

APPLIED QUALITATIVE RESEARCH: MAKING A DIFFERENCE

Winter 2019 – Jan 22

ENVR 4000/GEOG 4670/GEOG 7010

COURSE OVERVIEW

“Qualitative research scholars have an obligation to change the world”

Denzin, 2010, p. 115.

This course will provide you with a theoretical and applied understanding of qualitative research and how it might contribute to social change as well as environmental and social justice. The qualitative paradigm will be presented as complementary to its quantitative counterpart rather than contradictory and competitive, and we will also briefly explore mixed methods research that incorporates both quantitative and qualitative data. We will contrast a number of diverse approaches to qualitative research, exploring how they differ theoretically and pragmatically. We will also develop a variety of applied skills used in qualitative research, including individual and group interviews, submitting proposals for ethics review, combined use of qualitative and survey-based research results, and the use of computer software for data analysis. We will highlight the rationale and pragmatics of qualitative research that operates out of Manitoba and elsewhere, in part reflecting qualitative research conducted through the Environmental Conservation Lab and by inviting guest researchers to engage with the class. Over the course of the semester, a focus on community/graduate-based and action research will emerge. This combination of theory and applied skills, will allow students to conduct qualitative research projects, liaising with NGOs and community groups. Those interested in pursuing these projects over the winter as project courses will be encouraged to do so.

LEARNING OBJECTIVES

The overall goal is to develop a theoretical and applied understanding of qualitative research, especially regarding community-based and action research. More specifically, the learning objectives are to:

- i) Better understand the historical context and theoretical underpinnings of qualitative research;
- ii) Develop tangible skills in qualitative and mixed methods research;
- iii) Design and conduct independent research projects that benefit the students and other stakeholders, particularly those that are grassroots in nature;
- iv) Develop research skills that will be of use existing student or future projects; and
- v) Explore how qualitative research can contribute to social and environmental justice

GENERAL INFORMATION

Instructor: Stéphane McLachlan

Office: 302b Wallace

Phone: (w) 474-9316, (c) 293-4500

E-mail: steph.mclachla@umanitoba.ca

Office Hours: open-door (email is generally the quickest way to set up a meeting)

Lectures (tentative): T 2:30-5:15

Location (tentative): 218 Wallace

Textbook:

- No text book will form the basis of this course,

Assigned Readings

- Distributed at beginning of term and available on UML course site
 - please read them before class as they will provide background for the lectures/discussions

Other

- late submissions will be penalised 5% per day (unless arrangements are made ahead of time with instructor)

- marking scheme is: A+ (≥ 90), A (80-89), B+ (75-79), B (70-74), C+ (65-69), C (60-64), D (50-59), F (0-49)
- **Note:** The last date for *voluntary withdrawal* from winter-term courses in 2019 March 20

MARK ALLOCATION (UNDERGRADUATE STUDENTS)

- (Individual) Applied qualitative research project (35%; self: 50%, SM: 50%):
 - Proposal (max three pages) due **Feb 4** (15%)
 - Project presentation in-class on **April 1** (25%)
 - Final report (max 10 pages) due **April 18** (60%)
- (Class) Photovoice project and associated discussion (15%; self: 50%, SM: 50%):
 - Submit two photos and associated captions on or before **March 20** (50%)
 - Class discussion on **Mar 25** (50%)
- (Individual) Topic presentation in class (15%; self: 50%, SM: 50%)
- (Individual) Hosting guest researcher (10%; self: 50%, SM: 50%)
- (Individual) Critical journal: Due **April 7** (15%; self: 50%, SM: 50%)
 - Should include integrated summary, critical analysis, and reflection
 - Eight of 17 possible entries: each 2-3 pp long
- (Individual) Participation in class and projects: Due **April 18** (10%; self: 50%, SM: 50%)

MARK ALLOCATION (GRADUATE STUDENTS)

- (Individual) Applied qualitative research project (25%; self: 50%, SM: 50%):
 - Proposal (max three pages) due **Feb 4** (15%)
 - Project presentation in-class on **April 1** (25%)
 - Final report (max 10 pages) due **April 18** (60%)
- Conduct a second term project that reflects a meaningful contribution to your own qualitative graduate research (20%; self: 50%, SM: 50%):
 - Final report: Due **April 18** (20%)
- (Class) Photovoice project and associated discussion (10%; self: 50%, SM: 50%):
 - Submit two photos and associated captions on or before **March 18** (50%)
 - Class discussion on **Mar 25** (50%)
- (Individual) Topic presentation in class (10%; self: 50%, SM: 50%)
- (Individual) Hosting guest researcher (10%; self: 50%, SM: 50%)
- (Individual) Critical journal: Due **April 7** (15%; self: 50%, SM: 50%)
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- (Individual) Participation in class and projects: Due **April 18** (10%; self: 50%, SM: 50%)

STRUCTURE OF COURSE

- student and instructor-led lectures
- guest presenters
- student presentations
- discussion
- hands-on labs
- in-class reading assignments
- class research projects
- community/graduate research projects

COURSE FORMAT

This course will largely be discussion-based and skills-oriented, and will provide much opportunity for hands-on learning. Each week will consist of one two-hour class, plus some additional contact time regarding projects and guest lecturers. Classes will generally be divided into two parts and informed by assigned readings. The first part will focus on underlying conceptual or theoretical topics, or controversies, within the qualitative research genre. The second will focus on tangible skills needed for qualitative research (e.g. individual and group interviews, coding and identifying themes in qualitative data, writing up and presenting qualitative data etc.). Each student will host a guest researcher, who represents an appropriate expertise in qualitative research. These classes will likely extend into a third hour, as will classes when we are working on individual and group projects together

TERM COMMUNITY RESEARCH PROJECT

Students each will work on a semester-long qualitative research project that reflects their interests and the mandate of the course. These can be stand-alone projects, although students will likely contribute to existing projects, whether these reflect their own (honours) research or collaborations with more established research initiatives that are of interest.

SUBJECT MATTER

The following list of subjects will be covered over the course of the semester, each normally associated with two readings

Concepts:

- Paradigms/Worldviews: Quals vs. Quants
- Place as a researcher
- Universities as corporations
- Research design
- Ethnography
- Grounded theory
- Discourse analysis
- Participatory research
- Community-based research
- Action research
- Mixed methods
- Reflexivity
- Validity
- Stakeholders

Skills:

- Funding proposals
- Individual Interviews (open, semi-directed, directed)
- Group interviews
- Case study
- Cultural sensitivity and cross-cultural work
- Journaling and field notes
- Participatory video
- Photovoice
- Music videos
- Ethics review and approval
- Transcribing

- Coding and theme building
- Analysis using computer software
- Research proposal writing
- Presentation of results
- Community outreach

DETAILED SCHEDULE

DATE	TOPIC	READINGS
Jan 7 (a)	<i>Intro: review and modify syllabus</i>	
Jan 14 (a) Jan 14 (b)	<i>Concepts: AQR and social change (in-class)</i> <i>Skills: writing AQR project proposals</i>	Lyons 2013, Sandelowski and Barroso 2003
Jan 21 (a) Jan 21 (b)	<i>Concepts: Collaborative vs. community-based</i> <i>Skills: Interviewing (individual and group)</i>	Pain and Francis 2003, Castleden et al. 2013
Jan 28 (a) Jan 28 (b)	<i>Concepts: consent and REBs</i> <i>Skills: photovoice</i>	Lincoln 2005, Catalani and Minkler 2010, Hall and Bowen 2015
Feb 4 (a) Feb 4 (b)	<i>Concepts: research and Indigenous people</i> <i>Guest speaker: ***</i>	Kovach 2015, Brown 2006 Wilson 2008
Feb 11 (a) Feb 11 (b)	<i>Concepts: funding and the corporate university</i> Student ** <i>Skills: corporate walk</i>	Turk 2010, Schrecker 2012
Feb 18-21	<i>Winter break</i>	
Feb 25 (a) Feb 25 (b)	<i>Concepts: theory vs. action</i> <i>Skills: participatory video</i> Student **	Brydon-Miller et al. 2003, Anderson and McLachlan 2015, Kindon 2016
Mar 3 (a) Mar 3 (b)	<i>Concepts: mixed methods: wolves as sheep</i> Student ** <i>Guest speaker: **</i>	Giddings 2006, Creswell 2013
Mar 10 (a) Mar 10 (b)	<i>Concepts: quality and validity in AQR</i> Student ** <i>Skills: designing surveys</i>	Denzin 2009, Tracy 2010, Fielding 2010
Mar 17 (a) Mar 17 (b)	<i>Concepts: CAQDAS (Dedoose)</i> <i>Skills: codes and themes</i>	Johnson and Christensen 2004a, Nind 2011
Mar 24 (a) Mar 24 (b)	<i>Concepts: policymaking and AQR</i> <i>Skills: case studies</i>	Sallee and Flood 2012, Ferreira et al. 2009, Hyett et al. 2014
Mar 31 (a) Mar 31 (b)	<i>Concepts: public outreach and AQR</i> <i>Skills: presenting qualitative data</i>	Johnson and Christensen 2004b
April 7 (a) April 7 (b)	<i>Concepts: reflections on AQR and its future</i> <i>Skills: class presentations</i>	

Possible projects

- SSHRC Connections Grant application
- REB Application and associated online course
- Corporate walking tour and photovoice project
- Indigenous N'we Jinan Artists (music videos)
- Interviews with guest speakers

REFERENCES FOR REQUIRED READINGS

- Anderson, C. R., and S.M. McLachlan. 2015. Transformative research as knowledge mobilization: Transmedia, bridges, and layers. *Action Research*, 13: 1476750315616684.
- Branthwaite, A., and S. Patterson. 2011. The power of qualitative research in the era of social media. *Qualitative Market Research: An International Journal*, 14: 430- 440
- Brown, M. 2006. Research, respect, responsibility: A critical review of the tri-council policy statement in Aboriginal community-based research. *Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health*, 3: 79-100.
- Brydon-Miller, M.D. Greenwood, and P. Maguire. 2003. Why action research? *Action Research* 1:9-28
- Burnard, P., P. Gill, K. Stewart, E. Treasure, and B. Chadwick. 2008. Analysing and presenting qualitative data. *British Dental Journal*, 204: 429-432.
- Cannella, G.S. 2014. Qualitative Research as Living Within/Transforming Complex Power Relations. *Qualitative Inquiry*, 26: 1077800414554907.
- Castleden, H., Sylvestre, P., Martin, D., and M. McNally. 2015. " I don't think that any peer review committee...would ever 'get' what I currently do": How institutional metrics for success and merit risk perpetuating the (re) production of colonial relationships in community-based participatory research Involving Indigenous Peoples in Canada. *International Indigenous Policy Journal*, 6: 1-25
- Castleden, H., Morgan, V.S., and C. Lamb. 2012. "I spent the first year drinking tea": Exploring Canadian university researchers' perspectives on community-based participatory research involving Indigenous peoples. *The Canadian Geographer/Le Géographe canadien*, 56: 160-179.
- Catalani, C., and M. Minkler. 2010. Photovoice: A review of the literature in health and public health. *Health, Education, and Behavior* 37: 424-451
- Chang, H. 2016. Autoethnography in health research: growing pains? *Qualitative Health Research*, 26: 443-451.
- Creswell, J. W. 2013. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Third Edition. Sage Publications. California. pp 203-224
- Denzin, N.K. 2009. The elephant in the living room: Or extending the conversation about the politics of evidence *Qualitative Research*, 9: 139-160.
- Ferreira, G., R. Ramírez, and A. Lauzon. 2009. Influencing government decision makers through facilitative communication via community-produced videos: The case of remote Aboriginal communities in northwestern Ontario, Canada. *Journal of Rural and Community Development* 4: 19–38
- Fielding, N. 2010. Elephants, gold standards and applied qualitative research. *Qualitative Research*, 10: 123-127
- Giddings, L.S. 2006. Mixed-methods research: Positivism dressed in drag. *Journal of Research in Nursing*, 11: 195-203.
- Gough, B., and A Lyons. 2016. The future of qualitative research in psychology: accentuating the positive. *Integrative Psychological and Behavioral Science*, 50: 234-243.
- Hall, P.D., and G.A. Bowen. 2015. The use of photovoice for exploring students' perspectives on themselves and others. *Journal of Ethnographic and Qualitative Research*, 9: 196-208
- Hyett, N., Kenny, A., & D. Virginia Dickson-Swift. 2014. Methodology or method? A critical review of qualitative case study reports. *International Journal of Qualitative Studies on Health and Well-being*, 9: 1-12
- Jansson, S.M., C. Benoit, L. Casey, R. Phillips, and D. Burns. 2009. In the long haul: Knowledge translation between academic and nonprofit organizations. *Qualitative Health Research*, 20: 131-143
- Johnson, B. and L.B. Christensen. 2004a. Qualitative data analysis. In: *Educational Research: Quantitative, Qualitative, and Mixed Approaches*, Research Edition, Second Ed. Allyn and Bacon, New York. Chapter 17.
- Johnson, B. and L.B. Christensen. 2004b. Writing the research report. In: *Educational Research: Quantitative, Qualitative, and Mixed Approaches*, Research Edition, Second Ed. Allyn and Bacon, New York. Chapter 18.
- Kamal, A.G., Linklater, R., Thompson, S., Dipple, J., and Ithinto Mechisowin Committee. 2015. A recipe for

- change: Reclamation of indigenous food sovereignty in O-Pipon-Na-Piwin Cree Nation for decolonization, resource sharing, and cultural restoration. *Globalizations*, 12: 559-575.
- Karnieli-Miller, O., Strier, R., and L. Pessach. 2009. Power relations in qualitative research. *Qualitative Health Research*, 19: 279-289.
- King, T. 1993. One good story, that one. Harper Collins Publishers: Toronto.
- Kindon, S. 2016, Participatory video as a feminist practice of looking: 'take two!'. *Area*. doi:10.1111/area.12246
- Kovach, M. 2015. Emerging from the margins: Indigenous methodologies. In *Research as Resistance: Revisiting Critical, Indigenous, and Anti-Oppressive Approaches* (Edited by L.A. Brown and S. Strega) Second Ed. Canadian Scholar's Press: Ottawa. pp 43-65
- Kuehne, G. 2016. Eight issues to think about before interviewing farmers. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 17: 6-21
- Li, F. 2016. In defense of water: Modern mining, grassroots movements, and corporate strategies in Peru. *The Journal of Latin American and Caribbean Anthropology*, 21: 109-129
- Lincoln, Y.S. 2010. "What a long strange trip it's been....": Twenty-five years of qualitative and new paradigm research. *Qualitative Inquiry*, 16: 3-9
- Lincoln, Y. S. 2005. Institutional review boards and methodological conservatism: The challenge to and from phenomenological paradigms. *The Sage Handbook of Qualitative Research*, Third Ed, Sage Publications: Thousand Oaks, pp. 165-181.
- Lyons, H.Z., D.H. Bike, L. Ojeda, A. Johnson, R. Rosales, and L.Y. Flores. 2013. Qualitative research as social justice practice with culturally diverse populations. *Journal for Social Action in Counseling and Psychology*, 5: 10-25.
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- Nind, M. 2011. Participatory data analysis: A step too far? *Qualitative Research*, 11: 349-363.
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- Sallee, M.W., and J.T. Flood. 2012. Using qualitative research to bridge research, policy and practice. *Theory into Practice*, 51: 137-144.
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- Schrecker, E. 2012. Academic freedom in the corporate university. *Radical Teacher*, 93: 38-45
- Tracy, S.J. 2010. Qualitative quality: Eight "big tent" criteria for excellent qualitative research. *Qualitative Inquiry* 16:837-851.
- Turk, J.L. 2010. The Canadian corporate-academic complex. *Academe*. <http://aaup.org/AAUP/pubsres/academe/2010/ND/feat/turk.htm>
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- Wilson, E., Kenny, A., and V Dickson-Swift. 2015. Using blogs as a qualitative health research tool: A scoping review. *International Journal of Qualitative Methods*, 14: 1609406915618049.
- Wilson, S. 2008. *Research is Ceremony: Indigenous Research Methods*. Winnipeg: Fernwood. pp 43-61, pp 69-79.
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ADDITIONAL INFORMATION

Schedule “A”

Schedule “A” is a requirement passed by the University of Manitoba Senate in 2016, which requires that a list of available supports for services plus contact information be provided to all students. *While this information is important and useful, should you require advice and support, I will of course happy to meet with you and discuss any issues and concerns you might have*

Academics

The Academic Calendar

An important source of information that is relevant to your coursework is the academic calendar: <http://umanitoba.ca/student/records/academiccalendar.html>. Please review the sections on University Policies and Procedures and General Academic Regulations. While all of the information contained in these two sections is important, the following information is especially relevant:

- If you have questions about your grades, please talk to me as your instructor. There is a process for term work and final grade appeals. Note that you have the right to access your marked final exam. Please see the Registrar’s Office website for more information including appeal deadline dates and the appeal form
 - <http://umanitoba.ca/registrar/>
- You are also expected to be conversant with the General Academic Regulation section within the Academic Calendar, and more specifically the regulations regarding Academic Integrity. Please review the above information on this syllabus regarding academic integrity and feel free to ask me as your instructor about any concerns you might have. For the Academic Integrity Site for tools and support:
 - <http://umanitoba.ca/academicintegrity/>View the Student Academic Misconduct procedure for more information.

Academic Programs and Regulations

For information on regulations that are specific to your academic program, read the section in the Academic Calendar and on the respective faculty/college/school web site <http://umanitoba.ca/faculties/>

For additional information on your academic program and regulations, please contact the Academic Advisors within our Faculty

- Ilka Cudmore (204-474-9847)
- Jason Jorgenson (204-894-8710)

Copyright

All students are expected to respect copyright as per Canada’s Copyright Act. Instructors and students both play a key role in the University’s copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world.

The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. For more information, visit

- <http://umanitoba.ca/copyright>

Student Rights and Responsibilities

As a student of the University of Manitoba you have both rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Please become familiar with the policies and procedures of the University and our Faculty-specific regulations.

Writing and Learning Support

The Academic Learning Centre (ALC) offers services that may be helpful to you throughout your academic program. Through the ALC, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. The ALC also offers peer supported study groups called Supplemental Instruction (SI) for certain courses that students have typically found difficult. In these study groups, students have opportunities to ask questions, compare notes, discuss content, solve practice problems, and develop new study strategies.

You can also meet one-to-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. If you are interested in meeting with a writing tutor, reserve your appointment two to three days in advance of the time you would like to meet. Also, plan to meet with a writing tutor a few days before your paper is due so that you have time to work with the tutor's feedback.

These Academic Learning Centre services are *free* for U of M students. For more information, please visit the Academic Learning Centre website at:

- <http://umanitoba.ca/student/academiclearning/>

You can also contact the Academic Learning Centre by calling 204-480-1481 or by visiting 201 Tier Building.

University of Manitoba Libraries (UML)

As the primary contact for all research needs, the librarian serving our Faculty (liaisons) can play an important role when completing academic papers and assignments. They can answer questions about managing citations or locating appropriate resources, and may be able address any other course-specific concerns you may have, regarding education and research. Liaisons can be contacted by email or phone, and are also available to meet with you in-person. A complete list of liaison librarians can be found by subject:

- <http://bit.ly/WcEbA1> or name: <http://bit.ly/1tJ0bB4>.

In addition, general library assistance is provided in person at 19 University Libraries, located on both the Fort Garry and Bannatyne campuses, as well as in many Winnipeg hospitals. For a listing of all libraries, please consult the following:

- <http://bit.ly/1sXe6RA>.

When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the Libraries' homepage:

- www.umanitoba.ca/libraries.

Respectful Work and Learning Environment

As an instructor, I am absolutely committed to a respectful learning and work environment. You, of course, have the right to be treated with respect as a student, but you are also expected conduct yourself in an appropriately respectful manner with regards to the other students, teaching assistants, and me as your instructor. University policies governing such behavior include the:

- **Respectful Work and Learning Environment**
 - http://umanitoba.ca/admin/governance/governing_documents/community/230.html
- **Student Discipline**
 - http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html
- **Violent or Threatening Behaviour**
 - http://umanitoba.ca/admin/governance/governing_documents/community/669.html

Student Support

Student Advocacy

If you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic concerns, please consider contacting:

- <http://umanitoba.ca/student/advocacy/>, 520 University Centre 204-474-7423, or
- student_advocacy@umanitoba.ca.

Student Counselling Centre (SCC)

Please consider contacting the Student Counselling Centre (SCC) if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. The SCC offers crisis services as well as individual, couple, and group counselling.

- Student Counselling Centre: <http://umanitoba.ca/student/counselling/index.html>
474 University Centre or
- S207 Medical Services, 204-474-8592

Mental Health

For 24/7 mental health support, please consider contacting the Mobile Crisis Service at

- 204-940-1781.

Student Accessibility Services

If you are a student with a disability, please contact SAS for academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations. Students who have, or think they may have, a disability (e.g., mental illness, learning, medical, hearing, injury-related, visual) are invited to contact SAS to arrange a confidential consultation.

- *Student Accessibility Services* <http://umanitoba.ca/student/saa/accessibility/>, 520 University Centre, 204-474-7423, TTY 204-474-9790, Student_accessibility@umanitoba.ca

If you are experiencing difficulties with your studies or assignments, or have a disability or illness which may affect your course of study, you should discuss these issues with me as instructor and/or mentors at one of the following Student Affairs offices as soon as possible:

- Indigenous Student Centre (ISC); Phone: 204-474-8850. 114 Sidney Smith St.
- International Centre for Students; Phone: 204-474-8501. 541 University Centre
- English Language Centre; Phone: 204-474-9251. 520 University Centre
- UMSU – University of Manitoba Students’ Union; 101 UMSU University Centre, umsu@umsu.ca, 204-474-8678 (UMSU)
- Numerous of campus ethno-cultural student groups and various communities of interest, action or belonging as funded or supported by UMSU.

Student Support Case Management

Please consider contacting the Student Support Case Management team (SSCM) if you are concerned about yourself or another student and don’t know where to turn. The SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

- Student Support Intake Assistant <http://umanitoba.ca/student/case-manager/index.html>. 520 University Centre, 204-474-7423

University Health Service

Please consider contacting UHS for any medical concerns, including mental health problems. The UHS offers a full range of medical services to students, including psychiatric consultation.

- University Health Service <http://umanitoba.ca/student/health/>
104 University Centre, Fort Garry Campus, 204-474-8411 (Business hours or after hours/urgent calls)

Health and Wellness

Please consider contacting a Health and Wellness Educator if you are interested in information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault.

- Health and Wellness Educator <http://umanitoba.ca/student/health-wellness/welcome.html>.
Katie.Kutryk@umanitoba.ca, 469 University Centre, 204-295-9032

Live Well @ UofM

For comprehensive information about the full range of health and wellness resources available on campus, visit the Live Well @ UofM site:

- <http://umanitoba.ca/student/livewell/index.html>

Sexual Assault

If you experience sexual assault or know a member of the university community who has, the first thing you need to do is make sure that you or these community members are safe. It is also important to feel that you can reach out and find support regarding this experience it is important to know there is a policy that provides information about the supports available to those who disclose and outlines a process for reporting.

More information and resources can be found by reviewing the Sexual Assault site