Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

SDS 451R
Community Based Research for Social Development
Fall 2022

Class Times/Location: Mondays 11:30 – 2:20 pm, Renison University College, REN 2918
Instructor: Joanna Ochocka, Ph.D.
Phone: 519 496 1049
Office Hours: by appointment please (Monday preferred). Contact me as required.
Email: jochocka@uwaterloo.ca

Course Description
The basic objective of the course is to learn how to conduct community-based research (CBR) that makes impacts on communities, social development and on social policy. More specifically, this course will explore how research can be an intervention towards positive change in society. Students will learn 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. Through lectures, group exercises and guest speakers we will learn the fundamentals of how to plan and conduct social research, will discuss the issues of research partnerships, stakeholder participation in research and apply creative ways of knowledge mobilization and community mobilization. We will pay attention to the practical applications of conducting research with diverse communities, 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 community-based research that is community-driven, participatory and action-oriented
- Planning and laying the foundation for community-based 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
• Ethical issues of conducting community-based research

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 community-based research:
   • Discuss the theory behind an approach to research and the differences other research
   • Demonstrate understanding of 4 phases and 11 steps of developing and conducting research with communities

B. Have an awareness of the breadth and the depth of potential applications for community-based research:
   • Identify the strengths and weaknesses of various qualitative and quantitative methodological approaches
   • Engagement of diverse stakeholders and communities
   • Understand ethical issues in research with communities

C. Explore case studies and be able to develop your own research proposal on a topic that is important to you
   • Explore case examples of community-based research in Canada related to cultural diversity, immigration, and mental health
   • Write research proposal that could contribute to social transformation and conditions that create and sustain positive societal change

D. Be exposed to national resources and feel connected to a network of community-based researchers

E. Develop key skills in critical thinking, evidence-based approach, program evaluation and group facilitation as well as in innovative approaches to knowledge and community 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 or LEARN.

Course Requirements and Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>In-class Participation</td>
<td>Ongoing</td>
<td>20%</td>
</tr>
<tr>
<td>In-class Test</td>
<td>October 17th or 24th</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 1 (Proposal Ideas and Presentation)</td>
<td>November 7th</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 2 (Reflection Paper)</td>
<td>December 5th</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 3 (Research Proposal)</td>
<td>December 13th</td>
<td>35%</td>
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</table>

Total 100%
No final exam.
Alternative assignments must be clearly specified in writing and negotiated with Joanna by September 27.

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, author’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 – Proposal Ideas and 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. Students will deliver a short presentation to the class to outline their proposal ideas (10-15 min). Each presentation should be supported by presentation slides (e.g., PowerPoint) and end with 5-10 min class discussion to assist in the development of proposals. Focus mostly on Phase One and Phase Two of community-based research (“Laying the Foundation” and “Planning Research”) should also briefly discuss Phase Four (“Acting on Findings”). 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 Dr. Joanna on the same day as the presentation.

Assignment #2 – Reflection Paper (10%)
Each student will write an individual brief reflection paper (2-3 pages) on their course learnings and on readings. Students should list three insights and three questions that the course stimulated for them personally and use the citations from course readings. What new insights did you gain from the course and readings? How did this course and readings challenge or reinforce views previously held? What were the most useful learnings and how to apply them in your future work? What were the least valuable parts limiting your learnings of community-based research? More than describing the content of the readings and course, your reflections should represent your original thoughts of your own course process and outcomes. It is due on Dec 3rd.
Assignment #3 – Research Proposal (35%)

Individually or in a group of two, students will develop a full research proposal for conducting a community-based research on a topic of interest to you (9-12 pages; font 12, double spaced, page numbers and title page). You will not be conducting the research but proposing why the research is important and how it should be done to be community-driven, participatory and action-oriented. 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.

### Grading Scale

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

### Late Policy

Deadlines matter. All assignments must be handed in on time. Please do not make the mistake of failing to submit an assignment. If, for extenuating circumstances, a student is unable to hand in an assignment on time, they must let Dr. Joanna know in advance of a due date to discuss realistic complications.

### Electronic Device Policy

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

### Attendance Policy

There is an expectation that all students will participate (to the best of their ability) in every class. Every effort must be made to attend each class. If a student is not able to be present at a particular class, they must let Dr. Joanna know in advance.
### Course Outline

#### Theory:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept 12</td>
<td>INTRODUCTION - Social research - Community-based research - Course outline and expectations</td>
<td>*ACTIVITY: Course reading schedule and logistics for the next class. Research both organizations!</td>
</tr>
<tr>
<td></td>
<td>(Kitchener)</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Oct 3</td>
<td>PHASE 1 - LAYING THE FOUNDATION - Underpinnings of research entry - Stakeholders role in research - Understanding the context (cultural diversity) - Focusing research</td>
<td>Israel et al. 1998 (pp.177-182) Ochocka et al. 2010</td>
</tr>
<tr>
<td>5</td>
<td>Oct 17</td>
<td>* TEST PHASE 2 - PLANNING RESEARCH - Research purpose and questions - Research design and methods (qualitative and quantitative) - Data gathering and analysis ACTIVITY: Discussing preparation for assignment – CBR workbook Criteria for CBR excellence (Indicators)</td>
<td>Janzen, R., Ochocka, J., &amp; Stobbe, A. (2016) Westhues et al. 2008 (pp. 701-709) - research design and data analysis</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Readings Due</td>
</tr>
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</tbody>
</table>
| 6    | Oct 24   | *TEST?  
PHASE 3 - IMPLEMENTING RESEARCH  
- Data gathering and analysis processes  
- Ethics  
- Excellence in community-based research  
*ACTIVITY: Guest speakers: Ryan Huckle  
Discussing preparation for assignment  
CBR workbook  
Criteria for CBR excellence (indicators) | Patton 2002 (pp. 339-348;)  
Edwards 2008 (Ethics- 22-27)  
Janzen & Ochocka 2020  
Minkler 2004 (684-697) |
| 7    | Oct 31   | PHASE 4 - ACTING ON FINDINGS  
- Knowledge mobilization  
- Community mobilization  
- Community forums and other creative examples  
*ACTIVITY: Discussing preparation for assignment - CBR workbook | Nelson et al. 2005  
Phipps, 2016 |
|      |          | **Practice:**                                                        |                                                                              |
| 8    | Nov 7    | *ASSIGNMENT #1 DUE  
- Group presentations and submission of PowerPoint presentations  
- Group discussion and critique using criteria for excellence | No readings |
| 9    | Nov 14   | PRACTICE (case examples)  
Mental Health and Cultural Diversity  
CURA, CSI and CMHA studies  
Guest speaker: Amanda Demmer and Iman Razzak  
| 10   | Nov 21   | PRACTICE (case examples)  
Community based research with Indigenous Students and Syrian Research Youth  
Guest speaker: Hoda Ahmad and CMHA TO? Dr. Shawn Hains- Indigenous research  
ACTIVITY: Proposal development – Tips and examples | Ochocka et al. 2018  
Godin et al. 2017 |
PRACTICE (case examples)
Community based research with people living with disabilities and living with dementia

Guest speaker: Hsiao d’Ailly
ACTIVITY: Proposal development – Tips and examples

Ochocka et al. 2002
Reeve et al. 2002
Demmer, d’Ailly, Ochocka. 2022
Martin et all 2021

Final Examination Policy
For Fall 2022, the established examination period is Dec.6-12, 2022. 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)

My Expectations
I expect of you:

• To keep up with your assignments.
• To come to class prepared (have read all the readings assigned for each class and be prepared to summarize readings).
• To participate in class discussions.
• To let me know if you need clarification about something I have said or written.
• 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 me:

• I will be prepared for class and excited about the topic.
• I will strive to be clear regarding our expectations of the work you are assigned to do.
• I will attempt to facilitate, with your help, an environment in which it is safe to express your views.
• I 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.
• I 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-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 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: 519-749-433 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 UWWaterloo 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:


