|  |  |
| --- | --- |
| **Behavioural Application** | **For Internal Use Only** |
| **UnivRS Internal ID:**  **Date Received:** Click here to enter a date. |

**Part 1: Key Information**

|  |
| --- |
| Title\*: **Zambian and Congolese Immigrant Parenting in Canada**  Level of Risk: \* Minimal risk  Expected Start Date: \* 2022-12-12  Expected End Date: \* 2023-04-28  If applicable, explain why this application is time sensitive: |

**Applicants**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Principal Investigator**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Name:** | **NSID:** | **Email:** | **Phone:** | **Organization (Department):** | | **Dr. Ulrich Teucher** | **UCT823** | **ulrich.teucher@usask.ca** | **3069662529** | **Dept. of Psychology & Health Studies, Arts & Science** |   **Student(s)**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Name:** | **NSID:** | **Email:** | **Phone:** | **Organization (Department):** | | **Amos Kalonji** | **amk405** | **amk405@usask.ca** | **Use only institutional phone numbers in the application and appendices** | **Dept. of Psychology & Health Studies, Arts & Science** |   **Primary Contact**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Name:** | **NSID:** | **Email:** | **Phone:** | **Organization (Department):** | | **Amos Kalonji** | **amk405** | **amk405@usask.ca** | **3069662529** | **Dept. of Psychology & Health Studies, Arts & Science** |   **Secondary Contact**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Name:** | **NSID:** | **Email:** | **Phone:** | **Organization (Department):** | | **Dr. Ulrich Teucher** | **UCT823** | **ulrich.teucher@usask.ca** | **3069662529** | **Dept. of Psychology & Health Studies, Arts & Science** | |

**Sponsor(s)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Sponsor:** | **Pending / Awarded** | | **NA** |  | |

**Agency(ies)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | This project is funded: \* | Yes  No | | The funding supporting this project will be administrated at the University of Saskatchewan: | Yes, complete Part A  No, complete Part B |   **Part A: For Grants and Contracts administered by the U of S:**  Project Application(s) Directly Associated with the Fund(s) Supporting this Project.  Specify the UnivRS internal ID# (for pending grants or contracts):  Project(s) Directly Associated with the Fund(s) Supporting this Project  Specify the UnivRS internal ID# (for awarded grants or contracts):  **Part B: For Grants or Contracts not administered by the U of S:**   |  |  | | --- | --- | | **Agency:** | **Pending / Awarded** | | **NA** |  | |

**Location(s) Where Research Activities Are Conducted**

|  |
| --- |
| Enter every location where this research will be conducted under this Research Ethics Approval: \* **University of Saskatchewan**  Country(ies):\* List all countries where you will be conducting your research under this Research Ethics Approval. **Canada**  If this project will be conducted within schools, health regions, or other organizations, specify how you will obtain permission to access the site. Submit a copy of the certificate or letter of approval when obtained. **A library study space will be booked online by the student researcher for the purpose of the research**  If you do not plan to seek approval, provide a justification: **Both the student researcher and the supervisor are members of the University of Saskatchewan and do not need permission to book an available library space.** |

**Other Ethics Approval**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | This project has applied for/received approval from another Research Ethics Board(s) \* | Yes  No |   If 'yes', identify the other Research Ethics Board(s): |

**Conflict of Interest**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Confirm whether any member of the research team or their immediate family members will:   |  |  | | --- | --- | | Receive personal benefits over and above the direct costs of conducting the project, such as remuneration or employment: \* | Yes  No | | Receive significant payments from the Sponsor such as compensation in the form of equipment, supplies or retainers for ongoing consultation and honoraria: \* | Yes  No | | Have a non-financial relationship with the Sponsor such as unpaid consultant, board membership, advisor or other non-financial interest: \* | Yes  No | | Have any direct involvement with the Sponsor such as stock ownership, stock options or board membership: \* | Yes  No | | Hold patents, trademarks, copyrights, licensing agreements or intellectual property rights linked in any way to this project or the Sponsor: \* | Yes  No | | Have any other relationship, financial or non-financial, that if not disclosed, could be construed as a conflict of interest: \* | Yes  No |   If yes was answered to any question(s), explain the personal benefit(s) and how the conflict will be managed: |

**Part 2: Project Overview**

**Project Overview**

|  |
| --- |
| Summarize this project, its objectives and potential significance: \* **The primary purpose of the research is to train the student-researcher in the methods of behavioural research. The proposed study also aims to learn from the experiences of Zambian and Congolese parents in Saskatoon, Canada. I seek to learn what it is like to be a Zambian or Congolese immigrant parenting in Canada by exploring Zambian and Congolese immigrant parenting approaches, attitudes, challenges, and benefits, if any, that come with parenting in Canada. Additionally, I seek to examine the impact of the Canadian cultural context on Zambian and Congolese immigrant parenting in Canada.**  **This study may serve the benefit of raising awareness of some of the challenges Zambian and Congolese immigrants’ parents face and, simultaneously, learning from their subjective experiences on how they deal with the challenges.**  Provide a description of the research design and methods to be used: \* **The proposed methodological approach is a qualitative focus group study. The proposed data collection method is an in-depth group interview, which will involve semi-structured interview questions that guide the interview and allow flexibility for both the interviewer and the interviewees to explore supplementary points. Open-ended interview questions are the proposed method to generate desired data. The open-ended questions topics include *Parenting Orientation,******Parenting Styles, Host Country Context, Parenting Modification, Parenting Contribution,* and *Parenting Support*.**  **The interview will be recorded with informed consent from participants.** **Audio-recording a focus group is necessary because just taking hand-written notes of a conversation cannot be but selective, excluding data from some participants, and creating injustice in participants’ capacity to participate in the research**. **Recording the audio will help the student researcher focus more on listening to the participants. After the interview is done, the student researcher will write down notes of his reflection or observation of the interview. The interview recording will later be transcribed to allow for easy data analysis.** |

**Duration and Location of Data Collection Events**

|  |
| --- |
| Outline the duration and location of data collection for the following, if applicable:  Audio/Video Recording(s): Approximately 90 minutes at the University of Saskatchewan  Ethnography:  Focus Group(s): Approximately 90 minutes at the University of Saskatchewan  Group Interview(s):  Home Visit(s):  Individual Interview(s):  Non-Invasive Physical Measurement(s):  Participant Observation:  Questionnaire(s):  Secondary Use of Data or Analysis of Existing Data:  Other: |

**Internet-Based Interaction**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | Confirm whether this project will involve internet-based interactions with participants, including e-mails: \* | Yes  No |   If a third party research or transaction log tool, screen capturing or website survey software or masked survey site is used, describe how the security of data gathered at those sites will be ensured:  Describe how permission to use any third party owned site(s) will be obtained:  If participants may be identified by their email address, IP address or other identifying information, explain how this information will remain private and confidential: **The student researcher will delete all participants' email addresses from the records by April 28, 2023 when all work has been completed.** |

**Anonymity and Confidentiality**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | Confirm whether participants will be anonymous in the data gathering phase of the project: \* | Yes  No |   If 'No' was answered to the previous question, explain how the confidentiality of participants and their data will be protected, and include whether the research procedures or collected information may reasonably be expected to identify an individual: **Before and after the focus group sessions, the student researcher will emphasize that participants should keep the specifics of what happened during the research private. Although the student researcher will use direct quotes from the focus group, all quotes and data will be provided under a pseudonym, and all personally identifying information, such as the names of any participant mentioned, will be erased.**  Identify any factors that may limit the researchers’ ability to guarantee confidentiality:   |  |  | | --- | --- | | Limits due to the nature of group activities, such as a focus group where the project team cannot guarantee confidentiality: | Yes  No | | Limits due to context: individual participants could be identified because of the nature or size of the sample: | Yes  No | | Limits due to context: individual participants could be identified because of their relationship with the project team: | Yes  No | | Limits due to selection: procedures for recruiting or selecting participants may compromise the confidentiality of participants, such as those referred to the project by a person outside the project team: | Yes  No |   Other confidentiality limits: |

**Risks and Benefits**

|  |
| --- |
| Explain the psychological, emotional, physical, social or legal harms that participants may experience during or after their participation: **No above-minimal risks of any kind.**  Describe how the above risks will be managed. If appropriate, identify any resources to which they can be referred:  Describe the likely benefits of the research that may justify the above risk(s): **There are no benefits** |

**Part 3: Community Engagement**

**Aboriginal Peoples and Community Engagement**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | Aboriginal communities, peoples, language, culture or history is the primary focus of this project: \* | Yes  No | | Aboriginal people will comprise a sizable proportion of the larger community that is the subject of research even if no Aboriginal-specific conclusions will be made: \* | Yes  No  Not Applicable | | There is an intention to draw Aboriginal-specific conclusions from this project: \* | Yes  No | | This project will involve community-based participatory research: \* | Yes  No | | There will be a research agreement between the researcher and community: | Yes  No | |

**Aboriginal Engagement and Community-Based Participatory Research**

|  |
| --- |
| If 'yes' was answered to any of the above questions, complete the following:  Outline the process to be followed for consulting with the appropriate community: **NA**  Describe the organizational structure and community processes required to obtain approval within the specific community(ies): **NA**  Describe any customs and codes of research practice that apply to the particular community(ies) affected by the project: **NA**  Describe how the research plan will consider mutual benefit to the participating community(ies), support capacity building through enhancement of the skills of community personnel and the recognition of the role of elders and other knowledge holders: **NA**  Describe how the community representatives will have the opportunity to participate in the interpretation of the data and the review of research findings before the completion of any reports or publications: **NA**  Describe how the final project results will be shared with the participating community(ies): **NA** |

**Part 4: Recruitment and Consent**

**Participant Recruitment**

|  |
| --- |
| Indicate the expected number of participants and provide a brief rationale for the number: \* **Approximately 6-8 participants because data analysis may be extensive, and the research is time sensitive. The target study population is one group of Zambian and one group of Congolese immigrant parents in Saskatoon Canada.**  Describe the criteria for including participants: \* **The target study population is Zambian and Congolese immigrant parents in Saskatoon, Canada.**  Describe the criteria for excluding participants: \* **Non-Zambian or Congolese immigrant parents in Canada.**  Provide a detailed description of the method of recruitment, such as how and whom will identify and contact prospective participants: **The recruitment method for this research study will involve using social media platforms, specifically Facebook groups. The student researcher will contact one member of the Zambian community and one member of the Congolese community who a**re **members of the relevant Facebook groups. These individuals will be asked to share the research poster in the Zambian and in the Congolese Facebook groups, respectively. It is important to note that the individuals whom the student researcher will ask to share the poster will be members that do not hold any leadership positions within the communities. The student is not a member of these Facebook groups.**  **In addition to using social media, the research will be advertised through physical posters at the Open-door Society and the Global Gathering Place with permission from these organizations. This will help to reach individuals who may not be active on social media.**  **Those interested in participating in the study may contact the student researcher or the supervisor using the contact information provided on the posters. Please find in Appendix F two sample emails that I will send to one member from each cultural community, to ask them to post an invitation poster on their community Facebook groups.**  If the project involves vulnerable, distinct, or cultural groups, or if the project is above minimal risk, describe the research team's experience or training in working with the population: **The student researcher is a member of both cultural groups in the proposed study and was raised in the same cultures as the participants who will be participating in the study, so the researcher understands what is culturally appropriate and inappropriate.**  Explain any relationship between the researchers and the participants, including any safeguards to prevent possible undue influence, coercion or inducement: \* **The only foreseeable relationship is that of coming from a similar cultural background or that there is a possibility that some participants may have met the student researcher at community events (unlikely since the student researcher last attended a community event about four years ago).**  **The safeguards that will be put in place to prevent possible undue influence, coercion, or inducement are as follows: The student researcher will not ask anyone personally to participate in the study but will share the study posters with one member of the Zambian and one member of the Congolese community for them to post the study poster with other members of their communities via social media platforms such as Facebook groups. The study poster will also be shared with the Global Gathering place and the Open-Door Society, to put up the poster, and anyone interested in participating in the study will contact the student researcher, using the contact information on the posters. Hence the student researcher will not be in personal contact with anyone for recruitment purposes.**  **All prospective participants will be informed of their freedom to decide whether to participate in the study or not and that they can leave at any moment without suffering any adverse effects.**  **The prospective participants will also be informed about possible risks or benefits to inform their discussion to participate in the study.**  Provide the details of any compensation or reimbursements offered to the participants: **NA** |

**Consent Process**

|  |
| --- |
| Describe the consent process: **Participants will be informed in detail about the study's purpose and procedures at the beginning of the focus groups. They will also be informed that only non-physical practices of disciplining children will be discussed.  Participants will then be given a consent form that they will be asked to read and sign. A copy of the consent form may be found in Appendix B. The student-researcher will also answer any questions that participants may have about the study before proceeding.**  **Participants will be debriefed verbally and given a written debriefing form once participation is complete. A copy of the debriefing form is attached (Appendix E). Participants can access a copy of the final report by contacting the student researcher or the supervisor.**  **This is qualitative research with no transcript release. Participants will be debriefed verbally and through a written debriefing form once participation is complete. A copy of the debriefing form is attached. Participants can access a copy of the final report provided upon request.**  Specify who will explain the consent form and consent participants: \*  **The student researcher**  Explain where and under what circumstances consent will be obtained from participants: \* **Consent will be obtained before participating in the research study at the location where the research will occur.**  Describe any situation where the renewal of consent might be appropriate and how it may be obtained: \*  **Renewal of consent might be appropriate if there are new possible risks or benefits not communicated to the participants that might impact their willingness to participate in the study. The consent can be obtained by verbally communicating the new risk or benefits to the participants and giving them written consent to read and make their decision freely with no negative consequence if they choose not to participate.**  **Consent will be obtained before participating in the research study at the location where the research will occur.**  If deception of any kind will be used, justify its use, describe the protocol for debriefing and re-consenting participants upon completion: \* **There will be no deception**  If any of the participants are not competent to consent, describe the process by which their capacity or competency will be assessed, identify who will consent on his/her behalf (including any permission or information letter to be provided to the person or persons providing alternate consent), as well as the assent process for participants: **NA**  Describe how and when participants will be informed about their right to withdraw, including the procedures to be followed for participants who wish to withdraw at any point during the project: \* **The consent form indicates that participants have the right to withdraw from the study at any time and for whatever reason without penalty. After signing the consent form, participants will be reminded of their right to withdraw. Participants will be informed that their participation is voluntary and that they can participate in only those discussions that they are comfortable with. Participants will be informed that they may withdraw from the research project for any reason without explanation or penalty of any sort. Should they wish to withdraw, participants may leave the focus group meeting at any time; however, data that have already been collected cannot be withdrawn as it forms part of the context for information provided by other participants.** |

**Part 5: Security and Storage**

**Data Security and Storage**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Identify the research personnel responsible for data collection: \* **The student researcher**  Specify who will have access to raw data, which may include information that would identify participants: \* **The student researcher and faculty supervisor.**  Describe the data storage plans, including the arrangements for preventing the loss of data: \* **Data will be stored temporarily electronically on a laptop with Microsoft data encryption and password-protected file. As soon as possible, data will be uploaded to the university of Saskatchewan's secure data storage system (OneDrive) to prevent data loss and for better data security. Only the student researcher and faculty supervisor will have access to the data.**   |  |  | | --- | --- | | Confirm whether the Principal Investigator will be responsible for data storage: \* | Yes  No |   If no, specify the reasons and indicate who will be responsible for data storage:  Specify how long data will be retained: \* 5 years minimum as per University of Saskatchewan Guidelines  If other, specify duration and provide justification: **Data will be stored for five years minimum because there is an intention to publish the data. Physical data, such as consent forms, will be stored in a locked filing cabinet in the office of the supervisor at the University of Saskatchewan, and digital data will be stored on one drive by the supervisor.**  Explain how the collected data is intended to be published, presented, or reported: \* **The data will be used as the basis for a course's research paper, presentation and/or conference poster assignment. The data may also be published in an academic journal and/or presented at a professional conference.**  Describe the final disposition of research materials: \* **Destroyed beyond recovery**   |  |  | | --- | --- | | State whether data will be transferred to a third party: \* | Yes  No |   Organization(s) where data will be transferred: **NA**  Indicate how data will be transferred to the third party: Choose an item.  If other, please specify: **NA** |

**Part 6: Declaration of Principal Investigator**

|  |
| --- |
| By submitting this application form, the Principal Investigator (PI) attests to the following:   * the information provided in this application is complete and correct. * the PI accepts responsibility for the ethical conduct of this project and for the protection of the rights and welfare of the human participants who are directly or indirectly involved in this project. * the PI will comply with all policies and guidelines of the University and affiliated institutions where this project will be conducted, as well as with all applicable federal and provincial laws regarding the protection of human participants in research. * the PI will ensure that project personnel are qualified, appropriately trained and will adhere to the provisions of the Research Ethics Board-approved application. * that adequate resources to protect participants (i.e., personnel, funding, time, equipment and space) are in place before implementing the research project, and that the research will stop if adequate resources become unavailable. * any changes to the project, including the proposed method, consent process or recruitment procedures, will be reported to the Research Ethics Board for consideration in advance of implementation. * will ensure that a status report will be submitted to the Research Ethics Board for consideration within one month of the current expiry date each year the project remains open, and upon project completion. * if personal health information is requested, the PI assures that it is the minimum necessary to meet the research objective and will not be reused or disclosed to any parties other than those described in the Research Ethics Board-approved application, except as required by law. * if a contract or grant related to this project is being reviewed by the University or Health Region, the PI understands a copy of the application, may be forwarded to the person responsible for the review of the contract or grant. |

**Document(s)**

Please provide a list of documents that are being submitted along with this application: e.g. Consent forms, questionnaires, interview questions, data collection sheets, recruitment materials.

Appendix A: Appendices list

1. Appendix A - Appendix list
2. Appendix B - Information Posters
3. Appendix C - Focus Groups Consent Forms
4. Appendix D – Instruments
5. Appendix E – Debriefing forms
6. Appendix F – Sample emails

Appendix B: Informational Poster

(Zambian Community)

**Are you a Zambian immigrant parenting in Canada?**

**Would you like to share your parenting experience with other Zambian parents and hear about their experiences?**

**Refreshments and snacks will be provided.**

If you answered yes to all these questions, we invite you to participate in a qualitative health studies research project. The research involves a 90-minute audio-recorded focus group. The focus group will be conducted in a room at the University of Saskatchewan that will be booked for this purpose, and refreshments and snacks will be provided. I would like to ask you some questions and would be grateful if you would share some of your experiences and opinions about being a Zambian immigrant parent who is parenting in Canada.

**If you are interested in participating in this research project or have any questions, comments, or concerns, please contact me at (306)-371-8929 or through my e-mail:**[**amk405@mail.usask.ca**](mailto:amk405@mail.usask.ca) **and I would be very happy to answer any questions!** **You can also contact my supervisor: Dr. Ulrich Teucher (**[**ulrich.teucher@usask.ca**](mailto:ulrich.teucher@usask.ca)**). The Department of Psychology and Health Studies Research Ethics Committee has reviewed and approved this research project on ethical grounds.**

(Congolese Community)

**Are you a Congolese immigrant parenting in Canada?**

**Would you like to share your parenting experience with other Congolese parents and hear about their experiences?**

**Refreshments and snacks will be provided.**

If you answered yes to all these questions, we invite you to participate in a qualitative health studies research project. The research involves a 90-minute audio-recorded focus group. The focus group will be conducted in a room at the University of Saskatchewan that will be booked for this purpose, and refreshments and snacks will be provided. I would like to ask you some questions and would be grateful if you would share your experiences and opinions about being a Zambian immigrant parent who is parenting in Canada.

**If you are interested in participating in this research project or have any questions, comments, or concerns, please contact me at (306)-371-8929 or through my e-mail:**[**amk405@mail.usask.ca**](mailto:amk405@mail.usask.ca) **and I would be very happy to answer any questions! You can also contact my supervisor, Dr. Ulrich Teucher (**[**ulrich.teucher@usask.ca**](mailto:ulrich.teucher@usask.ca)**). The Department of Psychology and Health Studies Research Ethics Committee has reviewed and approved this research project on ethical grounds.**

Appendix C

**Focus Group Consent Form: Zambian Parenting in Canada**

**Researcher:** Amos Kalonji, B.A & Sc. (Hons.) student, Department of Psychology & Health Studies, University of Saskatchewan. E-mail: [amk405@usask.ca](mailto:amk405@usask.ca)

**Supervisor:**Dr. Ulrich Teucher, Department of Psychology & Health Studies, University of Saskatchewan. E-mail: [ulrich.teucher@usask.ca](mailto:ulrich.teucher@usask.ca) or Phone: (306) 966-2529

**Purpose**. The primary purpose of the research is to train the student researcher in the methods of behavioural research completed as part of an Honours thesis. The study also aims to learn about the experiences of Zambian immigrants parenting in Canada. The study also seeks to learn about some of the challenges and opportunities Zambian immigrant parents may face and, simultaneously, learn from their subjective experiences on how they deal with the challenges. This research also hopes to highlight how the Canadian cultural context may impact Zambian immigrant parents raising children in Canada.

**Procedure:** If you are interested in participating, the study will consist of an audio-recorded focus group lasting approximately 90 minutes. Audio-recording a focus group is necessary because just taking hand-written notes of a conversation between several participants cannot cover everything and some information will be lost, creating an imbalance in what was said. Please be advised that this research study will not include a transcript release form. The nature of the conversation being recorded makes it difficult to clearly distinguish who is speaking, and any editing or removal of portions of the transcript of the conversation would change the context and could misrepresent what other participants said.

The focus group will be conducted in a room at the University of Saskatchewan that will be booked for this purpose, and refreshments and some snacks will be provided. You will be asked to share your experience and your opinion regarding a series of questions about being a Zambian immigrant parent in Canada. There will be questions about practices of disciplining children, but we will ONLY DISCUSS NON-PHYSICAL methods; in Canada, forms of physical discipline are ILLEGAL, and the researcher would be required to report illegal practices to the authorities.

At the end of the study, you will be given a debriefing form that better explains the nature of the study, and you will be given a chance to ask any further questions that you might have. After the interview is done, the student researcher will write down notes of his reflection or observation of the interview. The interview audio recording will later be transcribed to allow for easy data analysis.

**Potential Risks:** Focus groups can entail the risk of possibly being negatively judged by peers during discussions, and this may limit confidentiality (i.e., other participants know who participated and may repeat things that were said during the session). To minimize these risks, focus group rules will be discussed before starting the research study. These rules include the necessity of being respectful in discussions even if you do not share the opinion of others and the importance of not discussing what takes place during the session with others after it is done (what is said in the room stays in the room). The researcher will also end topics of discussion, if necessary, during the session.If you experience discomfort or distress while discussing the issues within the focus group, you can discontinue at any point without explanation or penalty. You will then be given a debriefing form and contact information for appropriate support persons (e.g., counsellor, physician, public health nurse). It is also important to note that you are free to not discuss any question that makes you feel uncomfortable.

**Confidentiality:** It is important to stress that there are limits to confidentiality due to the nature of the focus group (i.e., other participants know who participated and may repeat things that were said during the session). The researcher can, therefore, not guarantee confidentiality but will stress before and after the session that participants should not discuss details about what occurred. The researcher will undertake to safeguard the confidentiality of the discussion but cannot guarantee that other members of the group will do so. Please respect the confidentiality of the other members of the group by not disclosing the contents of this discussion outside the group, and be aware that others may not respect your confidentiality. Although the researcher will use direct quotations from the focus group, quotes and data will be reported using a pseudonym, and all personally identifying information (for example, the names of any people you might mention) will be removed. The data will be used for an undergraduate honours thesis and may be published in journal articles, conference presentations, and a summary for participants. The researcher will store the data and consent forms separately and securely at the University of Saskatchewan for a minimum of five years post-publication. After this point, it will be destroyed beyond recovery.

**Right to withdraw:**You may withdraw from the research project for any reason, at any time, without explanation or penalty. Unfortunately, any conversation that you may have contributed to the study cannot be removed because if some part of the conversation is removed, the group conversation will lose its context and meaning, and that would affect the rights of the other participants.

The proposed research was reviewed and approved on ethical grounds by the Department of Psychology Research Ethics Committeeon**updated after approval**. Any questions regarding your rights as a participant may be addressed to the Behavioural Research Ethics Board through the Research Ethics Office [ethics.office@usask.ca](mailto:ethics.office@usask.ca) (306) 966-2975. Out-of-town participants may call toll-free (866) 966-2975. You may obtain a copy of the results of the study by contacting me by e-mail at [amk405@usask.ca](mailto:amk405@usask.ca) or my supervisor at: [ulrich.teucher@usask.ca](mailto:ulrich.teucher@usask.ca)

**Consent to Participate:**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(print your name),**have read and understood the description of the research study provided above. I have been provided with an opportunity to ask questions, and my questions have been answered satisfactorily. I agree to participate in the study, understanding that I may withdraw my consent to participate at any time without penalty and that I am familiar with the potential risks of focus groups as detailed above. A description of the study and contact information will be given to me for my records.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Participant                    Signature Date

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

**Focus Group Consent Form: Congolese Parenting in Canada**

**Researcher:** Amos Kalonji, B.A & Sc. (Hons.) student, Department of Psychology & Health Studies, University of Saskatchewan. E-mail: [amk405@usask.ca](mailto:amk405@usask.ca)

**Supervisor:**Dr. Ulrich Teucher, Department of Psychology & Health Studies, University of Saskatchewan. E-mail: [ulrich.teucher@usask.ca](mailto:ulrich.teucher@usask.ca) or Phone: (306) 966-2529

**Purpose**. The primary purpose of the research is to train the student researcher in the methods of behavioural research completed as part of an Honours thesis. The study also aims to learn about the experiences of Congolese immigrants parenting in Canada. The study also seeks to learn about some of the challenges and opportunities Congolese immigrant parents may face and, simultaneously, learn from their subjective experiences on how they deal with the challenges. This research also hopes to highlight how the Canadian cultural context may impact Congolese immigrant parents raising children in Canada.

**Procedure:** If you are interested in participating, the study will consist of an audio-recorded focus group lasting approximately 90 minutes. Audio-recording a focus group is necessary because just taking hand-written notes of a conversation between several participants cannot cover everything and some information will be lost, creating an imbalance in what was said. Please be advised that this research study will not include a transcript release form. The nature of the conversation being recorded makes it difficult to clearly distinguish who is speaking, and any editing or removal of portions of the transcript of the conversation would change the context and could misrepresent what other participants said.

The focus group will be conducted in a room at the University of Saskatchewan that will be booked for this purpose, and refreshments and some snacks will be provided. You will be asked to share your experience and your opinion regarding a series of questions about being a Congolese immigrant parent in Canada. There will be questions about practices of disciplining children, but we will ONLY DISCUSS NON-PHYSICAL methods; in Canada, forms of physical discipline are ILLEGAL, and the researcher would be required to report illegal practices to the authorities.

At the end of the study, you will be given a debriefing form that better explains the nature of the study, and you will be given a chance to ask any further questions that you might have. After the interview is done, the student researcher will write down notes of his reflection or observation of the interview. The interview audio recording will later be transcribed to allow for easy data analysis.

**Potential Risks:** Focus groups can entail the risk of possibly being negatively judged by peers during discussions, and this may limit confidentiality (i.e., other participants know who participated and may repeat things that were said during the session). To minimize these risks, focus group rules will be discussed before starting the research study. These rules include the necessity of being respectful in discussions even if you do not share the opinion of others and the importance of not discussing what takes place during the session with others after it is done (what is said in the room stays in the room). The researcher will also end topics of discussion, if necessary, during the session.If you experience discomfort or distress while discussing the issues within the focus group, you can discontinue at any point without explanation or penalty. You will then be given a debriefing form and contact information for appropriate support persons (e.g., counsellor, physician, public health nurse). It is also important to note that you are free to not discuss any question that makes you feel uncomfortable.

**Confidentiality:** It is important to stress that there are limits to confidentiality due to the nature of the focus group (i.e., other participants know who participated and may repeat things that were said during the session). The researcher can, therefore, not guarantee confidentiality but will stress before and after the session that participants should not discuss details about what occurred. The researcher will undertake to safeguard the confidentiality of the discussion but cannot guarantee that other members of the group will do so. Please respect the confidentiality of the other members of the group by not disclosing the contents of this discussion outside the group, and be aware that others may not respect your confidentiality. Although the researcher will use direct quotations from the focus group, quotes and data will be reported using a pseudonym, and all personally identifying information (for example, the names of any people you might mention) will be removed. The data will be used for an undergraduate honours thesis and may be published in journal articles, conference presentations, and a summary for participants. The researcher will store the data and consent forms separately and securely at the University of Saskatchewan for a minimum of five years post-publication. After this point, it will be destroyed beyond recovery.

**Right to withdraw:**You may withdraw from the research project for any reason, at any time, without explanation or penalty. Unfortunately, any conversation that you may have contributed to the study cannot be removed because if some part of the conversation is removed, the group conversation will lose its context and meaning, and that would affect the rights of the other participants.

The proposed research was reviewed and approved on ethical grounds by the Department of Psychology Research Ethics Committeeon**updated after approval**. Any questions regarding your rights as a participant may be addressed to the Behavioural Research Ethics Board through the Research Ethics Office [ethics.office@usask.ca](mailto:ethics.office@usask.ca) (306) 966-2975. Out-of-town participants may call toll-free (866) 966-2975. You may obtain a copy of the results of the study by contacting me by e-mail at [amk405@usask.ca](mailto:amk405@usask.ca) or my supervisor at: [ulrich.teucher@usask.ca](mailto:ulrich.teucher@usask.ca)

**Consent to Participate:**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(print your name),**have read and understood the description of the research study provided above. I have been provided with an opportunity to ask questions, and my questions have been answered satisfactorily. I agree to participate in the study, understanding that I may withdraw my consent to participate at any time without penalty and that I am familiar with the potential risks of focus groups as detailed above. A description of the study and contact information will be given to me for my records.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Participant                    Signature Date

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

Appendix D

Instrument

**Focus Group Guiding questions**

**(These questions are to help guide the student researcher, and some questions may be modified or rephased during the study)**

**Parenting Orientation** - Did you have certain beliefs and values that guided your parenting when you lived in Zambia/Congo?

What were some of your beliefs and values that guide your parenting if you answered yes to the above question?

Have your beliefs and values changed ever since you moved to Canada? Please explain.

**Parenting Styles**- Do you have specific ideas and beliefs on how to raise your children?

How do you raise your children in Canada, and How did you raise your children back home (if applicable)?

This next question is very sensitive. It is about ways that parents might discipline their children, We will discuss in this group ONLY non-physical forms of discipline, since many practices of physical discipline are illegal in Canada, and I would be obligated to report illegal physical disciplining practices to the authorities. Therefore let us be careful with this next question: Do you use any NON-physical methods to discipline your children? What examples of NON-physical methods might you use? Please explain.

**Host Country Context**- What was your initial perception of Canadian parenting practices? Has your perception changed? Please explain.

Has moving to Canada impacted your parenting? Please explain

**Parenting Modification**- Have you made any changes to your parenting approach ever since you moved to Canada? Please explain

Were these changes rapid or gradual? What modifications were the hardest, and what was the easiest to do?

Are there practices that you feel like you do not want to change?

**Parenting Contribution**- In the past, have you had any opportunity to share your parenting experiences with parents from your own cultural community or the larger Canadian community?

**Parenting Support** –Have you sought out any forms of support for parenting since moving to Canada, such as help from family and friends or institutional support, like schools or the church?

What parenting support do you use, if any, in Canada?

Did you utilize any parenting support in your home county? If so, can you tell me about the types of support that were available to you?

Appendix E

Focus Group Debriefing Form (Zambian community)

Thank you for participating in this research project through the Department of Psychology and Health Studies, University of Saskatchewan. Previous research shows that immigrant parents have a unique problem when relocating to a new nation; they lose the social framework that supports their parenting values, beliefs, and techniques and encounter a new society where these approaches are questioned. (Hoff & Laursen, 2019; Ochocka & Janzen, 2008). Research also shows that resettlement and parenting in a new nation can place enormous stress on immigrant families. Studies from the US and Canada reveal a strong link between the resettlement process and diminished parental efficacy (Salami et., 2017,2020). The present study wanted to learn from your parenting experience by understanding what it is like to be a Zambian immigrant parenting in Canada.

Este & Tachble (2008), in their study on Fatherhood in the Canadian context, found that Sundanese fathers reported that being a father in Canada is challenging since the government has authority over every child. The parents reported losing the right to tell their children what is really needed. In regard to disciplining their children, Sudanese fathers reported that their way of disciplining in Canadian culture is seen as abusive. Parenting in a different cultural context can bring unique experiences for immigrant parents and their children. That is why the student research was interested in studying the parenting experiences of Zambian immigrant parents in Canada and how raising children in a different cultural context like Canada may affect Zambian parenting in Canada.

If you have any questions about the study or want a copy of the results, please feel free to contact me, Amos Kalonji, by e-mail at [amk405@usask.ca](mailto:amk405@usask.ca) or contact my supervisor, Dr. Ulrich Teucher e-mail: [ulrich.teucher@usask.ca](mailto:ulrich.teucher@usask.ca)  or Phone: (306) 966-2529. The Department of Psychology and Health Studies Research Ethics Committee approved this research project on ethical grounds.Any questions concerning your rights as a participant can be addressed to the Office of Research Services at (306) 996-2084.

Thanks again for participating and sharing your thoughts, opinions, and stories!

**Reference list**

Este, D. C., & Tachble, A. (2008). Fatherhood in the Canadian context*: Perceptions and experiences of Sudanese refugee men*. *Sex Roles*, *60*(7-8), 456–466. https://doi.org/10.1007/s11199-008-9532-

Hoff, E., & Laursen, B. (2019). Socioeconomic status and parenting. *Handbook of Parenting*, 421–447. https://doi.org/10.4324/9780429401459-13

Ochocka, J., & Janzen, R. (2008). Immigrant parenting: A new framework of Understanding. *Journal of Immigrant & Refugee Studies*, *6*(1), 85–111. https://doi.org/10.1080/15362940802119286

Salami, B., Hirani, S. A., Meherali, S., Amodu, O., & Chambers, T. (2017). Parenting practices of African immigrants in destination countries: A qualitative research synthesis. *Journal of Pediatric Nursing*, *36*, 20–30. https://doi.org/10.1016/j.pedn.2017.04.016

Salami, B., Alaazi, D. A., Okeke‐Ihejirika, P., Yohani, S., Vallianatos, H., Tetreault, B., & Nsaliwa, C. (2020). Parenting challenges of African immigrants in Alberta, Canada. *Child & Family Social Work*, *25*(S1), 126–134. https://doi.org/10.1111/cfs.12725

Focus Group Debriefing Form (Congolese community)

Thank you for participating in this research project through the Department of Psychology and Health Studies, University of Saskatchewan. Previous research shows that immigrant parents have a unique problem when relocating to a new nation; they lose the social framework that supports their parenting values, beliefs, and techniques and encounter a new society where these approaches are questioned. (Hoff & Laursen, 2019; Ochocka & Janzen, 2008). Research also shows that resettlement and parenting in a new nation can place enormous stress on immigrant families. Studies from the US and Canada reveal a strong link between the resettlement process and diminished parental efficacy (Salami et., 2017,2020). The present study wanted to learn from your parenting experience by understanding what it is like to be a Congolese immigrant parenting in Canada.

Este & Tachble (2008), in their study on Fatherhood in the Canadian context, found that Sundanese fathers reported that being a father in Canada is challenging since the government has authority over every child. The parents reported losing the right to tell their children what is really needed. In regard to disciplining their children, Sudanese fathers reported that their way of disciplining in Canadian culture is seen as abusive. Parenting in a different cultural context can bring unique experiences for immigrant parents and their children. That is why the student research was interested in studying the parenting experiences of Congolese immigrant parents in Canada and how raising children in a different cultural context like Canada may affect Congolese parenting in Canada.

If you have any questions about the study or want a copy of the results, please feel free to contact me, Amos Kalonji, by e-mail at [amk405@usask.ca](mailto:amk405@usask.ca) or contact my supervisor, Dr. Ulrich Teucher e-mail: [ulrich.teucher@usask.ca](mailto:ulrich.teucher@usask.ca)  or Phone: (306) 966-2529. The Department of Psychology and Health Studies Research Ethics Committee approved this research project on ethical grounds.Any questions concerning your rights as a participant can be addressed to the Office of Research Services at (306) 996-2084.

Thanks again for participating and sharing your thoughts, opinions, and stories!

**Reference list**

Este, D. C., & Tachble, A. (2008). Fatherhood in the Canadian context*: Perceptions and experiences of Sudanese refugee men*. *Sex Roles*, *60*(7-8), 456–466. https://doi.org/10.1007/s11199-008-9532-

Hoff, E., & Laursen, B. (2019). Socioeconomic status and parenting. *Handbook of Parenting*, 421–447. https://doi.org/10.4324/9780429401459-13

Ochocka, J., & Janzen, R. (2008). Immigrant parenting: A new framework of Understanding. *Journal of Immigrant & Refugee Studies*, *6*(1), 85–111. https://doi.org/10.1080/15362940802119286

Salami, B., Hirani, S. A., Meherali, S., Amodu, O., & Chambers, T. (2017). Parenting practices of African immigrants in destination countries: A qualitative research synthesis. *Journal of Pediatric Nursing*, *36*, 20–30. https://doi.org/10.1016/j.pedn.2017.04.016

Salami, B., Alaazi, D. A., Okeke‐Ihejirika, P., Yohani, S., Vallianatos, H., Tetreault, B., & Nsaliwa, C. (2020). Parenting challenges of African immigrants in Alberta, Canada. *Child & Family Social Work*, *25*(S1), 126–134. https://doi.org/10.1111/cfs.12725

Appendix F

**Email to a member of the Zambian Community**

Subject: Request for help with a research study on Zambian parenting in Canada

Dear [member of the Zambian Community],

I hope this email finds you well. I am currently conducting a research study on Zambian parenting in Canada, and I am reaching out to members of the Zambian community to invite them to participate. The primary purpose of the research is to train the student researcher in the methods of behavioural research completed as part of an Honours thesis.

As a member of the Zambian community in Canada, I would like to ask if you would be willing to help me by sharing a poster of my research study in the Zambian Facebook group. Your help would be greatly appreciated and would allow me to reach a wider audience and increase the likelihood of finding eligible participants for the study. I am not a member of the Zambia Facebook group.

Please note that you are not obligated to say yes, and if you don't feel comfortable sharing the poster, that is completely fine.

If you are willing to share the poster, please let me know, and I will provide you with the poster and any additional information you may need.

Thank you for your time and consideration.

Best regards, Amos Kalonji

**Email to a member of the Congolese community**

Subject: Request for help with a research study on Congolese parenting in Canada

Dear [member of the Congolese Community],

I hope this email finds you well. I am currently conducting a research study on Congolese parenting in Canada, and I am reaching out to members of the Congolese community to invite them participate. The primary purpose of the research is to train the student researcher in the methods of behavioural research completed as part of an Honours thesis.

As a member of the Congolese community in Canada, I would like to ask if you would be willing to help me by sharing a poster of my research study in the Congolese Facebook group. Your help would be greatly appreciated and would allow me to reach a wider audience and increase the likelihood of finding eligible participants for the study. I am not a member of the Congolese Facebook group.

Please note that you are not obligated to say yes, and if you don't feel comfortable sharing the poster, that is completely fine.

If you are willing to share the poster, please let me know, and I will provide you with the poster and any additional information you may need.

Thank you for your time and consideration.

Best regards, Amos Kalonji