



UNIVERSITY OF TORONTO

FACULTY OF KINESIOLOGY & PHYSICAL EDUCATION

KIN5536 H1 F

Qualitative Inquiry in Sport & Physical Activity

COURSE OUTLINE - Fall 2024

Lectures: Wednesdays 9am-12noon, Room BN304
Students are expected to be present in-person at this time.

COURSE DESCRIPTION: Qualitative inquiry represents a diverse range of approaches to studying the experiences of individuals participating in sport and physical activity. This course seeks to examine qualitative research methods and methodologies in sport and physical activity settings. This course will examine foundational issues of epistemology, ontology, and paradigms, methods of data collection, analysis, and forms of representing qualitative research findings.

Pre-Requisites: None

Co-Requisites: None

Instructor: Dr. Katherine Tamminen

Email: katherine.tamminen@utoronto.ca

Phone: 416-946-4068

Office Hours & Location: By appointment; please contact the instructor to arrange a meeting
Meetings to discuss course related issues can be held in person or online

Communication: **Preferred method is via email or discussion board on the Quercus website.**
Response time to e-mail or telephone inquiries is within 72 hours (weekends excluded).

Course Webpage: Quercus, via <https://q.utoronto.ca> Students are responsible for all information posted to this site (announcements/communications etc.)

Required Texts:

1. Sparkes, A. C., & Smith, B. (2014). *Qualitative research methods in sport, exercise, and health*. Routledge. Available through the UofT library.
2. Jones, S., Torres, V., & Arminio, J. (2014). *Negotiating the complexities of qualitative research in higher education*. Routledge. Available through the UofT library.
3. Mayan, M. J. (2023). *Essentials of qualitative inquiry*. Routledge. Available through the UofT library.

Suggested Texts:

1. Smith, B., & Sparkes, A. C. (2017). *The Routledge handbook of qualitative research in sport and exercise*. Routledge. Available through the UofT library.

Additional readings will be assigned on a weekly basis (see schedule below).

The Centre for Critical Qualitative Health Research ('CQ') at the University of Toronto



This course is part of CQ's Essentials of Qualitative Research curriculum. CQ is an extra-departmental unit in the Dalla Lana School of Public Health also supported by the Faculties of Kinesiology and Physical Education, Nursing, Pharmacy, Social Work, and the Rehabilitation Sciences Institute. CQ builds capacity in the health sciences to advance critical and theoretically informed qualitative inquiry. As a hub for researchers, graduate students, and professors teaching qualitative methodology, its academic fellows promote research that addresses the socio-political dimensions of health and questions prevailing assumptions that naturalize health, for example, as individual and biological phenomena.

Visit the CQ website www.ccqhr.utoronto.ca to learn more about CQ's resources and activities, which include other QR courses (Essentials of Qualitative Research Course Series), free methodology seminars (At the Centre Speaker Series; 3-4 seminars per term), the Certificate in Advanced Training in Qualitative Health Research Methodology for PhD students, and the Joan Eakin Award for Methodological Excellence in a Qualitative Doctoral Dissertation.

STUDENT CONDUCT AND ACADEMIC BEHAVIOUR

Adherence to the Code of Student Conduct and the Code of Behaviour on Academic Matters will be strictly enforced in this course.

These policies can be found online at www.governingcouncil.utoronto.ca/policies.htm

****Course grades are not final until approved by the Faculty's Examinations Committee****

POLICY ON LATE ASSIGNMENTS AND MISSED TESTS/EXAMINATIONS:

Students who miss a midterm or final examination for an unforeseen and petitionable reason must notify the Office of the Registrar and Student Services (grad.kpe@utoronto.ca) within 24 hours of the scheduled examination. Failure to do so within the allotted time will result in the assignment of zero for the missed examination. Faculty examinations missed because of documented petitionable grounds may be replaced by a make-up examination where feasible. It is the responsibility of the student to contact the professor and the Registrar's Office promptly to arrange for the make-up examination.

ACADEMIC DISHONESTY:

Academic dishonesty is not qualitatively different from other types of dishonesty. It is a misrepresentation by deception or other fraudulent means.

Academic dishonesty can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with transcript notation (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. You are responsible for understanding what constitutes academic dishonesty.

In an academic setting this includes things such as:

- copying or the use of unauthorized aids in tests, examinations and laboratory reports
- plagiarism
 - the submission of work that is not one's own
 - submission of any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere, without the knowledge and approval of the instructor to whom work is submitted
- aiding and abetting another student's dishonesty
- giving false information for the purposes of gaining admission or credit
- giving false information for the purposes of obtaining deferred examinations or extension of deadlines
- forging or falsifying University of Toronto documents

For complete information visit: <http://academicintegrity.utoronto.ca/> and <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf> for the Code of Behaviour on Academic Matters.

Generative AI (Artificial Intelligence): Artificial Intelligence (AI) systems and programs are becoming ubiquitous. I, for one, welcome our robot overlords. As with any technology, these systems may be useful in some ways; however, these systems may limit or hinder the development of students' thinking and analysis skills. We will discuss further the use of AI in the context of qualitative research in class. For this course:

- Representing as one's own an idea, or expression of an idea, that was AI-generated without acknowledgement may be considered an academic offense in this course.
- Students are encouraged to make use of technology, including generative artificial intelligence tools, to contribute to their understanding of course materials.

- Students may use artificial intelligence tools, including generative AI, in this course as learning aids. However, students are ultimately accountable for the work they submit.
- Students may use artificial intelligence tools for creating an outline for an assignment, but the final submitted assignment must be original work produced by the individual student alone.
- Students must include with every assignment a short statement on how they made use of generative artificial intelligence tools in the development of their assignment.
- Students may not copy or paraphrase directly from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course.

LEARNING ENVIRONMENT EXPECTATIONS:

Equity and Inclusion

The Faculty of Kinesiology & Physical Education highly values equity and social inclusion and aspires to have diverse representation among students, staff and instructors. **It is a Faculty-wide expectation that every member of FKPE (students, TAs, staff, instructors) actively works to collectively create an inclusive culture through compassionate and supportive behaviour.** This requires a continuous commitment to fostering mutual respect across all interactions and written communication among students, TAs, instructors and staff within FKPE spaces. We do not tolerate disrespect, discrimination, harassment, bullying and any other behaviour that threatens an equitable and inclusive environment, directed at students, TAs, staff or instructors.

U of T/KPE does not condone discrimination or harassment against any persons or communities. If you believe an act of discrimination has taken place, this [flow chart](#) will assist you in reporting your concerns and finding a resolution. If students encounter any problems in the course, these should be discussed with the course instructor. If problems persist, the Dean can be contacted. If you still think that your complaint has not been fairly addressed, you may request the assistance of the [Office of the Ombudsperson](#). The Ombudsperson is devoted to ensuring procedural fairness and just and reasonable outcomes. The Ombudsperson cannot overturn decisions, but may make recommendations and provide advice.

Notice of Video Recording and Sharing

This course, including your participation, may be recorded on video and be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor. There is no guarantee for lecture capture.

EVALUATION

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well they have command of the course materials.

Essential Rules (for more information, please see Calendar)

As per the [University Grading Practice Policy](#):

In graduate courses, there is no requirement for term work to be returned before the last date for withdrawal from the course without academic penalty. However, if no work is to be returned by this date, this must be made clear in the disclosure/course outline. **SGS drop dates 2023-2024 academic year: October 28 for F term courses.**

Submission of Papers/Assignments:

Normally, students will be required to submit their course assignments to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>). If you wish to opt out of the University's plagiarism detection tool, you must send written notification of your intent to do so to the course instructor BEFORE the assignment due date. At the time of notification, alternative arrangements will be made to ensure plagiarism has not been committed.

Penalty for Late Assignments:

Late assignments will lose 10% for every 24 hours that passes after the due date (weekends included) until it is handed in. Students are responsible for keeping back-up copies of all written work and assignments for this class.

LEARNING OUTCOMES:

LEARNING OUTCOME	PROCESS BY WHICH THESE SKILLS WILL BE DEVELOPED
<p><u><i>I. Subject-Specific Content.</i></u> <i>By the end of the course, students should be able to (feel free to use different language)</i></p> <ul style="list-style-type: none">i. Demonstrate an understanding of foundational concepts in qualitative inquiry, including assumptions underlying main research paradigmsii. Demonstrate an understanding and practice of qualitative data collection approaches, as well as issues concerning data collection in qualitative inquiryiii. Demonstrate an understanding of methodological assumptions relating to qualitative data analysis	<p>In-class discussion and readings Student-led presentations Written assignments</p>
<p><u><i>II. Transferable Skills.</i></u> <i>By the end of this course, students will have enhanced the following skills:</i></p> <ul style="list-style-type: none">i. literacyii. research/inquiry skillsiii. independent and collaborative learningiv. critical thinking skillsv. understanding equity and diversity	<p>In-class discussion and readings Student-led presentations Written assignments</p>

Evaluation Components

Component I	Value: 20%	Date: September 25
Research questions and paradigms (written assignment and informal class presentation)	The purpose of this assignment is for students to become familiar with various research paradigms that could inform their research. Students will select a research topic and situate their research questions within two paradigms to identify how their research would differ from each perspective. Students should outline the epistemological and ontological assumptions of their chosen paradigms, and the methodologies and methods they would use to pursue their research question from each perspective. Students will hand in a written assignment (approximately 8 pages, APA format) and also share their knowledge during informal class presentations.	
Component II	Value: 20%	Date: October 18
Annotated interview transcript and observation/field notes	Students will conduct an interview, transcribe it, and submit an annotated draft of the transcript to provide their reflections on the interview process. Students will also conduct an informal observation session in a public setting and submit annotated field notes. Students will also be expected to discuss their interview and observation process and their reflections during informal discussions in class. The interview transcript will also be used for the final research assignment. More information will be provided in class.	
Component III	Value: 35%	Date: Presentations Nov. 20 & Nov. 27 Paper Due Dec. 9
Final paper and presentation - Data analysis	Students will share interview transcripts with the other members of the class. Each student will analyze the set of transcripts according to a chosen qualitative methodology (e.g., grounded theory, phenomenology, narrative inquiry, interpretative phenomenological analysis, discourse analysis, etc.). Students will present their analysis and their results to the class. A written paper of the methods/analysis and results will be submitted after the presentation (max. 12 pages, APA format).	
Component IV	Value: 15%	Date: throughout term
Key issues in qualitative inquiry (presentation)	Each student will select a method or issue related to qualitative inquiry to examine in-depth. Examples include exploring issues related to reflexivity, transcribing, visual methods, participant-researcher relationships, etc. Students will describe the complexity of the issue and discuss its use within different paradigmatic and methodological perspectives. Students will share their knowledge during in-class presentations (15min presentations); more information will be provided in class.	
Component V	Value: 10%	Date: ongoing
In-Class Participation	Students are expected to complete the assigned readings and come prepared to discuss them during class time. Class participation will be evaluated on regular attendance as well as depth and quality (and to a lesser degree, quantity) of verbal interactions during class discussions. Students will be evaluated on their critical thinking and their ability to communicate their grasp of the concepts presented in readings and in class.	

Schedule of Topics and Readings		Class Discussion & Activities	Date
1	Introduction to Qualitative Research <u>Readings:</u> <ol style="list-style-type: none"> 1. Sparkes & Smith Chapter 1: What is Qualitative Research 2. Jones, Torres, & Arminio Chapter 1: Situating the Research 3. Mayan Chapter 1: Introduction to Qualitative Inquiry 	Introductions Discussion of Readings	Sept. 4
2	Paradigms and Research Philosophies <u>Readings:</u> <ol style="list-style-type: none"> 1. Lincoln, Y. S., Lynham, S., A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In N. K. Denzin, & Y. S. Lincoln (Eds.), <i>The Sage handbook of qualitative research</i> (4th ed., pp.97-128). Sage. (read pp.97-120) 2. Poucher, Z. A., Tamminen, K. A., Caron, J. G., & Sweet, S. N. (2020). Thinking through and designing qualitative research studies: A focused mapping review of 30 years of qualitative research in sport psychology. <i>International Review of Sport and Exercise Psychology</i>, 13(1), 163-186. 3. Giacobbi, P. R., Poczwadowski, A., & Hager, P. (2005). A pragmatic research philosophy for sport and exercise psychology. <i>The Sport Psychologist</i>, 19(1), 18-31. 4. Ryba, T. V., Wiltshire, G., North, J., & Ronkainen, N. J. (2022). Developing mixed methods research in sport and exercise psychology: Potential contributions of a critical realist perspective. <i>International Journal of Sport and Exercise Psychology</i>, 20(1), 147-167. <u>Optional Supplementary Readings:</u> <ol style="list-style-type: none"> 5. Grant, B. M., & Giddings, L. S. (2002). Making sense of methodologies: A paradigm framework for the novice researcher. <i>Contemporary Nurse</i>, 13(1), 10-28. 6. Mayan Chapter 2: Foundations of Qualitative Inquiry 7. Tamminen, K. A. & Poucher, Z. A. (2020). Research philosophies. In D. Hackfort & R. Schinke (Eds.), <i>The Routledge international encyclopedia of sport and exercise psychology</i> (vol.1: Theoretical and methodological concepts). Routledge. 8. Daly, K. J. (2007). Epistemological considerations in qualitative research. In <i>Qualitative methods for family studies and human development</i>. Thousand Oaks, CA: Sage. 9. Clark, A. M. (2008). Critical realism. In L. Given, <i>The Sage encyclopedia of qualitative research methods</i>. Available via the UofT library. 	Discussion of Readings Paradigms Activity	Sept. 11

	10. McCaslin, M. L. (2008). Pragmatism. In L. Given, <i>The Sage encyclopedia of qualitative research methods</i> . Available via the UofT library.		
3	Methodologies & Research Questions in Qualitative Inquiry <u>Readings:</u> <ol style="list-style-type: none"> 1. Sparkes & Smith Chapter 2: Traditions in Qualitative Research 2. Jones, Torres, & Arminio Chapter 4: Designing Research 3. Mayan Chapter 3: Methodology 4. Mayan Chapter 6: Research Questions, Sampling, and Saturation <u>Optional Supplementary Reading:</u> <ol style="list-style-type: none"> 5. Braun, V., & Clarke, V. (2022). Conceptual and design thinking for thematic analysis. <i>Qualitative Psychology</i>, 9(1), 3-26. https://doi.org/10.1037/qup0000196 	Discussion of Readings Methodologies Activity Discussion of Assignment 1	Sept. 18 (online)
4	In-Class Presentations: Assignment 1 (Paradigms and Research Questions)	Student Presentations and Discussion	Sept. 25
5	Methods of Data Collection/Generation 1 <u>Readings:</u> <ol style="list-style-type: none"> 1. Mayan Chapter 7: Data Collection 2. Sparkes & Smith Chapter 3: Getting started with some pre-study tasks 3. Sparkes & Smith Chapter 4: Data Collection 4. Smith, B., & Sparkes, A. (2017). Interviews: Qualitative interviewing in the sport and exercise sciences. In B. Smith & A. Sparkes (Eds.), <i>The Routledge handbook of qualitative research in sport and exercise</i> (pp.191-205). Routledge. Available through UofT library. 	Discussion of Readings Interview Activity	Oct. 2
6	Methods of Data Collection/Generation 2 <ol style="list-style-type: none"> 1. Thorpe, H., & Olive, R. (2016). Conducting observations in sport and exercise settings. In B. Smith & A. C. Sparkes (Eds), <i>Routledge handbook of qualitative research in sport and exercise</i> (pp. 146-160). Routledge. Available through UofT library. 2. Mayan Chapter 4: Arts-Based Research 3. Cope, E., Harvey, S., & Kirk, D. (2015). Reflections on using visual research methods in sports coaching. <i>Qualitative Research in Sport, Exercise and Health</i>, 7(1), 88-108. https://doi.org/10.1080/2159676X.2013.877959 	Discussion of Readings Observation Activity Arts-Based Research Activity	Oct. 9

	<u>Optional Supplementary Reading:</u> 1. Patton (2015): Fieldwork strategies and observation methods		
7	Data Analysis 1. Mayan Chapter 8: Data Analysis 2. Sparkes & Smith Chapter 5: Qualitative Analysis 3. Connelly, L. M., & Peltzer, J. N. (2016). Underdeveloped themes in qualitative research: Relationship with interviews and analysis. <i>Clinical Nurse Specialist</i> , 30(1), 52-57.		Oct. 16
8	Ethics 1. Mayan Chapter 9: Ethics: Protecting Participants, Protecting Self 2. Sparkes & Smith Chapter 8: Ethical Issues in Qualitative Research 3. Jones, Torres, & Arminio Chapter 8: Anticipating and Navigating Ethical Issues 4. Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2018): Chapter 10 – Qualitative Research 5. Woodgate, R. L., Tennent, P., & Zurba, M. (2017). Navigating ethical challenges in qualitative research with children and youth through sustaining mindful presence. <i>International Journal of Qualitative Methods</i> , 16(1), 1609406917696743.	Discussion of Readings Case Study Discussions	Oct. 23
	Reading Week/No Class		Oct. 30
9	Quality in Qualitative Research <u>Readings:</u> 1. Sparkes & Smith Chapter 7: Judging the Quality of Qualitative Research 2. Mayan Chapter 10: Rigor 3. Jones, Torres, & Arminio Chapter 2: Meeting the Obligations of High Quality Inquiry 4. Tamminen, K. A., Bundon, A., McDonough, M., Smith, B., Poucher, Z. A., & Atkinson, M. (2021). Considerations for making informed choices about engaging in open qualitative research. <i>Qualitative Research in Sport, Exercise, and Health</i> . https://doi.org/10.1080/2159676X.2021.1901138 <u>Supplementary Resource: Evaluating the Quality of Qualitative Research:</u> https://apastyle.apa.org/jars/qual-table-1.pdf	Discussion of Readings	Nov. 6

10	Politics, Conflicts, and Tensions in Qualitative Inquiry <ol style="list-style-type: none"> 1. Smith, B., & McGannon, K. R. (2017). Developing rigor in qualitative research: Problems and opportunities within sport and exercise psychology, <i>International Review of Sport and Exercise Psychology</i>, https://doi.org/10.1080/1750984X.2017.1317357 2. Sparkes, A. C. (2013). Qualitative research in sport, exercise and health in the era of neoliberalism, audit and new public management: Understanding the conditions for the (im)possibilities of a new paradigm dialogue. <i>Qualitative Research in Sport, Exercise and Health</i>, 5(3), 440-459. https://doi.org/10.1080/2159676X.2013.796493 3. Wachinger, J., Bärnighausen, K., Schäfer, L. N., Scott, K., & McMahon, S. A. (2024). Prompts, pearls, imperfections: Comparing ChatGPT and a human researcher in qualitative data analysis. <i>Qualitative Health Research</i>, 10497323241244669. https://doi.org/10.1177/10497323241244669 4. Saldaña, J. (2014). Blue-collar qualitative research: A rant. <i>Qualitative Inquiry</i>, 20(8), 976-980. https://doi.org/10.1177/1077800413513739 	Discussion of Readings	Nov. 13
11	In-Class Presentations: Assignment 3 Presentations	Student Presentations	Nov. 20
12	In-Class Presentations: Assignment 3 Presentations	Student Presentations	Nov. 27

KIN STUDENT SUPPORT SERVICES:

We're here to help! The Registrar's Office offers student services related to academic success, health and wellness, career planning and much more.



Registrar's Office

The Registrar's Office provides a variety of services, including academic, program and personal advising. For information regarding coursework extension, program requirements, etc, email grad.kpe@utoronto.ca or drop by the Registrar's Office. Forms and further information available at: www.kin.utoronto.ca. For program information, refer to the [KIN Student Handbook](#).



Technical Requirements & Support

The University of Toronto has identified the following minimum technical requirements needed for students to access remote/online learning <https://www.viceprovoststudents.utoronto.ca/student-policies-guidelines/tech-requirements-online-learning/>. Institutional supports are available for any students experiencing challenges in acquiring these minimum requirements.



KPE Student Life Hub - Academic Success, Career Education and Accessibility Services

The Faculty of Kinesiology and Physical Education, in partnership with the UofT Student Life Office, has created the KPE-Student Life Hub in the Registrar's Office (BN110) that offers a variety of in-house learning skills, career education and accessibility services resources, workshops and advising for our undergraduate and graduate students. Students may attend workshops on academic skills or career exploration, or schedule a one-on-one appointment with a learning strategist, career educator or disability specialist. Our learning strategist, career educator and disability specialist are also available to work with instructors and visit classes. Please refer your students to the KPE website for more information about workshops, appointments and booking procedures.

<https://kpe.utoronto.ca/academics-research/student-services>



Writing Centre (www.hswriting.ca)

The Health Sciences Writing Centre provides free individualized, confidential writing instruction to:

- Develop your writing skills
- Improve your capacity to plan, organize, write and revise academic papers (in any subject!)
- Manage ESL/EFL language challenges

The centre works with *all* students, for *all* assignments, at *all* stages of the writing process. Visit the website to book an appointment or for more information.



Academic Success Centre (www.asc.utoronto.ca)

In addition to graduate in-house offerings, the Academic Success Centre at U of T offers group workshops and individual counselling to develop strategies for a range of learning challenges such as:

- | | | |
|--------------------|----------------------|--------------------------|
| • time management | • stress and anxiety | • memory |
| • exams | • note-taking | • other aspects of study |
| • textbook reading | • concentration | |

Visit the website to view upcoming workshops and drop-in centre hours.



Accessibility Services (www.accessibility.utoronto.ca)

Accessibility Services provides services and programs for students with a documented disability, whether *physical, sensory, learning disabilities or mental disorders*. Students with a temporary disability (e.g. concussion, broken arm or leg,) also qualify. Services include test and exam arrangements, note-taking

services, on-campus transportation, concussion support etc. Visit the website to find out about registering, accommodations, peer mentoring, financial supports etc.



Career Services (<http://www.careers.utoronto.ca>)

The KPE Registrar's office has a **dedicated** Career Centre advisor on specific days for career counselling services, along with specific career workshops throughout the year geared towards graduate students. Visit the website to view other broad services including resume writing, cover letter workshops and career exploration programs. More information will be provided to you via email.



Health and Wellness

NEW: KPE now has an embedded Mental Health Counsellor available Monday-Friday by appointment only.

- Contact: Health & Wellness, 416-978-8030 ext. 5, to book an appointment with a Wellness Counsellor or for questions about the counselling service. Students should state that they would like to meet with the "KPE Wellness Counsellor". Students can also choose to see a counsellor at the Health & Wellness Centre, located at 700 Bay St.
- Numerous additional health, wellness and counselling services are offered through the University of Toronto's Health and Wellness Centre.
 - You can access free mental health and wellbeing services at [Health & Wellness](#) such as [same day counselling](#), brief counselling, medical care, [skill-building workshops](#) and [drop-in peer support](#). You can also meet with a Wellness Navigation Advisor who can connect you with other campus and community services and support. Call the mental health clinic at 416-978-8030 ext. 5 to book an appointment or learn more at uoft.me/mentalhealthcare
 - The Health & Wellness Centre's Medical Services Clinic provides a wide range of medical services for U of T students. These services include routine health care services, such as [sexual and reproductive health counselling](#), [allergy care](#), [nutrition consultation](#), and support with many other health concerns. Call the medical services clinic at 416-978-8030 ext. 2 to schedule an appointment or [explore services online](#).



Tri-Campus Sexual Violence Prevention and Support Centre ("The Centre").

The Centre has a location on all three campuses to help students who disclose to access supports and, in cases where the student chooses to formally make a report, the Centre will explain the process, and facilitate the making of the report to the University and/or to the Police. The Centre can be contacted through its confidential phone at 416-978-2266 or thesvpcentre@utoronto.ca.

Students are encouraged to call or email for an appointment, which will be booked as soon as possible. **Students in crisis or in need of immediate support related to sexual violence can contact Women's College Hospital Sexual Assault Care Centre at 416-323-6040.**

Office of the Ombudsperson

As part of the University's commitment to ensuring that the rights of its individual members are protected, the University Ombudsperson is devoted to ensuring procedural fairness and just and reasonable outcomes. For complaints and concerns, the Ombudsperson offers confidential advice and assistance and can recommend

changes in academic or administrative procedures where this seems justified. For information, see <https://governingcouncil.utoronto.ca/ombudsperson>