Fall 2019

Course Code: SDS 451R
Course Title: Community Based Research for Social Development
Class Times/Location: Tuesdays 11:30 pm – 2:20 pm, Renison University College, REN 0402

Instructor: Joanna Ochocka, Ph.D.
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Office Hours: As required
Email: jochocka@uwaterloo.ca

Teaching Assistant: Julia Coburn, M.A.
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STP Office #260
Office Phone: 519-885-1460 ext. 25294
Office Hours: As required
Email: julia@communitybasedresearch.ca

Course Description
The basic objective of the course is to learn how to conduct community-based research (CBR) that makes impacts on communities and social policy. More specifically, we focus on both theory and practice of community-based research and its community and policy relevance. Examples will be drawn from actual research case studies related to cultural diversity, immigration, and mental health. Issues of research partnerships, stakeholder participation in research and guidelines for practice will be featured, along with creative ways of knowledge mobilization and community mobilization. We will pay attention to the practical applications of the CBR principles and values especially with the marginalized communities. The following aspects of community-based research will be included in the course:

- History and theoretical background of community-based research
- Practical applications of CBR as an alternative approach to traditional research
- Laying the foundation for CBR research, including stakeholder and community engagement and effective research partnerships throughout the entire research process
- Planning and implementing research designs including qualitative and quantitative data collection strategies and data analysis
- Acting on research findings: knowledge transfer, knowledge exchange and community mobilization
- Ethics in the context of CBR
Course Objectives and Learning Outcomes
Upon completion of this course, students should have knowledge and skills to carry out community-based research projects with an aim of improving social policy and organizational practice in a culturally diverse environment. Students should:

A. Understand the basic concepts of CBR:
   - Basic definitions of CBR and social research and the difference between CBR and other academic research
   - 4 phases and 11 steps of developing and conducting CBR
B. Have an awareness of the breadth and the depth of potential applications for CBR:
   - Different methodologies
   - Basic qualitative and quantitative methods
   - Engagement of diverse stakeholders and communities
C. Be able to develop a research proposal following the principles of CBR:
   - Explore case examples of CBR in Canada related to cultural diversity
   - Practice some aspects of CBR, including data gathering and analysis
D. Be exposed to CBR resources and feel connected to a CBR network of community-based researchers
E. Develop key skills in critical thinking, evidence-based approach, facilitation and innovative approaches to knowledge mobilization.

Required Text
No textbooks are required for this course; journal articles and other class readings can be accessed through the UWaterloo PRIMO library system.

Course Requirements and Assessment

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<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>In-class Participation</td>
<td>Ongoing</td>
<td>20%</td>
</tr>
<tr>
<td>In-class Test</td>
<td>October 8th</td>
<td>10%</td>
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<tr>
<td>Assignment 1 (Proposal and Presentation)</td>
<td>November 5th</td>
<td>25%</td>
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<tr>
<td>Assignment 2 (Reflection Paper)</td>
<td>December 3rd</td>
<td>10%</td>
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<tr>
<td>Assignment 3 (Final Paper)</td>
<td>December 13th</td>
<td>35%</td>
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<tr>
<td>Total</td>
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<td>100%</td>
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No final exam.
Alternative assignments must be clearly specified in writing and negotiated with Joanna by September 24.

In-Class Participation (20%)
Students will read the assigned readings and participate actively in each class discussions. Every student will also deliver a short (5 to 10 min) class presentation that will include: (1) a summary (2-3 mins) of the assigned reading(s) for the week (e.g., main topic, autor’s arguments and key points); (2) personal reflections on the readings; and (3) 1-2 questions for a short class discussion, facilitated by the student.
Test (10%)
There will be one test in the course (no final exam). It will be based on the readings and material covered in a few first classes regarding the theory of community-based research. It will contain both short and long-answer questions. It will take 1 hour.

Assignment #1 – In-Class Presentation (25%)
Each student will choose a social issue/problem of personal interest. Independently or in a group of two, you will develop a research proposal to study and to address the defined social issue. You may consider a needs assessment, program evaluation or other applied research study that will use a community-based research approach. On November 5, students will deliver a short PowerPoint presentation to the class to outline their proposal ideas (10-15 min). Each presentation should focus on Phase One and Phase Two of community-based research (“Laying the Foundation” and “Planning Research”). The outline of the presentations should include: (1) a description of the social issue/problem that you (or your group) would like to research; (2) a description of the relevance/importance of the social issue/problem as well as a short literature review/rationale for researching this specific social issue (i.e., a case for why the topic is important/why we should care, and why it needs further research); (3) a list of key stakeholders and how they will be involved in the research process; (4) a list of potential (differing) assumptions about research and the topic by stakeholder groups and how would you/your group manage them during the research process; (5) the purpose statement and 2-5 main research questions of your intended study, and (6) the empirical research design, including proposed data gathering methods for various stakeholder groups (e.g., surveys, interviews, focus groups, etc.). Students will discuss and critique each other’s proposals during in-class presentations. The PowerPoint slides must be submitted to Joanna on the same day as the presentation.

Assignment #2 - Class Reflection (10%)
Each student will be asked to write an individual brief reflection paper (2 pages) on their course learnings. Students should list three insights and three questions that the course stimulated for them personally. It is due on Dec 3rd.

Assignment #3 – Research Proposal (35%)
Individually or in a group of two, you will develop a full research proposal to study the social issue of interest (9-12 pages). This paper will include the “Laying the Foundation” section developed for in-class presentations and also:
- Research design (phases, data gathering methods, participant sampling criteria and recruitment plans)
- Knowledge mobilization strategy (research dissemination plan and knowledge exchange plans)
- Community mobilization strategy (envisioned short and long-term plans of mobilizing people to act)
- Potential recommendations/short term outcomes to improve practice in addressing cultural diversity
Each student (group) will also develop data-gathering tools (samples) including potential questions to be asked to research participants (i.e., for interviews, focus groups, and/or surveys). Proposal outline and the rubric will be provided.
## Course Outline

### Theory:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
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| 1    | Sept 10| **INTRODUCTION**  
Why research? What is community-based research and why conduct it?  
Overview of course outline  
ACTIVITY: Scheduling of course readings | Ochocka & Janzen, 2014 (without case examples) |
| 2    | Sept 17 (Kitchener) | **FIELD VISIT**  
Visiting K-W Multicultural Centre, Waterloo Region Reception House and the Working Centre  
ACTIVITY: Exploring Issues/Research Ideas | |
| 3    | Sept 24 | **CBR ESSENTIALS**  
History of CBR  
Eleven steps and four phases of CBR  
*ACTIVITY: Finding societal issues or program to evaluate. Finalization of groups for assignments. | Brown et al. 2015 (95-101 and 102-104)  
Ochocka & Janzen, 2014  
Nelson et al. 1998 (881-893+ summary/conclusion) |
| 4    | Oct 1  | **PHASE 1 -LAYING THE CBR FOUNDATION**  
Underpinnings and Principles of CBR - Research entry- Community role in the first steps of research. Understanding the context (cultural diversity)  
Stakeholder involvement and assumptions about research  
Purpose of research  
ACTIVITY:  
Discussing preparation for assignment  
Criteria for CBR excellence (Indicators) | Wallerstein & Duran, 2003 (pp.27-39)  
Israel et al. 1998 (pp.177-181)  
Ochocka et al. 2010 |
| 5    | Oct 8  | **TEST**  
**PHASE 2 -PLANNING RESEARCH**  
Research purpose and questions  
Research design and methods (qualitative and quantitative)  
Data gathering and analysis  
Activity: Activity: Discussing preparation for assignment - CBR workbook  
Criteria for CBR excellence (Indicators) | Westhues et al. 2008 (pp. 701-709) |
| 6    | Oct 22 | **PHASE 3 - IMPLEMENTING RESEARCH**  
Practice: Surveys and interviews  
Developing protocols: Sampling Criteria  
Recruitment plans (qualitative/quantitative) | Patton 2002 (pp. 335-348)  
Minkler 2004  
Edwards 2008 |
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<tr>
<td></td>
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<td>Gathering Data Processes and Ethics</td>
<td>Nelson et al. 2005&lt;br&gt;Clover, 2014 (144-149)</td>
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<tr>
<td>7</td>
<td>Oct 29</td>
<td>PHASE 4 - ACTING ON CBR FINDINGS Community mobilization (theory and practice) Creative Examples Criteria for CBR excellence (Indicators) Knowledge mobilization (theory and practice)</td>
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<tr>
<td></td>
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<td>Activity: Video and Theatre examples. Discussing preparation for assignment - CBR workbook</td>
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<tr>
<td>Practice:</td>
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<td>8</td>
<td>Nov 5</td>
<td>*ASSIGNMENT #1 DUE Group presentations and submission of PowerPoint presentations Group discussion and critique using criteria for excellence</td>
<td>No readings</td>
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<tr>
<td>10</td>
<td>Nov 19</td>
<td>PRACTICE OF CBR (CBR case examples) CBR with Indigenous Students and Syrian Research Youth</td>
<td>Ochocka et al. 2018&lt;br&gt;Godin et al. 2017</td>
</tr>
<tr>
<td>11</td>
<td>Nov 26</td>
<td>PRACTICE OF CBR (CBR case examples) Mental Health and Cultural Diversity</td>
<td>Ochocka et al. 2002&lt;br&gt;Reeve et al. 2002</td>
</tr>
<tr>
<td>12</td>
<td>Dec 3</td>
<td>*ASSIGNMENT #2 DUE CBR – final discussion Course evaluation and feedback Preparation for assignment #3 Class wrap-up</td>
<td>Stoecker 2003&lt;br&gt;Taylor and Ochocka, 2017</td>
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Late Work
All assignments must be handed in on time. If, for extenuating circumstances, a student is unable to hand in an assignment on time, they must let Joanna know in advance.

Electronic Device Policy
Electronic devices are allowed in class, provided they do not disrupt the teaching or discussion.

Attendance Policy
Every effort must be made to attend each class. If a student is not able to attend a particular class, they must let Joanna know in advance.

Final Examination Policy
For Fall 2019, the established examination period is Dec. 6-12, 2019. The schedule will be available after mid-October. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: https://uwaterloo.ca/registrar/final-examinations)

CCBR Expectations
What we expect of you:

- We expect you to keep up with your assignments.
- We expect you to come to class prepared (have read all the readings assigned for each class and be prepared to summarize readings).
- We encourage you to participate in class discussion.
- We expect you to let us know if you need clarification about something we have said or written.
- We expect you to complete the assignment on time, unless we are given convincing reasons to extend the time line in advance of the deadline.

What you can expect of us:

- We will be prepared for class and excited about the topic.
- We will strive to be clear regarding our expectations of the work you are assigned to do.
- We will attempt to facilitate, with your help, an environment in which it is safe to express your views.
- We will give you clear feedback on your work. If you indicate to us that our feedback is not clear, we will do our best to clarify it.
- We will leave space for your feedback about us. If you feel safe, we encourage you to let us know if we do anything that you think is unfair or hurtful to you. We appreciate, given the power differential and the small size of the class, that this may be difficult. Therefore, we can talk about “safe” ways for the provision of feedback.

Accommodation for Illness or Unforeseen Circumstances:
The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html
Academic Integrity:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integrity webpage (https://uwaterloo.ca/academic-integrity/) and the Arts Academic Integrity webpage (https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. 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 professor, academic advisor, or Administrative Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory. Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70). 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 are grounds. Students who believe they have grounds for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo): http://uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities

Note for Students with Disabilities: The AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 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 the AAS office at the beginning of each academic term.

Intellectual Property

Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 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 from 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: 519-749-433 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 at 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

A respectful living and learning environment for all

Everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.
If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison’s external anti-harassment and anti-discrimination officers, by email (info@credenceandco.com) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

**Required Readings:**


Journal of Community Psychology, 26, 881-912.


