

Submission Date: July 1, 2015
Tri Council Policy Statement (TCPS 2) Tutorial Date: September 15, 2014
Most recent review of REB FAQs Date: January 18 2016
1. RESEARCH TEAM
1.1 Research Title
Internalized Racism in Second-Generation South Asians
1.2 Applicant (Student Researcher or Principle Researcher)
Name: Jyoti Gill Phone: ---- Email: -----
1.3 Co-Principal Researcher(s) or Faculty Supervisor (Supervising Researcher)
Name: Hammond Tarry Email: -----
1.4 Research Team Members (Investigators/Second Reader/Committee Members/Consultants)
Name: Asa-Sophia Maglio Email: ----- Affiliation: Adler University
1.5 Research Team Experience
<p>APPLICANT:</p> <ul style="list-style-type: none"> Jyoti Gill has a Bachelor of Arts degree from Simon Fraser University. She is a second-generation South Asian currently living in Surrey. She has spent 6 years studying in India. She completed her community service practicum in Tamil Nadu, India, where she volunteered her time in community organizations serving populations with mental health needs. <p>RESEARCH TEAM:</p> <ul style="list-style-type: none"> Jyoti Gill's thesis advisor, Dr. Hammond Tarry has a DPhil in psychology and is a core faculty at Adler University who teaches social psychology, research, and lifespan development courses at the university. He has previously supervised qualitative student research projects and has teaching experience of the phenomenology design. He has supervised student research projects including issues of diversity. Jyoti Gill's second reader, Dr. Asa-Sophia Maglio has a PhD in counselling psychology and is a core faculty at Adler University. She is the Chair of the Diversity Committee at Adler University. She has experience with student research projects including diversity issues and social justice.

1.6 Research Support Members (if applicable)

N/A

2. SUMMARY OF STUDY AND RECRUITMENT

2.1 A. Overview of Research Study (Maximum 300 words)

Summarize the research proposal using the following headings

- Purpose:
 - The purpose of this study will be to describe the experience of the internalization of racism for second generation South Asians living in Surrey. Internalized racism is defined as “the conscious and unconscious acceptance of a racial hierarchy in which whites are consistently ranked above people of color” (Huber, Johnson, & Kohli, 2006, p. 184). Second generation includes children of South Asian immigrants that are born and raised in Canada.
- Research Question:
 - What are the lived experiences of internalized racism for second generation South Asians living in Surrey?
- Rationale:
 - The problem that this study will address is that there is a lack of research on the experiences of internalized racism by racial minorities, including by South Asians. Existing literature that has examined the effects of internalized racism has shown links to deteriorated psychological and physical health of racial minorities. There exists a need for further research to address the adverse effects of internalized racism because literature is one avenue through which the pursuit of social justice can identify, validate, and liberate marginalized groups. This study will aim to understand the experiences of internalized racism of second-generation South Asians, which is a population that has not received too much attention in the existing literature. Furthermore, it will aim to create awareness of the experiences of internalized racism, which could have implications for South Asians themselves, other minority races experiencing internalized racism, researchers, and professionals working with these populations.
- Objectives:
 - This study will seek to describe the common meaning for second-generation South Asians of their lived experiences of internalized racism and how they make sense of these experiences.

2.1 B. Summary of Research Procedures (Maximum 500 words)

Describe in a step-by-step manner the research procedures. The description should include the research methodology (e.g., ethnography, action, narrative, survey), rationale for utilizing this methodology, population, sampling method (e.g. convenience, key informant, snowball), group assignment strategies (e.g., random, by education level, geographic location, age), type of research methodology (e.g., ethnography, action, narrative, survey), analytic strategies, dissemination strategies.

- A phenomenology approach was chosen for this study because phenomenology allows for “surfacing deep issues and making voices heard” (Lester, 1999, p. 4). It also “examines taken-for-granted human situations as they are experienced in everyday life but which go typically unquestioned” (Finlay, 2012, p. 173). The specific type of phenomenology that will be used is Interpretative Phenomenological Analysis (IPA). We chose this type of phenomenology because it is more clearly defined than other types of the method, and because it is widely used in mainstream psychology and counselling related settings (Smith & Osborne, 2007). Five to six participants will be recruited through purposeful sampling.

Research steps:

- The Request for Participants form (Appendix A) will be posted on social media sites (Facebook). And if needed, the form will be posted at South Asian community centers in Surrey. The form will include my phone number and email for interested participants to contact me.
- A Recruitment Message (Appendix I) will be posted to the student researcher’s personal Facebook profile with a link to the public page, which will contain the Request for Participants form (Appendix A). The Recruitment Message will be addressed to the student researcher’s friends and colleagues. The message will contain a link to the public Facebook page, which will contain the Request for Participants form (Appendix A). Unless an individual “likes” the public page, the student researcher or others will not be able to see who has accessed the page or study details. This will protect the individuals’ privacy.
- Once a few individuals visit the public page, it will generate more popularity by showing up on other individuals’ “news feed” on Facebook. This includes individuals who are not Facebook friends with the student researcher.
- The preferred page audience will be kept open to all ages so that the public page reaches as many people as possible, and so that others can share the page with the relevant audience.
- To protect anonymity, posts on the public page will be disabled. People will not be able to post on the page, they will only be able to “like” the page, which would allow the page to appear on their friend’s “news feed”. This would protect the privacy of people who would like to participate.

- Interested participants will be screened and informed about the study over the phone or email using the Responses to Participants Interest in Study (Appendix B) script.
- For participants who meet the study's criteria and have provided verbal consent to contribute to the study, the interview will be scheduled. In-person interviews will occur at a mutually agreed upon location, such as the participant's workplace, or a private classroom at a local college/university, or library. The participants will immediately be sent the Informed Consent Form (Appendix C) to review.
- Before audio recording of the interview begins, the Informed Consent Form (Appendix C) and Audio-recording Consent Form (Appendix D) will be reviewed and discussed. Potential participants would sign the forms prior to beginning the interview.
- Participants will be given their incentives of \$15 gift cards for local restaurants before the beginning of the first interview.
- Demographic information (Appendix E) such as age, sex, country of origin, socioeconomic class background, current socioeconomic class, parents' religion (if any), participant's religion (if any) will be collected for descriptive purposes and for potential future replication or extension of the study.
- The interview will use questions from the Interview Protocol (Appendix F) and will last approximately 60-90 minutes.
- Transcription will be conducted to translate the interviews into written format for analysis.
- Data analysis will consist of looking for themes and theme titles in the participants' responses by reading and re-reading their responses. The themes will be clustered into superordinate themes and identifiers will be added. The analysis will occur within subjects and across subjects. The final write-up will consist of themes that form a "narrative argument interspersed with verbatim extracts" (Smith & Osborn, 2007, p. 76).
- To determine whether the findings have been interpreted appropriately, participants would participate in 'member checking', which is "the process of providing participants with transcripts or summaries of interviews to allow them to correct any inaccuracies" (Simon & Goes, 2011, p. 3).
- During the interview, if the participant indicates or seems to be experiencing distress, I (student researcher) will follow the distress protocol (Appendix H) to determine how to proceed. While the study is minimal risk since the participants who respond will have thought or talked about their experiences of internalized racism in their daily lives, nevertheless I will spend time debriefing with them after the interviews are over. Participants will also be provided with a list of local counselling resources prior to the interview (Appendix G).

2.2 References

- Beharry, P., & Crozier, S. (2008). Using phenomenology to understand experiences of racism for second-generation South Asian women. *Canadian Journal of Counselling, 42*(4), 262-277.
- Bhatia, S. (2007). *American karma: Race, culture, and identity in the Indian diaspora*. New York, NY: New York University Press.
- Bonilla-Silva, E., & Dietrich, D. (2011). The sweet enchantment of color-blind racism in obamerica. *The Annals of the American Academy of Political and Social Science, 634*(1), 190-206.
- Brondolo, E., Libretti, M., Rivera, L., & Walsemann, K. M. (2012). Racism and social capital: The implications for social and physical well-being. *Journal of Social Issues, 68*(2), 358-384.
- Bryant, W. W. (2011). Internalized racism's association with African American male youth's propensity for violence. *Journal of Black Studies, 42*(4), 690-707.
- Clark, C. R., Mercer, S. H., Zeigler-Hill, V., & Dufrene, B. A. (2012). Barriers to the success of ethnic minority students in school psychology graduate programs. *School Psychology Review, 41*(2), 176-192.
- Cooper, A. (2010). Institutional racism: Can psychotherapy change? *British Journal of Psychotherapy, 26*(4), 486-501.
- Corneau, S., & Stergiopoulos, V. (2012). More than being against it: Anti-racism and anti oppression in mental health services. *Transcultural Psychiatry, 49*(2), 261-282.
- Freedle, R. (2006). How and why standardized tests systematically underestimate African-Americans true verbal ability and what to do about it: Towards the promotion of two new theories with practical applications. *St. John's Law Review, 80*, 183-226.
- Gfeller, B. M., & Armstrong, H. D. (2013). Racial-ethnic identity and adjustment in Canadian indigenous adolescents. *The Journal of Early Adolescence, 33*(5), 635-662.
- Ghosh, S. (2012). Am I a South Asian, really? Constructing South Asians in Canada and being South Asian in Toronto. *South Asian Diaspora, 5*(1), 35-55.
- Gnanadass, E. (2014). Learning to teach about race: The racialized experience of a South Asian American feminist educator. *Adult Learning, 25*(3), 96-102.
- Harper, S. R. (2006). Peer support for African American male college achievement: Beyond internalized racism and the burden of "acting white". *The Journal of Men's Studies, 14*(3), 337-358.
- Hetrick, K. (2014). Racism's unexpected tolls. *Futurist, 48*(3), 11-11.
- Hoyt, C., Jr. (2012). The pedagogy of the meaning of racism: Reconciling a discordant discourse.

Social Work, 57(3), 225-234.

Huber, L. P., Johnson, R. N., & Kohli, R. (2006). Naming racism: A conceptual look at internalized racism in U.S. schools. *Chicana/o-Latina/o Law Review*, 26, 183-206.

Jaspal, R., & Coyle, A. (2010). My language my people: Language and ethnic identity among British-born South Asians. *South Asian Diaspora*, 2(2), 201-218.

Jones, C. P. (2000). Levels of racism: A theoretical framework and a gardener's tale. *American Journal of Public Health*, 90(8), 1212-1215.

Kataure, V., & Walton-Roberts, M. (2013). The housing preferences and location choices of second-generation South Asians living in ethnic enclaves. *South Asian Diaspora*, 5(1), 57-76.

Kohli, R. (2014). Unpacking internalized racism: Teachers of color striving for racially just classrooms. *Race Ethnicity and Education*, 17(3), 367-387.

Koo, G. (2001). Asian American ticket to the American dream. *Chinese American Forum*, 16(3), 23-26.

Lobo, M., & Morgan, L. (2012). Whiteness and the city: Australians of Anglo-Indian heritage in suburban Melbourne. *South Asian Diaspora*, 4(2), 123-137.

Maxwell, M., Brevard, J., Abrams, J., & Belgrave, F. (2014). What's color got to do with it? Skin color satisfaction, racial identity, and internalized racism among African American college students. *Journal of Black Psychology*, 1-24.

Nadal, K. L., Escobar, K. M. V., Prado, G. T., David, E. J. R., & Haynes, K. (2012). Racial microaggressions and the Filipino American experience: Recommendations for counseling and development. *Journal of Multicultural Counseling and Development*, 40, 156-173.

Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The impact of racial microaggressions on mental health: Counseling implications for clients of color. *Journal of Counseling & Development*, 92, 57-66.

Nelson, J. K. (2013). Denial of racism and its implications for local action. *Discourse & Society*, 24(1), 89-109.

Owens, J., & Lynch, S. M. (2012). Black and Hispanic immigrants' resilience against negative-ability racial stereotypes at selective colleges and universities in the United States. *Sociology of Education*, 85(4), 303-325.

Park, L. S. (2008). Continuing significance of the model minority myth: The second generation. *Social Justice*, 35(2), 134-144.

Peacock, T. (2011). I share a dream. *Tribal College Journal*, 23(1), 14-18.

- Phinney, J. S., & Ong, A. D. (2007). Conceptualization and measurement of ethnic identity: Current status and future directions. *Journal of Counseling Psychology*, 54(3), 271-281.
- Poolokasingham, G., Spanierman, L. B., Kleiman, S., & Houshmand, S. (2014). "Fresh off the boat?" Racial microaggressions that target South Asian Canadian students. *Journal of Diversity in Higher Education*, 7(3), 194-210.
- Pyke, K. D. (2010). What is internalized racial oppression and why don't we study it? Acknowledging racism's hidden injuries. *Sociological Perspectives*, 53(4), 551-572.
- Pyke, K., & Dang, T. (2003). 'FOB' and 'whitewashed': Identity and internalized racism among second generation Asian Americans. *Qualitative Sociology*, 26(2), 147-172.
- Qureshi, K. (2014). Culture shock on southall broadway: Re-thinking second generation return through geographies of punjabiness. *South Asian Diaspora*, 6(2), 161-177.
- Roberts, R. E., Phinney, J. S., Masse, L. C., Chen, Y. R., Roberts, C. R., & Romero, A. (1999). The structure of ethnic identity of young adolescents from diverse ethnocultural groups. *Journal of Early Adolescence*, 19(3), 301-322.
- Robinson, S. J. (2013). Spoketokenism: Black women talking back about graduate school experiences. *Race Ethnicity and Education*, 16(2), 155-181.
- Rodriguez, L., Schwartz, S. J., & Whitbourne, S. K. (2010). American identity revisited: The relation between national, ethnic, and personal identity in a multiethnic sample of emerging adults. *Journal of Adolescent Research*, 25(2), 324-249.
- Sandhu, J. S., & Nayar, K. E. (2008). Studying the Sikh diaspora: First-year university experience of Punjabi Sikh students. *Sikh Formations*, 4(1), 33-46.
- Saran, R. (2011). Trajectory of social mobility: Asian Indian children coming of age in New York City. *South Asian Diaspora*, 3(2), 159-181.
- Sarangi, S. (1996). Conflation of institutional and cultural stereotyping in Asian migrants' discourse. *Discourse & Society*, 7(3), 359-387.
- Shimo, A. (2008). The quest for a lighter shade of pale. *Maclean's*, 121(46), 150-152.
- Silva, K. (2009). Oh, give me a home: Diasporic longings of home and belonging. *Social Identities*, 15(5), 693-706.
- Smith, T. B., & Silva, L. (2011). Ethnic identity and personal well-being of people of color: A meta-analysis. *Journal of Counseling Psychology*, 58(1), 42-60.
- Speight, S. L. (2007). Internalized racism: One more piece of the puzzle. *The Counselling*

Psychologist, 35(1), 126-134.

- Statistics Canada. (2007). *2006 Community Profiles*. Retrieved from <http://www12.statcan.ca/census-recensement/2006/dp-pd/prof/92-591/index.cfm?Lang=E>
- Sue, D. W., Nadal, K. L., Capodilupo, C. M., Lin, A. I., Torino, G. C., & Rivera, D. P. (2008). Racial microaggressions against Black Americans: Implications for counseling. *Journal of Counseling and Development*, 86, 330-338.
- Torres-Harding, S., & Turner, T. (2014, September). Assessing racial microaggression distress in a diverse sample. *Evaluation & the Health Professions*, 1-27.
- Tull, S. E., Wickramasuriya, T., Taylor, J., Smith-Burns, V., Brown, M., Champagnie, G., ... Jordan, O. W. (1999). Relationship of internalized racism to abdominal obesity and blood pressure in Afro-Caribbean women. *Journal of the National Medical Association*, 91(8), 447-452.
- Vandiver, B. J., Cross Jr., W. E., Worrell, F. C., & Fhagen-Smith, P. E. (2002). Validating the Cross racial identity scale. *Journal of Counseling Psychology*, 49(1), 71-85.
- Wang, J., Leu, J., & Shoda, Y. (2011). When the seemingly innocuous “stings”: Racial microaggressions and their emotional consequences. *Personality and Social Psychology Bulletin*, 37(12), 1666-1678.
- Williams, T. O. (2011). *A process of becoming: U.S. born African American and Black women in the process of liberation from internalized racism* (Doctoral dissertation). Retrieved from Scholar Works, Dissertations, Paper 406.
- Williams, D. R., & Mohammed, S. A. (2013). Racism and health I: Pathways and scientific evidence. *American Behavioral Scientist*, 57(8), 1152-1173.
- Whittaker, V. A., & Neville, H. A. (2010). Examining the relation between racial identity attitude clusters and psychological health outcomes in African American college students. *Journal of Black Psychology*, 36(4), 383-409.
- Worrell, F. C., & Watson, S. (2008). A confirmatory factor analysis of Cross racial identity scale (CRIS) scores: Testing the expanded nigrescence model. *Educational and Psychological Measurement*, 68(6), 1041-1058.
- Yakushko, O., Davidson, M. M., & Williams, E. N. (2009). Identity salience model: A paradigm for integrating multiple identities in clinical practice. *Psychotherapy Theory, Research, Practice, Training*, 46(2), 180-192.

2.3 Inclusion Criteria

- Second-generation South Asians

- 19-30 years old
- Currently living in Surrey, BC
- Self-identify as having experienced internalized racism
- Speak English

2.4 Exclusion Criteria

- N/A

2.5 Recruitment

- Recruitment will take place through social media (Facebook) with the Request for Participants form (Appendix A). If needed, the form will be posted at South Asian community centers in Surrey. The recruitment poster will include the theme of the study, inclusion criteria, researcher contact information, along with what the study will involve.
- A Recruitment Message (Appendix I) will be posted to the student researcher's personal Facebook profile with a link to the public page, which will contain the Request for Participants form (Appendix A). The Recruitment Message will be addressed to the student researcher's friends and colleagues. The message will contain a link to the public Facebook page, which will contain the Request for Participants form (Appendix A). Unless an individual "likes" the public page, the student researcher or others will not be able to see who has accessed the page or study details. This will protect the individuals' privacy.
- Once a few individuals visit the public page, it will generate more popularity by showing up on other individuals' "news feed" on Facebook. This includes individuals who are not Facebook friends with the student researcher.
- The preferred page audience will be kept open to all ages so that the public page reaches as many people as possible, and so that others can share the page with the relevant audience.
- To protect anonymity, posts on the public page will be disabled. People will not be able to post on the page, they will only be able to "like" the page, which would allow the page to appear on their friend's "news feed". This would protect the privacy of people who would like to participate.
- Interested respondents will be contacted using the email response template in the Responses to Participants Interest in Study (Appendix B) form. The email script will allow researcher to establish a time that is suitable for potential participants.
- The phone script in the Responses to Participants Interest in Study (Appendix B) form will be used as a screening tool to determine if the respondent meets the required inclusion criteria. Using the phone script, the respondent will be informed of the purpose of the study, description of the interview and potential for a future interview, and incentives offered. At this time any preliminary questions the respondents may have concerning the study will be addressed.

- For the respondents that meet all of the inclusion criteria and have given verbal consent to participate in the research study, I (student researcher) will inform them that the Informed Consent (Appendix C) will be emailed to them immediately. A date and time will be determined and a discussion on location will ensue. Participants will have the opportunity to ask any further questions in regards to the study and the informed consent form at that time.
- For the audio-recorded interview, a suitable location must be decided upon in which safety concerns, accessibility, confidentiality, and comfort is considered. Suitable locations may include participant's workplace, or a private classroom at a local college/university, or library.

2.6 Access to Records for Recruitment

Are you accessing records to identify potential participants?

- No

2.7 External Approvals

- N/A

2.8 Number of Participants

How many participants do you anticipate recruiting for your Research?

- Five to six participants will be enrolled in the entire study.

If part of a larger study, how many participants will be recruited overall?

- N/A

2.9 Deception:

Is deception being used in this research?

- No

3. FUNDING INFORMATION & CONFLICT OF INTEREST

3.1 Source of Funding

- N/A

3.2 Restrictions on Information Disclosures

- N/A

3.3 Actual or Perceived Conflict of Interest

- Do any Research Team Members or their immediate family members have past or current affiliation with an agency, institution, community, or individual that will provide funding, collaboration, recruitment sources, data collection sites, participant populations or follow-up assistance for this research? This includes workplaces, volunteer organizations, practicum sites, and community-based groups.

- Yes

If yes, please explain and indicate how you plan to mitigate actual or perceived conflicts of interest:

- The student researcher is a member of the South Asian community. Interviewing participants of the South Asian community will result in a dual relationship as a ‘community member’ and a ‘researcher’. Therefore due to personal affiliations with the South Asian community, the student researcher may know some of the participants in the current study.
- Immediate family members will not be included in the study; however, it is possible that participants may be extended family. Someone who is an acquaintance has the potential to become a participant if they contact the student researcher with the intent to be included in the study. All recruitment will be voluntary. The student researcher will not directly approach friends, acquaintances, and family members, and resultantly place undue pressure on them. The recruitment and informed consent process will be clear that participation in the current study is voluntary and all information will be kept confidential by the researcher. In order to manage the risk of influence from a dual relationship, the student researcher will explain to the participants that their participation is completely voluntary (Appendices A, B, C, I). Furthermore, if the student researcher and research participant see each other again outside of their roles of researcher and research participant, the student researcher will not bring up the research or their participation in the research.
- Do any Research Team Members or their immediate family members receive personal benefits (e.g. salary, overtime hours, consultant fees, or other financial gain) in connection with this research over and above the direct cost of conducting this study?

- No

If yes, please explain and indicate how you plan to mitigate actual or perceived conflicts of interest:

- N/A

4. RISK LEVEL and RISK MANAGEMENT

4.1 Determining Level of Risk

Minimal

- Rationale: This study meets the minimal risk level requirements as the participants will be people who self-identify as having experienced internalized racism, and can therefore be reasonably assumed to have thought or talked about their experiences of internalized racism in their daily lives. There is a minimal risk of participants experiencing some degree of distress such as discomfort in describing personal experiences with internalized racism.
- Given that participants may encounter a risk of experiencing stress through participation in the study, they will be given a list of local counselling resources prior to the interview to contact if needed (Appendix G). Risk management strategies are outlined in section 4.2 and will address the ethical implications of participants' personal disclosures.

4.2 Description and Management of Risks

Describe what is known about the risks (harm) of participating in the proposed research and any possible vulnerability that needs to be considered. Indicate how you will address these risks. Include literature related to the risks and the management of risks if relevant. Include any information about discomfort or incapacity that the participants are likely to experience as a result of the research.

- Risks to participants: The research design, phenomenology “examines taken-for-granted human situations as they are experienced in everyday life but which go typically unquestioned” (Finlay, 2012, p. 173). Exploring participants experiences with internalized racism may involve a risk of experiencing discomfort or emotional reactions. Kohli (2014) gives caution that “internalized racism is often intertwined with guilt, shame, or regret; and it takes trust and vulnerability to share something so personal” (p. 373).
- Management of risks: Since the inclusion criteria requires that the participant self-identify as having experienced internalized racism, it is expected that they will have thought or talked about their experiences of internalized racism in their daily lives. While participants are only required to disclose information that they feel comfortable sharing, I (student researcher) will spend time in the first interview to establish rapport with participants to make them feel more comfortable sharing their stories. In the Informed Consent Form (Appendix C), participants will be informed that if they experience any distress, they could refuse to answer the question, take a break, decide to reschedule the interview, or withdraw from the study with no penalty. During the interview, if the participant indicates or seems to be experiencing distress, I will follow the distress protocol (Appendix H) to determine how to proceed. Prior to the interview, co-researchers will be provided with resources to local counselling centers in the case that they need further support (Appendix G)

4.3 Anonymity and Confidentiality

- If you indicate that you are collecting anonymous or anonymized data online, how you are ensuring the anonymity of participants?

- N/A
- Are you collecting information or data that can reasonably be expected to identify participants? If so, how will you protect participants' personal information both during (collection and use of information) and after (dissemination of results) the research study?
 - In the phone script included in the Responses to Participant Interest in Study (Appendix B), I will ask the participants for their contact information (phone number and email address) which will be written on a paper copy stored in a locked filing cabinet at the student researcher's place of residence during the study and for five years after the study's completion. The Informed Consent Forms (Appendix C) and Audio-recording Consent Forms (Appendix D) will also be stored securely in the same locked filing cabinet at the student researcher's place of residence during the study and for five years after the study's completion.
 - Audio recordings will only be transcribed in a private space at the student researcher's home in order to reduce the risk that a person outside of the study might recognize participant-identifying information in a public setting. Electronic audio recordings and transcriptions will be stored in computerized files on password protected USB drives and stored in a locked filing cabinet at the student researcher's place of residence both during and after the research study. Only the student researcher, her thesis advisor, and second reader will have access to the audio recordings and transcriptions.
 - Participants will be asked to adopt a pseudonym for the purposes of the study, which they will be referred to during the interview process and in all transcriptions. Participants' real names or initials will not appear in any versions of the completed study. Participants' real names will only be connected to their chosen pseudonyms on the Audio-recording Consent Forms (Appendix D). All signed forms will be stored securely in a locked filing cabinet in the student researcher's place of residence during and after the completion of the study.
- How will you ensure that participants cannot be identified or re-identified through demographic data and/or direct quotes and/or participant descriptions (e.g. job description) in any dissemination of your research (including thesis or dissertation)?
 - Although pseudonyms will be used throughout the study to protect the identity of general participants, there remains a chance that family members, colleagues or other acquaintances may be able to re-identify general participants based on direct quotes or personal anecdotes shared in their interview(s).
 - Participants will be made aware of this possibility in the Informed Consent Form (Appendix C) and they will have the opportunity to tell the student researcher if they wish to remove or alter any potentially identifying direct quotes. They will have the opportunity to see any extended quotes from the interview(s) prior to their inclusion in the final paper.
- What, if any, limits to confidentiality are considerations in your research, what is your rationale for including them, and how will they be communicated to participants?

- Due to the small number of participants in this study, someone who reads published material about this study may be able to identify general participants from information in the written report. Hence, participants will be verbally advised of the risk of being identified prior to signing the Informed Consent Form (Appendix C). Furthermore, they will be given the opportunity to revise or remove parts of their responses that are considered to be too identifying, and pseudonyms will be used in order to reduce the risk of identifying participants.

4.4 Benefits

The benefits to participation include:

- Participants may experience validation of their experiences of racism and internalized racism. Participation in the study can “allow... the person to make sense of their experience, perhaps going beyond previous understandings” (Finlay, 2012, p. 181). Participants can experience increased insight and self-awareness as a result of exploring and articulating their thoughts, emotions and experiences.
- Future researchers can benefit from this research as the literature becomes more comprehensive and moves toward resolving inconsistencies.
- Research can aim to inform the general public and create awareness of social justice issues like racism and their impact on individuals, even for minorities other than South Asians.
- Mental health professionals would also benefit from this research (Whittaker & Neville, 2010; Speight 2007), especially those practicing in the Lower Mainland as they are likely to work with the large concentration of the South Asian population residing in this area of British Columbia.

4.5 Peer Review

- N/A

5. PARTICIPANT INFORMATION AND CONSENT PROCESS

5.1 Sites for Study

- A private room at participants workplace
- A private room at a local college/university
- A private room at a public library

5.2 Time Requested of Participants

How much time will each participant be asked to dedicate to the research study?

- Participants will be invited to participate in one in-person, audio recorded interview, which will last approximately 60-90 minutes. This interview will follow the Interview Protocol (Appendix F). Participants will be notified of the potential for follow-up interviews for purposes of saturation. Researchers reach the point of saturation when the topic has been exhausted and participants “introduce no new perspectives on the topic” (Groenewald, 2004, p. 11).
- Once data analysis is completed, participants will have the opportunity to participate in member-checking, which is “the process of providing participants with transcripts or

summaries of interviews to allow them to correct any inaccuracies” (Simon & Goes, 2011, p. 3). It is expected that participants may spend approximately 30-60 minutes reviewing their summaries, which will be emailed to them in the form of the results section (including direct quotes) of the final write-up.

- The total time requested of participants will be 1.5-2.5 hours. Due to the fact that it is difficult to predict the amount of time it will take to recruit all of the participants for the study and to complete the data analysis, potential participants will be notified that their participation is expected for up to one year.

5.3 Reimbursements and Incentives for Participation

- Incentives of \$15 gift cards for local restaurants will be offered. This is deemed to be a reasonable reimbursement given the time that people will be asked to participate in the research.

5.4 Assessment of Capacity

A. Initial assessment of capacity for the purposes of informed consent

Will every participant have the capacity to give fully informed consent on his/her own behalf?

- Yes

Rationale:

- Capacity to give fully informed consent will be determined at the time of screening and again during the process of informed consent.
- Participants in the study will be of legal age and they will be comfortable completing up to two and a half hours of interviews over a 12-month period.
- The screening instruments used in the Responses to Participants Interest in Study (Appendix B) form will also be used to assess capacity before the initial interviews.

B. Ongoing assessment of capacity

How will capacity be assessed throughout the research if the participants’ involvement goes beyond a single interview or completion of a questionnaire?

- The student researcher will assess the participants’ capacity to provide informed consent for continued participation in the study each time that she meets with them. This process will include assessment of any potential impairments (e.g. being under the influence of drugs and/or alcohol). If the participant is noticeably impaired, the interview will be cancelled and, if appropriate, rescheduled for another time.
- If it seems plausible that any participant’s capacity to provide continued informed consent is impaired, the student researcher will assess the participant’s capacity to provide consent by

asking the participant to explain what they consented to.

5.5 Explanation of Consent Forms to Potential Participants

- How will the Informed Consent Form be reviewed?
 - The Informed Consent Form (Appendix C) will be emailed, mailed, or faxed to potential participants following an initial telephone screening with the student researcher utilizing the Responses to Participants Interest in the Study (Appendix B), which provides an overview of the research purpose and process.
 - For potential participants, the Informed Consent Form (Appendix C) and Audio-recording Consent Form (Appendix D) will be discussed thoroughly and potential participants will have the opportunity to ask the student researcher any further questions about the study before the audio recording interview begins. Following this conversation, potential participants may choose to sign the informed consent forms, thereby providing formal consent to participate in the study, or to decline to participate at this point. .
- How much time will the participants have to review the Informed Consent Form?
 - Once verbal consent to participate in the study is obtained during the phone script in Responses to Participants Interest in the Study (Appendix B), the student researcher will immediately email, mail, or fax the Informed Consent Form (Appendix C) to the participants. Participants will have the informed consent form to review up to the scheduled interview.

5.6 Explanation of Assent Forms to Potential Participants

Will you be using Assent Forms in your research?

- No

If yes, explain your process for presenting and completing the Assent Form, including who will be involved in each step: general process for assent:

- N/A

5.7 Assistance with Consent

- N/A

5.8 Translation

Will any of your recruitment, consent or other documents be available in a language other than English?

- No

Will interactions with participants be taking place in any language other than English?

- Yes

If Yes to either or both questions, provide information regarding the translation process.

- There is potential that participants may use phrases from Punjabi and Hindi to describe their experiences with internalized racism, as the student researcher is of South Asian descent and is fluent in these two languages. If such terms or phrases are used, the participants will be asked to translate them into English for accurate translations.

5.9 Withdrawal of Data

How will participants be informed of their right to request their data be withdrawn from the study and how will you remove the data?

- Participants will be informed of their rights to withdraw their participation from the study at any time in the Informed Consent Form (Appendix C). They will also be informed of their right to request their data be removed from the study at any time prior to finalization of the study's results. Thus participants will be informed that they can withdraw at any time up to 3 months after the interview, at which point the results will be finalized.
- Participants will be reminded of their rights to withdraw their participation and/or data from the study should they demonstrate significant emotional distress, that may interfere with their participation.

5.10 Summary of Results to Participants

How will you provide a summary of results to participants – including strategies for maintaining anonymity if that has been included in informed consent process?

- In the Informed Consent Form (Appendix C), participants will be asked if they would like to receive a summary of the study's findings (i.e. an electronic copy of the student researcher's completed master's thesis).
- Anonymity will be maintained by referring to participants only by their pseudonym in any and all publications of the research study.
- Prior to the study's publication, participants will be given the opportunity to let the student researcher know of any parts in their individual responses that may be too identifying, and therefore need to be revised or removed. Before the finalization of the study, the results section of the final write-up will be emailed to participants for review.

res

6. SECURITY OF INFORMATION AND DATA

6.1 Access to Information or Data by Persons within Adler University – Vancouver Campus

Who will have access to information collected during or data related to your research study?

- The student researcher, her thesis advisor Dr. Hammond Tarry, and her second reader Dr. Asa-Sophia Maglio will be the only persons with access to the data.

How will all of those who have access to that information or data be made aware of their responsibilities?

- The responsibility to protect data confidentiality has been discussed and will continue to be discussed between the student researcher and her thesis advisor and her second reader.

If yes, describe in detail what information or data will be available, how it will be transferred and stored, how participants' identities will be protected, and how you are communicating this to participants.

- During the research study, electronic data and back-up electronic data (including audio recordings, transcriptions) will be stored in computerized files on a password protected, encrypted USB drive. Copies of these files will be backed-up on a second password protected USB drive. These USB drives will be stored in a locked filing cabinet at the student researcher's place of residence at all times unless they are being used by the student researcher. No research material will be saved directly to a computer or portable laptop.
- All paper copies of forms and documents (including signed consent forms, transcriptions, interview notes, data analysis, and any materials with participant-identifying information) will be stored in a locked filing cabinet at the student researcher's place of residence. The student researcher will be the only one who has access to the filing cabinet.
- For the purposes of 'member checking', participants will be emailed the results section of the final write-up for review. The student researcher will be the only person with access to this email. They will have the opportunity to tell the student researcher if they wish to remove or alter any potentially identifying direct quotes. Participants will have the opportunity to approve any extended quotes from the interview prior to their inclusion in the final paper.
- For five years after the research study has been completed, electronic data (including audio recordings, transcriptions) will be stored in computerized files on password protected USB drives, which will be stored and locked in a filing cabinet at the student researcher's place of residence. All paper copies of forms and documents (including signed consent forms, transcriptions, data analysis, and any materials with participant-identifying information) will be stored in the same locked filing cabinet at the student researcher's place of residence for five years.
- After the data has been stored for five years, all electronic files will be permanently erased

from the password protected, encrypted USB drives by the student researcher. Additionally, after five years the student researcher will shred all hard copies of forms and documents.

- Participants' identities will be protected by referring to them only by their pseudonym in any and all publications of the research study.
- Furthermore, any parts of the individual responses that are identified by the participants as being too identifying by participants will be revised or removed.
- Participant's will be made aware of what information or data will be available, how it will be transferred and stored, and how their identities will be protected prior to signing the Informed Consent Form (Appendix C). This information will be explained in the informed consent forms. Participants will be required to review and sign-off on the consent form in order to participate in the current study.

6.2 Access to Information or Data by Persons Outside of Adler University – Vancouver Campus

Will any information collected during or raw data relating to your research study be available to persons or agencies outside of Adler University-Vancouver Campus?

- No

If yes, describe in detail what information or data will be available, how it will be transferred and stored, how participants' identities will be protected, and how you are communicating this to participants.

- N/A

6.3 Storage and Security of Data

How will different forms of data be stored and how will you maintain storage security during (collection, use, dissemination) and after the research? If data will be kept on the Web, what precautions have been taken to keep it secure?

- During the research study, electronic data (including audio recordings, transcriptions) will be stored in computerized files on password protected USB drives. These USB drives will be stored in a locked filing cabinet at the student researcher's place of residence when not in immediate use. All paper copies of forms and documents (including signed consent forms, transcriptions, interview notes, data analysis, and any materials with participant-identifying information) will be stored in the same locked filing cabinet at the student researcher's place of residence when not in immediate use.
- For five years after the research study has been completed, electronic data (including audio recordings, transcriptions) will be stored in computerized files on password protected USB drives, which will be stored and locked in a filing cabinet at the student researcher's place of residence. All paper copies of forms and documents (including signed consent forms, transcriptions, data analysis, and any materials with participant-identifying information) will

be stored in the same locked filing cabinet at the student researcher's place of residence for five years.

- After the data has been stored for five years, all electronic files will be permanently erased from the password protected USB drives by the student researcher. Additionally, all hard copies of forms and documents will be shredded after five years by the student researcher.

6.4 Future Use of Data

- N/A

7. APPLICATION SUBMISSION

7.1 Process for Submitting REB Application

7.2 Appendices

Appendices must be included for all verbal or written communication with external institutions or agencies (including collaborators), key informants or other recruitment sources, potential participants and participants. They must be included in the chronological order they will be used during your research. The labelling (Appendix A; Appendix B; and so on) must match the labelling in your Application.

Appendices include, but are not limited to:

- Initial contact with external institutions or agencies.
- Letters of support from collaborating or supporting agencies or institutions.
- Recruitment materials, including verbal scripts, e-mails, internet messages, etc.
- Scripts or e-mails for initial contact with participants, including acceptance or refusal
- Informed Consent Forms or verbal scripts.
- Assent Forms.
- Data collection instruments, guides, questionnaires, etc., including preliminary scripts.
- For on-line research, information concerning the software platform you will be using (e.g. HostedInCanada; Fluid Surveys) including information concerning issues such as privacy, future storage of data, randomization of participants. See FAQs for all questions concerning using on-line data collection methods.
- Deception Forms and any scripts for debriefing.
- Peer review reports if required.
- Confidentiality agreements for research team members and/or staff.
- E-mails from translation research assistants including qualifications and availability.

List of Appendices:

- Appendix A – Request for Participants
- Appendix B – Responses to Participants Interest in Study
- Appendix C – Informed Consent Form
- Appendix D – Audio-Recording Consent Form
- Appendix E – Demographics
- Appendix F – Interview Protocol
- Appendix G – Counselling Resources
- Appendix H – Distress Protocol
- Appendix I – Recruitment Message
- Appendix J – Facebook Page Link and Example

Insert all Appendices below in the chronological order they will be used during your research:



APPENDIX A: REQUEST FOR PARTICIPANTS

Internalized Racism in Second Generation South Asians

What do we want to know?

The purpose of this study is to understand the experience of internalized racism for second-generation South Asians living in Surrey. Internalized racism is the experience of feeling badly about your own racial group compared to the majority group. You will be asked to describe what your experiences with internalized racism have been and how they have made you feel. The main aim of this study is to better understand your experiences with internalized racism and to raise awareness about it and understand some of the challenges it presents.

Who are we looking for?

Second generation (born in Canada), South Asians adults (19-30 years old), living in Surrey, who have experienced internalized racism.

About the study

If you meet the inclusion criteria outlined above, and are interested in learning more about the study, you will be sent an informed consent form. If you choose to take part, we will schedule a time for us to meet for an approximately 60-90 minute interview in a private, confidential area of your choosing (including your workplace, local college/university, or library). The interviews will be audio-recorded for transcription. There is a potential for a future interview if the need arises, in order to obtain more data and to get your feedback on the analysis of the results. You will be given one \$15 gift card for a local restaurant prior to the beginning of the interview and you will be eligible for this gift card even if you choose to withdraw from the study at any point.

Your participation would be completely voluntary and confidential. This means that there is no consequence if you chose not to participate. If you do participate, your personal information will not be shared with anyone or included in any written results. And if we see each other again outside of our roles as researcher and research participant, I will not bring up the research or your participation in it.

How to sign up

For more information or if you are interested in contributing to this study, please contact Researcher, Jyoti Gill at([email](#)) or call at (phone).

This study is being conducted by Jyoti Gill, as part of a Masters Thesis, under the supervision of Hammond Tarry, Adler University
Suite 1200-1090 West Georgia Street, Vancouver, BC, V6E3V7



APPENDIX B: RESPONSES TO PARTICIPANTS INTEREST IN STUDY

Email Response Template:

Hi (name of participant),

Thanks for your interest in our research.

As you know, this study is focused on internalized racism as experienced by second generation South Asians living in Surrey. Please ensure that you meet all of these requirements in order to contribute to the research.

Please reply to this email with your phone number and a good time of day to contact you (e.g. morning, evening, etc.) and I will contact you as soon as possible. I look forward to hearing from you!

Best,
(name of student researcher)

Phone Script:

If the student researcher calls the participant and gets his/her voicemail, or if someone else other than the participant answers the phone and the student researcher must leave a message, the student researcher will use the following script:

**Voicemail:* "Hi _____ (name of participant). This is _____ calling from Adler University in regards to a research study, please call me back at (phone number). I look forward to hearing from you. Have a good day/evening".

**Message:* "When might be a better time to reach _____ (name of participant)? Could you please let them know _____ (name of researcher) called? My phone number is _____. Thank you. Have a good day/evening." (Note: I will not disclose any identifying information relating to the research study, Ex. researcher's affiliation, purpose of call, etc. If asked any identifying information, I will say, "this information is confidential".)

Hi may I please speak with _____?

This is _____ calling from Adler University. I am calling because (choose one):

- You had sent us an email expressing interest to contribute to our research
- You had left us a phone message expressing interest in contributing to our research

Do you have a couple of minutes for me to tell you a bit more about our research and for me to ask a few questions to determine if you are an eligible candidate? (If no, ask when would be a better time to contact them, if yes, proceed).

As you are aware, the purpose of this study is to understand the experience of internalized racism for second-generation South Asians living in Surrey. You will be asked to describe what your experiences with internalized racism have been and how they have made you feel.

Once we determine you're a good fit for the study, we will send you the informed consent form to review, and schedule a time for us to meet for a 60-90 minute interview in a private, confidential area of your choosing (including your workplace, local college/university, or library). The interviews will be audio-recorded for transcription. Please know that there is a potential for a future interview if the need arises, in order to obtain more data. You will be given one \$15 gift card each for a local restaurant.

Now I will ask you some questions to determine if you are a fit for the study. Are you a second-generation South Asian? Are you currently living in Surrey? Are you familiar with the concept of internalized racism? Would you be able to talk about your experiences with internalized racism on a one-on-one interview?

Those are all the questions I have at this time. Please note that your participation is completely voluntary. This means that there is no consequence if you choose not to participate. Also, all information collected will be used for research purposes only. All individual information will be kept confidential and not be used for any other purpose. And if we see each other again outside of our roles as researcher and research participant, I will not bring up the research or your participation in it.

Finally, I should also let you know that you will have the opportunity to see any extended quotes from our interview prior to their inclusion in the final paper.

*If participant is a good fit:

_____ (name of participant), based on the information you have provided, I think you would be a good candidate for our research study and I will email, mail, or fax the informed consent form for you to review. I would like to go ahead and book an appointment time. Appointments are held on various times on... (list days of week available). What day would you prefer? Morning or afternoon?

*If participant is not a good fit:

_____ (name of participant), based on the information you have provided, unfortunately you do not meet the criteria for this study. If you would like to become aware of the findings of this study, please provide your contact information for me to send you a brief summary of the findings upon completion.

Thank you for your time.



APPENDIX C: INFORMED CONSENT FORM

Internalized Racism in Second-generation South Asians

Supervising Researcher:

Dr. Hammond Tarry, MAC/MCP/PsyD Programs, Core Faculty, Adler University.

Student Researcher:

Jyoti Gill is undertaking this study as part of her Master's thesis at the Adler University.

Purpose of the study:

The purpose of this study is to understand the experience of internalized racism for second-generation South Asians living in Surrey. Internalized racism is the experience of feeling badly about your own racial group compared to the majority group. You will be asked to describe what your experiences with internalized racism have been and how they have made you feel. Some of the questions that will be asked of you during the interview include: "Can you tell me about your experiences with internalized racism?" "Has internalized racism made a difference to how you see yourself? If so, how do you see yourself differently?" "How has living in Surrey influenced your racial identity?" "What were your experiences of internalized racism in the school system?" "How do you feel about your Canadian identity? How do you feel about your South Asian identity?"

Procedure:

As a participant, you will be asked to participate in a 60-90 minute interview regarding your experiences of internalized racism. The interviews will be conducted by Jyoti Gill and audio-recorded for transcription. There is a potential for a future interview if the need arises, in order to obtain more data. The commitment expected of you will be 1.5-2.5 hours. This includes 60-90 minutes for the interview. And upon completion of the study, 30-60 minutes of your time will be required for you to review the results section of the final write-up. The study requires a commitment of 6 months. This timeline accounts for the time it will take for the completion of all interviews and the final write-up for you to review. You will have the opportunity to review the transcriptions before they are published. You will be given one \$15 gift card for a local restaurant. These reimbursements will be provided to you before the beginning of the first interview.

Risks and Benefits:

As a result of thinking about past experiences while participating in this study, there is a minimal risk of you experiencing some degree of distress such as discomfort in describing personal experiences with internalized racism. If any distress is experienced as a result of participating in

the study, you are invited to inform the researcher. At that time you could refuse to answer a question, take a break, decide to reschedule the interview, or withdraw from the study with no penalty, and still be eligible for the gift card/s. You will also be provided with resources to local counselling centers in the case that you need further support.

In terms of benefits, it is possible that you may also experience a certain degree of increased insight and self-awareness as a result of exploring and articulating your thoughts, emotions and experiences. Your experience will also help professionals in the Counselling field understand how some people have experienced internalized racism.

Confidentiality and Protecting Personal Information:

All personally identifiable information resulting from this research will be kept confidential and data from the study will be safeguarded. All research material will be identified only by pseudonyms and kept in a locked filing cabinet at the researcher's home. Electronic documents will be password protected and encrypted. Participants will not be identified by name in any reports of the completed study. Before the finalization of the study, the results section of the final write-up will be emailed to you for review. You will have the opportunity to tell the student researcher if you wish to remove or alter any potentially identifying direct quotes. You will have the opportunity to see approve any extended quotes from the interview prior to their inclusion in the final paper. Furthermore, if we see each other again outside of our roles as researcher and research participant, I will not bring up the research or your participation in it.

Only Jyoti Gill, Dr. Hammond Tarry, and Dr. Asa-Sophia Maglio (second supervisor) will have access to the data in its original form. In accordance with Adler recommendations, all original data (i.e., audio files, questionnaires) will be kept for five years after the work is presented. After those five years, data will be destroyed. Paper documents will be cross-cut shredded and electronic data will be permanently erased.

A summary of findings resulting from this research will be published in a completed thesis document. Additionally, these findings may be presented at a conference or published in a scholarly journal. If you would like a brief summary of the findings emailed to you, please provide me with your email address at the bottom of this form.

Limits to Confidentiality

Personal information collected will be held confidential unless any of the following conditions are present:

- A) If a child or vulnerable adult is at risk of abuse or neglect and is unable to seek support or assistance, or is in need of protection;
- B) If you or another person is at clear risk of imminent harm,
- C) If I am required to comply with a legal order such as a court subpoena,

Contact:

If you have any questions or desire further information with respect to this study, you may contact Jyoti Gill at (email) or her Supervising Researcher, Hammond Tarry at [email](#) and (phone).

The Adler Research Ethics Board has approved this research. If you have any questions or concerns about your treatment as a research participant, you may contact Debbie Clelland, Chair of the Adler Research Ethics Board, at dclelland@adler.edu or 604.699.3570.

Consent:

- I understand that my participation in this study is entirely voluntary and that I may refuse to participate or withdraw from the study at any time, up to 3 months after the interview.
- I understand that signing this consent does not waive my legal rights in any way.
- I understand that I have the right to request my data be removed from the study at any time prior to finalization of the study's results.
- I will have the right to see extended quotes from my interview prior to their inclusion.

I have read this consent form. I have received a copy of this consent form for my own records. My signature below indicates my consent to participate in this study.

Participant Signature

Date

Participant Name (Printed)

☐

Check if you would like to receive a summary of the results of this study. If so, please provide your email address below.

Participant Email



APPENDIX D: AUDIO-RECORDING CONSENT FORM

I, _____ (please print), give my permission for my initial interview to be audio-recorded. I know that my data will be used in a study about internalized racism in second-generation South Asians.

I will adopt a pseudonym (false name) to use in the interviews. My real name or initials will NOT appear in any publication of this study.

I acknowledge that I am aware that only Jyoti Gill and the primary investigators will have access to the data. Audio files will be kept on 2 password protected, encrypted USB drives. These drives will be kept in a locked filing cabinet in the student researcher's home. All data will be held for 5 years after the study is completed and results presented. After 5 years, the data will be destroyed (i.e. shredded and/or erased).

Participant Signature

Date

Participant's Pseudonym

Signature of Student Researcher

Date



APPENDIX E: DEMOGRAPHICS

(These demographics are collected with the intent to describe diversity within the sample in this study, and also to aid future replication of the study's methodology.)

Age: _____

Sex: _____

Country of origin (where in South Asia did your parents immigrate from?):

Social Class Background: _____

Current Social Class: _____

Parents' religion (if any): _____

Your religion (if any): _____



APPENDIX F: INTERVIEW PROTOCOL

Interview Agenda

- Welcome
- Overview of procedures, expectations, and confidentiality
 - review consent form
 - questions about consent form
 - sign consent form
 - copy to keep
- Collect demographics
- Interview questions
- Wrap-up Questions from participant
- Thank you

Interview Questions

A. General

How do you define internalized racism?

Can you tell me about your experiences with internalized racism? *Prompt: How did that feel?*

How did that feel in your body?

How does it feel to have internalized racism?

What contexts or situations have typically influenced or affected your experiences of internalized racism? *Prompts: How did you interpret what was happening? What was going on in your mind then? (thoughts/associations/fantasies)*

How does/did your internalized racism manifest? What effects does it/did it have on your life?

Has internalized racism made a difference to how you see yourself? If so, how do you see yourself differently?

Where do you think you learned your internalized racism? *Prompt: How did that feel?*

How has living in Surrey influenced your racial identity? *Prompt: How do you think living in Surrey relates to your internalized racism?*

If you identify with a religion, how does your religion impact your racial identity? *Prompt: How do you think your religion relates to your internalized racism?*

Optional questions:

B. Identity

How do you feel about your Canadian identity? How do you feel about your South Asian identity? *Prompt: How do your identities relate to your internalized racism?*

What do the terms “FOB”, “dipper”, “Whitewashed” or “coconut” mean to you? *Prompt: Were these terms ever used by you or about you? What was going on in your mind then (thoughts/associations/fantasies)? How did that feel?*

C. Institutional Racism

What were your experiences of internalized racism in the school system? *Prompt: How did that make you feel?*

What were your experiences of how your culture was represented in school curriculum? *Prompt: How did that make you feel?*

What were your experiences of internalized racism in the workplace? *Prompt: How did that make you feel?*

How did your parents and home environment influence your racial identity?

D. Micro-aggressions

How do you feel about the South Asian accent? *Prompt: How do you think others feel about it? How did you feel about speaking your mother tongue in Canada? How do you feel about it now?*

How did you feel about your South Asian name growing up? *Prompt: Did it ever get mispronounced? Did you wish it were different?*

How did you feel about your South Asian appearance (facial features, clothing, anything that makes you distinctly South Asian) growing up? How do you feel about them now?

Did you ever take ethnic food for lunch to school or work? How did that make you feel?



APPENDIX G: COUNSELLING RESOURCES

DiverseCity Counselling Services – 604-547-1202

Fraser Health (Surrey Mental Health Office) – 604-953-4900

Genesis Family Empowerment Society – 778-565-1831

Options Family Counselling – 604-584-5811

Progressive Intercultural Community Services PICS (Surrey Head Office) 604-596-7722

Sources Counselling Services (White Rock Head Office) – 604-531-6226

South Asian Community Support Centers:

South Asian Family Association – info@safa.ca

South Asian Mental Health Alliance – info@samhaa.org



APPENDIX H: DISTRESS PROTOCOL

If the participant indicates that he/she is experiencing a high level of stress or emotional distress
OR

If the participant exhibits behaviours suggestive that the interview is too stressful such as uncontrolled crying, shaking, etc.

Stage 1 Response:

- Stop the interview
- Student researcher will offer immediate support
- Assess mental status:
 - Tell me what thoughts you are having?
 - Tell me what you are feeling right now?
 - Do you feel you are able to go on about your day?
 - Do you feel safe?

If participant is able to carry on:

- Resume interview

If participant is unable to carry on:

- Go to stage 2

Stage 2 Response:

- Discontinue interview
- Encourage the participant to contact his/her General Practitioner or mental health provider OR
- Offer, with participant's consent, to contact his/her General Practitioner or mental health provider

Follow-up

- Follow participant up with courtesy call (if participant consents) OR
- Encourage participant to call either if he/she experiences increased distress in the hours/days following the interview

(Adapted from Haigh, C., & Witham, G. (2015). *Distress protocol for qualitative data collection*. Retrieved from

<http://www2.mmu.ac.uk/media/mmuacuk/content/documents/rke/Advisory%20Distress%20Protocol.pdf>)



APPENDIX I – RECRUITMENT MESSAGE

Dear Friends and Colleagues,

I am currently conducting a study on Internalized Racism in Second-generation South Asians as a part of my Masters program at the Adler University. I am looking at how experiences of internalized racism have impacted this part of the South Asian community. Internalized racism is defined as the experience of feeling badly about your own racial group compared to the majority group.

You will be asked to describe what your experiences with internalized racism have been and how they have made you feel. The main aim of this study is to better understand your experiences with internalized racism and to raise awareness about it and understand some of the challenges it presents.

If you are interested in participating in this study, please follow the link to the Facebook public page, where you can find further details on the study as well as my contact information. If you know someone who will be interested in participating in this study, please share this message with them or follow the link below to the Facebook public page where you can “like” the page, or share it with others. Please do not ‘tag’ or publicly name anyone whom you are recommending for this study, to protect their privacy.

Participation in this study will remain confidential and voluntary. There is no consequence if you choose not to participate. If you do participate, your personal information will not be shared with anyone or included in any written results. And if we see each other again outside of our roles as researcher and research participant, I will not bring up the research or your participation in it. Participants will be able to withdraw from the study at any point until the finalization of the results.

Thank you for your time.

Sincerely,

Jyoti Gill

LINK TO PUBLIC PAGE –

<https://www.facebook.com/southasian.research.study/>



APPENDIX J – FACEBOOK PAGE LINK AND EXAMPLE

<https://www.facebook.com/southasian.research.study/>

A screenshot of a Facebook page for the "Internalized Racism Research Study". The page header includes the name "Internalized Racism Research Study" and a search bar. Below the header, there are tabs for "Page", "Messages", "Notifications", and "Publishing Tools". The main content area shows a profile picture of a flag, the name "Internalized Racism Research Study", and a "Community" label. There are buttons for "Create Call to Action", "Like", "Message", and "More". The "Timeline" tab is selected, showing a post from "Internalized Racism Research Study" that says "Internalized Racism Research Study added a new photo." The photo is a document titled "REQUEST FOR PARTICIPANTS" from Adler University, detailing a study on internalized racism in second-generation South Asians. The document includes sections for "What do we want to know?", "Who are we looking for?", "About the study", and "How to sign up". The right sidebar shows a "Promote" button, a "Recent" section for 2015, and a "See Your Ad Here" section. At the bottom right, there is a "Chat (6)" button.