

## EJCA HISTORY PROJECT GUIDELINES and HANDBOOK

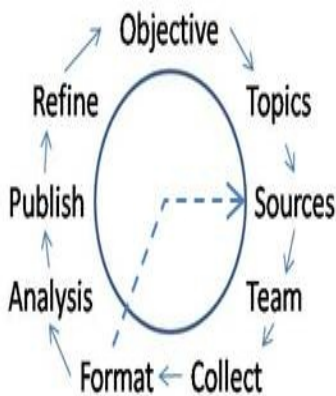
### Project Summary and Timeline

This project will collect and share information about Japanese-Canadian history and contributions in the Edmonton area. It has a 2-year maximum timeline broken down into shorter cycles. Shorter cycles help identify flaws and potential refinements early when they can be easily changed. It also means smaller bits of information will reach a useable form earlier and will still be available should the larger project become stalled.

The main “product” will be a collection of data that can be reformatted in various “output” forms. This data may include: recorded interviews and transcripts, copies of historical information (e.g. books, newspapers, official records, correspondence, photos), or original archival material. The output is limited only by the imagination of creators and may include: books, brochures, webpages, video productions, research papers, or presentations.

Initially, the Edmonton Japanese Community Association (EJCA) will store the data collection and make it accessible. In future, the collection (or copies) may be deposited with other trusted repositories such as the Provincial Archives of Alberta ([culture.alberta.ca/archives/](http://culture.alberta.ca/archives/)) or the Japanese Canadian National Museum ([www.jcnm.ca/](http://www.jcnm.ca/)).

The overall project is broken into 9-steps with sub-cycles for different forms of information (e.g. oral interviews, print records, and personal records) shown by the dotted line in the diagram.



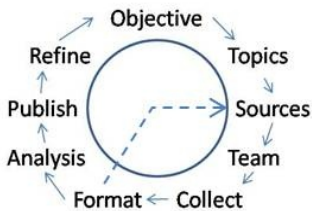
- **Objective:** what information is wanted and what will be done with it?
- **Topics:** what are we interested in knowing? (and why)?
- **Sources:** where can information be found?
- **Team:** who will do the collecting, analysis, publishing?
- **Collect:** gather information, conduct interviews.
- **Format:** how will collected data be stored for various uses?
- **Analysis:** what does the collected information say?
- **Publish:** how to share findings with interested people in effective forms?
- **Refine:** How do it all more efficiently for the next round?

### Roles:

- **EJCA history committee:** overall oversight of project, procuring and managing the project budget, hiring staff and recruiting volunteers (e.g. coordinator, interviewers, researchers), identifying likely interviewees, arranging for storage and depositing of results.
- **Project consultant/coordinator:** creating outline, guidelines, and handbook for project in cooperation with committee, staff, and volunteers. Ongoing advice and troubleshooting.
- **Interviewers and/or Researchers:** conduct oral interviews, find and record archival information (may be paid or volunteer)

- **Transcribers, writers/producers, record keepers:** transcribe oral interviews to print form, ensure records (e.g. recordings, text, documents) are properly saved and stored, create ways of sharing the information collected.

### Objective

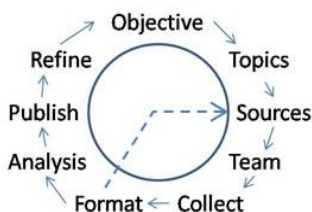


Collect and publish information about the Japanese-Canadian history of Edmonton and area.

### Considerations:

- Who are Japanese-Canadians?
  - Canadians with a Japanese heritage
  - Japanese who immigrated or lived/contributed to Edmonton but never became citizens.
  - Japanese who only visited briefly or even contributed from afar but never lived here.
  - EJCA history project committee can decide on case-by-case basis.
- What is Edmonton area?
  - Greater Edmonton and surrounding towns where residents would consider Edmonton their commercial centre.
  - Smaller towns in northern Alberta
- What historical period?
  - Earliest records to early 1940s = “real pioneers”
  - 1940s to 1970s = wartime coastal removal, post-war resettlement, “kika nissei” (born in Canada, to Japan around WWII, returned to Canada)
  - 1970s to present = “new immigrants”
- What are publishing options?
  - Recordings and transcripts of interviews, book, articles, webpages, audio, video.

### Topics



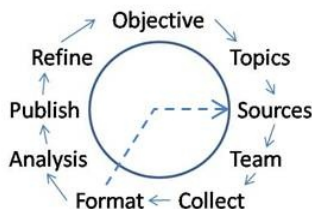
Here are some examples of what social historians are usually interested in. The trick is to figure out which ones will yield interesting answers. Another challenge is whether we want a description of ordinary life or the special events that stick out. If only special events and unique features are collected, it paints a picture of people who live in a bubble within bigger society, which may or may not be accurate.

- **ORIGINS** - where they were born, why they came to Edmonton, where else they lived before or after Edmonton and why. (Interesting mapping potential with this topic).
- **FOOD** - gardens, stores, recipes, buying co-ops
- **SHELTER** - neighbourhoods, styles of house, furniture

- **CLOTHING** - styles, influences, where it was bought or ordered
- **RECREATION** - play, leisure, games, hobbies
- **SOCIAL CONNECTIONS** - neighbours, church, associations (e.g. EJCA), contributions to Edmonton's development, interactions with non-Japanese
- **EDUCATION** – schools attended, nationalities of friends
- **JOBS** - what jobs done, pay rates, relations with colleagues
- **LANGUAGE** - spoken at home, dialects, words specific to Alberta or Canada
- **BUSINESSES** – what Japanese businesses existed in Edmonton.
- **POPULATION (size and demographics)** – how big was/is Japanese-Canadian community, what characteristics (e.g. age, income)
- **CULTURE** – what traditions were maintained, modified, or discarded; culture shock memories; family heirlooms and archives,
- **NOTABLE FIGURES** (Important people in the community)
- **IDENTITY** – what makes someone Japanese-Canadian? Personal source of strength and inspiration?
- **ADVICE** to younger and future generations.

n.b.: **INTERMENT**: The internment was significant, memorable, and influential. However, such events can become the sole focus. The Japanese-Canadian WWII internment has been dealt with extensively and overshadows many decades of Japanese-Canadian history before and after. But, there may still be a perception by some that it hasn't been dealt with enough.

Recommendation: This project will only address the internment in relation to such topics as reasons for people moving to Edmonton, later relations with non-Japanese, social connections, or if the interviewee really wants to talk about it.



### Sources: Oral Interviews

Oral interviews typically take place just once so identifying the information to collect ahead of time is very important (there might be opportunities to clarify and elaborate later date but likely not). The goal is collect a good variety of information in sufficient depth but not make the interview too long.

- Oral interview topics have to be prioritized because of limited time and asked through open-ended questions (not a checklist or yes/no questions) by an engaging interviewer to get candid responses.
- Interviewees should be aware of topics ahead of time to allow them to prepare and give their informed consent to participate. Afterwards, they should be encouraged to listen to or read their interview to add details or clarify; however, the original interview itself should not be modified with deletions or changes (without very good reason) – it is difficult to excise and change recordings.
- Might be value in having both individual and group interviews. Pros and cons to each e.g. groups members might stimulate each other but some might over-power others and transcription is hard to identify who is talking.
- Accurate and complete transcriptions are necessary for future access because technologies change and audio recordings are difficult to search.

## Sub-topics

Some topics from the overall list can be greatly enriched, or only answered, with oral interviews. Others are more effectively gathered in written sources such as newspapers, census, local histories, directories, homestead records, etc.

## Team

EJCA History Committee: select interviewers, identify interviewees, make initial contact, supply tokens of appreciation, consult on topics and keep abreast of progress.

History project manager: identify topics of interest, prepare invitation and consent letter drafts, prepare interview guide, consult on interview process and transcription and storage of data.

### Interviewers / project managers

- assist with organisation of project information sessions
- send potential interviewees invitations
- set up interview times and places
- assist with making up the interview guide
- become familiar with DVR (digital voice recorder) - perhaps even recommend a model to purchase
- conduct interviews (including arranging small gift, get informed consent on paper and on recording)
- format recorded interview (i.e. save as audio file in appropriate place, make back-up file, transcribe or coordinate with transcriber, make and forward CD and paper copy of interview and transcription to interviewee)
- provide history committee with updates and blurbs that could be included in Moshi Moshi and/or on website
- make recommendations for, and implement, improvements
- train other interviewers if and when necessary
- other related duties

#### Future:

- gradually assume coordination of whole project
- initiate, coordinate, conduct archival research using other sources (e.g. directories, local histories, newspapers, etc)

Time commitment: 2-10 hours per week depending on stage of project

## Collect

Identify: EJCA history committee or EJCA board members will identify prospective interviewees based on personal knowledge and recommendations from community members.

Recruit: EJCA history committee or EJCA board members will make initial contact with prospective interviewees and will forward an explanatory invitation (see appendix – Invitation to Participate) containing an RSVP. Interviewers will make contact to set up times and locations for interviews and follow-up contacts.

### Consent / Copyright:

Some interviewees may feel uncomfortable signing a legal document and think it is unnecessary. However, academic researchers, museums, and archives are increasingly subject to misunderstandings about what this information might be used for and who might see it. People often

don't realise their recorded comments might be heard by relatives, friends/enemies, or researchers/journalists; published in books or on the web, or put in archives for future generations. Their information will be invaluable to future generations but they usually don't have any way to correct misunderstandings. We have to be careful to respect people's privacy yet somehow get the 'interesting' stories. Above all, we want clarify before spending a lot of time on preparation, interviews, transcription, and follow-ups only to have a participant (or relatives) later realise the implications and ask to have interview deleted. It is better to have them decline early.

**Consent form:** modeled on Provincial Archives of Alberta form since we are likely to eventually deposit copies from this project there (see appendix – Consent Form). Verbal consent will be confirmed on recording because paper permission is hard to keep attached to recordings.

Interview process:

- Individual (group might be interesting but really hard to distinguish speakers in recording)
- 1-1.5 hours
- Bring snack or gift
- Pre-research – bring photos or some other relevant props
- Post-interview follow-up: clarify, add details, review transcript or recording

Interview guide: (see appendix)

KEY POINTS:

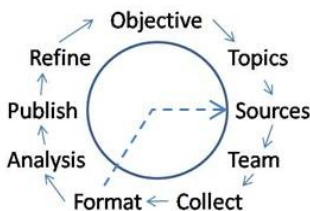
- o Record date and interviewer's name
- o Ask interviewee for name and age
- o Confirm acceptance of informed consent on recording (shorter version of form in case they get separated in future)
- Tips: clarify, probe, follow-up, don't interrupt unless necessary

Recording method:

Digital voice recorder files saved to computer drive (possibly external drive), possibly cleaned up with program like Audacity, and burned to CD (for collection and interviewee)

**Format**

Copies of original recording on CD + transcription + index



**Sources: Archival information**

Newspapers, census data, maps, directories, homestead records.  
(future stage of project)

**Sub-topics**

All topics are potentially to be found in archival sources.

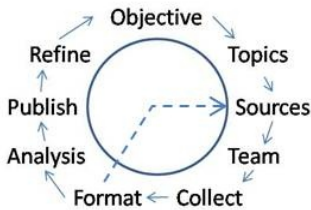
**Collect**

Locate: Provincial Archives of Alberta

Recording method (Copyright): Can pages/maps/screens be photocopied? How should they be cited?

**Format**

Copies of original information + transcription for word processing/searching + index



**Sources: Personal Archives and Records**

Journals, diaries, photographs, recordings, videos, correspondence.  
(future stage of the project)

**Sub-topics**

All topics are potentially to be found in personal archives and records.

**Collect**

Locate: Provincial Archives of Alberta

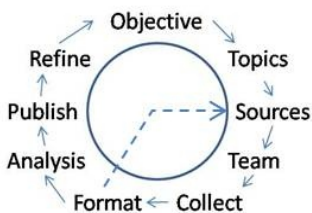
Recording method (Copyright):

Can pages/maps/screens be photocopied? How should they be cited?

Separate form for permission

**Format**

Originals or Copies of original information + transcription for word processing/searching + index

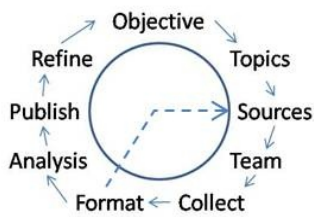


**Analysis**

What common topics arise out of various sources? How can this information be re-arranged to tell different stories?

This section will be expanded as necessary in the future

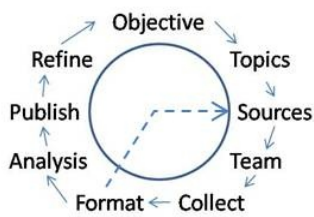
## Publish



How to share the findings. Books, presentations, web pages, video, audio recordings.

The data collected can be rearranged and repackaged in many ways if the information is preserved in a flexible form.

## Refine



Prototyping means “fail early, fail cheaply.” Hours of work will be spent on collecting information with often no opportunity to go back and ask/find more. It is crucial to do this project in short stages so we don’t put in hours of work only to realise we wished we’d identified another interesting topic or the files don’t save properly.

## Appendices

### Recruitment Letter

[Inside Address]  
Edmonton Japanese Community Association  
Edmonton, AB, T6E 5H6  
(780) 466-8166

Dear \_\_\_\_\_

Title: History of Japanese-Canadians in Edmonton Area Project – oral interviews

The Edmonton Japanese Community Association is documenting the history, experiences, and contributions of the Japanese-Canadian (and Japanese) communities in the Edmonton area from pioneer times to the present. Using various sources like oral interviews, newspapers, census, directories, photos, local histories, we would like to investigate topics such as:

- **ORIGINS** - where born, why they came to Edmonton, where else they lived before or after Edmonton and why.
- **FOOD** - gardens, stores, recipes, buying co-ops
- **SHELTER** - neighbourhoods, styles of house, furniture
- **CLOTHING** - styles, influences, where it was bought or ordered
- **RECREATION** - play, leisure, games, hobbies
- **SOCIAL CONNECTIONS** - neighbours, church, associations (e.g. EJCA), contributions to Edmonton's development, interactions with non-Japanese
- **EDUCATION** – schools attended, nationalities of friends
- **JOBS** - what jobs done, pay rates, relations with colleagues
- **LANGUAGE** - spoken at home, dialects, words specific to Alberta or Canada
- **BUSINESSES** – what Japanese businesses existed in Edmonton.
- **POPULATION (size and demographics)** – how big was/is Japanese-Canadian community, what characteristics (e.g. age, income)
- **CULTURE** – what traditions were maintained, modified, or discarded; culture shock memories; family heirlooms and archives,
- **NOTABLE FIGURES**
- **IDENTITY** – what makes someone Japanese-Canadian? Personal source of strength and inspiration?
- **ADVICE** to younger and future generations.

The goal is to collect this information in one place so community members, future generations, and researchers can learn about local history and create a variety of e publications such as books, articles, presentations, web pages, and who knows what else.

We would like to interview you to discover your memories and thoughts on these topics. The interview would take 60 – 90 minutes at a time and place convenient for you. It will be recorded and transcribed. The interviewer will ask some specific questions and will also let you share information you feel is important.

You don't have to answer any questions you don't want to and can stop the interview at any point. We will give you a recorded copy of your interview to share with whoever you wish.



IMPORTANT: it is very possible that whole interviews (or parts) might be used for various forms of research, publication, broadcast, theatre performance, display, lecture or other uses in the future. It is also likely that the results of this project will be deposited in other locations such as the Provincial Archives of Alberta or Japanese Canadian National Museum.

Therefore, you will be asked to sign a consent form and verbally acknowledge your consent for the interview before it begins. This is common in historical research to make sure people are well-aware of who might have access to the interview and what it might be used for. It might seem too formal for a project like this but we want to make sure there are no hard feelings or surprises in the future.

We hope you will participate in this important project especially since very little work has been done on the history of Japanese in northern Alberta. It will be greatly appreciated by current and future generations.

If you are willing to be interviewed or have any questions, please contact:

\_\_\_\_\_.

Thank you very much.

### Informed Consent

#### ORAL HISTORY /AUDIO/VIDEO RECORDING RELEASE FORM

I acknowledge that I am providing the information in this recorded interview so that it may be stored and shared with others. Initially, it will be kept by the Edmonton Japanese Community Association but will likely be deposited at the Provincial Archives of Alberta or similar trusted repository (e.g. Japanese Canadian Museum and Archives). I understand and acknowledge that once deposited, that archive has legal custody and control of the information I am providing in my recorded interview, including all proprietary rights.

Once the recording and transcript have been deposited, researchers will routinely be allowed to listen and view. Use in whole or in part of any form for research, publication, broadcast, theatre performance, display, lecture or other uses will be allowed at the discretion of the repository. Reasonable efforts will be made to ensure proper credit and acknowledgment is given to you for your contributions.

I understand and accept the conditions stated above and I have no concerns regarding the release of the information contained in the recorded interview.

Name, address, telephone number and email address of interviewee:

\_\_\_\_\_

I **agree / do not agree** (circle one) that my name, address and phone number may be shared with researchers if requested and approved by repository holding my records. (Optional)

\_\_\_\_\_  
Signature of Interviewee

\_\_\_\_\_  
Date

## Interview Guide

### Preparation

- DVR (adaptor, headphones, SD card)
- Extension cord
- Informed consent form (2 copies)
- Blank paper / pens
- Small gift

### Meeting interviewee

[NEED TO DETERMINE PROCEDURE HERE]

### Recorder Set-up

- 1) Attach base, adaptor, headphones
- 2) Place DVR between people
- 3) Select front + rear mics (“surround 2ch”) – use ← → buttons
- 4) Test recording:
  - a. press orange • once (blinking red) to hear sound levels through headphones
  - b. press orange • again (solid red) to record – test ‘front’ mic then ‘rear’ mic
  - c. adjust recording level to max (without loudest sound exceeding limit)
  - d. press orange • again (no light)
  - e. press →/|| to hear test recording

### File recording times:

#### Stereo Mode

REC Format		SD/SDHC Card Capacity				
		1GB	4GB	8GB	16GB	32GB
MP3	128kbps	17hrs 21min.	69hrs 26min.	138hrs 53min.	277hrs 46min.	555hrs 33min.
	320kbps	6hrs 56min.	27hrs 46min.	55hrs 33min.	151hrs 6min.	342hrs 13min.
WAV	16bit / 44.1kHz	1hr 34min.	6hrs 17min.	12hrs 35min.	25hrs 11min.	50hrs 23min.
	16bit / 48kHz	1hr 26min.	5hrs 47min.	11hrs 34min.	23hrs 8min.	46hrs 17min.
	24bit / 96kHz	28min.	1hrs 55min.	3hrs 51min.	7hrs 42min.	15hrs 25min.

#### 4-Channel Mode

REC Format		SD/SDHC Card Capacity				
		1GB	4GB	8GB	16GB	32GB
WAV	16bit / 44.1kHz	47min.	3hrs 8min.	6hrs 17min.	12hrs 35min.	25hrs 11min.
	24bit / 48kHz	28min.	1hrs 55min.	3hrs 51min.	7hrs 42min.	15hrs 25min.

### **Pre -Interview**

Remember!: clarify, probe, follow-up, interrupt only if necessary

- 1) Start DVR (same buttons as test recording):
  - a. \* note folder, file number, and interviewee name on paper
- 2) Record date and interviewer's name
- 3) Ask interviewee for name and age.
- 4) Confirm acceptance of informed consent [about 1½ minutes]
  - a. "You already signed the consent form but just in case it gets separated from the recording, I need to confirm it on tape."
    - i. Your interview will be stored and shared with current and future generations including researchers. **Do you agree?**
    - ii. For now, it will be kept by the Edmonton Japanese Community Association. It might eventually be deposited at another trusted site like the Provincial Archives of Alberta or the Japanese Canadian Museum which will then have custody and control of this interview. **Do you agree?**
    - iii. Researchers will be allowed to listen, view, and potentially use your interview for a variety of purposes including but not limited to: research, publication, broadcast, theatre performance, display, lecture or other uses at the discretion of the repository. Reasonable efforts will be made to ensure proper credit and acknowledgment is given to you for your contributions. **Do you agree?**
    - iv. OK, let's start the fun part!

### **Interview**

(occasionally note time on recorder and current topic – for later checking)

### **[NEED TO DECIDE ON INTERVIEW QUESTIONS AND ORDER HERE]**

***\*Note folder, file, and time on paper at end of interview***

### **Post-interview (on-site)**

1. Thank interviewee, tell them we will send a recording copy and transcript when prepared.
2. Ensure DVR is off and all pieces packed

### **Post-interview (off-site)**

Transfer DVR file to external hard drive? Computer drive?

*Naming convention = lastname\_firstname\_date (e.g. sulz\_david\_21April2010.wav)*

1. USB method (might have to download new driver for windows7 or H2 system update: (save to desktop, right click to extract, double click application to install):  
<http://www.zoom.co.jp/english/download/software/h2.php>
  - a. Connect DVR with USB cables
  - b. Press (menu) then →→| until "USB"

- c. press orange ●, choose “storage”, press orange ● again
  - d. Removable disc icon will appear in “my computer”
  - e. Save to ??? and rename with naming convention
  - f. Delete recorded files from DVR when safely transferred
  - g. Eject DVR from computer USB
2. SD card method
- a. Make sure DVR power is off then remove SD card.
  - b. Insert SD card into computer and use as removable drive.
  - c. Save to ???

Burn CD using windows media or other program

**[NEED TO DETERMINE PROCEDURE]**

Transcription of file

**[NEED TO DETERMINE WHO WILL DO THIS]**

Thank you letter (with copy of recording and transcript, if available)

## Job interview situations

### Oral interviewer position

Previous interviewing skill is not as important as a friendly manner and ability to engage interviewees in conversation. They need to be able to guide the conversation and recognise if they need to contribute more to keep it going on track or sit back and let the interviewee talk if they are already on track. They also have to be interested in organising the 'data' afterwards and think about how it will be accessible in the future.

Applicants should be given questions ahead of time so they have a chance to think about them – the interview is not necessarily a test to see what they already know off the tops of their heads.

### Job interview questions

- This position relates to an EJCA project to collect information about the history of Japanese-Canadians in the Edmonton area. There are several places we could get information about this history - what are some of the potential sources you can think of?

- What sorts of topics do you think would be interesting to collect information on? That is, what sorts of things might historians and other researchers as well as younger and future generations be interested in knowing about the history of Japanese-Canadians in the Edmonton area?

- The major task of this job for now will be conducting oral interviews and organizing the information afterwards. Could you walk us through the steps you think are necessary to get this done? You can assume we will already have a list of people to contact.

- What qualities or techniques do you think help make a successful interview?

- Here are a few topics of interest from our draft interview guide. Take about 2 minutes to look it over just outside the door then we'll ask you to come in and start an interview with one of us. You can pretend this is the interviewee's house or apartment and you are knocking at the door. We only want this to take about 5 minutes so don't worry that it is abrupt and shorter than the real interview - we just want to see how you would start the interview, ask questions, and end the interview. We know this is artificial situation and you would be better prepared for the real interviews.

**ORIGINS** - where were you born, why you came to Edmonton, where else you lived before or after Edmonton and why.

**RECREATION** - play, leisure, games, hobbies

## Background Materials and Samples

### Informed Consent:

The academic 'gold standard' in Canada is the Tri-Council Policy Statement: Ethical Research Involving Humans but there are many concerns about its rigidity especially by humanities scholars including historians. In short, this policy is based on medical research where anonymity, confidentiality, and eventual data destruction are the norm and seen as essential to privacy and dignity. This is exactly opposite to historical research where:

- goal is to document and archive the lives of *individuals* (not groups) to highlight contributions people make in social and political life, to explore fissures within groups, and map the changing boundaries of "community."
- Data retention is the whole point of the exercise! (data destruction destroys the project)
- initial research questions may be outlined but specific questions and shifts in focus often occurs during interviews with individuals.
- consent to participate can take a variety of forms, written being only one of them
- asking questions about sensitive issues is part of the historical inquiry into private life (subject to interviewee's right to not answer any question)
- some individuals and communities find anonymity offensive to their religion and culture (e.g. some Mennonites and First Nations.)
- identifying individuals can give power a face: anonymity limits ability associate individuals with their actions or acknowledge the of power by certain people over others

More Background:

- Tri-Council Policy Statement: Ethical Research Involving Humans: <http://pre.ethics.gc.ca/eng/policy-politique/tcps-eptc/readtcps-lireeptc/>
- Historians' comments on Tri-Council Policy Statement ([http://www.cha-shc.ca/en/Advocacy\\_51/items/14.html](http://www.cha-shc.ca/en/Advocacy_51/items/14.html))
- Oral History Association's Evaluation Guide: [http://www.oralhistory.org/wiki/index.php/Evaluation\\_Guide](http://www.oralhistory.org/wiki/index.php/Evaluation_Guide)

### Sample 1: Provincial Archives of Alberta

Courtesy of Tom Anderson, Private Records archivist)

#### **ORAL HISTORY /AUDIO/VIDEO RECORDING RELEASE FORM**

*(To be used by non-government employees when conducting interviews with the intent of depositing the interviews at the Provincial Archives of Alberta)*

I acknowledge that I am providing the information in this recorded interview so that it may be deposited at the Provincial Archives of Alberta. I also understand and acknowledge that once deposited, the Provincial Archives of Alberta has legal custody and control of the information I am providing in my recorded interview, including all proprietary rights.

Once the tape has been deposited in the Provincial Archives of Alberta, researchers will routinely be allowed to listen to/view the tape in the Reading Room at the Provincial Archives of

Alberta. Use in whole or in part of any form for research, publication, broadcast, theatre performance, display, lecture or other uses will be allowed at the discretion of the Provincial Archives of Alberta.

I understand and accept the conditions stated above and I have no concerns regarding the release of the information contained in the recorded interview.

\_\_\_\_\_  
Signature of Interviewee Date \_\_\_\_\_

Name, address, telephone number and email address of interviewee:

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

I agree that my name, address and phone number may be shared with researchers if requested by researchers. (Optional)

\_\_\_\_\_  
Signature of Interviewee Date \_\_\_\_\_  
Revised January 2009

Sample 2: UofA: Invitation and informed consent: anonymous and confidential

Courtesy of Dr. Tanya Berry

a) information sheet / invitation

Title: Evaluation of the Healthy U initiative – refocus on seniors.  
Principal Investigator: [Name and inside address]

Dear Participant,

This is a group discussion to find out how you think about some TV commercials about healthy eating and exercise. We are interested in knowing more about your opinions about these commercials because many people don't pay attention to commercials but a lot of money is spent making them.

If you want to be in this group, it will take about 60 – 90 minutes. You will be asked questions about some TV commercials and will be shown some commercials to comment on. We will audio-tape the focus groups. You might not want to answer questions and you are free to not answer any questions you don't want to. You are also free to stop participating at any time without consequence. If you want to stop, please just tell xxx. Also, other people might talk about what you said when the group is over, but it is important that everyone respect each other's opinions and not discuss what was said during this meeting. By participating you might learn something about health promotion advertising and about physical activity or healthy eating. You can choose to end your participation at any time with no questions asked.

You answers will be kept private by the researcher. The tapes will be kept in a locked room and no one will hear them except xxx or xxx. After the data have been copied from the tapes into a written document, the tapes will be erased. Everyone will be assigned a code number and names will not be used. Normally data are kept for seven years after we have published any papers, after which it may be destroyed.

If you have any questions about this project, please feel free to call Dr. xxx at (xxx)-xxx-xxxx. You may also e-mail any questions you might have. If you have further concerns about this study, you may contact Dr. xxx, Chair of the Faculty Research Ethics Board, at (xxx) xxx-xxxx. Dr. xxx has no direct involvement with this project.

Thank you



b) Consent Form

Title of Project: Evaluation of the Healthy U initiative – refocus on seniors.

Principal Investigator and contact info: xxx

Do you understand that you have been asked to be in a research study?	Yes	No
Have you read and received a copy of the attached Information Sheet	Yes	No
Do you understand the benefits and risks involved in taking part in this research study?	Yes	No
Have you had an opportunity to ask questions and discuss this study?	Yes	No
Do you understand that you are free to refuse to participate, or to withdraw from the study at any time, without consequence, and that your information will be withdrawn at your request, if you ask within two weeks of this group meeting?	Yes	No
Has the issue of confidentiality been explained to you? Do you understand who will have access to your information?	Yes	No
Do you consent to being audio-taped?	Yes	No

This study was explained to me by: \_\_\_\_\_

I agree to take part in this study: yes / no

\_\_\_\_\_  
Signature of Research Participant                      Date

\_\_\_\_\_  
Printed Name

I believe that the person signing this form understands what is involved in the study and voluntarily agrees to participate.

\_\_\_\_\_  
Signature of Investigator or Designee                      Date

THE INFORMATION SHEET MUST BE ATTACHED TO THIS CONSENT FORM AND A COPY GIVEN TO THE RESEARCH SUBJECT