

Developing a Social Work Community Centre: An Exploratory and Feasibility Study

A Research Practicum Report

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Abstract

This research project focused on exploring the feasibility of developing a University of Regina Faculty of Social Work Community Centre that would serve as a student learning setting, supply programs and resources to the community, and offer innovative networking and training opportunities with community partners. The identification of social barriers and gaps in services within Regina's community based programs aided in the targeting of community based agencies for the Community Centre to potentially partner with. These agencies have expressed interest in developing and delivering programming within the Centre and would assist in helping to mentor Bachelor of Social Work (BSW) and Master of Social Work (MSW) students. An overview of the structure, procedures and accountability measures are explored, in addition to analyzing the risks and benefits of community partnerships and networking in the development of a Community Centre. By exploring what has been done, what is currently being done, and what isn't being done, the Faculty of Social Work will have a clearer picture of how to create a Centre that will contribute in a meaningful way to their students, partners and community. This report will provide recommendations for consideration by the Faculty of Social Work as decisions are made in determining the feasibility of the development of the proposed Centre moving forward.

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Chapter One: Introduction

The primary focus of this research project was to investigate the feasibility of creating a Social Work Community Centre at the University of Regina. This included exploration around program development and delivery, models of structure, funding and student learning. One of the aims included ascertaining what voids and barriers to services currently exist in Regina. From this learning, the Centre could then develop a mandate that would offer programming and resources to meet the identified needs utilizing Social Work students (both at the graduate and undergraduate level) in the delivery of the programs and services. One primary goal of the Centre was to provide a placement opportunity for student practicums, but the Centre would also focus on delivering services to the community using innovative clinical approaches, build engagement and visibility between the University and the community, create training and mentorship opportunities for social work professionals, and create research opportunities.

In addition, this research project reviewed community networking options and sought out potential partnership opportunities with stakeholders who share common values and serve similar client groups. Through the utilization of a qualitative action research methodology, partner agencies were identified and were invited to provide information about their organizations, to offer advice on community needs, and to suggest program partnership options. These organizations all expressed an eagerness to participate in the development of the Community Centre and indicated that they would be available to help to develop programs, provide student mentorship, and engage in outreach activities. These agencies would also work as liaisons with the Faculty of Social Work to ensure that students were achieving their objectives and competencies while completing their field placements.

This research project concentrated on the potential role of a Community Centre, identified social barriers and needs, explored options for program development and sustainability, examined student learning requirements, and reviewed financial opportunities and restraints. Along with interviewing potential partners in Regina, this research project included data collection from two other Canadian Universities that currently offer university-community programs. This research study explored the feasibility of the creation of a Community Centre and may provide a rationale for the Faculty of Social Work to utilize if the development of a Centre at the University of Regina is to be realized. It is intended that this research provide substantive evidence to demonstrate the value of this type of program and the benefits it could deliver to the community and for student learning within the Faculty of Social Work.

1.1 Practicum Overview

After consultation with my faculty supervisor in July 2015 I prepared a practicum proposal for the Faculty of Social Work leadership to review. I met with the Dean, Associate Dean, and my committee members to discuss the project's scope, as well as its focus, and to develop a timeline for completion. The Faculty of Social Work leadership had been investigating the concept of developing a Centre for some time when I was introduced to the project and was approached to further explore the feasibility of the Centre. The initial steps and meetings with the Faculty of Social Work leadership assisted me in gaining a better understanding of the vision of the Community Centre and helped to develop a plan for the research project. My community professional associate had a vested interest in the research because he worked at one of the potential partner agencies and could offer useful insights and direction because of his familiarity to the project. He was able to share his organization's vision and proposed role in the Centre, and provided guidance throughout the term as the research was underway.

The research I completed focused on exploring models and structures, identified program development approaches, reviewed sustainability measures, explored opportunities for student learning, and studied financial opportunities and restraints for the Centre. A major component of the research included engagement with potential community agency partners and with universities that deliver university-community programs. From these findings, the Faculty of Social Work could reflect on the research and determine whether or not to pursue the development of a Centre.

The research study started with a literature review that focused on exploring three main concepts: 1) community centre models and university-community partnerships; 2) collaborative partnerships and networking; and 3) experiential learning as pedagogy. The Faculty of Social Work leadership team had shared a Community Needs Assessment that was completed in 2015 by a group of Bachelor of Social Work students; their research was done as a component to fulfill requirements of the SW 448 Practicum course (see Appendix A for the list of SW 448 contributors). This original research was utilized to analyze the gaps in service in Regina and aided in determining what community partners to approach for this project. Consultations and interviews were completed with potential partners and the university-community based project leaders in the spring of 2016.

Along with the literature review, interviews and engagement with the community; another aspect of this research included contributions from graduate Business Administration students enrolled in the GBUS/MBA 860 – Managing Change course during the winter 2016 semester (see Appendix B for more information on GBUS/MBA 860 class participants). The involvement with these students allowed this research to explore the feasibility of the Centre from a business perspective. The students worked in groups to develop feasibility assessments

and presented their findings and recommendations back to the researcher and representatives from the Faculty of Social Work for consideration moving forward.

Once the research data was gathered I began working on my research practicum report. In my proposal I stated my intention to have all of my components finished by the end of July 2016, but due to unexpected circumstances my timeline for completion was extended. In October 2016, I completed and passed the presentation requirement of the program.

1.2 Practicum Goals and Objectives

The goal of this practicum was to explore the feasibility of creating a social work focused Community Centre at the University of Regina. This research explored what services were being offered and what needs still exist in the community. By identifying the gaps and barriers to service that currently exist in Regina, this project could provide not only a place of learning for students but offer valuable resources to the community. An objective was set to engage and network with service agencies in order to seek out potential partnerships and to begin building a case for the Centre's relevance.

The research focus for this practicum concentrated on the role of a community centre, and was intended to provide the basis and rationale to embark on the development and creation of a social work Community Centre at the University of Regina. By utilizing the data that is presented in this research, the University of Regina Faculty of Social Work has a comprehensive report that can be referenced if the Centre is to come to fruition.

The learning goals and activities concentrated on community organizations, university-community partnerships, student practicum placements and educational opportunities in practical learning environments. The researcher reviewed structures, frameworks and delivery approaches of services, protocols, policies and strategic planning. The researcher sought to provide answers

and clarity to the Faculty of Social Work leadership so that they could review the concept with additional information and perspectives.

1.3 Relationship of the Writer to the Project

When I was approached to consider this research project I was ecstatic because it combined two of my deepest passions - student learning and community development. For six years I was the Executive Director of an inner-city Community Association. Here, I built relationships with individuals and families and developed programming to assist in addressing barriers our community members faced. This role provided me with a sound understanding of non-profit agency structures, program development and evaluation, inter-personal communication and organizational oversight. Student learning is also important to me because before studying Social Work, I was a student in the Faculty of Education. I believe wholeheartedly in life-long learning and continually push myself out of my comfort zone to explore new ideas and to contemplate challenges and solutions. While at the Community Association I would mentor Social Work students each term because as a practitioner I believe it's important to give back to the profession. This project brought together student learning and community development, both topics that I believe can have fundamental and significant impacts on personal growth, service to the community and contribution to one's field of study.

1.4 Professional Values and Ethics

In the Faculty of Social Work Practicum Manual (2014) it states that, "any practicum requiring participation of human subjects for research purposes must have research ethics approval, in writing, from the University of Regina, Research Ethics Board" (p. 37). Once I had identified the individuals to be interviewed, an ethics application was submitted to the Research Ethics Board (REB) in November 2015. The REB reviewed the application; however,

determined that because the interviews did not include vulnerable individuals, there wasn't any risk to the participants so the consent forms were not necessary. Going through this process was beneficial because it allowed time to reflect on the ethical considerations social workers must contemplate before engaging in any kind of research.

The Canadian Association of Social Workers Code of Ethics (2005a) outlines the values and principles that guide professional conduct. Two of the values that I reflected on throughout this process related to the values of integrity and competence in professional practice. Having integrity in professional practice is important, because as social workers we need to act with honesty; we need to be clear with our expectations, be accountable, and foster professional boundaries. As social workers, we should strive to increase our professional knowledge and skills. This value correlates not only to my own personal growth throughout this project, but the research study itself focuses on increasing one's abilities and competencies.

1.5 Practicum Report Outline

This research project is presented and organized according to the Faculty of Social Work Practicum Manual guidelines (2014). It begins with a literature review focused on university-community centres and programs, student learning in social work, and collaboration, networking and partnership. The next chapter explains the methodology of the research, in this case, Action Research, and chronicles the research process. Following that chapter, the data from the agencies and universities is presented and analyzed. The subsequent section reviews community development and practice, organizational models, and offers the Graduate Business students' findings and assessments. The recommendations and conclusions are detailed in the final chapter.

Chapter Two: Literature Review

Conducting a literature review provided the opportunity to research the existing data on community centres, networking and service-learning pedagogy. These three factors are central to the effective design of a community centre and the establishment of best practices for a university-community partnership. It's important to understand these concepts because they define the primary purposes of the Centre, and will shape the project vision, relevance, and mandate.

These sections examine how universities collaborate with communities and explore how partnerships are formed, while defining their roles and purpose. Exploring these aforementioned items is essential when evaluating the feasibility of creating a Community Centre because each mechanism contributes to the potential outcome of the project. Having an understanding of how university-community partnerships work, and the importance of networking and partnership with service agencies, are foundational components for consideration. Central to university-community partnerships such as this, is the full exploration of effective strategies for the recruitment and engagement of Social Work students in social work skill building, the application of theory and the use of reflective and critical practice.

2.1 What are University-Community Centres?

Community centres are multi-purpose organizations that provide a wide range of interventions and services to the public and most often work with underserved communities and marginalized populations (Jones, Kimberlee, Deave & Evans, 2013; Sanders & Munford, 2006). Typically centres are created to serve a specific community, neighbourhood or population, and to build social and economic development, organizing, social action and empowerment (Cooper, Kotval-K, Kotval, & Mullin, 2014; Fellin, 2001; Teater & Baldwin, 2012). The residents of a

community are connected by their social interactions, and each member has the ability to evoke change and growth within their own environment (Mileski, Mohamed, & Hunter, 2014). Popple (1995) explains that community centres enable capacity building of individuals who are experiencing disadvantages or facing difficult situations, and they support people who are working to improve opportunities in their neighbourhoods. These centres strive to attain better services for residents and provide resources and supports for clients to help build their self-confidence and skills. Community centres can offer programming and services in various modalities and interventions that allow the opportunity to address a wide range of social issues (Sanders & Munford, 2006). There are several successful university-community centres that exist and these projects can serve as models for future centres; they offer an array of concepts, designs and strategies to consider when examining feasibility for potential implementation of new projects.

University-community partnerships are emerging as a way to address challenges facing vulnerable communities. These collaborations focus on building meaningful partnership relationships with an understanding that individuals and communities are inter-related. Finding solutions to these challenges should address both social and economic justice issues and can serve as a meaningful learning experience for students in field placements (Brooks, Wertheimer, Beck & Wolk, 2004). The two university-community centre models that were reviewed as part of this literature review include the Hartland Partnership Centre at the University of Utah, and the Community Partnership Centre at the University of Tennessee. These examples found in the literature identify clear milestones and processes that are highlighted and noted for their ingenuity while illustrating effective university-community alliances that address challenges facing vulnerable communities.

Mileski, Mohamed and Hunter (2014) explain that the Hartland Partnership Centre was established on the west side of Salt Lake City, in 2004 at the University of Utah. The Centre principally serves individuals with refugee or immigrant backgrounds by offering programming to both adults and youth. Through the joint efforts of eight community-based agencies and ten university departments, the Hartland Partnership Centre works to deliver programs that develop community capacity and address the economic and linguistic social barriers that new immigrant and refugee communities face, as well as those families living in generational poverty. Initially, the Centre opened in a three-bedroom apartment complex that housed many new immigrant families in hopes to develop the residents' capacity within their own community. The Centre sought direction and wanted to engage with the residents, so it formed the Hartland Resident Committee. This committee was comprised of ten residents with diverse backgrounds and provided input into programs and acted as community liaisons and cultural consultants. The Hartland Resident Committee works alongside the Steering Committee to help guide partnerships and initiate new supports. By incorporating a partnership that includes the university, community partners, and residents, the Hartland Partnership Centre has seen tremendous success, and in 2014 relocated to a new building where they continue to grow.

In 1994, the University of Tennessee opened an interdisciplinary Community Partnership Centre that focuses on research, and provides service learning opportunities for faculty and students. Rogge and Rocha (2004) describe how the Community Partnership Centre links direct resources into the community to build capacity in an effort to solve social and economic problems. Some of the social issues that are targeted include economic development, homelessness, public safety, education, environmental justice, issues facing at-risk youth and job training. The Community Partnership Centre was initially funded through the United States

Housing and Urban Development Community Outreach Partnership Centres program; a program designed to assist with university engagement, and help embed programs within inner-city neighbourhoods. Their program has developed experiential learning opportunities for students that incorporate organizing, advocacy and lobbying for social justice. These initiatives promote an environment of learning and exchanges between students, community partners and faculty, which helps in examining both the strengths and limitations of community work. The Community Partnership Centre demonstrates that with careful coordination and planning, important mutual benefits can be achieved through the use of university-community relationships.

If a university-community Centre in Regina were to be developed, students would be able to engage with community residents, provide outreach services and address gaps in service by facilitating programs. When exploring a possible mandate and determining what services the Centre could provide to clients, there are several strategies that could be developed using innovative programs that address the complex needs of individuals and families. As participants access the Centre, students in supported practicum positions would have the opportunity to engage in service navigation, advocacy, supportive counselling and to practice other social work intervention skills. Multi-disciplinary services and supports can come together to allow for a holistic therapeutic model to emerge that utilizes a range of intervention approaches.

Developing a university-community partnership approach for delivering the services at the proposed Centre would provide an alternative practicum placement opportunity for students with enhanced connections to the social work curriculum thus allowing for action and reflection within social work practice while achieving a social impact in the community. This type of partnership helps communities to recognize and utilize their strengths and assets, and works to

address the challenges facing their members (Healy, 2012). The Faculty of Social Work has reported an increased strain in finding community practicum placements. The potential development of a Community Centre, which is the focus of this research project, offers innovative ways to ensure that students attain their core competencies in an alternative placement setting. Centres can operate in differing ways and serve numerous functions. Some of the university-community programs that were researched in this study utilized appointments, while others supported participants in a drop-in setting.

Price and colleagues (2013) explain that university-community based partnerships enhance the interconnectedness amongst education, practice, and social justice promotion within the field of social work. This model is appealing because there are joint benefits shared by the faculty, students, and community partners; and it builds capacity. Community practicum placements help student learners to acquire sound intervention skills, carry out community assessments, build relationships with stakeholders, and lobby for change (Rogge & Rocha, 2004). University-community partnerships also build organizational capacity, pool resources, advance knowledge, and provide a more comprehensive approach when offering supports (Hiller, 2013; Marker Feld, 1998). This kind of a university-community based model offers a clear framework for the development of a Community Centre for the University of Regina.

Ultimately, the Centre could provide flexibility in accessing programs and services, encourage community empowerment, and would be an inclusive environment that promotes health and well-being. The initial concepts behind this proposed Centre align with Sanders' and Munford's (2006) description of community centres, in that they can encourage positive self-growth and reinforce productive, positive lifestyles, and supports for their clients. Opening a Centre in Regina would allow for clients to access much needed services, offer a place to

connect with service providers, allow for access to programming and supports, and encourage meaningful engagement between the University and the community. These outreach services provide support for the clients; however they also support student learning and growth, as the students are essential in the service delivery.

2.2 Social Work Education

Placing students within the Centre to complete their practicum placements will provide an environment that encourages growth, reflection and development of skills. Social work is a profession where students build professional competencies through the engagement of supervised practice; this practice begins as a student with the service-learning component in the social work student curriculum that links service in the community to intentional learning activities (Cameron, 2010). The field practicum is a significant element in the learning process that complements the theoretical learning students acquire as they train to become professionals (Lee & Fortune, 2013). In order for a community centre to meet its mutual objective of creating effective student learning opportunities along with creating a positive social impact, it is essential to establish clear learning objectives, required practice competencies and skill development goals for social work students, and to ensure these components are central features in the program design of the centre.

2.2.1 Learning Needs.

The University of Regina Undergraduate Calendar and Course Catalogue states that students are required to complete 21 credit hours of field placement work (2016). These practicums prepare students to make connections between theory and theoretical approaches, and real life experiences (Lee & Fortune, 2013; Royse, Singh Dhooper & Lewis Rompf, 1996). Jacoby (2003) defines service-learning as, “a form of experiential education in which students engage in activities that address human and community needs together with structured

opportunities intentionally designed to promote student learning and development” (p. 3). She goes on to explain that reflection and reciprocity are also key concepts in experiential pedagogy (Jacoby, 2003). This reflective thought is important because students are given the chance to examine their own personal perspectives, bias and values, and can reflect on the short term action as well as examine the larger systems and ideologies that contribute to the situation (Gould & Baldwin, 2004). The practicum placement is a signature pedagogy that unfolds as experiences are encountered and it is one of the best places for student learning to occur.

Students that have the opportunity to complete a community based practicum are able to refine their skills and can appreciate their work with individuals on a micro-level; however, they are also able to analyze the macro aspects of community development and interventions (Mendes, 2009). The practice students have in the community allows them to work actively to gather information, increase their level of responsibility, and build their capacity (Lee & Fortune, 2013; Regehr, Regehr, Leeson & Fusco, 2002).

A Community Centre operated by the University of Regina would enable student learners to have the opportunity to be in a learning environment where they have direct access to real-life issues that they can navigate as they develop and grow into professionals. The students would be able to connect with experienced mentors, and could receive additional specialized training from community partners. Service learning allows for students to think critically and to explore issues and challenges first hand. Edmond, Rochman, Megivern, Howard and Williams (2006) claim that experiential learning is, in fact, the most influential in adult education and that the skills and long-term knowledge students develop are the most meaningful and memorable parts of their formal training. The Faculty of Social Work leadership team is proactively seeking

out alternative placement options for their students not only because it's a requirement as a part of the curriculum, but also because the experience is so valuable.

2.2.2 Teaching Approaches.

The purpose of a social work practicum is to apply theoretical social work knowledge into real-life situations; it is about learning how to help people and then competently following through with it (Thomlison, Rogers, Collins, & Grinnel Jr., 1996). While in a practicum setting, students are supervised by a field instructor. Regehr et al. (2002) explains that the roles of field instructors are fundamental because they help to direct the learning process. These practitioners take on the responsibility of teaching adult learners, and they strive to empower the students to gain autonomy and self-awareness. They go on to share that, during the practicum, students complete a learning contract and develop a set of goals and competencies. The learning contract is developed by the student and relates to the organization, identifies the expectations of the university and the student's expressed learning goals. These goals should be based on the students' needs; however, consideration must also be given to the defined requirements of the school, agency, supervisor and regulatory body (Regehr et al., 2002). The Faculty of Social Work at the University of Regina implements learning contracts and would continue to utilize this method at a Community Centre to monitor students' progress.

In a practicum setting, students have the opportunity to learn an assortment of skills in areas ranging from direct service, advocacy, community organizing, and agency administration (Ishisaka, Sohng, Farewell & Uehara, 2004). The students work towards achieving proficiencies by observing role models within the agency. Lee and Fortune (2013) explain that students who have more direct observation experiences often feel more satisfied and perform better. Field instructors, who are accessible and available, provide students with security and support and

subsequently, productive working relationships are developed (Bogo, 2010). Through this research project, relationships with potential mentors and community partners have been established, which will enable students to have superior guidance as they complete their practicum requirements.

The Canadian Association of Social Workers outlines the responsibilities of supervisors and students in their Code of Ethics (2005a) and Guidelines for Ethical Practice (2005b). These guidelines provide general provisions for supervisors and are directed by specific ethical responsibilities. The Guidelines for Ethical Practice (2005b) explain that mentors will provide knowledge in areas of competence and will supervise students in a fair and respectful manner. They work with students to develop a current understanding of the profession and foster an understanding of ethical practice and responsibilities. Supervisors observe confidentiality and model principles of privacy in addition to setting clear and appropriate boundaries. Students rely on their field instructors, as their mentors, to broaden their perspectives and to provide opportunities for learning and growth.

By establishing and securing professionals in the development of the Centre, and with their input into the delivery of programming, partnerships can be meaningful and serve the community while ensuring that students are meeting their practicum requirements in the field.

2.3 Collaboration, Networking and Partnership

Collaboration and partnership are key factors to a university-community relationship. Bailey and McNally Koney (1996) explain that collaboration and networking have been critical components of organizational sustainability and success for decades, and are often the system of choice. They define collaboration as, “a process through which parties who see different aspects of a problem can constructively explore their differences and search for solutions that go beyond

their own limited visions of what is possible” (Bailey & McNally Koney, 1996, p. 605). They go on to explain that collaborators share benefits, maintain their independence, and that these relationships are reciprocal. The collaboration is done with concerted action where there is a shared common vision, joint structure, and a shared allocation of work, resources and rewards (Bailey & McNally Koney, 1996). Essentially, creating effective collaborations involves building trusting relationships, having shared responsibilities and goals, defining the structure of the partnership, and identifying resources (Backer 2003; Hornby & Atkins, 2000; Sadler et al., 2012).

With funding cuts and budget tightening, non-profit organizations are finding that there is an increased level of competition for financial grants; as a result they are working together with other organizations and universities to explore new ideas, solutions and innovations (Bailey & McNally Koney, 1996; Cooper et al., 2014; Kang, 2010). Establishing partnerships with community service agencies has proven to increase partnership functioning, synergy, and sustainability of programs and attainment of defined program goals. By collaborating, partners can combine their perspectives, resources and skills; which creates a stronger position to offer services, rather than trying to run a program independently (Cramm, Phaff, & Nieboer, 2013).

Generally, partnerships are initiated when there is a need for service or advocacy in the community that can be better achieved in collaboration, and serves as a central strategy for promoting community change (Backer, 2003; Trevillion, 1992). White and Harris (2001) suggest that partnerships require trust that is achieved by accepting the partners’ experience and knowledge, having confidence in one another’s judgement, being respectful of each other’s roles, acting with honesty coupled with a willingness to share information, having a reciprocity of duty

and responsibility towards each other, and respecting the reciprocity of interest in understanding that each partner has uniquely defined goals.

This Community Centre project hinges on meaningful engagement with community partners, and will require a collaborative approach where the partner agencies work to meet the identified needs of clients while striving to meet the student learning objectives. These collaborations can be formal, where there is a joint working relationship that is structured, or less formalized depending on the need and availability of resources. It's important to strategically build these partnerships where there is accountability to the interests of the project, to always endeavour towards breaking down barriers, and to support each other's efforts (Weinstein, Whittington & Leiba, 2003). These university-community partnerships could expose students to different experiences, broaden their perspectives on community issues, and help to develop new methods of learning, discovery and new ways to practice (Maurrasse, 2004). The Faculty of Social Work at the University of Regina has a strong history of community partnerships which will lend itself well to the development of the Centre should it move forward.

The literature reviewed for this project demonstrates how university-community partnerships can benefit participants, partner agencies and embed the university into the community through outreach services. These programs and resources are essential for clients to access, and with the collaborative efforts of engaged networking partners, students can also have the opportunity to learn in the Community Centre setting. Developing a Community Centre with these factors in mind could provide significant opportunities to all invested parties. To further explore the feasibility of this project, community and university interviews were conducted using an action theory model. The methods utilized in this approach to data collection will be discussed in the next chapter.

Chapter Three: Methodology

This research incorporated qualitative methods that included interviews and observations. Qualitative researchers are active participants in the study and their methods focus on listening, data gathering, reviewing information, making observations, and having discussions or interviews with respondents to gain a better understanding of a phenomenon (Faulkner & Faulkner, 2014; Shaw & Holland, 2014). Engel and Schutt (2013) explain that, “qualitative methods are most often used when the motives for research are explanation, description, or evaluation” (p. 21). For this research project, the primary goals were to conduct a review of relevant literature that pertained to this subject area, to create research questionnaires, to conduct interviews with key community leaders and to gather information from other universities who facilitate similar programs. By utilizing survey research techniques, and in some cases, using in-depth interviewing skills, the collection of applicable information was gathered and eventually grounded the assessment and analysis (Monette, Sullivan, Dejong, & Hilton, 2014). Qualitative research is comprehensive and it allows the researcher to attain a deeper understanding of the topic because much of the research focuses on relationships and interaction (Rubin & Babbie, 2014). This study was framed using action research theory which allows for action and reflection. First, this chapter will explore the guiding principles of action research theory; then an overview of the methodology and processes will be laid out as the progression of the research unfolded.

3.1 Action Research

The theoretical approach used in this study was action research. Townsend (2013) explains that action research is an approach initially developed by Kurt Lewin in the 1940's that is concerned with practical problems and developing applied applications to address and

understand the concerns. In the case of this study, the practical problem was the decline in practicum placements within the community. A systematic study of the problem was the first fundamental component in the action research process. The corresponding research, interventions and engagement strategies that built towards the identified goals and analysis of the problem aptly demonstrates the active involvement of the researcher in the research process. Lewin (1946) suggests that the researcher be an active participant working towards the desired change and that the research begins with a general idea or objective. The researcher plans and seeks to fact-find relevant information and gathers data that forms a course of action. In this study, much of the researcher's time was spent refining the methodological tools to suit the exigencies of the situation, and on collecting, analyzing, and presenting data on an ongoing, cyclical basis.

Townsend (2013) explains Lewin's theory further noting that action research requires a particular process in which the action researcher works through a sequence of stages in their inquiry. These stages are identified as: plan, act, observe and reflect. This process for action research incorporates Lewin's "cycle of action and reflection" as a means of social change. Action research is linked by each step in the process and the steps act as guides for the researcher so that they may achieve the desired change. This research study focused on identifying a need for change in the Faculty of Social Work at the University of Regina. By systematically employing the action research approach, the researcher was able to identify the challenge, gather data and ask questions, observe agencies and universities, and reflect on the data results. The plan of action that was consequentially created, sought to improve on the systems that already exist within the Faculty of Social Work and can offer supplementary supports to the existing program. The next step in this process would be to implement the action plan.

McNiff and Whitehead (2006) explain that although the researcher is investigating alone, they are always interacting with participants who are research equals and serve as a validation group. In this research study, participants were identified as potential partner agencies for future university-community projects. Interview data contributed to determining the viability of the project. Throughout the research process, the researcher met with a validation group who consisted of the Faculty of Social Work leadership and committee members. This group was critical to the research because they listened to the evidence that was presented, provided feedback and asked questions to seek clarity and ensure that the research was coherent and believable.

Action research is an approach that is used to develop a change process that causes a direct transformation in an individual or organization. In regards to “social change”, action research can be used to ameliorate challenges or situations. It focuses on solving problems and involves intervention, reflection and explanations (Fern, 2010; Stringer 1999). The action research approach was utilized in this study as the researcher was attempting to answer a specific concern that, when explored, could transform student practicum placements. This project was built around gathering information in order to put forward ideas that the Faculty of Social Work could potentially implement in moving forward with the action component of the methodology. This study then, is a part of the action research process that will potentially be continued if a pilot project is tested. As this research project is only a segment of the action research process, the Faculty of Social Work leadership team will have to determine what the next steps will look like as they reflect and finalize the research process.

3.2 Research Process

This research study was conducted on a part-time basis, beginning in September 2015, and the researcher worked in collaboration with the Faculty of Social Work Dean and Associate Dean, while under the direction of a faculty supervisor. This project's concept was discussed with this group and a plan was derived to explore the feasibility of creating a Community Centre at the University of Regina. This section provides an overview of the concept, identifies the aims and objectives, and highlights the progression and action associated with the study.

The Faculty of Social Work leadership had been pursuing the concept of developing a Centre for some time. The Centre's primary purposes were identified as:

- 1) to alleviate constraints regarding the availability of practicum placements within the community;
- 2) to provide resources, supports and programs that fill service gaps in partnership with community-based agencies;
- 3) to grow the University's relationship and engagement within the community; and
- 4) to provide innovative training and research opportunities for social work practitioners.

Ideally, the proposed Community Centre would act as a *learning centre* that would provide additional practicum options for bachelor and master level students, but would also provide networking and partnership options that would serve the community. Each of these defined purposes could underpin the Centre's future mandate.

The objectives of this research project focused on identifying potential applicable program development approaches, conducting a review of sustainability measures, exploring

opportunities for student learning, and looking at financial opportunities and restraints. Another aspect of the research was to engage and network with prospective partner agencies and to review the approaches taken by other universities that operate university-community programs. From these findings, the Faculty of Social Work could then determine whether or not to pursue the development of a Centre. The initial steps and meetings with the Faculty of Social Work leadership assisted in gaining a better understanding of the vision of the Community Centre and helped to develop a plan for the research project.

Endeavoring to create this type of Centre is a multi-faceted notion that could easily be rolled out in different ways. Through consultation and by gathering relevant information pertinent to the project, the researcher worked collaboratively with the Faculty leadership team and committee members to refine the decision making process needed to move forward. The ideas investigated included analyzing potential organizational structures for the Centre, exploration around program development and delivery, and reviewing funding options. In addition, through this research study, engagement had occurred with community agencies and the initial steps to networking have been established. Potential collaborations with stakeholders who share common values and serve similar client groups have been identified and have committed to the idea of the Centre's establishment.

Initially, this research study began with a literature review that focused on exploring three main concepts: 1) community centre models and university-community partnerships; 2) collaborative partnerships and networking; and 3) experiential learning as pedagogy. During the initial stages of the research, it became apparent that the Centre could proceed in various ways utilizing differing structures and governance models. These options are presented in upcoming

chapters and are evaluated based on applicability in terms of the identified scope and objectives of the proposed centre.

As part of the background information to this research project, the Faculty of Social Work leadership team shared a Community Needs Assessment that was completed in 2015 by a group of Bachelor of Social Work 448 students. These students completed this needs assessment as part of the requirements for completion of SW 448 course, which is one of the practicum requirements for the BSW program. In order to complete this piece of work, the students were asked to research agencies and services that were currently available to vulnerable populations in Regina and to identify inconsistencies in the services available to these populations. This research was used as a starting point to help direct this study and guided the identification of potential partnerships for the Centre. The assessment focused on four population groups – immigrants and refugees, youth, elderly and people with disabilities. Their work acknowledged some of the challenges these population groups faced with accessing resources and services on various levels. From their work, the researcher was able to create a table that outlined the challenges and gaps in service for each of the populations (see Appendix C for more information on the challenges and gaps in service).

After reviewing the 2015 document and completing some additional analysis, the researcher brought forward the following agencies to consider as potential stakeholders: Street Culture (housing, LGBTQ programs, advocacy), Big Brothers & Big Sisters (mentorship), Family Service Regina and Catholic Family Services (mental health and counselling), Regina Open Door Society (translation services, holistic well-being and transitional support), Regina Work Preparation Centre (credentials recognition), Pro-Bono Law Society (social justice, immigration law, equitable access), Canadian Mental Health Association (counselling, skill-

building, community connections), Regina and District Association for Community Living (empowerment, outreach), and REACH (food security programs, life skills). This list of agencies was extensive and was subsequently narrowed down based on need and existing relationships with potential partners.

The faculty leadership team and committee members met with the researcher to discuss and analyze the potential agency engagement list. At this meeting, the group reviewed the agency list and assessed their relevance to the identified needs and their level of correlation to the Centre's objectives; and ultimately the group identified four potential partners to approach. The agencies were: Family Service Regina, Regina Education and Action on Child Hunger (REACH), The Regina Open Door Society and Catholic Family Services. It was important to review what services and supports each agency provided to ensure that the proposed Centre wouldn't be duplicating services. In some instances, the agencies suggested offering similar programs to their existing programs at the Centre to alleviate strain on the existing agency while adding support. The Centre would also focus on providing creative and innovative therapies – including arts based therapies. Essentially, by establishing these relationships with potential partners, the ground work was laid for opportunities to engage with potential mentors and to address imbalances in service. The Centre could also provide skilled professionals the opportunity to transfer knowledge and to be in an environment where programs could be piloted and explored. These initial steps and meetings allowed for this study to focus on a few streams of service moving forward and provided the rationale for the further development of the partnership with the identified agencies.

In January 2016, engagement began with the potential partners and interviews were scheduled. Over the next two months, consultations were held with the Chief Executive Officer

(CEO) at Family Service Regina, the Executive Director at Regina Education and Action on Child Hunger (REACH), and with the Executive Director at Catholic Family Services. Initially, this project also intended to include the Executive Director of the Open Door Society; however, at the time they were experiencing heightened participation with the influx of Syrian refugees and were unable to commit to an interview related to the project due to time restraints.

In addition to interviewing potential community partners, the researcher scanned for Canadian universities that were running similar programs to this proposed Community Centre project. Three university projects were selected because each utilized students in program delivery, had established community partnerships and worked to address at least one social issue or challenge.

The Faculty of Social Work at the University of Manitoba runs The Couples Project; a program designed for couples with a history of domestic violence. The Associate Dean and manager of that project offered insights and feedback on their project. The Dalhousie School of Social Work operates a Community Clinic that utilizes students in practicum placements under the supervision of Faculty staff. In February 2016, interviews were completed face-to-face in Halifax with both faculty directors and coordinators at the Dalhousie Clinic. Information was gathered at the Clinic through individual interviews and in a group discussion. Having this direct access to the Dalhousie Clinic provided a thorough understanding of the Clinic's structure and service delivery model. The Dalhousie Clinic has chartered a path for the creation of social work student learning centres, and their willingness to share their knowledge and experiences contributed significantly to this research. And lastly, the Family Centre in Edmonton was approached because they enlist MSW students in the delivery of counselling services at their

agency but unfortunately, the supervisor's busy schedule precluded her participation in an interview as part of this research.

During the execution of this research study, meetings were held with the Faculty leadership team and committee members to discuss the project scope, interview structure and to evaluate the contributions and delivery of services from potential partners while providing guidance and direction to the researcher. These meetings helped to shape and move this project forward, ensuring it remained aligned with the Faculty of Social Work and University of Regina's strategic plans. These meetings also provided a forum for feedback on the development and planning for the next steps.

Another unique aspect of this research study included contributions from Graduate Business Administration students enrolled in the MBA 860 – Managing Change course during the winter 2016 semester. These students were approached because they could review the Centre's feasibility from a business perspective and add depth to the project's scope and viability. The researcher presented an overview of this research project to the class, and met with the students throughout the semester to provide additional information and to answer questions. The students were given background information on the project and they worked in groups to complete feasibility assessments working throughout the 4 month semester. Each group presented their findings and recommendations for proceeding back to the researcher and representatives from the Faculty of Social Work. Ultimately, the students sought to determine if the development of a Community Centre was a practicable option from a business perspective. It is important to note that all four groups concluded that the Community Centre was a feasible project, and advised the Faculty of Social Work to proceed with the development and implementation.

This research study had numerous components that, when looked at collectively, tell a story. The literature review provided information on relevant aspects of the project, the data from the interviews offered insights on past experiences, and gave suggestions for the Centre moving forward. The consultations with the Faculty of Social Work leadership team helped to shape and guide the research while working to define and carve out a vision for the Centre. The students who provided their insights, assessments, and suggestions were also integral to this study. The research process is a systematic way to gather information, to document what is happening, explore experiences, ask questions, identify problems, offer solutions and provide recommendations (Morris, 2002). The next chapter focuses on data analysis from the community agency and university consultations.

Chapter Four: Data Analysis – Agency Consultations

The proposed Community Centre, which is the focus of this document, envisions working with community partners to facilitate programs, offer training, and fill identified voids in service. By reaching out to these networks and engaging in constructive dialogue, purposeful partnership options were explored and agency programs were discussed. Understanding how these agencies operate, what their mandates are, and who they serve are important facets of this study because the Centre can learn from, and along with, these partner agencies. An exploration of the agencies' histories, programs and structures can help to shape the direction of the Centre and assure there is alignment of ideology and purpose. Along with the agency consultations, the researcher engaged with Dalhousie University, and the University of Manitoba. Each of these universities currently run university-community based programs and agreed to share information about their experiences in order to provide insights, suggestions and perspective (see Appendix D for more information on the participant consent form).

4.1 Community Agency Consultations

After consulting with the Social Work Faculty leadership team and committee members, potential partner agencies were identified. These partner agencies included Family Service Regina, Regina Education and Action on Child Hunger (REACH) and Catholic Family Services. The following section provides an understanding of the agencies' histories, services and structures, and explores the partnership options to be considered in the development of a proposed University Community Centre (see Appendix E for more information on the community partner questions).

4.1.1 Family Service Regina.

On January 18th, 2016 an interview was conducted with the CEO for Family Service Regina. The CEO talked about the long history their organization had in the community, having been in operation for 84 years. Although the agency has progressed over time, their mandate to serve marginalized people has remained the same. Family Service Regina primarily addresses concerns stemming from poverty, violence, isolation, mental health and addictions (S. Pociuk, personal communication, January 18, 2016). Family Service Regina provides counselling, outreach services, domestic and victim support services and teen mom programs. Their general counselling is open to the community and is a fee for service model based on a sliding scale according to income; however, they would never turn away a client who was unable to pay for their service. They also have mandated counselling that they provide to clients who have been referred to Family Service Regina from the Ministry of Social Services. In addition to these services, they offer an employee assistance counselling program which grew out of their counselling program (S. Pociuk, personal communication, January 18, 2016). These services seek to provide marginalized clients with support, education and resources.

Family Service Regina is a registered non-profit agency with charitable status. They are governed by a volunteer Board of Directors which directs the policy of the organization. The board isn't involved with the day-to-day operations of the agency; although it is representative of the community that they serve (Family Service Regina, 2014). Working under a Board of Directors can pose challenges, but the CEO is entrusted to manage the organization and works to ensure that the direction of the organization is followed. They do enlist volunteers to help with some administrative duties; however, due to the nature of their work, they haven't had volunteers provide professional services to clients. The CEO did recognize that students can play a

significant role within the agency, but because they are practicum students they can't offer the same direct service to clients as they are there for learning purposes (S. Pociuk, personal communication, January 18, 2016).

Family Service Regina works with other non-profit agencies, specifically womens' shelters and Catholic Family Services. Often they will evaluate the client's needs and determine where the best fit for service would be and subsequently, will refer the client to that agency if they believe assistance would be more suitable as they are cognizant not to duplicate services (S. Pociuk, personal communication, January 18, 2016). The CEO went on to explain that, "we can't achieve all we want to achieve in the community in isolation, so we definitely do work with other community organizations, and it might not be one of those formal partnerships, but we're constantly referring to one another, supporting other organizations, and looking at that collective impact model, and how we can all work together to achieve something" (S. Pociuk, personal communication, January 18, 2016). This statement echoes the importance of community networking and collaboration.

Inviting student learners into Family Service Regina happens regularly, and is arranged through a few departments and universities. Generally, they pair MSW students with a mature counsellor, and BSW students typically work within a community program focused on domestic violence, teen parenting or art therapy. The CEO expressed excitement when asked if they would partner with the Community Centre and said that they would like to be involved with training students and assisting with a drop-in clinic for people in need of single session counselling services. She also stipulated that many of their counsellors have years of training, and could be used as supervisors to help the Community Centre student learners (S. Pociuk, personal communication, January 18, 2016).

Another option that Family Service Regina can provide to the Community Centre is on-going training for students. Several of their counsellors have specific expertise that they would be willing to share with the student learners, such as Cognitive Behavioural Therapy and addictions counselling. Some of the staff may also be able to teach workshops to other social work professionals at the Centre who have a desire to update their learning and to further develop their professional skills. The CEO did emphasize that engaging and supporting the Community Centre would assist Family Service Regina because they have counsellors who are ready to retire and she doesn't have many MSW students engaged and ready to replace them. Having the opportunity to partner with the Community Centre would enable clients to access much needed services and will help with contingency planning for those counsellors moving on from Family Service Regina (S. Pociuk, personal communication, January 18, 2016).

4.1.2 Regina Education and Action on Child Hunger (REACH).

On January 25th, 2016 a meeting was held with the Executive Director at Regina Education and Action on Child Hunger (REACH) to discuss their organization and potential possibilities for collaboration. The Executive Director explained that REACH is a food security organization that has been operating for 26 years. Their services include breakfast, lunch and snack programs, buying co-ops, Good Food Box and Family Basket, mobile stores, nutrition programs and education, community kitchens, and meal delivery programs for seniors. Currently, they support 18 organizations at 45 locations throughout Regina, including daycares and non-profit agencies, and they have over 160 partner agencies that they work with. REACH also provides support for First Nation communities and for low-income seniors living in poverty (D. Folkerson, personal communication, January 25, 2016). Like Family Service Regina,

REACH works in partnership to deliver their services to clients and utilize networks to build their clientele.

REACH strives to provide nutritious food and educational information for those who are facing barriers. They understand that transportation and costs associated with acquiring food limit access, and have worked hard to develop programs to eliminate these barriers. They have built a relationship with the Ministry of Social Services in order for their clients to leverage access to services and programs, specifically The Family Basket program. This option allows social service recipients to allocate \$30 from their monthly allowance to go towards purchasing fresh food. This program is the only one that is exclusive to individuals receiving social assistance (D. Folkerson, personal communication, January 25, 2016).

The Executive Director explained that REACH is guided by three pillars of service focused on child nutrition programs, food security, and education. REACH works to provide information and resources to participants at basic levels because multiple generations are relying on pre-packaged foods and are not able to cook anything from scratch (D. Folkerson, personal communication, January 25, 2016). They promote learning how to prepare meals, and are realistic with the skill-levels participants may possess when they first begin. Training and community kitchen programs allow the participant to learn how to budget, shop for the best value, and food preparation. This form of education allows REACH to break down the barriers of cost, accessibility and skill-level. Not only does REACH provide food to their clients, but they work to empower, engage and educate as well. This is important to recognize because their programs can help individuals and families on both a short and long term basis.

The organization operates with a diverse Board of Directors composed of nurses, social workers, and business leaders. They can have up to 15 members, but currently have a

complement of 12, and they strive to have one quarter to one half Aboriginal membership. There are over 200 enthusiastic volunteers that assist with various aspects of their programs (D. Folkerson, personal communication, January 25, 2016). Though some non-profit agencies struggle with filling board positions, REACH has a credible reputation in the community which encourages volunteers to become actively involved with the agency.

The organization is accountable to the community and to their funders. Their three major funders are the Provincial Government, the City of Regina and the United Way. Some major corporate funders also aid in supporting the agency. The Provincial Government funds mainly the child nutrition programs where the organization works with other agencies to deliver feeding programs. The City of Regina and the United Way help to support 50% of the operating budget, while the other half is accounted for by the customers. This business model is quite unique and is sustained through a pre-payment system they've implemented. Evaluation of outcomes are done primarily through surveys and carried out by facilitators, or students completing a practicum with the agency (D. Folkerson, personal communication, January 25, 2016).

Partnerships with networking agencies are essential for REACH's success. They are able to run their programs successfully because of their relationships with other organizations, and stated that they are, "truly a partner" (D. Folkerson, personal communication, January 25, 2016). She explained that they are always looking to grow and expand on what they currently offer, whether that's a new Good Food Box site, or an opportunity to offer a cooking class to a group. Much of what REACH delivers is done through working directly with community partners. The partners serve as a direct link to potential customers and clients and help to share information and awareness.

REACH would be pleased to be a partner with the Community Centre and would be willing to run family programs, community kitchens and have the site be a depot for the Good Food Box. They are excited to offer training and host workshops for student learners and they are eager to look at other options for growth. REACH is a local organization; however, the Executive Director also serves as the Chairperson for Food Secure Saskatchewan and sits on two national committees that look at food security issues across Canada. There may be potential for students to work on a broader scale where we are, “looking at food security from a bigger perspective than just Regina” (D. Folkerson, personal communication, January 25, 2016).

4.1.3 Catholic Family Services.

On February 9th, 2016 the Executive Director at Catholic Family Services provided an interview for this study. Catholic Family Services offers a variety of counselling services to individuals, teens, couples and families. They also provide in-home support for families, marriage preparation classes, and a youth mentorship program. Some of their clients are referred directly through social services, while others come from the general public or through employment assistance programs with contract employers (D. Sax, personal communication, February 9, 2016). The organization at the time of the interview had recently acquired a new location and was in the process of transition and growth. In their new space they had planned to offer additional services, including a daycare. Catholic Family Services does have a Board of Directors who provides governance to the agency and it is a registered non-profit organization. Currently they have ten board members who were nominated from the community.

Catholic Family Services used to take social work practicum students from the Faculty of Social Work, but has found that their ability to provide adequate mentorship has been restricted due to funding and time restraints, where the Executive Director acknowledges that, “it’s not that

we don't want to support training; we just haven't been able to for years because of the constraints both in space and in supervision" (D. Sax, personal communication, February 9, 2016). The agency is funded 64% by social services, and receives some additional operational funding from the United Way. They do take donations, have fundraisers and charge a fee for some counselling services in order to cover operational costs. The Executive Director highlighted that there are significant inconsistencies in availability in services and although they can access funding for specific programs, securing dollars for core funding is a challenge (D. Sax, personal communication, February 9, 2016).

The Executive Director spoke about community partnerships and the role that he believes they have within Catholic Family Services and potentially, with the Community Centre. He firmly believes, "that there's a real shortage of multi-disciplinary approaches to things [and] everything's become so specialized" (D. Sax, personal communication, February 9, 2016). What he'd like to see, is the Community Centre adopt a holistic approach that addresses challenges and barriers in a more inclusive way. He mentioned that he'd like to see the project develop a play therapy program and work with community partners to offer innovative options in conjunction with other services and supports. Catholic Family Services does partner with other agencies to offer programs which creates capacity in the community and meets client needs. Often they will work with other United Way funded partners and they focus on networking with family service agencies to explore policy, procedures and organizational issues (D. Sax, personal communication, February 9, 2016).

The Executive Director expressed support for the Community Centre and said that, "definitely, we would be really interested in participating with the university around this" (D. Sax, personal communication, February 9, 2016). Specifically, Catholic Family Services would

support assisting in developing a walk-in counselling program that is accessible to the general public using a collective and collaborative approach. He talked about his experience working in British Columbia with a team that assisted clients using case planning and interventions. They had front-line workers, mental health professionals, doctors, connections to the school, policing systems and worked in a concerted way to provide strategic interventions. He explained that this approach worked “wonderfully” and was effective because there was a whole team involved (D. Sax, personal communication, February 9, 2016). Again, the idea of working collaboratively was embraced and reiterated.

Another aspect that the Executive Director also provided some insight on was sustainability and long-term planning. He talked a lot about the challenges Catholic Family Services faced in trying to maintain and sustain services with funding cuts. Although Catholic Family Services has funding from the government to offer specific counselling services, they haven’t been successful in acquiring additional dollars from the ministry to provide enhanced or preventative programs. These challenges are not new for the agency and highlighted that funding for non-profit agencies is more and more difficult to secure. He advised and cautioned that the Community Centre needs to consider these factors in the planning process (D. Sax, personal communication, February 9, 2016).

4.1.4 Agency Interview Highlights and Discussion.

Financial strain and staff time constraints were common themes among the agencies interviewed. However, there was an overall organizational consensus to allocate available time, contribute program ideas to help develop the concept of the Community Centre, and share potential resources to ensure the Community Centre’s fruition. Although there were questions raised on how the Centre would eventually advance, and concerns raised regarding a duplication

of services, it's essential to note that these programs would be designed to lessen the existing strain (time and financial) on current agencies, complement existing programs and allow partners to combine their resources while working towards a mutual goal. The Centre has an exciting opportunity to develop and implement new and innovative programs with the help of community agencies and student participation. The university has access to professors, student learners and community partners, and all bring their practice, experience and application of service (Dulmus & Cristalli, 2012).

Defining the exact relationship and developing a partnership agreement will be the next imperative step if this project moves forward. Anyon and Fernandez (2007) describe the significance of these agreements and stress the importance of securing long-term commitments from partners. Each agency has an obligation and responsibility to the project and should be included on the program design and implementation. Ensuring that there is shared accountability in conjunction with shared benefits are pivotal factors to consider and identify. Learning from existing university-community partnerships will help guide this process and will supply key lessons in development and sustainability.

4.2 Consultations with Existing University/Community Centre Partnerships

A fundamental piece of this research focused on studying other university projects that had embarked on developing university programs similar to the proposed Community Centre. In a qualitative study, the exploration of analytical data is important when trying to decipher the projects' impact and the corresponding outcomes. In this research study, two university-community project based programs were consulted; at the University of Manitoba and Dalhousie University (see Appendix F for more information on the University Project Interview Questions). By exploring these projects the Faculty of Social Work will have relevant information that can

be referenced when considerations and decisions are being made regarding the execution of the Centre.

4.2.1 University of Manitoba - The Couples Project.

The Associate Dean for the Faculty of Social Work at the University of Manitoba provided information on a project that the faculty runs called The Couples Project on February 23rd, 2016. In the early 1990s, at the University of Manitoba, the Faculty of Social Work along with the Department of Psychology opened an inner city clinic in Winnipeg that served as a training centre for students called the Elizabeth Hill Counselling Centre. The Faculty of Arts had a training centre on campus called the Psychological Service Centre, and the Elizabeth Hill Counselling Centre was a satellite site operating through grants from the Department of Family Services (D. Hiebert-Murphy, personal communication, February 23, 2016). In 1998, The Couples Project opened as new government funding became available to address family violence. The project proposal was put forward by the University after an inquiry was done on a couple who had a history of domestic violence that ended in a murder/suicide; the Associate Dean has run the project since its inception and provides oversight and supervision of practicum students (D. Hiebert-Murphy, personal communication, February 23, 2016).

In 2010, funding changes occurred at the University and the Elizabeth Hill Counselling Centre closed. At this time, The Couples Project moved into a new space provided by the University of Manitoba in the Inner City Social Work Program building. The project was able to sustain its government funding because their program was unique and cost-effective (D. Hiebert-Murphy, personal communication, February 23, 2016). The Couples Project provides couples therapy conjointly, but individual counselling is also available on an as-needed basis. Couples are assessed and screened to ensure that they are appropriate for the service and safety is

emphasized (D. Hiebert-Murphy, personal communication, February 23, 2016). The project is run on a part-time basis and practicum students have to commit to a yearlong placement.

The Associate Dean reports to the Family Violence Prevention Program and supervises one paid staff person, and three to four students per year. Students work with the paid staff member, who has his/her MSW, and they participate in all phases of service delivery. The Couples Project focuses on teaching students assessment skills, crisis intervention, multi-couple group therapy, case consultation and case management (D. Hiebert-Murphy, personal communication, February 23, 2016). The Faculty of Social Work provides assistance with financial management, use of space, and office equipment; the project is also covered under the University's insurance and the Associate Dean has professional liability insurance (D. Hiebert-Murphy, personal communication, February 23, 2016). The Couples Project does not utilize volunteers in their centre at this time.

The Couples Project faced some challenges when the Elizabeth Hill Counselling Centre closed. The project had to relocate and faced some funding challenges because their project didn't see any increases from their primary funder. The Associate Dean advises the University of Regina Community Centre to consider resources when in the planning stages. She said that, "there needs to be a long-term sustainability plan that ensures that funding is in place and that there is a commitment on the part of the university to provide the in-kind supports that are needed to ensure that the goals of the centre are met" (D. Hiebert-Murphy, personal communication, February 23, 2016). The Couples Project is still in operation and offers clinical services to their clients utilizing master level students in their delivery. This model demonstrates a successful university-community partnership that offers valuable services to the community while incorporating student learning initiatives.

4.2.2 Dalhousie School of Social Work Community Clinic.

At the end of February 2016, research interviews were conducted in Halifax with the Directors and staff at the Dalhousie School of Social Work Community Clinic. The organizational structure of the Clinic includes staff, and supervision consists of two faculty members who act as the Directors at the Clinic. One is a professor within their Faculty of Social Work and the other is the Field Co-ordinator. The day-to-day operations are maintained by two Co-ordinators, who are both MSW graduates from the University. They also have an advisory committee and report to the Dean of the School of Social Work. The School itself is a branch within the Health Sciences Faculty.

The Dalhousie Clinic originated from an idea that Directors had been mulling on for the last four to five years in response to the growing gap in service delivery in Halifax. One of the Directors was working at a shelter and he noticed an increase in individuals needing service, but saw that there was no place for them to go, and no one that they could connect with. In addition to recognizing the need in the community for service, they also wanted to offer a better training ground for students who were completing their practicums – one that focused on social justice issues and was anti-oppressive. The vision for the clinic focused on building a better university-community alliance that aligned with the University's strategic plan as well (J. Karabanow, personal communication, February 22, 2016).

The team did some consultation with community agencies and partners to get feedback on the idea and the results were positive. They also consulted with the Dalhousie Legal department to ensure that there were no pressing concerns moving forward with the project (Cyndi Hall, personal communication, February 23, 2016). A potential space opened up that was being offered in-kind and with a bit of seed money from the faculty, they were able to open the

clinic on a part-time basis in June 2014 (J. Karabanow, personal communication, February 22, 2016). In preparation for their opening, they hired a MSW Dalhousie graduate, in January 2014, and she began creating policies and planning for the clinic (S. Oulton, personal communication, February 23, 2016). The principal priority of the Dalhousie Clinic is that it is a learning centre for students where they can interact and advocate for clients using anti-oppressive practice skills (Cyndi Hall, personal communication, February 23, 2016).

The Dalhousie Clinic offers client case-management services, supportive counselling, advocacy, and navigation (J. Karabanow, personal communication, February 22, 2016). One of the Co-ordinators described case-management as something that can look very different from client to client and indicated that some people need help with income assistance or community service; while other people may require help creating a safety plan, or with crisis intervention (S. Oulton, personal communication, February 23, 2016). Students participate in direct practice, case planning, note-taking, interviewing and planning, and there is an emphasis placed on student preparedness (J. Karabanow, personal communication, February 22, 2016). The Dalhousie Clinic operates five days a week now and takes clients by appointment. The clinic moved from the original site in December 2015, to a larger, multi-use building called Veith House (C. Hall, personal communication, February 23, 2016).

BSW and MSW students are supervised by the co-ordinators with assistance from the Directors. The Dalhousie School of Social Work has their students complete practicums for a year, so full-time students are at the clinic three times a week, and rotational students complete two-week intervals (M. Titus, personal communication, February 24, 2016). The co-ordinators sit in on intakes with the full-time student learners and provide support and feedback for them; while rotational students typically just observe the intake sessions (S. Oulton, personal

communicating, February 23, 2016). The co-ordinators manage daily tasks, schedule and organize students and their supervision, enlist in grant writing and take care of the internal administration (S. Oulton, personal communicating, February 23, 2016). The Dalhousie School of Social Work takes care of the larger administrative tasks like payroll and insures the Clinic (C. Hall, personal communication, February 23, 2016).

The Dalhousie Clinic puts a strong emphasis on community partnership and engagement. One Director stated that, “their work is deeply collaborative with the community organization around [them]” and that their work at the clinic was always meant to be interdisciplinary (J. Karabanow, personal communication, February 22, 2016). He went on to say that the clinic wanted to start with a strong social work foundation that was holistic in its support, but they had always intended in bringing in other disciplines as well and are currently working to engage pharmacy students who can provide medication support for their clients. In the fall of 2016, they also hope to have some Occupational Therapy students attend the Dalhousie Clinic to provide supports in a shared manner (J. Karabanow, personal communication, February 22, 2016). The Clinic relies on its community partners for referrals, and they work collaboratively if there is an issue that is supported by their mandate (J. Karabanow, personal communication, February 22, 2016). The Clinic has a broad mandate so that students are exposed to a variety of social issues and challenges and they are meeting the needs in innovative ways (S. Oulton, personal communication, February 23, 2016).

The Dalhousie Clinic is currently being funded by the University and receives some government funding through the Department of Labour and Advanced Education. The two co-ordinators are paid staff working an average of 30 hours a week, but the Directors do not receive any compensation for their work and do not get any deployment time (J. Karabanow, personal

communication, February 22, 2016). The co-ordinators meet with the Directors at least once a month formally to provide updates on the program and funding, but communicate informally on a regular basis (S. Oulton, February 23, 2016). Now that the program has been operational for over a year, the Dalhousie Clinic recognizes that they will need to work on developing some evaluation methods for reporting. One Director explained that they've been "running under the radar", but they report informally to the school and at faculty meetings (J. Karabanow, personal communication, February 22, 2016).

Long-term sustainability is a concern for the clinic Directors and staff. The Dalhousie Clinic has guaranteed funding from the University for two years because there was a vacancy in the department at the university that wasn't filled, so that salary was allocated to the project (C. Hall, personal communication, February 23, 2016). The Directors have applied for over 20 grants but haven't been successful at leveraging that type of support, which they feel is a result of their connection to the University and the misunderstanding that they would have access to "all kinds of money" (C. Hall, personal communication, February 23, 2016). Both Directors expressed concerns around the amount of time that they invest, and time-management that is involved with running the Clinic and always being on-call. If the proposed Centre is to go forward the Faculty of Social Work will have to audit their staffing capacity and availability of resources.

One Director highlighted the importance of buy-in from the University allies and leadership, as well as the municipal and provincial government because securing funding ensures viability. He went on to say that projects should engage media and celebrate their successes publicly – it demonstrates community involvement and brings awareness to the project (J. Karabanow, personal communication, February 22, 2016). The other Director recommends that

projects establish relationships with solid partners and to involve people in power (C. Hall, personal communication, February 23, 2016).

Being able to network with the Dalhousie Clinic aids in this study because they are leaders in the development of this type of program and offered a tremendous amount of information for reflection on the development and feasibility of creating a Community Centre at the University of Regina. They jumped into the creation of their Clinic not completely sure of where it would go; however, they have been able to find success by demonstrating that they are making significant contributions to the lives of people in crisis, and are providing quality learning opportunities for students. Their work is certainly in progress and they are constantly evaluating where they are at and where they are heading. They are working on creating evaluations for their program which will become more formalized as the project grows.

4.2.3 University-Community Interview Highlights and Discussion.

The university-community partnership program interviews offered insights and perspectives on the creation, development and evaluation of community based work. Some of the challenges highlighted echoed concerns raised by the partner agencies, specifically relating to funding and sustainability. After reviewing the data that was collected it seems imperative that initial development stages include relationship building with partners, reaching out to stakeholders, identifying research priorities, developing a strategic plan, vision and mandate, and securing a sustainable funding model (Dulmus & Cristalli, 2012). These programs were both initiated in response to needs that were identified and seek to provide services to address service inequality. The challenges these programs face are ones that the University of Regina Faculty of Social Work leadership needs to consider in order to mitigate the impacts to Centre, the students and participants. Running projects that don't generate income from participant usage can pose

significant financial stress on the organization because there is greater instability. It's important to factor and plan for long-term stability that includes growth; but the Centre needs to consider their scope, practice, programs and delivery in the initial planning stages.

The two Centres that participated in interviews for this research have developed focused mandates and have identified concrete social issues that they address, and that shapes their services. Defining what the Community Centre offers, and to what client groups, will be key elements that contribute to ascertaining the Centre's goals and objectives. An initial step that has been completed already is a community needs assessment. The assessment aided in this research study by providing a glimpse into the availability of resources and noted gaps in services in the community. By defining and narrowing the Centre's focus initially, the Centre may have a greater chance of success and ability to meet set goals and objectives. Figure 1 provides a summary of the services that the partner agencies and university programs offer. This table may help to direct the Faculty of Social Work leadership team as they flush out the Centre's programs and services.

Agencies	Services and Supports					
	Counselling	Advocacy & Referrals	Education & Programs	Students	Volunteers	Gov. Funding
FSR	X	X	X	X	X	X
REACH	X	X	X	X	X	X
CFS	X	X	X			X
Couples Project	X	X		X		X
Dalhousie Clinic		X		X		X

Figure 1 – Agency/University Service Summary

Conducting interviews with potential partners and university-community based project leadership personnel has benefited this study and aided in determining the feasibility of creating a Community Centre at the University of Regina. Their insights, willingness to share

information and partner will help curb encountering pitfalls or disappointments as the Faculty of Social Work embarks on their project. These professionals offered valuable feedback on various models, program development, sustainability planning and lived experiences because they are actively operating. By understanding the process and steps that each project took in order to realize their capacity, the Faculty of Social Work has additional information to consider that will lend itself to the development of the next steps for the creation of their Centre. This study was further enhanced by the research, responses and reflections provided by the Bachelor of Social Work and Graduate Business students.

Chapter Five: Data Analysis – Needs Assessment and Organizational Models

This chapter begins with a review of community needs assessments, and highlights the work done by the four University of Regina Bachelor of Social Work (BSW) students in 2015. These students completed the needs assessment as a part of their practicum requirement for the social work 448 course. The chapter goes on to explore organizational models and considerations with input and suggestions provided by the Graduate Business students enrolled in the MBA 860 course.

5.1 Community Needs Assessment

Teater and Baldwin (2012) assert that program development and planning should emerge from identifying client needs and gaps in service. Social workers can assess community needs using different techniques to gather information such as needs assessments, community consultations, and social audits or by developing a community profile. These techniques help to define the strengths and resources in a community as well as highlight the existing variation in services and involve different levels of community participation (Norris & Schwarts, 2009; Royse & Badger, 2015).

Needs assessments analyze existing data for a specific purpose with little participation from the community, whereas, community consultations have community involvement and provide information or feedback on a specific issue or concern. Social audits differ in that they measure the overall health of the community where benefits and limitations are identified; and community profiles assess the strengths, resources and needs of the community with the input of the community members themselves (Teater & Baldwin, 2012). An initial community needs assessment that was used for this project was completed in 2015 by four Bachelor of Social Work students completing their practicum requirements in the Social Work 448 course. This

original document was used in this research project to review what service gaps exist in Regina. Like most needs assessments, this document provided an overview of support services that existed within a specific period of time (Backer, 2003; Teater & Baldwin, 2012). How this proposed Centre moves forward, and engages and collaborates with the community, is dependent on defining the needs and challenges that currently are present.

Having a clear understanding of the conditions that exist in a community before entering into a partnership can increase the effectiveness of programs by enhancing the connection between the profession, the school, and the community (Bailey & McNally Koney, 1996). Understanding what the social issues were in Regina allowed for purposeful engagement with appropriate partners for this research study. The needs assessment aided and informed the direction of this research study and the data that was collected provided important background information that helped to shape this research.

The BSW students reported on four population groups in their study – immigrants and refugees, youth, elderly and people with disabilities. They identified some of the challenges these groups faced with accessing resources and services on various levels. From their initial work, several potential partners were identified; however, upon consultation with the Faculty of Social Work, it was determined that the most suitable options were to pursue consultative relationships with were Family Service Regina, Regina Education and Action on Child Hunger (REACH), and Catholic Family Services. The rationale that steered the choices revolved around recognizing the potential for collaboration, the agencies' histories and involvement with the community, and prior knowledge and engagement with the Faculty of Social Work. Each of the agency staff members were aware of this project and offered to participate in interviews.

Going through this research and identification process was important because organizations typically don't want to duplicate services. Price et al. (2013) explain that partnerships require assessment and that sustaining these partnerships requires a sound understanding of the resources that are shared, and that a continual negotiation occurs throughout the partnership. Ensuring that the proposed Centre engages with the right partners is an essential step in the development of this process and will be pertinent when determining the parameters of the relationship moving forward.

Gathering this data and information supports this research project, and leads into the work upon which community organizations endeavour. Exploring how community development is practiced and the role it has on clients is an important element to consider. It impacts the feasibility and provides some purpose for the creation of a faculty driven Community Centre.

5.2 Community Development Practice

Community development practice is described by Teater and Baldwin (2012) in four ways – empowerment, networking, advocacy, and building social capital. Participants feel empowered when they are appreciated, heard, respected and provided a sense of independence. Organizations build networks and alliances, whether formal or informal, to increase client opportunities, build skills and knowledge, and to grow organizational capacity. Advocacy aids community development because community workers can use persuasion, representation, negotiation, and bargaining for the community. To overcome social exclusion and to ensure that cooperative relationships are constructed, community agencies network and build meaningful relationships where there is a shared expectation of practice.

Community development practice has an essential role in neighbourhoods because it addresses an array of social issues and offers stable supports for participants. The work benefits the disadvantaged by providing needed services, promoting active participation and

empowerment, and mobilizing the community (Kang, 2010; Mendes, 2009). The work is flexible and responsive to the diverse environments; the programs and supports can be offered in different ways depending on what resources are available at any given time (Kang, 2010). The Community Centre project will serve a broad range of clients, and can make a significant impact on their lives. Determining how the programs are developed and delivered at the Centre are the next considerations to be explored.

5.3 Organizational Models and Graduate Business Student Perspectives

Businesses and organizations function to serve a purpose or to meet a need. In order to gain a business perspective, the Faculty of Social Work leadership team and committee members proposed working with a Graduate level Business Administration class to acquire this specific viewpoint. The students in the class worked on an assignment throughout the semester that explored the development of a Community Centre at the University of Regina from a business perspective. The students' work enabled access to first-hand business perceptions that allowed for new insights and considerations to emerge when analyzing the specific feasibility of this project's development.

The students enrolled in that class were provided with an outline of the concept and consulted with the Faculty of Social Work Dean, Associate Dean, Faculty Supervisor, and researcher early on in the process. There was a real focus on collaboration throughout the term in order to provide adequate direction for the students. The class was split into groups and the groups conducted the research assessments that they would submit to their professor. They were tasked to form recommendations for particular assigned areas, and then presented those options for consideration at the end of the term. These suggestions were reviewed and became another piece of the data that was collected and analyzed in order to assess the feasibility of the Centre.

This data certainly aided in determining the viability and function of the Centre. The following sections explore their ideas, recommendations, and approaches.

5.3.1 Creating a Vision, Mission and Strategic Plan.

All of the student groups identified the need to create a vision statement for the Centre. Lipton (1996) describes an organization's vision as its foundation, and explains that having a strong vision can enhance a wide range of performance measures, promotes healthy change, provides the basis for a strategic plan, motivates individuals and helps to keep decision making in context. When the networking partners commit to assisting with the delivery of services and programs, the vision should be one that they share and can support (Nichols, Phipps, Gaetz, Fisher & Tanguay, 2014; Suarez-Balcazar, Harper, & Lewis, 2005). In order to fulfill that objective, the students suggested utilizing a "guided coalition"; a team of invested individuals, such as, the Faculty of Social Work leadership, professors, and students. The selection process of this group could also include input from the community partners and other vested individuals. Securing this team of professionals would add credibility to the Centre, and can enable decision-making. This group could also work to develop the mission statements and strategic plan.

Strategic plans and mission statements shape the direction of an organization. McDonald (2007) argues that a mission must be clearly stated, and should be developed by a management team. He goes on to explain that a mission serves to satisfy certain needs that are not being currently met, and essentially is a long-term objective. Mission statements describe why an organization exists, defines its purpose and identifies the clientele (Lipton, 1996). If this project is to move ahead, then the vision and mission statements should align with those of the University of Regina and the Faculty of Social Work. The Faculty leadership team and committee members have defined the purpose of the Centre, so building the vision, mission and

strategic plans would stem from the rationale and objectives that have been identified. The students suggested conducting an external scan to survey what skills employers want students to have, what knowledge is lacking in the industry, what research could be funded by governments or companies, and where the deficiencies are in services already offered. By answering these questions the Centre can develop a strategic plan to meet the marketplace needs, and cater to target populations.

5.3.2 Organizational Structure Considerations.

The Centre could be structured in various ways depending on the direction, resources, and scope of the project. The students reported four choices that included a Bricks and Mortar option, a Community Hub, a Hybrid Model, and a Virtual Centre. In addition to studying the way the Centre could deliver their services, the students considered the governance and accountability structures as well. These aspects are reliant on one another, and evaluation of outcomes varies depending on the model selected.

The **Bricks and Mortar option** suggests that the Centre should be developed in an accessible central location where it could function fully on its own. The programs, services, and supports would be delivered out of the Centre, and participants would attend the location to access the resources. This option would require the Centre to secure a location in the community, or to utilize space that the Faculty of Social Work currently occupies. The Center should be close to public transit, easily identifiable, and accessible to the community. The physical space requirements would include a waiting area and reception, sound proof rooms to conduct private counselling, offices and work stations, a large multipurpose room, a child minding room, washrooms, and a kitchen that could accommodate training courses. The potentially high budgetary costs may limit this option, but if the Centre is supported by the

University, some costs associated with the renovations and rent may be offered as in-kind supports.

A unique characteristic of the **Community Hub model** is that it has the ability to grow and transform as the Centre establishes itself. This model suggests that the Hub secure a location in the community, but recommends that only minimal renovations take place initially. As the Centre secures partnerships, becomes known to the community, and additional funding is obtained; the physical space can gradually develop according to the needs and programs. The students suggest that this transformation could take place after the first three years. BSW student placements would provide mobile programming inside, or outside the Hub in collaboration with the community agencies. The primary focus would be on partnership building and building a client base. The Hub could act as a centralized location, but most programs would be offered outside the main location initially. As funding for the Hub progresses and the project grows in scope, then additional space can be acquired or renovated. In the human service field, the term “Community Hub” is typically associated with a Centre that amalgamates services for clients. It, in essence, is a one stop shop for services. In Regina, the Al Ritchie Community has a Community Hub where participants can access the Community Association, local library, food and recreation classes, as well as City of Regina programs all under one roof. This model may be better suited to being called a “Community Outreach Model”, or “Community Satellite Service Model”.

The **Hybrid model** requires a physical space that would house offices, some space for research, meetings, and programs and would act as a home base for students, and staff to work from. This model suggests that the Centre partner with community agencies to facilitate the majority of the programs in the community. The Hybrid model, as presented, resembles the

Community Hub model as both suggest creating a central space to work out of, but that engagement and programming would occur within the partner agency settings.

With technological advancements and access to online tools, two groups reviewed the option of a **Virtual Centre**. This model would be web-based and host virtual offices where individuals would work out of demographically dispersed locations. There would be a need to have a central location where the server would be located. This option would reduce overhead costs associated with acquiring and maintaining a facility, would offer flexibility for students and staff, and is appealing to students from the millennial generation. Some of the challenges that exist include clients having access to virtual technology, the lack of personal interaction, technological disruptions, and challenges providing direct supervision. This method would see students and staff working individually and independently.

In terms of options relating to organizational accountability and oversight, the students presented two primary options. The first possibility was to have the Community Centre act as an independent agency. In this case, the Centre could become an incorporated non-profit agency and would enlist a group of individuals to sit on a Board of Directors. This board would offer guidance relating to policy development, and would make executive decisions. The make-up of the board could include Faculty of Social Work staff, retired alumni, a lawyer, an accountant, and representatives from other human service organizations, as well as community members.

This model would keep the Community Centre at arm's length from the University of Regina and the Faculty of Social Work, which could pose some limitations but offer benefits too. As an independent agency, the Faculty of Social Work may not have the direct input into the policy and program development, or provide as much oversight as needed. This model is

advantageous, however, because there may be a greater possibility to ascertain grant funding, corporate sponsorship, and philanthropic gifts. Please refer to figure 2.

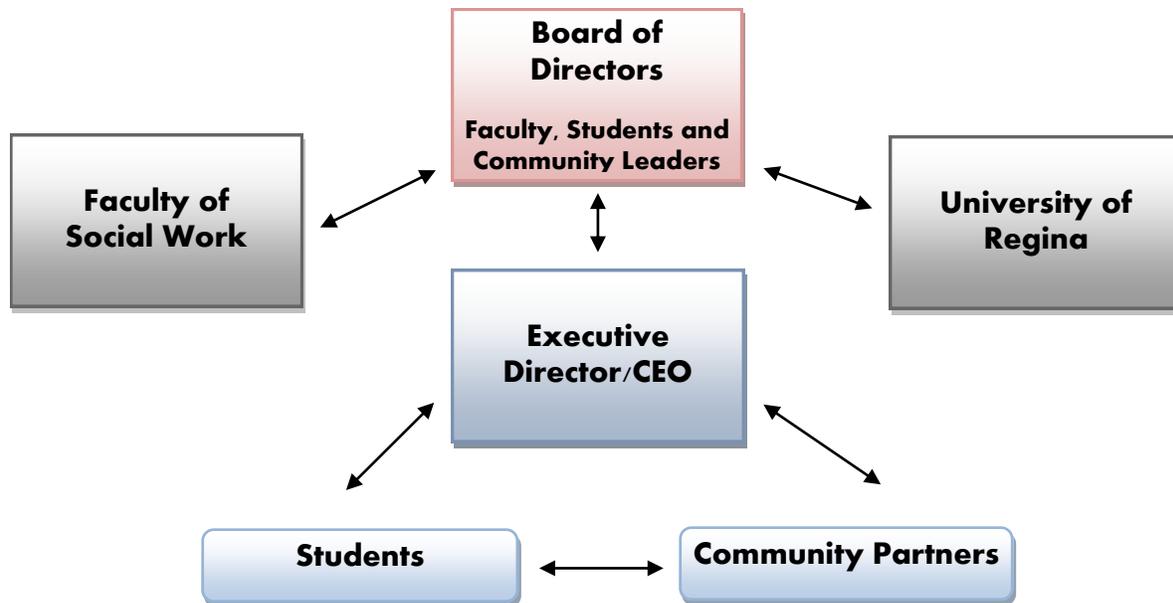


Figure 2 – Independent Agency Model

If the Community Centre were to be kept under the umbrella of the Faculty of Social Work, there would be direct accountability to the faculty and to the University of Regina. As a faculty driven program, the Faculty of Social Work would be able to provide guidance, resources and supports to the staff and volunteers. The Community Centre would be serving vulnerable populations, so it is essential that the staff and students understand the Social Work Code of Ethics and potential liability risks. In this model, there may be more consistent regulatory checks and due diligence shown because of the direct affiliation to the Faculty and set accountability measures. Students and staff would be able to focus on the delivery of programs rather than the administrative and regulatory responsibilities. Figure 3 depicts this type of organizational structure.

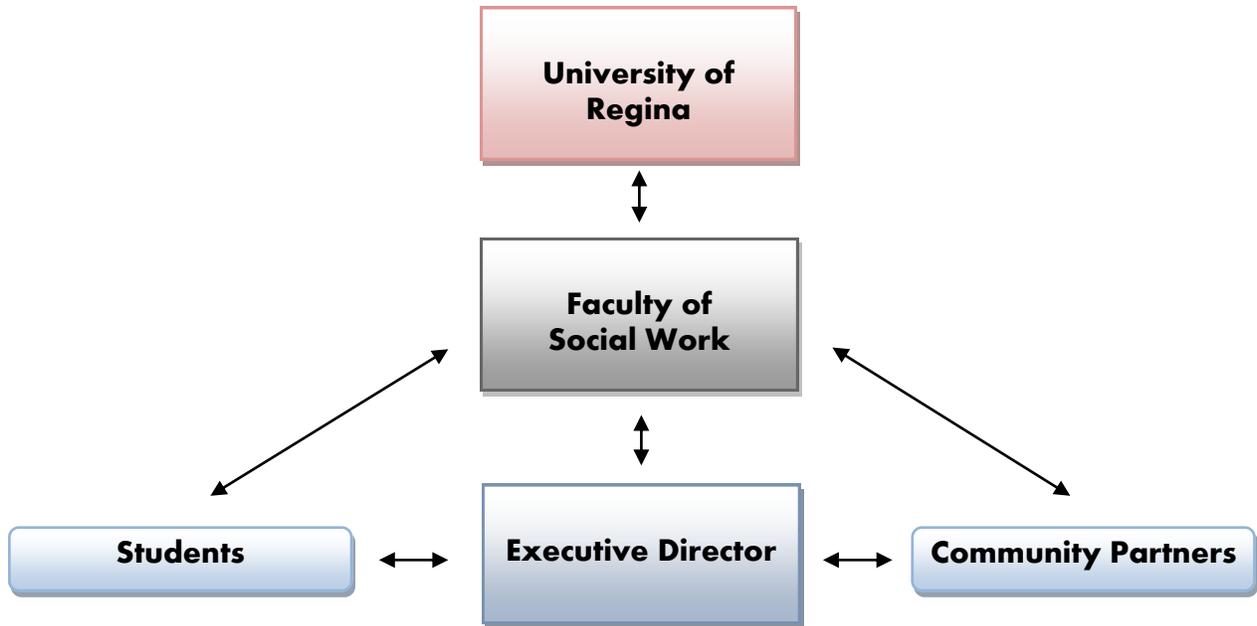


Figure 3 – University/Faculty Based Model

The Graduate Business students had differing opinions on the organizational model and strategies for the roll out of services. The results were split on this aspect whereby two groups believed the Centre should be its own entity, and the other two groups argued that it should remain under the umbrella of the University of Regina. Each of the groups recommended that a Director or Chief Executive Officer be hired to begin looking at policy and development, and suggested that oversight be done by a Board of Directors, or the Faculty of Social Work; depending on the model chosen.

5.3.3 Roles, Responsibilities and Reporting.

Defining the roles and responsibilities at the Centre early on will lay the ground work for developing job requirements and expectations for both the staff and students. Figuring out who is in charge and defining the chain of command for reporting will direct the work of the Centre, clarify accountability and reporting requirements. Some of the groups suggested having MSW students oversee BSW students within the Centre, while other groups had paid staff providing

supervision. Paying attention to the span of control, or the number of people a supervisor can manage, will ensure efficiency and effectiveness. If the span of control is too wide, supervisors will not be able to adequately provide the necessary feedback to the practicum students. Having a clear policy regarding decision-making is also relevant, because the Centre will have to decide who will be setting the parameters and ensuring that they are followed.

5.3.4 Layout and Location.

Layout and location are also organizational considerations because the physical space can determine what services are provided. Most groups agreed that creating a stand-alone centre that housed the project in some capacity would be beneficial. From consultations with the leadership team within the Faculty of Social Work, there may be potential space for the development of the Community Centre at the University of Regina College Campus location. This aforementioned site would be an ideal location if this model is pursued because it is located centrally in Regina, would be easily accessible by foot or public transit, and could be offered potentially in-kind for the project's use. If the Faculty of Social Work were to develop this space, they would need to consider the program space requirements, and should work towards having flexible, shared spaces that can be adapted for multi-use purposes (Britton & Aires, 2014). Having a design that is flexible will allow for optimal use of space for various programming.

An alternative option for the Centre would be to incorporate outreach services and programs in satellite locations throughout the City in collaboration with the community partners. The Community Hub and Hybrid models are examples of this structure and may be appealing to the Faculty of Social Work in the initial stages of development. If the project begins on a smaller scale, there is potential to have pilot programs implemented relatively quickly.

Accessing space within partner agencies may be a challenge; however, once partnership relationships are established, those details could be worked out and solutions realized.

In support of some of these ideas, the Dalhousie Clinic noted the tremendous benefits of having their own centre and equates the acquisition of that space to their growth. Beere, Votruba and Wells (2011) argue that centres can unite people and partners who have common interests and can provide multidisciplinary service to clients. Centres also enable participants to access services, and can aid in the development of meaningful relationships. Creating an actual centre may enable access to external funding, because its' very existence may convince potential funders of the institutional commitment to the work (Beere et al., 2011). Two of the student groups opted for the hybrid model, one for the stand-alone location and the last one didn't make a firm commitment to either option that was presented. If this Centre is going to go ahead, the Faculty may want to consider implementing both options; beginning with a smaller program run in satellite locations, and in time and with planning, can work towards the acquisition of a stand-alone larger Centre.

5.3.5 Sustainability and Funding.

The student groups provided an abundant amount of information on generating income for the Centre, and the need to develop a business case. They maintain that the key to sustainability is in identifying how to provide consistent value to the user in ways that other organizations in the marketplace can't. The core components of the Centre are based on student placements and serving clients, where each aspect exists and is dependent on one another. The Centre needs to ensure that they are providing quality placements for student learners, and that innovative ideas, strategies and methods are being taught. Sustainability can be bolstered by the level of success the Centre achieves in reaching its' objectives. The Centre's contributions can

be evaluated by: a) the number of successful students completing their placements, b) indicators demonstrating marginalized populations have received services and are seeing an improved quality of life, c) partner agencies that recognize a reduction of stress on their programs, and d) identifying if the Faculty is able to provide additional professional development opportunities for social workers.

The Centre will incur a variety of expenditures in the initial development stages, and will have natural operational costs associated with running a business. These expenses could include start-up costs, renovations, equipment, furniture, wages and supplies. In order to balance these expenditures, the Centre needs to develop revenue streams. Funding could be secured through government grants, donations from philanthropists and alumni, corporations, fee for services (potentially from both students and clients), and offering web-based counselling.

The Centre could also generate income by offering short certifications or training programs for social work students, and professionals seeking to update their education. Facilitation of these programs could be done in partnership with the University of Regina's Centre for Continuing Education. There is potential to have faculty, alumni, and volunteers teach workshops. These seminars are a good way to involve other faculties as well, such as, the Levene Graduate School of Business, and the Johnson Shoyama Graduate School of Public Policy. Instead of the Centre incurring costs by hiring consultants, these schools may consider partnering to engage their students in specific projects for credit.

Sustainability and funding are dependent also on the buy-in and commitment from the University. It is important for the Centre to become an institutional priority. Steps that can be taken to build towards this could be achieved by aggrandizing awareness, and networking with

University administration. If the Centre can demonstrate that it is meeting a demand, the longevity projection will proliferate.

Having the Graduate students participate in this project added a tremendous amount of depth to this research study. Their contributions in exploring the Centre's feasibility from a business perspective provided clear options, processes, and insights. Their suggestions moving forward are echoed in the literature that was reviewed, and by the potential partners. They argued that businesses need to have a clear vision and business case in order to meet a need in the marketplace. Their work also highlighted the need to look at generating revenues in order to ensure sustainability. Engaging in a business planning process highlighted the next steps for the Faculty of Social Work to consider including strategic planning, program development, models of delivery, and funding options. These features have been considered in the recommendations discussed in the final chapter.

Chapter Six: Recommendations and Conclusions

After carrying out this research, networking with potential community partners and engaging with universities who have piloted similar programs, it appears that the University of Regina Community Centre is a feasible project for the Faculty of Social Work to undertake and move forward with. However, it is essential that thorough planning is carried out before implementation, and that sustainably measures are considered. The concept and development of this idea stems from the need to train and provide alternative placement options for BSW and MSW students. Experiential and practical learning provides opportunities for students to grow, and make connections between theory and practice by integrating knowledge, values, and skills (Regehr et al. 2002). The proposed Community Centre is essentially a proactive, service-learning centre that would focus on student learning opportunities and the attainment of core competencies, while providing programs and services to the community. Through networking and engagement with partner agencies, the Community Centre would be able to meet rising needs that exist within the community, lower waitlists and corresponding wait times for services from strained NGO's, and provide training and supervision for students. It seems entirely plausible that the proposed Community Centre could even begin on a smaller scale initially to begin development and implementation. Pilot projects could be developed with a fewer number of student learners with supervision from Faculty or a Director. The following section highlights the recommendations derived from the data analysis.

6.1 Recommendations

Although exploration around creating the Community Centre as an independent non-profit agency was considered, the best practice seems to be having the Centre remain under the umbrella of the university and its governance. Fundamentally, the primary purpose and core

components of the Centre relate to student learning and community contribution. Once development of the mandate, mission and vision takes place there should be a focus on creating a strategic plan and business case. These components need to correlate and align with the University of Regina goals and objectives, and the Faculty of Social Work strategic plan. Having the Centre under the umbrella of the University will help build the relationship with the community, encourage outreach and engagement, and provide meaningful services that meet current needs and challenges.

The Faculty of Social Work should consider assigning/recruiting a Director who can begin to develop policies and clearly define the project scope. Another possible option would be to have a current faculty member assume this role with some degree of course release. Defining the organizational structure early on is essential and can help to ensure operational efficiency, innovation, effectiveness and success (McDonald, 2007). The Director, working with the leadership team within the Faculty of Social Work and the partner agencies, could lead the business planning, strategic planning, and partnership development phases.

6.2 Organizational Model

The Faculty of Social Work leadership team has worked diligently to explore opening a Community Centre at the University for the last few years. Their commitment to this concept and diligence in conducting research on the relative issues and potential risks is commendable. Through this analysis, this study has been able to garner a greater understanding of the proposed Community Centre's role, and the potential it has to offer both students and the community. The depth and breadth of the Centre is far-reaching, and has the capacity to incorporate interdisciplinary and holistic services to clients.

Exploring this concept included weighing the options of service, and modes and models of delivery. Questions like, “Could the Faculty of Social Work offer these types of services in an existing setting?”, and “Is a physical space really necessary?” needed to be answered. After consulting with the community partners, and the university-community based projects, it appears that the best option for the Community Centre would be to have a physical space, such as within the University of Regina College Avenue Campus, should space become available. Having an actual home-base creates more options for students, programming, and enables consistent service to the community. It provides recognition and acts as an outreach conduit that links the university to the community. By building a physical space for the Centre, there would be opportunities to provide additional services to clients, and allow space for growth. The Centre could begin offering services initially using the Community Hub or Hybrid Model, and could grow as it becomes more rooted in the community and within the university culture. Eventually, the Centre would have the capacity to be a multi-use facility – one that offers counselling, programming, food security programs, and professional development training.

6.2.1 Program Delivery Model.

At this point, it is still unidentified what specific services the Centre would deliver and to which population. During the business and strategic planning phases, this will be determined and will shape the vision, and mission statements. It is known that the agency partners who participated in this project have all agreed to continued participation, so there is some sense of potential program options. The Faculty has noted that they would like the Centre to be a place where practicum students can complete their experiential learning addressing a broad range of social issues, and with a commitment from these partners it is evident that the variety of potential services will address numerous social barriers. Choosing a delivery model that reflects aims and

objectives will be an important step, and one that will have to work best within the context of the delivery environment.

Initially, the Faculty of Social Work leadership indicated that they would like to pilot the project with 10 BSW students. Reflecting on this now, and looking at the research, scaling that number back initially may provide a more focused approach, and would ensure that supervisors are allotting adequate time to the student learners. The initial group of full-time students could assist in building the framework and foundation of the project with the guidance and supervision of the Director. Once standards of practice and student expectations and competencies have been identified the Centre can certainly grow to accommodate many more BSW and MSW students. Looking forward, the Faculty of Social Work may also want to incorporate rotational students who could visit the Centre as a supplementary component of their full-time practicum field work.

The Community Centre can provide students with a forum to practice their skills and link their pedagogical theory to practice, all while having direct mentorship, modeling, and demonstration from experts in the field. The Centre can be a place of innovation and integration where clinical research and experiences can be studied and explored (Tsai & Ray, 2011). By nurturing these partnerships in a genuine way, the Faculty of Social Work can build on past-practice, assess changes that are necessary, and offer meaningful support to the clients.

The Centre has an opportunity to offer multi streams of service to meet varying needs and fill service disparities. It may be advantageous to initially start with a single stream of service or program, and then grow to add the supplementary streams. This may mean that initially the mandate is broader while finalization of partnership roles, supervision, and programs commences. The streams of service could include counselling, immigration and refugee

supports, case-management and additional innovation or modality programs. Please see Figure 4 for reference to how the streams could be laid out.

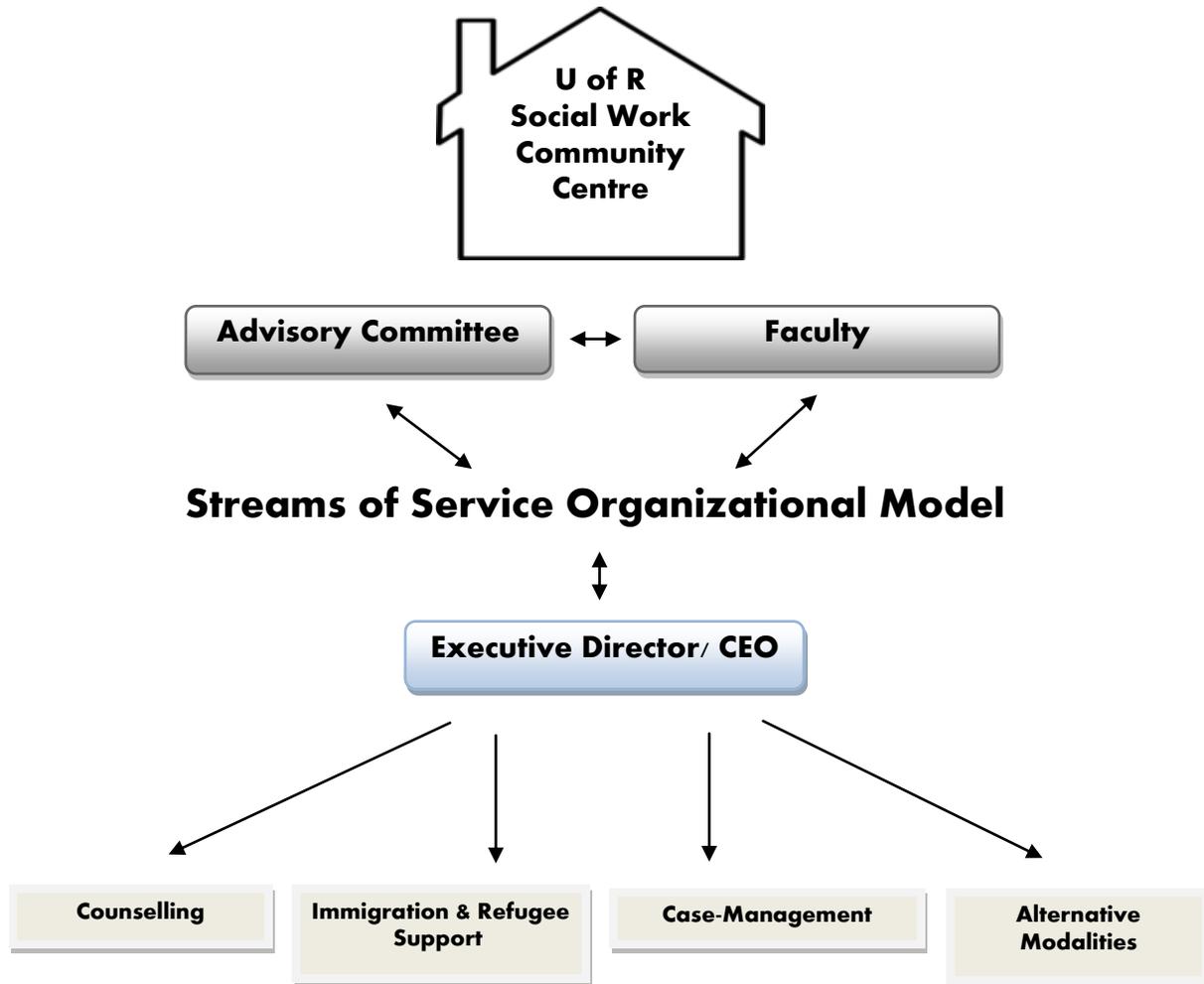


Figure 4 – Streams of Service Organizational Model

One potential service stream for the Community Centre is counselling, which is an area that has been deemed a need in Regina as noted by both Family Service Regina, and Catholic Family Services. While the Faculty of Social work provides generalist social work practice instruction, a key area of competency building for MSW students is to enhance clinical counselling skills, and the centre could be a resource to current curriculum in this regard. Both

of these service agencies have offered to assist in developing a drop-in counselling program. The Centre may want to initially allocate specific drop-in counselling times during the week to meet the rising needs of clients. The potential partnerships with these agencies lend themselves well to accommodating MSW students; where these students would focus specifically on acquiring counseling and therapeutic skills. The Community Centre could engage initially with Family Service Regina as an opening partner because they have expressed a keen interest in participating, and have advised that they are equipped to develop a program straightaway. The Centre may want to use this stream as a pilot project utilizing a satellite location initially in order to see the program get up and running quickly.

Another potential service stream relates to immigration and refugee programs, which are in high demand in Regina. From the data compiled in the needs assessment, there is a clear demonstration of highly strained services. This fact was reinforced in this research when the Open Door Society was unable to participate in this study due to an increase in need for their services. Recently, the Faculty of Social Work began a pilot project called the, “Refugee Settlement Program for Children and Youth”. The project was facilitated by BSW practicum students while under the supervision of faculty members, and was delivered in partnership with the Regina Open Door Society. The program provided a safe place for Arabic-speaking refugee children to play, learn, and interact with other children and youth. Two sessions were offered last spring/summer, and they were deemed to be a tremendous success. This program directly relates to the Community Centre’s objectives, and it would be an excellent example of an innovative program that should be incorporated into the programming plans moving forward for the Community Centre.

Offering case-management, advocacy and navigation to clients allows students to practice intake interviews, complete case-notes, and become familiar with community services and agencies. Case-management and navigation strategies focus on eliminating barriers, and assessing the client's needs. From this assessment, the case-manager arranges, coordinates, monitors, evaluates and advocates for services to address the client needs while utilizing a strength based approach (Browne, Darnell, Estes Savage & Brown, 2015; Darnell, 2013). The Dalhousie Clinic has always operated with this model of service, and doing so has allowed them to meet individual client needs, while gathering information on current challenges and crises that people in their community are facing. From this compilation of data, they can then develop specific, targeted programming that meets the rising concerns facing the majority of the clients who are requiring additional services. These interventions could be managed through appointments; however, clients may also be able to meet with the Centre's staff and students on a drop-in basis as well.

The last stream of service could be alternative modalities and innovations. This stream focuses on offering diverse programs that are lacking in the community, or within other agencies. The Centre could test and pilot emerging practices, for which funding is typically more difficult to acquire, which would connect students to new innovations in social work practice. This may be the most distinctive and essential stream of service, because it sets the Centre apart from other agencies. This aspect recognizes the importance of risk-taking, and embraces emerging theories and practices. The Centre is an ideal environment to test and evaluate these innovations while advancing students' capacity.

Arts based therapies and programs are innovative prospective programs the Centre could pilot for individual clients or groups. These practices use forms of action to stimulate or unlock

other methods to communicate, rather than focusing exclusively on cognitive oriented work (Kelly & Doherty, 2016). Art therapy is dynamic, and through art making, clients are encouraged to create and actively participate in their own treatment. Ugurlu, Akca, and Acarturk (2016) explain that clients can express their emotions and thoughts in a personal way through therapeutic art practices. They note that sometimes individuals have difficulty articulating their emotions in words, but art making allows for expression using other means. Through participation in recreational activities, individuals can develop their personal narratives and allows them to tell, or retell their stories (Kelly & Doherty, 2016).

When participants successfully complete creative activities their mental, moral and physical well-being can improve, and these accomplishments tap into capabilities, and creative competencies that might have gone underutilized if these creative outlets weren't explored (Kelly & Doherty, 2016; Ugurlu, Akca et al. 2016). Clients develop their skills through action, where they actively create the outcome, and the product of their work is concrete. If practitioners were to rely solely on cognitive forms of interventions, then full expression of a problem may not be fully realized, but by incorporating creative, art-based activities in therapies, clients will be able to have alternative avenues for expression (Kelly & Doherty, 2016).

Social Work as a profession can benefit from investing more into the development and usage of arts based therapies, because these strategies allow for expression through alternative modalities (Moxley, 2013; Sinding, Warren, & Paton, 2014). The Centre can provide a place to develop arts based therapies, and student learners can be encouraged to explore emerging methodologies and theory. Art can help people heal and cope, it can provide avenues for individuals to tell their stories, transmit their narratives and convey messages; art is emotional,

and can assist people in overcoming barriers, and brings people together through expression and identifying common themes (Moxley, 2013).

Recently, the Faculty of Social Work has appointed an Artist in Residence. This individual will be working closely with the faculty to incorporate art into theory, teaching and therapy. If the Centre were able to engage with the Artist in Residence collectively, there is potential to develop meaningful programs that serve clients in a unique way where practicum students would have the opportunity to utilize diverse art forms with clients that showcase stories of resilience in those who have experienced some form of marginalization. Students are encouraged to take risks while in practicum, and the Centre should encourage the development of new ideas and programs based on innovative research. This stream of service will allow the Centre to offer a broad spectrum of programs to serve a wide range of participants.

6.2.2 Governance and Accountability

Ultimately, embarking on the further advancement of the Community Centre has the potential to connect the university to the community, to create meaningful networks with partner agencies, and to provide a structured learning environment for social work students. This project is important, and if it were to move forward, the Faculty of Social Work leadership needs to consider a sustainability plan to ensure that the Community Centre can maintain itself long-term. One aspect the Faculty of Social Work may want to consider is the creation of a guiding coalition, advisory board, or a stakeholder planning committee to help guide the strategic planning and direction of the Centre. These types of committees bring together individuals with a range of perspectives and experiences. They can offer resources, expertise, and information which will help to ensure that there is a comprehensive understanding of needs and interests (Britton & Aires, 2014). This board could be comprised of community leaders, faculty, experts

in diverse fields, and students. Attention must also be given to the chain of command and reporting protocols.

6.2.3 Strategic Alignment.

If the Faculty of Social Work can clearly link the Centre's goals to the vision of the University of Regina, they should have a solid foundation to justify the Centre's creation to the University leadership. It is essential that the institution share the belief that community practice and research is vital for students, and can add valuable contributions to the broader community (Anyon & Fernandez, 2007). The University of Regina has identified strategic priorities in their publication "University of Regina Strategic Plan 2015-2020" that align with this project – specifically, their objectives focus on student success by creating environments that challenge and stimulate learning, achievement, personal growth, academic success and career readiness. They have identified that having an innovative and intellectually active research community that supports the expansion of boundaries of knowledge, which has a meaningful impact at home and beyond, is important. And, they encourage a commitment to the community by having passionate students, alumni, staff and faculty who embrace the responsibility to serve and engage the diverse peoples and communities in the pursuit of well-being and pride of place (2015). The Faculty of Social Work has used these same objectives to develop their own strategic goals which support institutional consistency and direction.

6.2.4 Community Partnerships.

All three agencies that participated in this study were excited to work with the Faculty of Social Work on program development, and have offered suggestions on potential partnership ideas. The agencies have all expressed a commitment and willingness to participate with the Community Centre in some capacity. Rather than offering only programming, the Community

Centre may want to consider a more general case management philosophy where the Director works with students to develop a pedagogy that focuses on addressing a variety of client needs. From this work, the Faculty of Social Work can develop programs and services with their community partners to begin alleviating some of the strain they may be experiencing, as well as offering additional complementary programs.

By utilizing the established partnerships within the Community Centre, students will have access to numerous opportunities for learning and academic achievement. There are several options for the Centre in the area of service delivery, determining what types of programming to provide, staffing, and supervision. The Community Centre can operate using a service delivery model that meets the needs of individual clients, but can also be open to drop-in participants and offer various innovative programs that are not currently available in the community. Ultimately, these decisions will be derived from a robust planning process considering these findings, recommendations, and next steps.

6.2.5 Funding Model.

Information gathered through this research has shown that there are two clear financial paths that the Community Centre could take. First, if the Centre is kept under the umbrella of the University, the Faculty of Social Work will be able to highlight the Centre's innovation as a leading training centre for students. This Centre has the ability to give students a chance to learn and grow in the field in a very deliberate way. The Faculty of Social Work can offer a variety of experiences for students – both formal and informal in this type of setting, which will help build students' awareness, and allow them to gain practical experience in the field. The Faculty of Social Work will be involved with developing the policy and structure so they can ensure that students will be able to meet standard competencies, and acquire tangible and transferable skills

at the Centre. Core funding for the Centre may initially come from the faculty, and potentially the university, but long-term planning to generate and sustain a steady flow of financial resources will need to be determined.

The other funding options may be considered if the Centre were to become an incorporated non-profit agency. Although the Faculty of Social Work could maintain some connection to the Centre and may be able to provide some seed funding, if the Centre was its own independent entity they would primarily be accessing funding through leveraging grants. These provisions could be used to conduct research, or to provide a service. Organizations can access three types of grants- research, government or private. Although this may appeal to the Faculty of Social Work, the grant-writing process can be a huge undertaking, and funds are not typically guaranteed (Monette et al., 2014). If the Community Centre was an arm's length agency to the University, it could be argued that access to government funding may be easier; however, from my interviews, I didn't see this emerge.

Although some funds have been earmarked by the Faculty of Social Work for the development of the Centre, the Faculty of Social Work may want to meet with the university leadership team and President to lobby for continual core funding. Additional dollars may also be leveraged through grants and government ministries for specific programs, research or service. If the Centre spends time constructing a business plan they can set specific financial targets, and plan strategies to reach those goals. Some suggestions to ponder are fundraising projects, sponsorship and professional certification training seminars. The Graduate Business student reports all highlighted funding as a key component to feasibility and sustainability in their business plans, and are certainly factors that will need to be negotiated and intentionally studied.

6.3 Conclusion

The Faculty of Social Work at the University of Regina has recognized that finding quality field placements for BSW and MSW students is becoming more challenging. To address this issue, the leadership team began to conceptualize the development of a Community Centre. Now, having explored the impact of community centres, the value in collaborative work and the benefits of service-learning, the Faculty of Social Work can feel assured moving forward with implementing the Community Centre.

Research shows that using planned strategic approaches, community centres can provide multi-purpose services that promote healthy behaviours and well-being (Jones et al., 2013). The Centre can provide a comprehensive learning opportunity for BSW and MSW students, and incorporate multidisciplinary approaches. By collaborating with community partners, students will be provided with mentorship, supervision, and support. With further development, the Faculty of Social Work will be able to engage with other faculties to develop innovative programs and policy that will complement the vision of the Community Centre.

The concept of this proposed Centre aligns with the Faculty of Social Work's mission statement as well as the strategic direction of the University of Regina. These factors are important to recognize in order to ensure that if implemented, the Centre's mandate matches that of the Faculty of Social Work, as well as that of the University.

This project has demonstrated how working with community networks and partners aids in program planning, delivery, and service to the community. Ishisaka et al. (2004) suggests that when universities and communities work together, there can be a profound impact on the lives of individuals, while advancing the university's mission and purpose. University-community partnerships have tremendous potential for creating a space for innovative research, supporting

community transformation, and can serve as a training ground for the next generation of community leaders as well as leaders in academia (Anyon & Fernandez, 2007).

Upon completion of the feasibility analysis, and outlining the benefits of a University based Community Centre, the next step to successful implementation is to develop a clear vision, mission and mandate for the organization. Once the guidelines have been solidified, a business case, and strategic plan can be developed prior to engaging University Leadership and securing administrative support. Further to this, the next phase would include plans to organize an advisory committee, secure a project location, establish personnel requirements, hire a director, engage with partners, implement program design and policy development, followed by student placements, program assessment and outcome evaluations (see Appendix G for more information on the Community Centre Implementation Plan).

This framework may serve as a guide for the Faculty of Social Work to use to develop a work plan, and time-line for the Centre's development. At this point, it seems that a remarkable opportunity exists for the University of Regina, and the Faculty of Social Work. This study, the student work, and data collected, all support the further development of this project and to explore the tremendous opportunities it may convey.

There is clear evidence and frameworks found in the literature that can lead progressive design for effective university-community service delivery partnerships through the engagement of social work students. This research has shown that these partnerships enhance education, and practice, and can provide exceptional services to meet client needs. The Faculty of Social Work has an opportunity to engage in the development of such a Centre, and with astute diligence to planning, design, foresight and sustainability, this Centre could be a tremendous success.

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Appendix A

Social Work 448 – Community Centre Research Practicum Contributors

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Appendix B

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Appendix C

Community Needs Graph

Challenges & Gaps	Population	Youth	Immigrants/ Refugees	Elderly	People with Disabilities
Discrimination		X	X	X	X
Housing		X			X
Social Justice		X			
Transportation		X	X		X
Hunger		X	X		
Mental Health		X	X		
Communication & Language			X		X
Culture & Social Connection		X	X		X
Unemployment/Underemployment		X	X		X
Transitional Supports			X		X
Childcare			X		
Inclusive Programming			X		X
Outreach			X		X

Note: Although the BSW 448 research initially identified four focus populations the data in the report didn't address issues associated with the Elderly.

Appendix D**UNIVERSITY OF
REGINA*****Participant Consent Form*****Project Title:**

Developing a Social Work Community Centre: An Exploratory and Feasibility Study

Researcher:

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Purpose(s) and Objective(s) of the Research:

- ❑ This research will identify social barriers and gaps in service delivery of community based programs in Regina and will offer program development alternatives that will provide learning and training opportunities for social work students while under Faculty supervision.
- ❑ This research will identify the ways in which community networks and partnerships aid in program planning, delivery and service to the community.
- ❑ This research will provide an overview of the required development of policies, procedures and accountability measures to be considered by the Faculty of Social Work at the University of Regina as they proceed in developing and implementing a university/community counselling support centre.
- ❑ It is intended that this research will be able to deliver substantive evidence that demonstrates the value of this type of program and the benefits it could garner for the community and student learning within the Faculty of Social Work.

Procedures:

- ❑ You will be asked to participate in a semi-structured interview, in which you will be asked questions regarding your project/agencies development and implementation process, program delivery and evaluation/outcome approaches. The interview should last between 30 – 60 minutes.

- ❑ The interview will be conducted by Gloria Patrick, the principal investigator and student researcher for this MSW practicum research project.
- ❑ The interview will take place at a location that works best for you (e.g., interviewee office, or over the telephone).
- ❑ The interview will be audio recorded for transcription purposes and will be treated in the same professional manner as other information pertaining to this study. Audio files will be transferred from the audio recorder to a password protected USB key following each completed interview and then will be deleted from the audio recorder.
- ❑ Participating in this study is voluntary and you can withdraw at any time without explanation. If you withdraw, you will have the chance to also remove your data from the study until March 2016, after which time some dissemination may have occurred, and it will not be possible to remove all data which originated from your interview.

Potential Risks:

- ❑ There are no known or anticipated risks to you by participating in this research.

Potential Benefits:

- ❑ This research and information will enrich the learning and training experience of the researcher.
- ❑ This research will promote reflective dialogue and the development of relevant insight for both the practicum student (Gloria Patrick), and the Faculty of Social Work at the University of Regina.
- ❑ This research will facilitate the development of collaborative community networks, and the development of mentorship supports and opportunities.
- ❑ This research will create valuable knowledge that can be transferred and incorporated into the planning and development of a university/community centre at the Faculty of Social Work at the University of Regina.

Confidentiality:

- ❑ Any information that is obtained in connection with this study that could identify you will remain confidential and will be disclosed only with your permission.
- ❑ Only the researchers involved will have access to the data you provide. All data will be stored and kept secure by Gloria Patrick (i.e., password protected USB key, locked filing cabinet, password protected computer and computer files) until completion of the project (July 2016). At that time, the data will be removed from the electronic devices of Gloria Patrick, and will be transferred to the electronic devices of Dr. Nuelle Novik (Academic Supervisor). All data will be securely stored and password protected by Dr. Novik.
- ❑ Please be aware that if you agree to be interviewed, direct quotations from your responses may be included in the final report and will be publicly available. However, no specifically identifying information (ie. name) will be used in the report or written material that is connected to this research project.

- ❑ There are several options for you to consider if you decide to take part in this research. You can choose all, some or none of them. Please put a check mark on the corresponding line(s) that grants me your permission to:

1. I grant permission to be audio taped: Yes ____ No ____

Storage of Data:

- ❑ Audio files will be transferred from an audio recorder to a password protected USB key following each completed interview and then deleted from the audio recorder.
- ❑ Audio recordings will be stored on a password USB key. Interview transcripts will be stored on a password protected computer.
- ❑ Upon completion of this research project, all data collection materials will be erased and deleted from USB devices and computers belonging to Gloria Patrick (MSW student) and transferred to the possession of Dr. Nuelle Novik with the Faculty of Social Work at the University of Regina. All data collection materials will be secured and password protected while in Dr. Novik's possession, and will be deleted and destroyed after 5 years.

Right to Withdraw:

- ❑ Your participation is voluntary and you can answer only those questions that you are comfortable with.
- ❑ You may withdraw from the research project for any reason, at any time without explanation or penalty of any sort.
- ❑ Your right to withdraw data from the study will apply until all data has been collected (March 30th, 2016). After this date, it is possible that some form of research dissemination will have already occurred and it may not be possible to withdraw your data. If you choose to remove your data, please contact the researcher and upon discussion, all relevant data will be destroyed.

Follow up:

- ❑ The researcher will provide you with access to an electronic copy of the research project final report once completed if you so wish.

Questions or Concerns:

- ❑ Contact the researcher(s) using the information at the top of page 1.

Consent

Your signature below indicates that you have read and understand the description provided.

I have had an opportunity to ask questions and my/our questions have been answered. I consent to participate in the research project. A copy of this Consent Form has been given to me for my records.

_____	_____	_____
<i>Name of Participant</i>	<i>Signature</i>	<i>Date</i>
_____	_____	
<i>Researcher's Signature</i>	<i>Date</i>	

A copy of this consent will be left with you, and a copy will be taken by the researcher.

Appendix E

Community Partner Questions

- 1) Can you tell me about your organization, and the role of your organization in the community?
 - Are there paid staff? If yes, how many, and what are their roles?
- 2) What service gaps does your agency try to address and how were these needs identified?
- 3) How is your organization structured and governed?
 - Do you have a board of directors?
 - Who is your organization accountable to?
- 4) What types of specific programs do you offer and how are they funded?
 - How do you evaluate or measure the outcomes of your programs?
- 5) How does partnership and networking contribute to reaching positive outcomes for your organization?
- 6) Does your organization utilize volunteers currently?
 - If yes, how do they contribute to the advancing the mission of your organization?
- 7) Do you currently maintain partnerships with other agencies?
 - If yes, can you tell me about those partnerships and their importance to your agency?
 - What kinds of programs/services do you partner on?
- 8) Has your organization ever hosted student learners (practicum students)?
 - If yes, what was their role?
 - How were they supervised and evaluated?
 - How many practicum students would you typically engage with in a one year period, and what are their discipline areas (ie. social work, nursing, human justice)
- 9) The University of Regina, Faculty of Social Work is considering opening a collaborative university/community counseling support centre. Would your organization be open to partnering in this project in some way?
 - What types of programs/services would you be interested in engaging in?
- 10) Do you have any other information that you'd like to share with me that we haven't covered?

Appendix F

University Project Interview Questions

- 1) Can you tell me about the history of your university/community project/program centre and how it originated?
 - Who built the project/program and how was the mandate and mission of this project developed?
 - How did you identify the needs/gaps in service in your community?
- 2) What kinds of services do you offer participants/clients?
 - What specific programs have you offered and how successful were they?
 - How are your project/program outcomes measured and evaluated?
- 3) How is your project/program structured and governed?
 - Do you have a board of directors?
 - Is there any paid staff? If yes, what are their roles?
- 4) Do you have accountability measures in place?
 - Who reports on behalf of the project/program?
 - What procedures are in place for overseeing each of the roles at the centre?
- 5) How is your project/program funded?
 - What would a budget year cost your project/program?
 - What expenses does it typically incur?
 - What type of insurance do you carry?
- 6) What community partnerships have you established?
 - Can you tell me about the role they play in the centre?
 - How has this networking benefited the centre's development?
- 7) When students engage with the centre to complete practicum requirements, can you tell me about the work they engage in?
 - How many students do you accommodate for practicum placements per semester? Per academic year?
 - What social work practice competencies are the students striving to attain through their work at the centre?
 - How do you structure the mentorship and evaluation of the students?
- 8) Do volunteers have a role at the centre?
 - If so, how do they contribute to the success of the centre?
- 9) Can you tell me about some of the challenges you faced and continue to face?
 - How did you address these challenges?

- 10) What advice would you give to other universities who are pursuing the development of a university/community collaborative project/program similar to what you currently offer?
- 11) Is there any other information you'd like to share with me?

Appendix G

Community Centre Implementation Plan	
Action	Comments
1) Develop a clear Vision, Mission and Mandate	The Faculty of Social Work leadership should be facilitating these discussions. The vision, mission and mandate will guide the Centre's development and provide the scope of the project.
2) Develop a Business Case and Strategic Plan	The business case defines the need for the services. Strategic planning sessions could also take place at this step through engaging a consultant, or could be put on hold until a Director is hired to help organize and plan the meetings.
3) Engage University Leadership and Secure Administrative Support	The Dean and lead faculty members can reach out to the University of Regina Administration to achieve buy-in for the project and lobby for funding.
4) Assemble an Advisory Committee	This committee can be comprised of faculty, community leaders, students and other professionals.
5) Secure a Project Location	The Centre will need to have a physical space where staff and students can work. This may be a temporary location, or be satellite locations throughout the city until a permanent location is secured.
6) Establish personnel requirements	Determine what staffing structure best suits the needs of the centre. Develop role description/job Description for a Director Role.
7) Hire a Director	The Director will begin moving the project forward in a tangible way – engaging and reporting to the faculty.
8) Engage with Partners	The Director should reach out to the identified partner agencies and begin to develop partnership agreements.
9) Program Design Development	The Director or a commissioned individual should begin developing frameworks for each of the streams of service. They should identify the inputs, activities, evaluations and outcomes.
10) Policy Development	A Policy Manual should be created for the Centre. The Director can work on this item as well as creating internal documents for use (intake forms, participant registration forms, program evaluations).

11) Student Placements	Students may be placed with the Centre's Director at Step 7 to assist with policy development and program design.
12) Program Assessment and Outcome Evaluation	This could be completed by the Director, advisory board and students.