



COVER SHEET FOR FACULTY & STAFF INVESTIGATORS

Submit all research documents via SharePoint
 (See "Submission Process" at www.gonzaga.edu/IRB)

I. PRINCIPAL INVESTIGATOR (PI)

Principal Investigator Name:

Department:		School/College:	CAS	Email:	
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II. CO-PIs (if applicable):

CO-PI Name:

Department:		School/College:		Email:	
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CO-PI Name:

Department:		School/College:		Email:	
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CO-PI Name:

Department:		School/College:		Email:	
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IV. PROTOCOL INFORMATION

TITLE OF THE PROJECT: **Emerging Adulthood Class Projects** *(Please be sure the title and PI name(s) are consistent across all materials submitted)*

ANTICIPATED START DATE: October 15, 2019 *(The start date should **NOT** be earlier than the review date for your protocol)*

ANTICIPATED END DATE: December 12, 2019

V. ABSTRACT

Provide a brief (about one paragraph) abstract in layman's terms that includes study goals, background, and methods used for this research:
Student researchers in Psyc 352: Emerging Adulthood will complete interviews with emerging adults (i.e., between ages of 18-29) to explore various topics pertinent to this developmental period. Interview data will be analyzed using qualitative content analysis, whereby student researchers will look for converging themes. Students will complete in-class presentation and final reports. Some students may elect to extend their research for possible presentation at a research conference (e.g., SIRC).

ASSURANCES AND SIGNATURES



- **SIGNATURES:** Signatures can be submitted with Adobe automatic signatures. A typed name can be accepted, too, when accompanied by an email to the IRB stating, "My typed name indicates my signature." The IRB email is: IRB@gonzaga.edu.
- **TRAINING:** All research members must complete ethical training through either CITI or NIH* within 4 years prior to submitting a protocol. Refresher courses are available if needed. **Note that NIH will no longer be accepted after Oct. 1, 2021*

As Principal Investigator, I understand the following (please check):

CHOOSE ONE:

- Each researcher has completed NIH* training prior to submitting this protocol. (*Good only through 10/1/2021.)
- Each researcher has completed CITI training prior to submitting this protocol.
- This research will not begin until a determination is received from the Gonzaga IRB.
- I will personally conduct or supervise this research in accordance with state law, policies and procedures, and regulations presented in the Code of Federal Regulations (CFR) Title 21 Parts 50, 56, 312 and 812 / Title Part 46 and Title 45 Parts 160-164 (the HIPAA Privacy Rule).

INVESTIGATOR(S)

By signing below I certify that I am aware of and agree with the information provided in this application.

Type Name	Principal Investigator Signature	Date
Type Name	Co-Principal Investigator Signature	Date
Type Name	Co-Principal Investigator Signature	Date
Type Name	Co-Principal Investigator Signature	Date

DEPARTMENT CHAIR OR SUPERVISOR

With my signature, I acknowledge that I have been informed of the research. I also understand it is the responsibility of the IRB to review research protocols as per the criteria in 45 CFR 46.111 (<https://www.hhs.gov/ohrp/regulations-and-policy/regulations/45-cfr-46/index.html#46.111>)

Type Name	Signature of DEPARTMENT CHAIR OR SUPERVISOR	Date
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EXEMPT RESEARCH PROTOCOL

You should allow approximately 2 weeks for the review of Exempt research protocols.

DATE: 9/27/19

NAME:

PROTOCOL STUDY TITLE: Emerging Adulthood Class Research Projects

Note: The same title should appear on all documents related to the research unless participants will be debriefed about omission or deception.

Some projects are exempt from *federal regulations for the protection of human research subjects.*

CRITERIA:

Exempt determinations will be made when the project is minimal risk, and the **ONLY** involvement of human research subjects falls within one or more of the federally established exempt categories in 45CFR46.101(b).

According to the federal definition, “*minimal risk* means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.”

Note that IRB submissions are not needed for projects that **ONLY** involve publicly-available data, data in public records, or datasets with no identifying information. For more information, see the IRB website, specifically the FAQ on data that has been stripped of identifying information.

DIRECTIONS: This form is to be submitted to the Gonzaga Institutional Review Board (IRB) before the initiation of a project that may be exempt from regulatory oversight. The information you provide on this form and the materials you submit will be evaluated to determine whether they meet the criteria to be exempt from IRB oversight and that participants are treated in accordance with the principles of the Belmont Report.

SECTION I: PROJECT OVERVIEW

1. Specify all sites involved.

- Gonzaga -- Within your department or division (If this is the only site, skip to Section II.)
- Gonzaga – Outside of your department or division. Please specify:
- Outside of Gonzaga - Please specify:

If your project is conducted outside of your department or division at Gonzaga, you may need a letter of support or permission. See FAQ #12 on the IRB website for more information.

SECTION II: EXEMPT CATEGORIES FOR HUMAN SUBJECTS RESEARCH

- Please indicate categories into which your research falls with a checkmark in the left column and by answering all questions in that section.
- Mark as many as apply.

<p>CATEGORY 1</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special educational instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods. [45CFR46.101(b)(1)]</p> <p>A. Will the researchers use their current students or trainees as subjects?</p> <p style="padding-left: 40px;"><input type="checkbox"/> Yes Please explain what additional measures will be taken to ensure that participants do not feel pressured or coerced during recruitment for or participation in the research:</p> <p style="padding-left: 40px;"><input type="checkbox"/> No Have you received permission from the instructor, department head, or facility where the research will take place?</p> <p style="padding-left: 80px;"><input type="checkbox"/> Yes</p> <p style="padding-left: 80px;"><input type="checkbox"/> No I will seek permission before initiating the research.</p> <p style="padding-left: 80px;"><input type="checkbox"/> N/A Please explain:</p> <p>B. Please explain how you have ensured that the research does not adversely impact students' opportunity to learn required educational content or the assessment of educators who provide instruction.</p> <p>➤ After answering these questions, skip to the next category. If your research does not also fall within another exempt category, skip to Section III and answer the additional questions.</p>
<p>CATEGORY 2</p> <p style="text-align: center;"><input checked="" type="checkbox"/></p>	<p>Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior.[45CFR46.101(b)(2)]</p>

	<p>A. Will you or any investigators use your current students or trainees as subjects?</p> <p><input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes Please explain what additional measures will be taken to ensure that participants do not feel pressured or coerced during recruitment for or participation in the research: Supervising professor will not recruit current students, however it is possible that current students may interview each other if they are personal acquaintances. In that case, supervising professor would have no knowledge of the student participant's identity.</p> <p>B. Will your research involve children in survey procedures, interview procedures, or observation of public behavior when the investigator(s) participate in the activities being observed?</p> <p><input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Yes This study does not meet the criteria for exemption. Please submit an application for Non-Exempt research.</p> <p>C. Will you record information in a way that human subjects can be identified, directly or through identifiers linked to the subjects? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>Note: Audio/video recordings and images of people are identifying information.</i></p> <p>D. Could any disclosure of the subjects' responses outside the research reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, insurability, or reputation?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If you answered Yes to BOTH C and D above, the study does not meet the criteria for exemption. Please submit an application for Non-Exempt research.</p> <p>➤ After answering these questions, skip to the next category. If your research does not also fall within another exempt category, skip to Section III and answer the additional questions.</p>
<p>CATEGORY 3 (new in 2019)</p> <p><input type="checkbox"/></p>	<p>Research involving benign behavioral interventions in conjunction with the collection of information from an adult subject through verbal or written responses (including data entry) or audio/visual recording.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>“benign behavioral interventions” include benign manipulations of individuals or their environment, provided that the interventions or manipulations are “brief in duration, harmless, painless, not physically invasive, not likely to have a</i>

significant adverse lasting impact on the subjects, and the investigator has no reason to think the subjects will find the interventions offensive or embarrassing”

- *Examples of such benign behavioral interventions would include having the subjects play an online game, having them solve puzzles under various noise conditions, or having them decide how to allocate a nominal amount of received cash between themselves and someone else.*
- *This exemption category also includes survey and interview research where the researcher provides a stimulus in order to prompt a response from the subject.*
- *Examples of activities that would not qualify for this exemption include personally intrusive questions, mental health questionnaires, disturbing images, or being presented with scenarios likely to trigger a strong negative emotion (e.g., distress).*

A. Will subjects prospectively agree to the information collection in an informed consent process?

- Yes Explain the informed consent process in Section III.
- No This study does not meet the criteria for exemption. Please submit an application for Non-Exempt research.

B. Will you record information in a way that human subjects can be identified, directly or through identifiers linked to the subjects? Yes No

Note: Audio/video recordings and images of people are identifying information.

C. Could any disclosure of the subjects’ responses outside the research reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, insurability, or reputation?

- Yes No

If you answered **Yes to BOTH B and C above**, the study does not meet the criteria for exemption. **Please submit an application for Non-Exempt research.**

D. Does the research involve deceiving the subjects regarding the nature or purposes of the research?

- No (Proceed to next question)
- Yes Explain how subjects are *informed of, and agree to, any deception prior to participation*. Be sure to address anything the participants will be unaware of or misled regarding the nature or purposes of the research:

	<p>➤ After answering these questions, skip to the next category. If your research does not also fall within another exempt category, skip to Section III and answer the additional questions.</p>
<p>CATEGORY 4 (Revised in 2019)</p> <p><input type="checkbox"/></p>	<p>Secondary research involving <u>identifiable</u> information or <u>identifiable</u> biospecimens for which consent is not required because the investigator will have no contact with the subjects:</p> <p>Notes:</p> <ul style="list-style-type: none"> • <i>The data does not have to be pre-existing. Prospective data may be used, if that data is <u>not collected for research purposes</u>, such as routine medical and academic records.</i> • <i>Use of medical record data may still be subject to the Health Information Portability and Accountability Act (HIPAA), even if determined exempt under these criteria.</i> • <i>Use of academic record data may still be subject to the Family Educational Rights and Privacy Act (FERPA), even if determined exempt under these criteria.</i> <p>A. Are data/biological specimens pre-existing?</p> <p><input type="checkbox"/> No Skip to part C</p> <p><input type="checkbox"/> Yes Continue to part B below.</p> <p>B. Were data/biological specimens originally collected solely for research purposes?</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes This study <u>cannot be considered exempt</u> under Category 4</p> <p>C. Which of the following will be included in your research? (Select all that apply and provide details about your selections below.)</p> <p><input type="checkbox"/> Identifiable private information or identifiable biospecimens that are or will be publicly-available;</p> <p><input type="checkbox"/> Information, which may include information about biospecimens, that are or will be recorded by the investigator in such a manner that the identity of the human subjects <u>cannot readily be ascertained directly or through identifiers linked</u> to the subjects, the investigator <u>does not contact</u> the subjects, and the investigator <u>will not re-identify</u> subjects;</p>

The research involves only information collection and analysis involving the investigator's use of identifiable health information when that use is regulated under 45 CFR parts 160 and 164, subparts A and E, for the purposes of "health care operations" or "research" as those terms are defined at 45 CFR 164.501 or for "public health activities and purposes" as described under 45 CFR 164.512(b);

The research is conducted by, or on behalf of, a federal department or agency using government-generated or government-collected information obtained for nonresearch activities, if the research generates identifiable private information that is or will be maintained on information technology that is subject to and in compliance with section 208(b) of the E-Government Act of 2002, 44 U.S.C. 3501 note, if all of the identifiable private information collected, used, or generated as part of the activity will be maintained in systems of records subject to the Privacy Act of 1974, 5 U.S.C. 552a, and, if applicable, the information used in the research was collected subject to the Paperwork Reduction Act of 1995, 44 U.S.C. 3501 et seq.

For each group selected above, please explain the nature and source of the data/samples:

Also explain whether or not the secondary analysis will include identifying information.

If none of the options in question C pertains to your research, **this study cannot be considered exempt under Category 4.**

D. Will either of the following will be included in your research?

- FDA regulation Yes No
 Targeted recruitment of prisoners Yes No

If you answered "yes" to either option in part D, your research cannot be considered exempt under Category 4

- **After answering these questions, skip to the next category. If your research does not also fall within another exempt category, skip to Section III and answer the additional questions.**

<p>CATEGORY 5</p> <p><input type="checkbox"/></p>	<p>Research and demonstration projects which are conducted by or subject to the approval of Department or Agency heads, and which are designed to study, evaluate, or otherwise examine:</p> <p>(A) public benefit or service programs;</p> <p>(B) procedures for obtaining benefits or services under those programs;</p> <p>(C) possible changes in or alternatives to those programs or procedures; or</p> <p>(D) possible changes in methods or levels of payment for benefits or services under those programs. [45CFR46.101(b)(5)].</p> <p>The program under study must deliver a public benefit (for example, financial or medical benefits as provided under the Social Security Act) or service (for example, social, supportive, or nutrition services as provided under the Older Americans Act).</p> <p>The research or demonstration project must be conducted pursuant to specific federal statutory authority, must have no statutory requirement that an IRB review the project, and must not involve significant physical invasions or intrusions upon the privacy of the subjects.</p> <p>This exemption is for projects conducted by or subject to approval of Federal agencies and requires authorization or concurrence by the funding agency.</p> <p>➤ After answering these questions, skip to the next category. If your research does not also fall within another exempt category, skip to Section III and answer the additional questions.</p>
<p>CATEGORY 6</p> <p><input type="checkbox"/></p>	<p>Taste and food quality evaluation and consumer acceptance studies,</p> <p>(A) if wholesome foods without additives are consumed; or</p> <p>(B) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural, chemical, or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture. [45CFR46.101(b)(6) and 21 CFR 56.104(d)]</p> <p>➤ After answering these questions, skip to Section III and answer the additional questions.</p>

SECTION III: ADDITIONAL QUESTIONS

1. Will you manipulate or interact with individuals to collect data (i.e., prospective collection of data/specimens)? Yes No

A. Which stakeholder groups do you plan to interact with? Specify any pertinent eligibility criteria for each stakeholder group (e.g., years worked, etc.) Current Gonzaga students or other emerging adults between the ages of 18-29.

B. For each stakeholder group, answer the following questions:

i. How will potential participants be identified and recruited? If surveys are to be emailed, specify how emails will be obtained, stored securely, and then disposed of: Participants will be recruited through the Psychology 101 subject pool or through personal contacts with the student researchers. Any email correspondence regarding lists of student participants with contact information will be password protected.

➤ *Attach recruitment materials, emails, flyers, etc.*

ii. How will participants be fully informed of this this study prior to their participation (through the use of an informed consent form, study information sheet, letter, etc.); Participants will self-select topics about which they are willing to be interviewed and then will have the opportunity to decline to participate through a more formal informed consent process (consent form template attached).

➤ *Attach Information Sheet or Informed Consent form, if applicable.*

iii. Explain the procedures that will be used to collect data from research participants. Participants will complete a 30-min interview with student researchers. Participants may refuse to answer any questions they do not wish to answer.

➤ *Attach all surveys, instruments, interview questions, etc.*

iv. Explain how subject privacy will be protected while data is being collected. For example, if interviewing, where will the interview be conducted? Interviews will be conducted in a private but secure setting (e.g., private study room at Foley or research lab room in the Psychology department). Interviews will be recorded. Recordings will be identified by a participant number and not the participant's name. Interviews will be transcribed and all identifying information will be redacted. After interviews are transcribed, recordings will be erased.

2. Will you access and analyze existing *data/specimens* (e.g., archived academic, medical or personnel records)?

Yes No (*Skip to Question 3.*)

If yes, answer parts A through F below for each stakeholder group:

Also note that the responsible PI on the cover sheet is tasked with ensuring that privacy regulations (e.g., HIPAA, FERPA) are followed in this study.

- A. Will a Data Use Agreement be executed to conduct this study? If yes, explain the process you are in to establish the Data Use Agreement and be sure all the answers below match the agreement.
- B. State the eligibility criteria for the records that will be included for each stakeholder group (e.g., age range, gender, language spoken, etc.).
- C. Specify the number of records being secured for purposes of the project:
- D. List the variables to be extracted from the records and included in the data sets:
- E. Will the *data/ specimens be coded* such that a link exists that could allow the source of the data/ specimens to be re-identified (i.e., key available to decipher the code)?
- N/A The provider of the data/ specimens will remove the code before sending the data/specimens to the researcher. (***Skip to question 3***)
- Yes, provide details that describe how the data are coded, by whom, and how the key is to be stored (if applicable).
Include any applicable documentation of agreements (e.g., if the holder of the key and the investigator have documented that the release of the key would be prohibited until the individuals are deceased, this document could be attached)
- No, the data/specimens will be identifiable. (Answer part F below.)
- F. Describe the safety measures in place for securing identifiable data (e.g. kept electronically in HIPAA-compliant secured servers, hard copies kept in PI files under lock and key.) Identify any and all persons with access to said data.

3. Will you be audio or video recording?

No Proceed to next question.

Yes Complete items A and B below.

A. How do you plan to protect the confidentiality of the audio or video recordings: will they contain subject names or images; where will they be kept; who will have access; will they be archived and if so, how; might they be used for secondary uses, and when will they be destroyed? Interviews will be audio-recorded on password-protected recording devices. Recordings will be identified by a participant number and not the participant's name. Interviews will be transcribed and all identifying information will be redacted. After interviews are transcribed, recordings will be erased (no later than December 12, 2019). All interview notes or transcriptions of interview recordings will have identifying information concerning the participant or anyone else redacted. All interview notes will be destroyed at the completion of the study (no later than December 12, 2019). All de-identified transcripts (the record of the data) will be kept in a digital file on the supervising professor's password-protected computer for 3 years, in accordance with IRB policy, and then destroyed. Transcripts will not be used for secondary analysis.

Be sure the informed consent document provides the same information to the participants and allows them to explicitly agree to the process of recording and also to any additional use of the video or audio files.

B. Could the information obtained or recorded about subjects place them at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, insurability, or reputation?

No Proceed to next question.

Yes This study does not meet the criteria for exempt research. *Please submit an application for Non-Exempt research.*

4. Will subjects be paid for participation in the study (e.g. monetary, meals, free services, gifts, course credit, including extra credit)?

No Proceed to next question.

Yes Complete items a. and b. below.

A. Explain the payment arrangements (e.g. amount and timing of payment and the proposed method of disbursement). NOTE: Payments must accrue and not be contingent upon completion of the study. However, a small payment (bonus) for completion of the study may be acceptable if it is found to not be persuasive for the subjects to remain in the study.

Only the participants recruited from the Psychology 101 subject pool will be compensated with required study credit for their participation.

B. Justify the proposed payment arrangements described in part A above. (e.g., how this proposed payment arrangement is not considered to be coercive). The Psychology Department maintains a research subject pool through Psychology 101, which requires PSYC 101 students to participate in research in order to learn more about the psychological research process. Participants will be able to self-select into projects in which they are willing to participate or can elect to complete an alternative assignment.

5. Will you include individuals in the following groups in your research? (Select all that apply. For each selection, explain preventative measures that you will take to prevent exploitation and/or coercion):

- Individuals with diminished autonomy (e.g. children, people with limited ability to make decisions)
- Subordinates to the investigators (e.g., employees or students whose boss or teacher are conducting a study in their own setting)
- Speakers of a foreign language (e.g., individuals who could not complete the research tasks in English)
- Other vulnerable subjects. Please specify:

For each group selected above, please explain how they will be protected:

- None of the above

6. Will personally identifiable information be collected in your research? (i.e., emails or data linked to an identifier like a patient number or a physical address)

- No Proceed to next question.
- Yes Complete parts A and B below.

A. Explain how identifiable information will be kept confidential after it has been collected

As stated above, audio-recordings will be erased/deleted following transcription and transcripts will be de-identified.

B. Explain how long the data will be stored after it has been collected (this should be a minimum of 3 years; longer if required by the project's funding source federal regulations). All de-identified transcripts (the record of the data) will be kept in a digital file on the supervising professor's password-protected computer for 3 years, in accordance with IRB policy, and then destroyed.

7. How will data be analyzed?

Explain the methods by which data will be analyzed to achieve project aims. Interview data will be analyzed following procedures for qualitative content analysis. That is, student researchers will identify key points and converging themes across the interviews they conduct.

Be sure the information in the protocol provides details that show how these analyses can be carried out. For example, if you state that you are going to conduct a dependent t test, be sure the reviewer can see how you will link the pre and post test information for each subject.

8. Are there any features of your participants, the setting, or your research that introduce potential risks that haven't been addressed yet on this form? Potential risks may include psychological, social, legal, physical, etc.

- No Proceed to the Submission Checklist
 Yes Complete items A and B below.

A. Explain how will you help to minimize potential risks that individuals may be exposed to while participating in the project.

B. Explain how you have determined that the risk in this study is no more than the participants would encounter in a typical day.

SUBMISSION CHECKLIST:

- COVER SHEET—Faculty or Student version as appropriate (with all signatures/approvals)
- THIS FORM—With detailed answers that are cohesive throughout
- Letter(s) of permission, if applicable
- ALL INSTRUMENTS used in the project:
 - Informed Consent (and/or Assent) documents **OR** an information sheet about the project
 - Recruitment script and/or materials
 - Additional information about the intervention, if an intervention is involved

SUBMISSION INSTRUCTIONS:

You can submit your protocol by going to www.gonzaga.edu/irb and clicking on the Submission Process tab. Go to "Submit Your Study Materials." This link takes you to the IRB SharePoint site where you fill out the required information and attach all your study materials.



INFORMED CONSENT FORM TO PARTICIPATE IN RESEARCH

Title of Project: Emerging Adulthood Class Research Project

Principal Investigator: _____

Other Investigators: Students in Psyc 352: Emerging Adulthood

Advisor or Sponsor Information: None

PURPOSE OF THE RESEARCH

Because you are between the ages of 18-29, you are being asked to participate in a research project for a class on Emerging Adulthood at Gonzaga University, in Spokane, WA. The purpose of this research is to learn from emerging adults about topics pertinent to this developmental stage and to provide research experience to students completing Psyc 352: Emerging Adulthood. About 50 people will take part in this research.

PROCEDURES

If you choose to participate, you will take part in an interview and will be asked to answer a series of questions about [insert specific project description, e.g., “your perceptions of alcohol use among emerging adults”]. For example, you might be asked questions such as [insert example questions, e.g., “About what percentage of the emerging adults you know drink alcohol?” “Do you think alcohol consumption among emerging adults is problematic? Why or why not?”]. [For projects dealing with sensitive topics, include: “Questions will not ask participants to discuss their own personal behavior”]. Interviews will be scheduled at a time convenient for you and will take place in a private but comfortable setting (e.g., private study lounge at Foley).

TIME TO PARTICIPATE

If you agree to be in this study, it will last about 30 minutes. Interviews will be completed in a single session; you will not be asked to return another time.

DISCOMFORTS AND RISKS

The only risk anticipated by your participation in this project is any momentary discomfort you may experience when answering some questions.

POTENTIAL BENEFITS

The benefits of your participation is that you may gain some personal insight and will assist the Gonzaga students conducting the project.

COSTS FOR PARTICIPATION

Costs: There are no anticipated costs for participation in this study.

Treatment and compensation for injury: N/A

COMPENSATION FOR PARTICIPATION

You will not be paid for being in this research study. However, if you are in Psychology 101, your participation will partially fulfill your required research study participation credit.

STATEMENT OF CONFIDENTIALITY

If you consent, the interview will be tape-recorded. Your name will not be attached to interview recordings. All recordings will kept on password protected digital devices and will be destroyed at the completion of the semester, no later than December 12, 2019. Your identity will remain confidential by using a false name in the final project report or in any presentations or publications. Only the students completing this interview project will know the actual identity of the participant. The only time your name will be shared is if you disclose the threat of harm to self or other, including abuse experienced.

Interviews will be transcribed. Your name will not be attached to interview transcriptions. All transcriptions of interview recordings will have identifying information concerning the participant or anyone else redacted. In accordance with Institutional Review Board requirements for record retention, de-identified interview transcriptions will be kept in a digital file on the supervising professor's password-protected computer for a period of three years, after which time they will be destroyed. Consent forms will be kept in a file cabinet in the supervising professor's locked office.

We will keep your participation in this research study confidential to the extent we are able. However, it is possible that the Gonzaga Institutional Review Board (a committee that reviews and approves research studies) may inspect and copy research records.

STUDY WITHDRAWAL

If you choose to participate, you are free to withdraw your permission for the use and sharing of your information at any time. You must do this in writing. Write to Dr. _____ and let her know that you are withdrawing from the research study. Her email is _____.

VOLUNTARY PARTICIPATION

Taking part in this research study is voluntary. If you choose to take part in this research, your major responsibilities will include meeting with student researchers one time as scheduled and participating in a 30-minute interview. You do not have to participate in this research. If you choose to take part, you have the right to stop at any time. If you decide not to participate or if you decide to stop taking part in the research at a later date, there will be no penalty or loss of benefits to which you are otherwise entitled.

Psyc 352: Emerging Adulthood
Class Interview Projects

Projects focusing only on perceptions/attitudes and not on actual experience/behavior

Project 1: Perceptions of mental health care and self-care

1. How would you describe mental health care?
2. How accessible is mental healthcare?
3. Who needs/uses mental healthcare?
4. Is there a stigma on seeking mental healthcare?
5. How would you describe self-care? How is it different from mental health care?
6. Who needs/uses self-care?
7. Does self-care work?
 - a. Why or why not?
8. Have you learned about strategies for self-care?
 - a. Where, how and what types?
9. About what percentage of the emerging adults you know practice self-care?
10. Do you think self-care among emerging adults is important?
 - a. Why or why not?

Project 2: Perceptions about college dating and hook-up culture

1. How would you describe what your perceptions/attitudes around college dating were like as a college freshman?
2. How would you describe your perceptions/attitudes around college dating as a current college senior?
3. Why do you think your attitudes around college dating have changed over your time at Gonzaga?
4. Do you believe a college hook-up culture exists at GU? Is it better or worse here than at other schools?
5. Do you think the hook-up culture is destructive – why or why not?
 - a. Gender differences?
6. Do you think Gonzaga's hook-up culture changes as you progress from freshman to senior year? How so?
7. Do you believe most college students are looking for a long-term dating commitment?
8. In what ways could colleges aide to improve, if at all, the culture surrounding the college hook-up culture? The college dating culture?

Project 3: Perceptions of college drinking culture

1. What percent of emerging adults do you think partake in the drinking culture?
2. Do you think the partying and drinking culture among emerging adults is too high? Why or why not?
3. Do you think emerging adults feel like they need to party and drink in order to fit in?
4. How do you think partying and/or drinking affects school life of emerging adults?
5. Do you think emerging adults feel like partying and drinking go hand in hand? (ex: Partying cannot occur without drinking)
6. How do you think the media portrays college life? In what ways could this impact college students?
7. How do you think drinking or party culture changes through college?

Project 4: Perceptions of relationship commitment in college

1. About what percentage of college seniors do you believe are in serious relationships?
2. When do you believe is the appropriate age for marriage? Is this age higher or lower than the age you believe is most common for a Gonzaga student and or alumni to get married?
3. On a scale from 1-10, 10 being extreme and 0 being non-existent, how influential do you believe the romantic relationship of parents or caregivers to be on emerging adults' own expectations of love?
4. What are some of the social factors that may affect the pressure Gonzaga seniors experience when determining if they should be in a romantic relationship during their final year of college?
5. On a scale from 1-10, 10 being extreme and 0 being non-existent, how much pressure do you believe is placed on Gonzaga seniors to graduate college in a committed relationship? Why or why not?
6. Have you heard of the phrase, "ring by spring" used in conversation on Gonzaga University's campus? If so, can you explain the context of the conversation? What do you think about this phrase and/or implied pressure?
7. Do you believe that the statistics of Gonzaga alumni inter-marriage adds pressure to Gonzaga seniors to find a romantic partner during their time Gonzaga? Why or why not?

Project 5: Perceptions of growth-promoting and destructive habits/behaviors

1. What classifies a habit (or routine set of behaviors) as destructive? What classifies a habit as growth-promoting?
2. What types of habits do you see predominantly in emerging adults (i.e., your peers)? Are there habits that you feel are particularly prevalent amongst emerging adults?
3. In terms of habits that are destructive, what motivates individuals to continue with these habits? What might help people break destructive behaviors/habits?
4. How can destructive habits/behaviors be prevented?
5. Is risk-taking (in terms of potentially destructive habits/behaviors) an important part of emerging adulthood? Why or why not?

Project 6: Perceptions of body image

1. Do you believe that there is an "ideal" body type perpetuated in American society that impacts emerging adults?
 - a. Follow-up on gender differences
2. Do you believe there is an "ideal" body type that is perpetuated at Gonzaga? What does that look like?
3. Do you believe the culture around body image in society/at Gonzaga to be healthy or problematic? Why?
4. To what extent do peers/media/culture affect people's body image?
 - a. What else impacts peoples' body image?
5. Have you noticed any instances of body shaming at Gonzaga (e.g., in dorms, classrooms, etc.)
6. What does it mean to have a healthy body image? What does it mean to have an unhealthy body image?
7. What can we do generally to promote a healthier culture around body image?

Projects focusing on perceptions/attitudes as well as actual experience/behavior

Project 7: Social media usage

1. How is your life impacted by social media?
2. How many hours a week do you spend on social media? (or your phone)
 - What causes you to put down your phone or stop looking at social media?
3. Are you conscious about how much time you spend on social media?
 - If so, do you have any strategies that control or limit your usage?
4. What are your intentions when you go on social media?
 - Do you notice advertisements?
 - Are there certain posts that you view more than others (you actually stop scrolling and look at it)?
5. Do you feel that social media has ever impacted your academics? Impacted your relationships? In what ways?
6. How realistic are the images people create on social media?
 - e.g., Are you aware of people's Instagram persona compared to reality when you are using social media?
7. What is your overall opinion of social media? How is it positive and how is it negative?

Project 8: Quality of sex education and impact on hook-up culture

1. What kind of formal (classroom setting) Sex Education, if any, did you receive? If so, when did you get this education?
2. Did your education cover information about consent?
3. What did you talk about when learning about protection from STDs, STIs, and pregnancy?
4. Where do you think kids get most of their information about sex and hookups? (School, Parents, Friends, Internet, other). What do you see as the potential positives and negatives of each source?
5. Of the above factors, what do you think has had the biggest influence on peoples' perceptions of hookup culture? Tell me more about that/Why?
6. Do you think your education affected your perceptions surrounding hook-ups? Was it a positive or negative impact?
7. How do you think others' sex education influenced their later actions in college hook-ups? Do you think they retained any of the information? Do you think they made safer decisions? If so how so? If not, why do you think that is?
8. Do you think individuals who had sex ed have fewer "causal sex" encounters than those who did not or did not retain anything that they were taught?
9. What do you wish you had been taught or talked about in your formal sex education that wasn't (that would be good for others to hear)?
10. What is something that was talked about that you think was helpful for kids to learn?

Project 9: Plans following graduation

Interview Questions:

1. When you came into college as a freshman where did you envision yourself after graduation?
2. How often did you think about your future as a freshman?
3. Now what are your plans for after graduation?
4. How much do you think about your future now?
5. Did you ever change your major? If so, why and how did that make you feel?
6. What made you change your major if you did?
7. What made you stick with the same major if you did not change?

If time allows we would ask the following questions:

1. How do you feel when you think about the future?
2. Are you happy with your plans for after graduation?
3. Reflecting on Freshman, Sophomore, and Junior year, which was the most pivotal in your decision making process for your after graduation plans?

Project 10: Perceptions of cohabitation before marriage

1. How do you think a relationship changes once you move in together?
2. Do you think a marriage will last longer if the couple cohabitated first? Why or why not?
3. Can you think of any ways that cohabitation makes a relationship harder?
4. What do you think the benefits of cohabitation are?
5. Do you think getting married before moving in together makes for a longer-lasting marriage? Why or why not?
6. How does marriage change a relationship? If the couple was already cohabiting, do these things change in the same way?
7. How many EA's do you know that are living with their romantic partner? Do you view their relationship as successful?
8. When is it appropriate for a couple to begin cohabiting?
9. Do you plan to ever cohabit before marriage in the future?
10. What are your motivations for cohabitation vs. not cohabiting?
11. If already cohabiting, what was your motivation/intention?
12. Which of the three types of cohabitation do you consider your relationship? (Uncommitted, committed, premarital)

Project 11: Perceptions of marriage

1. What are your views on marriage?
2. What is your definition of marriage?
3. Is cohabitation (we will explain this term to the interviewee) a necessary step before marriage?
4. When do you see yourself getting married?
5. Are there any influences that have defined your viewpoint on marriage? Such as parents, culture, and society.
6. What factors contribute to a healthy marriage?

Project 12: Perceptions about inter-racial dating

2. Where would you say would be the most likely place for an emerging adult to meet a partner?
3. Describe your friend group in terms of similarities and differences.
4. What do you look for in a friend?
5. What are your opinions on interracial dating today vs pre 2000s?
6. How do you think parents contribute to the choices their children make in regards to dating a person of a different race?
7. Do you think parental input on interracial dating is important? Why or why not?
8. What are your thoughts on the phrase commonly used in describing relationships saying, "opposites attract"?
9. If you were ever involved in an interracial relationship, how do you think your parents would react?
10. What do you think are some struggles that interracial couples face?
11. What do you look for in a romantic partner?
12. Have you dated someone of a different race before? If so, tell us about that relationship.
13. Do you think cultural differences/religion plays a part in people's decisions to date or not to date other races?
14. Is your group of friends ethnically diverse?

Ground Rules for PSYC 352: Emerging Adulthood Qualitative Research Project

Projects

1. Project topics must stay within the realm of minimal risk. That is, projects should focus on topics that are likely to be openly discussed by college students in the course of their daily lives (e.g., dating behavior/intimate relationships; family relationships; social media; social activities).
2. In order to protect participants' privacy, interview questions should not be uncomfortably intrusive. For projects that focus on topics that pose no risk of personal harm (e.g., plans following college graduation), interview questions may include questions that address participants' actual behavior. For projects that might deal with sensitive material (e.g., college hook-up or drinking culture), questions must be framed in terms of perceptions about one's peers rather than participants' actual behavior. For example, it is ok to ask about participants' views on their peers' use of alcohol but not about participants' own use of alcohol.

Student Researchers

3. Students must use the consent form template provided, modifying it only to reflect the details of their project.
4. Students must submit their project materials (topic, references, proposed interview, consent form) to the supervising professor (no later than the deadlines stated on the syllabus) to allow for review by the professor and the GU IRB.
5. Students must make any necessary revisions to their project, based on feedback from the professor and IRB, and get final approval from the supervising professor prior to conducting their interviews.

Research Participants

6. All research participants must be 18 years of age or older.
7. Participants recruited by the supervising professor (out of Psyc 101 classes or other psychology courses) will self-select the projects in which they are interested and willing to participate.
8. Participants will go through the consent process prior to participating in the interview and will receive credit/extra credit from their professor (if offered) by completing the consent process, even if they choose not to participate in the interview.
9. To further protect participants' privacy, consent forms will not be attached to interview data, participants' names will not be attached to interview recordings, and any identifying information in interview notes or on interview transcripts must be redacted. All interview recordings and notes must be erased or destroyed no later than the final class meeting of the semester during which the project is completed. In accordance with IRB policy for record retention, interview transcriptions will be kept in a digital file on the supervising professor's password-protected computer, and consent forms will be kept in a file cabinet in the supervising professors' locked office for a period of three years, after which they will be destroyed.