Fleming College

Ontario Community College Multi-site REB Application Form

This form is for researchers who are planning to conduct research at multiple colleges in Ontario. Several colleges have agreed to accept the Ontario Community College Common REB application form. If you are only conducting research at one site, please use the form that college uses for single site studies.

Application to Involve Human Participants in Research

It is the researcher's responsibility to contact the Research Ethics Board/Coordinator at each college to check site-specific requirements and to determine where and how this form is submitted.

SECTION A – GENERAL INFORMATION

1. Title of the Research Project: UNESCO- Indigenous Education Research Project

2. Investigator Information

	Name & position	Dept./Address		Contact Information
Principal Investigator (PI) *:	Jane Gray, Principal Investigator	Fleming College		jane.gray@flemingcollege.ca 705-872-5723
Project Lead Fleming Project Lead Trent Project Lead UNESCO	Kylie Fox-Peltier Dan Longboat Katrin Kohl	Fleming College, Indigenous Student Services Trent University (Housed at) York University		Kylie.Fox-Peltier@flemingcollege.ca Ph. 705 749 5530 x 1263 Ph. 705 748-1011 kkohl@edu.yorku.ca
Student: Investigator(s)				
Other: Investigator(s)				

*** The advisor must be listed as PI for any student investigators. Student investigators are faculty /staff who are completing research for educational purposes.**

3. **Proposed Date** a) of commencement: January, 2020 b) of completion: March 31st, 2020

Note: **The commencement date should be the date the principal investigator (PI) expects to actually begin interacting with human participants (including recruitment). The completion date should be the date that the PI expects that interaction with human participants, including any feedback or follow-up, will be complete.**

4. **Indicate the location(s) where the research will be conducted:**

First Nations Technical Institute, Tyendinaga ON, Fleming College and Trent University, Peterborough ON

5. **Other Research Ethics Board Approval**

a) Has any other institutional Ethics Board approved this project? ☐ Yes ☐ XNo ☐ N/A

i. If **Yes**, please provide the following information:

Title of the project approved elsewhere:
Name of the Other Institution:
Name of the Other Ethics Board:
Date of the Decision:
A contact name and phone number for the other Board:

OR

A copy of the clearance certificate/approval **AND**
final copies of all supporting documentation already approved

6. **Project Funding**

a) Is this project currently funded? ☐ Yes ☐X No ☐ N/A

i. If **YES,** please indicate:

Period of Funding: From To:
Agency or Sponsor (funded or applied for)
☐ CIHR:
☐ NSERC:
☐ SSHRC:

Other: Please specify the complete title of the funding source. For example, 'NSERC Discovery Grant"

Note: **If the funding source changes, or if a previously unfunded project receives funding, you must submit a change/amendment form to each Research Ethics Board that has approved your project.**

8. **Conflict of Interest**

a) Will the researcher(s), members of the research team, and/or their partners or immediate family members:

i. Receive any personal benefits (for example a financial benefit such as remuneration, intellectual property rights, rights of employment, consultancies, board membership, share ownership, stock options etc.) as a result of or connected to this study?

☐ Yes ☐**X** No ☐ N/A

ii. If **YES**, please describe the personal benefits below. (Do not include conference and travel expense coverage, possible academic promotion, or other benefits which are integral to the general conduct of research.)

If **yes**, please explain.

b) Are there any real, perceived or potential conflicts of interest of which you are aware (for example, researchers who will benefit financially from the research, research which may be in conflict with institutional roles and responsibilities, faculty members who may be responsible for awarding participant grades)? ☐ Yes ☐X No ☐ N/A

If **yes**, please explain.

c) Are there any restrictions regarding access to or disclosure of information (during or at the end of the study) that the sponsor or institution has placed on the investigator(s)? ☐ Yes ☐X No ☐ N/A

If **yes**, please explain.

d) Is there the possibility of commercialization of the research findings? ☐ Yes ☐X No ☐ N/A

If **yes**, please explain.

SECTION B – SUMMARY OF THE PROPOSED RESEARCH

9. **Rationale**

a) Describe the purpose and background rationale for the proposed project, as well as the hypothesis(es)/research question(s) to be examined.

This research is commissioned by UNESCO as a contribution to their global research project entitled: *Reorienting Education and Training Systems to Improve the Lives of Indigenous Youth. A global research project 2017-2020.* The broad description of the global research includes; *Exploring the various perspectives on quality education and its desired outcomes as seen by ministries of education, Indigenous community leaders, principals and teaching staff, parents, students and other stakeholders: an analysis of the various perspectives on quality education is expected to understand the setting.* It is also intended to highlight best practices in Indigenous education and their relationship to sustainability issues with Education for Sustainable Development as a general approach. Some descriptions of this aspect of the research include: *"e.g. the use of local language*

could be linked to cultural sustainability of improving employment skills that could then be linked to economic sustainability. Even practices improving school retention rates or overall graduation results may be linked to the economic and cultural sustainability of the individual and the society." The research arose out of a request of the Project Chair, Charles Hopkins, UNESCO Chair in Re-orienting Education Towards Sustainability, to have a partnership between Trent University and Fleming College that would contribute to the Global Project. A Memorandum of Cooperation was signed between these institutions and with First Nations Technical Institute to provide research on best practices within and between the three institutions as part of the global project. The Memorandum highlighted the following description of the research. *"This is a unique project that reflects decades of collective experience in delivering post-secondary education for Indigenous and non-indigenous learners in Ontario's south-central region… Together, these institutions provide cultural, applied and theoretical knowledges at each stage of post-secondary education that, in turn, connects learners to all aspects of sustainability."* Both the memorandum and the first phase of the research underline that Quality Education has evolved over the last half century within these academic institutions and is grounded in language, culture and traditional practices, including experiential and land- based learning, that are put into contemporary contexts. Education is guided by a number of existing international and national covenants, documents and recommendations. These include, at the International level, the United Declaration on the Rights of Indigenous Peoples and the work of the World Indigenous Knowledge in Higher Education Consortium that provides excellent resources on what quality education means in an Indigenous context. In addition, quality education is guided by the Indigenous Education Protocol of the Canadian Institute for Colleges and is reflected in best practices highlighted by the newly formed National Collaborative on Indigenous Education led by First Nations University. The project elaborates on these existing recommendations and resources in relation to applied practice at the three institutions. The first phase of the project provided descriptions of Indigenous academic and student service programming and made connections between examples of Indigenous Knowledges and pedagogies and the United Nations Sustainable Development Goals. This included recognizing the inherent interdisciplinary nature of Indigenous Knowledge that is grounded in deep understandings of ecological functions within a given territory as well as relationships of human beings to those ecosystems. This can be described by the Anishinaabemowin term "akinaode"; the understanding that people only have a home because of the earth- we are only us because of where we are and this represents a continuation to next generations." (B. Peltier, Fleming Educator, 2018) Examples underscored how learners simultaneously receive knowledge areas we might define as biology, pharmacology, medicine, environmental science, community development, linguistics, technology and "cultural studies" and more based on learning the language, culture and traditional practice of a particular region or across several regions. Learners then have opportunities to apply their knowledge to present day issues and to their everyday lives. This is the very essence of education for sustainable development and connects to UN SD goals including, Life on the Land, Clean Water and Sanitation, Life Below Water, Climate Action, Peace, Justice and Strong Communities, Good Health and Well-Being, Clean Energy, Sustainable Communities, Reducing Inequality and more. Indigenous pedagogies also align with Education for Sustainable Development teaching practices including an emphasis on experiential learning, place-based learning, story-telling and encouraging critical reflection. The research includes a look at Indigenous

Learner Outcomes, Entrants, Retention, Graduation Rates and a snap shot of post-graduate career paths. This phase of the project will highlight the critical importance of student support services that provide academic, cultural, financial, social, physical and mental health supports and, in particular, Peer Mentorship programs which have been linked to student success at both Fleming College and Trent University. It will also take a deeper look at programming at First Nations Technical Institute that is wholly Indigenous run. This part of the research will involve interviewing educators, Indigenous Student Service providers, and, in particular, present and past Mentors within Peer Mentorship programs.

10. **Methodology**

a) Describe sequentially, and in detail, all procedures in which the research participants will be involved (e.g., paper and pencil tasks, interviews, surveys, questionnaires, physical assessments, physiological tests, time requirements etc.)

Note: Attach a copy of all questionnaire(s), interview guides or other test instruments. Check with the individual REB re letterhead requirements if they are intended for public dispersal.

The methodology will be one-one interviews and story-telling conversations. Initial contact with interviewees should take approximately 15 minutes to half an hour to describe the nature of the research. Actual interviews and / or story-telling conversations could take anywhere from 45 minutes to 1 hour. Ideally, these conversations will take place in person in a location where the interviewee feels most comfortable within the partner institutions. Questions will ask faculty and service provider interviewees to generally describe their experiences related to programs that fall within the project description as above, and, in particular what worked well and did not work well and any recommendations they have for other institutions. ***For the Peer Mentorship program, student Mentors or former student Mentors will be asked to participate. These participants will specifically be asked to talk about how long they have been involved in the program and what it is about the program that they feel helps students in their studies and their lives during their time in post-secondary education.*** Interviews will be recorded via note-taking. There will be follow-up conversations to thank participants and to find out if there is any further way that they want to add. Additional follow-up will occur once information is transcribed and again when the research is completed. Participants will be advised that they may withdraw from the research at any time up to one month before the report completion in the initial contact with them, at the time of the interview and in follow-up communications. Please note that UNESCO plans only to draw from the final report prepared for them and not the data itself. UNESCO does not plan to identify participants even if the report to them contains identifiers. They are receiving reports from all over the world and are bringing findings together in one global report on Indigenous Education to provide general recommendations to policy makers.

b) Does the nature of the research create vulnerability for any of the groups listed below? ☐Yes ☐ No ☐ N/A

i. If **YES**, check all that apply:

☐ People with relevant health issues
☐ People in medical emergencies
☐ Children
☐ Elderly people

☐ Aboriginal people
☐ People in long-term care
☐ People with mental-health issues
☐ People in poverty
☐ People in prison
☐ People who are unable to consent

☐ Other

If **OTHER**, please specify:

i. If **YES in 10b) above**, please explain your screening process (maximum 5 lines):

Note: Researchers must destroy all information collected during screening in a secure manner as soon as screening is complete.

Please explain how you will destroy your screening data securely: N/A

11. **Recruitment**

a) How do you plan to recruit participants (please check all that apply):

☐ Investigators will approach their own students/patients
☐ X Investigators will receive referrals from other faculty
☐ Indirect advertising (e.g. poster, e-mail, web-based). .
☐ Database of people who consented to future contact.
☐ Direct approach (e.g. random digit dialing, blogs and chat room)
☐ Educational records (e.g. academic performance information, Student Information System)
☐ xOther- *Institutional List Serve and Information Session with Researcher*

If **OTHER**, please specify: Participants will be recommended by the Project Leads, Kylie Fox, Manager of Indigenous Student Services, Fleming College and Prof. Dan Longboat, Director of Indigenous Environmental Studies and Sciences as well as the lead from First Nations Technical Institute Suzanne Brandt. They will be contacted via email by the PI based on Institutional List Serves. The email will generally describe the research and attach a detailed description of the research and expectations from the interview including opportunities to view and edit transcripts and opportunities to withdraw at any time up to one month before the completion of the research along with a consent form. An information session will also be held through Indigenous Student Services at Fleming College led by the PI

e) Personal E-mail ☐ Yes ☐ No ☐ N/A
f) Anonymous Email ☐ Yes ☐ No ☐ N/A
g) Letter ☐ Yes ☐ No ☐ N/A

Note: If you answered YES to any category above, please attach a copy of all telephone scripts and recruitment correspondence.

12. **Informed Consent**

a) Will you be seeking *written* consent from participants? ☒X Yes ☐ No ☐ N/A

i. If **YES**, please attach a copy of the Information Letter and Consent form for Participants.

Note:

- **Participants should *actively* choose whether or not to participate. A lack of response (i.e. a statement such as "you will be assumed to want to participate unless you indicate otherwise to the researchers") should not be construed to imply consent.**
- **Written consent is not required in all circumstances. For example, you could require participants to click a box in an online survey or provide verbal consent.**

b) If consent will not be written, please provide details of how you will obtain consent in the box below.

If **OTHER**, please specify:

c) Will any participants be minors (i.e. age 0-15)? ☐ Yes ☒ X No ☐ N/A

d) Will all participants be competent to consent? X☐ Yes ☐ No ☐ N/A

e) If the participants are minors, or are not competent to consent, describe the proposed alternate source of consent. Please include any permission/information letter to be provided to the person(s) providing the alternate consent.

Please explain.

f) Who will obtain consent to participate for minors or those not competent to consent?

Please explain

g) When and where will this be done?

Please explain:

h) Do you need to request a waiver of consent? ☐ Yes ☒**X** No ☐ N/A

i. If **YES**, please explain:

Please explain:

i) Will any of the investigators have a position of power or authority over the participants? ☐ Yes ☐ **X**No ☐ N/A

i. If **YES**, how will you manage and minimize any undue influence?

Please explain:

j) Will continuing consent (for example, research which may continue beyond an academic year) be required during the study? ☐ Yes ☐ **X**No ☐ N/A

i. If **YES**:

Please explain:

k) Will participants have the option to withdraw from this study? ☐ **X**Yes ☐ No ☐ N/A

i. If **YES**, what do they have to do to withdraw?

Please explain: Participants will be advised of their right to withdraw at any time in the consent letter sent to them, at the time of the interview and again at the time that they review their transcripts. They can advise the Principle Researcher of their wish to withdraw by email and should be able to confirm that the Principle Researcher received their wish to withdraw.

l) Indicate what will be done with the participant's data and any consequences for the participant withdrawing from the study.

Please explain: The participant's data will be destroyed (deleted). There are no consequences for withdrawing.

m) If the participants will not have the right to withdraw from the project, please explain the rationale:

Please explain:

n) Will you be using deception in your research? ☐ Yes ☐**X** No ☐ N/A

i. If **YES**:

Please explain.

13. **Collection of Personal Information**

a) Please check all types of data which you intend to collect:

XIdentifying information which identifies a participant through direct identifiers (e.g. full name, medical record number)

X Identifiable information which could identify a participant through a combination of indirect identifiers (e.g. DOB plus address)

☐ De-identified/coded information in which identifiers are removed and replaced with a code; the code can be used to re-identify participants

☐ Anonymized information in which all identifiers are removed and no code is kept

☐ Anonymous information in which no identifiers are collected

b) Will all data be treated as confidential? ☐ Yes ☐ **X**No ☐ N/A

i. If **NO**:

The raw data itself will be confidential. The leads for the UNESCO report, for which this report is being prepared, have indicated that they are not using identifiers in their global study. However, it should be noted that, in sharing this regional report with other participants in this study, upon which the raw data is based, prior to its being sent to UNESCO, participants may recognize each other based on position or name, if they have chosen to give their name, or may be indirectly identified by the position they describe, the Institution that they are from or the stories that they tell. Again, however, the leads for the final Global report have stated they will not include identifiers in their report, nor is the raw data being shared with anyone beyond the Principle researcher. This possibility is noted in the letter of consent.

c) Will you collect any Personal Health Information (PHI)?

☐ Yes ☐X No ☐ N/A

Note:

- **The collection, use and disclosure of Personal Health Information (PHI) are regulated by the Personal Health Information Protection Act (PHIPA). Researchers must comply with this legislation**
- **Collection of participant SIN (social insurance number) is prohibited, unless payments to participant exceed $500/year (required for tax purposes)**
- **PHI should be collected at the lowest level of identifiability possible (e.g. initials instead of a name, age instead of DOB)**

Please detail the specific identifiers required for this study:

Identifier (check all which apply)	Why is this necessary?
☐ XFull name	This is only necessary for the purposes of contacting participants. Participants may choose to give their names in the study but it is not a requirement of the study and will not be used in the UNESCO final globa report.
☐ Initials	
☐ Student/Employee number	
☐ Social Insurance Number	
☐ Health card number	
☐ Medical record number	
☐ Address	
☐ Full postal code	
☐ Partial postal code	
☐ Telephone number	
☐ Email	
☐ Physician	
☐ Date of birth	
☐ Age	
☐ Other: (Specify)	Some participants may choose to provide their name and their positions will be identified. They may be indirectly identifiable by their position or the stories that they tell. However, raw data is not being shared ar UNESCO's final global report is not including identifiers.

d) How will you record study data?

☐ X Case report form.
☐ Other:

Please specify:

14. **Storage and Protection of Information**

Note: PHIPA Requirements

- **Paper files with identifiable information must be kept in a locked cabinet within a locked office (but not at home)**
- **Electronic files with identifiable information may be stored on a password-protected computer on a secure network (i.e. Virus protection, file backup, firewall) or they must be encrypted.**
- **Electronic files with identifiable information may be stored on mobile devices (e.g. laptop, CD, USB, PDA), but no alternative method of storage; these files must be encrypted.**
- **Identifying and/or identifiable PHI cannot be transmitted by email unless it is encrypted**

Note: Coding

- **Identifying and/or identifiable PHI should be protected by a coding system**
- **The code (study ID and identifiable PHI) must be isolated from study data and stored in a secure manner**

a) Will you use a coding system to protect identifiable information? ☐ Yes ☐ X No ☐ N/A

i. If **NO**:

Please explain. No other identifiable information beyond position will be asked for.

b) How will you store and protect the study code (or other data with identifiers)?

Type of record	Required protection	Location (i.e. building, room)
Paper file	☐ Locked cabinet in locked institutional office	
	☐ X Password protected computer on a secure network	
	☐ Encrypted (specify software used):	
	☐ Identifiers and participant data are stored separately	

c) How will you store and protect data without identifiers?

Please explain.

d) Do you plan to anonymize the study data? ☐ Yes ☐X No ☐ N/A

i. If **YES**, when?

Please explain.

Note: You are required to destroy identifiers or links at the earliest possible time.

e) How long will you keep the study data? 1 year.

Note: If this study requires Health Canada approval, records must be retained for 25 years. For all other studies, the REB recommends 7 years. Sponsors and institutions may set out other requirements.

f) Do you plan on physically moving the data? ☐ Yes X ☐No ☐ N/A

i. If **YES**, how will the data be secured while in motion?

Please explain.

g) What will you do with the study data after this period? It will be destroyed.

Note: Use of data for purposes other than those for which the data was originally collected is considered to be secondary use of data and requires participant's permission.

Please explain.

15. **Transmission of Data**

a) Will the research data be moved outside its original location of collection

(for example, sent for transcription or uploaded to a central data repository? ☐ Yes X☐ No ☐ N/A

b) If **YES**, does this data to be transmitted include identifiers? ☐ Yes ☐ No ☐ N/A

i. If **YES**, please provide details on the data transfer agreement:

Please explain.

ii. If **YES**, where will the data be sent?

Please explain.

Note: Data sent to the United States, or uploaded to American servers (e.g. Survey Monkey), is open to access by American regulatory bodies. Researchers must inform study participants of this possibility.

c) Please list the names and affiliations of persons outside of your research team who will have access to the identifiable data.

Note: If you require outside sources to have access to participant data, you need to ensure that mechanisms are in place to ensure data security, confidentiality and anonymity.

Name	Institutional Affiliation

d) How will the data be transmitted?

☐ Fax

☐ Email **(Note: Encryption protocol must be attached)**

☐ Private Courier **(Note: Delivery must be traceable)**

☐ Canada Xpresspost **(Note: Regular mail may not be used)**

☐ Other:

Please explain.

16. **Secondary Use of Data**

a) Will you combine your research data with any other data sets? ☐ Yes ☐X No ☐ N/A

i. If **YES**, please specify:

Identify the dataset:
Explain how the linkage will occur:
Provide a list of data items contained in the dataset:

b) Will your data be entered into another database for future use? ☐ Yes ☐X No ☐ N/A

i. If **YES**, please specify:

Where it will be stored?
Who will be the custodian?
Who will have access to the database?
What security measures will be in place?

Note: Any secondary use of data must be approved by the REB prior to its use.

17. **Experience**

a) What is your experience with this kind of research?

Please explain. I have certification in Tri-Council Ethics Research and conducted a survey with Fleming College faculty through the Office of Sustainability with Fleming Research Ethics Board approval. I received Research Ethics Board approval for my Masters Degree at Trent University, completed in 2012. I received Research Ethics Board approval and Phd Indigenous Council approval for my PhD Research in May, 2019. I spent seven years working with First Nations community members and leadership in Manitoba as a policy analyst and seven years in Peterborough ON working with, and learning from, Indigenous organizations and communities, as a student and community member, all of which has provided me with background on protocols for engagement with Indigenous peoples.

a) Will participants receive compensation for participation?

i. Financial ☐ Yes ☐X No ☐ N/A

ii. Non-financial ☐ Yes ☐X No ☐ N/A

b) If **Yes** to **either** i) or ii) above, please provide details.

Please explain.

c) If participants choose to withdraw, how will you deal with compensation?

Please explain.

SECTION C – DESCRIPTION OF THE RISKS AND BENEFITS OF THE PROPOSED RESEARCH

19. **Possible Risks to Participants**

a) Indicate if the participants might experience any of the following risks:	Yes	No	N/A
i) Physical risk (including any bodily contact or administration of any substance)?	☐	X☐	☐
ii) Psychological risks (including feeling demeaned, embarrassed worried or upset)?	☐	X☐	☐
iii) Social risks (including possible loss of status, privacy and/or reputation)?	☐	X☐	☐
iv) Economic risks (including incurring expenses, loss of incentive)?	☐	X☐	☐
v) Academic risks (including loss of bonus marks or course standing)?	☐	X☐	☐
vi) Potential access to personal data	☐	X☐	☐

vii) Are any possible risks to participants greater than those the participants might encounter in their everyday life? ☐ X☐ ☐

b) If you answered **YES** to any of Points i) through vii) above, please explain the risk.

Please explain.

c) Please comment on the magnitude of harm participants are likely to encounter i.e. would you assess it as minimal, substantial, transient or longer lasting? Minimal.

d) Please comment on the probability that participants will encounter harm, i.e. would you assess it as low, medium or high?

Please explain. LOW

e) Describe how the risks will be managed (including an explanation as to why alternative approaches could not be used).

Please explain. The UNESCO study specifically asks for the perspectives of Educators and students to be shared through direct contact in this research, however, UNESCO does not plan to use identifiers in their global study nor are they receiving raw data from this research. (Contact information for Katrin Kohl is provided at the top of this application.) Participants will be asked to relate to their perspectives based upon their experiences within the academic institutions named in the research but does not ask them to share any other personal information. Participants will have the opportunity to review, edit, change and approve their transcripts and can withdraw their participation at any time up to one month before the final report and will be advised as such at several points during the research process including in the consent form.

21. **Possible Benefits to Participants**

a) Discuss any potential direct benefits to the participants from their involvement in the project. Comment on the (potential) benefits to the scientific community/society that would justify involvement of participants in this study.

Please explain. The study is intended to highlight and advance best practices in Indigenous Education internationally through UNESCO which, in turn, is intended to provide recommendations for changes in government policies as well as opportunities for Indigenous Education programs throughout the world to learn from one another. Participants will be contributing to these goals. In addition, the research is intended to celebrate best practices within the institutions named in this application and strengthen their partnerships

a) Explain what feedback/ information will be provided to the participants after participation in the project. (For example, a more complete description of the purpose of the research, or access to the results of the research). Indicate when results will be available and, if they will be made available on the internet, the URL to be used to access the results:

Note: Feedback should be provided in a way which is accessible to participants. For example, some participants may not have access to a computer so uploading results to a website may not be sufficient. Participants will be sent the final report that will be sent to UNESCO directly via email. In the event they do not have email, other arrangements can be made to deliver the final report to them. Once the UNESCO report is complete, that report will be made available to the participants via the partner educational institutions named in this application.

SECTION E – MONITORING ONGOING RESEARCH

22. **Annual Review and Adverse Events**

a) Protocol review requires the completion of a “Renewal/Completed Status Report” at least annually. Indicate whether any additional monitoring or review would be appropriate for this project. *No*

Note: It is the principal investigator’s responsibility to notify the REB the project is completed, or if it is cancelled, using the appropriate form.

Please explain.

b) **Adverse events** (i.e. unanticipated negative consequences or results affecting participants) must be reported to the Research Ethics Board and the Research Ethics Coordinator as soon as possible using the form available on this website.

23. **Additional Information**

Please explain

SECTION F – SIGNATURES

Principal Investigator (PI) Assurance:

I, Jane Gray, together in consultation with Kylie Fox and Katrin Kohl, have the ultimate responsibility for the conduct of the study described in this application including my responsibilities as an advisor to any students involved in this project. I have read and am responsible for the content of this application. The information provided is complete and accurate. I understand that, as Principal Investigator, I will be the primary link with the REB, other researchers involved with this project, and the research participants. I agree to conduct the research in accordance with the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, this individual college's policies and procedures for ethical Conduct of Research, and the conditions of approval indicated by the Fleming Research Ethics Board.

I also understand that if I make any changes whatsoever to the sample documents provided with this application (including, but not limited to, the recruitment scripts, information and consent letters, survey questions, interview or focus group questions), I need to complete a change request form and submit this to the REB for review. I further understand that these changes, if determined to be substantive by the REB, may require a new application if they constitute new research. If any changes are made in the above arrangements or procedures, or if adverse events are observed, I will bring these to the attention of the Research Ethics Coordinator immediately. I further understand that I may not start any research without receiving a Certificate/Letter of Ethical Acceptability. I further understand that ethical approval does not constitute institutional approval of this research.

I understand that if I fail to advise the REB of any changes or adverse events, or fail to comply with research protocols outlined in this application, or make any unauthorized changes to any document submitted with this application, the Certificate of Ethical Acceptability may be rescinded by the REB.

Name of Principal Investigator Project: Jane Gray

Signature of Principal Investigator: 

Date: November 19th, 2019

2019-11-19

Signature **Date**

Please submit this application together with all relevant attachments by email to research@flemingc.on.ca and the Office of Applied Research will contact you shortly after receipt to advise as to when the REB committee will review your application and next steps.

Acknowledgement: This form has been adapted with permission from a form developed by Conestoga College, which in turn was adapted from forms from the University of Guelph and McMaster University with their permission.