Learning Objectives
In designing this course, I assumed that those who enroll are not just students seeking a degree, but also potential practitioners of social justice and peace. The course therefore aims not only to equip learners with information and concepts, but also to offer exposure as to how these can be applied in community settings. When you are participating in class or completing other assignments, try not to limit yourself to your current lens as a student. Try to also to apply the lens of a potential practitioner in whatever area(s) you may ultimately choose to work.

After successful completion of this course students should be able to:

CENTRE FOR
COMMUNITY
BASED RESEARCH

1. discuss the theory behind an approach to research that is community-driven, participatory and action-oriented (i.e., community-based research).

2. demonstrate understanding of all phases of the research process, including the engagement of stakeholders, formulation of the research questions, study design, data collection, and elementary analysis of results, communication of findings and mobilization for action

3. describe how community-based research is practically implemented in community settings.

4. identify the strengths and weakness of various qualitative and quantitative methodological approaches and become familiar with a number of practical concerns with social research.

5. understand ethical issues in research including with vulnerable people in community settings

6. reflect critically on excellence in community-based research, including the likelihood that a research project will contribute to social transformation and conditions that create and sustain peace.

7. apply course learnings into developing their own community-based research proposal on a topic that is important to them.

Course Schedule and Logistics

This course is scheduled for synchronous online delivery for 90 minutes on both Tuesdays and Thursdays each week from 10:00 a.m. to 11:30 a.m. There is an expectation that all students will attempt to participate (to the best of their ability) at this time.

The course will use the Zoom platform, and each week students will be expected to log in at the start of class. Breakout groups will be organized periodically during class to enable small group discussions and/or exercises. As the term unfolds, the classroom platform may change if another platform is deemed to be more reliable and effective. Students may log into class each week on the link provided in LEARN, using also the designated meeting ID and passcode.

Recording of Course

Each week's two synchronous class session will be recorded so that any student absent (or experiencing technical difficulties) may review the class session at a subsequent time. Students are therefore reminded that their comments during the synchronous session will be recorded and made available *only* on the LEARN class website. Your instructor is aware that recording can raise concerns that are not typically present for in-class discussions, and each student will be asked in the first class to indicate their agreement to the following two matters.

- First, students will be asked to consent to the class sessions being recorded for the benefit of students whose internet fails or who for some reason cannot participate in class at the designated time.
- Second, students will be asked to agree not to copy, quote, or recirculate comments or discussion posts by other students without that student's explicit written permission. In this way, we hope to preserve the integrity of the classroom where respectful and honest dialogue and mutual learning can occur without fear of being quoted without consent or misquoted in an inappropriate way.

Students are welcome to turn off voice and/or video if there are times when they do not want their participation in the class recorded. Students who have special concerns related to class session recording are invited to contact the instructor for further discussion.

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Text
Symbaluk, D.G. (2019). *Research Methods: Exploring the Social World in Canadian Contexts* (2nd Edition). Toronto Ontario: Canadian Scholars. Other required readings will be posted on LEARN.

Course Requirements and Assessment
There are four assessments for this course:

Assessment	Date	Weighting
Weekly reflective papers on readings (top 10)	Friday midnight weekly	40%
Method paper	July 8	15%
Research proposal -Class presentations (all students) -Written proposal (graduate students only)	July 27-29	40%
Critique of selected student presentation	August 6	5%
Total		**100%**

Assessment #1 - Weekly reflective papers: In this assignment you will write a brief reflection paper for one or more of assigned readings each week. You can choose to focus on one reading or multiple readings on a given week. More than describing the content of the reading(s), your reflections should represent your original thoughts on the readings in light of the stated course objectives. For example, your reflections could address the following questions: What new insights did you gain from the reading? How did this reading contribute to your understanding of community-based research as a means of peacebuilding and social transformation? In what way was the reading(s) limiting in its portrayal of research? How did the reading challenge or reinforce views you previously held? How could you apply learnings in your future work as a practitioner? You may choose how you wish to structure these reflections. They will be graded according to the marking rubric found below related to content, structure, conventions, and style. Although, there are 11 weeks of assigned readings, only the top 10 marks will be considered (each worth 4% of final grade). Length = About 2 double-space pages for each reflective paper.

Assessment #2 – Method paper: In this assignment you will select one method of primary data collection of your choice. You will describe this method and its utility in supporting the goals of community-based research. The chosen method could be used to gather either qualitative data or quantitative data, or both. The paper will cover (and will be graded according to) five different aspects of the method including: an *overview* of what the method is including its strengths and limitations in providing data for empirical social research; how it is *implemented* (including sampling and recruitment considerations, and administration/implementation steps); *ethical considerations* when implementing the method; how *stakeholders can be engaged* in the method's planning, delivery and participation; and its *utility* and usefulness in contributing to the social transformation goals of community-based research. Examples of potential methods include, but are not limited to: focus group interviews, circle conversations, walk-a-long interviews, photovoice, survey, participant observation, community mapping, program/client tracking, community forum, digital story-telling, forum theatre, and other visual, arts-based, and therapeutic methods. Your paper will draw on a minimum of 5 peer-reviewed sources (properly cited and referenced according to APA style) to help describe and illustrate this method. Length = 5-6 double-space pages.

Assessment #3 – Research proposal: In this assignment you will present your proposal for conducting a community-based research project on a topic of interest to you. Note that you will not be conducting the research, only proposing why the research is important and how it would be done. All students will make aural presentations that cover the four phases of a community-based approach. The presentation will demonstrate how the research would be community-driven, participatory and action-oriented in such a way that facilitates social transformation and creates or sustains conditions for peace. Your 15-20 minute in-class presentation should be supported by presentation slides (e.g., PowerPoint) and end with a 5-10 minute class discussion. Graduate students will also be expected to submit a written proposal (8-10 double-spaced pages in length plus references). Class discussions will assist in the development of proposals. Further details of this assignment will be posted on LEARN.

Assessment #4 – Critique of student presentation: In this assignment you will choose one student presentation to critique. You will briefly *describe* the proposed research and provide an assessment of its *strengths* and *weaknesses* according to the domains of community-based research excellence learned in class and through required readings (Janzen, Ochocka & Stobbe, 2016; Janzen & Ochocka, 2020). The domains of critique include: community relevance, meaningful participation, rigour, knowledge mobilization, community mobilization, and social transformation. Your critique should demonstrate your *overall understanding* of the potential of community-based research to expand possibilities towards social action both in learning and in action. Length = 3-4 double-space pages.

Grading Scale

Assigned Letter Grades	Percentage Range	Average Calculation Values
A+	90-100	95
A	85-89	89
A-	80-84	83
B+	77-79	78
B	73-76	75
B-	70-72	72
C+	67-69	68
C	63-66	65
C-	60-62	62
F	0-59	0

Criteria	A - Excellent	B - Competent	C - Below Expectations
CONTENT (quality of the information/ideas and sources/details used to support them)	**- has clarity of purpose** **- has depth of content** **- displays insight or originality of thought** **-demonstrates quality and breadth of resources**	**- has clarity of purpose** **- has substantial information and sufficient support** **- contains some originality of thought** **-uses quality resources**	**- has clarity of purpose** **-lacks depth of content and may depend on generalities or the commonplace** **- has little originality of thought** **-uses mostly quality resources**

CENTRE FOR COMMUNITY BASED RESEARCH

STRUCTURE (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	- is coherent and logically developed -uses smooth transitions	- is coherent and logically (but not fully) developed -has some awkward transitions
CONVENTIONS (appearance of the writing: sentence structure, usage, mechanics, documentation)	- has virtually no errors of conventions	- has minimal errors of conventions	- is understandable but has noticeable problems of sentence structure, usage, mechanics or documentation
STYLE (personality of the writing: word choice, sentence variety, voice, attention to audience)	- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read	- has some personality but lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read

Late Policy

Deadlines matter. They keep us on track, enable us to be productive, and help us to meet our educational goals. There are times, however, when even the most organized and disciplined person faces difficult obstacles and unexpected challenges. If this happens, it is your responsibility to take the initiative and demonstrate commitment to getting the job done in a timely manner. Students who contact Prof. Janzen well in advance of a due date to discuss realistic complications that may postpone completion of work often receive favourable consideration.

A penalty will be applied to assignments that arrive late without prior clearance. The standard deductions for late work are as follows:

- One day to one week late: -5%
- Eight days to two weeks late: -10%
- Fifteen days to three weeks late: -15%
- More than three weeks late: -20%

Please do not make the mistake of failing to submit an assignment. The penalties for late work are not insignificant, but up until final exam time late truly is much better than never.

Course Outline

Module 1: Laying the Foundation for Research

Class	Week	Topic	Readings
1 **May 11**	1	**Research and social action** -excellence and relevance	• No reading

CENTRE FOR COMMUNITY BASED RESEARCH

		-review of syllabus	
2 **May 13**	1	**Approaches to research** -social research -community-based research -application (discussion)	• Ochocka, J. & Janzen, R. (2014). Breathing life into theory: Illustrations of community-based research hallmarks, functions, and phases. *Gateways: International Journal of Community Research and Engagement. 7*, 18-33. DOI: https://doi.org/10.5130/ijcre.v7i1.3486
3 **May 18**	2	**Engaging stakeholders** -stakeholder mapping -steering committees -community researchers -application (guest)	• Stoecker, R. (2003). Community-based research: From practice to theory and back again. *Michigan Journal of Community Service Learning. 9*(2). DOI: http://hdl.handle.net/2027/spo.3239521.0009.204 • Kaida, A. Carter, A., Nicholson, V. et al. (2019). Hiring, training and supporting peer researcher associates: Operationalizing community-based research principles within epidemiological studies *by, with,* and *for* women living with HIV. *Harm Reduction Journal. 16*(41). DOI: https://doi.org/10.1186/s12954-019-0309-3
4 **May 20**	2	**Ways of knowing** -from theory -to philosophy -to methods -application (discussion)	• Symbaluk Chapter 1 – Research foundations • Symbaluk Chapter 2a – The importance of theory (p. 29-45) • Kovach, M. (2010). Conversation method in Indigenous research. *First Peoples Child & Family Review 5*(1). DOI: https://doi.org/10.7202/1069060ar
5 **May 25**	3	**How change happens (part 1)** -assumptions about social change -stages of social change -application (case example)	• Abstract from Moyer, Bill. The Practical Strategist: Movement Action Plan (MAP) strategic theories for Evaluating, Planning and Conducting Social Movements. Social Movement Empowerment Project, San Francisco, 1990. http://www.paceebene.org.au/wp-content/uploads/2014/06/practical-strategist.pdf
6 **May 27**	3	**How change happens (part 2)** -systems change theory -collective impact -application (case example)	• Janzen, R., Chapman, M., & Watson, J. (2012). Integrating immigrants into the life of Canadian urban Christian congregations: Findings from a national survey. *Review of Religious Research. 53*(4), 441-470. DOI: https://www.jstor.org/stable/41940752?seq=1

			• Kania, J., & Kramer, M. (2011). Collective impact. *Stanford Social Innovation Review.* Retrieved from: https://ssir.org/articles/entry/collective_impact
7 **June 1**	4	**Identifying your topic** -topic resonance -reviewing literature -locating yourself -application (exercise)	• Symbaluk Chapter 2b – The importance of theory (p. 45-52) • Muhammad, M., Wallerstein, N., Sussman, A. L., Avila, M., Belone, L., & Duran, B. (2015). Reflections on Researcher Identity and Power: The Impact of Positionality on Community Based Participatory Research (CBPR) Processes and Outcomes. *Critical sociology*, *41*(7-8), 1045–1063. https://doi.org/10.1177/0896920513516025
8 **June 3**	4	**Focusing your research** -types of research -purpose statement -research questions -application (discussion)	• Janzen, R. (2020). Research in service of community: Chapter 12 commentary. In M. Riemer, S.M. Reich, S.D. Evans, G. Nelson, & I. Prilleltensky (Eds.) *Community psychology: In pursuit of liberation and well-being* (3rd edition). 307-309. New York, NY: Red Globe Press - Macmillan.

Module 2: Planning the Research

9 **June 8**	5	**Research designs** -what is a research design -menu of design options -application (case example)	• Symbaluk Chapter 4a – Research design and measurement (p. 89-100) • Symbaluk Chapter 6 – Experiments
10 **June 10**	5	**Research quality** -reliability and validity (quantitative) -trustworthiness and triangulation (qualitative) -excellence in community-based research -application (discussion)	• Symbaluk Chapter 4b – Research design and measurement (p. 100-117) • Janzen, R., Ochocka, J., & Stobbe, A. (2016). Towards a theory of change for community-based research projects. *The Engaged Scholar Journal: Community-engaged Research, Teaching, and Learning. 2*(2), 44-64. DOI: https://esj.usask.ca/index.php/esj/article/view/61445/46467
11 **June 15**	6	**Sampling and recruitment** -probability and nonprobability -engaging participants -application (exercise)	• Symbaluk Chapter 5 – Sampling
12 **June 17**	6	**Ethics in research** -why talk ethics? -mechanisms for ethical reflections -application (guest)	• Symbaluk Chapter 3 – Research ethics • Banks, S., Armstrong, A., Carter, K., Graham, H., Hayward, P., Henry, A., Holland, T., Holmes,C., Lee, A., McNulty, A., Moore, N., Nayling, N., Stokoe A.,

			& Strachan A. (2013). Everyday ethics in community-based participatory research, *Contemporary Social Science,* 8(3), 263-277. Retrieved from: https://www.tandfonline.com/doi/full/10.1080/21582041.2013.769618
13 June 22	7	**Proposing your plan** -research proposal -detailed workplan -application (case example)	• Symbaluk Chapter 12a – Writing research proposals and reports (p. 331-342) • University of Southern California Research Guides (2020). Writing a Research Proposal. Retrieved from: https://libguides.usc.edu/writingguide/researchproposal

Module 3: Conducting the Research

14 June 24	**7**	**Surveys -survey basics -constructing a survey -application (case example)**	• **Symbaluk Chapter 7 – Surveys** • **Symbaluk Chapter 8 – Unobtrusive methods**
15 June 29	8	**Interviewing** -interview basics -conducting focus groups -application (exercise)	• Symbaluk Chapter 9 – Qualitative interviewing • Walsh, C.A., Rutherford, G., & Kuzmak, N. (2010). Engaging women who are homeless in community- based research using emerging qualitative data collection techniques, *International Journal of Multiple Research Approaches,* 4(3), 192-205, DOI: 10.5172/mra.2010.4.3.192
July 1	8	**No class – Canada Day**	
16 July 6	9	**Participant observation** -participant observation basics -photovoice -application (guest)	• Symbaluk Chapter 10 – Ethnography • Green, E.P., & Kloos, B. (2009). Facilitating youth participation in a context of forced migration: A photovoice project in northern Uganda. *Journal of Refugee Studies.* https://www.academia.edu/14208111/Facilitating_Youth_Participation_in_a_Context_of_Forced_Migration_A_Photovoice_Project_in_Northern_Uganda?email_work_card=view-paper
17 July 8	9	**Mixed and emerging methods** -mixed-method designs -emerging methods -application (guest)	• Symbaluk Chapter 11 – Mixed methods and multiple methods

			• Amico, M.D., Denov, M. Khan, F., Linds, W., & Akesson, B. (2016). Research as intervention? Exploring the health and well-being of children and youth facing global adversity through participatory visual methods. *Global Public Health. 11*(5-6), 528-545. https://www.academia.edu/24329788/Research_as_intervention_Exploring_the_health_and_well_being_of_children_and_youth_facing_global_adversity_through_participatory_visual_methods?email_work_card=view-paper
18 **July 13**	10	**Quantitative data analysis** -descriptive vs. inferential statistics -univariate/bivariate/multivariate -application (discussion)	• No reading (you can choose a reading not yet chosen from a previous week for your reflection paper)
19 **July 15**	10	**Qualitative data analysis** -Overview of qualitative analysis -Conducting qualitative analysis -application (exercise)	• Blogger notes on Cho, J. Y., & Lee, E. H. (2014). Reducing confusion about grounded theory and qualitative content analysis: similarities and differences. *The Qualitative Report*, *19*(32), 1-20. https://theschoolofme.wordpress.com/2015/05/11/grounded-theory-vs-content-analysis-or-the-day-i-stopped-worrying-and-learned-to-love-the-datasel/

Module 4: Mobilizing for Action

20 **July 20**	11	**Sharing learnings** **-presenting findings** **-creative expressions** **-application (case example)**	• **Symbaluk Chapter 12b – Writing research proposals and reports & Appendix (p. 343-377)** • **Phipps, D., Cummings, J., Pepler, D., Craig, W., & Cardinal, S. (2016). The co-produced pathway to impact describes knowledge mobilization processes. *Journal of Community Engagement and Scholarship.* Retrieved from: https://www.nce-rce.gc.ca/AnnualMeeting-ReunionAnnuelle/2016KM/docs/DavidPhipps.pdf**
21 **July 22**	11	**Initiating new action** -community forums -creating an action plan -application (case example)	• Janzen, R., & Ochocka, J. (2020). Assessing excellence in community-based research: Lessons from research with Syrian refugee newcomers. *Gateways: International Journal of Community Research and Engagement.13*(1). DOI: https://epress.lib.uts.edu.au/journals/index.php/ijcre/article/view/7037

22 July 27	12	**Instructor case example** -course summary (CBRET review) -presentation -student reflections	• Neufeldt, R. & Janzen, R. (2020). Learning from and with community-based and participatory action research: Constraints and adaptations in a youth-peacebuilding initiative in Haiti. *Action Research Journal.* DOI: https://doi.org/10.1177/1476750320916226
23 July 29	12	**Student presentations**	• No reading
24 Aug 3	13	**Student presentations**	• No reading

Course Format

The class meetings will include a mixture of lecture (for content about research) and group exercises, case examples, or guests (for application to social action). Some group exercises in class will assist students in developing their research proposal.

Course Web Page

This course will make use of the WATERLOO LEARN website. This site will provide general information for the course as well as electronic readings, instructor-generated materials, course handouts, and grades for term assignments. Important announcements (e.g., cancellation of class, new resources to help with an assignment) will also be posted there, so please try to check the site regularly.
To access LEARN, enter your WatIAM username and password. If you encounter difficulties, you are welcome to contact learnhelp@uwaterloo.ca. After you have successfully logged in, click on the PACS 620 link in the yellow "Courses and Communities" menu. Be sure that the email address listed under your name in LEARN is an address that you check on a regular basis.

PACS Research Support

The library has created a subject guide to help you carry out peace-related research. You can access this guide online. If you need more specialized assistance, the Peace and Conflict Studies liaison librarian, Laureen Harder-Gissing, is available for consultation. Laureen works with PACS faculty to order library resources and to create the subject guide. See the guide for research tips and ways to contact Laureen.

Additional Considerations

As we progress through the course, please remember:

- In academics as in life more generally, what we get from an experience depends on what we put into it. **Preparation for class** (completing readings and writing assignments on time, tracking events in our community and around the world) is the basis for effective learning.

- When we come to class prepared to participate and pose questions, we transform the classroom environment, making active and collaborative learning possible. We discover that **learning is a communal rather than a solitary activity**, and that each one of us is a resource for everyone else in the learning process.

- The subject matter covered by this course is inevitably open to **multiple interpretations**. This means that you will not always agree with ideas presented in course readings, lectures, and discussions. Remember that disagreement is often a good thing, so long as it motivates you to develop a better

understanding of where you stand in relation to others. What matters most is not whether or not we all agree, but whether or not we are willing to engage one another with respect and integrity.

- Collaborative learning requires not only preparation and self-expression, but also a commitment to **active listening**. Active listening is a communication skill that we develop as we begin to hear not only words, opinions, and ideas, but also the experiences and the awareness **behind** them. When we practice active listening, we clarify divergent perceptions and develop deeper understanding of contrasting perspectives. We become like a mirror, reflecting back what we have heard and asking questions to learn rather than to score rhetorical points. In the process, we test and refine our own ideas and those held by others.

- During the term we will be privileged to host **guest speakers**. Please treat visitors to our classroom with the same respect you would extend to a guest in your home.

UWaterloo Policies

Cross-listed course

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity and Discipline

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. Check the Office of Academic Integrity website for more information.
Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the Office of Academic Integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

Grievances and Appeals

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.
Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals.

Accommodation for Students with Disabilities

Note for students with disabilities: AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Academic freedom at the University of Waterloo

Policy 33, Ethical Behaviour states, as one of its general principles (Section 1), "The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible." This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.
On Campus
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre

Off campus, 24/7
- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts website.
Download UWaterloo and regional mental health resources (PDF).
Download the WatSafe app to your phone to quickly access mental health support information.

The Writing and Communication Centre (WCC)

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.
You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 25- or 50-minute appointment and to see drop-in hours, visit uwaterloo.ca/wcc. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.