University of Victoria | Research Administration Information System

Human Research Ethics Standard Application #25-0056

A. Research team

1. Principal investigator (faculty, faculty supervising a student or post-doctoral researcher)

Principal Investigator is a faculty member, adjunct professor or sessional instructor. The annotated guidelines has more information on this.

If the project has more than one Principal Investigator (other than you) or more than one Principal Applicant, their names should be listed under section A.3 Research Team Members.

PI name

Mehmoona Moosa-Mitha

PI department

PI department. If more than one department, the department you are doing the research for.

Social Work SOCW

PI position

PI position at UVic

Faculty

2. Principal applicant (students & post-docs)

A Principal Applicant is an undergraduate student, graduate student or post-doctoral fellow who will be the lead researcher (for their thesis, dissertation, project, etc.) for this study. A Principal Applicant will be granted "View and edit" access by default, and will receive notifications related to the study. If the project has more than one Principal Applicant, the additional individuals should be listed under section A.3 Research Team Members.

The annotated guidelines has more information about the distinction between the Principal Applicant and the Principal Investigator.

Does this application have a principal applicant (UVic student or post-doc conducting this research for their academic degree)?

Yes

PA name

Katie O'Brien

PA email

PA department

Social Work SOCW

PA position

Master's student

PA phone

PA graduate secretary's email (if the principal applicant is a graduate student. Leave blank otherwise.)

Is the principal applicant conducting this research for their academic degree at UVic?

Yes

3. Research team members

Individuals and organizations involved in conducting your research. This includes co-principal investigators, additional principal applicants, co-investigators, other UVic students, assistants (paid or unpaid), community organizations, and clients. Team members listed will have "no access" to application as a default. You cannot assign access to team members without Netlink ID. If they need a Netlink ID go to the Affiliate Identity Management System and click on the 'Sponsor' tab to start the process. Once you get the Netlink ID you have to re-enter their name and give access permission to the application.

List all current research team members (including any UVic students or research assistants who will use the received data or biological materials to fulfill UVic thesis, dissertation, or academic requirements) and assign level of access to the application. Inclusion here satisfies only UVic institutional requirements. If you grant "View and Edit" access to more than one person, be aware that the system will not notify users if and when others are making edits to the application.

DO NOT add the PI or PA to this table as that will cause technical permission issues.

Access: View and edit project | View only | Receive notifications | $ Contribute funding

Name	Email	Role in the project	Institutional affiliation				
Gaben Sanchez		Committee member	University of Victoria	☐	☐	☐	☐
Nathan Lachowsky		Committee member	University of Victoria	☐	☐	☐	☐

4. Tri-Council Policy Statement (TCPS2) - Course on Research Ethics (CORE-2022) requirements

The Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2) provides ethics guidance that applies to all research involving human participants – including their data and/or biological materials– conducted under the auspices of an institution eligible for funding by the federal Agencies (CIHR, NSERC, SSHRC).

The online tutorial CORE-2022 (Course on Research Ethics) is an introduction to the TCPS 2 for the research community. It focuses on the TCPS 2 ethics guidance that is applicable to all research involving human participants, regardless of discipline or methodology.

All UVic research team members who intend to engage in research with human participants are required to complete the Course on Research Ethics – CORE 2022. UVic CORE-2022 FAQ will have more detailed information about this requirement.

☐ As the PI, I confirm that all UVic research team members listed in section A (A.1, A.2, A.3) have completed the CORE 2022.

B. Project information

1. Project title

Title for your research project. You may not submit two applications with the same title.

TRANS FATS

2. Anticipated duration of the project

a. Anticipated start date for recruitment/data collection

The approximate start date to begin recruitment and data collection for your project should take into account the time it will take to complete and submit this application form and the period of four to six weeks required for ethical review. It is a violation of University of Victoria policy to begin recruitment and data collection before receiving HREB ethics approval.

Upon approval

b. Anticipated end date for your research project

An approximate end date for recruitment and data collection.

June 2025

3. Is this application linked to one that has been recently submitted to the UVic Human Research Ethics Board?

No

4. Geographic location(s) of the study

Kjipuktuk, in Mi'kma'ki ("Halifax, Nova Scotia")

5. Keywords to categorize your research

autoethnography | trans studies | eating disorders | social work

C. Project funding

1. Have you and/or research team members (their names must be listed under section A. Research team) applied for or been awarded funding for this project?

This information is used to permit the release of funds and to ensure proper reporting of research ethics approval to funding agencies. Please ensure the information in this table is correct.

No

2. Will this project receive funding from the US National Institute of Health (NIH)?

No

3. If you are a faculty member and have indicated above that you have applied for external funding, have you submitted a Research Application Summary Form (RASF) via RAIS?

You must submit an RASF every time you apply for external funding. Provide explanation, if you haven't done so.

Not applicable

Comments

D. Multi-jurisdictional research

1. Will this research involve another academic institution or health authority in BC (e.g. recruiting through their sites/departments /listservs/poster placement, etc.; involving staff, patients, health records; research team members)? The checklist may be useful, if unsure.

Research Ethics BC harmonized review (a single coordinated review with the other institution(s) listed) applies if A) you will be conducting research under the auspices of any of the institutions listed in REBC website (involving staff, patients, health records, sites and/or recruitment through their sites, including recruitment via poster placement), and/or B) when members of your research team consist of faculty, staff and students from any of the REBC institution(s).

No

2. Does the proposed research require Research Ethics Board (REB) approval from outside BC?

No

3. If this is a multi-jurisdictional research, please indicate your role in the research project (Check all that apply).

If you answered "Yes" to question D.1 please STOP completing this form and contact HRE office ethics@uvic.ca, 250-472-4321 or 250-472-4545 as soon as possible.

- ☐ Recruiting Participants
- ☐ Collecting data
- ☐ Analyzing data (with or without identifiers collected by you and/or your UVic research team members)
- ☐ Analyzing data that contain identifiers: data to be collected by non-UVic research team members as outlined in this application

☐ Analyzing data that does not contain identifiers: data to be collected by non-UVic research team members as outlined in this application

☐ Dissemination of results via publications, reports, conferences, internet, etc.

☐ Other

4. Additional information

E. Other approvals and consultations

1. If additional request(s) for permission/approval are required please complete the section below (check all that apply)

Other approvals and consultations	Yes, approval uploaded	Yes, will provide as received	No approval required
a. School district, superintendent, principal, teacher			☑
b. Health authorities outside BC involving staff, patients, health records, sites and/or recruitment through their sites (including recruitment via poster placement)			☑
c. Other regional government authority			☑
d. Community group (e.g. formal organization, informal collective)			☑
e. UVic Biosafety Committee approval			☑
f. Other approval			☑

Please upload proof of having made request(s) for permission or any permission/approval documents that you received. Please forward approvals upon receiving them. Be assured that ethics approval may be granted prior to receipt of external approvals.

Comments

2. Is this study a clinical trial or investigational test requiring Health Canada Regulatory approval?
For more information see the Health Canada's guidance document on regulator approval and registration.

For information on investigational devices see Health Canada's guidance document on applications for medical device investigational testing authorizations.

The sponsor is an individual, company, institution, or organization that takes responsibility for the initiation, management, and/or financing of a clinical trial. For unfunded/investigator initiated studies, the sponsor could be the principal/qualified investigator. The sponsor is usually responsible for applying for regulatory approval with the Health Protection and Food Branch of Health Canada. Refer to Section 5 of the Good Clinical Practice guidelines for a full description of the duties and responsibilities of the sponsor.

No

F. Scholarly review

1. What type of scholarly review has this research project undergone?

☐ External peer review (e.g. granting agency)

☑ Supervisory committee or supervisor - required for all student research projects

☐ None

☐ Other

G. Researcher(s) qualifications

1. In light of your research methods, the nature of the research, and the characteristics of the participants, what training, qualifications, or personal experiences do the principal investigator, the principal applicant, and other research team members have?
E.g. research methods course, language proficiency, committee experience, training on the equipment to be used.

Katie completed SOCW 516: Research Methods in Spring 2024. Mehmoona, Gaben, and Nathan are faculty at the University of Victoria with significant research training and experience. All research team members have completed the TCPS2 CORE tutorial.

2. Tri-Council Policy Statement - TCPS2 CORE Tutorialupdated requirements.

As of March 1, 2025, all UVic research team members who intend to engage in research with human participants are required to complete the Course on Research Ethics CORE-2022. Until March 1, 2025 CORE tutorial requirements only applied to graduate students conducting research with human participants for their UVic project, thesis or dissertation. UVic CORE-2022 FAQ will have more detailed information about this requirement.

You are no longer required to complete this section if you have provided your attestation in section A.4.

The table below may list UVic graduate students on your application who were required to provide their Course on Research Ethics (CORE) tutorial certificate, prior to new requirements in place as of March 1, 2025. You are no longer required to provide Course on Research Ethics (CORE) tutorial certificates for graduate students or any other research team member if you have already provided your attestation in A.4.

Name	Email	Role in the project	CORE tutorial completion date
Katie O'Brien		Principal applicant	January 31, 2025

Supporting documents

krobrien-tcps2-core.pdf *(Other, Name: Completion certificate - TCPS2 CORE-2022, Version: Version 1)*; J 30, 2025

Comments

H. Research Involving the First Nations, Inuit and Métis Peoples of Canada

The TCPS2 (chapter 9) is designed to serve as a framework for the ethical conduct of research involving Aboriginal (including First Nations, Inuit and Métis) or Indigenous peoples, regardless of where they reside or whether or not their names appear on an official register. Its purpose is to ensure, to the extent possible, that research involving Indigenous peoples is premised on respectful relationships and encourages collaboration and engagement between researchers and participants.

This Policy acknowledges the role of the community in shaping the conduct of research that affects First Nations, Inuit, and Métis peoples. The nature and extent of community engagement should be determined through discussion with, and under the advisement of, the relevant community, taking into account relevant characteristics and protocols and the nature of the research.

The University of Victoria Indigenous Plan recognizes that research with Indigenous communities or involving Indigenous peoples must be conducted in a respectful and culturally appropriate manner, following protocols regarding entering community sites, engaging with communities, Elders and Knowledge Keepers, acknowledging cultural knowledge and cultural property, and disseminating research findings.

1. Conditions of the research

a. Will you be conducting research that is situated on any of the following kinds of lands or waterways: First Nation reserves, Indigenous settlements, Indigenous lands under self-government agreements, territories with Indigenous land claims agreements, or other lands designated by Federal, Provincial, or local governments as Indigenous territory?

No

b. Do any of the criteria for participation include belonging to an Indigenous nation, community, group of communities, or organization, including urban Indigenous populations?

No

c. Does the research seek input from participants regarding Indigenous cultural heritage, cultural practices, artifacts, Indigenous or traditional knowledges, or distinct characteristics of Indigenous experience or reality?

No

d. Will Indigenous identity or membership in an Indigenous community or group (e.g. Métis Nation) be used as a variable for the purposes of analysis?

No

e. Will the results of the research make specific reference to Indigenous communities, homelands and/or waterways, peoples, languages, histories or cultures?

No

2. Indigenous engagement

a. Processes and protocols for engagement differ across communities, organizations, committees, and groups, as well as across different research contexts. Describe the process that you have followed with respect to Indigenous engagement.
Include any documentation of collaboration (e.g. formal research agreement, letter of approval, email communications, advisory committee, mentorship, etc.) and the role or position of those consulted (e.g. Elder, Knowledge Holder, governing body, Chief, etc.), including their names, if appropriate.

I have not engaged in Indigenous engagement for this project.

b. Explain how Indigenous community members will be meaningfully involved throughout the research process, from research design to knowledge sharing.
Outline the plan, as developed with the community, for the outcomes of the research, including research data ownership, sharing, storage, and governance.

I do not plan to involve Indigenous community members in the research process for this project.

c. If you have answered "yes" to any of the questions in H.1 but have not yet engaged with the community, committee, organization, or group, please explain why not and outline how you plan to conduct a study that respects Indigenous communities and participants in the absence of prior engagement.

3. Comments

I. International research

1. Will this study be conducted in a country other than Canada?

No

J. Description of research project

1. Briefly describe in non-technical language

a. The research objective(s) and question(s)

Research question: How is my experience of trans corporeality mediated by pathologising logics, including anti-fatness?

My objective in conducting this research is to contribute to the work of dismantling pathologizing anti-trans and anti-fat narratives, for myself and my own practice as well as other social work practitioners.

b. The importance and contributions of the research

Trans folks' experiences with eating disorders are understudied and deserve greater attention in research. Yet, in one 2019 study of American college students, 17.6% of trans participants reported accessing treatment for anorexia or bulimia in the year leading up to data collection, compared to 1.8% of cis women participants and 0.2% of cis men participants (Duffy, Henkel, and Joiner, 2019). While 2–12% of transgender and gender diverse people have received a diagnosis of an eating disorder, about 20–50% of us report engaging in disordered eating behaviours (Keski-Rahkonen, 2023). Additionally, fat folks with eating disorders are significantly less likely to seek or receive treatment than lower weight folks (Harrop et al., 2023). Moreover, Corcione (2021) notes, referring to the interaction between anti-transness and anti-fatness in eating disorder spaces, that "systemic violence can impact how queer and trans people perceive and witness [our] own bodies through extremely gendered beauty standards based in binaries" (para. 3).

My hope is that this research will open up conversations about what trans healthcare and community care can look like, both in eating disorder spheres but also more generally. Eventually, I would love to see this work leading to increased care access for trans and nonbinary communities, particularly fat trans and nonbinary folks with complicated relationships with food and eating.

c. If applicable, provide background information or details that will enable the Research Ethics Board to understand the context of the study when reviewing the application

I'm a person who, given that I generally wear around a size 14 or 16, might be considered 'small fat' (Zoller, 2021). As someone who developed an eating disorder in my teens and came to understand myself as nonbinary and trans in my 20s, I've often wondered about the interactions between these specific parts of my lived and living experience. A significant component of my ongoing eating disorder recovery has been engaging with fat justice and fat activist spaces, recognising that I've been imbued with anti-fat social messaging my entire life. I've noticed that my meandering journey through eating disorder recovery and continual unlearning of anti-fatness is increasingly tangled with my knowledge of my body as nonbinary and trans.

K. Recruitment

1. Participant details

Provide details of your participants

a. Briefly describe the target population(s) for recruitment
Ensure that all participant groups are identified (e.g. group 1 - teacher, group 2 - administrators, group 3 - parents).

This project is a self-reflective research study using autoethnography to analyse my experiences. As such, this research study is a little different from more traditional studies, because participants are not the subject of the research – I am.

While there are no 'participants' in this study in the traditional sense of the word, the autoethnographic narratives ("stories") I compile about my experience will likely feature family members and friends. As such, I will be reaching out to family members and friends who feature in the stories I write in the course of this study, to seek their feedback and make sure they are comfortable with the way they are presented in the research.

b. Why is each population or group of interest?

My family members and friends are a significant part of my stories. My stories are incomplete without their support, as we don't live our lives as islands. I want to make sure they have the opportunity to provide feedback on the way they are presented in my stories.

c. What are the salient characteristics of the participants for your study (e.g. age, gender, ethnicity, class, position, etc.)?
List all inclusion and exclusion criteria you are using.

Inclusion criteria for the people I will be contacting for feedback is that they are family and friends of mine, who have provided support in my experiences of transness and disordered eating, and feature in the stories I compile during this research. No other people will be approached to participate in the study.

d. What is the desired number of participants for each group?

I only have one group of participants – my close family and friends. I anticipate inviting eight (8) family members and friends to provide feedback on my stories.

2. Recruitment and process

Provide details of your recruitment process

a. List all source for information used to contact potential participants
E.g. personal contacts, listserves, publicly available contact information, etc. Clarify which sources will be used for which participant groups.

Personal contacts

b. List all methods of recruitment
E.g. in-person, by telephone, letter, snowball sampling, word-of-mouth, advertisement, etc. If you will be using "snowball" sampling, clarify how this will proceed (i.e. will participants be asked to pass on your study information to other potential participants?). Clarify which methods will be used for which participant groups.

I will be using convenience sampling, which is a non-probability sampling method that selects participants (in my case, my family and friends) from a source (in my case, my stories) that is conveniently accessible to the researcher. I chose this method because the stories I will be compiling for this autoethnographic study may feature the support of potential participants, and using a relational ethic, I care deeply about making sure these people that I love have the opportunity to provide feedback about the way they are presented in the research. I will use my consent form (attached in Section O) as an invitation to participate in the

research by emailing it to my friends and family. In my email message I will ask that they respond to my email expressing initial interest or otherwise. I will emphasize that they are under no obligation to consent. If they express interest, I will follow up with a phone call to go over the consent form with them, at the end of which, if they are still interested in participating, I will ask that they sign the consent form and return it to me over email.

This is not a traditional use of participation, where the stories of the participants take centre stage, but rather a study where I will be reaching out to specific family members and friends to provide feedback on stories about my own experiences. Therefore, the consent form serves as an invitation to participate, and explains the research question, objectives, and the role of participants.

c. If you will be using personal and/or private contact information to contact potential paticipants (as stated above), have the potential participants given permission for this, or will you use a neutral third party to assist you with recruitment?
Note that this is not a concern when public and/or business contact information is used.

I do not need permission to contact my family and friends, as I am already in regular contact with them.

d. Who will recruit/contact participants?
E.g. researcher, assistant, third party, etc. Clarify this for each participant group.

I will contact my family members and friends.

e. List and explain any relationship between the members of the research team (including third party recruiters or sponsors/clients of the research) and the participant(s) (e.g. acquaintances, colleagues)
Complete section K.3 (Power relationship) if there is potential for a power relationship or a perceived power relationship (e.g. instructor-student, manager-employee, etc.). If you have a close relationship with potential participants (e.g. family member, friend, close colleague, etc.) clarify the safeguards that you will put in place to mitigate any potential pressure to participate.

Potential participants will be my friends and family members. This research is about my experiences of transness and dis/ordered eating, which feature the support of my friends and family members. My stories are incomplete without their support, as we don't live our lives as islands. I want to offer my friends and family members the opportunity to make sure they are comfortable with the way they are presented in the research.

To mitigate any potential pressure to participate, I will provide potential participants with detailed knowledge of the research study by sharing my written consent form (attached in Section O) that explains my research question and objective, and the rationale for why I am contacting them to provide feedback on the storytelling. I will also emphasize that not agreeing to participate will not hurt our relationship and reiterate that they are under no obligation to participate. I will also state that they can withdraw from the study at any time they choose and can decide how much of their participation to the point of withdrawal they want included in the study. Potential participants will then have the opportunity to ask questions about the study and their participation before consenting to participate. Ongoing conversations about consent and the right to withdraw will take place each time feedback is sought on stories.

f. In chronological order (if possible) describe the steps in the recruitment process
Include how you will screen potential participants, where applicable. Consider where in the process permission of other bodies may be required.

1. First, I will collect poetry I have written referencing transness, disordered eating, and/or corporeality.

2. From these 'poetic artifacts', a term borrowed from Sharma (2023), I plan to map out (i.e. come up with a detailed timeline of) significant events related to my transness and disordered eating.

3. I will then remember these experiences in audio journal entries. This audio journalling practice will call on remembered or storied conversations with family members about eating disorder lineages and gender pieces, as well as with friends who supported me through my eating disorder recovery and coming to understand myself as nonbinary and trans.

4. Based on these data, I will write up my stories in the form of podcast scripts.

5. The family and friends who feature in these stories will be contacted over email inviting them to participate on the study. I will attach my consent form to provide full details of the aims of my study, as well as the requirements of their participation, their right to withdraw, and issues of confidentiality and anonymity. The consent form will thus be used as an invitation to participate in the research. In my email message I will ask that they respond to my email expressing initial interest or otherwise. I will emphasize that they are under no obligation to consent. If they express interest, I will follow up with a phone call to go over the consent form with them, at the end of which, if they are still interested in participating, I will ask that they sign the consent form and return it to me over email.

Please upload all the supporting documents relevant to the recruitment methods identified in this section
Examples of supporting documents: email recruitment script, poster, invitation letter, etc. Where draft versions are uploaded please ensure that final versions are submitted when available. If final versions differ significantly after you have obtained research ethics approval, you will need to submit a Request for Amendment.

3. Power relationship (dual-role and power-over)

If you are completing this section, please refer to the guidelines for ethics in dual-role research for teachers and other practitioners and the TCPS2 article 3.1.

Are you or any of your co-researchers in any way in a power relationship, including dual-roles, that could influence the voluntariness of a participant's consent? Could you or any of your co-researchers potentially be perceived to be in a power relationship by potential participants?

Examples of "power relationships" include teachers-students, therapists-clients, supervisors-employees and possibly researcher-relative or researcher-close-friend where elements of trust or dependency could result in undue influence.

No

L. Data collection methods

1. Data collection methods

Use the following sections in ways best suited to explain your project. If you have more than one participant group, be sure to explain which participant group(s) will be involved in which activity/activities or method(s).

If this research will/may include in-person activities during the global pandemic, you must fulfill the requirements supporting in-person research with human participants. Please complete relevant section of the application and appendices with the information outlined in the current UVic Human Research Ethics COVID-19 Bulletin, under the human research ethics webpage.

a. Which of the following methods will be used to collect data? Check all that apply

If this research will/may include in-person activities during the global pandemic, you must fulfill the requirements supporting in-person research with human participants. Please complete relevant section of the application and appendices with the information outlined in the current UVic Human Research Ethics COVID-19 Bulletin, under the human research ethics webpage.

☐ i) Interviewing participants

If this research will/may include in-person activities during the global pandemic, you must fulfill the requirements supporting in-person research with human participants. Please complete relevant section of the application and appendices with the information outlined in the current UVic Human Research Ethics COVID-19 Bulletin, under the human research ethics webpage.

☐ ii) Administering a questionnaire or survey

☐ iii) Administering a computerized task (describe in section L.1b and/or upload documents).

If participants will be using a mobile app and/or need to create an account on a web-based platform, complete the Mobile Apps or Web-Based Platform form and attach to the application.

☐ iv) Observing participants. In section L.1b describe who and what will be observed. Include where observations will take place. If applicable, upload an observational collection sheet for review.

☐ v) Recording of participants and data

Refers to information/data that was originally gathered for a purpose other than the proposed research and is now being considered for use in research (e.g. patient or school records, personal writings, lesson plans, etc.).

☐ vi) Using human samples (e.g. saliva, urine, blood, hair)

☐ vii) Using specialized equipment/machines (e.g. ultrasound, EEG, prototypes, etc.) or other (e.g. testing instruments that are not surveys or questionnaires)

☐ viii) Using other testing equipment not captured under other categories

E.g. artifacts, paintings, drawings, photos, slides, art, journals, writings, etc.

☐ ix) Collecting materials supplied by, or produced by, the participants

Refers to information/data that was originally gathered for a purpose other than the proposed research and is now being considered for use in research (e.g. patient or school records, personal writings, lesson plans, etc.).

☐ x) Analyzing secondary data or secondary use of data

☑ xi) Other

Please specify

Autoethnography

b. Provide a sequential description of the procedures/methods to be used in your research study

Be sure to provide details for all methods checked in section L.1. Clarify which procedures/methods will be used for each participant group. Indicate which methods, if any, will be conducted in a group setting. List all of the research instruments and interview/focus group questions, and append copies (if possible) or detailed descriptions of all instruments. If not yet finalized, provide drafts or sample

items/questions..

If using a web program (online surveys, video conferencing etc.) with a server located in the United States (e.g. SurveyMonkey), or if there are other reasons that the data will be stored in the US (e.g. use of US-based cloud technology, sharing data with US colleagues, etc.),you must inform participants that their responses may be accessed via the U.S. Freedom Act. Please add the following to the consent form(s): "Please be advised that this research study includes data storage in U.S.A. As such, there is a possibility that information about you that is gathered for this research study may be accessed without your knowledge or consent by the U.S. government, in compliance with the U.S. Freedom Act."

1. First, I will collect poetry I have written referencing transness, disordered eating, and/or corporeality.

2. From these 'poetic artifacts', a term borrowed from Sharma (2023), I plan to map out (i.e. come up with a detailed timeline of) significant events related to my transness and disordered eating.

3. I will then remember these experiences in audio journal entries, using the Voice Notes app on my phone. Audio files will be transferred to the UVic server, after which they will be deleted from my phone. This audio journalling practice will call on remembered or storied conversations with family members about eating disorder lineages and gender pieces, as well as with friends who supported me through my eating disorder recovery and coming to understand myself as nonbinary and trans.

4. Based on these data, I will write up my stories in the form of podcast scripts.

5. The family and friends who feature in these stories will be contacted over email using my consent form to ask whether they would like to participate in providing feedback on the stories. They will review the consent form and get a chance to ask me any questions or clarifications. If they consent to participate in the study, participants will sign the consent form.

6. I will then ask participants to review sections of the podcast script/s that include information about them over email (template attached). The entire episode script will be sent to the participant, so they understand the context in which the stories are being presented, with the stories I want feedback on highlighted. I will let participants know that any sections they perceive as harmful can be removed and/or re-written in such a way as to be nonidentifying. I will also remind participants that their participation in the study is voluntary, that they can choose to withdraw at any time without impacting our relationship, and ask them if they wish to continue to take part.

7. If participants consent to continue taking part in the study, they will return their feedback over email. Following feedback, participants will be provided revised drafts of the episode over email.

8. Should participants have any feedback or concerns about any stories, I will work with them to modify or remove details until consent is reached. Once participants feel comfortable with the way stories have been presented, episodes will be recorded. Recorded episodes will then be emailed out to participants.

9. Following a successful defence of my thesis project, podcast episodes will be released online for the public to access. I will host my podcast using Acast's hosting platform. This platform is well-regarded and has been used to host other academic podcasts. I used the following criteria to select this platform: no ad insertion (or at the very least the ability to vet ads, so that there are no anti-fat ads on my podcast), not owned by anyone on the Boycott, Divestment, and Sanctions list, hosts at least 5–6 episodes permanently (i.e. episodes aren't deleted after a period of time), has good distribution to podcatcher apps, and no 'artificial intelligence' features (or at least the ability to opt out of them).

c. Where will participation take place for each data collection method/procedure?
Provide specific location (e.g. UVic classroom, private residence, participant's workplace). Clarify the locations for each participant group and/or each data collection method.

Participant feedback will not take place in person, but rather be provided via email.

d. For each method, and in total, how much time will be required of participants?
Clarify this for each participant group, each data collection method, and any other research related activities.

Participant feedback will take 15–30 minutes per story, and there will be up to 4 episodes to review overall, for a total of up to 1–2 hours of participants' time. Participants will be asked to return feedback to me over email one week after they receive the email asking for feedback.

e. Will participation take place during participants' office work/hours or instructional time?

No

2. Data collection materials checklist

Data collection methods checklist

- ☐ Standardized instrument
- ☐ Survey
- ☐ Questionnaire

☐ Interview and/or focus group questions

☐ Observation protocols

☑ Other

Please make sure that you have uploaded all the documents relevant to this section. Add any other documents that you think may be relevant to this section.
Where draft versions are appended please ensure that final versions are submitted when available. If final versions differ significantly after you have obtained research ethics approval, you will need to submit a Request for Modification.

Supporting documents

krobrien-hreb-feedbackemail-final.pdf *(Data collection instrument, Name: Feedback Email, Version: Version 1)*; F 25, 2025

M. Possible benefits, inconveniences, and risks of harm to participants

1. Benefits

Identify any potential or known benefits associated with participation and explain below
Keep in mind that the anticipated benefits should outweigh any potential risks.

☑ To the participants

☑ To society

☑ To the state of knowledge

Please explain

To the participant: Potential for greater awareness of the supportive role they've played in my life.

To society: The results may contribute to more equitable models of trans healthcare and community care.

To the state of knowledge: The results may contribute to decolonial understandings of the interplay between gender, eating, and fatness.

2. Inconveniences

Identify and describe any known or potential inconveniences to participants
Consider all potential inconveniences, including total time devoted to the research.

There is the potential that 1-2 hours of participation time could inconvenience participants. Additionally, there is a chance that reviewing stories about my experiences of transness and dis/ordered eating may cause participants some discomfort.

3. Level of risk

The TCPS 2 article 6.12 definition of "minimal risk research" is as follows: 'Research in which the probability and magnitude of possible harms implied by participation in the research is no greater than those encountered by the participant in those aspects of their everyday life that relate to the research.'

Based on this definition, do you believe your research qualifies as 'minimal risk research'?

Yes

Explain your answer with reference to the risks of the study and the vulnerability of the participants

There is a possibility that participants will face emotional discomfort as a result of reading potentially upsetting stories. However, they have lived through and frequently discussed the content of these stories with me outside of the context of this research study (i.e. in our friend/family relationships), so I do not think the probability or magnitude of possible harms implied by participating in this study is any greater than the probability or magnitude of harms experienced outside of the research context. They will not be exposed to any new or surprising information. I will provide brief content warnings before each story, and participants can choose not to review any script for any reason. If participants feel uncomfortable for any reason related to their participation in this study, they are encouraged to get in touch with me for support. Moreover, I am choosing to speak only to those people who played a significant role as part of my support system during this time of my life.

4. Estimate of risks of harm

Consider the inherent foreseeable risks associated with your research protocol and complete the table below by selecting the options that best fit the potential risks listed below. Be sure to take into account the vulnerability of your target population(s) if applicable.

Potential risks of harm	Very unlikely	Possibly	Likely
a. Emotional or psychological discomfort, such as feeling demeaned or embarrassed due to the research		☑	
b. Fatigue or stress	☑		
c. Social risks, such as stigmatization, loss of status, privacy and/or reputation	☑		
d. Physical risk such as falls	☑		
e. Economic risks (e.g. job security, salary loss, etc.)	☑		
f. Risk of incidental findings (see article 3.4 of the TCPS 2 for more information)	☑		
g. Other risks	☑		

If other risks, please specify

5. Possible risks of harm

If you indicated in item 4 (a) to (g) that any risks of harm are possible or likely, please explain below

a. What are the risks?

I.e. elaborate on risks you have identified above.

There is a possibility that participants will face emotional discomfort as a result of reading potentially upsetting stories.

b. What will you do to try to minimize, mitigate, or prevent the risks?

Participants will review and sign a consent form (attached in Section O) that emphasizes the voluntary nature of this research and the fact that they can withdraw at any time. Participants will only be asked to review my stories, and will not be asked any questions about their own experiences. Each story will be contextualised with content warnings (see Template Email in Section L) so that participants can decide whether or not to read or provide feedback about that specific story. Participants will also have the opportunity to review and listen to the stories in final form. Should participants have any feedback or concerns about any stories, I will work with them to modify or remove details until consent is reached.

c. How will you respond if the harm occurs?

I.e. what is your plan?

I have a strong relationship with the participants and have a long history of discussing difficult things and resolving them in the context of these foundational relationships. Participants will be encouraged to talk to me about any discomfort, or to get in touch with my supervisor and/or the Human Research Ethics Office at the University of Victoria with any concerns.

d. If you have indicated that there is a risk of incidental findings in item 4 (f), please outline your proposed protocol for information and /or action

Not applicable

e. If one of your participant groups could be considered vulnerable, please describe any specific considerations you have built into the protocol to address this

Not applicable

6. Risk to researcher(s)

Does this research study pose any risks to the researchers, assistants and data collectors?

Yes

Explain the nature of the risks, how they will be minimized, and how you will respond if they occur

There is a possibility that I will face some social risks, such as public/online critique or stigma as a result of publishing this research, particularly in podcast form where it will be available to the broader public on the Internet. These are risks I am willing to take. These risks will be minimized by seeking the feedback of my supervisor and committee members, who have experience in autoethnography and other sensitive research areas. In particular, my committee member Gaben Sanchez is a trans scholar who

engages in autoethnographic research that he shares with the public, so he is uniquely well-suited to provide this kind of support. I feel strongly that the liberatory feelings I experience through publishing this research, and the benefits of this work for other trans social workers and the field of social work at large, outweigh any potential risks.

7. Deception

Will participants be fully informed of everything that will be required of them prior to the start of the researcher session?

Yes

If not, complete the Request to use Deception form on the ORS website.

N. Incentives, reimbursement and compensation

1.Is there any incentive, monetary or otherwise, being offered for participation in the research (e.g. gifts, honorarium, course credits, etc.)?
Visit the Research accounting page for more information on research participant payments and alternatives that may affect the university's and the participant's tax reporting requirements.

No

2. Is there any reimbursement or compensation for participating in the research (e.g. for transportation, parking, childcare, etc.)?
Visit the Research accounting page for more information on research participant payments and alternatives that may affect the university's and the participant's tax reporting requirements.

No

3. Explain what will happen to the incentives, reimbursement or compensation if participants withdraw during data collection or any time thereafter
E.g. compensation will be pro-rated, full compensation will be given, etc.

Not applicable (no incentives, reimbursement, or compensation offered)

O. Free and informed consent

Consent encompasses a process that begins with initial contact and continues through to the end of the research process.
Consult article 3.2 of the TCPS 2 and appendix V of the guidelines for further information.

1. Participant's capacity (competence) to provide free and informed consent

Capacity refers to the ability of prospective or actual participants to understand relevant information presented about a research project, and to appreciate the potential consequences of their decision to participate or not participate. See the TCPS 2, chapter 3, section C, for further information.

Identify your potential participants (check all that apply)

a. Competent

- [x] i) Competent adults
- [ ] ii) A protected or vulnerable population (e.g. inmates, patients)
- [ ] iii) Competent youth aged 13 to 18
- [ ] iv) Competent children under 13 (who are able to provide fully informed consent)

b. Non-competent

- [ ] i) Non-competent adults
- [ ] ii) Non-competent youth
- [ ] iii) Non-competent children (young children and/or children with limited abilities to provide fully informed consent)

2. Means of obtaining and documenting consent and/or assent:

Check all that apply
When completing this section make sure that you consider all of your participant groups, upload copies of relevant materials and complete section O3.

- [x] Signed consent

  Upload consent form(s) in section O.5 or section S - see template.

- [ ] Verbal consent
- [ ] Letter of information for implied consent (e.g. anonymous, mail back or web-based survey)
- [ ] Signed or verbal assent for non-competent participants
- [ ] Other means
- [ ] Consent will not be obtained
- [ ] Signed consent from the parents/guardians for youth/child participants
- [ ] Information letters for the parents/guardians of youth/child participants

3. Informed consent

Describe the exact steps (chronological order) that you will follow in the process of explaining, obtaining, and documenting informed consent
Ensure that consent procedures for all participant groups are identified (e.g. group 1 - teachers, group 2 - parents, group 3 - students). Be sure to indicate when participants will first be provided with the consent materials (e.g. prior to first meeting with the researcher?). If consent will not be obtained, explain why not with reference to the TCPS 2 articles 3.5 and 3.7.

1. I only have one group of participants – my close family and friends. I will use my consent form (attached) as an invitation to participate in the research by emailing it to my friends and family. In my email message I will ask that they respond to my email expressing initial interest or otherwise. I will emphasize that they are under no obligation to consent.

2. If potential participants express interest in participating, I will follow up with a phone call to go over the consent form with them. They will have a chance to ask me any questions or clarifications during this call.

3. If they are consent to participate, participants will sign the consent form and return it to me over email.

4. Participants will be asked for email feedback on each episode segment after the episode script has been drafted (i.e. a transcript has been written). In the email requesting feedback, participants will be reminded that their participation in the study is voluntary and asked if they wish to continue to take part (Email Template attached in Section L).

5. If participants consent to continue taking part in the study, they will return their feedback over email. Following feedback, participants will be provided a revised written transcript of the episode.

6. Once participants feel comfortable with the way stories have been presented, episodes will be recorded.

7. Links to the recorded episodes will be emailed to participants once the podcast is publicly released.

4. Ongoing consent

Will your research occur over multiple occasions or an extended period of time (including review of transcripts)?

Yes

Describe how you will obtain and document ongoing consent
If consent procedures differ for each group or activity, please clarify each group or activity that you are referring to.

Ongoing consent, using the Email Template (attached in Section L), will be documented via email correspondence per the steps above.

5. Participant's right to withdraw

Article 3.1 of the TCPS 2 states that participants have the right to withdraw at any time and can withdraw their data and human biological materials.

a. Describe what participants will be told about their right to withdraw from the research at any time (i.e., who to contact and how)

If compensation is involved, explain what participants will be told about compensation if they withdraw. If you have different participant groups and/or different data collection methods, clarify the different procedures for withdrawing as necessary.

From the consent form: “You may change your mind and withdraw from this study at any time. To withdraw, simply email Katie and tell them you have chosen to withdraw from the study. There is no need to explain why you have changed your mind. If you withdraw prior to the release of the podcast, you will be asked if your feedback can be used in the study to the point of withdrawal. If you withdraw from the study after Katie has passed their defence and their thesis committee has authorised that the podcast be released, it will not be possible to remove your contribution from the podcast episode/s because it/they will live on the Internet.”

b. What will happen to a person's data if they withdraw part way through the study or after the data have been collected/submitted?
If applicable, include information about visual data such as photos or videos. If you have different participant groups and/or different data collection methods, clarify the different procedures for withdrawing as necessary. Ensure this information is included in the consent documents.

☑ Participant will be asked if they agree to the use of their data

Describe how this agreement will be documented

This agreement will be documented via email correspondence replying to the participant’s withdrawal email. The participant will be asked to sign the withdrawal form (attached), reflecting the degree to which they consent to the use of data.

☐ It will not be used in the analysis and will be destroyed

☐ It is logistically impossible to remove individual participant data (e.g. anonymously submitted data)

☐ When linked to group data (e.g. focus group discussions), it will be used in summarized form with no identifying information

Please make sure that you have uploaded all the documents relevant to this section. Add any other documents that you think may be relevant to this section.
Where draft versions are appended please ensure that final versions are submitted when available. If final versions differ significantly after you have obtained research ethics approval, you will need to submit a Request for Modification.

Supporting documents

krobrien-hreb-withdrawal-final.pdf *(Consent/assent form, Name: Withdrawal Form, Version: Version 1)*; F 25, 2025

krobrien-hreb-consent-final2.pdf *(Consent/assent form, Name: Consent Form, Version: Version 2)*; A 4, 2025

P. Anonymity and confidentiality

1. Anonymity

Anonymity means that no one, including the principal investigator, is able to associate responses or other data with individual participants.

a. Will the participants be anonymous in the data gathering phase of research?

No

b. Will the participants be anonymous in the dissemination of results (be sure to consider use of video, photos)?

Possibly

If 'Possibly', provide the rationale below

Due to the nature of this autoethnographic study, participants will be my friends/family members and thus known to me. Their feedback on my stories may also reveal their personal identification (particularly in the case of my family members). Participants will be asked if they wish to remain anonymous through the use of an alias (in the consent form, attached in Section O), and will be advised that while anonymity will be striven for, it cannot be guaranteed due to the nature of their relationship with me.

2. Confidentiality

Confidentiality means the protection of the person's identity (anonymity) and the protection, access, control and security of their data and personal information during the recruitment, data collection, reporting of findings, dissemination of data (if relevant) and after the

study is completed (e.g. storage). The ethical duty of confidentiality refers to the obligation of an individual or organization to safeguard entrusted information. The ethical duty of confidentiality includes obligations to protect information from unauthorized access, use, disclosure, modification, loss or theft.

a. Are there any limits to protecting the confidentiality of participants?

Yes, there are some limits to the researcher's ability to protect the confidentiality of participants (check all that apply)

E.g. focus groups. The researcher cannot guarantee confidentiality.

☐ Limits due to the nature of group activities

The nature or size of the sample from which participants are drawn makes it possible to identify individual participants (e.g. school principals in a small town, position within an organization).

☑ Limits due to context

The procedures for recruiting or selecting participants may compromise the confidentiality of participants (e.g. participants are identified or referred to the study by a person outside the research team).

☐ Limits due to selection

E.g. legal or professional.

☐ Limits due to legal requirements for reporting

E.g. when there will be data storage in the United States. When using USA based data instruments and data storage systems researchers are responsible for determining if this applies.

☐ Limits due to local legislation such as the U.S. Freedom Act

☐ Other

b. If confidentiality will be protected, describe the procedures to be used to ensure the anonymity of participants and for preserving the confidentiality of their data (e.g. pseudonyms, changing identifying information and features, coding sheet, etc.)
If you will use different procedures for different participant groups and/or different data methods be sure to clarify each procedure.

Depending on the feedback and consent of participants, they may be identified in the final podcast or not. This is addressed in the consent form (attached in Section O) as follows: “Please select which of the following ways you consent to be identified in these publications or presentations:

a. I consent to be identified by full name in the podcast
b. I consent to be identified by first name only in the podcast
c. I consent to be identified by the following alias in the podcast: _____
d. I consent to be identified by my relationship to Katie in the podcast (i.e. “Katie’s dad”, “Katie’s friend from university”)
e. I do not consent to be identified in any way in the podcast

Please note that should you consent to participate in the study, you will also have the opportunity to review the podcast script segment/s and make decisions about how you would like to be identified or not on a story-by-story basis (as outlined above). If you do not consent to be identified, Katie will remove any identifying information from episode scripts.”

c. If there are limits to confidentiality indicated in section P.2.a, explain what the limits are and how you will address them with the participants
If there are different procedures for different participant groups and/or different data collection methods, be sure to clarify each procedure.

In the course of my research, I may directly or indirectly provide information about an identifiable person because I will be clear that the stories presented are about me and my experiences, so support people could be identifiable because of their relationship to me. This is why I am seeking feedback from these potentially-identifiable family and friends.

This is addressed in the consent form (attached in Section O) as follows: “Please select which of the following ways you consent to be identified in these publications or presentations:

a. I consent to be identified by full name in the podcast
b. I consent to be identified by first name only in the podcast
c. I consent to be identified by the following alias in the podcast: _____
d. I consent to be identified by my relationship to Katie in the podcast (i.e. “Katie’s dad”, “Katie’s friend from university”)
e. I do not consent to be identified in any way in the podcast

Please note that should you consent to participate in the study, you will also have the opportunity to review the podcast script segment/s and make decisions about how you would like to be identified or not on a story-by-story basis (as outlined above). If you do not consent to be identified, Katie will remove any identifying information from episode scripts.”

Q. Data management

1. Use(s) of data

a. What use(s) will be made of all types of data collected (field notes, photos, videos, audiotapes, transcripts, etc.)?

Feedback will be used to modify podcast episode scripts before recording.

b. Will your research data be analyzed, now or in future, by yourself for purposes other than this research project?

Possibly

Indicate what purposes you plan for this data and how will you obtain consent for future data analysis from the participants
E.g. request future use in current consent form.

From the consent form: “It is possible that Katie will continue their analysis on this data if they decide to pursue doctoral research in the future. Katie may also publish journal articles or present at conferences based on this data. Choosing to participate in this current study does not mean you automatically choose to participate in future research. Please select which of the following ways you consent to your data being used in the future:

a. I consent to the use of my data in future research, as described above
b. I do not consent to the use of my data in future research, as described above
c. Please contact me in the event my data is requested for future research, so that I can provide informed consent at that time”

c. Will your research data be analyzed, now or in future, by other persons for purposes other than explained in this application?

No

2. Commercial purposes

Do you anticipate that this research will be used for a commercial purpose?

No

3. Maintenance and disposal of data

Describe your plans for protecting data during the project, and for preserving, archiving, or destroying all the types of data associated with the research (e.g. paper records, audio or visual recordings, electronic recordings, coded data) after the research is completed:

a. Means of storing and securing data
E.g. encryption, password protected computer files, locked cabinet, separation of key codes from raw data etc.

Password-protected computer files

b. Location of storing data
Include location of data-storage servers if using web-based technology.

Data and signed consent forms will be stored on my personal home storage on UVic servers. UVic network storage is hosted solely in Canada.

c. Duration of data storage
If data will be kept indefinitely, explain why this is necessary and state whether the data will contain identifiers or links to identifiers.

7 years

d. Methods of destroying or archiving data
If archiving data, please describe measures to secure or protect the data. If the archiving will involve a third party (e.g. library, community agency, Aboriginal band, etc.) please provide details.

Computer files will be deleted

4. Dissemination

How do you anticipate disseminating the research results? (check all that apply)

- ☑ Thesis/dissertation/class presentation
- ☑ Presentations at scholarly meetings

☑ Internet (students: most UVic theses are posted on 'UVicSpace' and can be accessed by the public)

☐ Media (e.g. newspaper, radio, TV)

☑ Directly to participants and/or groups involved

Indicate how (e.g. report, executive summary, newsletter, information session)

The podcast will be sent directly to participants.

☑ Published article, chapter or book

☐ Other

R. Conflict of interest

1. Apart from a declared dual-role relationship (section K.3), do you or any of the research team members have any personal interest(s) that could compromise or reasonably be perceived to compromise the objective conduct of the research or the integrity of the data generated by the study? Personal interests may include business, commercial or financial interests, dual roles (e.g. PI and Doctor), as well as personal matters and career interests.
Conflicts of Interest (COIs) in research are situations where someone's personal interests (financial, career, or other) could compromise or could be perceived to compromise the objective conduct of research or integrity of the data. Conflicts of interest can arise naturally from an Investigator's engagement inside and outside the University, and the mere existence of a COI or the perception of a COI does not necessarily imply wrongdoing on anyone's part. Nonetheless, real and perceived COI must be recognized, disclosed, and assessed. This question asks Investigators to disclose COIs that may relate to the research study that is the subject of the research ethics application.

No

S. List of uploaded documents

Review the document requirements list and the uploaded documents to ensure that you have all the applicable documents. Make sure to remove all duplicates. Upload appendices as individual documents, instead of clustering appendices under one attachments. Incomplete applications and applications with incorrectly uploaded appendices will not be reviewed. You will be notified in this case.

App. version	Section	Descriptive name	File name	Type of document	Date uploaded	File version
V1.0	G.	Completion certificate - TCPS2 CORE-2022	krobrien-tcps2-core.pdf	Other	Jan 30, 2025 5:36:50 PM	Version 1
V1.0	L.	Feedback Email	krobrien-hreb-feedbackemail-final.pdf	Data collection instrument	Feb 25, 2025 2:38:01 PM	Version 1
V1.0	O.	Withdrawal Form	krobrien-hreb-withdrawal-final.pdf	Consent/assent form	Feb 25, 2025 2:46:11 PM	Version 1
V1.0	O.	Consent Form	krobrien-hreb-consent-final2.pdf	Consent/assent form	Apr 4, 2025 4:22:34 PM	Version 2

T. Signatory/Departmental sign-off

Select the Chair/Director/Dean or their designate to sign-off on this application for submission. Once signed-off, the application will be submitted to the Human Research Ethics Board for review.

By signing-off the application, the signatory is affirming that adequate research infrastructure is available for the conduct and completion of this research project.

Signatory name