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Impression management and college students' use of the term "hooking up" to describe their casual sexual encounters

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**Impression management and college students' use of the term "hooking up" to describe
their casual sexual encounters**

by

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A thesis submitted to the graduate faculty
In partial fulfillment of the requirements for the degree of
MASTER OF SCIENCE

Major: Sociology

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ABSTRACT

Previous research has documented that college students use the term “hooking up” to discuss their casual sexual encounters. These encounters involve a range of sexual activity from kissing and fondling to oral, anal, and vaginal intercourse that occurs between strangers or associates without intent of a committed relationship. Prior research has examined who hooks up, what a hook up is, where hooking up takes place, and consequences of hooking up (Heldman and Wade 2010). Yet, little is known about how and why students use this term to describe their sexual experiences. Using data from in-depth interviews with 20 college students at a large Midwestern university, this study explores links between the meanings students associate with the term hooking up and how the term allows them to reconcile their beliefs about sexuality with their sexual behavior. Some areas under investigated include: what hooking up means to students, how they use the term hooking up, and a comparison of the term hooking up with other terms for non-committal sex. Results indicate that the term hooking up serves as a mechanism for impression management and this is achieved through creating gendered and sexed typologies, changing the meanings of sex, and constructing meaning as individuals and within groups.

CHAPTER 1 OVERVIEW

Hooking up on college campuses has been well documented as the new “non-relational” sexual encounter. Although other forms of casual sex such as “friends with benefits” and “one-night stands” are not a new phenomenon, hooking up is a popular trend on college campuses (Lambert, Kahn, and Apple 2003; Paul, Brian, and Hayes 2000; Paul and Hayes 2002). Research estimates that approximately 80 percent of college students have engaged in at least one hook up in their college careers with an average of around 10 hook ups per student (Paul and Hayes, 2002; Paul et al., 2000). Through my research, I document that the use of the term hooking up provides college students with an obvious way to engage in impression management. Thus, the focus of my research links this specific practice, hooking up and the use of the term hooking up, with a more general sociological phenomena of managing the impressions of others.

With the prevalence of this sexual practice, research has now documented a script that college students tend to follow regarding hooking up. According to Bradshaw et al (2010), the documented script for hooking up on college campuses generally starts with two strangers or acquaintances meeting at a bar or party who have been consuming alcohol, then an interest in each other is indicated through some form of flirting, and finally the two engage in a sexual behaviors with no interest in a future relationship (Bogle 2008; Bradshaw, Kahn, and Saville 2010; Glenn and Marquardt 2001; Paul and Hayes 2002). Research also reports that the level of sexual activity, length of the sexual encounter, and how the hook up concludes varies depending on who one asks which may be the appeal to this popular sexual practice (Bradshaw, Kahn, and Saville 2010; Paul and Hayes 2002). Thus, the lack of a

concrete definition of the term hooking up functions to allow students to define it on their own and does not constrain them to a ridged definition found with other casual sexual encounters or intimate relationships.

1.1 Introduction

Even though hooking up is a well-documented social phenomena, some ambiguity exists when it comes to the term and definition of a 'hookup.' In (2000), Paul, McManus, and Hayes first coined the concept of hooking up in scholarly research as:

[A] sexual encounter, usually lasting only one night, between two people who are strangers or brief acquaintances. Some physical sexual interaction is typical, but it may or may not include sexual intercourse. Such sexual experiences are usually spontaneous (i.e., something that "just happens"); alternately, the goal of hooking up is planned, but the target of the hookup or the individual with whom the hookup occurs is unknown (Paul, McManus & Hayes; 76).

A decade later, this term and definition has been widely accepted as a reference point to scholars; however, it possesses problematic characteristics for researchers. These dilemmas were acknowledged by other researchers who found contradicting definitions of a hook up when asking those who participate in it. For example, Bogle (2008) found that of the students she interviewed many of them had different definitions of what a hook up consist of by level of sexual activity (i.e., foundling versus having sexual intercourse). Whereas other authors have seen similar complexities in the meanings of hooking up according to their research participants, authors have found that even though everyone has their own version of what

constitutes as hooking up, everybody agrees that some sort of physical intimacy will occur (Bogle 2008; England 2008; Kalish 2011; Stepp 2007).ⁱ

The ambiguity of the term in the “hook up culture” seems to be the appeal to many of the participants in the research, along with others who participate in these sexual acts. Not only does hooking up leave room to the imagination, but it also can prevent feelings of guilt or shame. Stepp (2007) noted many accounts in her book of students who felt it was easier to verbalize and accept some of their casual sexual activities when all they needed to do was state “I hooked up with someone last night” versus giving sexually explicit details. The vagueness associated with hooking up seems to liberate those who engage in it by removing the particulars of the encounter and in return any feelings of indignity. Additionally, research has noted that because hooking up can consist of physical intimacy that does not include sexual intercourse, a hookup may be considered as less serious sexual encounter to those who hook up (Bogle 2008). This thought processes is often attributed to the fact that hook ups encompass a broad range of sexual behaviors, creating a great appeal to those who partake in the hookup culture.

Because the goal of my research is to understand the meanings college students attribute to the term “hooking up” and the benefits of this term for them, I rely on the definition provided by the research participants to allow them to describe how and why they use the term. Not using a pre-determined definition allows participants the chance to express

ⁱ However, one participant in my study defined hooking up as “getting to know someone” who you have a romantic interest in but not through sexual means.

their experiences that have not been acknowledged beforehand, but I still keep in mind the assortment of sexual behaviors noted by previous authors (Glenn and Marquardt 2001; Lambert, Kahn, and Apple 2003; Paul, Brian, and Hayes 2000; Paul and Hayes 2002). Through this approach, any physical intimacy that a participant has engaged in with someone without the intent of a relationship lasting beyond the sexual encounter will be considered a hook up. Thus, giving participants an opportunity to tell me in their own words any set of actions they consider to be a hooking up and permits the inclusion of alternative experiences from those who are studied.

1.1.1 Statement of the Problem

If hooking up has no concrete definition for the term, then how and why do students use this term to describe their casual sexual encounters? More specially, what does the term hooking up “do” for those who engage in these sexual activities? What benefits are derived from this term and does the use of the term hooking up move past preconceived notions of ambiguity itself eases the discussion of casual sexual encounters? This research sets out to answer these questions and others regarding the use of the term hooking up to describe casual sexual encounters had by college students.

The primary goal of this research is to situate the term hooking up and its use in the lives of the college students who participate in these casual sexual encounters. Currently, previous research on hooking up does not specifically examine how, and more importantly why, college students use the term hooking up. It is important to note here that during this research previous definitions of the term hooking up were put aside and not used to allow the

participants to describe their own definition of hooking up. This is an imperative part of the research process to allow participants to tell their own stories and speak openly about why they may or may not use the term hooking up. Therefore, I use aspects of grounded theory to understand this social phenomenon.

This differentiates my research from previous studies on the hook up culture and in an effort to explain not only how college students use the term hooking up, but to be able to clarify why they use this particular term. Thus, my contributions to the literature on hooking up is to call attention to the term people are using and to better understand how and why they use that language. I will begin without a definition of the term hooking up and let participants' narratives help build an understanding of how and why they use the term hooking up. Then, I will explore theoretical approaches to explain my findings. Finally, I will return to the data by utilizing the stories participants told me in answer the question: what does the term hooking up "do" for college students. This study then builds on previous research, but does not accept as de facto previous definitions of the term.

1.1.2 Organization of the Thesis

Having established the importance of this research and how it fills a gap in previous studies, the remainder of this thesis covers the relevant literature, methods, findings, and implications. Chapter 2 provides a review of the literature on hooking up, impression management, gender- and sex-typing, the changing meaning of sex, and social construction of language. First, I begin by building on the work of Elizabeth Paul, Kristen Hayes and others to get a better understanding of the "hook up culture" and illustrate how we need more

information on these sexual encounters. Second, I make a connection of how students use the term hooking up as a mechanism of impression management by highlighting the thoughts of Ervin Goffman on behavioral techniques and Ferdinand de Saussure's work on language as impression management. Third, I explore the literature on sex- and gender-typing with an emphasis on the work of Sandra Bem. Fourth, I review the literature on the changing meanings of sex and intimate relationships on college campuses from the courtship era to the current acceptance of casual sex. Finally, I look at the social construction of reality with highlighting Peter Berger and Thomas Luckmann's views how people create and then recreate reality. This review of the literature is focused on the knowledge on hooking up, but also briefly covers the others components to help situate the term hooking up in a larger social context. These authors help to build on the previous knowledge about hooking up, but also highlight the deficiencies in the literature that this study addresses.

Chapter 3 of my thesis provides a summary of the methods and methodologies employed in this study which I began without any formal hypothesis and following a grounded theory approach. This was done to allow for my data and findings to be only minimally influenced by other research and my own thoughts on the subject matter. I begin the methods chapter by discussing the participants and sampling procedure for the study. Following participants and sampling, I go through the interview procedure that took place with each participant. Then, I show how the data was collected, coded, and analyzed throughout the research process. Following data issues, I cover the elements of trustworthiness and validity of this study. Finally, I end with a look at the limitations of my research. Thus, the material provided gives enough information on the methods and

methodology to allow a reader the ability to replicate the study and understand its strengths and weaknesses.

Chapter 4 covers the findings of my research, including the three major findings in conjunction to the overall theme of impression management, which I also discuss in Chapter 5. The three major findings related to the term hooking up revealed in this study are: gender- and sex-typing, the changing meaning of sex, and social construction of language. These themes then lead into the conclusion and discussion section of the thesis in which I argue that college students use the term hooking up as a form of impression management through the various sub-themes mentioned above. In addition to a discussion on impression management presented in Chapter 5, this thesis also covers the implications of this research for the field of sociology.

1.2 Criteria Review

Building on previous studies on hooking up, this research adds to the literature on the topic by investigating how and why college students use such terminology to describe their casual sexual encounters, as well as the role impression management has for young people today. It is only through the exploration of these issues of impression management and social construction that we will be able to produce more sound and useful research, not only in the areas of intimate relationships, but in sociology in general. Thus, my goal of this research is not so much to investigate hooking up as a sexual practice, but to further our knowledge in the field of sociology on the role of language in sexual encounters and relationships.

CHAPTER 2 REVIEW OF LITERATURE

It is well documented that intimate relationships between college students in the US have changed in the last 50 years. The courtship culture of the 1950's and early 1960's moved to more open relationships in the 1970's and 1980's and an even greater loosening of sexual morés has been progressing since the 1990's (Bogle 2008; Glenn and Marquardt 2001). These changes in intimate relationships have evolved into a new trend on college campuses called hooking up. Previous research has defined a hook up as a casual sexual encounter that usually occurs only once between two strangers or mere associates which involves a range of sexual behaviors ranging from kissing and fondling to anal, vaginal, and/or oral sex with partners having no intent of a relational commitment (Bogle 2008; Downing-Matibag and Geisinger 2009; Flack, Daubman, Caron, Asadorian, D'Aureli, Gigliotti, Hall, Kiser, and Stine 2007; Glenn and Marquardt 2001; Paul, Brian, and Hayes 2000; Paul and Hayes 2002; Stepp 2007). Additionally, authors note that hooking up has begun to spread across the nation and it is a sexual practice that the majority of students engage in at least once during their college careers (Glenn and Marquardt 2001; Lambert, Kahn, and Apple 2003; Paul, Brian, and Hayes 2000; Paul and Hayes 2002). Not only has this new sexual practice swept the nation, but it also has implications for how students use the term hooking up as means of impression management.

2.1 Introduction

Five areas of literature contribute to the development of the answer to the question of how and why students use the term hooking up. During the research process, it became evident that each of the five offered important theoretical and empirical insights. First, the literature on hooking up itself is relevant to get a holistic understanding of what is known about this kind of casual sexual encounter and what still needs further investigation. Second, I draw on impression management literature, with an emphasis on how theory presented by Ervin Goffman (from a behavioral aspect) and Ferdinand de Saussure (from a linguistic approach) aid in understanding and interpreting the findings of this research. Third, I apply the work of Sandra Bem, which contributes to the understanding of typologies of sex and gender and how they shape one's view of the use of the term hooking up. Fourth, the literature on a historical and modern view about sexual intercourse helps contextualize the changing views on intimate relationships and encounters. Finally, I will provide an overview of social constructionism with an emphasis on how people influence the construction of reality.

2.1.1 Hooking Up on College Campuses

Hooking up on college campuses has been well documented as the new kind of casual sexual encounter. Although other forms of casual sex such as “friends with benefits” and “one-night stands” are not a new phenomenon, hooking up is the newest trend of sexual practices on college campuses. This type of sexual encounter can be traced back to the early 2000's and has become part of the college culture (Bogle 2008). Currently, research

estimates that between approximately two-thirds to 80 percent of college students have partaken in hooking up with an average of around 10 hook ups among both men and women (Lambert, Kahn, and Apple 2003; Paul, Brian, and Hayes 2000; Paul and Hayes 2002). Due to the prevalence and normalization of this type of sexual encounter, it is no surprise that both the popular press and scholars have become interested in the topic in recent years. Hooking up is not only popular on college campuses, but these types of casual sexual encounters have also seeped into the younger generations sexual practices, with over half of high school students engaging in at least one hooking up (Foutunatao 2010; Manning, Griodano, and Longmore 2006; Stepp 2007).

The “hook up culture,” as it has been coined by the popular press and scholars alike, is the newest trend in intimate relationships and/or sexual encounters on college campuses. The literature on hooking up is quiet expansive and covers various information including documenting who hooks up, where hooking up takes place, how a hook up happens, the costs and benefits of hooking up, and possible consequences of this casual sexual encounter. For example, many studies have documented the large proportion of the student population that is hooking up during their college careers (England 2008; Hamilton and Armstrong 2009; Paul, Brian, and Hayes 2000; Reiber and Garcia 2010).

The numbers about how many students report hooking up and how many times they hook up represent the prevalence of the hook up culture and the likelihood that college students will participate in this casual sexual encounter. Not only do a large proportion of the college student body hook up, but those who do hook up come from a variety of backgrounds and vary in educational interests, age cohorts, ethnic and racial background, socio-economic

status, and religious affiliation (Bogle 2008; Burdette, Ellison, Hill, and Glenn 2009; Glenn and Marquardt 2001; Gute and Eshbaugh 2008; Hamilton and Armstrong 2009; Lambert, Kahn, and Apple 2003; Manning, Griodano, and Longmore 2006; Paul, Brian, and Hayes 2000; Paul and Hayes 2002; Stepp 2007; Ven and Beck 2009). These authors have documented the popularity of this trend that is now commonplace on college campuses.

Where hooking up takes place and how a hook up happens have also been well documented in the literature, especially that which focuses on scripts. The script college students tend to follow for hooking up is more fluid than the script for other forms of intimate relationship or encounters. The scene for hooking up on college campuses generally starts with two strangers or acquaintances meeting at a bar or party who have been consuming alcohol, then an interest in each other is indicated through some form of flirting, and finally the two engage in a sexual behaviors with no interest in a future relationship (Bogle 2008; Bradshaw, Kahn, and Saville 2010; Burdette, Ellison, Hill, and Glenn 2009; Paul and Hayes 2002). Typically, one person will terminate a hook up, but what happens from the beginning of the sexual activity and the length of the encounter can vary based on the preferences of those hooking up. The conclusion of a hook up also varies depending on who one asks, but according to research subjects the following can be considered the end of a hook up: when sexual climax is reached, someone passes out/falls asleep, or someone leaves (Bradshaw, Kahn, and Saville 2010; Paul and Hayes 2002). These behaviors reflect the description of a hook up given by the majority of participants in the literature on hooking up, but the details slightly vary depending who one asks.

Like all forms of intimate relationships and/or encounters, hooking up entails costs for some and benefits for others with this type of casual sexual encounter. For example, hooking up may be a more egalitarian form of an sexual encounter in which both men and women can instigate and conclude, but, like other forms of casual sexual, men often seem to be the beneficiaries. Research suggests men benefit more than women, since men are generally more at ease with casual sex than women (Cohen and Shotland 1996) and men are more comfortable about hookup behaviors, from petting to sexual intercourse, than women (Bradshaw, Kahn, and Saville 2010; Lambert, Kahn, and Apple 2003). Additionally, the orgasm gap between men and women in which men are more likely than women to reach a sexual climax during a casual sexual encounter increases the benefits to men (Armstrong 2009; Hamilton and Armstrong 2009).

Hooking up can also be costly to women regarding their reputation, while improving that of their male counterparts. The prevalence of the sexual double standard where women are degraded and men rewarded for frequent sexual activities is still present in the college setting (Bradshaw, Kahn, and Saville 2010; Crawford and Popp 2003). Thus, men have an increased benefit to the hookup culture; however, that does not mean that women find no satisfaction with hooking up. Despite these perceived costs to women, possible benefits also exist, such as potentially having enjoyable sex, feelings of being wanted and excitement (Paul and Hayes 2002). Overall, the research on the different experiences of women and men in regards to costs and benefits in the hook up culture is insufficient to make a solid conclusion.

In conjunction with perceived costs and benefits, additional consequences of casual sexual encounters exist such as hooking up. Although the topic of hooking up being physically and emotionally detrimental to young adults like college students is still being debated, we do know some of the issue surrounding this new sexual trend. Physically, hooking up represents two major issues for college students: a) the idea that a hook up often embodies what is called a “bad” sex experience; and b) that hooking up behaviors increase the chances of sexually transmitted infections (STIs) and unplanned pregnancies. First, the “bad” sex issue within the hook up culture is the correlation often described by participants between a bad hook up and sexual assault. Previous studies have found that there are major differences in the experiences of sexual assault for those who participant in the hook up culture and those who do not with an increased risk for sexual assault for those who engage in hook up behaviors (Flack et al. 2007). Additionally, research documents similarities between self-reported scripts of a “bad” hook up and those of a sexual assault including forced sex (Littleton, Tabernik, Canales, and Backstrom 2009; Paul and Hayes 2002).

Second, not only are “bad” hook ups an issue for college students, but also hooking up can increase the risk of STIs and unplanned pregnancies in the hook up culture. One study found that college students tend to engage in risky sexual behaviors because their judgment is often impaired by false impression of self and peer likeliness of having or passing on sexually transmitted infections (Downing-Matibag and Geisinger 2009) and that this incorrect belief of self and peer efficacy in conjunction with a pluralistic ignorance (Eshbaugh and Gute 2008) increases the risk of passing on STIs and unplanned pregnancies. These fallacies mixed with the over consumption of alcohol on college campuses generates

an environment that enables the transmission of STIs and unplanned pregnancy due to poor planning (Flack et al. 2007; Glenn and Marquardt 2001; Klein, Geaghan, and MacDonald 2007; Littleton and Axsom 2003; Ven and Beck 2009). Thus, the environment of college seems to create an area susceptible to passing on STIs and/or the increased chance of an unplanned pregnancy for those who hook up.

The literature on the emotional effects of hooking up is the most controversial to date. Some studies have found evidence that suggest that these “no strings attached” sexual encounters wreak havoc on one’s emotions by leaving the participant emotionally connected to their partner (Hamilton and Armstrong 2009; Heldman and Wade 2010; Paul 2006). These studies imply that college students often feel that they want these unattached sexual encounters, but suffer an emotional toll in the aftermath (Paul 2006; Paul and Hayes 2002; Reiber and Garcia 2010). However, similar studies have found the opposite results in which there seem to be no significant increase in emotional distress due to hooking up (Eshbaugh and Gute 2008; Owen and Fincham 2010; Owen, Rhoades, Stanley, and Fincham 2008), but a slightly higher rate of emotional stress for women (Owen and Fincham 2010; Owen, Rhoades, Stanley, and Fincham 2008). Hence, continuing the debate on the emotional consequences of the hook up culture that may or may not exist.

Despite the possible costs and consequences, one of the benefits of the term hooking up is its vagueness. As previously stated in the introduction, the ambiguity behind the term hooking up seems to be its appeal to college students. Bogle (2008) and Stepp (2007) suggested in their books that the term hooking up may be intentionally open-ended so that the listener is in charge of the interpretation and the speaker can choose to conceal their

sexual activities. This implies that the use of the term hooking up is often left unsaid and up to one's imagination. For this reason, scholars have taken note of these comments from participants and propose that with the ambiguity herein lies that popularity for the term (Glenn and Marquardt 2001; Kalish 2011; Paul 2006). This is best describe by Glenn and Marquardt (2009) when asking participants of their study why college students just do not describe their casual sexual encounters:

In fact, it may be that the very ambiguity of the term “hook up” is what makes it attractive for today's college students ...the ambiguity of the phrase “hook up” is attractive for a reason. ... [If anyone uses the term “hooked up” to discuss their sexual encounters no one knows what really happened] Perhaps the couple had sex, perhaps they just kissed, [and] perhaps they had oral sex. No one will really know unless they ask for more clarification, and only the best of friends might do that (Glenn and Marquardt 2001; 5 and 22).

Not only is the vagueness of the term an appeal because the definition is up for interpretation, but also it is mirrored in the uncertainty many college students have when trying to determine the acceptable sexual conduct expected of them, especially the expectations of their peers. Thus, the lack of a definition for the term hooking up serves many functions for today's youth.

2.1.2 Impression Management and Hooking Up

One of the functions of the term hooking up is that it is a mechanism for impression management. Erving Goffman's work on impression management in The Presentation of Self in Everyday Life in which he highlights the ways in which people strive to present an image of themselves in particular ways in the company of others contributes greatly to this idea

(Goffman 1959). The tool of impression management is useful in many areas of life and the discussion of casual sexual encounters is no different. After engaging in the research, it became clear that this tool would be useful to help understand the answer to the question of how and why college student use the term hooking up. Impression management is of relevance to the current study on hooking up because students use this technique to maintain, defend, and often enhance their social identities in the hook up culture. Thus, impression management provides a framework for the overarching theme of this research because impression management seems to take the form of students presenting themselves in a way that is pleasing to another person.

In addition to behaviors as a form of impression management, language plays a large role in the hook up culture and other arenas of life. Within issue of language, Ferdinand de Saussure researched the role of language in regards to impression management, stating that objects in the social world are defined by not what they are, but what they are not (Saussure 1916). Therefore, language can be used as a mechanism to differentiate object and/or people to create a positive image. This concept is important not only to impression management to build on the work of Goffman, but also to the social construction of language (below). According to the work of Saussure language is not only a mechanism to create and recreate society for people, but also as impression management in which we use the way others are to define how we are not. With this said, language is then manipulated by the user and for the listener to create a positive image and allow the term hooking up to do just that. This generalization of others contributes to how one can then define themselves in a positive light by differentiating themselves from others.

2.1.3 Sex and Gender Typing People

Similar to impression management, typologies exist and are often played out to portray a positive and/or accepted image of oneself for another person(s). As partial fulfillment of the question “how and why do college students use the term hooking up?” I draw upon two typologies which are used to create an “others” category. First, sex-typing refers to the differential treatment of people according to their biological sex, but this concept often ignores an individual’s self-identity. Highly correlated with stereotypes, sex-typing is often attributed to prescribed ways for one to act and reinforcement of these behaviors (Bem 1981). Sandra Bem’s (1981) work on the role one’s sex plays in their behaviors and the assumptions one has for other behaviors is influential in intimate relationships. Therefore, those who relate highly with their proscribed sex (i.e., men who behave masculinity and women who behave femininely) are often likely to attribute those characteristics to others in a prejudice manner.

Consequently, if one has very rigid views about not only how they should behave, but also how others should behave, this person is said to be highly sex-typed and accepts the definitions of men and women reinforced by society. Additionally, Bem’s (1974) Sex-Role Inventory measures one’s level of sex related behaviors for men and women along with those who are considered androgynous as having a more flexible view on the relationships between sex and gender. This inventory allows one to measure the behaviors that are deemed male and female with those who have a high correlation to their sex type being more likely to apply stereotypes to others.

As noted above, sex- and gender-typing are extremely interrelated and the social definitions of these types contribute to the stereotypes acted out and applied to others. Just as sex-typing is primarily based on one's biological sex, gender-typing is also related to gendered stereotypes; however, gender-typing evaluates the self and others views on appropriate gender related behavior. Sandra Bem (1981) pointed out that the self-concept plays an imperative role in gender-typing in which gender gets assimilated into the gender schema. This gender schema then separates what is considered masculine and what is considered feminine. Masculine traits are often associated with assertive, independent, ambitious and competitive behaviors, while feminine traits are often described as being affection, understanding, sensitive, and dependent. Consequently, gender-typing tries to make distinction between people based on these proscribed attributes that are defined by society and make generalizations about people based on these characteristic and behaviors. Thus, allowing for the application of stereotypes to those one does not know well in addition to creating an "others" category of how the opposite sexed and/or gendered people should behave. Therefore, sex-typing plays a large role in attributing sexual stereotypes to others and gender-typing applies categorizes based on ones gender which aid in impression management by allow people to project stereotypes onto others. When applied to hooking up, the connection between sex and gender typing and impression management can help explain why students use this ambiguous term to explain their sexual behavior.

2.1.4 Changing the Meaning of Sex

Just as there is a socially acceptable set of behaviors based on one's sex or gender, a set of norms for what is considered acceptable sexual activity exists in society. This set of

norms contributes to an understanding of how and why college students use the term hooking up by connecting the current views on sex to the use of the term. A historic review of the meaning of sex allows one to comprehend the changes that have occurred in the last fifty years. Although sex has no intrinsic meaning behind it, it is a social construct in which people at that period in time assign values and beliefs to what is considered acceptable. Sexual relationships and their meanings have changed drastically over the last fifty years in which it was previously considered that sex should be between a man and a woman for procreation and/or only within marriage (Bogle 2008). However, during and after the sexual revolution in the 1960's views about sex changed and it became more acceptable to engage in sexual intercourse for pleasure. This alteration greatly affected the way today's youth view sexual encounters and intimate relationships. No longer is sex outside of marriage and procreation considered wrong for the majority in the US and it is often accepted as commonplace. In the last twenty years, there has been a greater acceptance of sexual relations, and especially that of non-committed sex (Bogle 2008; Glenn and Marquardt 2001).

Not only has this acceptance evolved into the new trend of hooking up, but it also has created some ambiguity in what is considered sex in general. Many authors note that currently the definition of what is sex is even up for debate in the ever-changing meanings of what is acceptable sex or sex at all (Byers, Henderson, and Hobson 2008; Gute, Eshbaugh, and Wiersma 2008; Hans, Gillen, and Akande 2010). With the changing meaning of sex, I suggest that the term hooking up is used to deal with these shifts in a rapidly changing view of sex by providing a term that manages others' impression of acceptable and unacceptable sexual activity. For example, Sandra Byers et al (2008) found that bidirectional stimulation

(i.e., penile-vaginal intercourse, penile-anal intercourse) were almost always considered sex, but there was less certainty in matters of unidirectional stimulation (i.e., oral sex, genital frotting) when asking college students for their definitions. Additionally, research has noted that the definition of what sex is can even change when considering if someone is engaged in the activity themselves or if someone they know have partaken in the same sexual act (Gute, Eshbaugh, and Wiersma 2008). Of all the sexual acts under investigation in these studies, oral sex seems to be the most ambiguous to those studied with only approximately 20 percent of them considering it as constituting for sex (Hans, Gillen, and Akande 2010). Therefore, the meaning of sex has changed drastically over the last fifty years including the definition of what is considered sex at all that people need to manage not only their own perceptions of what is sex but maintain a positive image of themselves for others.

2.1.5 Social Construction of the Language

Along with the meaning of sex, society at large is a social construction in which people define the world they live in. Peter L. Berger and Thomas Luckmann's book The Social Construction of Reality (1967), first brought attention to the idea that all aspects of society are part of social interaction and they cannot be separated from this fact, meaning that all life is defined by the people who live it and then their definitions are imposed on themselves. In regards to language, the concept of social constructionism and the Sapir-Whorf hypothesis apply to the issue of impression management related to hooking up. This hypothesis states that language is influential in the thought process of people and that items in society do not exist without people first defining them and thus this impacts one's behavior (Sapir 1958). For example, in some remote areas, only few names for colors exists

and therefore the people of these places only see what colors that have been given a name (Berlin 1969). This is very important to the understanding of how and why college students use the term hooking up because the term itself is a social construction. Therefore, the social construction of language shapes the views on casual sex at an individual and group level to manage impressions of the one engaging in these sexual activities.

Since language plays a large role in society and shapes the lives of people, it is no surprise that different people have varying linguistic experiences. Robert N. St. Clair (1982) found in his study that the dramaturgical model explains how language is a social function in which people do not always follow the script, but are always part of the social scene they help create. This concept of social construction of language then highlights how, although shared or acceptable definition for something often exist, one may also use terms and other linguistic approaches in their lives as means of social construction. This is the case for the term hooking up when students use the term to (re)create meanings associated with casual sex while employing impression management.

2.2 Criteria Review

To conclude, these five areas of hooking up, impression management, typologies of sex and gender, the meaning of sex, and social construction all play an imperative role in this study on how and why college students use the term hooking up to describe their casual sexual relations. Through the research process, these concepts became the foundation for understanding how and why college students use the term hooking up. Now that I provided a holistic look at what is known about hooking up, applied the concepts of impression management to hooking up, given background information of sex- and gender-typing,

discussed the meanings of sex over the last half century and reviewed the importance of social constructionism, I have readied readers to interpret the analysis on hooking up. The following pages explicate the three major study finding and lead to the overarching theme of hooking up as impression management.

CHAPTER 3 METHODS AND PROCEDURES

The goal of this study was to conduct explanatory research to examine the meanings associated with terminology used to describe the contemporary sexual practice of college students known as “hooking up.” Building on the work of Hamilton and Armstrong (2009), Paul (2008), England (2008) and (Epstein, Calzo, Smiler, and Ward 2009), while adding to few explanatory studies on the subject. I employed a qualitative approach of in-depth interviews that allows participants to provide their own descriptions and definitions of the hooking up experience. In-depth interviews are a useful tool to learn about the connotations within the hook up culture by obtaining narratives about a specific research question. Thus, open-ended interviews are an appropriate instrument to find out the meanings associated with the ambiguous term “hooking up.” Zelditch’s typology (1962) emphasizes the importance of meanings for data that cannot be statistically analyzed as a form of methodology in qualitative research. In-depth interviews are the best tool to find out the meanings and uses that the term hooking up has for college students.

Additionally, I began this study with the use of grounded theory as my approach to the research question in an effort to construct an inductive research design that builds towards a substantive theory (Nueman 1991). In this study, research began with the absence of any formal hypotheses to allow patterns and ideas to emerge from the data itself. The flexibility that grounded theory permits is a useful tool for change in the direction or focus of a research project at any time. However, once the data was collected I found that established theories were appropriate to help understand the findings, thus I diverged from an orthodox form of grounded theory, but maintain certain aspects of it in the research and analysis. I also

took into account that the patterns and ideas that emerged were not independent from me, because of my interaction and guiding of questions with the participants.

3.1 Introduction

The following pages of this chapter of my methods will cover the procedures and practices I took to gather and analyze my data. I begin with reviewing information on the participants and sampling by giving the general demographics of the sample frame and participants chosen followed by how and why these students were selected from a large, public Midwestern university. Next, I cover the interview protocol that was conducted with the participants of my study, along with the maintenance of confidentiality. Subsequently, I review issues of the data from collecting to coding to analyzing the information gathered from my interviews. Then, I review the measures I took to ensure trustworthiness and validity in my study. Finally, I briefly cover the limitations of this study and acknowledge that it is not without its flaws.

3.1.1 Participants and Sampling

I selected participants for the study from the student body of a large, public Midwestern university (hereinafter called Midwestern University). This population was used for sampling both out of convenience and because high school and college students are the only documented group of people who participate in hooking up. To gain access to the college students who have participated in hooking up, I first collected contact information of

all students classified as juniors during the fall semester by requesting a list from the registrar.ⁱⁱ Once this information was gathered, I had 5331 students' information and began by removing the students who posed a conflict of interest because they were in a class I instruct (35), had indicated they were married (3), or were not 18-25 years of age (276). Next I separated the 5018 remaining student names by gender which gave me 2,159 females and 2,859 males. From this list, I used a stratified random sample of the list until I reached 10 male and 10 female juniors. I began by sampling and contacting twenty students and then exponentially increased that number until I had 20 students enrolled in the study. These students sampled were contacted by email asking for their participation in the study and were requested to note in their email response if they had ever engaged in a hook up, and their willingness to discuss their hookup experiences with me in an interview

From October 2010 through February of 2011, I sent 2939 emails to juniors in student body (2158 women and 781 men) asking students if they were willing to participate in my research. Out of the students sampled, I received 138 email responses (98 from women and 40 from men): 74 reported no hook ups in their college careers (56 women and 18 men); 33 declined participation (23 women and 10 men); 11 agreed to be interviewed, but either never made an appointment or did not show up to the interview (9 females and 2 males); and 20 students were both eligible and successfully met with me for an interview (10 women and 10

ⁱⁱ Juniors were selected for this study because they have been enrolled in college for over two years and this will provide them with some experience in college culture. In addition, they are typically about 21 year-old have more access to alcohol which is often a component of the hook up experience.

men). Although many more females were contacted in order to meet the prerequisite of 10 males and 10 females, respondents fit the typical characteristics of juniors at Midwestern University. The composition of the group selected was half males and females, mostly white (85%), 20-23 years old, and primarily heterosexual (90%).ⁱⁱⁱ Although the students at the sampled university have various educational interests, the group was very homogeneous regarding their demographics.

3.1.2 Interview Procedure

Interviews were scheduled for a one hour appointment with each of the 20 respondents who replied to the email and had engaged in at least one “hook up,” by their own definition, during their college careers. I conducted interviews with participants from November 2010 through February of 2011 in a conference room on campus at Midwestern University that I had reserved. Each interview varied in length with an average of 51 minutes per interview, but ranging from only 31 to over 143 minutes. I used a pre-constructed interview schedule with open-ended questions to elicit stories from the participants about their hook up experiences and to help me better understand why students use this term to describe casual sexual encounters.

My in-depth interview design followed the guidelines of Miller and Crabtree’s philosophy of a partnership approach to interviewing (2004). I began with closed-ended identifying questions to build rapport with the participants and learn their background information, and then built up to the more sensitive, grand tour or main questions about

ⁱⁱⁱ Please see Appendix A for all participants’ demographic information

meanings they associate with hooking up and their personal experiences. The grand tour questions included category questions (what does this mean, what happened, where did it happen, how did it happen, and with whom), contrast questions (how is hooking up different from other sexual relationships), prompts (tell me some more about that experience), and probes and follow up questions (to keep the participant on track and the conversation/topic going) (Miller and Crabtree; 2004). These types of questions were successful in obtaining data on the participants' personal experiences and meanings associated with the hooking up culture. Please see the appendix to get a detailed list of questions asked of participants.

To maintain confidentiality of the research participants, I assigned each participant a number at the beginning of the interview that only I had access to and was kept in a secure location when not in use. Additionally, the participants were asked to omit names or use the term "partner" when referring to people they had hooked up with in order to protect the identities of their sexual partners. These measures were used to prevent any names or identifying information in the results when the study is made public. The final report then omits the names of participants and uses non-identifiable information (i.e., 21-year-old female with 5 hook ups). Furthermore, I inserted terms such as partner or friend in the transcriptions when a participant mistakenly referred to a person who they engaged in a hook up by name.

3.1.3 Collecting, Coding, and Analyzing the Data

I began by measuring the quality and quantity of the interviews by evaluating both my notes and the recordings to assess the interviews content and implications prior to

beginning the transcription process. Following the evaluation process, I transcribed 10 of the interviews with Nvivo v.9 and had the other 10 transcribed by a professional transcription service. This produced a paper trail from the interviews that I used to further evaluate the content of each interview. Next, I coded the transcriptions by organizing concepts and themes about the term hooking up, such as who uses the term, how the term is used, and what are the benefits and consequences of using the term hooking up. The coding followed the traditional steps of open coding to condense the data into preliminary analytic categories; axial coding to organize the codes that have links or key analytic categories; and selective coding, where I identified and selected data that will support the conceptual coding categories that were developed. This process was conducted continuously throughout the research process as means of constant comparisons, analyzing the data, and theory building. Finally, I conducted a last evaluation to interpret the data and ready it to inform others of my findings.

To further my understanding of the implications hooking up, in my final analysis I used a micro-analytic content analysis of the transcribed and coded interviews along with my analytic memos to identify the key factors associated with meanings attributed to the term hooking up, such as gendered concepts, ways the term influences the meaning or sex and how individuals and groups use the term. Following this, I examined the separate uses of the term hooking up and inferred why student use it in these ways. I also noted any data that could demonstrate that the term hooking up has no social meaning. Through this examination, the popular use of the term hooking up on college campuses provided evidence that hooking up has very strong meanings for college students, but various definitions of

physical acts that can be considered hooking up (i.e., making out to having vaginal, oral, and/or anal sex). These meanings attributed to hooking up were seen in various aspects of the interview process and analysis which lead to building a substantive theory on the uses of the term hooking up for college students.

In summary, the analysis of the data involved thorough examination of all the collected, transcribed, and coded data. I then reviewed the data within a specific interest area and further analyzed it under the lens of impression management. This approach required me to become very familiar with all of the data and review specific aspects of the gathered information. Although the primary area of interest was the meanings associated with the use of the term hooking up, there were other themes present that are pertinent to future studies in this area, such as a comparative approach of hooking up to other casual sexual encounters (i.e., friends with benefits, one-night stands, etc.) and the use of the term hooking up as a verb or noun (i.e., the sexual act that is a hook up vs. a person who is one's hook up). Within the data, I found important implications in the data for an analysis of hooking up exist as means of language as a mechanism for impression management.

3.1.4 Establishing Trustworthiness and Validity

Keeping with the tradition of creating trustworthiness in qualitative research, one of my goals for this study was to establish credibility, dependability, and transferability (Bloomberg and Volpe 2008). To establish credibility, I acknowledge that this research is not independent of me and that my presence in the study is reflected in this report. To prevent bias in my research, I engaged in peer debriefing with my major professor and I reviewed my

field notes with her to help examine alternative ways of looking at the data. Additionally, I used the postulate of adequacy in which the college students whom I am studying checked my interpretation of the data. To achieve this, I provided all the participants of the study with a brief report of my findings and asked them for their reactions of the findings. These students were given this opportunity and the respondents to my request recognized my findings. This approach allowed me to establish strong internal validity for my findings that the term hooking up is used as a mechanism of impression management.

Dependability was established in this study by the creation of a paper trail that describes data collection and analysis. This provides numerous sources for other researchers to evaluate the notes from the study. Furthermore, inter-rater reliability was generated by having my major professor discuss the codes I had created from data in various selections of my interview transcription to ensure that we had consistent interpretations. This provided me with feedback on my codes and emerging themes in the research and it also showed similar patterns between my major professor's and my interpretation of the data. Thus, I was able to develop a more reliant assessment of the data for this study.

To establish transferability in the study, I used a grounded theory technique of letting the data serve as the tool instead of using rigid hypothesis or theory to guide me. This procedure was useful as means of reaching saturation in which new categories, themes or explanations stop emerging from the data. Having reached data saturations, I was able to provide an interpretation with an in-depth description of how and why college students use the term hooking up. Providing this thick description which does not just examine the behaviors, but also takes into consideration the context and meanings from participants in my

findings, allowing the reader to get a full understanding of the study and the aspects of grounded theory I used. These aspects of grounded theory also permits the data to speak for themselves and thus gives me a clear understanding of meanings within the hooking up culture. Moreover, I used a random stratified sample that allows me to provide evidence that a comparable process will yield similar results regarding college students who hook up. This ensures that sampling provides transferability to other research sites. Therefore, trustworthiness was achieved through these various mechanisms used to create credibility, dependability, and transferability within qualitative research.

To establish external validity, I relied on my stratified random sample that allowed each student in my sampling frame an equal chance to be sampled. This ensured that sampling provides external validity that is universally applied to the general population of interest. In addition, to mitigate non-response error I employed the leverage saliency theory in which I enticed the individuals in my sample to respond by use of sponsorship and topic. On one hand, sponsorship was motivating because the affiliation of the interview with the Midwestern University. On the other hand, the topic was interesting to many students, which helped persuade them to participate. Conversely, eligibility and willingness to participate creates a problem as 2801 of the sampled students did not response to my emails, 74 reported no hook ups in their college careers, 33 declined participation, and 11 agreed to be interviewed, but either never made an appointment or did not show up to the interview. However, external validity was established through a stratified random sample achieving internal validity was essential.

To establish internal validity, my analysis and data need to be an accurate representation of the social world. To achieve this, I used grounded theory techniques until reaching saturation, when participants provided no new information about how and why they use the term hooking up. The in-depth description of the meanings participants assign to the term hooking up is brought out by a thick description that moves beyond the words of participants and gives meaning to their responses. Additionally, to check if the results were a good representation of the social world, I used the member checks in which my participants reviewed my interpretation of the data. This was achieved by providing a brief report of approximately 10 pages to the students and asking for their reactions to my findings. This approach allowed me to establish strong internal validity for my findings about how and why students use the term hooking up. Thus, these steps were successful in reducing the chance of errors in validity and trustworthiness of the study.

3.1.5 Methodological Limitations

Although I put mechanism in place to ensure trustworthiness and validity, this study is not without limitations. One limitation of the study is the site of observation in which Midwestern University was used for both convenience and as a site where hooking up occurs. Future research could benefit from sampling other research sites or many college campuses. These could be various geographic locations with different sizes of student body, curriculum and other variations. A comparison of public and private, large and small, and geographical dispersed locations would benefit the current knowledge out there on hooking up. In addition, an assessment of colleges and non-academic realms would be beneficial to

better understand this phenomenon. Therefore, I can only project my finding of this particular study to the student body of Midwestern University.

The second limitation of this study is the selection of participants. For this study, I only used juniors at Midwestern University, which does not account for the meanings and experiences that other groups such as high school students and classifications (i.e., freshman, sophomores, and seniors) may have with hooking up. As means of having participants with similar demographics, I chose juniors as my target group instead of surveying all the student body. Some benefits of using juniors were: this group of students was less likely to be one of my students in an introductory course; their greater 'college experience' than younger groups; their age being closer to that of the legal drinking age (21); and their lack of preoccupation with graduation and getting a job as with older students. Despite these advantages, several disadvantages exists as well, such as my participants had homogeneous characteristics that may not reflect the meanings associated with hooking up that I might have found with a more heterogeneous group of participants.

Another limitation of this study resides in the conceptual definition of hooking up. Currently, meanings attributed to the use the term hooking up exist that might hinder further research on the topic. To help mitigate the consequences of the term being used, I allowed students to define hooking up for me so I could examine the various meanings associated with the term. Just using the term hooking up versus providing a definition, allowed those who that might have had another definition about what is a hook up, a chance to evaluate their sexual encounters and meet the eligibility to participate in the study. Thus, I was able to ask each participant their definition of hooking up to gauge the various in the use of the term.

The final limitation of this study is based on the sensitivity of the subject of hooking up. Since sensitive topics often impede participant's responses, I used both my perceived age (which is that of only slightly older than the participants selected) and the process of building rapport to alleviate any inhibitions. To achieve an appearance that was younger than my actual age, I wore minimal make-up and clothes that are more casual versus more professional apparel. This made me appear to be approximately the same age or slightly older than the participants (whose ages ranged from 20-24), which created a sense of me as a peer versus a researcher. Additionally, I built rapport by using a relaxed atmosphere of a small conference room and the use of casual conversation throughout the interview. I believe this reduced anxiety and any inhibitions the participants had during the interview. All of the participants appeared to be at ease with the conversation within approximately 15 minutes of their interview with me. Thus, addressing these limitations increased both trustworthiness and validity while addressing methodological issues of the research design and personal challenges I faced.

3.2 Criteria Review

In the following chapters, I present my findings and the implications of the findings based on interviews conducted with study participants and support this information with relevant literature. Having an understanding of my methods and methodology allows the reader to better comprehend my findings and how I derived them from my data. Once viewing the framework I have presented in my methods, the themes that helped shape the thesis are more apparent. By using grounded theory techniques, I was able to come to the previously established theory of impression management to explain how and why the term

hooking up is used by college students. Specifically, that students use the term hooking up as a mechanism of impression management by means of creating a “typology,” changing the meaning of sex, and constructing meanings for the term hooking up.

CHAPTER 4 FINDINGS

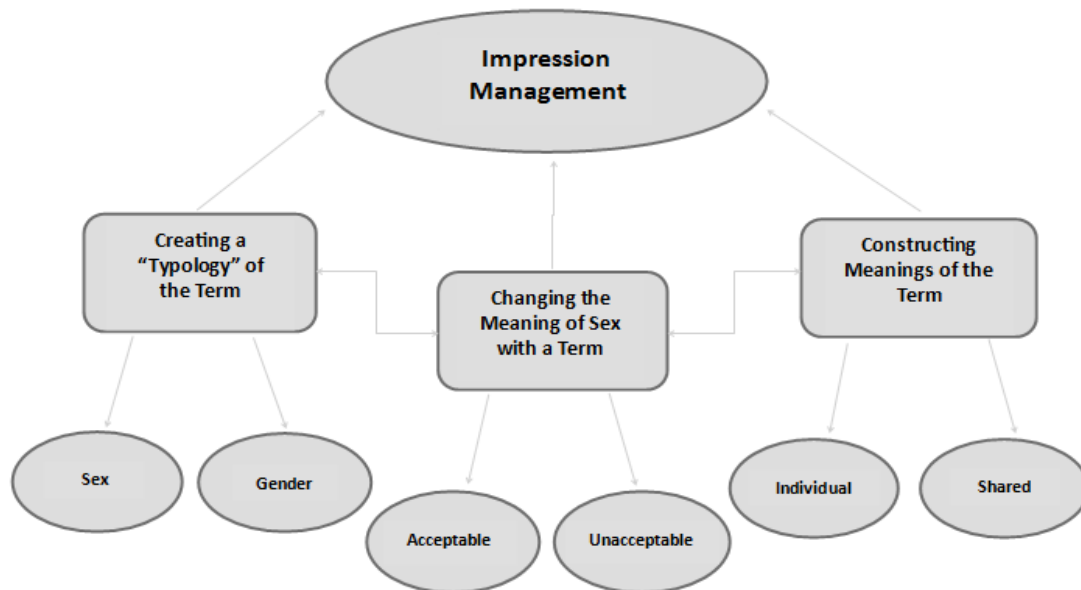
The findings of my study contribute to the body of research on hooking up by investigating the reason for the use of the term. More specifically these findings demonstrate how and why college students use the term hooking up to describe casual sexual encounters. By using in-depth interviews with twenty students at Midwest University, I employ grounded theory techniques to help comprehend the reasoning behind the use of the term hooking up. Using grounded theory techniques to analyze the data lead me to the the concept of impression management to help understand these findings and explain what the term hooking up “does” for college students. The findings below highlight the main reason participants in this study use the term hooking up as a mechanism of impression management, but also look at creating typologies, changing the meanings of sex, and constructing meanings of the term hooking up.

4.1 Introduction

I have three main findings related to the major theme of using the term hooking up as a form of impression management, each of which has two components. First, the term hooking up follows a typology that a) sex-types the use of the term hooking up for men and women; and b) gender-types the use of the term hooking up for masculine and feminine personalities. Second, the use of the term hooking up is an instrument to change the meaning of sex for those who use this vocabulary by a) allowing college students to state that the term hooking up is used to refer to casual sex which is unacceptable and diminishes the meanings of sex; and b) that the term is used as a mechanism to challenge the status quo regarding

casual sex in which it was formerly considered unacceptable, but now is a common practice on college campuses. Finally, the term hooking up serves as a way to create meanings about casual sex by a) allowing the individual to define the term for themselves and b) creating a shared meaning of the term hooking up within one's (peer) reference group, especially through homosocial interactions. The themes stated above aid in understanding how the term hooking up is a socially constructed concept to describe casual sexual relationships in contemporary American college life. Figure 1 below illustrates how each concept group is related to the larger theme of impression management.

Figure 1: Conceptual Map



4.1.1 Creating Sex and Gender Typologies

Language, like all other aspects of society, is gendered and often upholds the stereotypical views of men and women (Wood 2011), but most important is how it shapes our views of others. Verbal communication is an imperative tool that helps construct reality while also maintaining impressions. Not only is language a way to define who we are, but it is also a mechanism to label others. Within heterosexual intimate relationships, language is gendered by the use of traditional views of the male as the active partner and the female as the passive partner, and this use of language allows gender roles to appear more salient. The cultural scripts for these sexual relationships often heighten the stereotypical aspects of gender: feminine women who should be passive to the masculine men who serve as the active members in a relationship (Laner and Ventrone 2000; Mongeau, Jacobsen, and Donnerstein 2007). However, recent changes in sexual norms mean that women now initiate sexual activity and challenge the previous gendered constructions of masculine men and feminine women in sexual relationships. At the same time, these changes do not necessarily counter the gender- and sex-typing of others.

In this research, I found that one of the most prominent views shared by participants is that “others” use the term hooking up as a way to connect language to the fulfillment of stereotypical views of gender and sex. This was exemplified when asking participants why they use the term hooking up, what some of its appeals are, and who is more or less prone to use the term. It became clear that the use of the term was both sex-typed and gender-typed, and that these constructions reinforced one another. First, participants had a tendency to sex-typing of the use of the term in stereotypical separation of men’s and women’s behaviors.

Although participants did not quite acknowledge it this way, distinguishing a difference between how men and women use the term hooking up allowed participants to essentialize the dissimilarities between women and men by applying rigid and stereotypical views about appropriate behavior of their peers (Bem 1974). Second, the personalities of those who did or did not use the term hooking up were attributed to feminine- and masculine-typed characteristics. For this paper, gender-typing differs from the sex-typing discussed above because it looks at the characteristic associated with gender (levels of masculinity and femininity) within one's personality and behavior, whereas sex typing focuses on traits and characteristics associated with one's biological sex (being male or female) (Bem 1974; Bem 1981). Gender typing is also part of gender role ideology in which people have perceived notions of what is considered feminine or masculine (Kimmel 2007).

Sex-typing was a prevalent theme in my interviews. Frequently, participants made generalizations based on others' biological sex about how those friends and acquaintances used the term hooking up. Approximately 40% of participants specially distinguished between how men and women use the term hooking up differently from each other. The following participant provides an example of such sex-typing the term hooking up in regards to the differences between men and women. When asked who was more likely to use the term to either hide behind it or use it as a way to boast, the participant shared this with me:

Participant 8: So I know several people that try to hide what they do, like they're embarrassed. Like, if they have sex with other people and things, and try to pretend they're a lot more prudent than they actually are ... That's usually tends to be girls, but not always. And then I know several guys that like to think that they're attractive to the opposite sex and

can get laid and that sort of thing and not so much. So, they might have just made out with a girl for 10 seconds, but no one else saw it, so that - they wanted to sound bigger than they were so that they're like, "Oh, yeah. We totally hooked up last night" when they didn't. (22 year-old heterosexual male with six hook ups: three one-on-one and three groups)

This participant, who defined hooking up as sex (oral, anal, and vaginal) outside of a relationship, clearly believes that differences exist in how men and women tend to use the term hooking up. Although he noted that not all people fall in this category, the majority of people seem to use the term to either demonstrate men's sexual conquests or to dilute the sexual double standard for women where sex outside of a committed relationship is considered "wrong" for women. The above sentiments highlight the use of sex-typing as a way to generalize others actions within the hook up culture.

Sex-typing of the term hooking up was further elaborated by another participant when asked whether some people give more details about their hook up experiences than others. This participant discussed how she felt men are more prone to give more details regarding their sexual activity than women. The implications for this response reflect the current sexual double standard for women by emphasizing that men feel more comfortable to brag about their "sexual conquests" while women are more disposed to not disclose details about their sex lives:

Participant 1: I suppose if you go back to hooking up as an ego stoke then conquering something. I think some people would give more details on what they accomplished like their war story you know but I personally wouldn't want to disclose details. I feel like it is my business and I did that for myself and I am not bragging about it. I do think some people do

...I feel like men ... men are more about their sexual conquests than women are in my experiences. Women aren't there to be bragging about what they did sexually and I feel like guys sometimes, they think it is a game of how many girls they can sleep with. (22 year-old, bisexual female with five hook ups)

This participant distinguished the use of the term hooking up by stating that men were more likely to discuss their sexual gains versus women who did not feel sex was a frivolous activity. This quote demonstrates that participants recognized the differences in how men and women use the term hooking up to their advantage. The first quote discussed the use of the term hooking up to either “hide” one’s sexual activity or to brag about something that was “less” sexual and the second quote reaffirms the sexual double standard for women in which they can use the term hooking up to save face by not divulging their sexual transgressions.

Not only is the term hooking up sex-typed in relation to men and women, also evidence exists that it is gendered-typed with differences between those with more masculine and feminine personalities (whether or not they are men or women). Gender-typing is another technique used to generalize others use of the term hooking up by stating those whose with traits that are typically associated with masculinity and/or femininity use the term in different ways. The comments of the next participant acknowledged both ways of gender- and sex-typing which was heard from about 30% of the participants. Sex- and gender- typing of the term was brought up by responding to a question about why one would not call it a one-night stand even when the participant thought the actions where the same:

Participant 2: Personally I wouldn't use the term hook up as much I kinda say something a little more crass like I banged a girl last night or went home with a girl last night or even I hit

that last night or something like that for me and my friends ... hook up might be used a little more by females, not to generalize, but they are more likely to use it and males who are in a more conservative mind set may be more likely to use hooking up because they don't want to be seen by their friends as promiscuous. I think it is kind of a way to dodge those negative connotations. I mean a lot of people do this but it is a neutralization technique ... Kinda to nullify it to themselves or others because it is a nicer way to say I had sex with a stranger

Researcher: So, then who do you think would be more likely to not use the term hooking and use other more descriptive terms?

Participant 2: I believe that ... the people who are party animals or are bar rats, sensation seeking people who are a little more crass in their language and their personalities are a little more visceral and little less refined they would be more likely to not use terms such as hooking up ... it doesn't necessarily have to be someone who's you know a life of the party or party animal but someone who has similar kind of blunt and to the point mannerism while explaining or discussing their personal business ... I mean someone who is more frank in how they portray themselves ... they are more likely to be using a term other than hooking up (21 year-old heterosexual male with about ten hook ups)

This participant clearly distinguished that the term hooking up is used differently by men or women and those with a more masculine or feminine personality traits. Traits such as being crass or frank is often considered as more masculine versus being coy or reserved which is often associated with femininity. This participant exemplified both the gender- and sex-typed aspects of the term hooking up, in which women were more prone to "nullify" their sexual activities with the term along with feminine personality traits. For this

participant, the sex- and gender-typing were useful to label others use of the term hooking up while allowing these constructions reinforced one another by means of stereotyping others.

Although gender- and sex-typing could be used in conjunction with each other as means of reinforcing the construct, gender-typing was also used by itself to describe people who were more likely to or not to use the term hooking up. The use of just gender-typing was less frequent than sex-typing or both forms combined with approximately 15% of participants discussing this phenomena during the interview. The next participant acknowledged gender inadvertently with masculine- and feminine-typed personalities having something to do with the use of the term hooking up. This recognition of gender-typing was done by distinguishing between what “kind of person” is more or less likely to use the term hooking through these gendered traits. In response to a question about who is more likely to use the term hooking up versus who might say something else, these participants responded by saying:

Participant 18: I think people who are not outgoing might use it as a way to hide [what they have done sexually] because they don't want to say what they did. But I think people who are kind of like, party goers and more aggressive; they will probably use it as a bragging rights (22 year-old heterosexual female with three hook ups)

Participant 6: Ummm ... I think that there are different personalities who [use or don't use the term hooking up] ... I think one of them is the person who never gets laid and likes to show off, so they say hooking up because they don't have sex a lot so around their friends they want to seem like they have sex more ... so they want to exaggerated their encounters ... then, I think that there are some people who do have sex, but are still humble by it and are

more reserved ... they don't want to brag about it so they just say I hooked up (21 year old heterosexual male with four hook ups)

The responses by all participants imply that the use of the term hooking up works to both “gender” and/or “sex” behaviors depending on one’s biology or personality. The term hooking up can be used by someone in terms of masculine or feminine and/or male and female; however, most of the participants acknowledged and that not all people fit with these categories and that there were anomalies in their peer groups. In fact, participants noted existence of outliers to these generalizations who do not fit into these preconceived categories of people. Yet, almost all of the participants of the study shared a story of a friend, acquaintance, or generalized other who used the term hooking up in ways that related to their gender or sex.

The term hooking up thus served as a tool for these participants to stereotype others use of language based traits they possessed. Therefore, allowing the participants to make statements about others without knowing their true intentions for using or not using the term hooking up. Not only did this approach help participants talk through their own experiences and define the term in their own words, but it also provided them with a mechanism to discuss their own use of the term hooking up and how they used it in their lives. This was a useful step for participants who first were able to classify how others used the term, but then were able to associate their definition of the term by designating how they used it compared to how other. Thus, creating an “other” for comparison and evaluation of one’s own use of the term and allowing the participant to managing how others perceive them which plays a

vital role in the connection between the term hooking up and the meaning a participant has of sex.

4.1.2 Changing the Meaning of Sex

Intimate relationships between college students is an ever-changing social phenomena in which each generation renews what is seen as acceptable regarding sex, and the current college cohort is no exception. Prior to the sexual revolution of the 1960's and 1970's, premarital sex was highly discouraged and looked down upon by most in American culture, but the revolution brought about changes and sexual freedoms for most college aged individuals (Bogle 2008; Glenn and Marquardt 2001). This revolution began liberation of sexual experiences that had not been seen before and with it came changes to the meaning of sex. This change of courtship in 1950's and early 1960's moved to more frequently open relationships in the 1970's and 1980's has led to an even greater loosening of sexual morés since the 1990's (Bogle 2008; Glenn and Marquardt 2001). This shift in sexual conduct has paved the way for the current trend of hooking up that is seen across the nation, but with these changes today's youth employ techniques to deal with their new sexual freedoms while also managing how others view their casual sexual encounters.

The term hooking up has been noted by researchers and participants as deliberately vague (Bogle 2008; Kalish 2011; Paul 2006), and this vagueness allows for students to deal with the changing meaning of sex and impact future meanings. These changes for the meaning of sex became apparent when asking participants why they use the term hooking up or what some appeals to using the term hooking up are. Students acknowledged that using

this term is an “easy” and “fun” way to talk about their sexual encounters without really saying what exactly one did. This finding reflected previous research on the topic in how students use an ambiguous term and definition deliberately to manage others’ perceptions of their sexual encounters (Bogle 2008; Kalish 2011; Paul 2006; Stepp 2007).

These comments made by participants serve as evidence of students’ attempts to change the social meaning of sex. First, the term hooking up is used to alleviate tensions of cognitive dissonance when students’ sexual actions conflict with their beliefs about sexual relations when they have grown up with messages that sex should be confined to committed relationships (Festinger 1957; Grello, Welsh, and Harper 2006). Second, the term is applied to challenge the status quo about sex and the sexual double standards for women. This status quo is that it is commonly believed that sex is only acceptable in a committed relationship, while the sexual double standard encourages men to have casual sexual relationships and discourages women from them (Crawford and Popp 2003; Hamilton and Armstrong 2009; Risman 2004). Through different statements, the majority of participants stated that the term hooking up works to redefine casual sex as either an acceptable or an unacceptable practice whichever way worked to their advantage.

When students feel that casual sexual relations are unacceptable, the term hooking up can be used to lessen the seriousness of their sexual encounters and allow students to treat sex as a frivolous activity. This cognitive dissonance between the students’ sexual practices and personal beliefs were evident in the interview process by approximately 15% of the participants. Specifically, the participants’ would say that what they were doing sexually was fine but then they would make comments about the inappropriateness of their own and others

sexual encounters. The response below highlights this conflicting view on how the term hooking up can “diminish the meaning of sex” by lessening the seriousness of sexual activity. When asked about any drawbacks to using the term hooking up, one participant stated this:

Participant 4: Yeah, it’s sorta diminishing the meaning of sex and by that I mean that it down plays the seriousness of sexual acts ... not so much in the moral sense like when you have sex with someone you need to be married to them, but I think sex should be taken more seriously..... I don't know, it just seems like it is dangerous to have such an emotion disconnect from something like that ... (20 year-old heterosexual male with two hook ups)

This participant, who agreed to be interviewed as means of reflecting on his past experiences, was able to acknowledge that the term hooking up was a tool for students and himself to remove the seriousness of sex. That the term hooking up serves a specific function that reduces the significance of the sexual encounters between students by rationalizing their actions to reduce any cognitive dissonance with their actions. This participant explained how at the time of his sexual encounter he felt “emotional disconnect” to his sexual partners but then used the term hooking up to justify his actions. Thus, the term hooking up served as a mechanism to relieve his cognitive dissonance created by the sexual acts he engaged in that did not agree with his personal beliefs on casual sex.

Not only does the term hooking up alleviate some cognitive dissonance for those who do not agree with casual sex but it also works as a tool for avoiding one’s casual sexual encounters completely. This sentiment of hooking up as a way to diminish sex and relieve cognitive dissonance was echoed by another participant, but in a different way. The below

participant highlights how the term hooking up can be used to avoid or deny the casual sexual relationships or encounters one is engaging in. After this participant stated that hooking up is an umbrella term for different sexual relationship, she explained why she felt this way:

Participant 12: I think because [hooking up] is the easiest way to refer to anything, because then you don't actually have to admit what you're actually doing. You don't have to admit that it's a one night stand or it's a friends with benefits or a booty call. It's just, you're hooking up ... It's kinda like in a fun way of addressing things that you're not addressing (21 year-old heterosexual female with three hook ups)

The participant quoted above acknowledged that not only was the term hooking up a great way to avoid the seriousness of casual sex and the meanings associated with it hide some of the meaning of sex, but it could be used as a way to address a relationship or sexual encounter that one is not sure about. The term hooking up for this participant provided her a term with dual meaning that can be used for negating one's behavior is sexual, while creating an easy way to talk about one's actions. Again, the use of the term hooking up was a way for individuals to reassure themselves that their actions are in line with their beliefs. For her, hooking up was a catch-all phrase to help elevate any confusion that could arise when she was not sure how else to describe an intimate encounter that doesn't fit into more traditional type of relationships. In this context, the term hooking up served two main purposes for the participant: a) creates an easy way to talk about sex and b) helps manage or even negate sexual activity that one is not comfortable engaging in.

While the term hooking up works as a mechanism to alleviate cognitive dissonance, it also serves the purpose of “saving face” for those who want to minimize their sexual encounters. The ambiguity and minimal negative connotation associated with the term hooking up allows students to “keep some dignity” because others are not sure about what transgressions took place. For example, a student could have only made out, engaged in mutual masturbation or oral sex (which is often seen as a less serious sexual offense) versus having vaginal or anal intercourse. These sexual acts differ for college students by means of being less “serious” or not “going all the way.” These sentiments towards intercourse were emphasized when asking a participant to differentiate between the terms one-night stand and hooking up she had this to say:

Participant 20: [The term hooking up is different because] it sounds a little nicer maybe. It kind like you can brag about it like “I hook up with so and so last night”. ... It just sounds different like I feel like there is a different meaning behind it. I don’t know what the difference is. [I think the appeal to saying hooking up is that] you can kind of keep some sort of dignity I guess when it comes to [saying] hooking up rather than a one-night stand.

Researcher: Like how do you keep dignity?

Participant 20: Like before I mentioned hooking up doesn’t have to be having intercourse it can be anything before that. That’s not as... it’s kind of intense. So, for instance you give someone a hand job. You can kind of feel fine about that because you didn’t give yourself to them. Like you could still, technically be a virgin and hook up with someone. Whereas a one-night stand you’re not really going to be a virgin after that. [Laughter] (21 year-old heterosexual female with four hook ups)

This participant noted that the term one-night stand had a negative connotation versus saying hooking up, and using the alternative term hooking up provides a level of dignity for her. These remarks from participants seem to imply that the term hooking up allows one to talk about sexual activity and disavow their sexual encounter at the same time. That the term itself can be used to justify casual sexual encounters in an attempt to challenge the status quo about non-committed sex and even sexual double standards. However, it is important to note that most participants said they would tell their friends the details of their sexual encounters but a couple of the participants stated they would only describe it as hooking up to allow “privacy” when they felt it was no one else’s business. Thus, implying that the term hooking up serves the purpose to both hide sexual acts that one thinks are unacceptable, but at the same time redefine sex for the 21st century when society isn’t ready for open casual sexual relations.

The selected quotes from participants demonstrate how the term hooking up is used by college students to help change the meaning of sex, in particularly meanings associated with the acceptability of casual sexual encounters. Their statements provide evidence of today’s youth trying to cope with an ever-changing definition of acceptable and unacceptable sexual practices in which new terminology is created to help manage these encounters. Not only does the terminology of hooking up that has a deliberately vague definition allow these participants to deal with sexual experiences that may not fit into tradition definitions of sexual intimacy, but it allows the participants freedom to discuss their sexuality with others while maintaining a positive image when others may not agree with their choices. By this, the term hooking up serves a function that helps reconstruct what is considered “normal” sexual relations for the individual and within peer groups.

4.1.3 Constructing Meanings for Individuals and Groups

Language is an essential part of the social construction of reality in which the symbols we call words are used to understand our social world while communicating meanings to others (Berger 1967). This process involves the use of language is an essential part of society as a tool to (re)create the world through social interaction. Just as it has been argued that something does not exist in the social world until we name it, words give meanings to the actions and items in life. This concept is best described by the Sapir-Whorf hypothesis or linguistic relativity that claims that people do not live in an objective world but one where language is the medium of expression in society (Sapir 1958). Thus, language allows the creation of a reality that is unique in our own language and permits the recreation of meanings associated with a certain term, while providing an avenue to manage ones perceptions taken from their actions.

Using a social construction framework within the use of language then helps to interpret how participants use the term hooking up in the context of their social relationships. This is done as means to make sense of the rapidly changing and often conflicting social expectations about sexual behavior. Related to the ambiguous definition of the term hooking up, the term hooking up is used as either an individual wants it to be or by a group of friends. The phenomenon related to the term and definition of hooking up was expressed by participants in two distinct but related ways. First, some participants directly acknowledged that people will “use it as they wish,” as means of constructing reality out of observing the social world (Vygotsky 1978). Second, almost all participants mentioned the role of their peer group and their homosocial interactions as a salient factor in how they define hooking

up and the sexual behaviors that are considered a hook up (Kosofsky Sedgwick 1985; Lipman-Bluman 1976) as noted in another study on hooking up (Kalish 2011).

The term hooking up is a social construction that is often manipulated by the person discussing their sexual encounters to others because no concrete definition exists. The lack of definition to the term hooking up allows others to twist the word to whatever fits their views on casual sexual encounters. For example, the below participant acknowledged that the term hooking up was used by individuals differently and in accordance to their views on sexuality. Approximately 35% of participants stated that each person can define the term hooking up as they wish and often do depending on their beliefs about sexual activity. The below sentiments by a participant demonstrate how the term hooking up takes on the meaning through individual construction. When I this participant to clarify how the term hooking up include assumptions about what people attach to it, she said this:

Participant 12: Well, I just think that there is no definition of what hooking up is. And so, because there is no definition, everyone just assumes what they assume because everybody has a different mentality about it. Everybody has a different level that they'll go to. I mean, I'm not the kind of person that's going to have sex with someone the first time I'm like hanging out them or ... hooking up with them. I mean, like that's just not how I would be. But like, for a lot of people that, like hooking up is just sex, like anytime that they go to have a sexual encounter with somebody, they just go ahead and like it goes straight to sex. (21 year-old heterosexual female with three hook ups)

This attitude about how everyone has a different “mentality” about the term hooking up demonstrates how it is manipulated for personal use as means of constructing a definition. The vagueness of the term is then deliberate to allow students a chance to define it for

themselves as means of producing a favorable image. However, as noted by the participant above others have their own definition of the term hooking up that can complicate the meaning associate with the term. This is best illustrated by discussions on how one's reference group can add another dimension to the definition of the term hooking up. Just as an individual can define and use the term hooking up to their advantage, peer groups also have an influence into the use of the term. The role of one's reference group regarding the use of the term hooking up became evident when discussing their casual sexual encounters with participants. Approximately 70% of the time, participants discussed the role of their peer groups in how and why they would use the term hooking up. Participants often acknowledged how their peer groups were there to referee their and other peers' sexual encounters. This was best demonstrated by a participant when asked if there is an appeal to using the term hooking up:

Participant 8: It's kind of such a vague term that you can make it what you want ... it is different for every group, but in my groups of friends we just say we got laid versus that we hooked up (22 year-old heterosexual male with six hook ups; three one-on-one and three group)

Not only does this participant acknowledge the previously mention discretion an individual has in how the term is used by stating "you can make it what you want" but he also demonstrates the role of peers groups by saying "in my groups of friends we just say we got laid." The response from this participant is important as he is aware of the individual use and the role of a reference group to help understand the term hooking up. Although he states you can use it as you want, he also refers to how his friends use the term as a reference to how significant his peer group is to his definition. The role of one's peer group was again

highlighted by another student who discussed the many meaning the term hooking us has with me:

Participant 11: It's just kind of discretion, like I feel like me and my friends hooking up means vaginal intercourse, that's hooking up. But other people might be like, "I hooked up with this girl at the bar." They're like "Really? Your crazy." He is like "We just made out." So you made out with her, huh? (21 year-old heterosexual male with one and a half hook ups)

These examples of peer influence provide evidence that one's peer group is significant to how hooking up is not only defined but also what degree of sexual activity could be considered a hook up. The term itself serves as a tool for refereeing one's friends and creating a shared meaning. The last quote is an example of how peers use external social controls when it comes to what actions they consider to be hooking up via homosocial interaction. Still, the ambiguity of the term was also noted by the first participant in how people manipulate the term hooking up to their own benefit to construct meaning. By "making it want you want," people play a role in constructing what this term means for them individually, but their peer groups often have the final say.

These examples show how hooking up is a word that formerly had meanings associated with it for a non-sexual coming together but now is part of the college sub-culture to refer to a casual sexual encounter. Not only is the term policed by one's peer group, but also individuals tend to use the term to fit their beliefs and actions. These participants as groups or individuals use the term to "make it what they want it to be," but then judge others who have alternative views or behaviors associated with this term. This suggests that one's reference group and the individuals own meanings for the term are significant in the "hook

up culture” in pursuance of constructing meanings and creating different perceptions of social reality.

The previous statements by participants demonstrate how the term hooking up is both constructed at the individual and group but also provide an example of how language plays an integral role in (re)creation of society. Only approximately a decade ago, the term hook up was generally used in reference to a get together or meeting of sorts without sexual connotation. Today, the term hooking up usually refers to the casual sexual encounters described above by participants that range from making out to having anal, oral or vaginal sex with someone who you do not intend to pursue a committed relationship. This change in the term is significant at an individual level and a peer group level for participants, along with a societal level in which the term hooking up is a tool to redefine sexual acts. For these participants, the individual and groups create meaning in language to help understand their casual sexual encounters. They use the term hooking up as a way to express their sexual conquest, in addition to having a way to provide themselves and peers with a term to describe what they want others to feel is an acceptable sexual practice. Not only does the term hooking up in its deliberately vague form provide for this type of impression management, but others now can use it as a way to referee their peer’s sexual activity.

4.2 Criteria Review

The use of the term hooking up is a complex issue in which participants use a variety of mechanisms to manage their casual sexual encounters. As implied by these findings, the use of the term hooking up is not solely an individual process, but is highly influenced by the

social world. This influence is best demonstrated by the typing of the term to create labels for others, the use of the term to challenge the meaning of sex, and the construction of a social meaning for casual sex. Through the social impact of how and why students use the term hooking up, one can see that it can be used as a form of impression management. Following Goffman's work on impression management (1959), one can understand how hooking up is used to put one in a positive light and often by differentiating themselves from others. In the following chapter, I will further examine the term hooking up as a tool for impression management by exploring how my findings are related to this overarching theme.

CHAPTER 5 SUMMARY AND DISCUSSION

In the opening chapter of this thesis, I documented the weaknesses in the current literature on hooking up, including the lack of research investigating how and why students use this term. I argued that there is much known about the current hook up culture, such as who hooks ups, where hook ups take place, and possible consequences of hooking up, but little is known about how and why students use the term hooking up for their casual sexual encounters. In this final chapter of my thesis, I examine the implications hooking us has as a form of impression management along with providing suggestions for future research.

5.1 Introduction

Using the term hooking up to create a typology, change the meaning of sex, and construct meanings of the term is a mechanism for impression management through language. Although impression management is most frequently attributed to Erving Goffman's work on using defensive and protective practices in interaction for impression management (1959) which is also important in this study, it can additionally be viewed as impression management through verbal communication. This is done by means of the use of words in relation to other words and objects to (re)create impressions for others (Saussure 1916). The term hooking up itself serves as a tool to produce a positive image either for the person using the term or their peer groups.

Thus, impression management is conducted by students regarding their casual sexual encounters by creating a typology, changing the meaning of sex, and constructing meanings of the term hooking up. Although this term may have an accepted definition in the literature,

current research does not specifically examine the meaning behind the ambiguity of the term hooking up and what this term does for those who use it. This study suggests that the intentional vagueness of the term hooking up helps define one in a positive image and that college students use the term for their own benefit in a number of ways.

5.1.1 The Term “Hooking Up” as Impression Management

One of the functions of the term hooking up is that it is a mechanism for impression management. Impression management of the term hooking up can be found in the major themes of this study. By creating a typology of others, the participants of this study were able to describe how other use the term hooking up in comparison to themselves which allowed for a differentiating them from others in positive light. Additionally, the use of impression management to change the meaning of sex was used as a tool to create and recreate acceptable and unacceptable sexual behaviors while labeling others who did not follow this practice in a poor manner. Furthermore, the participants of this study not only found that they would create an otherness with the use of the term hooking up, but that they were also able to define it for themselves and their peer groups which allowed for the social construction of the term hooking up. These practices by participants made the term hooking up an instrument of impression management by reinforcing the major themes of this study along with using discretion and in group with the definition of the term hooking up.

5.1.2 Suggestions for Future Research

Further research should further investigate the social phenomena of hooking up as a mechanism for impression management by expanding the student body studied

geographically, demographically, and ethnic and racial as my study is limited by these factors. Additionally, the use of impression management for maintenance within all intimate relationships should be explored to better understand the role relationships play in everyday life. This would allow researchers to compare and contrast the benefits that some relationships or sexual encounters have within impression management and some of consequences this will have today and in the future. With this said, sexual encounters are ever-changing and documentation of these modifications are important in the field of Sociology.

5.2 Criteria Review

The findings of this study will help provide information on how and why college students use the term hooking up and the role of impression management in intimate relationships and/or sexual encounters. It is important to the field of Sociology to explore in greater depth the relationships of today's youth to understand the creation and maintenance of language for these types of relationships. Language is an influential part of society and the social construction of reality. As demonstrated in this thesis, the term hooking up is not its own entity without social meaning and context. Some of the uses of the term hooking up have been described and evidence provided for the sex- and gender-typing, changing the meaning of sex, and constructing meanings in society. These findings have important implications for not only for future research on hooking up and other intimate encounters and/or relationships, but also for creating policies and procedures to help college students understand how and why their choice of language impacts the type of sexual encounters and/or relationships they engage in. Most importantly, is that language is not independent of

a social context and that it is interrelated to various aspects of our lives, such as changing norms in sexual behaviors.

Further investigation is needed to understand the various changes in the hook up culture and relationships on college campuses as they will affect many areas of the institution of the family in years to come. Not only does this research have implications for intimate relationship and/or sexual encounters and the future of the family, but it also contributes to a better understanding of impression management through the use of language. Although sociologists are often aware of the influences that behaviors have within impression management thanks to the work of Goffman, it is also vital to understand that language contributes to how people employ impression management.

This thesis has attempted to develop a better understanding of how and why college students use the term hooking up through an impression management framework. The findings of this study will help in the comprehension of current sexual encounters of both the committed and casual kind by pointing out issues of sex- and gender-typing, changes in the meaning of sex, and constructing a social meaning for the term hooking up. I hope in the future to further my studies on intimate relationships to explore more of the changes in these dealings.

APPENDIX A: PARTICPANT CHART

Table 1: Participant Chart

Number	Sex	Age	Ethnicity	Sexual Orientation	Hook Ups*
1	Female	22	Caucasian	Bisexual	5 total: two with men and three with women
2	Male	22	Caucasian	Heterosexual	10 with women
3	Female	21	Caucasian and Korean	Bisexual	5 with men
4	Male	21	Caucasian	Heterosexual	2 with women
5	Male	21	Russian	Heterosexual	10 with women
6	Male	21	Caucasian	Heterosexual	4 with women
7	Male	21	Caucasian	Heterosexual	2 with women
8	Male	22	Caucasian	Heterosexual	6 total: three with one woman and 3 with two women
9	Male	21	Caucasian	Heterosexual	7 with women
10	Male	22	Caucasian	Heterosexual	15 with women
11	Male	21	Caucasian	Heterosexual	1 and a half with women
12	Female	21	Caucasian	Heterosexual	3 with men
13	Male	20	Caucasian	Heterosexual	3 with women
14	Female	20	Caucasian	Heterosexual	5 with men
15	Female	20	Caucasian	Heterosexual	3 with men
16	Female	20	Caucasian	Heterosexual	1 with a man+
17	Female	23	Caucasian	Heterosexual	2 with men
18	Female	22	Caucasian	Heterosexual	3 with men
19	Female	21	African American	Heterosexual	8 with men
20	Female	21	Caucasian	Heterosexual	4 with men

* Hook ups were counted by number of partners versus sexual encounters

+ This participant considered hooking up as getting to know someone in a non-sexual manner

APPENDIX B: INSTIUTIONAL REVIEW BOARD MATERIALS

The following pages are an inclusive set of materials that were submitted to Iowa State University's Institutional Review Board (IRB) regarding this study. These materials reflect the changes over the life of the study from initial idea to approval for the final project. Additional, these materials cover everything from the intent of the project, the precautions taken by me to safeguard participants, and extensive set of methodological measures, and interview protocol. These supplemental materials give a holistic look at the research project's interworkings. Below is a copy of my final application to the IRB and a letter stating their approval of my project titled "Hooking Up on Campus" IRB number 10-380.

IRB: New Application

IOWA STATE UNIVERSITY
 OF SCIENCE AND TECHNOLOGY

 Institutional Review Board
 Office for Responsible Research
 Vice President for Research
 1138 Pearson Hall
 Ames, Iowa 50011-2207
 515 294-4566
 FAX 515 294-4267

Date: 8/26/2010
To: Veronica Rau-Mason
 407 East Hall
CC: Dr. Anastasia H Prokos
 310 East Hall
From: Office for Responsible Research
Title: Hooking Up on Campus
IRB Num: 10-380
Approval Date: 8/24/2010
Continuing Review Date: 8/23/2011
Submission Type: New
Review Type: Full Committee

The project referenced above has received approval from the Institutional Review Board (IRB) at Iowa State University. Please refer to the IRB ID number shown above in all correspondence regarding this study.

Your study has been approved according to the dates shown above. To ensure compliance with federal regulations (45 CFR 46 & 21 CFR 56), please be sure to:

- **Use only the approved study materials** in your research, including the recruitment materials and informed consent documents that have the IRB approval stamp.
- **Obtain IRB approval prior to implementing any changes** to the study by submitting the "Continuing Review and/or Modification" form.
- **Immediately inform the IRB of (1) all serious and/or unexpected adverse experiences** involving risks to subjects or others; and (2) **any other unanticipated problems** involving risks to subjects or others.
- **Stop all research activity if IRB approval lapses**, unless continuation is necessary to prevent harm to research participants. Research activity can resume once IRB approval is reestablished.
- **Complete a new continuing review form** at least three to four weeks prior to the date for continuing review as noted above to provide sufficient time for the IRB to review and approve continuation of the study. We will send a courtesy reminder as this date approaches.

Research investigators are expected to comply with the principles of the Belmont Report, and state and federal regulations regarding the involvement of humans in research. These documents are located on the Office for Responsible Research website <http://www.compliance.iastate.edu/irb/forms/> or available by calling (515) 294-4566.

Upon completion of the project, please submit a Project Closure Form to the Office for Responsible Research, 1138 Pearson Hall, to officially close the project.

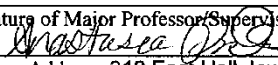
For IRB Use Only	Review Date: <u>August 29, 2010</u>	IRB ID: <u>10-380</u>
	Approval Date: <u>August 29, 2010</u>	Length of Approval: <u>1 year</u>
	Approval Expiration Date: <u>August 23, 2011</u>	FULL Committee Review: <u>yes</u>
	EXEMPT per 45 CFR 46.101(b): _____ Date: _____	Minimal Risk: <u>yes</u>
	EXPEDITED per 45 CFR 46.110(b) _____	More than Minimal Risks: _____
	Category _____, Letter _____	Project Closed Date: _____

Full

INSTITUTIONAL REVIEW BOARD (IRB)
Application for Approval of Research Involving Humans IRB
AUG 03 2010

SECTION I: GENERAL INFORMATION

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Center/Institute: none	College: Liberal Arts and Sciences		
PI Level: <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Postdoctoral <input checked="" type="checkbox"/> Graduate Student <input type="checkbox"/> Undergraduate Student			
Alternate Contact Person:		Email Address:	
Correspondence Address:		Phone:	
Title of Project: Hooking Up on Campus			
Project Period (Include Start and End Date): [mm/dd/yy][09/01/10] to [mm/yy/dd][06/30/11]			

FOR STUDENT PROJECTS	
Name of Major Professor/Supervising Faculty: Anastasia Prokos, Ph.D.	Signature of Major Professor/Supervising Faculty: 
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Department: Sociology and Women's Studies	Email Address: aprokos@iastate.edu
Type of Project: (check all that apply)	
<input type="checkbox"/> Research <input checked="" type="checkbox"/> Thesis <input type="checkbox"/> Dissertation <input type="checkbox"/> Class project <input type="checkbox"/> Independent Study (490, 590, Honors project) <input type="checkbox"/> Other. Please specify: _____	

KEY PERSONNEL

List all members and relevant experience of the project personnel. This information is intended to inform the committee of the training and background related to the specific procedures that each person will perform on the project.

NAME & DEGREE(S)	SPECIFIC DUTIES ON PROJECT	TRAINING & EXPERIENCE RELATED TO PROCEDURES PERFORMED, DATE OF TRAINING
✓ Veronica Rau-Mason, AA and BS	Conduct interviews, transcribe interviews, analyze data, write thesis	Protecting Human Research Participants 08/24/2009
✓ Anastasia Prokos, Ph.D.	Project Supervisor	12/18/2009 2-12-08

FUNDING INFORMATION

<input type="checkbox"/> Internally funded, please provide account number:
<input type="checkbox"/> Externally funded, please provide funding source and account number:
<input type="checkbox"/> Funding is pending, please provide OSPA Record ID on GoldSheet: Title on GoldSheet if different from above:
<input type="checkbox"/> Other: (e.g., funding will be applied for later)
<input checked="" type="checkbox"/> Student Project—no funding or funding provided by student

SCIENTIFIC REVIEW

Although the assurance committees are not intended to conduct peer review of research proposals, the federal regulations include language such as “consistent with sound research design,” “rationale for involving animals or humans” and “scientifically valuable research,” which requires that the committees consider in their review the general scientific relevance of a research study. Proposals that do not meet these basic tests are not justifiable and cannot be approved. If an assurance review committee(s) has concerns about the scientific merit of a project and the project was not competitively funded by peer review or was funded by corporate sponsors, the project may be referred to a scientific review committee. The scientific review committee will be an ad hoc and will consist of your ISU peers and outside experts as needed. If this situation arises, the PI will be contacted and given the option of agreeing that a consultant may be contacted or withdrawing the proposal from consideration.

Yes No Has or will this project receive peer review?

If the answer is “yes,” please indicate who did or will conduct the review:

If a review was conducted, please indicate the outcome of the review:

COLLECTION OR RECEIPT OF SAMPLES

Will you be: (Please check all that apply.)

Yes No Receiving samples from outside of ISU? See examples below.
 Yes No Sending samples outside of ISU? See examples below.

Examples include: genetically modified organisms, body fluids, tissue samples, blood samples, pathogens.

If you will be receiving samples from or sending samples outside of ISU, please identify the name of the outside organization(s) and the identity of the samples you will be sending or receiving outside of ISU. If the outside organizations have not been identified, please check no for both questions above.

Please note that **some samples may require a USDA Animal Plant Health Inspection Service (APHIS) permit, a USPHS Centers for Disease Control and Prevention (CDC) Import Permit for Etiologic Agents, a Registration for Select Agents, High Consequence Livestock Pathogens and Toxins or Listed Plant Pathogens, or a Material Transfer Agreement (MTA) [EH&S Website](#)**

ASSURANCE

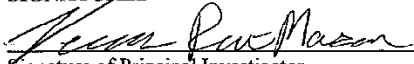
- I certify that the information provided in this application is complete and accurate and consistent with any proposal(s) submitted to external funding agencies.
- I agree to provide proper surveillance of this project to ensure that the rights and welfare of the human subject or welfare of animal subjects are protected. I will report any problems to the appropriate assurance review committee(s).
- I agree that I will not begin this project until receipt of official approval from all appropriate committee(s).
- I agree that modifications to the originally approved project will not take place without prior review and approval by the appropriate committee(s), and that all activities will be performed in accordance with all applicable federal, state, local and Iowa State University policies.

CONFLICT OF INTEREST

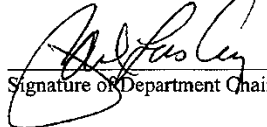
A conflict of interest can be defined as a set of conditions in which an investigator's or key personnel's judgment regarding a project (including human or animal subject welfare, integrity of the research) may be influenced by a secondary interest (e.g., the proposed project and/or a relationship with the sponsor). ISU's Conflict of Interest Policy requires that investigators and key personnel disclose any significant financial interests or relationships that may present an actual or potential conflict of interest. By signing this form below, you are certifying that all members of the research team, including yourself, have read and understand ISU's Conflict of Interest policy as addressed by the ISU Faculty Handbook (<http://www.provost.iastate.edu/faculty>) and have made all required disclosures.

Yes No Do you or any member of your research team have an actual or potential conflict of interest?
 Yes No If yes, have the appropriate disclosure form(s) been completed?

SIGNATURES

 8/2/10

Signature of Principal Investigator Date

 8/2/10

Signature of Department Chair Date

The Major Professor/Supervising Faculty member must sign the cover page in the section entitled "For Student Projects".

PLEASE NOTE: Any changes to an approved protocol must be submitted to the appropriate committee(s) before the changes may be implemented.

Please proceed to SECTION II.

SECTION II: IRB SECTION - STUDY SPECIFIC INFORMATION

Please complete all of the following questions.

STUDY OBJECTIVES

Briefly explain in language understandable to a layperson the specific aim(s) of the study.

This study will examine the practice of hooking up (i.e., a casual sexual encounter that ranges from kissing and fondling to oral, anal, and/or vaginal sex that only occurs once between strangers or acquaintances) on college campuses and contextualize it with other relationships to identify any gendered characteristics and/or consequences. The study will focus on how men and women experience a hookup and the meanings associated with this practice. I will conduct 24-50 semi-structured interviews with current, male and female students at Iowa State University regarding their and peers intimate relationships including hooking up experiences.

BENEFITS TO SOCIETY AND PARTICIPANTS

Explain in language understandable to a layperson how the information gained in this study will advance knowledge, and/or serve the good of society. Please also describe the direct benefits to research participants; if there are no direct benefits to participants, indicate that. **Note:** monetary compensation cannot be considered a benefit to participants.

The results will provide information about the sexual experiences of students at Iowa State University that may help us understand the short-term and long-term development of personal relationships. Participants may benefit from this study because they have the opportunity to communicate their experiences in a confidential setting. The results as contained within a Master's Thesis will be provided to the University and selected results will be sent to scholarly journals for publication.

PART A: PROJECT INVOLVEMENT

- 1) Yes No Is this project part of a Training, Center, Program Project Grant?
Director Name: _____ Overall IRB ID: _____
- 2) Yes No Is the purpose of this project to develop survey instruments?
- 3) Yes No Does this project involve an investigational new drug (IND)? Number: _____
- 4) Yes No Does this project involve an investigational device exemption (IDE)? Number: _____
- 5) Yes No Does this project involve existing data or records?
- 6) Yes No Does this project involve secondary analysis?
- 7) Yes No Does this project involve pathology or diagnostic specimens?
- 8) Yes No Does this project require approval from another institution? Please attach letters of approval.
- 9) Yes No Does this project involve DEXA/CT scans or X-rays?

PART B: MEDICAL HEALTH INFORMATION OR RECORDS

- 10) Yes No Does your project require the use of a health care provider's records concerning past, present, or future physical, dental, or mental health information about a subject? The Health Insurance Portability and Accountability Act established the conditions under which protected health information may be used or disclosed for research purposes. If your project will involve the use of any past or present clinical information about someone, or if you will add clinical information to someone's treatment record (electronic or paper) during the study, you must complete and submit the Application for Use of Protected Health Information.

PART C: ANTICIPATED ENROLLMENT

84 42

per IRB meeting discussion (K)

42 8/24/10

Estimated number of participants to be enrolled in the study Total: 24-50 Males: 12-30 Females: 12-30	
Check if any enrolled participants are: <input type="checkbox"/> Minors (Under 18) Age Range of Minors: <input type="checkbox"/> Pregnant Women/Fetuses <input type="checkbox"/> Cognitively Impaired <input type="checkbox"/> Prisoners	Check below if this project involves either: <input type="checkbox"/> Adults, non-students <input type="checkbox"/> Minor ISU students <input checked="" type="checkbox"/> ISU students 18 and older <input type="checkbox"/> Other (explain)
List estimated percent of the anticipated enrollment that will be minorities if known:	
American Indian:	Alaskan Native:
Asian or Pacific Islander:	Black or African American:
Latino or Hispanic:	

PART D: PARTICIPANT SELECTION

Please use additional space as necessary to adequately answer each question.

11. Explain the procedures and rationale for selecting participants, including the inclusion and exclusion criteria (e.g., where will names come from, what persons will be included or excluded and why, etc.).

The target respondents include unmarried, male and female students, 18-25 years old, who have engaged in at least one hookup because this is the relationship the study will focus on. Selection of the individuals will be carried out through a systematic quota sampling procedure using a list of current students enrolled at Iowa State University, which will be provided by the Registrar's Office. This list will include the names, sex, age/date of birth, marital status, classification (i.e. freshman, sophomore, etc.), major and college, and email addresses for all ISU undergraduates. The Registrar's Office will send this list to the Solution Center, which will send it to me using the Big Mail program.

Sampling will be done by first separating the lists of students by classification. Then I will remove the names of students who will be excluded (see below). Subsequently, I will divide the remaining students into groups by gender (i.e., male seniors, female seniors, male juniors, female juniors, etc.). From these groups I will systematically sample every 200th student on an alphabetically ordered list until I reached 10 male and 10 female seniors, juniors, and sophomores and then 12 male and 12 female freshmen. The over sampling of freshman will be done to increase their numbers since many of these newer students might not have engaged in a hookup yet.

Those who will be excluded from the study are students who are under 18 years of age or older than 25 years old, married students, and students who have not engaged in at least one hookup (see contact scripts). The reasoning behind the exclusion of these students is that my goal is to interview traditional students only. Therefore, students are ineligible if they are younger than 18, older than 25, and married which follows Iowa State Universities guidelines for non-traditional students. Furthermore, since the focus of my study is hooking up in comparison to other relationships on campus, only students who have "hooked up" at least once will be eligible to participate in the study. Additionally, students who pose a conflict of interest such as I know them personally, who know me as their class instructor, and those who decline participation will be excluded from the study.

12. Describe the procedures for contacting participants (e.g., letter, email, flyer, advertisements, phone call, etc.). Attach copies of any letters, scripts, flyers, or advertisements that will be used. Recruitment materials should include a statement of the voluntary and confidential nature of the research.

I will use email to contact students from the list of undergraduates provided by the Registrar's Office as means of finding participants. Attached are the email scripts for first and second contacts and a thank you script, which will include a brief report of my findings.

PART E: RESEARCH PLAN

Include sufficient detail for IRB review of this project independent of the grant, protocol, or other documents.

12. The information needed here is similar to that in the “methods” or “procedures” sections of a research proposal—it should describe the flow of events that will occur during your interactions with subjects. Please describe in detail your plans for collecting data from participants, including all procedures, tasks, or interventions participants will be asked to complete during the research (e.g., random assignment, any conditions or treatment groups into which participants will be divided, mail survey or interview procedures, sensors to be worn, amount of blood drawn, etc.). This information is intended to inform the committee of the procedures used in the study and their potential risk. Please do not respond with “see attached” or “not applicable.”

1. Potential participants will be identified using a list provided by the Registrar's Office as described above.
2. I will use an initial standardized email script to contact potential participants.
3. After one week without a response from participant(s), I will use a follow-up email script to remind students of their invitation to partake in the study.
4. I will use the attached follow-up script to set up a time to interview each participant individually at a secure location on or off campus, whichever works best for the participant, and at a time that both the participant and I can convene.
 - A. I will explain the study procedures of the study to each participant.
 - B. I will discuss and obtain informed consent from each participant.
 - C. I will conduct a semi-structured interview.
 - D. I will provide all participants a handout (attached) with information about counseling, rape, and sexual assault support groups and domestic abuse.
5. Data analysis and review
 - A. I will transcribe all the individual interviews.
 - B. I will analyze each transcription for themes.
 - C. I will compare the themes of individual transcriptions with each other for over-arching themes.
6. Conclusion of fieldwork
 - A. I will distribute a report of my findings to all participants and allow participants to discuss their contributions to the study with me.
 - B. With my report, I will send all of the participants a “thank you” message and invite them to come and discuss the findings with me.
7. Public appearance(s) of the study
 - A. All processes of my research will be discussed with my classmates and professor (Dr. Brotherson) in my qualitative methods class (HDFS 604: Advanced Qualitative Methods) but shall follow the guidelines of confidentiality included in this application (see Part J).
 - B. I will first show my major professor, Dr. Pokos, the findings of my work in the written format know as a thesis.
 - C. After Dr. Prokos and I has reviewed my thesis, I will present my analysis to my Program of Study Committee (POS Committee), which consists of Dr. Stephen Sapp, Dr. Alicia Cast, and Dr. Downing-Matibag.
 - D. I will then defend my thesis for my POS Committee and with the committees approval, I will discuss scholarly publication options.
 - E. I will present my findings at the Sociology Seminars that are held in the Sociology Department for faculty, students, and staff of the department or who are invited.
 - F. I will submit manuscripts to one or more scholarly journals in an effort to publish my findings.
 - G. I will present my findings at Sociology and related disciplines conferences.

14. For studies involving pathology/diagnostic specimens, indicate whether specimens will be collected prospectively and/or already exist “on the shelf” at the time of submission of this review form. If prospective, describe specimen procurement procedures; indicate whether any additional medical information about the subject is being gathered, and whether specimens are linked at any time by code number to the participant’s identity. If this question is not applicable, please type N/A in the response cell.

N/A

15. For studies involving deception or where information is intentionally withheld from participants, such as the full purpose of the study, please explain how persons will be deceived or what information will be withheld. Additionally, a waiver of the applicable elements of consent will be needed. Please complete the "Waiver of Elements of Consent" form (available at the IRB website). If this question is not applicable, please type N/A in the response cell.

N/A

PART F: CONSENT PROCESS

A copy of any translated informed consent documents and an English version should be submitted with the application. Provide the name of the individual who translated the consent documents, their qualifications for translating documents, and in particular informed consent documents, below.

If the consent process does not include documented consent, a waiver of documentation of consent must be requested. If any information about the study is intentionally withheld or misleading (i.e., deception is used), a waiver of the elements of consent must be requested. Forms for requesting waivers are available at the IRB website.

16. Describe the consent process for adult participants (those who are age 18 and older).

I will provide a consent form, based on the ISU Human Subjects Template, to all respondents in the study. The consent form will be discussed verbally with each participant and participants will be given adequate time to carefully read the consent form and to ask questions. I will obtain a signed copy of the consent form and give an unsigned copy to the participant. A copy of the consent form that will be used is attached.

17. If your study involves minor children, please explain how parental consent will be obtained prior to enrollment of the minor(s).

N/A

18. Please explain how assent will be obtained from minors (younger than 18 years of age), prior to their enrollment. Also, please explain if the assent process will be documented (e.g., a simplified version of the consent form, combined with the parental informed consent document). According to the federal regulations assent "...means a child's affirmative agreement to participate in research. Mere failure to object should not, absent affirmative agreement, be construed as assent."

N/A

PART G: DATA ANALYSIS

19. Describe how the data will be analyzed (e.g. statistical methodology, statistical evaluation, statistical measures used to evaluate results).

The transcribed data will be thematically coded using qualitative data analysis methods. The coding will follow the traditional steps of open coding to condense the data into preliminary analytic categories; axial coding to organize the codes that have links or key analytic categories; and selective coding, where I identified and selected data that will support the conceptual coding categories that were developed. I will conduct a last evaluation of my findings to interpret the data and ready it to inform others of my findings.

To further my understanding of the implications hooking up, I will use a micro-analytic content analysis of the transcribed and coded interviews to identify the key factors associated with gendered characteristics and consequences along with scripts used in the hookup culture. I will then select a set of notable themes that are common across the interviews and compile this thematic data into one document to interpret these themes by drawing from current literature to understand their meanings.

PART H: RISKS

The concept of risk goes beyond physical risk and includes risks to participants' dignity and self-respect as well as psychological, emotional, legal, social or financial risk.

20. Yes No Is the **probability** of the harm or discomfort anticipated in the proposed research greater than that encountered ordinarily in daily life or during the performance of routine physical or psychological examinations or tests?
21. Yes No Is the **magnitude** of the harm or discomfort greater than that encountered ordinarily in daily life, or during the performance of routine physical or psychological examinations or tests?
22. Describe any risks or discomforts to the participants and how they will be minimized and precautions taken. Do **not** respond with N/A. If you believe that there will not be risk or discomfort to participants, you must explain why.

The men and women I will interview may feel discomfort while talking about their sexual experiences and intimate relationships. I will provide all participants information about where they can seek help with counseling, support groups, and shelters. These materials will be presented to participant in the form of a handout when the interview is completed or the participant asks to stop the interview. I will explain to each participant that these materials are informational only but due to the sensitivity of sexual relations, I will give each participant a handout.

Interviews will be conducted in a private location deemed comfortable for the participant + researcher.
Previous research has documented incidences where students who were interviewed about their casual sex practices have realized that the situation was actually a rape and/or assault instead of what participants originally felt was a safe and mutual sexual encounter. Although I am not directly researching the implications of sexual and physical assault in hookups, I suspect that issues will arise and am prepared to empathize, allow participants to voice their emotions, and provide all participants with information about sexual misconduct and assault (see attached handout).

per discussion at IRB Meeting, 8/24/10. (LJ)

23. If this study involves vulnerable populations, including minors, pregnant women, prisoners, the cognitively impaired, or those educationally or economically disadvantaged, what additional protections will be provided to minimize risks?

This study does not involve a vulnerable population.

PART I: COMPENSATION

24. Yes No Will participants receive compensation for their participation? If yes, please explain.

Do not make the payment an inducement, only a compensation for expenses and inconvenience. If a person is to receive money or another token of appreciation for their participation, explain when it will be given and any conditions of full or partial payment. (E.g., volunteers will receive \$5.00 for each of the five visits in the study or a total of \$25.00 if he/she completes the study. If a participant withdraws from participation, they will receive \$5.00 for each of the visits completed.) It is considered undue influence to make completion of the study the basis for compensation.

PART J: CONFIDENTIALITY

25. Describe below the methods that will be used to ensure the confidentiality of data obtained. (For example, who has access to the data, where the data will be stored, security measures for web-based surveys and computer storage, how long data or specimens will be retained, anticipated date that identifiers will be removed from completed survey instruments and/or audio or visual tapes will be erased, etc.)

During the research process, lists of respondents contact information, interview recordings and transcripts of the interview proceedings will be kept in a locked desk within a locked office. Only I will have access to these files. Any recordings made of interviews, transcripts, and written records of these interviews will be destroyed following completion of the project.

Names of all participants, including the names of their sexual partners, will be changed to conceal their identity and each participant will be assigned a number at the beginning of the interview. In my thesis and any subsequent publications or presentations that may result from this project, I will omit the names of participant's and use non-identifiable information (i.e. 20-year-old female, sophomore) and/or pseudonyms.

Electronic versions of the data will be kept on a password-protected computer. When results are published, the identity of the participants will remain confidential. The primary researcher will be privy to the participants' true identities. The key linking the real names, the research IDs, and the new IDs for publishing purposes will be stored separately from the recordings and research notes. This key will be in a locked, secure file, and pending the conclusion of the research, it will be destroyed along with the recordings and notes.

PART K: REGISTRY PROJECTS

26. To be considered a registry: (1) the individuals must have a common condition or demonstrate common responses to questions; (2) the individuals in the registry might be contacted in the future; and (3) the names/data of the individuals in the registry might be used by investigators other than the one maintaining the registry.

Yes No Does this project establish a registry?

If "yes," please provide the registry name below.

Checklist for Attachments

Listed below are the types of documents that should be submitted for IRB review. Please check and attach the documents that are applicable for your study:

- A copy of the informed consent document OR Letter of introduction containing the elements of consent
- A copy of the assent form if minors will be enrolled
- Letter of approval from cooperating organizations or institutions allowing you to conduct research at their facility
- Data-gathering instruments (including surveys)
- Recruitment fliers, phone scripts, or any other documents or materials participants will see or hear

The original signed copy of the application form and one set of accompanying materials should be submitted for review. **Federal regulations require that one copy of the grant application or proposal be submitted for comparison with the application for approval.**

FOR IRB USE ONLY:

Action by the Institutional Review Board (IRB):

- Project approved. Date: 8/24/10
- Project is exempt. Date: _____
- Project not approved. Date: _____
- IRB approval is not required. Date: _____
 - Project is not research according to the federal definition.
 - Project does not include human subjects as defined by the federal regulations.

Kerry A. Aguirre
IRB Approval Signature

August 25, 2010
Date

SECTION III: ENVIRONMENTAL HEALTH AND SAFETY INFORMATION

- Yes No Does this project involve human cell or tissue cultures (primary OR immortalized), or human blood components, body fluids or tissues?

PART A: HUMAN CELL LINES

- Yes No Does this project involve human cell or tissue cultures (primary OR immortalized cell lines/strains) that have been documented to be free of bloodborne pathogens? If the answer is "yes," please answer question 1 below and attach copies of the documentation.

- 1) Please list the specific cell lines/strains to be used, their source and description of use.

CELL LINE	SOURCE	DESCRIPTION OF USE

- 2) Please refer to the ISU "Bloodborne Pathogens Manual," which contains the requirements of the OSHA Bloodborne Pathogens Standard. Please list the specific precautions to be followed for this project below (e.g., retractable needles used for blood draws):

Anyone working with human cell lines/strains that have not been documented to be free of bloodborne pathogens is required to have Bloodborne Pathogen Training annually. Current Bloodborne Pathogen Training dates must be listed in Section I for all Key Personnel. Please contact Environmental Health and Safety (294-5359) if you need to sign up for training and/or to get a copy of the Bloodborne Pathogens Manual (<http://www.ehs.iastate.edu/cms/default.asp?action=article&ID=214>)

PART B: HUMAN BLOOD COMPONENTS, BODY FLUIDS OR TISSUES

- Yes No Does this project involve human blood components, body fluids or tissues? If "yes," please answer all of the questions in the "Human Blood Components, Body Fluids or Tissues" section.

- 1) Please list the specific human substances used, their source, amount and description of use.

SUBSTANCE	SOURCE	AMOUNT	DESCRIPTION OF USE
<i>E.g., Blood</i>	<i>Normal healthy volunteers</i>	<i>2 ml</i>	<i>Approximate quantity, assays to be done.</i>

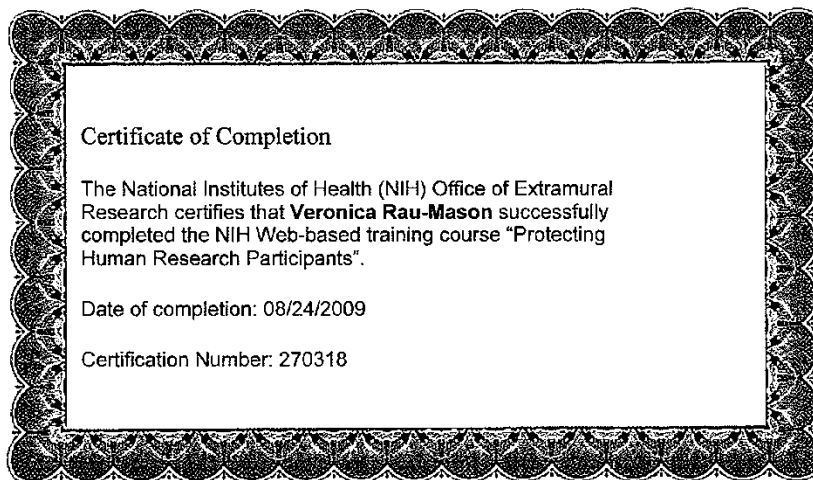
- 2) Please refer to the ISU "Bloodborne Pathogens Manual," which contains the requirements of the OSHA Bloodborne Pathogens Standard. Specific sections to be followed for this project are:

--

Anyone working with human blood components, body fluids or tissues is required to have Bloodborne Pathogen Training annually. Current Bloodborne Pathogen Training dates must be listed in Section I for all Key Personnel. Please contact Environmental Health and Safety (294-5359) if you need to sign up for training and/or to get a copy of the Bloodborne Pathogens Manual (<http://www.ehs.iastate.edu/cms/default.asp?action=article&ID=214>).

Supplemental Materials
INSTITUTIONAL REVIEW BOARD (IRB)
Application for Approval of Research Involving Humans

PROTECTING HUMAN RIGHTS DOCUMENTATION



APPROVAL FROM ISU REGISTRAR OFFICE

From: Minnick, Judy A [REC] <jaminni@iastate.edu>
 To: "Rau-Mason, Veronica L [SOC S]" <vlrau@iastate.edu>
 Date: Tue, Jul 27, 2010 at 9:12 AM
 Subject: RE: IRB Information
 [mailed-byiastate.edu]

Under FERPA, "an institution may disclose personally identifiable information without the student's written consent to school officials whom the institution has determined have a legitimate educational interest." At Iowa State, we have determined that a school official can be a person employed by the institution in an administrative, supervisory, academic or research position. As spokesperson for the Registrar's Office, I believe that Veronica Rau-Mason's study and plans for using/storing/destroying the student record data meets the FERPA regulations.

Please contact me if you have any questions.
 Judy

Judy A. Minnick
 Assistant Registrar and
 Residency Classification Officer
 210 Enrollment Services Center
 Ames, IA 50011-2011
 jaminni@iastate.edu
 515 294-0762
 FAX 515 294-1088

Office for Responsible Research/IRB 05/05/09

11

IRB ID# 10-380**REQUEST FOR WAIVER OF SOME OR ALL ELEMENTS OF CONSENT**

Principal Investigator Name:	Veronica Rau-Mason
Phone Number:	515-231-1123 (cell) or 515-294-8021 (office)
E-mail Address:	vrau@iastate.edu
Title of Study:	Hooking Up on Campus

Iowa State University's Institutional Review Board (IRB) may approve a consent procedure which does not include, or which alters, some or all of the elements of informed consent that are required by the regulations. The IRB may also waive the requirement to obtain informed consent altogether. For either waiver, the investigator must request a waiver and provide sufficient project-specific justification that all criteria listed below are met. *The IRB will make the final determination as to whether or not a waiver is appropriate based on the information provided by the investigator. Please note that the IRB can only approve a waiver if the study is not under the authority of the FDA (e.g., dietary supplement studies).*

Type of Waiver Requested (Place an "X" in the appropriate cell)

<input checked="" type="checkbox"/>	Waiver of <u>All</u> Elements of Consent
<input type="checkbox"/>	Waiver of <u>Some</u> Elements of Consent
Specify Elements to be Waived:	
Specific elements to be waived are obtaining ALL of Iowa State University's undergraduate's identifiable, non-public information from the Office of the Registrar. The information requested includes names, email addresses, sex/gender, age/date of birth, marital status, major, and college.	

1. All of the research plans present no more than minimal risk to participants.

Justification:

All of the research plans present no more than a minimal risk to participants as the interview protocol will only ask students questions regarding their demographics, definitions of sexual and intimate relationships, and their experiences within these relationships. These questions are part of most college students' conversations with friends in their everyday lives. Additionally, all students contacted for an interview will be provided with information regarding the study and informed consent when asked to participate.

A waiver of informed consent to obtain identifiable, non-public records of the undergraduate student body at Iowa State University for selection and contact purposes presents no more than minimal risk to participants. This information requested will include the names, email address, sex/gender, marital status, age/date of birth, major and college, and classification of all undergraduate students currently enrolled at ISU. In addition, this presents no more than minimal risk to students because the information provided will only be used to select and then contact participants to ask for an interview.

Once participants have been contacted, they will be given information in an email and a document that includes all elements of informed consent. These elements include a statement that the study involves research, an explanation of the purposes of the research, the expected duration of the subject's participation, a description of all procedures to be followed, and identification of any products which are experimental. Furthermore, the information obtained from the Registrars Office will be held in a secure location (password-protected computer and locked desk drawer in a locked office) for the duration of the study and then destroyed as soon as participants have been contacted.

2. Not obtaining consent from participants or not including all elements of consent will not adversely affect the rights and welfare of the subjects.

Justification:

Not obtaining consent from participants to use their identifiable, non-public records as means of selection will not adversely affect the rights and welfare of the subjects because this information will only be used to select possible participants and contact them to ask their willingness to participate in the study. The information provided by the Registrar will not be used in any other way than in the selection process and contacting possible participants to ask their willingness to be interviewed. Of those students who will be contacted, they will be giving the elements of informed consent and have the right to decline participation in the study.

Additionally, this study abides to FERPA regulations in which it allows schools to disclose student records, without consent, when there is a legitimate educational interest (34 CFR § 99.31) and is exempt from PPRA as it does not include minors and is not funded by the U.S. Department of Education. Obtaining a list from the Registrars Office is contingent on IRB approval; please see the attached email correspondence for more details.

3. The research could not be practicably carried out without this waiver.

Justification:

The research could not be practicably carried out without the waiver of informed consent for students identifiable, non-public contact information because the information requested is essential in the sampling procedure. Sampling will be conducted using a systematic quota sampling procedure to ensure an equal distribution of males and females throughout all classes. Selection for contact will be as follows: 12 male and 12 female freshman; 10 male and 10 female sophomores; 10 male and 10 female juniors; and 10 male and 10 female seniors. This will allow a variety of students to voice their sexual experiences while attending ISU, which is essential to this study. The students who will be excluded from selection process of the study include minors, students who are older than 25 years of age, married students, and those who pose a conflict of interest.

Using this type of sampling is critical to the research, as previous studies on hooking up have relied on convenience or snowball sampling, which may have affected outcomes of these studies based on the participants they sampled. Research has also indicated that when possible participants are aware that they are part of the small number of persons contacted to be studied, they are more likely to participate. Thus, waiving informed consent for identifiable, non-public records of current ISU students for sampling purposes will increase the likeliness of different personality types, who engage in various intimate behaviors, to participate in this study and will improve the validity of the study.

Furthermore, obtaining this information about the student body reduces the likeliness of contacting a minor or married student. As minors are a vulnerable population, avoiding contacting them for an interview regarding sensitive information, like their sexual experiences, reduces the complications associated with vulnerable populations such as parental permission. Additionally, not contacting married persons also mitigates the chance of interviewing someone who may have engaged in a casual sexual relationship (i.e. hookup) while married which could lead to negative emotional responses associated with infidelity.

4. Subjects will be provided with additional pertinent information after participation (e.g., a debriefing). If this is not appropriate or necessary, please explain why.

Justification:

Subjects whose identifiable, non-public information I obtain from the Registrar's Office will not be contacted with additional pertinent information about this study. Due to the use of student information (for selection and contact purposes only), it is neither appropriate nor necessary to inform students pertinent information about the study. However, those who will be selected and contacted will be given full disclosure about the study and the informed consent document. This will be done in an initial contact through email and again once an interview is scheduled. The pertinent information about the study will be presented in both the email and within an informed consent document which will be attached to the email and presented to the participant prior to conducting the interview. Please see my supplemental materials for the email script and informed consent form.

[Correspondence with the Office of the Registrar at Iowa State University]

From: Veronica Rau-Mason [mailto:vlrau@iastate.edu]
Sent: Monday, July 26, 2010 3:07 PM
To: jaminni@iastate.edu
Subject: IRB Information

Ms. Minnick:

Earlier today I contacted you via phone about some questions I had regarding getting student information from you to conduct a study for my thesis. You told me about the procedure for getting the information and associated costs. I would appreciate if you could email me a statement about you approving the use of student's information for my thesis after I receive approval from the IRB. I would like to include your statement in my IRB application so the committee knows the university agrees to release this information. Once I get the IRB approval, I will be emailing you a confirmation of the IRB's approval and requesting the following undergraduate student information:

- o Names
- o Email addresses
- o Sex/gender
- o Age/Date of Birth
- o Marital Status
- o Major and College
- o Classification (i.e. freshman, sophomore, etc.)

I would greatly appreciate if you could email me a statement that explicitly says that you can disclose this information to me with approval of my study from the IRB. Please let me know if you have any questions or comments for me at this point and if there is any additional information you might need.

Respectfully,

Veronica Rau-Mason

--

Veronica Rau-Mason
Graduate Teaching Assistant
Alpha Kappa Delta-President
Sociology Department
Iowa State University
407 East Hall
(515) 294-8021
vlrau@iastate.edu

From: Minnick, Judy A [REC] <jaminni@iastate.edu>
To: "Rau-Mason, Veronica L [SOC S]" <vlrau@iastate.edu>
Date: Tue, Jul 27, 2010 at 9:12 AM
Subject: RE: IRB Information

Under FERPA, "an institution may disclose personally identifiable information without the student's written consent to school officials whom the institution has determined have a legitimate educational interest." At Iowa State, we have determined that a school official can be a person employed by the institution in an administrative, supervisory, academic or research position. As spokesperson for the Registrar's Office, I believe that Veronica Rau-Mason's study and plans for using/storing/destroying the student record data meets the FERPA regulations.

Please contact me if you have any questions.

Judy

Judy A. Minnick
Assistant Registrar and
Residency Classification Officer
210 Enrollment Services Center
Ames, IA 50011-2011
jaminni@iastate.edu
515 294-0762
FAX 515 294-1088

INFORMED CONSENT DOCUMENT

Title of Study: Hooking Up on Campus

Investigator: Veronica Rau-Mason

This is a research study. Please take your time in deciding if you would like to participate and feel free to ask questions at any time.

INTRODUCTION

The purpose of this study is to understand the practice of hooking up (i.e., casual sexual encounter that ranges from kissing and fondling to oral, anal and/or vaginal sex that only occurs once with a stranger or acquaintance) on college campuses. While there has been a significant amount of research done on hooking up, this study will shed some light on hooking up in contrast to other intimate relationships of college students. You are being invited to participate because you are a student at Iowa State University and you may have engaged in a hookup, which is the subject of this study.

DESCRIPTION OF PROCEDURES

If you agree to participate in this study, your participation will last for approximately one hour. There may be a possibility for follow-up questions at a later time. You may expect the following procedures to be followed: You will be asked to participate in a one-on-one interview with the researcher. Questions will ask about demographic information, your sexual experiences, other relationships, and your feelings about casual and committed sex. Furthermore, you will be asked questions about your peer's experiences with the above-mentioned topics.

In addition to taking notes, interviews will be audio-recorded with your permission. These recordings will be kept confidential at all times and will be placed in a secure location. Your identity will remain confidential, and when the results of this study are published, you will be assigned a pseudonym or your responses will only be linked with non-identifiable information (i.e. 20-year-old female, sophomore). Upon completion of my study, all recordings will be destroyed. You may skip any question that you do not wish to answer or that makes you feel uncomfortable and may end your participation in this study at any time.

RISKS

While participating in this study you may experience the following risks: feelings of discomfort due to sensitive or potentially embarrassing questions.

BENEFITS

If you decide to participate there may be no direct benefit to you. It is hoped that the information gained will benefit society by providing insightful information about hooking up on college campuses.

COSTS AND COMPENSATION

You will have no costs from participating and you will not be compensated for participating.

ISU IRB # 1	10-380
Approved Date:	24 August 2010
Expiration Date:	23 August 2011

PARTICIPANT RIGHTS

Your participation is **completely voluntary** and you may refuse to participate or leave the study at any time. If you decide not to participate or leave the study early, it will not result in any penalty or loss of benefits to which you are otherwise entitled.

CONFIDENTIALITY

Records identifying participants will be kept confidential to the extent permitted by applicable laws and regulations and will not be made publicly available. To ensure confidentiality to the extent permitted by law, the following measures will be taken: During the research process, interview recordings and transcripts of the interview proceedings will be kept in a locked filing cabinet. Only the researcher will have access to these files. Any recordings made of interviews and written records of these interviews will be destroyed following completion of the project. All electronic records will be stored on password-protected computer. Names of all participants will be changed or participants will be assigned non-identifiable information (i.e. 20-year-old female, sophomore) to conceal their identity in the published report and other works that may result from this project. When results are published, your identity will remain confidential.

QUESTIONS OR PROBLEMS

You are encouraged to ask questions at any time during this study:

- For further information about the **study**, please contact:
Primary Investigator: Veronica Rau-Mason, M.S. Candidate at (515) 294- 8021 or vlrau@iastate.edu
Supervising Faculty: Anastasia Prokos, Ph.D. at (515) 294-0515 or aprokos@iastate.edu
Office Address: ISU Department of Sociology, 103 East Hall, Ames, IA 50011
- If you have any questions about the **rights of research subjects or a research-related injury**, please contact the IRB:
Administrator: Alissa Stoehr at (515) 294-4566 or irb@iastate.edu
Director: Diane Ament at (515) 294-3115 or orrweb@iastate.edu
Office Address: Office for Responsible Research, 1138 Pearson Hall, Ames, Iowa 50011

PARTICIPANT SIGNATURE

Your signature indicates that you voluntarily agree to participate in this study, that the study has been explained to you, that you have been given the time to read the document and that your questions have been satisfactorily answered. You will receive a copy of the written informed consent prior to your participation in the study.

Participant's Name (printed) _____

(Participant's Signature) (Date)

INVESTIGATOR STATEMENT

I certify that the participant has been given adequate time to read and learn about the study and all of their questions have been answered. It is my opinion that the participant understands the purpose, risks, benefits and the procedures that will be followed in this study and has voluntarily agreed to participate.

(Signature of Person Obtaining Informed Consent) (Date)

CONTACT SCRIPTS

First Contact Script –EMAIL

Subject: Hooking Up on Campus

Dear (insert students name):

I am emailing you to ask for your help in understanding students' experiences and feelings about hooking up and other intimate relationships you may have had during your enrollment at Iowa State University (ISU). I am contacting you because I am looking for students who have engaged in at least one "hookup" while attending ISU. For this study, hooking up or a "hookup" is defined as a casual sexual encounter that usually occurs only once between two strangers or mere associates which involves a range of sexual behaviors from kissing and fondling to oral, anal, and/or vaginal sex without the intention of a further commitment. The best way to learn about these sexual encounters know as hooking up and other relationships is to interview students at ISU and allow them to voice their personal experiences.

This study is being conducted for my Master's Thesis and will help researchers understand how college students experience hooking up and other intimate relationships along with the meanings associated with them. Your name was one of only a small number of students selected from a list provided to me by the registrar of the over 22,000 current undergraduates at ISU to help in this study. I would appreciate any insight you can offer me regarding your personal experiences with hooking up and intimate relationships that you have had while enrolled at ISU. You and your selected peers will be shedding light on this sensitive topic to help researchers understand contemporary sexual practices and compare them to other relationships

If you have had at least one hookup while enrolled at ISU, I invite you to participate at your nearest convenience in a one-on-one interview with me that will last approximately one hour. Anything discussed during our interview will be voluntary and held to the utmost level of confidentiality. Additionally, any identifying information you provide me during the interview (for example your name) will never be released and what we discuss will never be associated with you. Please review the attached informed consent form to know your rights as a participant. The goal is to get honest answers from students to gain a better understanding of hooking up and other intimate relationships students engage in during their college careers.

Please reply to this email and let me know if you have had at least one hookup while you have attended ISU and if you are interested in scheduling an interview with me to discuss your experiences. Additionally, if you have any questions or comments, please feel free to contact me anytime at vrarau@iastate.edu or by phone at (515) 294-8021. The Institutional Review Board (IRB) at Iowa State University has reviewed and approved this study. If you have any questions or comments about your rights or responsibilities as a participant, you may contact them by telephone at (515) 294-4215.

Respectfully,

Veronica Rau-Mason

Attached: Informed Consent Form

Second Contact Script – EMAIL follow-up (when no response from previous email)

Subject: Hooking Up on Campus

Dear (insert students name):

You were previously contact on [insert date] about your participation in a research study regarding hooking up at ISU. The below email describes the study and requests your participation. As of today, I have not yet heard back from you. I would like to invite you again to participate in the study. Please read the below information and attached informed consent form then let me know if you are interested in contributing to this study. This is your final invitation to participate in this study.

Respectfully,

Veronica Rau-Mason

Attached: previous email
informed consent

[Below will be the first contact email]

Second Contact Script – EMAIL follow-up (when the person DOES NOT meet the qualifications)

Subject: Hooking Up on Campus

Dear (insert students name):

You recently contacted me about possibly participating in a study I am currently conducting on hooking up and other intimate relationships at ISU. Unfortunately, because you have not engaged in at least one hookup you do not qualify to be participate in the study. I appreciate your response and thank you very much for your time.

Sincerely,

Veronica Rau-Mason

Second Contact Script – EMAIL follow-up (when the person DOES meet the qualifications)

Subject: Hooking Up on Campus

Dear (insert students name):

You recently contacted me about participating in a study I am currently conducting on hooking up and other intimate relationships at ISU. I am following up with you regarding your willingness to participate in my study. You qualify to participate in this study and I would like to speak with you regarding your experience with intimate relationships.

Please let me know a time and location for our interview that would be the most convenient for you. I am willing to either go to you to conduct the interview or find a place on campus. I currently have space allocated on campus that is private but if you would like to have our interview off campus, please let me know and we can discuss our options. Feel free to email me at vlrau@iastate.edu or call me at (515)294-8021 to set up a time for the interview. Or if you prefer, you can send me your number and I will call you.

I appreciate your response and willingness to be interview for this study. I look forwarding to hearing back from you and setting up an appointment to conduct our interview.

Respectfully,

Veronica Rau-Mason

Office for Responsible Research/IRB 05/05/09

Thank You Script (after interview is completed)

Subject: Hooking Up on Campus Thank You

Dear (insert name):

Thank you for participating in the study, Hooking Up on Campus. Your time and contributions have been integral to the success of my project. I would like to express my gratitude for your assistance in this study and wish you the best of luck in the future. At a later date, I will be emailing you a report of the findings to express my appreciation by providing you with the results.

Once again, thank you for your help on this project and I will be contacting you soon to deliver a report on the findings.

Thank you,

Veronica Rau-Mason

Additional Thank You Script with Report

Subject: Hooking Up on Campus Thank You with Report

Dear (insert name):

Once again, I would like to thank you for participating in the study, Hooking Up on Campus. Your time and contributions have been integral to the success of my project. I would like to express my gratitude by providing you with the results. Attached you will find a brief report of the findings on hooking up and intimate relationships which could not have happened without your assistance. Once you have reviewed the report, I welcome any questions or comments that you might have about my study.

Once again, thank you for your help on this project and I hope you enjoy the attached report.

Thank you,

Veronica Rau-Mason

INTERVIEW PROTOCOL

Hooking Up on Campus

[Introduction] *(Begin after informed consent has been reviewed, participant was allowed to ask questions, and the form signed, please note: that not all questions will be asked of all participants.)*

As you know, I am doing a project for my thesis about hooking up on campus. I chose to study students understanding and experiences with hooking up and other intimate relationships because I believe they are important topics to study. I have many questions I could ask you, but I am also really interested in what you think is important for us to know, so please feel free to let me know if there is an area you think I've missed!

[Demographics]

To start, can you tell me a little about yourself and academic life? *Ask the following information if not offered by participant*

- Sex/gender?
- Ethnicity?
- Sexual orientation?
- Age/Date of Birth?
- Marital status?
- Religious Affiliation?
- Extra curricular activities?
- Year in School?
- College and major?
- GPA?
- Live on or off campus?
 - If on campus, in Greek housing?

[Defining Intimate Relationships]

As stated in my initial contact with you, I am interested in your understanding of intimate relationships along with your experiences. I would like to begin discussing intimate relationships by talking about your understanding of various types of relationships/sexual encounters.

Can you tell me about/define the following types of relationships/sexual encounters:

- What is dating all about?
- What are friends with benefits?
- What are one-night stands?
- What is hooking up?
- Are there any other types of relationships or sexual encounters you know about?

Can you tell me about the difference and similarities between these types of relationships/sexual encounters?

- How is dating, friends with benefits, one-night stands and hooking up different?
- How is dating, friends with benefits, one-night stands and hooking up similar?

[Intimate Relationships]

As I stated previously, I am interested in your experiences of intimate relationships. I would like to take some time to discuss the types of relationships that you have had while attending ISU.

Can you tell me about any dating experiences you have had at ISU? (i.e. traditional dating) *Ask the following information if not offered by participant*

- Have you gone on a date since attending ISU?
 - If yes, tell me a story about your most recent date.
 - How did you decide you were going to date (who asked who out)?
 - What happened on the date?
 - Who did you go date?
 - How often do you date?
 - How do you feel about dating (good/bad; happy/sad; etc.)?
 - Were there any consequences (good and bad)/aftermath for you or your date because you dated?
 - If yes, what were the consequences and who bore these consequences?
 - Do you think anyone benefited from the date?
 - If yes, who benefited and what were the benefits?
 - Do you think there were costs (literally and figuratively) for the date?
 - If yes, who paid and what were the costs?
 - Anything else you would like to share about your experience(s) with me?
 - If no, why not?

Can you tell me about any friends with benefits you have had at ISU? (i.e. friends who have sex with each other but have no intentions of a relationship)? *Ask the following information if not offered by participant*

- Have you had a friend with benefits since attending at ISU?
 - If yes, tell me about your most recent friend with benefits.
 - When did it go from only friends to friends with benefits?
 - What happened (sexually and friendship wise) between you and your friend with benefits?
 - How often did you and your friend with benefits have sex (daily, weekly, monthly, etc.)?
 - How do you feel about friends with benefits (good/bad; happy/sad; etc.)?
 - Were there any consequences (good and bad)/aftermath for you or your friend with benefits because of your sex or friend relationship?
 - If yes, what were the consequences and who bore those consequences?
 - Do you think anyone benefited from you and your friend with benefits relationship?
 - If yes, what were the benefits and who benefited?
 - do you think there were costs (literally and figuratively) for the friends with benefits relationship?
 - If yes, what were the costs and who paid?
 - Anything else you would like to share about your experience(s) with me?
 - If no, why not?

Can you tell me about a one-night stands you have had at ISU? (i.e. sexual intercourse that occurs only once between two strangers) *Ask the following information if not offered by participant*

- Have you had a one-night stand while attending at ISU?
 - If yes, tell me about your most recent one-night stand.
 - How did this one-night stand begin (who initiated it)?
 - What happened during your one-night stand?
 - About how many one-night stands (2, 5, 10 times) do you think you have had?
 - How do you feel about one-night stands (good/bad; happy/sad; etc.)?
 - Do you know of any consequences (good and bad)/ the aftermath for you or your partner?
 - If yes, what were the consequences and who bore the consequences?
 - Do you think anyone benefited from your last one-night stand?
 - If yes, what were the benefits and who benefited?
 - Do you think there were any cost (literally and figuratively) for the one-night stand?
 - If yes, what were the cost and who paid?
 - Anything else you would like to share about your experience(s) with me?
 - If no, why not?

Can you tell me about your experiences hooking up at ISU? (i.e. a casual sexual encounter that usually occurs only once between two cross-sex heterosexual strangers or mere associates which involves a range of sexual behaviors from kissing and fondling to oral, anal, and/or vaginal sex without the intention of a further commitment.) *Ask the following information if not offered by participant*

- What can you tell me about your most recent hookup experience?
 - Did you know you were going to hookup before you meet your partner (planned to do this beforehand)?
 - Who did you hook up with (i.e. classmate, stranger, etc.)?
 - How did you meet your hookup partner?
 - Who initiated the hookup?
 - What happened before the hookup?
 - How were you feeling before you hooked up (good/bad; happy/sad; etc.)?
 - What happened during the hookup (location, sexual activity, etc.)?
 - How were you feeling during the hookup (good/bad; happy/sad; etc.)?
 - What happened after the hookup?
 - How did you feel after the hookup (good/bad; happy/sad; etc.)?
 - How did you know when the hookup was done?
 - Do you think there were any consequences (good and bad)/ the aftermath for you or your partner?
 - If yes, what were the consequences and who bore the consequences?
 - Do you think anyone benefited from your last hookup?
 - If yes, what were the benefits and who benefited?
 - Do you think there were costs (literally and figuratively) for the hookup?
 - If yes, what were the costs and who paid?
 - Anything else you would like to share about your experience(s) with me?

Have you engaged in any other intimate relationships while attending ISU?

- o If yes, tell me about this type of relationship.
 - What kind of other relationships have you had?
 - How do these types of relationships differ from the previously mentioned relationships?
 - How often have you engaged in this type of relationship?
 - How do you feel about this type of relationship (good/bad; happy/sad; etc.)?
 - What are some of the consequences (good and bad)/aftermath of these relationships?
 - Who do you think benefited from these relationships?
 - What are the benefits?
 - Who do you think paid (figuratively and literally) for this relationships?
 - What are the costs?
- o If not, *[I will conclude the interview]*

[Conclusion]

Those were all the questions I needed to ask you, so please feel free to let me know if there is anything else that you believe I missed. If you think of anything else after you leave today, please feel free to contact me *[give participant my business card]*. Also, I would like to give you the following information on sexual misconduct and abuse that I have or will give to all participants of this study *[give participant the business cards and pamphlets from places that offer these services]*.

Thank you for your participation in my thesis study about hooking up on campus. Once the study is complete, I will be contacting you via email with a report of the findings and ask you for any additional contributions or clarifications you would like to make.

Once again, thank you for your help on this project and I hope you have a nice day!

SEXUAL MISCONDUCT HANDOUT***Information on Sexual Misconduct & Sexual Assault*****Resources:***Confidential Resources-*

- **ACCESS (Assault Care Center Extending Shelter and Support) (515-29-ALERT):** Provides victims with an ACCESS advocate who is trained to assist victims of sexual misconduct and can speak with students confidentially as they process through their experience and consider their options. <http://www.assaultcarecenter.org/>
- **ISU Student Counseling Services (SCS) (515-294-5056):** Students can meet with a confidential mental health counselor. <http://www.public.iastate.edu/~stdtcouns/>
- **ISU Thielen Student Health Center (515-294-5801):** Students can meet with a confidential health care provider. <http://www.health.iastate.edu/about/contact/>
- **Mary Greeley Medical Center (515-239-2011)** <http://www.mgmc.org/>
- **Planned Parenthood of Ames (515-292-1000)** <http://www.plannedparenthood.org/health-center/centerDetails.asp?f=2385>

Campus Resources-

- **Dean of Students Office (515-294-1020):** Staff can assist a student in filing formal complaints or, if the student does not want to file a formal complaint, the staff can work with the student to address concerns over housing, class assignments or schedules, leaves of absence, withdrawal or other academic concerns. The office staff can also assist the student in notifying ISU Police or local law enforcement, if the student so requests. <http://www.dso.iastate.edu/>
- **Margaret Sloss Women's Center (MSWC) (515-294-4154):** The MSWC provides support and information through educational outreach, appropriate referral services, and a safe space. <http://www.dso.iastate.edu/wc/>
- **ISU Police Division (515-294-4428):** Contacting ISU Police does not mean a student must pursue criminal charges. ISU Police can advise students of their options, help preserve evidence while they consider options, and assist students in safety planning. http://www.dps.iastate.edu/?page_id=225

Community Resources-

- **Ames Police Department (Non-Emergency: 515-239-5133 or 911)** <http://www.cityofames.org/Police/>
- **Story County Sheriff's Office (515-382-6566)** <http://www.storycounty.com/dth=+index.aspx?DN=23,6,1,Documents>
- **Story County Attorney's Office (515-382-7255)** <http://www.storycounty.com/index.aspx?DN=9,6,1,Documents>
- **Victim Assistance Program (515-382-7255)** <http://www.storycounty.com/index.aspx?dn=1666,9,6,1,documents>

You can find more information about these services at

<http://www.dso.iastate.edu/sexualmisconduct/> *

If you or someone you know has been sexually assaulted,
you may find the following information helpful:

What to do if you have just been sexually assaulted:

- First, remember that what happened is not your fault. You did not cause the assault, and no matter what happened, you did not deserve it.
- Get to a safe place.
- Try not to change anything at the location where the assault occurred.
- Remember that eating or drinking, showering, brushing your teeth, going to the bathroom, and changing or altering your clothes could destroy physical evidence that may be helpful if you later decide to pursue legal action.
- Consider contacting Story County SART or one of its individual agencies to talk about and possibly report the assault. These agencies can provide you with medical attention, emotional support, and law enforcement services and can help you explore your various options.
- Even if you don't want to file a police report, consider receiving medical attention. A Sexual Assault Nurse Examiner will help ensure that you are healthy, provide options to prevent pregnancy or sexually transmitted infections, and collect valuable evidence that may be useful in the future, even if you are unsure about pursuing legal action now. Physical evidence can only be collected for a short period of time after an assault, but in many cases, a survivor has ten years to decide whether to pursue a criminal case (or ten years after one's 18th birthday if the assault took place prior to the survivor turning 18).
- The medical exam and follow up visits are free in Iowa, even if you do not report the assault to the police.
- You have a right to be believed and to receive appropriate medical, emotional, and legal support if you choose such options.

How to support someone who has just been sexually assaulted:

- Believe them.
- Listen -- without judging.
- Let them know that you support and care about them, that they are not responsible for the incident.
- Emphasize that there is help available.
- Let them know they are not alone.
- Let them know about the services of ACCESS (Assault Care Center Extending Support) and SART (Sexual Assault Response Team).
- Tell them about the ACCESS crisis number answered 24-hours a day (29-ALERT) or 1-800-203-3488).
- Addition information:
 - Crisis and continuing support
 - Common Reactions experienced by many sexual assault survivors

You can find more information at

<http://www.dso.iastate.edu/sexualmisconduct/assaultcare.html> *

Sexual Misconduct FAQ:

1. If I share information about a sexual assault, what is the difference between confidentiality and privacy?

CONFIDENTIAL: Under Iowa law, communications with some individuals are *confidential*. This means that any information shared by the victim/survivor with a specific individual will not be used against him or her in court or shared with others. This individual cannot be subpoenaed to testify against the victim/survivor in a court of law.

Students should always confirm whether confidentiality applies to the communication. Generally, confidentiality applies when a student seeks services from the following persons:

- o ACCESS advocate
- o Psychological counselor (including counselors at ISU Student Counseling Services)
- o Health care provider (including medical professionals at ISU Thielen Student Health Center)
- o Personal attorney
- o Religious/spiritual counselor

PRIVATE: Iowa State University is committed to creating an environment that encourages students to come forward if they have experienced any form of sexual misconduct. The university will safeguard the identities of the students who seek help or who report sexual misconduct. That is, university employees will seek to keep the information private (other than a counselor or medical provider).

A university employee cannot guarantee complete confidentiality, but the individual can guarantee privacy. Information is disclosed only to select officials who have an essential need to know in order to carry out their university responsibilities. As is the case with any educational institution, the university must balance the needs of the individual student with its obligation to protect the safety and well being of the community at large. Therefore, depending on the seriousness of the alleged incident, further action may be necessary, including a campus security alert. The alert, however, would never contain any information identifying the student who brought the complaint.

2. What options do I have for reporting sexual misconduct?

In addition to supporting individual students affected by sexual misconduct, the university takes all incidents seriously and has a responsibility to address misconduct. When sexual misconduct involves criminal behavior, students are strongly encouraged to report the situation to law enforcement. The Dean of Students Office will assist the student in notifying ISU Police or local law enforcement if the student so requests. An incident can be reported even if the student has not decided whether to take legal action. Nonetheless, students are always free to report and are encouraged to share instances of such behavior with the Dean of Students Office (contact information below) regardless of whether or not they choose to press formal criminal charges with law enforcement.

Students are strongly encouraged to report incidents of, or share information about, sexual misconduct as soon as possible. This is true even if the student with a complaint or a witness may have concern that his or her own alcohol or drug use, or other prohibited activity were involved. The Office of Judicial Affairs will not pursue disciplinary violations against a student with a complaint or a witness for his or her improper use of alcohol or drugs if the student is making a good faith report of sexual misconduct.

The university can take action only if the university is made aware of the behavior. If a university administrator becomes aware of a complaint or other violation of this policy, the administrator should bring the information to the Dean of Students Office so that concerns are heard and services can be offered to the affected students.

The university strongly encourages prompt reporting of complaints and information rather than risking any student's well being. Although there is no time limit on the reporting of formal charges with the university, the university may ultimately be unable to adequately investigate if too much time has passed or if the accused student has graduated. Factors that could negatively affect the university's ability to investigate include the loss of physical evidence (e.g., prompt medical examinations are critical to preserving the physical evidence of sexual assault), the potential departure of witnesses, or loss of memory.

The university strongly encourages students to report concerns to either or both of the following offices:

- o For emergencies, contact 911. For non-emergencies, or if criminal behavior is involved, students are encouraged to contact ISU Police by telephone at 515-294-4428 or in person at room 55, Armory Building. **Contacting ISU Police does not mean you must pursue charges. ISU Police can advise you of your options and can also preserve evidence while you consider your options.**
- o To seek assistance and support, or to report misconduct, contact the Dean of Students Office (1010 Student Services Building, 515-294-1020, dso@iastate.edu).
 - In all situations, the university's goal is to treat the student who reports misconduct with sensitivity and fairness, while also ensuring the accused individual receives due process if any disciplinary action is to be imposed.
 - The Dean of Students Office will make a student services staff member available to a student with a complaint if the student would like assistance throughout any university investigation or adjudication process. This staff member is not an "advocate" as that term is used below (see "Confidential Advocacy and Support"), nor is that staff person a representative who will speak on behalf of the student in any investigatory or adjudication process. Rather, the staff member serves as a point of contact to answer questions and explain processes, join the student in meetings, and make sure the student's expressed needs are being addressed.
 - For complaints against other students, the Student Disciplinary Regulations shall govern the complaint, investigation, and adjudication process through the Office of Judicial Affairs. See the following sections of the Student Disciplinary Regulations:
 - Section 2.1 - "Student Rights and Responsibilities"
 - Section 2.2 - "Complainant Rights and Responsibilities"
 - Section 5 - "Process"
 - For complaints against faculty or staff, the investigation and adjudication may ultimately occur through the Office of the Executive Vice President and Provost (for faculty) or the Office of Equal Opportunity and Diversity (for non-faculty employees). For complaints against faculty, the Faculty Handbook will govern the process.
 - In situations where an accused student faces both a disciplinary complaint and a criminal charge, the university reserves the right to move forward with the disciplinary investigative and adjudication process at the same time the criminal process is proceeding.

3. What are the benefits of reporting a sexual assault to the police?

Contacting ISU Police does not mean you must pursue charges. ISU Police can advise you of your options and can also preserve evidence while you consider your options. ISU Police can also advise you on safety planning techniques.

For emergencies, contact 911. For non-emergencies students are encouraged to contact ISU Police by telephone at 515-294-4428 or in person at room 55, Armory Building. Or, contact the Ames Police Department by telephone at 515-239-5133 or in person at 515 Clark Avenue.

4. What if I'm I have become aware of an incident of sexual misconduct?

Share the following information:

1. Let the person know she or he can contact ACCESS (Assault Care Center Extending Shelter and Support) to speak with a confidential, state-certified victim advocate who is trained to work specifically with victims of sexual assault. The advocate can explain all of the options available to the person and also support the person through any of the next steps, which may include counseling, medical, university disciplinary processes, or law enforcement notification. If possible, offer the person the use of your phone and a private space to make the call.
2. Let the person know there are other resources in addition to the ACCESS advocate. Again, if possible, offer the person the use of your phone and a private space to make the call, or offer to walk with the person to any of the on-campus offices.
 - a **Medical Services:** the person may want to seek confidential medical attention to care for her or himself or to preserve evidence of the assault in the event criminal charges might be contemplated later. In Iowa, these exams are free.
 - i Confidential medical care only
 - 1 Mary Greeley Medical Center
 - 2 Planned Parenthood of Ames
 - 3 Thielen Student Health Center
 - ii Preservation of evidence through forensic exam
 - 1 Mary Greeley Medical Center
 - 2 Planned Parenthood of Ames
 - b **Counseling Services:** the person may want to speak with a professional counselor in a confidential setting.
 - i Student Counseling Center
 - c **Law Enforcement:** the person may wish to contact law enforcement even if the person has not decided whether to pursue criminal charges. Police can advise the person of options, help preserve evidence while the victim considers those options, and assist in safety planning and consideration. Contacting law enforcement does not mean the person must pursue criminal charges.
 - i ISU Police
 - ii Ames Police
 - d **Dean of Students Office:** a student can speak with the Dean of Students Office staff for any of the following matters:
 - i Assistance with classes or housing
 - ii Information about interim steps to protect the student or campus
 - iii Information about the student disciplinary process
 - iv Additional services or resources on campus or in the community
3. Let the person know that you need to disclose the assault to the Dean of Students Office for purposes of complying with the Clery Act (a federal law requiring that campuses report and track crime statistics). This disclosure can be as broad or narrow as the person wants -- you do not need to disclose the name of the person you are meeting with if that person does not give permission to do so. In that case, simply report as much about the assault as you can (date, location) without identifying the person. To notify the Dean of Students Office, call 515-294-1020.
4. Let the person know about the Sexual Misconduct webpage -- consider showing the person the web page in your office and printing off a copy. The webpage has many resources and other helpful information for a person who has experienced a sexual assault.
5. Let the person know you believe and support her or him, and that you hope they will take some steps to help and care for her or himself.

5. Why am I encouraged to report an incident of sexual misconduct to the Dean of Students Office?

The Dean of Students staff can assist a student in filing formal complaints or, if the student does not want to file a formal complaint, the staff can work with the student to address concerns over housing, class assignments or schedules, leaves of absence, withdrawal or other academic concerns. The office staff can also assist the student in notifying ISU Police or local law enforcement, if the student so requests.

The Dean of Students Office will make a student services staff member available to a student with a complaint if the student would like assistance throughout any university investigation or adjudication process. This staff member serves as a point of contact to answer questions and explain processes, join the student in meetings, and make sure the student's expressed needs are being addressed. This staff member is not an "advocate" (as described in the sexual misconduct policy) nor is that staff person a representative who will speak on behalf of the student in any investigatory or adjudication process.

In all situations, the university's goal is to treat the student who reports misconduct with sensitivity and fairness, while also ensuring the accused individual receives due process if any disciplinary action is to be imposed.

The Dean of Students Office and ISU Police may take immediate interim actions to protect the safety of the university community, to enable students with complaints and witnesses to continue studies, and to ensure the integrity of an investigation. These actions may include:

- o Interim suspension of the accused student
- o No-contact notices
- o Modifying class or work schedules
- o Making alternate housing arrangements
- o Addressing other academic concerns (e.g., absences, assignments, grades, leaves of absence, withdrawal)

To seek assistance and support, or to report misconduct, contact the Dean of Students Office (1010 Student Services Building, 515-294-1020, dso@iastate.edu).

5. Should I report a sexual assault if I was drinking underage when it occurred?

Students are strongly encouraged to report incidents of, or share information about, sexual misconduct as soon as possible. This is true even if the student with a complaint or a witness may have concern that his or her own alcohol or drug use, or other prohibited activity were involved. The Office of Judicial Affairs will not pursue disciplinary violations against a student with a complaint or a witness for his or her improper use of alcohol or drugs if the student is making a good faith report of sexual misconduct.

6. Does it make a difference if the sexual misconduct occurs on or off campus?

No. According to the university Student Disciplinary Regulations, sections 4.1.2 and 4.1.3, the sexual misconduct, sexual assault, and sexual harassment policy covers both on-campus and off-campus conduct, as those terms are described below.

On-Campus Violations: The campus includes the geographic confines of the university, including its land, institutional roads and buildings, its leased premises, common areas at leased premises, the property, facilities and leased premises of organizations affiliated with the university, such as the Memorial Union, university housing, and university-recognized housing. University housing includes all types of university residence housing such as halls and apartments. University-recognized housing includes fraternity and sorority chapter dwellings.

Off-Campus Violations: Students should be aware that off campus violations that affect a clear and distinct interest of the university are subject to disciplinary sanctions. As examples, sexual misconduct and harassment are within the university's interests when the behavior:

- o Involves conduct directed at or by a university student or other member of the university community (e.g., private house party, outside employment);
- o Occurs during university-sponsored events (e.g., field trips, social or educational functions, university-related travel, student recruitment activities, internships and service learning experiences);
- o Occurs during the events of organizations affiliated with the university, including the events of student organizations;
- o Occurs during a Study Abroad Program or other international travel; or
- o Poses a disruption or threat to the university community.

7. Why should I seek medical attention when I haven't decided whether I want to report the assault to the police or the university?

Seeking medical attention can help you in many ways. First, seeking medical attention can help you take care of your own health by checking for injuries, treating those injuries, and addressing the possibility of sexually transmitted infections.

Second, a forensic medical exam can preserve evidence of the assault. This is important even if you are currently undecided about your next steps because you may later decide to pursue criminal charges or university disciplinary charges - that evidence can help in both situations. A medical exam is not, however, required before pursuing criminal or university disciplinary charges.

In Iowa, initial medical exams are free for a person who has been sexually assaulted.

8. Where can I find information about ISU crime statistics?

http://www.dps.iastate.edu/pdfs/08safety_you.pdf

9. Where can I find information on how to reduce my risk of being a victim of sexual assault?

http://www.dps.iastate.edu/pdfs/08safety_you.pdf

You can find more information about what to do after an incident of sexual misconduct at

<http://www.dso.iastate.edu/sexualmisconduct/faqs.html#confidentiality> *

These documents have been slightly altered from the website(s) to include more contact information and make it applicable for students

IRB: First Modifications

IOWA STATE UNIVERSITY
 OF SCIENCE AND TECHNOLOGY

 Institutional Review Board
 Office for Responsible Research
 Vice President for Research
 1138 Pearson Hall
 Ames, Iowa 50011-2207
 515 294-4566
 FAX 515 294-4267

Date: 10/12/2010
To: Veronica Rau-Mason
 407 East Hall
CC: Dr. Anastasia H Prokos
 310 East Hall
From: Office for Responsible Research
Title: Hooking Up on Campus
IRB Num: 10-380
Approval Date: 10/11/2010
Continuing Review Date: 8/23/2011
Submission Type: Modification
Review Type: Full
 Committee

The project referenced above has received approval from the Institutional Review Board (IRB) at Iowa State University. Please refer to the IRB ID number shown above in all correspondence regarding this study.

Your study has been approved according to the dates shown above. To ensure compliance with federal regulations (45 CFR 46 & 21 CFR 56), please be sure to:

- **Use only the approved study materials** in your research, including the recruitment materials and informed consent documents that have the IRB approval stamp.
- **Obtain IRB approval prior to implementing any changes** to the study by submitting the "Continuing Review and/or Modification" form.
- **Immediately inform the IRB of (1) all serious and/or unexpected adverse experiences** involving risks to subjects or others; and (2) **any other unanticipated problems** involving risks to subjects or others.
- **Stop all research activity if IRB approval lapses**, unless continuation is necessary to prevent harm to research participants. Research activity can resume once IRB approval is reestablished.
- **Complete a new continuing review form** at least three to four weeks prior to the **date for continuing review** as noted above to provide sufficient time for the IRB to review and approve continuation of the study. We will send a courtesy reminder as this date approaches.

Research investigators are expected to comply with the principles of the Belmont Report, and state and federal regulations regarding the involvement of humans in research. These documents are located on the Office for Responsible Research website <http://www.compliance.iastate.edu/irb/forms/> or available by calling (515) 294-4566.

Upon completion of the project, please submit a Project Closure Form to the Office for Responsible Research, 1138 Pearson Hall, to officially close the project.

IRB

For IRB Use Only	Modification Approval Date <u>October 11, 2010</u>	SEP 15 2010
	Continuing Review Approval Date _____	
	Approval Expiration Date: <u>August 23, 2011</u>	

ISU HUMAN SUBJECTS CONTINUING REVIEW AND/OR MODIFICATION FORM

TYPE OF SUBMISSION: Continuing Review Modification Continuing Review and Modification

Principal Investigator: Veronica Rau-Mason		Phone: 515-231-1123 (cell) 515-294-8021 (office)
Degree: AA and BS	Correspondence Address: 407 East Hall, Iowa State University	
Department: Sociology	E-mail Address: vrau@iastate.edu	
Project Title: Hooking Up on Campus		
IRB ID: 10-380	Date of Last Continuing Review: N/A	
Alternate Contact:		Phone:
Correspondence Address:		Email Address:
IF STUDENT PROJECT		
Name of Major Professor: Anastasia Prokos	Phone: 515-294-0515	E-mail Address: aprokos@iastat.edu
Department: Sociology and Women's Studies	Campus Address: 310 East Hall, Iowa State University	

FUNDING INFORMATION:

<input type="checkbox"/> External Grant/Contract	<input type="checkbox"/> Internal Support (no specific funding source) or Internal Grant (indicate name below)
Name of Funding Source:	OSPA Record ID on Gold Sheet:
<input type="checkbox"/> Part of Training, Center, Program Project Grant – Director:	Overall IRB ID No:
<input checked="" type="checkbox"/> Student Project—No funding or funding provided by student	

CONFLICT OF INTEREST

The proposed project or relationship with the sponsor requires the disclosure of significant financial interests that present an actual or potential conflict of interest for investigators involved with this project. By signing this form, all investigators certify that they have read and understand ISU's Conflict of Interest policy as addressed by the ISU Faculty Handbook (<http://www.provost.iastate.edu/faculty>) and made all disclosures required by it.)

Do you or any member of your research team have a conflict of interest? Yes No
 If yes, has the appropriate disclosure form been completed? Yes No

ASSURANCE

I certify that the information provided in this application is complete and accurate and consistent with proposal(s) submitted to external funding agencies. I agree to provide proper surveillance of this project to insure that the rights and welfare of the human subjects are protected. I will report any adverse reactions to the IRB for review. I agree that modifications to the originally approved project will not take place without prior review and approval by the Institutional Review Board, and that all activities will be performed in accordance with state and federal regulations and the Iowa State University Federal Wide Assurance.

Veronica Rau-Mason 9/14/10
 Signature of Principal Investigator Date

Student Projects: Faculty signature indicates that this application has been reviewed and is recommended for IRB review.

Anastasia Prokos 9-14-2010 Kerry A. Applegate October 11, 2010
 Signature of Supervising Faculty Date IRB Approval Signature Date

For IRB Use Only	EXPEDITED per 45 CFR 46.110(b) _____, Category _____, Letter _____
	STUDY REMAINS EXEMPT per 45 CFR 46.101(b) _____
	WAIVER of SIGNED CONSENT per 45 CFR 46.117(c) _____
	WAIVER of ELEMENTS of Consent per 45 CFR 46.116 _____
	VULNERABLE POPULATION per 45 CFR 46. _____

Full

DIRECTIONS: Section I: Key Personnel must be completed for all applications. Please complete Section II if this is an application for Continuing Review. If this is an application for continuing review and you will be modifying your project, please complete all sections of the form. **If this application is only to request approval for a modification or change to your study, please complete Section I: Key Personnel and Section III: Proposed Modifications or Changes.** Please answer each question. If the question does not pertain to this study, please type not applicable (N/A).

SECTION I: KEY PERSONNEL

List all current members of the project personnel, including any additions and excluding any deletions as described in Section III. This information is intended to inform the committee of the training and background of the investigators and key personnel.

NAME & DEGREE(S)	POSITION AT ISU & ROLE ON PROJECT	TRAINING & DATE OF TRAINING
✓ Veronica Rau-Mason, AA and BS	Graduate Student, Teaching Assistant and Primary Investigator	Protecting Human Research Participants- 08/24/09
✓ Anastasia Prokos, PhD	Assistant Professor of Sociology and Women's Studies; Project Supervisor	02/12/08

SECTION II: CONTINUING REVIEW

Part A: Enrollment Status

1. Yes No Is the research **permanently** closed to the enrollment of new participants?
2. Yes No Have **all** participants completed all research-related interventions?
3. Yes No Does research remain active only for long-term follow-up of participants?
4. Yes No Are the remaining research activities limited to data analysis? OR
5. Yes No Participant enrollment has not begun and no additional risks have been identified.

For definitions and guidance on how to determine enrollment, please see the document entitled **Enrollment and Accrual of Study Participants on the IRB website.**

Number of Participants Approved for Enrollment by IRB: 84	
Total Number of Participants Enrolled in the Study to Date: 0 Males: 0 Females: 0 [Have not begun interviewing]	
Number of Screen Failures (participants who were screened and deemed ineligible) to date: 0	
Check if any enrolled participants are: <input type="checkbox"/> Minors (under 18). Age Range of Minors: _____ <input type="checkbox"/> Pregnant Women/Fetuses <input type="checkbox"/> Cognitively Impaired <input type="checkbox"/> Prisoners	Check below if this project involves: <input type="checkbox"/> Existing Data/Records <input type="checkbox"/> Secondary Analysis <input type="checkbox"/> Pathology/Diagnostic Specimens
List Below the Estimated Percent of the Total Enrolled That Are Minorities	
American Indians:	Alaskan Native:
Asian or Pacific Islander:	African American:
Black (Not of Hispanic Origin):	Hispanic:

1. Yes No Have any participants withdrawn or have you asked any participants to withdraw from the study?

List number for each and reason for withdrawal:

N/A

Part B: Protocol Summary – Please use the amount of space needed to adequately address the questions.

1. Please provide a concise summary of the purpose and main procedures of the study.

This study will explore how students make sense of the sexual behaviors they participate in on college campuses and the way that this is related to the term "hooking up" (i.e., a casual sexual encounter that ranges from kissing and fondling to oral, anal, and/or vaginal sex that only occurs once between strangers or acquaintances). The focus of this study is on how men and women experience a hookup and the meanings associated with this practice. I will conduct 15-20 in-depth interviews with current, male and female juniors at Iowa State University regarding the meanings they associate with the hooking up experience.

2. Please provide a summary of how the study is progressing (e.g., progress to date in terms of the overall study plan, success or problems encountered, reasons enrollment has not begun, etc.)

I have not begun to enroll participants in the study, despite previous IRB approval, because I wanted my POS Committee to review my research design. After meeting with my committee we have decided to make minor changes in the focus of the study.

3. Is there any new information (positive or negative) from this study (e.g., interim analysis) or elsewhere (e.g., current literature) that might affect someone's willingness to enroll or continue in the study? It is especially important for the investigator to notify the IRB of literature or information that's relevant to the risks to participants in the study.

I do not know of any information that may change the likeliness of a participant enrolling in this study.

4. Please provide a summary of amendments or modifications since last IRB review.

My proposed changes are to slightly alter the wording in my interview protocol and contact scripts, along with my sample size and participant selection. This also includes changes to my waiver of informed consent and informed consent document. These changes will be made to focus on meanings students have in using the term "hooking up" and to simplify the sampling procedure which will reduce the amount of student information provided by the Registrar's Office.

Part C: Adverse Events and Unforeseen Problems

1. Yes No Have there been any adverse events or unanticipated problems involving risks to participants or other people?

If yes, please describe the event(s).

N/A

If yes, was it reported to the IRB? Date reported

If report was not submitted, please explain why.

N/A

2. Yes No Have there been any participant complaints?

If yes, please describe.

N/A

Attach any reports submitted to NIH or a Data and Safety Monitoring Board. Attached N/A

Part D: Informed Consent

1. Yes No If a signed Informed Consent Form was required, was Informed Consent obtained from all participants?

If no, please explain.

No possible participants have been contacted.

2. Yes No Are all signed Informed Consent Forms on file with the PI?

If no, please explain.

No possible participants have been contacted.

3. Attached N/A Submit a copy of the currently approved Informed Consent Document or informational letter and an original unstamped copy so a current IRB approval stamp can be added. If changes have been made, please submit the original, a copy with the changes highlighted, and a copy to be stamped with IRB approval.

- Attached N/A Submit an unstamped copy of all survey instruments, interview questions, recruitment materials, instructions, and all other material participants will see or hear during their participation so that a current IRB approval stamp can be added. Any changes to materials should be described in Section III. Please also submit the original, a copy with the changes highlighted, and a copy to be stamped with IRB approval.

SECTION III: PROPOSED MODIFICATIONS OR CHANGES

If this application is to request approval for modification or changes to your project, please complete Section I: Key Personnel and Section III.

The submission of a modification form is required whenever any changes are made to an approved project. This includes, but is not limited to, a title change, changes in investigators, resubmission of a grant proposal involving changes to the original proposal, changes in the funding source, changes to data collection materials and informed consent documents, advertisements, confidentiality measures, inclusion/exclusion criteria, reports from a data safety and monitoring board, addition of a test instrument, etc. **NOTE: All changes must be submitted and approved by the IRB prior to their implementation unless the change is necessary to protect the safety of participants.**

1. Yes No Does your project now require approval from another institution?

If yes, please attach letters of approval.

2. The following modification(s) are being made (check all that apply):

- Change in protocol/procedures.
- Change in type or total number of participants. New anticipated total: 20 total- 10 males and 10 females
- Change in informed consent document.
- Change in co-investigator(s). New co-PI name:

Signature of new Co-PI: _____

- Change in funding source/sponsor. **If federally funded**, please attach copy of grant proposal.
- Other (e.g., change in project title, adding new materials, adding advertisement, etc.)

- Personnel/staff changes since the last IRB approval was granted? Please complete the following table as appropriate. **NOTE:** If the change involves a new Principal Investigator, a new Human Subjects Review form must be submitted.

Add	Delete	Last Name	First Name

3. Describe the modification(s) indicated above in sufficient detail for evaluation independent of any other documents. Be sure to describe all changes in detail and provide a rationale for the changes. When submitting revised documents please submit one clean copy of the new document and a copy with the changes highlighted.

The informed consent document has been changed to reflect this alteration in the direction of the research. The introduction was changed to emphasize the meanings the student has with using the term "hooking up," along with removing the definition to allow the participant to give the researcher their definition of this sexual practice. Also, the wording in the procedures section has been changed to inform the participant of the new questions that will be asked.

Additionally, changes in contact scripts include the removal of the definition of hooking up and to express that the researcher is interested in the meanings and feelings associated with using the term "hooking up." This change will alter the previous emphasis on the experience the student has while hooking up and is necessary to inform the possible participant of what the interview and study will entail.

Modification to the interview protocol includes removing some of the demographic questions (those that will be provided by the Registrar's Office), altering the questions to a more open-ended format, and removal the specific questions about non-hook up sexual encounters. This has been done to allow for an in-depth interview process with participants and as a result of changing the focus of the study.

With the change in the focus of the study, the sampling procedure has also been modified for this research. The total sample size has been reduced to a total of 20 participants including 10 males and 10 females from a total of 84. Additionally, the population to be sampled was reduced from all undergraduates at ISU in the sampling frame to only juniors. *A random sample will be used. (per email 10/10/10)*

However, the information provided by the Registrar's Office has been increased to include: names, email addresses, in-session addresses, age/date of birth, sex/gender, marital status, religious affiliation, ethnicity, major/college, and GPA which are indicated in the altered waiver of informed consent form. I will use this information as background information about the students and to compare interview responses of participants during analysis (For example: if academic performance which is indicated by a student's GPA seems to have an effect on their definition of a hook up).

IRB ID# 10-380

REQUEST FOR WAIVER OF SOME OR ALL ELEMENTS OF CONSENT

Principal Investigator Name:	Veronica Rau-Mason
Phone Number:	515-231-1123 (cell) or 515-294-8021 (office)
E-mail Address:	vrau@iastate.edu
Title of Study:	Hooking Up on Campus

Iowa State University's Institutional Review Board (IRB) may approve a consent procedure which does not include, or which alters, some or all of the elements of informed consent that are required by the regulations. The IRB may also waive the requirement to obtain informed consent altogether. For either waiver, the investigator must request a waiver and provide sufficient project-specific justification that all criteria listed below are met. *The IRB will make the final determination as to whether or not a waiver is appropriate based on the information provided by the investigator. Please note that the IRB can only approve a waiver if the study is not under the authority of the FDA (e.g., dietary supplement studies).*

Type of Waiver Requested (Place an "X" in the appropriate cell)

<input checked="" type="checkbox"/>	Waiver of <u>All</u> Elements of Consent
<input type="checkbox"/>	Waiver of <u>Some</u> Elements of Consent
<p>Specify Elements to be Waived:</p> <p>Specific elements to be waived are obtaining the identifiable, non-public information from the Office of the Registrar at Iowa State University regarding students who are classified as juniors. The information that will be obtained without consent include: names, in session addresses, email addresses, sex/gender, age/date of birth, marital status, ethnicity, religious affiliation, major and college, and GPA, when available. Note: gender/sex, marital status, ethnicity, and religious affiliation are optional for students to choose to report. Therefore, the Registrar's Office may not have this information on all juniors at Iowa State University.</p>	

1. All of the research plans present no more than minimal risk to participants.

Justification:

All of the research plans present no more than a minimal risk to participants as the interview protocol will only ask students questions regarding their definitions of sexual and intimate relationships, the meanings they associate with these definitions, and their experiences within these relationships. These questions are part of most college students' conversations with friends in their everyday lives. Additionally, all students contacted for an interview will be provided with information regarding the study and informed consent when asked to participate.

A waiver of informed consent to obtain identifiable, non-public records of the undergraduate junior student body at Iowa State University for selection and contact purposes presents no more than minimal risk to participants. This information requested will include the names, in session addresses, email addresses, sex/gender, age/date of birth, marital status, ethnicity, religious affiliation, major and college, and GPA of junior students currently enrolled at ISU. In addition, this presents no more than minimal risk to students because the information provided will only be used to select and then contact participants to ask for an interview.

Once participants have been contacted, they will be given information in an email and a document that includes all elements of informed consent. These elements include a statement that the study involves research, an explanation of the purposes of the research, the expect duration of the subject's participation, a description of all procedures to be followed, and identification of any products which are experimental. Furthermore, the information obtained from the Registrar's Office will be held in a secure location (password-protected computer and locked desk drawer in a locked office) for the duration of the study and then destroyed as soon as participants have been contacted.

2. Not obtaining consent from participants or not including all elements of consent will not adversely affect the rights and welfare of the subjects.

Justification:

Not obtaining consent from participants to use their identifiable, non-public records as means of selection will not adversely affect the rights and welfare of the subjects because this information will only be used to select possible participants and contact them to ask their wiliness to participate in the study. The information provided by the Registrar will not be used in any other way then in the selection process and contacting possible participants to ask their wiliness to be interviewed. Of those students who will be contacted, they will be giving the elements of informed consent and have the right to decline participation in the study.

Additionally, this study abides to FERPA regulations in which it allows schools to disclose student records, without consent, when there is a legitimate educational interest (34 CFR § 99.31) and is exempt from PPRA as it does not include minors and is not funded by the U.S. Department of Education. Obtaining a list from the Registrar's Office is contingent on IRB approval; please see the attached email correspondence for more details.

3. The research could not be practicably carried out without this waiver.

Justification:

The research could not be practicably carried out without the waiver of informed consent for students identifiable, non-public contact information because the information requested is essential in the sampling procedure. Sampling will be conducted using a systematic quota sampling procedure to ensure an equal distribution of males and females who are classified as a junior by ISU's classification system. Selection for contact will be as follows: 10 male and 10 female junior students will be contacted to ask their willingness to participate in my research study on hooking up. Eligibility will be determined only on the criteria that the person contacted has engaged in at least one "hook up" while attending ISU. This sampling procedure will allow for an equal amount of male and female junior students to voice their sexual experiences and meanings associated with it while attending ISU, which is essential to this study. The students who will be excluded from selection process of the study include minors, students who are older than 25 years of age, married students, and those who pose a conflict of interest.

Using this type of sampling is critical to the research, as previous studies on hooking up have relied on convenience or snowball sampling, which may have affected outcomes of these studies based on the participants they sampled. Research has also indicated that when possible participants are aware that they are part of the small number of persons contacted to be studied, they are more likely to participate. Thus, waiving informed consent for identifiable, non-public records of current ISU students for sampling purposes will increase the likelihood of different personality types, who engage in various intimate behaviors, to participate in this study and will improve the validity of the study.

Furthermore, obtaining this information about the student body reduces the likelihood of contacting a minor or married student. As minors are a vulnerable population, avoiding contacting them for an interview regarding sensitive information, like their sexual experiences, reduces the complications associated with vulnerable populations such as parental permission. Additionally, not contacting married persons also mitigates the chance of interviewing someone who may have engaged in a casual sexual relationship (i.e. hookup) while married which could lead to negative emotional responses associated with infidelity.

4. Subjects will be provided with additional pertinent information after participation (e.g., a debriefing). If this is not appropriate or necessary, please explain why.

Justification:

Subjects whose identifiable, non-public information I obtain from the Registrar's Office will not be contacted with additional pertinent information about this study. Due to the use of student information (for selection and contact purposes only), it is neither appropriate nor necessary to inform students pertinent information about the study. However, those who will be selected and contacted will be given full disclosure about the study and the informed consent document. This will be done in an initial contact through email and again once an interview is scheduled. The pertinent information about the study will be presented in both the email and within an informed consent document which will be attached to the email and presented to the participant prior to conducting the interview. Please see my supplemental materials for the email script and informed consent form.

[Correspondence with the Office of the Registrar at Iowa State University]

From: Veronica Rau-Mason [mailto:vlrau@iastate.edu]
Sent: Monday, July 26, 2010 3:07 PM
To: jaminni@iastate.edu
Subject: IRB Information

Ms. Minnick:

Earlier today I contacted you via phone about some questions I had regarding getting student information from you to conduct a study for my thesis. You told me about the procedure for getting the information and associated costs. I would appreciate if you could email me a statement about you approving the use of student's information for my thesis after I receive approval from the IRB. I would like to include your statement in my IRB application so the committee knows the university agrees to release this information. Once I get the IRB approval, I will be emailing you a confirmation of the IRB's approval and requesting the following undergraduate student information:

- o Names
- o Email addresses
- o Sex/gender
- o Age/Date of Birth
- o Marital Status
- o Major and College
- o Classification (i.e. freshman, sophomore, etc.)

I would greatly appreciate if you could email me a statement that explicitly says that you can disclose this information to me with approval of my study from the IRB. Please let me know if you have any questions or comments for me at this point and if there is any additional information you might need.

Respectfully,

Veronica Rau-Mason

--

Veronica Rau-Mason
Graduate Teaching Assistant
Alpha Kappa Delta-President
Sociology Department
Iowa State University
407 East Hall
(515) 294-8021
vlrau@iastate.edu

From: Minnick, Judy A [REC] <jaminni@iastate.edu>
 To: "Rau-Mason, Veronica L [SOC SJ]" <vlrau@iastate.edu>
 Date: Tue, Jul 27, 2010 at 9:12 AM
 Subject: RE: IRB Information

Under FERPA, "an institution may disclose personally identifiable information without the student's written consent to school officials whom the institution has determined have a legitimate educational interest." At Iowa State, we have determined that a school official can be a person employed by the institution in an administrative, supervisory, academic or research position. As spokesperson for the Registrar's Office, I believe that Veronica Rau-Mason's study and plans for using/storing/destroying the student record data meets the FERPA regulations.

Please contact me if you have any questions.

Judy

Judy A. Minnick
 Assistant Registrar and
 Residency Classification Officer
 210 Enrollment Services Center
 Ames, IA 50011-2011
 jaminni@iastate.edu
 515 294-0762
 FAX 515 294-1088

[NEW Correspondence with the Office of the Registrar at Iowa State University]

From: Veronica Rau-Mason [mailto:vlrau@iastate.edu]
 Sent: Wednesday, September 08, 2010 7:48 PM
 To: jaminni@iastate.edu
 Subject: Student Information

Judy,

A few weeks ago, I met with the IRB about my proposed study and they suggested I check with you on getting as much demographic information about students from the registrars office. I know you cannot give me information until I provide you with documentation from the IRB (which I have) but could you tell me if ISU have the following information on students:

- Sex/gender?
- Ethnicity?
- Sexual orientation?
- Age/Date of Birth?
- Marital status?
- Religious Affiliation?
- Year in School?
- College and major?
- GPA?
- Live on or off campus?
 - If on campus, in Greek housing?

I would greatly appreciate if you could let me know out of these demographic questions, which ones that ISU has access to their information. I may have ISU (if possible) provide me with as much of this information as possible versus asking the student when interviewing them for my thesis research.

Thanks,

~Veronica

--
 Veronica Rau-Mason
 Graduate Teaching Assistant
 Alpha Kappa Delta-President
 Sociology Department
 Iowa State University
 407 East Hall
 (515) 294-8021
 vlrau@iastate.edu

From: Minnick, Judy A [REC] <jaminni@iastate.edu>
 Sent: Thu, Sep 9, 2010 at 11:52 AM
 To: "Rau-Mason, Veronica L [SOC S]" <vlrau@iastate.edu>
 Subject: RE: Student Information

Yes, we have all of this information on the student information system except for sexual orientation. Keep in mind that much of this information (sex/gender, ethnicity, marital status, religious affiliation) is self-reported and students may opt to not report. For example, many students do not report marital status or religious affiliation.

As for the on or off-campus, you could get this by the zip code of the students' in-session address and I could provide codes for fraternity/sorority affiliation. Some students are coded as Greek, but choose not to live in the Greek housing. Religious Affiliation is coded and I would need to provide you a description of the church codes.

Does this help?

Judy

Judy A. Minnick
 Assistant Registrar and
 Residency Classification Officer
 210 Enrollment Services Center
 Ames, IA 50011-2011
 jaminni@iastate.edu
 515 294-0762
 FAX 515 294-1088

ISU IRB # 1	10-380
Approved Date:	11 October 2010
Expiration Date:	23 August 2011

INFORMED CONSENT DOCUMENT

Title of Study: Hooking Up on Campus

Investigator: Veronica Rau-Mason

This is a research study. Please take your time in deciding if you would like to participate and feel free to ask questions at any time.

INTRODUCTION

The purpose of this study is to understand the sexual practice of "hooking up." While there has been a significant amount of research done on hooking up, this study will shed some light on students' definitions of hooking up and the meanings they associate with it. You are being invited to participate because you are a student at Iowa State University and you may have engaged in a hookup, which is the subject of this study.

DESCRIPTION OF PROCEDURES

If you agree to participate in this study, your participation will last for approximately one hour. There may be a possibility for follow-up questions at a later time. You may expect the following procedures to be followed: You will be asked to participate in a one-on-one interview with the researcher. Questions will ask about yourself, your definition of hooking up, your sexual experiences, and the meanings you associate with these sexual practices.

In addition to taking notes, interviews will be audio-recorded with your permission. These recordings will be kept confidential at all times and will be placed in a secure location. Your identity will remain confidential, and when the results of this study are published, you will be assigned a pseudonym or your responses will only be linked with non-identifiable information (i.e. 21-year-old female, junior). Upon completion of my study, all recordings will be destroyed. You may skip any question that you do not wish to answer or that makes you feel uncomfortable and may end your participation in this study at any time.

RISKS

While participating in this study you may experience the following risks: feelings of discomfort due to sensitive or potentially embarrassing questions.

BENEFITS

If you decide to participate there may be no direct benefit to you. It is hoped that the information gained will benefit society by providing insightful information about hooking up on college campuses.

COSTS AND COMPENSATION

You will have no costs from participating and you will not be compensated for participating.

PARTICIPANT RIGHTS

Your participation is completely voluntary and you may refuse to participate or leave the study at any time. If you decide not to participate or leave the study early, it will not result in any penalty or loss of benefits to which you are otherwise entitled.

ISU IRB # 1	10-380
Approved Date:	11 October 2010
Expiration Date:	23 August 2011

CONFIDENTIALITY

Records identifying participants will be kept confidential to the extent permitted by applicable laws and regulations and will not be made publicly available. To ensure confidentiality to the extent permitted by law, the following measures will be taken: During the research process, interview recordings and transcripts of the interview proceedings will be kept in a locked filing cabinet. Only the researcher will have access to these files. Any recordings made of interviews and written records of these interviews will be destroyed following completion of the project. All electronic records will be stored on password-protected computer. Names of all participants will be changed or participants will be assigned non-identifiable information (i.e. 20-year-old female, sophomore) to conceal their identity in the published report and other works that may result from this project. When results are published, your identity will remain confidential.

QUESTIONS OR PROBLEMS

You are encouraged to ask questions at any time during this study:

- For further information about the **study**, please contact:
Primary Investigator: Veronica Rau-Mason, M.S. Candidate at (515) 294- 8021 or vlrau@iastate.edu
Supervising Faculty: Anastasia Prokos, Ph.D. at (515) 294-0515 or aprokos@iastate.edu
Office Address: ISU Department of Sociology, 103 East Hall, Ames, IA 50011
- If you have any questions about the **rights of research subjects or a research-related injury**, please contact the IRB:
Administrator: Alissa Stoehr at (515) 294-4566 or irb@iastate.edu
Director: Diane Ament at (515) 294-3115 or orrweb@iastate.edu
Office Address: Office for Responsible Research, 1138 Pearson Hall, Ames, Iowa 50011

PARTICIPANT SIGNATURE

Your signature indicates that you voluntarily agree to participate in this study, that the study has been explained to you, that you have been given the time to read the document and that your questions have been satisfactorily answered. You will receive a copy of the written informed consent prior to your participation in the study.

Participant's Name (printed) _____

(Participant's Signature) _____ (Date)

INVESTIGATOR STATEMENT

I certify that the participant has been given adequate time to read and learn about the study and all of their questions have been answered. It is my opinion that the participant understands the purpose, risks, benefits and the procedures that will be followed in this study and has voluntarily agreed to participate.

(Signature of Person Obtaining Informed Consent) _____ (Date)

ISU IRB # 1	10-380
Approved Date:	11 October 2010
Expiration Date:	23 August 2011

CONTACT SCRIPTS

First Contact Script –EMAIL

Subject: Hooking Up on Campus

Dear (insert students name):

I am emailing you to ask for your help in understanding students' experiences, feelings and meanings associated with hooking up. I am contacting you because I am looking for students who have engaged in at least one "hookup" while attending Iowa State University (ISU). For this study, I am gathering information of students thoughts to the 'hook up culture' they have experienced while at ISU. The best way to learn about these sexual encounters known as hooking up is to conduct interview with students at ISU and allow them to voice their personal experiences.

This study is being conducted for my Master's Thesis and will help researchers understand how college students define and experience hooking up along with the meanings associated with them. Your name was one of only 20 students selected from a list provided to me by the registrar of the over 5,000 current juniors at ISU to help in this study. I would appreciate any insight you can offer me regarding your personal experiences with hooking up that you have had while enrolled at ISU. You and your selected peers will be shedding light on this sensitive topic to help researchers understand the contemporary sexual practices of college students.

If you have had at least one hookup while enrolled at ISU, I invite you to participate at your nearest convenience in a one-on-one interview with me that will last approximately one hour. Anything discussed during our interview will be voluntary and held to the utmost level of confidentiality. Additionally, any identifying information you provide me during the interview (for example your name) will never be released and what we discuss will never be associated with you. Please review the attached informed consent form to know your rights as a participant. The goal is to get honest answers from students to gain a better understanding of the hooking up process that students engage in during their college careers.

Please reply to this email and let me know if you have had at least one hookup while you have attended ISU and if you are interested in scheduling an interview with me to discuss your experiences and meanings you associate with hooking up. Additionally, if you have any questions or comments, please feel free to contact me anytime at vlrau@iastate.edu or by phone at (515) 294-8021. The Institutional Review Board (IRB) at Iowa State University has reviewed and approved this study (IRB ID# 10-380). If you have any questions or comments about your rights or responsibilities as a participant, you may contact them by telephone at (515) 294-4215.

Respectfully,

Veronica Rau-Mason

Attached: Informed Consent Form

ISU IRB # 1	10-360
Approved Date:	11 October 2010
Expiration Date:	23 August 2011

Second Contact Script – EMAIL follow-up (when no response from previous email)

Subject: Hooking Up on Campus

Dear (insert students name):

You were previously contact on [insert date] about your participation in a research study regarding hooking up at ISU. The below email describes the study and requests your participation. As of today, I have not yet heard back from you and I would like to invite you again to participate in the study. Please read the below information and attached informed consent form then let me know if you are interested in contributing to this study. This is your final invitation to participate in this study.

Respectfully,

Veronica Rau-Mason

Attached: previous email
informed consent

[Below will be the first contact email]

Second Contact Script – EMAIL follow-up (when the person DOES NOT meet the qualifications)

Subject: Hooking Up on Campus

Dear (insert students name):

You recently contacted me about possibly participating in a study I am currently conducting on hooking up and other intimate relationships at ISU. Unfortunately, because you have not engaged in at least one hookup you do not qualify to be participate in the study. I appreciate your response and thank you very much for your time.

Sincerely,

Veronica Rau-Mason

Second Contact Script – EMAIL follow-up (when the person DOES meet the qualifications)

Subject: Hooking Up on Campus

Dear (insert students name):

You recently contacted me about participating in a study I am currently conducting on hooking up at ISU. I am following up with you regarding your willingness to participate in my study. You qualify to participate in this study and I would like to speak with you regarding your experiences with hooking up.

Please let me know a time and location for our interview that would be the most convenient for you. I am willing to either find a mutually agreeable location office campus or find a place on campus to conduct the interview. I currently have space allocated on campus that is private but if you would like to have our interview off campus, please let me know and we can discuss our options. Feel free to email me at vlrau@iastate.edu or call me at (515)294-8021 to set up a time for the interview. Or if you prefer, you can send me your number and I will call you.

I appreciate your response and willingness to be interview for this study. I look forwarding to hearing back from you and setting up an appointment to conduct our interview.

Respectfully,

Veronica Rau-Mason

ISU IRB # 1	10-380
Approved Date:	11 October 2010
Expiration Date:	23 August 2011

Thank You Script (after interview is completed)

Subject: Hooking Up on Campus Thank You

Dear (insert name):

Thank you for participating in the study, Hooking Up on Campus. Your time and contributions have been integral to the success of my project. I would like to express my gratitude for your assistance in this study and wish you the best of luck in the future. At a later date, I will be emailing you a brief report of the findings to express my appreciation by providing you with the results.

Once again, thank you for your help on this project and I will be contacting you soon to deliver a report on the findings.

Thank you,

Veronica Rau-Mason

Additional Thank You Script with Report

Subject: Hooking Up on Campus Thank You with Report

Dear (insert name):

Once again, I would like to thank you for participating in the study, Hooking Up on Campus. Your time and contributions have been integral to the success of my project. I would like to express my gratitude by providing you with the results. Attached you will find a brief report of the findings on hooking up and intimate relationships which could not have happened without your assistance. Once you have reviewed the report, I welcome any questions or comments that you might have about my study.

Once again, thank you for your help on this project and I hope you enjoy the attached report.

Thank you,

Veronica Rau-Mason

INTERVIEW PROTOCOL

Hooking Up on Campus

[Introduction]

(Begin after informed consent has been reviewed, participant was allowed to ask questions, and the form signed) **Please Note:** Not all questions will be asked of all participants and prompts will be added as needed.

As you know, I am doing a project for my thesis about hooking up on campus. I chose to study students understanding and experiences with hooking up because I believe they are important topics to study. I have many questions I could ask you, but I am also really interested in what you think is important for us to know, so please feel free to let me know if there is an area you think I've missed!

[Demographics]

To start, can you tell me a little about yourself and academic life? *Ask the following information if not offered by participant.*

- Sex/gender?
- Ethnicity?
- Sexual orientation?
- Marital status?
- Religious Affiliation?
- Extracurricular activities?
- Live on or off campus?
 - If on campus, in Greek housing?

[Defining Hooking Up]

As stated in my initial contact with you, I am interested in your understanding of hooking up along with your experiences and meanings associated with it. I would like to begin discussing your definition of hooking up:

- Can you tell me about what 'hooking up' means to you?
- Can you tell me about the difference and similarities between hooking up and other relationships/sexual encounters?
 - Can you give me some examples of differences? Similarities?

[Experiences with Hooking Up]

As I stated previously, I am interested in your definitions, experiences, and meanings you have of hooking up while attending ISU. I would like to take some time to discuss these with you.

Can you tell me about your experiences hooking up at ISU? *Ask the following information if not offered by participant*

- What can you tell me about your most recent hookup experience?
 - Did you know you were going to hookup before you met your partner (planned to do this beforehand)?
 - Who did you hook up with (i.e. classmate, stranger, etc.)?
 - How did you meet your hookup partner?
 - Who initiated the hookup?
 - What happened before the hookup?
 - How were you feeling before you hooked up (good/bad; happy/sad; etc.)?
 - What happened during the hookup (location, sexual activity, etc.)?
 - How were you feeling during the hookup (good/bad; happy/sad; etc.)?
 - What happened after the hookup?
 - How did you feel after the hookup (good/bad; happy/sad; etc.)?
 - How did you know when the hookup was done?
 - How did you address the hook up experience with friends/family member/other peers?
 - How do others discuss their hook up experiences with you?
 - Anything else you would like to share about your experience(s) with me?
- Based on your experiences with hooking up, what advice would you give to a new student at ISU about hooking up?
- Has anything we discussed during this interview changed your thoughts about hooking up?
- Is there anything you would like to ask me?

[Conclusion]

Those were all the questions I needed to ask you, so please feel free to let me know if there is anything else that you believe I missed. If you think of anything else after you leave today, please feel free to contact me [*give participant my business card and handout on sexual misconduct*]. Also, I would like to give you the following information on sexual misconduct and abuse that I am giving to all participants of this study.

Thank you for your participation in my thesis study about hooking up on campus. Once the study is complete, I will be contacting you via email with a report of the findings and ask you for any additional contributions or clarifications you would like to make.

Once again, thank you for your help on this project and I hope you have a nice day!

IRB: Second Modifications

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Institutional Review Board
Office for Responsible Research
Vice President for Research
1138 Pearson Hall
Ames, Iowa 50011-2207
515 294-4566
FAX 515 294-4267

Date: 12/15/2010

To: Veronica Rau-Mason
407 East Hall

CC: Dr. Anastasia H Prokos
310 East Hall

From: Office for Responsible Research

Title: Hooking Up on Campus

IRB Num: 10-380

Approval Date: 12/15/2010

Continuing Review Date: 8/23/2011

Submission Type: Modification

Review Type: Full Committee

The project referenced above has received approval from the Institutional Review Board (IRB) at Iowa State University. Please refer to the IRB ID number shown above in all correspondence regarding this study.

Your study has been approved according to the dates shown above. To ensure compliance with federal regulations (45 CFR 46 & 21 CFR 56), please be sure to:

- **Use only the approved study materials** in your research, including the recruitment materials and informed consent documents that have the IRB approval stamp.
- **Obtain IRB approval prior to implementing any changes** to the study by submitting the "Continuing Review and/or Modification" form.
- **Immediately inform the IRB of (1) all serious and/or unexpected adverse experiences** involving risks to subjects or others; and (2) **any other unanticipated problems** involving risks to subjects or others.
- **Stop all research activity if IRB approval lapses**, unless continuation is necessary to prevent harm to research participants. Research activity can resume once IRB approval is reestablished.
- **Complete a new continuing review form** at least three to four weeks prior to the date for continuing review as noted above to provide sufficient time for the IRB to review and approve continuation of the study. We will send a courtesy reminder as this date approaches.

Research investigators are expected to comply with the principles of the Belmont Report, and state and federal regulations regarding the involvement of humans in research. These documents are located on the Office for Responsible Research website <http://www.compliance.iastate.edu/irb/forms/> or available by calling (515) 294-4566.

Upon completion of the project, please submit a Project Closure Form to the Office for Responsible Research, 1138 Pearson Hall, to officially close the project.

For IRB Use Only	Modification Approval Date <u>12-7-10</u>	IRB NOV 04 2010
	Continuing Review Approval Date _____	
	Approval Expiration Date: <u>8-23-11</u>	

ISU HUMAN SUBJECTS CONTINUING REVIEW AND/OR MODIFICATION FORM

TYPE OF SUBMISSION: Continuing Review Modification Continuing Review and Modification

Principal Investigator: Veronica Rau-Mason		Phone: 515-231-1123 (cell) 515-294-8021 (office)	
Degree: AA and BS	Correspondence Address: 407 East Hall, Iowa State University		
Department: Sociology	E-mail Address: vlrau@iastate.edu		
Project Title: Hooking Up on Campus			
IRB ID: 10-380	Date of Last Continuing Review: N/A		
Alternate Contact:		Phone:	
Correspondence Address:		Email Address:	
IF STUDENT PROJECT			
Name of Major Professor: Anastasia Prokos	Phone: 515-294-0515	E-mail Address: aprokos@iastat.edu	
Department: Sociology and Women's Studies	Campus Address: 310 East Hall, Iowa State University		

FUNDING INFORMATION:

<input type="checkbox"/> External Grant/Contract	<input type="checkbox"/> Internal Support (no specific funding source) or Internal Grant (indicate name below)
Name of Funding Source:	OSPA Record ID on Gold Sheet:
<input type="checkbox"/> Part of Training, Center, Program Project Grant – Director:	Overall IRB ID No:
<input checked="" type="checkbox"/> Student Project—No funding or funding provided by student	

CONFLICT OF INTEREST

The proposed project or relationship with the sponsor requires the disclosure of significant financial interests that present an actual or potential conflict of interest for investigators involved with this project. By signing this form, all investigators certify that they have read and understand ISU's Conflict of Interest policy as addressed by the ISU Faculty Handbook (<http://www.provost.iastate.edu/faculty>) and made all disclosures required by it.)

Do you or any member of your research team have a conflict of interest? Yes No
 If yes, has the appropriate disclosure form been completed? Yes No

ASSURANCE

I certify that the information provided in this application is complete and accurate and consistent with proposal(s) submitted to external funding agencies. I agree to provide proper surveillance of this project to insure that the rights and welfare of the human subjects are protected. I will report any adverse reactions to the IRB for review. I agree that modifications to the originally approved project will not take place without prior review and approval by the Institutional Review Board, and that all activities will be performed in accordance with state and federal regulations and the Iowa State University Federal Wide Assurance.

[Signature] 11-3-10
 Signature of Principal Investigator Date

Student Projects: Faculty signature indicates that this application has been reviewed and is recommended for IRB review.

Anastasia Prokos 11-3-10 Deane K. Arment 12-15-10
 Signature of Supervising Faculty Date IRB Approval Signature Date

For IRB Use Only	EXPEDITED per 45 CFR 46.110(b) _____, Category _____, Letter _____
	STUDY REMAINS EXEMPT per 45 CFR 46.101(b) _____
	WAIVER of SIGNED CONSENT per 45 CFR 46.117(c) _____
	WAIVER of ELEMENTS of Consent per 45 CFR 46.116 _____
	VULNERABLE POPULATION per 45 CFR 46. _____

DIRECTIONS: Section I: Key Personnel must be completed for all applications. Please complete Section II if this is an application for Continuing Review. If this is an application for continuing review and you will be modifying your project, please complete all sections of the form. **If this application is only to request approval for a modification or change to your study, please complete Section I: Key Personnel and Section III: Proposed Modifications or Changes.** Please answer each question. If the question does not pertain to this study, please type not applicable (N/A).

SECTION I: KEY PERSONNEL

List all current members of the project personnel, including any additions and excluding any deletions as described in Section III. This information is intended to inform the committee of the training and background of the investigators and key personnel.

NAME & DEGREE(S)	POSITION AT ISU & ROLE ON PROJECT	TRAINING & DATE OF TRAINING
✓ Veronica Rau-Mason, AA and BS	Graduate Student, Teaching Assistant and Primary Investigator	Protecting Human Research Participants- 08/24/09
✓ Anastasia Prokos, PhD	Assistant Professor of Sociology and Women's Studies; Project Supervisor	02/12/08

If you don't know your training date, contact the Office for Responsible Research for assistance.

SECTION II: CONTINUING REVIEW

Part A: Enrollment Status

- Yes No Is the research **permanently** closed to the enrollment of new participants?
- Yes No Have **all** participants completed all research-related interventions?
- Yes No Does research remain active only for long-term follow-up of participants?
- Yes No Are the remaining research activities limited to data analysis? OR
- Yes No Participant enrollment has not begun and no additional risks have been identified.

For definitions and guidance on how to determine enrollment, please see the document entitled **Enrollment and Accrual of Study Participants on the IRB website.**

Number of Participants Approved for Enrollment by IRB: 20	
Total Number of Participants Enrolled in the Study to Date: 0 Males: 0 Females: 0 [Have not begun interviewing]	
Number of Screen Failures (participants who were screened and deemed ineligible) to date: 0	
Check if any enrolled participants are: <input type="checkbox"/> Minors (under 18). Age Range of Minors: _____ <input type="checkbox"/> Pregnant Women/Fetuses <input type="checkbox"/> Cognitively Impaired <input type="checkbox"/> Prisoners	Check below if this project involves: <input type="checkbox"/> Existing Data/Records <input type="checkbox"/> Secondary Analysis <input type="checkbox"/> Pathology/Diagnostic Specimens
List Below the Estimated Percent of the Total Enrolled That Are Minorities	
American Indians:	Alaskan Native:
Asian or Pacific Islander:	African American:
Black (Not of Hispanic Origin):	Hispanic:

- Yes No Have any participants withdrawn or have you asked any participants to withdraw from the study?

List number for each and reason for withdrawal:

N/A

Part B: Protocol Summary – Please use the amount of space needed to adequately address the questions.

1. Please provide a concise summary of the purpose and main procedures of the study.

This study will explore how students make sense of the sexual behaviors they participate in on college campuses and the way that this is related to the term "hooking up" (i.e., a casual sexual encounter that ranges from kissing and fondling to oral, anal, and/or vaginal sex that only occurs once between strangers or acquaintances). The focus of this study is on how men and women experience a hookup and the meanings associated with this practice. I will conduct 15-20 in-depth interviews with current, male and female juniors at Iowa State University regarding the meanings they associate with the hooking up experience.

2. Please provide a summary of how the study is progressing (e.g., progress to date in terms of the overall study plan, success or problems encountered, reasons enrollment has not begun, etc.)

I am currently in the stage of contact possible participants for this study through email. As of this date (11/4/2010), I have emailed 60 students from a stratified random sample to ask for their participation. Of these 60, 8 have declined participation, one has agreed to an interview (but it is not scheduled yet) and the rest have not responded even though I have sent follow up emails to 40 of them.

3. Is there any new information (positive or negative) from this study (e.g., interim analysis) or elsewhere (e.g., current literature) that might affect someone's willingness to enroll or continue in the study? It is especially important for the investigator to notify the IRB of literature or information that's relevant to the risks to participants in the study.

No new information regarding this study has been found in the research.

4. Please provide a summary of amendments or modifications since last IRB review.

My proposed changes are to ask individuals sampled with an "interesting" response (i.e., proud to not have engaged in a hook up or stating they would never hook up) their willingness to participate in an interview that discusses their "anti-hook up" sentiments. These interviews will have their own protocol and informed consent that will allow me to conduct a negative case analysis which will increase the credibility of the study. Changed or new documentation to be used in the study is included.

Part C: Adverse Events and Unforeseen Problems

1. Yes No Have there been any adverse events or unanticipated problems involving risks to participants or other people?

If yes, please describe the event(s).

If yes, was it reported to the IRB? Date reported

If report was not submitted, please explain why.

2. Yes No Have there been any participant complaints?

If yes, please describe.

Attach any reports submitted to NIH or a Data and Safety Monitoring Board. Attached N/A

Part D: Informed Consent

1. Yes No If a signed Informed Consent Form was required, was Informed Consent obtained from all participants?

If no, please explain.

No interviews have been conducted; therefore, no informed consent forms have been obtained.

2. Yes No Are all signed Informed Consent Forms on file with the PI?

If no, please explain.

No interviews have been conducted; therefore, no informed consent forms are on file.

3.

- Attached
 N/A

Submit a copy of the currently approved Informed Consent Document or informational letter and an original unstamped copy so a current IRB approval stamp can be added. If changes have been made, please submit the original, a copy with the changes highlighted, and a copy to be stamped with IRB approval.

- Attached
 N/A

Submit an unstamped copy of all survey instruments, interview questions, recruitment materials, instructions, and all other material participants will see or hear during their participation so that a current IRB approval stamp can be added. Any changes to materials should be described in Section III. Please also submit the original, a copy with the changes highlighted, and a copy to be stamped with IRB approval.

SECTION III: PROPOSED MODIFICATIONS OR CHANGES

If this application is to request approval for modification or changes to your project, please complete Section I: Key Personnel and Section III.

The submission of a modification form is required whenever any changes are made to an approved project. This includes, but is not limited to, a title change, changes in investigators, resubmission of a grant proposal involving changes to the original proposal, changes in the funding source, changes to data collection materials and informed consent documents, advertisements, confidentiality measures, inclusion/exclusion criteria, reports from a data safety and monitoring board, addition of a test instrument, etc. **NOTE: All changes must be submitted and approved by the IRB prior to their implementation unless the change is necessary to protect the safety of participants.**

1. Yes No Does your project now require approval from another institution?

If yes, please attach letters of approval.

2. The following modification(s) are being made (check all that apply):

- Change in protocol/procedures.
- Change in type or total number of participants. New anticipated total: 24
- Change in informed consent document.
- Change in co-investigator(s). New co-PI name:

Signature of new Co-PI: _____

- Change in funding source/sponsor. **If federally funded, please attach copy of grant proposal.**
- Other (e.g., change in project title, adding new materials, adding advertisement, etc.)

- Personnel/staff changes since the last IRB approval was granted? Please complete the following table as appropriate. **NOTE: If the change involves a new Principal Investigator, a new Human Subjects Review form must be submitted.**

Add	Delete	Last Name	First Name

3. Describe the modification(s) indicated above in sufficient detail for evaluation independent of any other documents. Be sure to describe all changes in detail and provide a rationale for the changes. When submitting revised documents please submit one clean copy of the new document and a copy with the changes highlighted.

When contacting possible participants with a stratified random sample for my study, I have come upon interesting responses from a few of the sampled students. These students protest the idea of engaging in a hook up "relationship." Based on these responses, I would like to go back to these students (I have saved all communications with sampled students and will do so until all interviews are complete) and ask if they would be willing to be interviewed to discuss their "anti-hook up" sentiments.

Once I received a response from the student regarding asking for their wiliness to be interviewed about their hook up experiences and they respond negatively to hooking up, I would like to ask them if they would be interested in discussing their thoughts on the hook up culture at ISU and why they responded in such a manner. This would allow me to conduct a negative case analysis to strengthen my research and allow students who do not hook up a chance to have their voice heard regarding this topic.

Below I have included the documents (contact scripts, informed consent, and interview protocol) for this negative case analysis.

ISU IRB #1	10-380
Approved Date:	15 December 2010
Expiration Date:	23 August 2011

First Contact Script –EMAIL

Subject: Hooking Up on Campus

Dear (insert students name):

I am emailing you to ask for your help in understanding students' experiences, feelings, and meanings associated with hooking up. I am contacting you because I am looking for students who have engaged in at least one "hook up" while attending Iowa State University (ISU). For this study, I am gathering information on students thoughts on the "hook up culture" they have experienced while at ISU. The best way to learn about these sexual encounters known as hooking up is to conduct interviews with current students at ISU and allow them to voice their personal experiences.

This study is being conducted for my Master's Thesis and will help researchers understand how college students define and experience hooking up along with the meanings associated with it. Your name was one of only 20 students selected from a list provided to me by the registrar of the over 5,000 current juniors at ISU to help in this study. I would appreciate any insight you can offer me regarding your personal experiences with hooking up that you have had while enrolled at ISU. You and your selected peers will be shedding light on this sensitive topic to help researchers understand the contemporary sexual practices of college students.

If you have had at least one hookup while enrolled at ISU, I invite you to participate at your nearest convenience in a one-on-one interview with me that will last approximately one hour. Anything discussed during our interview will be completely voluntary and held to the utmost level of confidentiality. Additionally, any identifying information you provide me during the interview (for example your name) will never be released and what we discuss will never be associated with you. Please review the attached informed consent form to know your rights as a participant. The goal is to get honest answers from students to gain a better understanding of the hooking up process that students engage in during their college careers.

Please reply to this email and let me know if you have had at least one hookup while you have attended ISU and if you are interested in scheduling an interview with me to discuss your experiences and meanings you associate with hooking up. Additionally, if you have any questions or comments, please feel free to contact me anytime at vr.au@iastate.edu or by phone at (515) 294-8021. The Institutional Review Board (IRB) at Iowa State University has reviewed and approved this study (IRB ID# 10-380). If you have any questions or comments about your rights or responsibilities as a participant, you may contact them by telephone at (515) 294-4215.

Respectfully,

Veronica Rau-Mason

Attached: Informed Consent Document

Second Contact Script – EMAIL follow-up (when no response from previous email)

Subject: Hooking Up on Campus

Dear (insert students name):

You were previously contacted on [insert date] about your participation in a research study regarding hooking up at ISU. The below email describes the study and requests your participation. As of today, I have not yet heard back from you and I would like to invite you again to participate in the study. Please read the below information and attached informed consent form then let me know if you are interested in contributing to this study. This is your final invitation to participate in this study.

Respectfully,

Veronica Rau-Mason

Attached: previous email
informed consent

[Below will be the first contact email]

ISU IRB # 1	10-380
Approved Date:	15 December 2010
Expiration Date:	23 August 2011

Negative Case Follow-Up Contact Script – EMAIL (when student indicates an “anti-hook up” sentiment; such as pride in not engaging in a hook up or disgust in the idea of hooking up, etc.)

Subject: Hooking Up on Campus

Dear (insert students name):

You were previously contacted on [insert date] about your participation in a research study regarding hooking up at ISU. You have responded to this request to participate in this study by [explain how they responded]. The feelings you expressed about hooking up could be very beneficial to this study and I would like to invite you to be interviewed regarding these thoughts. Please read the attached informed consent form then let me know if you are interested in contributing to this study. This will be your final invitation to participate in this study.

Respectfully,

Veronica Rau-Mason

Attached: previous email
informed consent

[Below will be the first and possibly second contact email]

Negative Case Second Contact Script – EMAIL follow-up (when the person is willing to be interviewed)

Subject: Hooking Up on Campus

Dear (insert students name):

You recently contacted me about participating in a study I am currently conducting on hooking up at ISU. I am following up with you regarding your willingness to participate in my study. I would like to speak with you regarding your thoughts on hooking up, or probably more appropriate, not hooking up.

Please let me know a time and location for our interview that would be the most convenient for you. I am willing to either find a mutually agreeable location off campus or find a place on campus to conduct the interview. I currently have space allocated on campus that is private but if you would like to have our interview off campus, please let me know and we can discuss our options. Feel free to email me at vr Rau@iastate.edu or call me at (515)294-8021 to set up a time for the interview. Or if you prefer, you can send me your number and I will call you.

I appreciate your response and willingness to be interviewed for this study. I look forward to hearing back from you and setting up an appointment to conduct our interview.

Respectfully,

Veronica Rau-Mason

INFORMED CONSENT DOCUMENT

Title of Study: Hooking Up on Campus

Investigator: Veronica Rau-Mason

This is a research study. Please take your time in deciding if you would like to participate and feel free to ask questions at any time.

INTRODUCTION

The purpose of this study is to understand the sexual practice of “hooking up.” While there has been a significant amount of research done on hooking up, this study will shed some light on students’ definitions of hooking up and the meanings they associate with it. You are being invited to participate because you are a student at Iowa State University who has indicated an “anti-hooking” sentiment which will strengthen this research by providing another view to hooking up.

DESCRIPTION OF PROCEDURES

If you agree to participate in this study, your participation will last for approximately one hour and there may be a possibility for follow-up questions at a later time. You may expect the following procedures to be followed: You will be asked to participate in a one-on-one interview with the researcher. Questions will ask about yourself, your definition of hooking up, why you don’t hook up, and the meanings you associate with those who do hook up and the sexual practice they engage in.

In addition to taking notes, interviews will be audio-recorded with your permission. These recordings will be kept confidential at all times and will be placed in a secure location. Your identity will remain confidential, and when the results of this study are published, you will be assigned a pseudonym or your responses will only be linked with non-identifiable information (i.e. 21-year-old female, junior). Upon completion of my study, all recordings will be destroyed. You may skip any question that you do not wish to answer or that makes you feel uncomfortable and you may end your participation in this study at any time.

RISKS

While participating in this study you may experience the following risks: feelings of discomfort due to sensitive or potentially embarrassing questions.

BENEFITS

If you decide to participate there may be no direct benefit to you. It is hoped that the information gained will benefit society by providing insightful information about hooking up on college campuses.

COSTS AND COMPENSATION

You will have no costs from participating and you will not be compensated for participating.

PARTICIPANT RIGHTS

Your participation is completely voluntary and you may refuse to participate or leave the study at any time. If you decide not to participate or leave the study early, it will not result in any penalty or loss of benefits to which you are otherwise entitled.

ISU IRB # 1 10-380
Approved Date: 15 December 2010
Expiration Date: 23 August 2011

CONFIDENTIALITY

Records identifying participants will be kept confidential to the extent permitted by applicable laws and regulations and will not be made publicly available. To ensure confidentiality to the extent permitted by law, the following measures will be taken: During the research process, interview recordings and transcripts of the interview proceedings will be kept in a locked filing cabinet. Only the researcher will have access to these files. Any recordings made of interviews and written records of these interviews will be destroyed following completion of the project. All electronic records will be stored on password-protected computer. Names of all participants will be changed or participants will be assigned non-identifiable information (i.e. 20-year-old female, sophomore) to conceal their identity in the published report and other works that may result from this project. When results are published, your identity will remain confidential.

QUESTIONS OR PROBLEMS

You are encouraged to ask questions at any time during this study:

- For further information about the **study**, please contact:
Primary Investigator: Veronica Rau-Mason, M.S. Candidate at (515) 294- 8021 or vrarau@iastate.edu
Supervising Faculty: Anastasia Prokos, Ph.D. at (515) 294-0515 or aprokos@iastate.edu
Office Address: ISU Department of Sociology, 103 East Hall, Ames, IA 50011
- If you have any questions about the **rights of research subjects or a research-related injury**, please contact the IRB:
Administrator: Alissa Stoehr at (515) 294-4566 or irb@iastate.edu
Director: Diane Ament at (515) 294-3115 or orrweb@iastate.edu
Office Address: Office for Responsible Research, 1138 Pearson Hall, Ames, Iowa 50011

PARTICIPANT SIGNATURE

Your signature indicates that you voluntarily agree to participate in this study, that the study has been explained to you, that you have been given the time to read the document and that your questions have been satisfactorily answered. You will receive a copy of the written informed consent prior to your participation in the study.

Participant's Name (printed) _____

(Participant's Signature) (Date)

INVESTIGATOR STATEMENT

I certify that the participant has been given adequate time to read and learn about the study and all of their questions have been answered. It is my opinion that the participant understands the purpose, risks, benefits and the procedures that will be followed in this study and has voluntarily agreed to participate.

(Signature of Person Obtaining Informed Consent) (Date)

INTERVIEW SCHEDULE- for those who do not hook up**Hooking Up on Campus****[Introduction]**

(Begin after informed consent has been reviewed, participant was allowed to ask questions, and the form signed) Please Note: Not all questions will be asked of all participants and prompts will be added as needed.

As you know, I am doing a project for my thesis about hooking up on campus. I chose to study students' understanding and experiences with hooking up because I believe they are important topics to study. I have many questions I could ask you, but I am also really interested in what you think is important for us to know, so please feel free to let me know if there is an area you think I've missed!

[Demographics]

To start, can you tell me a little about yourself and academic life? *Ask the following information if not offered by participant.*

- Sex/gender?
- Ethnicity?
- Sexual orientation?
- Marital status?
- Religious affiliation?
- Extracurricular activities?
- Live on or off campus?
 - If on campus, in Greek housing?

[Defining Hooking Up]

As stated in my initial contact with you, I am interested in your understanding of hooking up along with your thoughts about it. I would like to begin discussing your definition of hooking up:

- Can you tell me about what you think "hooking up" means?
- Can you tell me about the difference and similarities between hooking up and other relationships/sexual encounters?
 - Can you give me some examples of differences? Similarities?

[Anti- Hook Up Feelings]

As I stated previously, I am interested in your feelings about the hook up culture and why these feelings so strongly discourage these types of sexual encounters:

Can you tell me about what your feelings are regarding hooking up?

Why do you think you feel this way about hooking up?

You said you don't hook up, why not? And who does?

Based on your experiences, what advice would you give to a new student at ISU about hooking up?

Has anything that was discussed during this interview changed your thoughts or opinions about hooking up?

Is there anything you would like to ask me?

[Conclusion]

Those were all the questions I needed to ask you, so please feel free to let me know if there is anything else that you believe I missed. If you think of anything else after you leave today, please feel free to contact me [*give participant my business card*]

Thank you for your participation in my thesis study about hooking up on campus. Once the study is complete, I will be contacting you via email with a report of the findings and ask you for any additional contributions or clarifications you would like to make.

Once again, thank you for your help on this project and I hope you have a nice day!

IRB: Third Modifications

IOWA STATE UNIVERSITY
 OF SCIENCE AND TECHNOLOGY

 Institutional Review Board
 Office for Responsible Research
 Vice President for Research
 1138 Pearson Hall
 Ames, Iowa 50011-2207
 515 294-4566
 FAX 515 294-4267

Date: 3/11/2011
To: Veronica Rau-Mason
 407 East Hall
CC: Dr. Anastasia H Prokos
 310 East Hall
From: Office for Responsible Research
Title: Hooking Up on Campus
IRB Num: 10-380
Approval Date: 3/10/2011
Continuing Review Date: 8/23/2011
Submission Type: Modification
Review Type: Full Committee

The project referenced above has received approval from the Institutional Review Board (IRB) at Iowa State University. Please refer to the IRB ID number shown above in all correspondence regarding this study.

Your study has been approved according to the dates shown above. To ensure compliance with federal regulations (45 CFR 46 & 21 CFR 56), please be sure to:

- Use only the approved study materials in your research, including the recruitment materials and informed consent documents that have the IRB approval stamp.
- Obtain IRB approval prior to implementing any changes to the study by submitting the "Continuing Review and/or Modification" form.
- Immediately inform the IRB of (1) all serious and/or unexpected adverse experiences involving risks to subjects or others; and (2) any other unanticipated problems involving risks to subjects or others.
- Stop all research activity if IRB approval lapses, unless continuation is necessary to prevent harm to research participants. Research activity can resume once IRB approval is reestablished.
- Complete a new continuing review form at least three to four weeks prior to the date for continuing review as noted above to provide sufficient time for the IRB to review and approve continuation of the study. We will send a courtesy reminder as this date approaches.

Research investigators are expected to comply with the principles of the Belmont Report, and state and federal regulations regarding the involvement of humans in research. These documents are located on the Office for Responsible Research website <http://www.compliance.iastate.edu/irb/forms/> or available by calling (515) 294-4566.

Upon completion of the project, please submit a Project Closure Form to the Office for Responsible Research, 1138 Pearson Hall, to officially close the project.

For IRB Use Only	Modification Approval Date <u>March 10, 2011</u>
	Continuing Review Approval Date _____
	Approval Expiration Date: <u>August 23, 2011</u>

rcvd 2/23/11 AS

ISU HUMAN SUBJECTS CONTINUING REVIEW AND/OR MODIFICATION FORM

TYPE OF SUBMISSION: Continuing Review Modification Continuing Review and Modification

Principal Investigator: Veronica Rau-Mason		Phone: 515-231-1123 (cell) 515-294-8021 (office)
Degree: AA and BS	Correspondence Address: 407 East Hall, Iowa State University	
Department: Sociology	E-mail Address: vlrau@iastate.edu	
Project Title: Hooking Up on Campus		
IRB ID: 10-380	Date of Last Continuing Review: N/A	
Alternate Contact:	Phone:	
Correspondence Address:	Email Address:	
IF STUDENT PROJECT		
Name of Major Professor: Anastasia Prokos	Phone: 515-294-0515	E-mail Address: aprokos@iastat.edu
Department: Sociology and Women's Studies	Campus Address: 310 East Hall, Iowa State University	

FUNDING INFORMATION:

<input type="checkbox"/> External Grant/Contract	<input type="checkbox"/> Internal Support (no specific funding source) or Internal Grant (indicate name below)
Name of Funding Source:	OSPA Record ID on Gold Sheet:
<input type="checkbox"/> Part of Training, Center, Program Project Grant – Director:	Overall IRB ID No:
<input checked="" type="checkbox"/> Student Project—No funding or funding provided by student	

CONFLICT OF INTEREST

The proposed project or relationship with the sponsor requires the disclosure of significant financial interests that present an actual or potential conflict of interest for investigators involved with this project. By signing this form, all investigators certify that they have read and understand ISU's Conflict of Interest policy as addressed by the ISU Faculty Handbook (<http://www.provost.iastate.edu/faculty>) and made all disclosures required by it.)

Do you or any member of your research team have a conflict of interest? Yes No
 If yes, has the appropriate disclosure form been completed? Yes No

ASSURANCE

I certify that the information provided in this application is complete and accurate and consistent with proposal(s) submitted to external funding agencies. I agree to provide proper surveillance of this project to insure that the rights and welfare of the human subjects are protected. I will report any adverse reactions to the IRB for review. I agree that modifications to the originally approved project will not take place without prior review and approval by the Institutional Review Board, and that all activities will be performed in accordance with state and federal regulations and the Iowa State University Federal Wide Assurance.

Veronica Rau-Mason 2/20/11
 Signature of Principal Investigator Date

Student Projects: Faculty signature indicates that this application has been reviewed and is recommended for IRB review.
Anastasia Prokos 2/20/11 *Kerry A. Agnieszka* March 8, 2011
 Signature of Supervising Faculty Date IRB Approval Signature Date

For IRB Use Only	EXPEDITED per 45 CFR 46.110(b) _____, Category _____, Letter _____
	STUDY REMAINS EXEMPT per 45 CFR 46.101(b) _____
	WAIVER of SIGNED CONSENT per 45 CFR 46.117(c) _____
	WAIVER of ELEMENTS of Consent per 45 CFR 46.116 _____
	VULNERABLE POPULATION per 45 CFR 46. _____

Full

DIRECTIONS: Section I: Key Personnel must be completed for all applications. Please complete Section II if this is an application for Continuing Review. If this is an application for continuing review and you will be modifying your project, please complete all sections of the form. **If this application is only to request approval for a modification or change to your study, please complete Section I: Key Personnel and Section III: Proposed Modifications or Changes.** Please answer each question. If the question does not pertain to this study, please type not applicable (N/A).

SECTION I: KEY PERSONNEL

List all current members of the project personnel, including any additions and excluding any deletions as described in Section III. This information is intended to inform the committee of the training and background of the investigators and key personnel.

NAME & DEGREE(S)	POSITION AT ISU & ROLE ON PROJECT	TRAINING & DATE OF TRAINING
✓ Veronica Rau-Mason, AA and BS	Graduate Student, Teaching Assistant and Primary Investigator	Protecting Human Research Participants- 08/24/09
✓ Anastasia Prokos, PhD	Assistant Professor of Sociology and Women's Studies; Project Supervisor	02/12/08
GMR Transcription	Transcription services	N/A

If you don't know your training date, contact the Office for Responsible Research for assistance.

SECTION II: CONTINUING REVIEW

Part A: Enrollment Status

1. Yes No Is the research **permanently** closed to the enrollment of new participants?
2. Yes No Have **all** participants completed all research-related interventions?
3. Yes No Does research remain active only for long-term follow-up of participants?
4. Yes No Are the remaining research activities limited to data analysis? OR
5. Yes No Participant enrollment has not begun and no additional risks have been identified.

For definitions and guidance on how to determine enrollment, please see the document entitled **Enrollment and Accrual of Study Participants** on the IRB website.

Number of Participants Approved for Enrollment by IRB: 24	
Total Number of Participants Enrolled in the Study to Date: 20 Males: 10 Females: 10	
Number of Screen Failures (participants who were screened and deemed ineligible) to date: 0	
Check if any enrolled participants are: <input type="checkbox"/> Minors (under 18). Age Range of Minors: _ <input type="checkbox"/> Pregnant Women/Fetuses <input type="checkbox"/> Cognitively Impaired <input type="checkbox"/> Prisoners	Check below if this project involves: <input type="checkbox"/> Existing Data/Records <input type="checkbox"/> Secondary Analysis <input type="checkbox"/> Pathology/Diagnostic Specimens
List Below the Estimated Percent of the Total Enrolled That Are Minorities	
American Indians:	Alaskan Native:
Asian or Pacific Islander:	African American:
Black (Not of Hispanic Origin):	Hispanic:

1. Yes No Have any participants withdrawn or have you asked any participants to withdraw from the study?

List number for each and reason for withdrawal:

N/A

Part B: Protocol Summary – Please use the amount of space needed to adequately address the questions.

1. Please provide a concise summary of the purpose and main procedures of the study.

This study will explore how students make sense of the sexual behaviors they participate in on college campuses and the way that this is related to the term “hooking up” (i.e., a casual sexual encounter that ranges from kissing and fondling to oral, anal, and/or vaginal sex that only occurs once between strangers or acquaintances). The focus of this study is on how men and women experience a hookup and the meanings associated with this practice. I will conduct 15-20 in-depth interviews with current, male and female juniors at Iowa State University regarding the meanings they associate with the hooking up experience.

2. Please provide a summary of how the study is progressing (e.g., progress to date in terms of the overall study plan, success or problems encountered, reasons enrollment has not begun, etc.)

I am currently done interviewing those who have engaged in a hook up and need to transcribe, code and analyze these interviews. Soon, I will be contacting and schedule interviews with those (4 individuals- 2 male and 2 female) who have not had a hook up as means of a negative case analysis.

3. Is there any new information (positive or negative) from this study (e.g., interim analysis) or elsewhere (e.g., current literature) that might affect someone’s willingness to enroll or continue in the study? It is especially important for the investigator to notify the IRB of literature or information that’s relevant to the risks to participants in the study.

No new information regarding this study has been found in the research.

4. Please provide a summary of amendments or modifications since last IRB review.

My proposed changes are to hire a transcription company (GMR Transcription) to transcribe a proportion of my interviews (10-15). This company will be given the audio recordings of the interview which includes the demographic information, definitions of hooking up, experiences with hooking up, and additional questions/answers such advice questions and questions for me (see interview protocol). The recordings will have no identifiable information on it and will only be designated by a number (i.e., interview 1, interview 2, etc.). Interviews audios will be uploaded to a secure website where a professional transcriptionist can access it and return it to me in a word document. Once all interviews have been transcribed I will erase and close the account.

Part C: Adverse Events and Unforeseen Problems

1. Yes No Have there been any adverse events or unanticipated problems involving risks to participants or other people?

If yes, please describe the event(s).

If yes, was it reported to the IRB? Date reported

If report was not submitted, please explain why.

2. Yes No Have there been any participant complaints?

If yes, please describe.

Attach any reports submitted to NIH or a Data and Safety Monitoring Board. Attached N/A

Part D: Informed Consent

1. Yes No If a signed Informed Consent Form was required, was Informed Consent obtained from all participants?

If no, please explain.

2. Yes No Are all signed Informed Consent Forms on file with the PI?

If no, please explain.

3. Attached N/A Submit a copy of the currently approved Informed Consent Document or informational letter and an original unstamped copy so a current IRB approval stamp can be added. If changes have been made, please submit the original, a copy with the changes highlighted, and a copy to be stamped with IRB approval.

- Attached N/A Submit an unstamped copy of all survey instruments, interview questions, recruitment materials, instructions, and all other material participants will see or hear during their participation so that a current IRB approval stamp can be added. Any changes to materials should be described in Section III. Please also submit the original, a copy with the changes highlighted, and a copy to be stamped with IRB approval.

No changes will be made to the previously approved materials (informed consent document, interview questions, etc.).

SECTION III: PROPOSED MODIFICATIONS OR CHANGES

If this application is to request approval for modification or changes to your project, please complete Section I: Key Personnel and Section III.

The submission of a modification form is required whenever any changes are made to an approved project. This includes, but is not limited to, a title change, changes in investigators, resubmission of a grant proposal involving changes to the original proposal, changes in the funding source, changes to data collection materials and informed consent documents, advertisements, confidentiality measures, inclusion/exclusion criteria, reports from a data safety and monitoring board, addition of a test instrument, etc. **NOTE: All changes must be submitted and approved by the IRB prior to their implementation unless the change is necessary to protect the safety of participants.**

1. Yes No Does your project now require approval from another institution?

If yes, please attach letters of approval.

2. The following modification(s) are being made (check all that apply):

- Change in protocol/procedures.
- Change in type or total number of participants. New anticipated total:
- Change in informed consent document.
- Change in co-investigator(s). New co-PI name:

Signature of new Co-PI: _____

- Change in funding source/sponsor. **If federally funded**, please attach copy of grant proposal.
- Other (e.g., change in project title, adding new materials, adding advertisement, etc.)

- Personnel/staff changes since the last IRB approval was granted? Please complete the following table as appropriate. **NOTE: If the change involves a new Principal Investigator, a new Human Subjects Review form must be submitted.**

Add	Delete	Last Name	First Name
X		GMR Transcription Company	N/A

3. Describe the modification(s) indicated above in sufficient detail for evaluation independent of any other documents. Be sure to describe all changes in detail and provide a rationale for the changes. When submitting revised documents please submit one clean copy of the new document and a copy with the changes highlighted.

The changes I propose are to have regarding this study is to change my procedures to include asking consent via email for interviews to be transcribed by a company (GMR Transcription). I will gain permission from participants by sending them an email (script attached) and asking their permission to have a third party transcribe the interview that do not contain identifiable information. If the participant does not respond or does not give permission I will transcribe the interview myself as agreed in the informed consent document. However, if the participant does agree to have their interview with me transcribed by a company, I will send their interview to the company through a secure FTP account to be transcribed. This account will only be accessible to me and the professional transcriptionist.

In order to have these services, I have requested to change my protocol and included a contact script for the email below. I will also keep the email correspondence with participants about these transcripts with their informed consent document to serve as documentation of their permission for the company transcribing their interview. Additionally, this will ensure that only one secure location (locked desk drawer in a locked office) has the names of participants as mean of protecting their identity.

[Below are my highlighted copies to mark changes from the approved study]

PART E: RESEARCH PLAN

Include sufficient detail for IRB review of this project independent of the grant, protocol, or other documents.

11. The information needed here is similar to that in the “methods” or “procedures” sections of a research proposal—it should describe the flow of events that will occur during your interactions with subjects. Please describe in detail your plans for collecting data from participants, including all procedures, tasks, or interventions participants will be asked to complete during the research (e.g., random assignment, any conditions or treatment groups into which participants will be divided, mail survey or interview procedures, sensors to be worn, amount of blood drawn, etc.). This information is intended to inform the committee of the procedures used in the study and their potential risk. Please do not respond with “see attached” or “not applicable.”

1. Potential participants will be identified using a list provided by the Registrar’s Office as described above.
2. I will use an initial standardized email script to contact potential participants.
3. After one week without a response from participant(s), I will use a follow-up email script to remind students of their invitation to partake in the study.
4. I will use the attached follow-up script to set up a time to interview each participant individually at a secure location on or off campus, whichever works best for the participant, and at a time that both the participant and I can convene.
 - A. I will explain the study procedures of the study to each participant.
 - B. I will discuss and obtain informed consent from each participant.
 - C. I will conduct a semi-structured interview.
 - D. I will provide all participants a handout (attached) with information about counseling, rape, and sexual assault support groups and domestic abuse.
5. Data analysis and review
 - A. I will transcribe all the individual interviews. [delete previous] Both GMR Transcription and I will transcribe the individual interviews.
 - B. I will analyze each transcription for themes.
 - C. I will compare the themes of individual transcriptions with each other for over-arching themes.
6. Conclusion of fieldwork
 - A. I will distribute a report of my findings to all participants and allow participants to discuss their contributions to the study with me.
 - B. With my report, I will send all of the participants a “thank you” message and invite them to come and discuss the findings with me.
7. Public appearance(s) of the study
 - A. All processes of my research will be discussed with my classmates and professor (Dr. Brotherson) in my qualitative methods class (HDFS 604: Advanced Qualitative Methods) but shall follow the guidelines of confidentiality included in this application (see Part J).
 - B. I will first show my major professor, Dr. Pokos, the findings of my work in the written format know as a thesis.
 - C. After Dr. Prokos and I have reviewed my thesis, I will present my analysis to my Program of Study Committee (POS Committee), which consists of Dr. Stephen Sapp, Dr. Alicia Cast, and Dr. Downing-Matibag.
 - D. I will then defend my thesis for my POS Committee and with the committee’s approval; I will discuss scholarly publication options.
 - E. I will present my findings at the Sociology Seminars that are held in the Sociology Department for faculty, students, and staff of the department or who are invited.
 - F. I will submit manuscripts to one or more scholarly journals in an effort to publish my findings.
 - G. I will present my findings at Sociology and related disciplines conferences.

PART J: CONFIDENTIALITY

25. Describe below the methods that will be used to ensure the confidentiality of data obtained. (For example, who has access to the data, where the data will be stored, security measures for web-based surveys and computer storage, how long data or specimens will be retained, anticipated date that identifiers will be removed from completed survey instruments and/or audio or visual tapes will be erased, etc.)

During the research process, lists of respondents contact information, interview recordings and transcripts of the interview proceedings will be kept in a locked desk within a locked office. Only I will have access to these files with the exception of the audio recordings which will be sent electronically to GMR Transcription to a qualified professional transcriptionist. These recording will omit the names of the participants and only include non-identifiable information. Any recordings made of interviews, transcripts, and written records of these interviews will be destroyed following completion of the project. Additionally, the online account used to obtain transcriptions will be deleted with the completion of the transcription process.

Names of all participants, including the names of their sexual partners, will be changed to conceal their identity and each participant will be assigned a number at the beginning of the interview. In my thesis and any subsequent publications or presentations that may result from this project, I will omit the names of participant's and use non-identifiable information (i.e. 20-year-old female, sophomore) and/or pseudonyms.

Electronic versions of the data will be kept on a password-protected computer. When results are published, the identity of the participants will remain confidential. Only the primary researcher will be privy to the participants' true identities and all other electronic or paper copies will be assigned a number by chronological sequence of the interview (i.e., interview 1, interview 2, etc.). The key linking the real names, the research IDs, and the new IDs for publishing purposes will be stored separately from the recordings and research notes. This key will be in a locked, secure file, and pending the conclusion of the research, it will be destroyed along with the recordings and notes.

IRB ID# 10-380**REQUEST FOR WAIVER OF SOME OR ALL ELEMENTS OF CONSENT**

Principal Investigator Name:	Veronica Rau-Mason
Phone Number:	515-231-1123 (cell) or 515-294-8021 (office)
E-mail Address:	vlrau@iastate.edu
Title of Study:	Hooking Up on Campus

Iowa State University's Institutional Review Board (IRB) may approve a consent procedure which does not include, or which alters, some or all of the elements of informed consent that are required by the regulations. The IRB may also waive the requirement to obtain informed consent altogether. For either waiver, the investigator must request a waiver and provide sufficient project-specific justification that all criteria listed below are met. *The IRB will make the final determination as to whether or not a waiver is appropriate based on the information provided by the investigator. Please note that the IRB can only approve a waiver if the study is not under the authority of the FDA (e.g., dietary supplement studies).*

Type of Waiver Requested (Place an "X" in the appropriate cell)

<input type="checkbox"/>	Waiver of <u>All</u> Elements of Consent
<input checked="" type="checkbox"/>	Waiver of <u>Some</u> Elements of Consent
Specify Elements to be Waived:	
Specific elements to be waived are obtaining signatures of participants for permission to hire a transcriptionist to transcribe the interviews. Instead, an email (see script below) will be sent to the participants who did not provide identifiable information in their recording of the interview, asking for their permission to have their interview transcribed by a third party.	

1. All of the research plans present no more than minimal risk to participants.

Justification:

All of the research plans present no more than a minimal risk to participants as the interview protocol will only ask students questions regarding their demographics, definitions of sexual and intimate relationships, and their experiences within these relationships. These questions are part of most college students' conversations with friends in their everyday lives. Additionally, all students contacted for an interview will be provided with information regarding the study and informed consent when asked to participate.

A waiver of informed consent to obtain signatures of participants for permission to hire a transcriptionist to transcribe the interviews. Instead, an email (see script below) will be sent to the participants who did not provide identifiable information in their recording of the interview, asking for their permission to have their interview transcribed by a third party. There are 12 of these interviews that would put participants at minimal risk by hiring a transcriptionist because no identifiable information is present in the recordings.

Additionally, participants will be sent an email (see script below) that asks their permission to have these interviews transcribed by a third party. Each participant will then have the right to agree or disagree to have a transcription service transcribe their interview with me by responding to the email with a yes or no. Those who do not give me permission or do not respond to the email will have their interview transcribed by myself and those who do give me permission will be sent to GMR Transcription to have their interview transcribed by a professional transcriptionist.

The transcriptionists of GMR are all held to a privacy policy that ensures the material on the audio records are not shared with others. Furthermore, the information submitted to the company will be transferred through a secure website (password-protected account) for the duration of the transcribing process and then recording will be removed and the account will be closed after the completion of transcribing interviews.

2. Not obtaining consent from participants or not including all elements of consent will not adversely affect the rights and welfare of the subjects.

Justification:

Not obtaining signatures for consent from participants to have their audio recordings transcribed will not adversely affect the rights and welfare of the subjects because I will get their permission to do so via email and their interviews do not contain identifiable information. By informing them and giving them an option to accept or decline my request, neither the rights nor the welfare of the participants will be violated.

Additionally, the email correspondence with participants asking their permission to have their interviews transcribed will be printed off and placed with their informed consent documents in a secure location (locked desk in a locked office) until the conclusion of the study in which all documentation will be destroyed. These emails will serve as written consent but will lack a signature that is gathered by a traditional informed consent form.

3. The research could not be practicably carried out without this waiver.

Justification:

The research could not be practicably carried out without the waiver of informed consent of students signatures for permission to hire transcription services because the interviews have already been conducted and many of the participants are hard to make contact in person (i.e., they live off campus, they may have moved, etc.) Due to this, it is necessary to email them and ask for their permission and use that email confirmation as means of consent to have their interview transcribed.

Additionally, transcriptions are an essential part of the qualitative research process of in-depth interviews in which I will use this form of data to analyze the interviews. Without transcriptions of the interviews, I cannot go through the coding process and use grounded theory to build a substantive theory on how and why students use the term hooking up to describe their casual sexual encounters. Therefore transcriptions are a necessary component of the research process.

4. Subjects will be provided with additional pertinent information after participation (e.g., a debriefing). If this is not appropriate or necessary, please explain why.

Justification:

Subjects will be provided with additional pertinent information regarding the transcription process in the email that will be sent to them (see below). This email discusses my intentions to have their interview transcribed and asks their permission to have this done.

Additional pertinent information about the study has already been provided to participants in the initial email contact and prior to the interview with the informed consent document. Thus, is it is neither appropriate nor necessary to inform students pertinent information about the study as they have already been informed. Please see my supplemental materials in my original approval for the email scripts and informed consent form.

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