

UBC Social Ecological Economic Development Studies (SEEDS) Sustainability Program

Student Research Report

Understanding the Perceived Cultural and Gender-Based Barriers and Facilitating Factors for Physical Activity that Students Self-Identifying as Female and Chinese (including Hong Kong and Macao) or Taiwanese Face at UBC

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University of British Columbia

KIN 465

Themes: Wellbeing, Community, Health

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Executive Summary

In this report ‘UBC SEEDS: Culture and Gender-Based Barriers,’ students at the University of British Columbia (UBC) who self-identify as female and Chinese (including Hong Kong and Macao) or Taiwanese were analyzed in order to better understand their perceived cultural and gender-based barriers and facilitating factors for physical activity. A recent UBC Undergraduate Experience Survey (UES) International Physical Activity Questionnaire (IPAQ) had found that the people in this target demographic have the lowest self-reported levels of physical activity. Studying this issue is of great significance due to the fact that this demographic also collectively represents the largest subset of students enrolled at UBC. To accomplish this, a group of students in *KIN465: Interculturalism, Health, and Physical Activity* collaborated with their community partners from Social Ecological Economic Development Studies (SEEDS) to discuss objectives of the study and to learn how to conduct a focus group in a professional manner. A literature review was then conducted on cultural inclusivity in athletics and recreation in a post-secondary setting for underrepresented populations. The students then recruited participants for the focus group using an online format. A focus group was conducted with a small group of self-identifying female Chinese UBC students, during which cultural and gender-based barriers were identified and discussed, as well as facilitating factors to physical activity. Trends in responses identified perceived cultural barriers as limited exposure to athletics, cultural value of athletics, and cultural influence on gender expectations. Perceived gender-based barriers included sexual dichotomies of physical activities, intimidation and discomfort with male presence, and a preference for activities with a large female presence. Other barriers that were not gender or culture-based included time restraints, long commutes, price of activities, lack of experience, and characteristics of space. Participants found that reasonably-priced programs, women-specific programs, social networking, stress-relief, and facilities with gender-specific spaces were facilitating factors to physical activity. Based on the qualitative data collected, three primary recommendations were made to assist in breaking down perceived barriers and to incorporate factors that facilitate participation in physical activity. The first recommendation was to create gender-specific spaces and introductory recreation programs at UBC to boost comfortability and develop skills. Second, it was recommended that current programs in place at UBC increase the effectiveness of information delivery by promoting events in a way that caters to the target demographic. Finally, creating a partnership between UBC Alma Mater Society (AMS) and UBC Residence was recommended to facilitate collaboration with Asian student populations.

Introduction

A recent University of British Columbia (UBC) Undergraduate Experience Survey revealed that women from Asian ethnic groups had the lowest self-reported levels of physical activity (PA) (UBC SEEDS, 2018). These findings are significant because this demographic

makes up a large proportion of UBC's population. Within UBC's Vancouver campus, 54% of undergraduates self-identify as being female (UBC Alma Mater Society, 2018). Additionally, out of the 54% of self-identifying female undergraduates, 54% identify as Asian (UBC Alma Mater Society, 2018). Based on UBC's enrollment report, approximately 35% of the international students coming from China, Hong Kong, Macao, or Taiwan (UBC, 2018). We have chosen to study Chinese female students because they make up a large portion of UBC's population and have the lowest self-reported levels of PA. The purpose of this project is to "better understand the perceived cultural and gender-based barriers and facilitating factors for PA that students self-identifying as female and Chinese (including Hong Kong and Macao) or Taiwanese face at UBC" (UBC SEEDS, 2018, p. 1)

It is important to increase PA within this demographic because various studies have suggested its positive benefits, such as improved cognitive functioning, decreased levels of stress, and reduced rates of diabetes (Beauchamp et al., 2018; Humphreys et al., 2014; Warburton, 2006). In this context, a barrier is as a factor that can prevent and/or discourage participation in PA. Our study will focus on the cultural, gender, and social barriers that this demographic may face. One objective of the study was to conduct a focus group comprised of members of the target demographic in order to identify both barriers and facilitators to their PA engagement. Additionally, another objective was to provide recommendations to community partners in order to eliminate and reduce the identified barriers. These recommendations would be made using the data gathered from the focus group.

We carried out our research study with the help of the UBC Social Ecological Economic Development Studies (SEEDS) program. One of our primary contacts was Lyz Gilgunn, who is a manager of physical activity at UBC. Lyz was instrumental in forming and approving the focus

group questions. Additionally, Lyz outlined the roles and responsibilities that were needed in order to run a successful focus group. Also, Sally Lin, who is a SEEDS project coordinator was another primary contact. Sally was a key resource in focus group recruitment as she assisted us by sending out a recruitment email to potential subjects of the study.

Methodology

Several steps were taken in order to achieve the objectives of this research study. First, the student team had an initial meeting with the UBC SEEDS community partners, Sally Lin and Michelle Hebert respectively. Additionally, KIN 465 teaching assistant, Liv Yoon was present at this meeting to clarify any questions that the student team or community partners had. At the initial meeting, the community partners outlined what was expected of the student team as well as set deadlines for key milestones. A recruitment link email, a date for a focus group workshop, and a rough deadline for the actual focus group was discussed at the initial meeting. The community partners and student team agreed that running a focus group would be effective at uncovering the potential cultural, gender, and social barriers faced by self-identified female Chinese or Taiwanese students at UBC. A focus group consists of structured discussions among strangers in a formal setting (Morgan, 1996).

Next, the student team attended a workshop on how to conduct a focus group, which was led by community partner, Michelle Hebert. At the workshop, the student team identified the responsibilities each individual would have when running the focus group. Additionally, the student team learned several benefits and cons of a focus group. A benefit of a focus group is that it is interactive which can allow for open and reflective dialogue. These types of responses are not typically seen within surveys. An important aspect of a focus group is the researcher's

active role in creating group discussion (Morgan, 1996). Part of conducting a successful focus group involves having a skilled researcher, therefore, it was essential that we attended this focus group workshop as well as work with the community partners to refine our focus group knowledge.

A literature review was conducted in order to see if there was existing research regarding undergraduate Chinese students and physical activity rates. This literature was finished prior to meeting once more with the community partners. It helped guide the formation of our initial draft of the focus group questions.

The student team met once more with community partners. Lyz Gilgunn and Sally Lin were present and reviewed the student team's focus group questions. Lyz Gilgunn also reviewed the roles of the student team for the focus group. Following this meeting, revised focus group questions were sent to Lyz Gilgunn via email and were approved.

Lastly, the student team lead a focus group session with participants who self-identify as female and Chinese (including Hong Kong and Macao) or Taiwanese. Participants were recruited via an email link that was sent out by Sally Lin. The focus group session took place at the Music, Art, and Architecture Library in the Irving K. Barber Learning Centre at UBC. Consent forms were provided and the participants were kept anonymous. The focus group session was recorded then transcribed. The participants' responses were then analyzed and recommendations were made based on the qualitative data.

Literature Review

Women have historically had a lower rate of physical activity than men (Eyler et al., 2002) and the reasons why are beyond the scope of this paper but likely include sociocultural

barriers that impede or even prevent women from having equitable access to physical activity than men. Rather, the more devastating reality is that minority women have an even lower rate of physical activity which suggests that they are below the rate of both men and nonminority women (Eyler et al., 2002). It is imperative to uncover the reasons that are causing this because of the known risks associated with a lack of physical activity.

Asian females in North America have a higher prevalence rate of several high-mortality diseases, including: cardiovascular disease, type 2 diabetes, obesity, hypertension, and all-cause mortality (Centers for Disease Control and Prevention, 2003) when compared to Caucasian females. This alarming finding may be a result of the fact that Asian-American women have a significantly lower physical activity participation rate relative to the rest of the American population (Im et al., 2012).

Haskell et al. (2007) argue that a minimum of 2.5 hours of physical activity weekly is necessary to achieve noticeable health benefits. Unfortunately, however, a study by Yoh et al. (2008) found that female international Asian university students averaged only 1.3 hours per week. Evidently, there must be a factor, or more likely, a combination of factors that are influencing female Asians' participation in physical activity. A study by Yan and Cardinal (2013) discovered that there was a considerable amount of ambiguity in the definition of physical activity and that this may contribute to the finding that the subjects' physical activity levels were lower than recommended; the ambiguous meanings of the term were later attributed to differences in cultural definitions of physical activity. Common interpretations of the term "physical activity" were: a break from work, a time to be alone, and a feeling of accomplishment (Yan & Cardinal, 2013). However, there were no set expectations on energy expenditure, which generates challenges in distinguishing the Western belief of Haskell et al.'s (2007)

recommendation of 2.5 hours of moderate-to-vigorous intensity activity, from the Chinese cultural understanding of physical activity.

In terms of understanding barriers faced by these Chinese women in the study, Yan and Cardinal (2013) identified lack of time, lack of self-efficacy, lack of social support and cultural barriers to have the most profound effects. One of the most interesting findings was that the Chinese female respondents' answers, despite fitting into the categories of barriers aforementioned, demonstrated a common theme of a lack of a central support for physical activity in their culture. Most participants reported wanting to exercise with a Chinese workout partner rather than a non-Chinese partner, which impacted their level of physical activity. In addition, Yan and Cardinal concluded that this may be attributed to their perception of not being as physically capable as their non-Chinese counterparts, which again, can be considered a result of cultural interpretation of the importance of physical activity for women specifically.

Participation in physical activity for Chinese women is undoubtedly hindered by several factors, most residing in cultural barriers or different cultural interpretations of the term "physical activity" and the associated expectations. As our world continues to evolve and multicultural societies begin to transition to intercultural societies, it is imperative to understand how levels of physical activity are impacted by culture and what societies can do to understand these cultural barriers with an intersectional, culturally sensitive lens.

Findings

The focus group session revealed multiple barriers to physical activity, with a higher prevalence of cultural and gender-based barriers. Lack of exposure to sports was one the key findings. A focus group participant who grew up in China revealed that they had less exposure

to sports and recreation compared to another participant who grew up in Canada. In general, there were not as many opportunities for females to meaningfully engage in physical education classes due to failure to modify activities to accommodate female students, and insufficient attention to low female activity levels. On the other hand, Canadian youth, including young females, shared that there were more chances to participate in a culture that encouraged more participation in organized sport. As discussed throughout the course, exposure to physical literacy at an early age is a large determinant of lifelong participation in sports and recreation.

The participants frequently spoke about how, especially for young females, sport was labelled as a “waste of time” that did not contribute to a successful career path in their culture. There was further explanation on the clear division of academics and sport, where unless a girl showed potential to reach elite or professional level at a young age, they were taught that unconditional academic focus was the path to success in Chinese culture. Academics and sport were not considered to be something that could co-exist within the life of an ordinary Chinese female student.

Gender-based barriers were the most commonly discussed barrier among the focus group. Although many participants revealed their interests in being more physically active by attending the Bird Coop or the ARC on campus, many agreed that the gym spaces were often segregated by gender, with males dominating most of the gym facilities. Participants shared that they were intimidated and felt uncomfortable with certain male presence and behaviour that reinforced the stereotype that beginners at the gym who lack knowledge are looked down upon, and not welcome to share the gym facilities with advanced individuals. This was in line with the literature review that revealed Chinese students having low self-efficacy and feeling physically less capable than their non-Chinese counterparts who had more knowledge in the gym space

(Yan & Cardinal, 2013). Furthermore, participants shared that they were much more comfortable participating in activities that were female-only and were less competitive. Although co-ed sports leagues such as dodgeball and Ultimate Frisbee were enjoyable, the competitive nature led to participants feeling incompetent. Many participants were willing to try out new sports, but lacked self-confidence and failed to find introductory level programs at UBC REC, apart from drop-ins or leagues.

Recommendations

1. Create Gender-Specific Spaces and Introductory Recreation Programs

- a. The first recommendation is to create gender-specific spaces and more introductory recreation programs to create a safe and welcoming environment for individuals who are new to the activity and who seek gender-specific space. One participant from the focus group identified their experience starting at a women's only gym section and slowly building confidence to join the co-ed section of the gym. Gayra Ostgaard's thesis on female-only gyms provides insight as to how these spaces for women the opportunity to feel comfortable at gyms (2006). Identically to our focus group responses, women reported feeling uncomfortable and intimidated at co-ed weight rooms which were dominated by men. And there was expressed discomfort at using weights in fear of a lack of knowledge on how to properly use those weights and machines. First-time participation in a new sport or activity can also be very daunting if participants have no previous experience and are only learning to develop the skills required for the specific sport or activity. This may be a deterring factor in continuing participation in fear of embarrassment. Introductory recreation programs

may be an inviting option for individuals who are interested in activities but have little to no experience.

2. Increase the Effectiveness of Information Delivery

- a. Our second recommendation is to increase the effectiveness of information delivery to students. This recommendation is backed by a study conducted by Yan & Cardinal which analyzed Chinese female international students and their participation in physical activity (2013). One of their many findings highlights the barrier of limited “how-to” information. “When we asked the participants about their suggestions to the university and community in terms of [physical] activity promotion, most expected the university and community to have a better way to deliver physical activity-related information to them... Most expressed frustration that they did not have enough information about how to take advantage of the physical activity opportunities that were available on campus” (Yan & Cardinal, 2013). Our suggestion is to further research the ways university students are best reached, and in what formats students best respond. Perhaps UBC Recreation needs to increase the number of posters around campus with more instructions and information, or better promote their social media platform with added information on how individuals may get started.
- b. Promote the programs already in place at UBC Rec
 - i. The complaints received from Yan and Cardinal’s study was that students did not know where and how to start participating in school recreation. The students were aware of what activities were being offered, but were simply frustrated and the lack of information regarding how to sign up.

- c. A study of promotional marketing methods of contact and college-choice preferences among freshman community college students (Quatroche, 2004)
 - i. More research should be done towards student preferences of promotional activity in order for UBC Recreation and other physical activity platforms may reach them. One study conducted by Quatroche examined the promotional marketing methods of contact among freshman community college students. Their study concluded that the freshmen gained more knowledge about the college by listening to radio promotions and brochures. UBC could benefit from a similar study conducted on campus to determine how students are best reached and informed. The study's findings have the potential to be an effective tool to better reach university students with the information they need in order to participate in physical activity.

3. Partner with AMS and UBC Residence

- a. An analysis of recreation communication effectiveness among English-second-language students in their first year at UBC (Chan et al., 2018).
 - i. Participants of the focus group both agreed in the idea of promoting a “Ladies Night” and other female-centered events as ways to increase participation amongst self-identified female Chinese students. Our recommendation is for UBC Rec to partner with AMS student clubs with Asian student populations and UBC residences to promote such events. Though this, communication can increase and knowledge about the physical activities offered by UBC can be promoted.

- ii. A study conducted by Chan et al. (2018) analyzed the barriers which ESL International students at UBC face when it comes to participating in physical activity. From their study, the researchers are suggesting that communication to first year ESL students needs to be altered to reach more students. This is in line with our recommendations to increase communication outlets as well as hold events catered to the needs of our target group. AMS clubs involved with physical activity and sports may gain from this collaboration by gaining more student participants.
- iii. Ideally, the more events and opportunities for this cohort are promoted, the more participated will occur. By working with clubs which are already established, these female-centered events may tap into the social motivators identified by Yan & Cardinal. Their research identifies a lack of social support to be a barrier to participation; participants from their study voiced their opinion that if they had a friend who was willing to participate with them, they would be more active (2013).

Conclusion

Self-identifying female Chinese students at UBC encounter significant cultural and gender-based barriers to engagement in physical activity. To eliminate these barriers and improve accessibility to recreation for this demographic, it has been recommended that the university introduce gender-specific recreation spaces in existing facilities on campus, as well as beginner-level recreation programs. Bringing these ideas to fruition would increase comfort levels and allow for the development of new skills. The chosen demographic may also gain barrier-free access to physical activity if the effectiveness of information delivery of current

programs was increased. Lastly, if the AMS and UBC Residence created a partnership, they may be able to collaborate with Asian student populations to deliver recreation program tailored to the specific needs and interests of Chinese female students.

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Appendix A

Work Plan

<p>Name of Project: Cultural and gender-based barriers and Facilitators of physical activity amongst female UBC Students self-identifying as Chinese (including Hong Kong and Macao) or Taiwanese</p>			
<p>Purpose(s) of Project (“why are we doing this?”):</p> <p>To better understand the perceived cultural and gender-based barriers and facilitating factors for physical activity that students self-identifying as female and Chinese (including Hong Kong and Macao) or Taiwanese face at UBC.</p>			
<p>Deliverables (“what are we going to create?”): Analysis of qualitative data collected on barriers to physical activity as experienced by self-identifying female Chinese students at UBC. Well founded recommendations on how to overcome barriers opposing physical activity amongst this population.</p>			
<p>Methods (“how are we going to do this?”):</p> <ul style="list-style-type: none"> • Focus group • Literature review • Critical thinking 			
Project Members	Skills/Interests	Role(s) in the project	Availability
Kero	MoveU Crew Member / Intramurals Staff / Senior Collegia Advisor	Communicate with Physical Activity Office. Conduct Literature Reviews.	M: 8-12PM; 4-7PM T: 12:30-2PM W: 9-2PM Th: 12:30- 2PM F: N/A S: N/A S: N/A
Hilary	Chaperone for women receiving IME's	Note-taker in focus groups	M: Before 5pm T: 11-2pm

	Administrative Assistant at medical/legal consultations company	Transcribe focus group recordings	W:1-5pm Th: 11-2pm F: Before 5
Michelle	2017 UBC Soccer Women's Athletic Trainer. 2018 Laser Therapist	Focus Group Leader. Finalize research questions	M: available except 3-4pm T: 11-12pm W: 1pm-3pm. 4pm-5pm Th: 11am-3pm F: before 3pm Sat: NA Sun: NA
Christian	Special Olympics British Columbia Coach, Cardiac Rehabilitation Volunteer	Google form for recruitment. Literature review.	M: Not available Tu: 12:30pm-5pm W: 2pm-6pm Th: 12:30pm-5pm F: 2pm-6pm Sat: Not available Sun: Not available
Jin	Former UBC Active Kids Coach Document Holder	Creating focus group questions	M: Not available T: After 11AM W: Before 5pm T: After 11AM F: Available if needed

Project Component	Specific Task	What do you need in order to get this done?	Who is responsible?	When is this due?

Conducting Focus Group and Project Requirements	Recruitment of Participants	Consensus of format and communication with project partners to deliver	To communicate - Jin	October 11th
	Focus Group Questions Draft	Understanding of what information is pertinent to project	Whole group, finalization of order and format by Michelle	October 12th
	Focus Group Preparation	Pre planning and organization of materials	Jin - consent forms Name tents and seating - Hilary Gift Cards - Kero	2 days before focus group is conducted
	Transcribing Focus Group Recordings	Fully charged equipment, recording of meeting	Hilary	To be decided
	Literature Review with previous research	Review previous research and current topics which relate to culture and gender pertaining to physical activity participation	All group members	October 12th
Class Requirements	Work Plan	Complete work plan	All group members	October 11th
	Mid-term Progress Report	Update work plan	All group members	October 30th
	Report	Collection of all edited materials and collaboration of writing between all group members	All group members	December 6th
	Presentation	Finalized project report and presentable information	All group members	November 22nd

	Peer Evaluation	Reflect on group member's contribution to the project	All group members	December 6th
Report Writing	Report Write-up		All group members	December 6th
	Formatting	Formatting the report document to look presentable	Hilary	December 6th
	Introduction/Conclusion	Introduce project and conclude findings	Hilary	December 6th
	Literature Review	Review literature	Kero	December 6th
	Critique	Critically analyze project from year prior	Kero	December 6th
	Methodology	Explain how data was collected	Christian	December 6th
	Interview Review	Summarize qualitative findings regarding barriers to PA	Jin	December 6th
	Research	Summarize research done	Michelle	December 6th
	Recommendations	Come up with practical and valid proposals	Michelle	December 6th
	Limitations	Critical review of research methods used	Hilary	December 6th
	References	Properly formatted list of citations as well as in-text citations	Christian	December 6th
Final meeting with Contact Persons	Prepare project presentation	Print report and prepare oral presentation	All group members	To be decided

	Meet with project partners to get feedback on final project	Schedule meeting	All group members	To be decided
	Give final project to project partner	Adjust current project using feedback	All group members	To be decided
Final Edits	Edit report	Thorough read-through of project by entire group, changed made where needed	All group members	December 1st
	Edit presentation	Run-through of presentation and find lacking information and conflicting topics	All group members	November 15th

Appendix B

Focus Group Questions

Introduction:

- Thank everyone for coming to participate
- We are here to conduct a focus group to better understand how culture and gender-based barriers may effect self-identified Chinese females in participating in physical activity.
- Our goal is to get information and to come up with the best ways to break down some of these barriers.
- Participation is completely voluntary, you can decline any question, or chose to leave at any time.
- In this group, we have Hilary sitting in as the note-taker. We'd also like to ask if everyone is comfortable being recorded. All records will be destroyed after the research has been completed and none of your identities will be listed.
- If at any time you feel distraught or have to leave, we have a resource list for the external resources available for you, such as the UBC Student Health Service and UBC Counselling Services. However, this research poses minimal or no risk.
- Let's start off by introducing ourselves:
- Names, where are you from, how long have you been in Canada

Research Questions:

- Your answers and opinions on what you think about and how you participate in physical activity will help us tremendously.
- Physical activity is something that isn't just with sports, but is anything that gets your body moving and heart going. Things like walking, gardening, cycling, or swimming.

- If you have any questions, don't hesitate to ask.
 - Again, our mission is to figure out how we on campus can support you and your choices for physical activity.
 - Whatever you say here is valid, there won't be any judgement, and you don't have to answer
1. What kinds of physical activity do you participate in?
 2. What kind of movements and exercises do you enjoy doing?
 3. Tell me about the barriers that prevent you from participating in physical activity
 4. Examples of barriers
 5. Thinking about background and culture, do these facilitate or hinder your participation?
 6. Does your gender and culture predetermine what activities you can or should participate in?
 7. How does the environment at UBC encourage or discourage you from participating in physical activity?
 8. How can we on campus support or facilitate you and your decisions to be physically active?

Appendix C
Consent Form



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

School of Kinesiology

KIN 465 Interculturalism, Health and Physical Activity

**Participant consent form for
Community Based Experiential Learning (CBEL) Class Projects**

Principal Investigator:

Paul Kennedy (Senior Instructor, Associate Director Academics, School of Kinesiology, Faculty of Education)

Co-Investigators:

Bryna Kopelow (Sessional Instructor, School of Kinesiology, Faculty of Education)
Jennifer Fenton (Sessional Instructor, School of Kinesiology, Faculty of Education)
Liv Yoon (Teaching Assistant, School of Kinesiology, Faculty of Education)

The purpose of the class project:

To gather knowledge and expertise from the community on ideas about multiculturalism and interculturalism as they relate to the delivery of community-based physical activities for diverse populations. Interculturalism refers to connecting across cultural difference to foster mutual learning to create something new that contributes to social change.

Study Procedures:

With your permission we are asking you to participate in an interview, focus group, or survey, for this class project, the students will take notes during the data gathering. With the information gathered students will critically examine debates around multiculturalism and interculturalism as they relate to the delivery of health and physical activities for diverse populations in the community.

Project outcomes:

The information gathered from either the focus group, survey or interview questions, will be part of a written report for the class project. The written report will be shared with the community partners involved with the project, and they will receive a copy of the students report.

Potential benefits of class project:

There are no explicit benefits to you by taking part in this class project. However, the interview, focus group or survey will provide you with the opportunity to voice your opinion on your

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Version 2 | Date 08/31/2018 | Page 1 of 3



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experiences with community based physical activity activities in a broad sense, as well as give students information for the overall concept of multiculturalism and interculturalism.

If you are interested in learning about the results of this study, please provide your contact details at the bottom of this form. We will be in touch at the end of the project to provide a copy of the report and information on when we will be presenting the results.

Confidentiality:

Maintaining the confidentiality of the participants involved in a focus group, survey or interview is paramount, and no names will be asked for.

If you choose to take part in a focus group, only limited confidentiality can be offered. Although we encourage all participants to refrain from disclosing the contents of the discussion outside of the focus group, we cannot control what other participants do with the information discussed.

Data (i.e. notes, surveys, as well as storage and other identifying materials (i.e. signed consent forms) will be kept separately, in one location (i.e. locked filing cabinet in (Janna Taylor's office, 1924 West Mall) at the University of British Columbia or on a password-protected computer in an encrypted folder.) All data collection, will be destroyed in 6 months.

Risks:

The risks associated with participating in this research are minimal. There are no known physical, economic, or social risks associated with participation in this study. Although there is a schedule of questions, the person you are interviewing is free to share what they would like, including refusing to answer specific questions. You should know that your participation is completely voluntary and you are free to **withdraw from the interview, focus group or survey**; and there will not be negative impacts related to your withdrawal. If you withdraw from the study, all of the information you have shared up until that point will be destroyed.

Contact for information about the study:

If you have any questions about this class project, you can contact Paul Kennedy (604-822-9204, paul.kennedy@ubc.ca) or Bryna Kopelow (778-999-6648, bryna.kopelow@ubc.ca).

Research ethics complaints:

If you have any concerns or complaints about your rights as a research participant and/or your experiences while participating in this study, contact the Research Participant Complaint Line in the UBC Office of Research Ethics at 604-822-8598 or e-mail RSIL@ors.ubc.ca or call toll free 1-877-822-8598.

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School of Kinesiology

Consent:

Your participation in this study is entirely voluntary and you may refuse to participate or withdraw from the study at any time.

Your signature below indicates that you have received a copy of this consent form for your own records. Your signature indicates that you consent to participate in this study.

Subject signature _____ Date: _____

Please provide your contact details if you are interested in attending a presentation on the results of this study:

Address: _____

Phone #: _____

Alternative #: _____ Email: _____

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