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## Applied Research and Social Innovation

*YEAR IN REVIEW*  
2020-2021

**WE ARE  
FUTURE FOCUSED**

# CCSIF Highlights

Congratulations to Faculty of Social and Community Services professors Ann Corbold, Daniel Bear, Salomeh Ahmadi, Sara Nickerson-White and Tina Lackner whose Applied Research projects that drive Social Innovation were awarded over 1.2 million dollars. This funding was obtained through grants from the Natural Sciences and Engineering Research Council (NSERC) which awarded Humber College a total of \$1.8 million to conduct and complete six research

projects. The College and Community Social Innovation Fund (CCSIF) grants are intended to support college social innovation research projects in partnership with local community organizations.

The NSERC College and Community Innovation Program grants will support the following projects in the Faculty of Social and Community Services:



**Community Agency Partnerships: Best Practices for the Creation of Healthy Communities**



**Engaging and Educating Young Adult Cannabis 2.0 Consumers**



**Experiences of hope, self-compassion and authentic collaboration: Foundations for a consumer-informed compassion-based human services delivery framework in a Canadian context**



**Affordable Housing Needs in South Etobicoke**



## CCSIF Highlight #1: Engaging and Education Young-Adult Cannabis 2.0 Consumers

### Partners:

- Canadian Students for Sensible Drug Policy

**PRINCIPAL INVESTIGATOR:** Daniel Bear

**PURPOSE:** By targeting this age group we hope to impact long-term cannabis consumption practices, thereby having the best potential for improving public health and wellbeing outcomes for decades to come.

**SCOPE OF PROJECT:** We will conduct a mixed-methods, three phase project over the course of three years that will engage and educate young-adult cannabis users (18-30), the age group most likely to consume cannabis, and the age group most likely to consume cannabis on a daily or near daily basis.

- In Phase One we will gather the data necessary to understand what new public education materials need to be developed by conducting an online survey and a series of focus groups across the country.
- In Phase Two, we will work with Humber College advertising students, or partner organizations, and cannabis consumers to develop new public education materials focused on effectively engaging consumers with harm reduction information about cannabis 2.0 products.
- In Phase Three, we will launch the new materials, and being an evaluation of their efficacy before updating the materials to respond to any shortcomings identified in our evaluation.

## CCSIF Highlight #2: Affordable Housing Needs in South Etobicoke

### Partners:

- LAMP Community Health Centre
- Lakeshore Affordable Housing Advocacy and Action Group
- Centre for Equality Rights in Accommodation
- Mimico Lakeshore Community Network

**PRINCIPAL INVESTIGATOR:** Salomeh Ahmadi

**PURPOSE:** What are the cost of living issues for low-income and working class citizens, and how can a Community of Practice be created to sustain advocacy efforts to support new models for affordable housing through social policy change?

**SCOPE OF PROJECT:** With this research project, we will uncover the cost of living issues through community based participatory research (CBPR) in South Etobicoke to develop a baseline of housing affordability; gather input from community members most marginalized to assess the impact of displacement and further marginalization; identify proactive measures to inform decision-making on issues across the 'cost of living' spectrum; contribute to the fight against homelessness; create inclusive and accessible communities; develop a strategy to co-develop and share possible solutions; and advocate for the building of affordable housing through social policy change.

### CCSIF Highlight #3:

## Community Agency Partnerships: Best Practices for the Creation of Healthy Communities

#### Partners:

- The John Howard Society of Saskatchewan
- Street Culture Project Inc

**PRINCIPAL INVESTIGATOR:** Ann Corbold

**PURPOSE:** The overarching objective of this project is to help reduce youth crime, particularly gang violence, in Canada.

**SCOPE OF PROJECT:** Humber College in partnership with John Howard Society of Saskatchewan and Street Culture Project Inc., will be examining the characteristics of effective community agency partnership networks. The project will analyze an existing community agency partnership network to identify best practices in creating and maintaining these types of partnerships.

Additionally, the study will evaluate existing programs aimed at youth 15 - 29 who are involved with the criminal justice system, or at risk of becoming involved, to determine whether they meet agency commitment to being trauma informed, culturally sensitive, free from systemic racism, and aligned with agency commitment to reconciliation.

### CCSIF Highlight #4:

## Experiences of hope, self-compassion and authentic collaboration: Foundations for a consumer-informed compassion-based human services delivery framework in a Canadian context

#### Partners:

- Lutherwood
- South West Nova Transition House Association – Juniper House
- The Canadian Foundation for Animal-Assisted Support Services
- Family Transition Place

**PRINCIPAL INVESTIGATOR:** Sara Nickerson-White and Tina Lackner

**PURPOSE:** This study seeks to collect co-created lived experience narratives from human service Canadian consumers and providers about their lived experiences of hope, self-compassion and authentic collaboration in the course of HS service delivery. Four HS organizations with local, regional and national service coverage are partnering in this study for the purpose of deepening our understanding of how HS provision can foster the aspirations and preferences in ways that strengthen consumers' abilities to lead self-directed lives.

**SCOPE OF PROJECT:** Ultimately, this three-year research study will establish a consumer-informed foundation for a much-needed consumer-informed guiding framework that can aid Canadian HS organizations and service providers in their ability to be responsive to the aspirations and preferences of consumers in ways that strengthen their ability to lead self-directed lives. It will do so by bringing together community engaged scholars and applied researchers, along with a vibrant team of local and national community partners.

For a full article on the projects, please visit [Humber Today here](#).

## Pedagogy and Practice: Teaching Diversity in Classrooms

Aligned with Humber Institute of Technology & Advanced Learning new Strategic Plan, and as part of an ongoing commitment to equity, diversity and inclusion (EDI), on September 2018 a group of FSCS faculty and senior leadership staff began a four-phased research project on pedagogy and practice within the Faculty of Social and Community Services (FSCS). The team consisting of, Soheila Pashang, Jaspreet Bal, Christine McKenzie, Joanna Amirault, Neil Price, Rai Reece, and Juan Jaramillo Orozco, aimed to:

Identify gaps and strengths of the existing pedagogical approaches used in teaching diversity-related content

Understand how faculty use social justice, anti-oppression, anti-racist, and human rights lenses as part of their practice

Explore the experiences of faculty teaching diversity-related content and the reaction of their students to course material

Explore the experiences of students and incorporate their voices into the curriculum

Diversity education can become a site of controversy, evoking conflict, resistance, and personal growth where underlying individual belief systems and ideological discourses surface and transform into pedagogical learning. The research applied anti-racism, anti-oppression, intersectionality, feminist, and equity theoretical frameworks. The team utilized these theories in order to situate this research in existing teaching and curriculum practice, as well as to locate and understand the various ways in which diversity education impacts students and faculty inside and outside classroom spaces.

The research team's methodology consisted of an exploratory, qualitative research design in which a survey questionnaire was distributed among FSCS faculty from multifaceted programs, followed by 11 in-depth interviews. In addition, to incorporate students experiences and reflect their voices into the curriculum we will be distributing a survey questionnaire in the coming week.

While Canada is considered one of the most diverse societies, we rarely explore the experiences of faculty teaching diversity education or students attending their classes. Our research will contribute to the Humber community in applying equitable practices and eliminating barriers that might hinder diverse groups of students from reaching their potential. A Fall 2019, raced-based data set collected by the Humber Student Success Survey (HSSS) clearly highlights racial diversity among our incoming students, with a goal of understanding the relation between race and academic success. Our research will further contribute to the scholarly work in highlighting challenges faced by racialized and marginalized students and allying faculty, while offering a learning space for interactive critical reflection and personal growth.

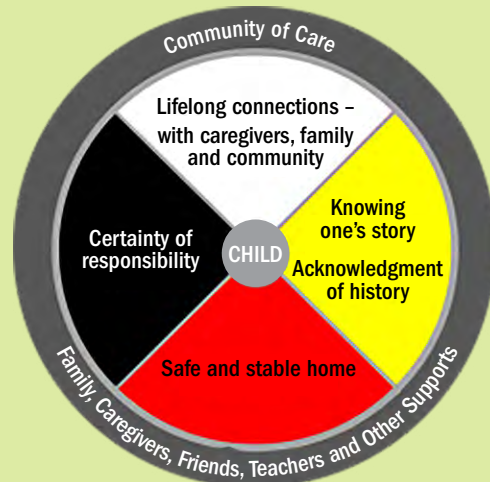
This research project is funded by the Centre for Teaching and Learning, Teaching Innovation Fund. We acknowledge the following individuals for their contribution towards this project: Tonia Richard, MSW; Dr. Heidi Marsh & Dr. Siobhan Williams – CTL; Valentina Tasillo (RA), & Senior Dean and Lake Shore Campus Principal, Derek Stockley, who has been a true force in supporting and pushing forward this project.

# PHILIP BURGE PUBLISHES ARTICLE IN THE JOURNAL OF PUBLIC CHILD WELFARE



If living through this pandemic can teach us anything, it the importance of belonging and family. A **publication** authored by our faculty member Philip Burge, recently published in the *Journal of Public Child Welfare* highlights some positive news in Canada’s child welfare sphere. The paper focuses on findings from the Bringing Families Together project launched in Manitoba in the shadow of the long ‘Sixties Scoop’ of children, a the child welfare systems of the time conducted wide-spread apprehensions of Indigenous children and youth.

The charity **Until the Last Child**, launched and funded the intensive 2-year pilot program project, along with partners including the Government of Manitoba, the four provincial child welfare authorities, representatives from Indigenous communities, the University of Manitoba and Deloitte Canada. The publication highlights the high belonging and well-being target of 76% achieved for the approximately 150 children in care. More importantly, the paper features the novel permanency (or belonging) definition that the partnership devised and was informed by Indigenous concepts. As Indigenous communities break from the colonial past focus on legal permanency (i.e., success equals only a legal adoption) and stress the need for belonging factors to take precedence; the definition was operationalized and used to measure progress. Read the full article **here**.





## CJS Professor, Jacqueline Benn-John completes PhD Dissertation

(RE)DEFINING FEMINIST RESISTANCE,  
ACTIVISM AND EMPOWERMENT IN  
RAPE CRISIS CENTRES: BLACK  
WOMEN'S PERSPECTIVES AND  
IMPLICATIONS FOR EDUCATION

Jacqueline Benn-John, is a professor in the Community Justice Services Program at Humber. She is an African/Black Diasporic, cisgender woman, mother and survivor. She has recently completed a PhD from Ontario Institute for Studies in Education at the University of Toronto. Jacqueline's doctoral research, *(Re)defining Feminist Resistance, Activism & Empowerment in Rape Crisis Centres: Black Women's Perspectives & Implications for Education*, sought to reveal and understand African/Black women's embodied experiences, perspectives on feminist organizing and contributions to the anti-rape movement in Ontario, Canada. In Jacqueline's work, particular attention is paid to the multifaceted and intersectional modes in which African/Black women express resistance.

Jacqueline's Masters research interrogates value systems and practices that serve to colonize African/Black women within Canadian spaces. This prior work recognizes the salience of race, particularly acknowledging how African/Black women are impacted differently by race and gender oppression than are African/Black men and White women. This work critically examined the notion of decolonization and identified concrete strategies to assist African/Black women in their own decolonization journeys.

Jacqueline has been teaching for the past 13 years across the greater Toronto area. Since 2012, Jacqueline has taught in the Community and Justice Services Programs at Humber; she formerly taught at George Brown College in the Assaulted Women's and Children's Counsellor/Advocate Program for 12 years.

Jacqueline is a community engaged educator. She has over 25 years of grassroots and professional work experience in the gender-based violence sector and anti-rape movement.



## Soheila Pashang Explores New Approaches to Grief and COVID

On January 16<sup>th</sup>, 2020, Lakeshore campus principal Derek Stockley hosted a vigil to commemorate the downing of Ukraine International Airlines flight PS752 that occurred in the outskirts of Tehran, Iran's capital city. Many members of the Humber community gathered to mourn a pain that was not theirs, not realizing that soon, grief would become a part of their new realities in the wake of the Canada's COVID-19 pandemic. As of March 2021, over 2,500,000 people worldwide have died as a result of COVID-19 since the first case being reported in December of 2019. In Canada, COVID-19 has claimed more than 21,000 lives. The majority of these deaths being reported by Ontario, mostly in long-term care facilities, followed by racialized, gender diverse, and other marginalized populations. However, as noted by the United Nations, the COVID-19 pandemic is not exclusively a matter of physical health, but a complex mental health threat emerging from the disenfranchisement of grief individually and collectively.

The COVID-19 pandemic has further highlighted the overarching historical and contemporary neo-colonial exigencies of racial, socio-economic, and political inequities engrained within the fabric of societies; triggering underlying systemic and intergenerational trauma. The intersection of these chains of unanticipated grief undoubtedly has resulted in local and global anti-Indigenous, anti-Black

and anti-racism resistance movements; demanding decolonization of institutional, cultural and inter/intra-personal discriminations. In response to such growing demand, the Center for Human Rights, Equity and Diversity, and Indigenous Education & Engagement at Humber have rightfully hosted various important learning opportunities; challenging discourses and demanding a deep exploration into the lifelong learning journey that is self-reflective while politicizing physical, spiritual, and mental health consequences of intergenerational grief amid the COVID-19 pandemic.

The experiences of personal and collective grief during the pandemic calls for an inclusive and equitable grief response, acknowledging the multifaceted needs of Canada's diverse populations. As the virus continues to spread under social distancing restrictions, we collectively grieve for the loss of what once was a sense of normality. To ignite this dialogue, Soheila Pashang, FSCS faculty, guest edited a Special Issue entitled, **Grief in the Wake of the COVID-19 Pandemic: Exploring New Approaches from Diverse Perspectives** with the Journal of Concurrent Disorders. The ultimate goal is to promote care and empathy for the narratives of those reclaiming their rights to grieve, in order to enhance resilience and collective agency, while reimagining justice to create new "norms". Read the full issue [here](#).



# CCSIF Research Updates

## 1/Engaging in Education with Young-Adult Cannabis 2.0 Consumers

In **Issue 1**, research being led by faculty at Humber, funded by the College and Community Social Innovation Fund (CCSIF) was highlighted. One of the research projects was on Engaging and Educating Young-Adult Cannabis Consumers (EEYCC).

In early 2020, a team of researchers began a three-phased project on young-adult cannabis consumption and education. The goal of this study is to positively impact young cannabis user's consumption practices by developing non-stigmatized, evidence-informed educational campaign materials to reduce the harms associated with cannabis

consumption. The research study was led by principal investigator Daniel Bear, researcher Ashley Hosker-Field, communications specialist/researcher Marilyn Cresswell, and three research assistants from Humber's Criminal Justice Degree Program, Kelsey Westall, Marta Minta, and Lauren Perry.

This study began in early 2020, and since then, the research team has completed the first phase of data collection and has moved forward to phase two of development and production. The updates are detailed below:

### Phase 1 Data Collection *(complete)*

The research team began phase one by creating and distributing a national survey that collected data on young-adult cannabis consumption patterns and their trusted sources of cannabis-related information. Following the survey, online focus groups were conducted to gather an in-depth understanding of young-adult cannabis use and opinions on past cannabis public health campaigns. As the project launched shortly after the beginning of the pandemic the team was able to include questions about how the impact COVID-19 pandemic has affected cannabis consumption patterns in young Canadian adults and is drafting an article on their findings.

### Phase 2 Development and Production *(in progress)*

The research team began phase two in March 2021 as students in Humber's Bachelor of Creative Advertising Program were briefed with the survey and focus group results in the aims of developing an educational campaign. On April 29<sup>th</sup>, 2021, six teams and their campaign ideas were presented to a panel of judges including the research team, advertisement professionals, and those in the cannabis retail industry. Two teams were chosen to serve as the basis for a future public education campaign on cannabis consumption. In the coming weeks, the research team worked with various stakeholders to hear feedback on the proposed campaign, which includes cannabis consumers, drug policy experts, and those in the cannabis retail industry.

### Phase 3 Launch and Review *(upcoming)*

The last phase of the project will consist of the launching of the educational cannabis campaign and ongoing evaluation to ensure its efficacy.

## 2/Affordable Housing Needs in South Etobicoke

Research is underway on determining issues around the cost of living for low-income and working class citizens, and how can a Community of Practice be created to sustain advocacy efforts to support new models for affordable housing through social policy change. The Principal researcher is Salomeh Ahmadi, faculty at Humber, with partners in the community, LAMP Community Health Centre.

Affordable housing in South Etobicoke has become an urgent issue, with over 25,000 projected units in the city books. This research project is moving into the primary data collection phase in Spring 2021, with student research assistants and outreach workers and few residents, using surveys, focus groups and interviews.

Some achievements to date include a National Housing Day event in November 2020, workshops on: Above Guideline Rents, Housing Rights and Community Benefits, the formation of an Advisory group, presentations to over 40 organizations at the South Etobicoke Community Coordination Plan cluster, and to 43 individuals, a monthly community newsletter, and the launch of a **website** and social media accounts, including **Facebook** and **Twitter**.

Another achievement that was unplanned, as a result of a network with Toronto Community Benefit Agreements, a tool used to leverage social procurement through development projects, a workshop session has inspired an ad hoc residents and agencies group to form on Community Benefits for South Etobicoke.



## PSI Professor, Kerry Watkins, co-authors article on Pathways Forward in Suspect Interviews

Kerry Watkins, Professor in the Protection, Security, and Investigation (PSI) Program at FSCS, co-authored an article in the International Investigative Interviewing Research Group Journal, **II-RP** (Investigative Interviewing Research & Practice), published in April 2021. The article, **Psychological Persuasion in Suspect Interviews: Reid, PEACE, and Pathways Forward** (Page 54), discusses a new information-gathering approach for law enforcement, called the PEACE model.

The article argues that PEACE-based approaches still contain psychological persuasion tactics which are an inherent component of any effective suspect interviewing approach within the current justice system, and there remains a need for a more nuanced and critical discussion of the role of psychological persuasion within suspect interviewing.