

September 18, 2015

Dear members of the IRB,

In the following request for protocol modification, please find the following:

- | | |
|---|------------|
| 1. Protocol Modification Form – Signed | Pages 2-3 |
| 2. Appendix A (per the Modification Form) | Pages 4-6 |
| 3. Original IRB approval letter | Pages 7-8 |
| 4. Original IRB submission | Pages 9-50 |

We are asking to change some of our measures. The new measures are available for review in Appendix A of the Modification Form (pages 4-6) while the scales we are asking to remove can be found in the original IRB submission (specifically pages 31-36). The rationale for this change can be found on the Protocol Modification Form.

Please do not hesitate to contact me if you have any questions or concerns.

Thank you,
Joel Muraco

**INSTITUTIONAL REVIEW BOARD
FOR THE PROTECTION OF HUMAN RESEARCH SUBJECTS**

PROTOCOL MODIFICATION FORM

Project Information

Date (of modification request): September 18, 2015

Project Title: Stress Across the Life Span

Protocol Number: Sum-15-3 (listed on original approval E-mail)

Principal Investigator (must be a UW-Green Bay Faculty/Staff Member): Joel Muraco

Unit or Department: Human Development

Phone: 920-465-2569

E-mail: muracoj@uwgb.edu (all correspondence will be with the principal investigator)

Original Submission was approved as (listed on original approval E-mail):

☐ Full Board Review

☐ Expedited Review

☒ Exempt Review

Start Date for Modified Proposal: September 18, 2015

End Date for Modified Proposal: June 29, 2016

Will this modification require Full Board Review? (for a description of full board review, please see the *IRB Policies and Procedures Manual* or see "Determining if a Project is Exempt, Expedited or Requiring Full Board Review" on the UW-Green Bay IRB website)

☐ Yes

☒ No

Protocol Modification

Please describe all modifications you will be making to your protocol including the addition or removal of investigators, changes in participant recruitment, etc.

We would like to remove the following scales (46 questions):

- The Modern Sexism Scale, formerly pages 9-10
- Symbolic Racism Scale, formerly pages 11-12
- Homophobia Questionnaire, formerly pages 13-14

Additionally, we would like to add the following scales (27 questions; on the following pages):

- Discrimination and Prejudice Scale
- Racial Socialization Scale
- Sleepiness Scale

Please see Appendix A for the new measures. The old measures assessed sexism, racism, and homophobia within the participant while the new scales ask if the participant has been victimized because of their race, ethnicity, sex, gender expression, sexual orientation, ability, or age. The racial socialization scale has been added given evidence that supports

racial and ethnic minorities often socialize their children to expect discrimination and prejudice and as a result these individuals may have skills that allow them to better handle the discrimination and prejudice they experience in their lives and thus we want to examine if this is true. The sleep scale has been added to examine the effects of discrimination and prejudice on one's overall sleep as discrimination and prejudice can be stressful and stress can interfere with sleep.

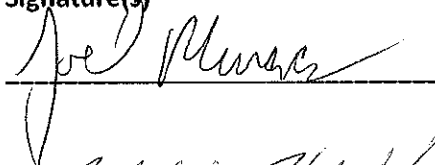
Signature(s)

Signing this document indicates that you have read and are familiar with the research protocol described above.

Name and Signature of Principal Investigator: Signature(s)

Date(s)

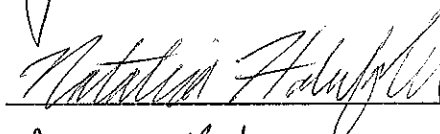
1. Joel Muraco



9/18/15

Name(s) and Signature(s) of Co-Investigator(s):

1. Natalia Hahnfeldt



9-18-15

2. Isaac Buhle



9/18/15

3. Jenny Camillo



9/18/15

4. Logan Mischler



9/18/15

Submission Instructions

For electronic submissions:

- Email a PDF of the entire proposal to the IRB Chairperson, Dr. Illene Cupit, at cupiti@uwgb.edu. The proposal must be sent as one complete document, must include all relevant forms, and must be signed by all investigators involved.

For paper submissions

- Mail the entire proposal to the IRB Chairperson, Dr. Illene Cupit, MAC C310. The proposal must include all relevant forms and must be signed by all investigators involved.

Discrimination and Prejudice Scale

We are now interested in your experiences with discrimination and prejudice. Please select in which of the following areas (in light blue) you have experienced discrimination and prejudice by checking the corresponding occurrence column (light yellow). Then, please also select all the contexts in which you experienced such discrimination (light green). You may select multiple occurrences and contexts as needed.

[illegible]

Racial Socialization Scale

The following statements are concerned with experiences you had growing up as a child, before you were 18. Please identify, as best you can remember, how often your parents...

Talked with you about others trying to limit you because of your race.

- | | |
|---------------|----------------|
| (1) Never | (4) Often |
| (2) Rarely | (5) Very Often |
| (3) Sometimes | |

Told you that you must be better to get the same rewards as others because of your race.

- | | |
|---------------|----------------|
| (1) Never | (4) Often |
| (2) Rarely | (5) Very Often |
| (3) Sometimes | |

Talked to someone else about discrimination based on race when you could hear.

- | | |
|---------------|----------------|
| (1) Never | (4) Often |
| (2) Rarely | (5) Very Often |
| (3) Sometimes | |

Talked with you about unfair treatment due to your race.

- | | |
|---------------|----------------|
| (1) Never | (4) Often |
| (2) Rarely | (5) Very Often |
| (3) Sometimes | |

These items were informed from the extant literature examining racial socialization and were then adapted for sexual orientation:

Hughes, D. (2003). Correlates of African American and Latino parents' messages to children about ethnicity and race: A comparative study of racial socialization. *American Journal of Community Psychology*, 31, 15-33.

Hughes, D. & Johnson, D. (2001). Correlates in children's experiences of parents' racial socialization behaviors. *Journal of Marriage and Family*, 63, 981-995.

Sleepiness Scale

How likely are you to doze off or fall asleep in the following situations? You should rate your chances of dozing off, not just feeling tired. Even if you have not done some of these things recently try to determine how they would have affected you. For each situation, decide whether or not you would have:

No change of dozing = 0
 Slight chance of dozing = 1
 Moderate chance of dozing = 2
 High chance of dozing = 3

Circle your response below.

Situation	Chance of Dozing			
Sitting and reading	0	1	2	3
Watching TV	0	1	2	3
Sitting inactive in a public place (e.g. a theater or a meeting)	0	1	2	3
As a passenger in a car for an hour without a break	0	1	2	3
Lying down to rest in the afternoon when circumstances permit	0	1	2	3
Sitting and talking to someone	0	1	2	3
Sitting quietly after a lunch without alcohol	0	1	2	3
In a car while stopped for a few minutes in traffic	0	1	2	3

Reference:

Johns, M. V. (1991). A new method for measuring daytime sleepiness: The Epworth Sleepiness Scale. *Sleep*, 14, 540-545.

Muraco, Joel

From: Cupit, Illene
Sent: Tuesday, June 30, 2015 1:04 PM
To: Muraco, Joel
Subject: Approved Research Proposal - IRB

UNIVERSITY of WISCONSIN
GREEN BAY

June 30, 2015

Dr. Joel Muraco and co-investigator(s) Natalia Hahnfeld, Rose Buhle, Logan Mischler, Jennifer Carrillo

On behalf of the UW–Green Bay Institutional Review Board (IRB) for the protection of human research participant I am pleased to inform you that your research proposal entitled, "**Stress Across the Life Span**" (proposal # Sun 15-3) has been **approved** through June 29, 2016.

Your research has been approved as non-exempt (full board) because of the risks involved. Because your research is non-exempt, it is subject to compliance with federal regulations and UW-Green Bay policy regarding the use of human subjects as described in the IRB application material including an annual report on your research (see website for report form).

Your research has been approved for a period extending through June 29, 2016. IRB proposals are given one year of approval. By May 1, 2016, please submit a request for an extension of this project. Please note that it is the principle investigator's responsibility to promptly report to the IRB any changes to the research project (via the Project Modification Form). In addition, if harm or discomfort to anyone becomes apparent during the research, the principal investigator must contact the IRB Chairperson. Harm or discomfort includes, but is not limited to, adverse reaction to psychology experiments, biologics, radioisotopes, labeled drugs, or to medical or other devices used.

Finally, if this project is extramurally funded and requires notification (of approval) to Lidia Nonn, Jeff Selner, or any other third party, please let me know, and I will forward it accordingly.

Thank you for your efforts to ensure the safety and respect of human subjects. If you have any questions or concerns please contact me or another member of the IRB.

Congratulations and good luck with your research!

Regards,

Illene N. Cupit

Illene N. Cupit, Chair,
Institutional Review Board
UW-Green Bay

Instructions

For electronic submissions:

- Email a PDF file of the entire proposal to the IRB Chairperson, Dr. Illene Cupit, at cupiti@uwgb.edu. The proposal must be sent as one complete document, must include all relevant forms, and must be signed by all investigators involved. **Please note** – it is not necessary to print out the whole proposal and scan it into PDF format and then e-mail it. You can simply save this as a PDF file and send it, but you will need to scan the signed signature page (which will be then be attached to the complete proposal).

For paper submissions

- Mail the entire proposal to the IRB Chairperson, Dr. Illene Cupit, at LS 455. The proposal must be sent as one complete document, must include all relevant forms, and must be signed by all investigators involved.

Part I: Project Information

A. Research Project Information

Study Title: Stress Across The Life Span

Date Submitted: May 13, 2015

Estimated Start Date: August 1, 2015

Note: This date should follow IRB review. Please allow at least **14** days for exempt or expedited reviews. Protocols requiring approval from full board will be reviewed at our next meeting.

Estimated Completion Date: May 31, 2016

Note: Projects continuing for longer than one year will require an Annual Progress Report at our next meeting.

B. Principal Investigator (PI) (Note – this can not be a student.)

Name: Joel Muraco

Program/ Unit: Human Development

Phone: (920)465-2569 Fax: (920)465-5044 Email: muracoj@uwgb.edu

C. Principal Investigator Status

☒ Full Time Faculty Member

☐ Administrator/Staff Member

☐ Full Time Lecturer

☐ Other, Please explain

Was this proposal prepared primarily by a student-investigator(s)?

☐ Yes. ☒ No

If so, did you, as PI, review and/or edit the document to assure that it contains the required information as requested by the IRB?

☐ Yes. ☐ No, please explain:

D. Co-investigators

	Signature	
Name: Natalia Hahnfeld		Email: Hahnn04@Uwgb.Edu
Name: Rose (Isaac) Buhle		Email: Buhlrm11@Uwgb.Edu
Name: Logan Mischler		Email: Misc1t19@Uwgb.Edu
Name: Jennifer Carrillo		Email: Carrjb11@Uwgb.Edu
Name:		Email:
Name:		Email:
Name:		Email:

E. Determination of Risk/Review Status

For a description of the review categories, please see “Determining if a Project is Exempt, Expedited or Requiring Full Board Review” on the UW-Green Bay IRB website.

Check the Appropriate Review Category for this Project (check one):

- ☒ Full Board Review – requires full IRB approval (and hence a meeting)
- ☐ Expedited Review – can be reviewed by a member of the IRB
- ☐ Exempt – If exempt, indicate the exemption number:

An “Exempt” proposal can be reviewed by a member of the IRB. Exempt status means that, once approved, the proposal is exempt from any further IRB review, e.g., annual.

Part II: Project Description Narrative

A. Purpose and Significance of the Project

Provide a brief background statement and describe the purpose of the research project and the importance of the knowledge to be gained from it.

This study is being conducted to better understand how stress influences behaviors, physical health, and psychological well-being in the lives of adults. It is imperative we ask questions about stress, deviancy, and physical and psychological health as they are interrelated and impact the lives of individuals disproportionately as identified by numerous government organizations (e.g., Census, Office of Disease Prevention and Health Promotion, National Institutes of Health). These disproportionalities are the result of one's sex, racial and ethnic composition, area of residency, and sexual orientation.

The effects of stress are well documented. Common effects of stress on physical health include headaches, muscle tension or pain, chest pain, fatigue, changes in sex drive, upset stomach, and sleep problems (Harvey et al., 2003; Stress in America report, 2010). In terms of psychological health, stress is associated with anxiety, restlessness, lack of motivation or focus, irritability or anger, and sadness or depression (Faravelli & Palanti, 1989; Hammen, 2005; Kendler et al., 1999; Kessing et al., 2003). Lastly, in terms of behavior, stress is associated with overeating or undereating, angry outbursts, drug or alcohol abuse, tobacco use, and social withdrawal (Colby et al., 1994; Conway et al., 1981; Linsky et al., 1985; Linsky & Strauss, 1986; Zimmerman et al., 2003).

Based on extant literature, sex (Green, 1996; Hequembourg & Brallier, 2009; McNally, 2003; Patton et al., 2003; Stress in America report, 2010), race/ethnicity (Battle & Lemelle, 2002; Greene, 2000), and age (David & Knight, 2008; Stress in America report, 2010) are specific person level characteristics that differentiate how individuals experience stress; however, these characteristics are often included in models as controls, mediators, or moderators. Further, extensive research has found that non-heterosexual identified populations disproportionately report physical health problems (Cochran & Mays, 2007; Conron, Mimiaga, & Landers, 2010; Fredriksen-Goldsen, Kim, & Barkan, 2012; Kim & Fredriksen-Goldsen, 2012; Frost, Lehavot, & Meyer, 2011; Lock & Steiner, 1999; Sandfort, Bakker, Schellevis, & Vanwesenbeeck, 2006) compared to their heterosexual peers. Non-heterosexual populations also report disproportionately worse mental health compared to their heterosexual peers (DiPlacido, 1998; Hatzenbuehler, Nolen-Hoeksema, & Erickson, 2008; Kuyper & Fokkema, 2010, 2011; Lehavot & Simoni, 2011).

Additionally, much empirical support has been found for the buffering effects support and coping can have for individuals dealing with stress (Morris, Waldo, & Rothblum, 2001; Schneiderman, Ironson, & Siegel, 2008; Szymanski, Chungy, & Balsam, 2001; Wayment & Peplau 1995) and the role religion plays in prejudice (Spilka, Hood, Hunsberger, & Gorsuch, 2003; Whitley, 2009). As such, we will examine how variation in sex, race/ethnicity, and sexual orientation influences stress and the role support, coping, and religiousness plays in buffering the negative effects of stress.

B. Participants in the Project

1. Identify all participant groups (e.g., teachers, elementary school students, college students, administrators, clients, patients, etc.).

We will actively recruit adults, over that age of 18, to participate in our study. While we will recruit from the entire adult population, we will particularly focus on recruiting non-White and non-heterosexual identified individuals. Recruitment (attachment 1), consent (attachment 2), and participation will occur online.

2. Describe the basic characteristics of potential participants, e.g., college students, administrators, clients, patients, and the anticipated number of participants, age range, gender, racial/ethnic background).

The only basic characteristic we require of potential participants is that they are 18 years of age or older. Ideally, we will recruit 200 individuals who will, as a result of our focus on recruiting non-White and non-heterosexual adults, vary in age, sex, gender, racial/ethnic composition, and sexual orientation.

3. Describe the pool of participants with regard to sex, race or ethnic group, age range, etc. Justify the exclusion of any group.

No group will be excluded and all adults who wish to participate will be included in the study. We will seek to maximize the number of non-White and non-heterosexual participants by actively recruiting from organizations (e.g. college student groups, social groups, etc.) that serve these populations.

4. Describe any special criteria for including or excluding individuals from participation and justify those criteria, e.g., including only individuals with hypertension as that is pertinent to the intervention to address hypertension. There are no special criteria for including or excluding any individuals from participation.

5. If a requirement of the research is that the participants are to be in good mental or physical health, indicate who will determine and how.

There is no requirement pertaining to overall mental or physical health of participants. Participants will be informed at the onset of the study that their participation is voluntary and that they have the right to discontinue participation in the study at any time.

6. If the participants are minors, mentally incompetent, or legally restricted groups, give an explanation as to the necessity for using these particular groups (please note that research with all of these groups requires Full Board Review).

We are not recruiting participants who are minors, mentally incompetent, or legally restricted.

7. Indicate the total amount of time required of each participant. If you will be using multiple instruments/procedures, state the amount of time required for each instrument/procedure.

Expected total time needed for full participation is between 20 and 40 minutes.

8. If you will reward (e.g., provide money, extra credit, gift etc.) participants, indicate the type of reward, when participants will receive the payment, and whether or not your participants will receive the payment if they drop out of the study. In the case of course credit, indicate how students who do not participate will be able to earn equal credit.

Eligible students will be able to participate in the study as part of the Experimental Learning Research Program (ELRP) within the Psychology and Human Development Department at the University of Wisconsin - Green Bay. Specifically, students enrolled in first year introductory courses in either Human Development or Psychology will have the opportunity to participate in our study as part of their course requirements. Within ELRP, students have the option of participating in many different research studies and/or attending various research related events on campus so if they choose not to participate in our study, they have many other opportunities to earn the credit they need. As ELRP students receive credit as part of their participation, they will not be eligible to receive a gift card. All participants will be asked, when first accessing the survey, if they are participating in the survey as part of ELRP. If they answer yes, identifying information will be collected at the end of study. This information will be separate from the survey data, will never be connected to the survey data, and will be sent to those in charge of ELRP. We will not retain this data and once such data is sent, it will be destroyed.

All non-ELRP participants will have the option of entering a drawing for one of two \$25 Amazon gift cards. They will be prompted at the end of the study to, if they wish to be entered into the drawing, provide their name and contact information. This information will be collected and stored separately from their survey data and will never be connected to the survey. This information is collected solely for the purposes of the drawing. Two drawings will be held. The first will occur on December 31, 2015. The winner will be notified within one week and all participant information for this drawing will subsequently be destroyed (by January 7, 2016). The second drawing will take place on May 31, 2016. Again, the winner will be notified within one week of the drawing and all participant information will again be destroyed (by June 7, 2016).

9. Please use the space here for any other information you feel is relevant regarding the participants in project.

No other information is believed to be needed pertaining to the participants of this project.

C. Methodology

1. Describe all procedures used to identify, recruit subjects. Include who will make contact, how the contact will be made, and how subjects will be enrolled in the study.

Data will be collected over the fall 2015 and spring 2016 semesters. Specific non-White and non-heterosexual recruitment will occur through convenience and snowball sampling; both nonprobability sampling techniques (Meyer & Wilson, 2009). While the term “convenience” sampling may be misleading, because it suggests little to no thought was used in recruitment while often the opposite is true (Meyer & Wilson, 2009), in this instance it refers to soliciting participants from organizations that cater to non-White and non-heterosexual populations. In snowball sampling, participants are asked to nominate other potential participants from among their social network (Meyer & Wilson, 2009). Thus, once participants are identified through convenience sampling, we will ask them to recommend others they may know who are also eligible to participate in the study. This recommendation will come in the form of them passing along information (the recruitment flyer or email) about the study to others they know. The PI, or others approved to work on the study, will not solicit contact information from or for anyone directly.

Participants will be recruited from various organizations in and around Green Bay, Wisconsin, and across the country. The PI will not have direct contact with potential participants, but will work with a staff member in each organization to coordinate recruitment. This method has been successfully used by others (e.g. Ogolsky, 2009). Such organizations will include support groups, campus clubs, electronic list services, online newsletters, and social groups. Anticipated organizations to be solicited include, but are not limited to: Hispanic Chamber of Commerce Wisconsin; the Multicultural Center of Greater Green Bay; the American Intercultural Center at the University of Wisconsin - Green Bay; The Pride Center at the University of Wisconsin - Green Bay; and Rainbow Over Wisconsin, a northeastern Wisconsin LGBT community foundation.

Recruitment will occur in numerous ways. First, we will work with the faculty and staff at each participating location to coordinate a time for the PI to come and present the research and proposed study. The PI will leave flyers, with a link to the study, and explore the possibility of having emails sent to members. Research will not be conducted at these sites, just recruitment will occur. This recruitment will not be done by the PI, but through flyers and emails that individuals who frequent these organization or who receive emails from these organizations receive.

Also, the PI will contact the administrators of various electronic list services asking if they will share information about the study with their members. Social media will also be utilized as the PI and co-PIs will distribute flyers via Facebook and Instagram. Both Facebook and Instagram are social networking websites. The PI will ensure all participant recruitment and communication via these sites adheres to the social media site's use of service and privacy terms and conditions. Last, the PI will ensure all participants are asked to recommend others they know who also qualify for the study. This combination of convenience and snowball sampling will yield the desired number of couples within the projected timeframe for the study.

Informed consent will be obtained before subjects access the online survey. To access the survey subjects will be directed to a website. The home page for this website will include the consent form. In order to move from the home screen to the actual survey, subjects will have to read and accept the terms as outlined in the consent form. By consenting to participate in the study, participants are agreeing to allow their data to be used for research purposes now (specific to the questions posed) and in the future. Specifically, additional examinations of relationships between various study variables may be undertaken.

Participant consent will be obtained electronically. Data will be downloaded and stored on the PI's password protected computer in MAC C323, which requires access to enter, as well as through UWGB's Office 365 account.

2. Describe what constitutes data, i.e., the independent quantitative or qualitative variable(s) for this research.

All data entered by the participants will constitute data. Such data will be quantitative and will primarily be collected using likert-type scales.

3. Describe what participants will be asked to do, e.g., interventions, educational programs, testing, observation, interviews, or laboratory procedures.

Participants will be asked to provide information in survey form. That is all participants will be asked to do as part of this research project. Questions will ask about stress, physical health, psychological health, etc.

4. Indicate any personnel who will be involved in the research process, e.g., those who will be present during a participants' participation, those involved in analyzing the data. State the qualifications and roles of all personnel

No personnel will be present during participants' participation; however, personnel will be present to analyze the data. These personnel are listed as part of this application as co-PIs (co-investigators signatures attached). These co-PIs are undergraduate research assistants who will work closely with the PI to analyze the data to create conference and empirical journal submissions. Co-PIs and future research assistants will be undergraduate students enrolled at UWGB. They will work with the PI to learn about the research process (IRB submission to conference and journal submission) and the content areas of this project (e.g. stress, mental health, etc.).

5. If the project involves invasive medical procedures and/or stress testing, please indicate the qualifications of the person(s) performing the procedure.

This project does not involve invasive medical procedures or stress testing.

6. Indicate the location(s) where the research will take place, e.g., UWGB, in participants' homes, the Brown County library, etc.

There is no specific location for study participation as participants can complete the online survey wherever they see fit. Possible locations include the UWGB campus, in participants' home, and at local organizations.

D. Special Considerations

Does your research involve:	Yes	No
1. Use of instructional strategies that are NOT commonly used and well accepted, or the addition of assessment procedures that are NOT routinely used in established or commonly accepted educational settings? If YES, please explain and justify.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Inclusion of questions about topics that the participant might consider sensitive or personal (e.g., questions about ethical or religious beliefs, questions about (intimate) relationships, questions about health status, health practices, or medical history, etc.). If YES, please explain and justify.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
It is imperative we ask questions about stress, deviancy, and phsycial and psychological health as they are interrelated and impact the lives of individuals disproportionately as identified by numerous government organizations (e.g., Census, Office of Disease Prevention and Health Promotion, National Institutes of Health). These disproportionalities are the result of one's sex, racial and ethnic composition, area of residency, and sexual orientation.		
2. Placing the participants at risk of criminal or civil liability or damaging the subjects' financial standing, employability, or reputation if their responses were to be disclosed outside of the research project? If YES, please explain and justify.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Any procedures that could impose stress or expose participants to risks beyond what they encounter in everyday life? If YES, please explain and justify.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- | | | |
|--|-------------------------------------|-------------------------------------|
| 4. Use or presentation of materials that might be considered to be offensive, threatening, or degrading? If YES, please explain and justify. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5. Risk of physical injury or discomfort to participants, including physical exertion beyond normal activity? If YES, please explain and justify. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6. Manipulation of physiological requirements (nutrition, sleep, etc.) or of ethically sensitive psychological and social variables (sensory deprivation, isolation, stress, self-esteem)? If YES, please explain and justify. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 7. Participants taking internally, or having applied externally, any substances, drugs, or other controlled substances? If YES, please explain and justify. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 8. Collection and/or removal of any fluids or tissue from participants? If YES, please explain and justify. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 9. Use of participants with whom the researcher has another relationship (e.g., administrator-teacher, teacher-student, psychotherapist-client, supervisor-employee, nurse-patient, professional-client, parole officer-parolee)? If YES, please explain and justify. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 10. Access to health care records, legal records, or educational records? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 11. Collection of potentially sensitive information about participants (e.g., family income, illegal or unethical behavior, health/medical history or practices)? If YES, please explain and justify.
We do specifically ask about family income and illegal or unethical behaviors. We do this to better help us understand the realities of individuals as we examine the differential effects of stress, and how stress may produce different results based on one's sex, race/ethnicity, sexual orientation, and/or combination of characteristics. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 12. Use of live models (actors) in the research? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 13. Photographing, videotaping or audiotaping individuals who will serve as models in the research? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 14. Photographing, videotaping or audiotaping participants? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

E. Safeguarding the identity of the participants

- | | | |
|--|-------------------------------------|-------------------------------------|
| 1. Collection of information that identifies or potentially identifies individual participants through surveys, interviews, or tests (including demographic data)? If YES, please explain and justify.
Few risks or complications are posed to participants in the proposed study. Potential risks are related to the content of the self-report questionnaires and the possibility that being primed to think about stressful life circumstances and potentially private information (e.g. psychological health, physical health, delinquent or illegal behavior) may cause harm. Participants will be reminded that their participation is voluntary and that they can discontinue participation at any point. Further, information pertaining to mental health services in and around the Green Bay area, and nationally, will be provided to all participants at the end of the survey. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Use of archival data containing identifying information or codes that could link individuals to the data? If YES, please explain and justify.
Not applicable | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

3. Gathering or recording information in such a manner that participants can be identified, either directly or through identifiers linked to them? If YES, please explain and justify. ☐ ☒
Not applicable
4. Describe specific procedures you will use to safeguard participants' data from unauthorized access.
There is also a risk of breach of confidentiality associated with participation in any research study; however, the PI will take every precaution to avoid this from happening. The participant's name will not appear on any study questionnaire as we will not ask for such identifying information. Rather, a USER ID number will be created and assigned to each participant. All data will be stored on a secure computer system (password-protected) that will only be accessible by the PI and co-PIs.
5. Explain how and where you will store the data and who will have access to it. FYI – it is NOT necessary to “destroy” data.
Survey data will be stored solely electronically on secure online servers (e.g. Qualtrics, Office 365). Identifying information (names and contact information) will be collected separately from survey data and destroyed after it has served its purpose (e.g. ELRP credit or drawing purpose). Survey data will be kept by the PI. Each semester the PI will move the data and grant access to those approved to work on the data. Those approved to work on the data are listed here as co-PIs and those who, in the future, may be added as co-PIs and or undergraduate research assistants who desire to work with the data.
6. If applicable, explain how you will link the data to participants during your study
As this study is cross-sectional, there will be no need to link data to participants.
7. State what you will do with the information obtained from the study (participants), e.g., use aggregate data to publish in a scientific journal.
Aggregate data will be used for conference presentations and publications in scientific journals.
8. Describe which elements of your project might be openly accessible to other agencies or appear in publications.
No elements of the project will be openly accessible. Aggregate data will be the only data presented publically. The PI will handle all requests and/or questions from the public concerning the data. If needed, only aggregate data will be made available.

F. Risks to Participants

1. Describe, in detail, any risks you foresee (physical, emotional, psychological, social, legal, economic, etc.).
We do not anticipate more than minimal risk for participants and provide resources to participants at the end of the survey in case they are needed.
2. If more than minimal risk, provide the rationale for the necessity of such risks, i.e., why the value of the information to be gained outweighs the risk involved.
Not applicable
3. If more than minimal risk, describe what actions that will be taken to minimize the risk(s).
Not applicable
4. If you will utilize deception (of any kind) in gathering your data,
A. justify and support the use of deception.
Not applicable
B. provide a detailed description of the debriefing process used to explain the deception and the rationale for using it.
Not applicable

G. Benefits to Participants

Describe any potential benefits of participation (to participants, to society, and/or to a particular field of study) and evaluate the risk-benefit ratio of participation in the project, e.g., ERLP credit, gift card, etc.

The only direct benefit for all participants is that they will be made aware of resources for stress management as well as national community specific resources (e.g. organizations that cater to individuals based on their racial/ethnic and/or sexual orientation identities). Further, for some, involvement has the potential to assist in their understanding of potential stress in their life. Additionally, participation and responses to the survey will be used to inform future research as well as potentially influencing who receives stress management services and in what form those service takes.

In terms of tangible benefits. two non-ELRP participants will be selected to receive \$25 Amazon gift cards. Further, ERLP participants will receive two (2) credits towards their EFLP requirements.

H. Cooperating Institutions

If applicable, please provide information about any cooperating institutions (hospitals, prisons, social welfare agencies, etc.) that are involved in the project. Include information about the subjects and/or researchers affiliation with the institution(s). Provide a copy of the affiliation (agreement) letter – see checklist

There are no other cooperating institutions.

I. Consent to Participate (see the IRB Policies and Procedures Manual for more information about the elements of informed consent, also see sample informed consent on IRB web page)

1. Describe the process involved in obtaining informed consent, e.g., when, where, and by whom consent will be obtained.

Informed consent will be provided to the participants as the first page of the online survey that they access. In order to continue with the survey the participants must accept the consent form or leave the study

2. Describe the procedures used to ensure that the consent is informed and voluntary (particularly if the study involves the use of vulnerable populations or the use of deception).

The informed consent states that the study is voluntary and that at any point they can withdraw. Participants are welcome to close out of the online survey at any time. If the participant leave the study without completing it their data will not be used.

3. If research involves "in class" consent/participation, describe how you will protect subjects from being identified as non-participants (or participants) to you, other faculty and other students.

Not applicable

4. If research involves "in class" consent/participation, describe how you will ensure that students do not feel compelled (via authority and/or peer pressure) to participate, e.g., PI leaving the room, having staff or other faculty participate.

Not applicable

5. If not obtaining "signed informed consent" (obtaining the signature on the subject on the informed consent document), explain why that is not necessary, e.g., it compromises anonymity because it is the only way that a subject might be identified as having participated as a subject.

Signed informed consent is being obtained.

J. Informed Consent

Does your informed consent...

Yes No

- | | | |
|--|-------------------------------------|--------------------------|
| 1. Indicate the NAME of the researchers, including the PI? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. State the PURPOSE of the research? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Include a PROCEDURES section that explains (in some detail) what is expected of the subject, including the time commitment? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Explain the RISKS of the research - even if only minimal? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Explain the BENEFITS of the research - even if only contributing to knowledge of the discipline? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

- | | | |
|---|-------------------------------------|--------------------------|
| 6. Include a SAFEGUARDS section that... | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| explains how anonymity and/or privacy will be preserved? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| indicates that the subject has the option of discontinuing participation at any time? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| (If a survey or interview is involved), indicates that the subject has the option of NOT answering questions? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7. Provide contact information for the investigator (PI)? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8. Include a statement as to how the participant can access the results of the study? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 9. Provide contact information for the Chair of the IRB? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

K. Documentation needed for ALL proposals

Check if attached

- | | |
|---|-------------------------------------|
| 1. Copy of informed consent | <input checked="" type="checkbox"/> |
| 2. Copy of all data collection instruments (instructions to participants, observational coding sheets, data sheets, etc.) | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No, please explain: | |
| 3. Copy of Certification of Human Subjects Training for PI (current within past 5 years) | <input checked="" type="checkbox"/> |
| 4. Copy of Certification of Human Subjects Training for ALL co-investigators (current within past 5 years). | <input checked="" type="checkbox"/> |
| 5. A copy of any documents or verbal scripts to be used in recruiting subjects, e.g., email, Facebook posting, posters, announcements, advertisements, or script of verbal invitation to participate. | <input checked="" type="checkbox"/> |

L. Documentation that MIGHT be needed

Check if attached

Does your research involve:

- | | |
|---|-------------------------------------|
| 1. A (simple) survey instrument, e.g., hard copy survey, please provide an (hard or electronic) copy of the survey <input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No | <input checked="" type="checkbox"/> |
| 2. A programmable electronic survey instrument, e.g., Qualtrics, please provide access to the survey (provide "read-only" access or include us on the list of participants). <input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No | <input checked="" type="checkbox"/> |
| 3. Gaining access to health care records, legal records, or educational records? Please include a copy of letter of authorization. <input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No | <input type="checkbox"/> |
| 4. Use of <u>live models</u> (actors) in the research? <input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No | <input type="checkbox"/> |
| 5. Photographing, videotaping or audiotaping individuals who will serve as <u>models</u> in the research? Please provide a copy of authorization to photograph (see IRB web site for form). | <input type="checkbox"/> |
| 6. Photographing, videotaping or audiotaping participants? Please provide a copy of authorization to photograph (see IRB web site for form). <input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No | <input type="checkbox"/> |
| 7. Using ERLP (Experiential Research Learning Program), please provide a copy of the recruitment text to be posted on the ERLP Web site. <input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No | <input checked="" type="checkbox"/> |
| 8. Any VERBAL scripts used as part of the research, including verbal recruiting scripts or verbal directions used in carrying out the study. <input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No | <input type="checkbox"/> |

9. A “cooperating institution”. Please provide a copy of the “affiliation agreement”. The affiliation letter(s) should be written by a supervisor at the particular agency and serve as evidence that the primary investigator has been given permission to conduct research at the institution. You may not begin participant recruitment or data collection until you have submitted the signed affiliation letter(s) to the Institutional Review Board.

☐ Yes. ☒ No

☐

10. Other relevant materials that will be used in the study:

☒ Yes. ☐ No

☐

If, Yes, Please describe: We have not yet created the Qualtrics survey, but have provided all measures in the attached codebook (attachment 3). We will grant access to the survey once it have been created. Creation of the survey is expected to take place this summer before our August 1, 2015 start date.

11. A copy of the transcript of any oral presentation used in the place of a written consent statement, accompanied by the statement which participants or legal representatives, and an auditor-witness sign indicating their agreement to participate in the study described orally.

☐ Yes. ☒ No

☐

12. A request for waiver or modification of the typical consent procedures outlined above, with appropriate rationale and justification, because typical consent procedures would adversely affect the experimental design or procurement of data.

☐ Yes. ☒ No

☐

13. Access to health care records, legal records, or educational records, please provide documentation of approval to access these records.

☐ Yes. ☒ No

☐

14. Use of archival data, and these are not publicly available, please provide documentation of your authorization to access and use these data.

☐ Yes. ☒ No

☐

Part V: How Will My Proposal be Reviewed - Exempt, Expedited or Full-board?

All proposals will be reviewed by the IRB. However, some categories of research *may*, under certain circumstances, be exempt from the need for review by the *full* IRB. Please check *all categories that apply to your research*: My research project can be described as...

- ☐ 1. Research conducted in established or commonly accepted educational settings, involving normal education practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

NOTES: Research in this category may include minors. In order for research of this type to be considered exempt from review by the full IRB, the researcher(s) must provide a letter from the appropriate institutional official documenting that all educational interventions and assessment procedures employed in the research are part of the typical educational curriculum and that the researcher(s) have permission to access test data and records that will be used in the research project.

- ☒ 2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior.

- ☐ 3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior wherein (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) Federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information be maintained throughout the research and thereafter.

- ☐ 4. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded in such a manner that subjects cannot be identified, either directly or through identifiers linked to the subjects.

NOTES: Please note that in order for research in this category to be considered exempt from review by the full IRB, all data, documents, records, or specimens to be used in the research must be in existence at the time of IRB review and must have been

collected for purposes other than the proposed research. If the archival data being used is not public record, the researcher(s) must have a letter from the appropriate official giving the researcher(s) permission to use the data archive and verifying that the data released to the researcher(s) will contain no identifying information or code.

☐ 5. Research and demonstration projects which are conducted by or subject to the approval of Department or Agency heads which are designed to study, evaluate, or otherwise examine: (i) Public benefit or service programs; (ii) procedures for obtaining benefits or services under these programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.

☐ 6. Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

NOTE: If you checked one or more of the above AND you checked NO to all items in Part II of this application, your research may need to be reviewed only by the IRB Chair or designee.

Research projects characterized by use of vulnerable populations (see Part II A), by threats to participants' anonymity, confidentiality, or privacy (see Part II B), by exposure of participants to more than minimal risk (see Part II C), and/or research NOT falling into the categories listed above, may require review by the full IRB.

The timeframes for IRB processing of projects receiving full review, expedited review, or exempt review are described *here*.

ERLP Description

This study will take approximately 30 minutes to complete and is entirely online. This study is being conducted to better understand how stress influences behaviors, physical health, and psychological well-being in the lives of adults.

Email Script to Organizations / Social Media Recruitment Description

Hello,

We are a team of researchers at the University of Wisconsin – Green Bay studying the influences of stress in the lives of individuals. We would like to ask if you would be able to distribute the following information about our online survey to your constituents.

This study is being conducted to better understand how stress influences behaviors, physical health, and psychological well-being in the lives of adults. This study will take approximately 30 minutes to complete and is entirely online. Anyone over the age of 18 qualifies to participate. Participation is completely voluntary. Upon completion of the survey you have the option of entering a drawing for a prize.

<INSERT LINK TO SURVEY HERE>

<INSERT QR CODE HERE>

Joel Muraco, Assistant Professor of Human Development, is the lead investigator on this study and can be reached at muracoj@uwgb.edu or 920-465-2569. The study has been approved by the University of Wisconsin – Green Bay's Institutional Review Board.

We appreciate your time and effort. Thank you.

The Stress Lab

The University of Wisconsin – Green Bay

INFORMED CONSENT FORM

Title: Stress across the Life Span

Investigator(s): Joel Muraco, Ph.D., Department of Human Development;
Undergraduate research assistants: Natalia Hahnfeldt; Rose (Isaac) Buhle; Logan Mischler; Jennifer Carrillo

Contact Information: The primary investigator, Dr. Joel Muraco, can be reached in the following ways:

Email: muracoj@uwgb.edu

Phone: (920) 465-2569

Fax: (920) 465-5044

Mail: Joel Muraco

Human Development

2420 Nicolet Drive

Green Bay, WI 54311

For questions about your rights as a participant in this study or to discuss other study related concerns or complaints with someone who is not part of the research team, you may contact the Institutional Review Board at the University of Wisconsin – Green Bay at (920) 465-2703.

Purpose of Research: This study is being conducted to better understand how stress influences behaviors, physical health, and psychological well-being in the lives of adults.

Procedures: Participation is completely voluntary and one can discontinue participation at any point without penalty. Participation involves completing a one-time online questionnaire administered using Qualtrics, an online survey software licensed through the University of Wisconsin – Green Bay. Length of participation is expected to take between 20 and 40 minutes.

Benefits: The only direct benefit is that you will be made aware of resources for stress management as well as national community specific resources (e.g. organizations that cater to individuals based on their racial/ethnic and/or sexual orientation identities). However, your involvement has the potential to assist you in understanding potential stress in your life. Additionally, your participation and responses to the survey will be used to inform future research as well as potentially influencing who receives stress management services and in what form that service takes.

Risks: The risks associated with participation are minimal. Participants may experience normal anxiety associated with questions about one's self when it comes to the survey process and the questions they have to answer.

Safeguards: The information you provide will be kept strictly confidential. Name and contact information will be collected separately and will never be connected to your data. Your data will be stored on a password protected server. Your participation is completely voluntary, and you may withdraw from this study at any time without penalty, prejudice, or loss of benefits to which you would otherwise be entitled. You also have the option of NOT answering questions if you so desire.

Questions concerning the research or to receive a report of the results of this study should be directed to Joel Muraco at (920) 465-2569 or muracoj@uwgb.edu. This project and this consent form have been reviewed by the Institutional Review Board at the University of Wisconsin-Green Bay, which ensures that research projects involving human participants follow federal regulations. Any questions or concerns about your rights as a research participant should be directed to Illene Cupit, Chair of the Institutional Review Board, (920) 465-2703. After the fact, you can get your data back!

I have been informed of the purpose, benefits, and risks of participating in this study. I understand that my participation in this study is voluntary and that I may discontinue participation at any point without penalty. I have been given the opportunity to ask questions and have them answered to my satisfaction. I am at least 18 years of age, and I agree to participate in this study.

Signature of the Research Participant

Date

STRESS ACROSS THE LIFE SPAN

Stress Across The Life Span

Survey Codebook

University of Wisconsin – Green Bay Research Team:

Joel Anthony Muraco, muracoj@uwgb.edu

Natalia Hahnfeld, hahnn04@uwgb.edu

Rose (Issac) Buhle, buhlrm11@uwgb.edu

Logan Mischler, misc19@uwgb.edu

Jennifer Carrillo, carrjb11@uwgb.edu

STRESS ACROSS THE LIFE SPAN – page 2

Filtering Information

Are you currently a University of Wisconsin – Green Bay student completing this survey as part of the Experiential Research Learning Program?

(1) No (2) Yes

You are eligible to enter the drawing for a \$25 Amazon gift card. At the end of the survey you will be asked to provide your name and email address as part of the drawing. Participation in the drawing is optional. Your name and email will never be linked to the data you provide and will be promptly destroyed once the drawing is held.

ERLP participants are not eligible for the gift card drawing. At the end of the survey you will be asked to provide your name and email address to ensure you receive credit for your participation. This information will never be linked to the data you provide and will be promptly destroyed once sent to the appropriate ERLP faculty member.

Commented [MJ1]: When participants first access the survey, upon completing the informed consent document, they will be asked the following filtering question:

Commented [MJ2]: If respondents select 'No' they will see the following message:

Commented [MJ3]: If respondents select 'Yes' they will see the following message:

STRESS ACROSS THE LIFE SPAN – page 3

Demographics

We would really like to learn more about you.

Are you of Hispanic, Latino, or Spanish origin?

- (1) No
- (2) Yes, Mexican, Mexican American, or Chicano
- (3) Yes, Puerto Rican
- (4) Yes, Cuban
- (5) Yes, another Hispanic, Latino, or Spanish origin – please print (e.g., Colombian, Dominican) _____

Commented [MJ4]: <http://directorsblog.blogs.census.gov/2014/10/06/preparing-for-the-2020-census-measuring-race-and-ethnicity-in-america/>

What is your race (mark all that apply)?

- (1) White
- (2) Black, African American, or Negro
- (3) American Indian or Alaska Native
- (4) Asian Indian
- (5) Chinese
- (6) Filipino
- (7) Japanese
- (8) Korean
- (9) Vietnamese
- (10) Native Hawaiian
- (11) Guamanian or Chamorro
- (12) Samoan
- (13) Other Asian (e.g., Hmong) or Pacific Islander (e.g., Fijian) – please print _____

Commented [MJ5]: <http://directorsblog.blogs.census.gov/2014/10/06/preparing-for-the-2020-census-measuring-race-and-ethnicity-in-america/>

What is your current age (in years)? _____

What is the highest level of education you have obtained?

- | | |
|--|---|
| (1) Less than high school | (8) A Master's degree |
| (2) High school diploma | (9) A PhD |
| (3) Some college, still going | (10) A professional degree (MD, Esq, PharmD, etc) |
| (4) Some college, but stopped | a. Please specify: _____ |
| (5) An Associate's degree | |
| (6) A Bachelor's degree | |
| (7) Some graduate or professional training | (11) Write-in: _____ |

What is the best estimate of your yearly household income: _____

STRESS ACROSS THE LIFE SPAN – page 4

What state do you live in? _____

In your opinion, is the city or town you live in more conservative or liberal?

- (1) Very conservative
- (2) Conservative
- (3) Equally conservative and liberal
- (4) Liberal
- (5) Very liberal

Do you feel as though the place you live is generally safe for gay and lesbian individuals?

- (1) Not safe at all
- (2) Somewhat safe
- (3) Safe
- (4) Very safe
- (5) Extremely safe

What is your sexual orientation?

- (0) Exclusively heterosexual
- (1) Predominately heterosexual, only incidentally homosexual
- (2) Predominately heterosexual, but more than incidentally homosexual
- (3) Equally heterosexual and homosexual
- (4) Predominately homosexual, but more than incidentally heterosexual
- (5) Predominately homosexual, only incidentally heterosexual
- (6) Exclusively homosexual
- (7) These fail to capture my sexual orientation (please tell us how you would describe your sexual orientation): _____
- (8) I do not identify a sexual orientation

Commented [MJ6]: <http://www.kinseyinstitute.org/research/ak-hhscale.html>

What is your romantic orientation?

- (0) Aromantic: individuals who do not experience romantic attraction towards individuals of any gender(s)
- (1) Biromantic: romantic attraction toward males and females
- (2) Heteroromantic: romantic attraction toward person(s) of a different gender
- (3) Homoromantic: romantic attraction towards person(s) of the same gender
- (4) Panromantic: romantic attraction towards persons of every gender(s)
- (5) Polyromantic: romantic attraction toward multiple, but not all genders
- (6) Gray-romantic: individuals who do not often experience romantic attraction
- (7) Demiromantic: an individual who does not experience romantic attraction until after a close emotional bond has been formed

Commented [MJ7]: <https://lgbtq.unc.edu/asexuality-attraction-and-romantic-orientation>

STRESS ACROSS THE LIFE SPAN – page 5

Behaviorally, who do you engage in sexual activity with?

- (1) Exclusively individuals of the opposite sex
- (2) Predominately individuals of the opposite sex
- (3) Individuals of both sexes
- (4) Predominately individuals of the same sex
- (5) Exclusively individuals of the same sex
- (6) I am not sexually active

What sex were you assigned at birth?

- (1) Male
- (2) Female
- (3) Intersex

What is your gender?

- (1) Male
- (2) Female
- (3) Non-binary

Are you transgender?

- (1) No
- (2) Yes

STRESS ACROSS THE LIFE SPAN – page 6

Stress

Commented [MJ8]: <http://www.psy.cmu.edu/~scohen/PSS.html>

The questions in this scale ask you about your feelings and thoughts during the last month. In each case, please indicate with a check how often you felt or thought a certain way.

In the last month, how often have you been upset because of something that happened yesterday?

☐ (0) Never ☐ (1) Almost Never ☐ (2) Sometimes ☐ (3) Fairly Often ☐ (4) Very Often

In the last month, how often have you felt that you were unable to control the important things in your life?

☐ (0) Never ☐ (1) Almost Never ☐ (2) Sometimes ☐ (3) Fairly Often ☐ (4) Very Often

In the last month, how often have you felt nervous and “stressed”?

☐ (0) Never ☐ (1) Almost Never ☐ (2) Sometimes ☐ (3) Fairly Often ☐ (4) Very Often

In the last month, how often have you felt confident about your ability to handle your personal problems?

☐ (0) Never ☐ (1) Almost Never ☐ (2) Sometimes ☐ (3) Fairly Often ☐ (4) Very Often

In the last month, how often have you felt that things were going your way?

☐ (0) Never ☐ (1) Almost Never ☐ (2) Sometimes ☐ (3) Fairly Often ☐ (4) Very Often

In the last month, how often have you found that you could not cope with all the things that you had to do?

☐ (0) Never ☐ (1) Almost Never ☐ (2) Sometimes ☐ (3) Fairly Often ☐ (4) Very Often

In the last month, how often have you been able to control irritations in your life?

☐ (0) Never ☐ (1) Almost Never ☐ (2) Sometimes ☐ (3) Fairly Often ☐ (4) Very Often

In the last month, how often have you felt that you were on top of things?

☐ (0) Never ☐ (1) Almost Never ☐ (2) Sometimes ☐ (3) Fairly Often ☐ (4) Very Often

In the last month, how often have you been angered because of things that were outside of your control?

☐ (0) Never ☐ (1) Almost Never ☐ (2) Sometimes ☐ (3) Fairly Often ☐ (4) Very Often

In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?

☐ (0) Never ☐ (1) Almost Never ☐ (2) Sometimes ☐ (3) Fairly Often ☐ (4) Very Often

Support and Coping

The following statements focus on the various support networks and coping mechanisms we have in our lives. Please identify how much you generally agree with each statement.

Commented [MJ9]: •Sinclair, V. G. & Wallston, K. A. (2004). The development and psychometric evaluation of the brief resilient coping scale. *Assessment*, 11, 94-101.

I can turn to my family for support in times of need.

- | | |
|-------------------------------|--------------------|
| (1) Disagree | (4) Slightly agree |
| (2) Slightly disagree | (5) Agree |
| (3) Neither disagree or agree | |

I can turn to my friends for support in times of need.

- | | |
|-------------------------------|--------------------|
| (1) Disagree | (4) Slightly agree |
| (2) Slightly disagree | (5) Agree |
| (3) Neither disagree or agree | |

I can turn to my significant other for support in times of need.

- | | |
|-------------------------------|--------------------|
| (1) Disagree | (4) Slightly agree |
| (2) Slightly disagree | (5) Agree |
| (3) Neither disagree or agree | (6) Not Applicable |

Overall, I feel supported by others in my life.

- | | |
|-------------------------------|--------------------|
| (1) Disagree | (4) Slightly agree |
| (2) Slightly disagree | (5) Agree |
| (3) Neither disagree or agree | |

I actively look for ways to replace the losses I encounter in life.

- | | |
|-------------------------------|--------------------|
| (1) Disagree | (4) Slightly agree |
| (2) Slightly disagree | (5) Agree |
| (3) Neither disagree or agree | |

I believe that I can grow in positive ways when dealing with difficult situations.

- | | |
|-------------------------------|--------------------|
| (1) Disagree | (4) Slightly agree |
| (2) Slightly disagree | (5) Agree |
| (3) Neither disagree or agree | |

I look for creative ways to alter difficult situations.

- | | |
|-------------------------------|--------------------|
| (1) Disagree | (4) Slightly agree |
| (2) Slightly disagree | (5) Agree |
| (3) Neither disagree or agree | |

STRESS ACROSS THE LIFE SPAN – page 8

Regardless of what happens to me, I believe I can control my reaction to it.

- | | |
|-------------------------------|--------------------|
| (1) Disagree | (4) Slightly agree |
| (2) Slightly disagree | (5) Agree |
| (3) Neither disagree or agree | |

The Modern Sexism Scale

Commented [MJ10]: McConahay, 1986

Below is a series of statements concerning men and women and their relationships in contemporary society. Please indicate the degree to which you agree or disagree with each statement.

Women are generally not as smart as men

- (1) Disagree strongly (2) Disagree somewhat (3) Agree slightly (4) Agree somewhat (5) Agree strongly

I would be equally comfortable having a woman as a boss as a man

- (1) Disagree strongly (2) Disagree somewhat (3) Agree slightly (4) Agree somewhat (5) Agree strongly

It is more important to encourage boys than to encourage girls to participate in athletics

- (1) Disagree strongly (2) Disagree somewhat (3) Agree slightly (4) Agree somewhat (5) Agree strongly

Women are just as capable of thinking logically as men

- (1) Disagree strongly (2) Disagree somewhat (3) Agree slightly (4) Agree somewhat (5) Agree strongly

When both parents are employed and their child gets sick at school, the school should call the mother rather than the father

- (1) Disagree strongly (2) Disagree somewhat (3) Agree slightly (4) Agree somewhat (5) Agree strongly

Discrimination against women is no longer a problem in the United States

- (1) Disagree strongly (2) Disagree somewhat (3) Agree slightly (4) Agree somewhat (5) Agree strongly

Women often miss out on good jobs due to sexual discrimination

- (1) Disagree strongly (2) Disagree somewhat (3) Agree slightly (4) Agree somewhat (5) Agree strongly

It is rare to see women treated in a sexist manner on television

- (1) Disagree strongly (2) Disagree somewhat (3) Agree slightly (4) Agree somewhat (5) Agree strongly

STRESS ACROSS THE LIFE SPAN – page 10

On average, people in our society treat husbands and wives equally

- (1) Disagree strongly (2) Disagree somewhat (3) Agree slightly (4) Agree somewhat (5) Agree strongly

Society has reached the point where women and men have equal opportunities for achievement

- (1) Disagree strongly (2) Disagree somewhat (3) Agree slightly (4) Agree somewhat (5) Agree strongly

It is easy to understand the anger of women's groups in America

- (1) Disagree strongly (2) Disagree somewhat (3) Agree slightly (4) Agree somewhat (5) Agree strongly

It is easy to understand why women's groups are still concerned about societal limitations of women's opportunities

- (1) Disagree strongly (2) Disagree somewhat (3) Agree slightly (4) Agree somewhat (5) Agree strongly

Over the past few years, the government and news media have been showing more concern about the treatment of women than is warranted by women's actual experience

- (1) Disagree strongly (2) Disagree somewhat (3) Agree slightly (4) Agree somewhat (5) Agree strongly

Symbolic Racism Scale

Commented [MJ11]: <http://condor.depaul.edu/phenry1/SR2Kinstructions.htm>

Below is a series of statements concerning men and women and their relationships in contemporary society. Please indicate your position for each of the following statements.

It's really a matter of some people not trying hard enough; if blacks would only try harder they could be just as well off as whites.

- <1> Strongly agree
- <2> Somewhat agree
- <3> Somewhat disagree
- <4> Strongly disagree

Irish, Italian, Jewish and many other minorities overcame prejudice and worked their way up. Blacks should do the same.

- <1> Strongly agree
- <2> Somewhat agree
- <3> Somewhat disagree
- <4> Strongly disagree

Some say that black leaders have been trying to push too fast. Others feel that they haven't pushed fast enough. What do you think?

- <1> Trying to push very much too fast
- <2> Going too slowly
- <3> Moving at about the right speed

How much of the racial tension that exists in the United States today do you think blacks are responsible for creating?

- <1> All of it
- <2> Most
- <3> Some
- <4> Not much at all

How much discrimination against blacks do you feel there is in the United States today, limiting their chances to get ahead?

- <1> A lot
- <2> Some
- <3> Just a little
- <4> None at all

Generations of slavery and discrimination have created conditions that make it difficult for blacks to work their way out of the lower class.

- <1> Strongly agree
- <2> Somewhat agree
- <3> Somewhat disagree
- <4> Strongly disagree

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Over the past few years, blacks have gotten less than they deserve.

- <1> Strongly agree
- <2> Somewhat agree
- <3> Somewhat disagree
- <4> Strongly disagree

Over the past few years, blacks have gotten more economically than they deserve.

- <1> Strongly agree
- <2> Somewhat agree
- <3> Somewhat disagree
- <4> Strongly disagree

Homophobia Questionnaire

This questionnaire is designed to measure your thoughts, feelings, and behaviors with regards to homosexuality. It is not a test, so there are no right or wrong answers. Answer each item by checking the number after each question as follows:

- 1 = Strongly agree
 2 = Agree
 3 = Neither agree nor disagree
 4 = Disagree
 5 = Strongly disagree

	1	2	3	4	5
1. Gay people make me nervous.	—	—	—	—	—
2. Gay people deserve what they get.	—	—	—	—	—
3. Homosexuality is acceptable to me.	—	—	—	—	—
4. If I discovered a friend was gay I would end the friendship.	—	—	—	—	—
5. I think homosexual people should not work with children.	—	—	—	—	—
6. I make derogatory remarks about gay people.	—	—	—	—	—
7. I enjoy the company of gay people.	—	—	—	—	—
8. Marriage between homosexual individuals is acceptable.	—	—	—	—	—
9. I make derogatory remarks like "faggot" or "queer" to people I suspect are gay.	—	—	—	—	—
10. It does not matter to me whether my friends are gay or straight.	—	—	—	—	—
11. It would upset me if I learned that a close friend was homosexual.	—	—	—	—	—
12. Homosexuality is immoral.	—	—	—	—	—

Commented [MJ12]: Wright, Adams, & Bernat
Homophobia Scale

<http://www.pbs.org/wgbh/pages/frontline/shows/assault/etc/quiz.html>

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13. I tease and make jokes about gay people. — — — — —

14. I feel that you cannot trust a person who is homosexual. — — — — —

15. I fear homosexual persons will make sexual advances towards me. — — — — —

16. Organizations which promote gay rights are not necessary. — — — — —

17. I have damaged property of a gay person, such as "keying" their car. — — — — —

18. I would feel uncomfortable having a gay roommate. — — — — —

19. I would hit a homosexual for coming on to me. — — — — —

20. Homosexual behavior should not be against the law. — — — — —

21. I avoid gay individuals. — — — — —

22. It bothers me to see two homosexual people together in public. — — — — —

23. When I see a gay person I think, "What a waste." — — — — —

24. When I meet someone I try to find out if he/she is gay. — — — — —

25. I have rocky relationships with people that I suspect are gay. — — — — —

Normative Deviance **Scale**

The following questions ask about potentially deviant behavior you may have engaged in at some point in your life. Many of these behaviors are fairly normative. Remember that your responses are confidential and that your responses here will never be connected to your name and contact information. Also remember that participation in this study is voluntary, can be stopped at any point, and that you are not required to answer all questions.

Please indicate whether or not the following statements apply to **you**.

Vandalism

Have you ever...?

- Smashed bottles on the street, school grounds, or other areas?
- Intentionally damaged or destroyed property belonging to your parents or other family members (brothers or sisters)?
- Intentionally damaged or destroyed other property (signs, windows, mailboxes, parking meter, etc.) that did not belong to you?
- Intentionally damaged or destroyed property belonging to your employer or at your workplace?
- Written graffiti on a bus, on school walls, on restroom walls, or on anything else in a public place?
- Committed acts of vandalism when coming or going to a football game or other sports event?

Alcohol

Have you ever...?

- Consumed hard liquor (e.g., tequila, whiskey, vodka, or gin) before you were 21?
- Consumed alcoholic beverages (e.g., beer, wine, or wine coolers) before you were 21?
- Got drunk (intentionally) just for the fun of it (at any age)?
- Got drunk just to fit in and be part of the crowd (at any age)?
- Lied about your age to buy alcohol before you turned 21?
- Had an older brother/sister or friend buy alcohol for you?
- Bought alcohol for a brother/sister or friend?

Drug Use

Have you ever...?

- Used tobacco products regularly (e.g., cigarettes, chew, snuff, etc.)?
- Used “soft” drugs such as marijuana (grass, pot)?
- Used “hard” drugs such as crack, cocaine, or heroin?
- Gone to school when you were drunk or high on drugs?
- Gone to work when you were drunk or high on drugs?

Commented [MJ13]: Vazsonyi, A. T., Pickering, L. E., Junger, M., & Hessing, D. (2001). An empirical test of a general theory of crime: A four-nation comparative study of self-control and the prediction of deviance. *Journal of Research in Crime and Delinquency*, 38, 91-131.

Commented [MJ14]: This part of the survey will be grid-like with respondents selecting whether or not they have engaged in each activity.

Response options for this will include:

- ☐ No
- ☐ Yes, at some point
- ☐ Yes, within the last month

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Gone to a concert when you were drunk or high on drugs?
Gone to a club/dance/party when you were drunk or high on drugs?
Gone to a club/dance/party to get drunk or high on drugs?
Sold any drugs such as marijuana (grass, pot), cocaine, or heroin?

School Misconduct

Have you ever...?

Cheated on school/college/university tests (e.g., cheat sheet, copy from neighbor, etc.)?
Been sent out of a classroom because of “bad” behavior (e.g., inappropriate behaviors, cheating, etc.)?
Been suspended or expelled from school/college/university?
Stayed away from school/classes when your parent(s) thought you were there?
Intentionally missed classes over a number of days for “no reason,” just for fun (e.g. there was no family emergency)?
Been in trouble at school so that your parents received a phone call about it?
Skipped school/work (pretending you are ill)?

General Deviance

Have you ever...?

Intentionally disobeyed a stop sign or a red traffic light while driving a vehicle?
Been on someone else’s property when you knew you were not supposed to be there?
Failed to return extra change that you knew a cashier gave you by mistake?
Tried to deceive a cashier to your advantage (e.g., flash a larger bill and give a smaller one)?
Let the air out of the tires of a car or bike?
Lied about your age to get into a nightclub/bar?
Made nuisance/obscene telephone calls?
Avoided paying for something (e.g., movies, bus or subway ride, food, etc.)?
Used fake money or other things in a candy, coke, or stamp machine?
Shaken/hit a parked car just to turn on the car’s alarm?
Stayed out all night without informing your parents about your whereabouts?

Theft

Have you ever...?

Stolen, taken, or tried to take something from a family member or relative (e.g., personal items, money, etc.)?
Stolen, taken, or tried to take something worth \$10 or less (e.g., newspaper, pack of gum, money, etc.)?
Stolen, taken, or tried to take something worth between \$10 and \$100 (e.g., shirt, watch, cologne, video game cartridge, shoes, money, etc.)?

STRESS ACROSS THE LIFE SPAN – page 17

Stolen, taken, or tried to take something worth more than \$100 (e.g., leather jacket, car stereo, bike, money, etc.)?

Stolen, taken, or tried to take something that belonged to “the public” (e.g., street signs, construction signs, etc.)?

Stolen or tried to steal a motor vehicle (e.g., car or motorcycle)?

Bought, sold, or held stolen goods or tried to do any of these things?

Assault

Have you ever...?

Hit or threatened to hit a person?

Hit or threatened to hit your parent(s)?

Hit or threatened to hit other students/peers or people?

Used force or threatened to beat someone up if they didn't give you money or something else you wanted?

Been involved in gang fights or other gang activities?

Beaten someone up so badly they required medical attention?

STRESS ACROSS THE LIFE SPAN – page 18

Physical Well-Being

The next statements focus on your general physical health. Please indicate how true each statement is for you overall.

Commented [MJ15]: •Pennebaker, J. W. (1982). *The psychology of physical symptoms*. New York, NY: Springer.

I often have HEADACHES.

- | | |
|---------------------|-------------------|
| (1) Very untrue | (1) Somewhat true |
| (2) Somewhat untrue | (2) Very true |
| (3) Neutral | |

I often have an UPSET STOMACH OR STOMACH-ACHES.

- | | |
|---------------------|-------------------|
| (1) Very untrue | (4) Somewhat true |
| (2) Somewhat untrue | (5) Very true |
| (3) Neutral | |

I often have STIFF OR SORE MUSCLES.

- | | |
|---------------------|-------------------|
| (1) Very untrue | (4) Somewhat true |
| (2) Somewhat untrue | (5) Very true |
| (3) Neutral | |

I often have a SORE THROAT, COUGHING, OR RUNNY/CONGESTED NOSE.

- | | |
|---------------------|-------------------|
| (1) Very untrue | (4) Somewhat true |
| (2) Somewhat untrue | (5) Very true |
| (3) Neutral | |

I often have been TIRED OR LOW ON ENERGY.

- | | |
|---------------------|-------------------|
| (1) Very untrue | (4) Somewhat true |
| (2) Somewhat untrue | (5) Very true |
| (3) Neutral | |

Psychological **Well-Being**

The following questions focus on your overall well-being. Please think about how you generally feel overall when answering.

Commented [MJ16]: •McDowell, I. (2006). *Measuring health: A guide to rating scales and questionnaires* (3rd ed). New York, NY. Oxford University Press.

How have you been feeling about your life?

- | | |
|---------------|---------------|
| (1) Very poor | (4) Good |
| (2) Poor | (5) Very good |
| (3) Neutral | |

How happy, satisfied, or pleased have you been with your personal life?

- | | |
|---|---|
| (1) Not happy, satisfied, or pleased | (3) Somewhat happy, satisfied, or pleased |
| (2) Only a very little happy, satisfied, or pleased | (4) Happy, satisfied, or pleased |
| | (5) Very happy, satisfied, or pleased |

Has your daily life been full of things that are interesting to you?

- | | |
|-------------------|--------------------|
| (1) No, not full | (4) Somewhat full |
| (2) Not very full | (5) Yes, very full |
| (3) Neutral | |

Relationship Satisfaction

Are you currently in a romantic relationship?

- (1) No (2) Yes

The next set of questions asks about your overall relationship satisfaction with your current partner. Please think about your current partner and relationship when answering. If you are currently not in a relationship, please select 'Not applicable'.

In general, how satisfied are you with your relationship?

- | | |
|---------------------------------------|--------------------|
| (1) Very dissatisfied | (4) Satisfied |
| (2) Dissatisfied | (5) Very satisfied |
| (3) Equally dissatisfied as satisfied | (6) Not applicable |

In general, how satisfied are you with your partner as a relationship partner?

- | | |
|---------------------------------------|--------------------|
| (1) Very dissatisfied | (4) Satisfied |
| (2) Dissatisfied | (5) Very satisfied |
| (3) Equally dissatisfied as satisfied | (6) Not applicable |

In general, how satisfied are you with your relationship with your partner?

- | | |
|---------------------------------------|--------------------|
| (1) Very dissatisfied | (4) Satisfied |
| (2) Dissatisfied | (5) Very satisfied |
| (3) Equally dissatisfied as satisfied | (6) Not applicable |

Commented [MJ17]: •Graham, J. M., Diebels, K. J., & Barnow, Z. B. (2011). The reliability of relationship satisfaction: A reliability generalization meta-analysis. *Journal of Family Psychology*, 25, 39-48.
•Schumm, W. R., Paff-Bergen, L. A., Hatch, R. C., Obiorach, F. C., Copeland, J. M., Meens, L. D., & Bugaighis, M. A. (1986). Concurrent and discriminant validity of the Kansas Marital Satisfaction Scale. *Journal of Marriage and Family*, 48, 381-387.

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That completes the survey. Thank you so much!

If you have any comments, questions, or concerns please do not hesitate to contact the primary investigator, Joel Muraco, at muracoj@uwgb.edu. All emails will be answered within 24 hours.

Available Resources

For information on stress management:

Centers for Disease Control and Prevention

<http://www.cdc.gov/features/handlingstress/>

National Institutes of Health

<https://nccih.nih.gov/health/meditation/overview.htm>

For information on alcohol and drug use:

National Council on Alcoholism and Drug Dependence

<https://ncadd.org/for-the-media/alcohol-a-drug-information>

Alcoholics Anonymous

<http://www.aa.org/>

Narcotics Anonymous

<https://www.na.org/>

National Association for the Advancement of Colored People: www.naACP.org

Human Rights Campaign: www.hrc.org

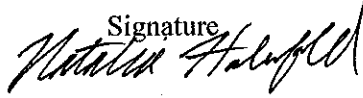
In Conclusion

Please click **HERE** to enter the drawing for a \$25 Amazon gift card. You will be prompted to enter your name and email address on the next page. ERLP participants are not eligible to enter the drawing. Names and email addresses will not be connected with the data, shared with anyone outside of the research team, and promptly destroyed once winners are chosen.

ERLP participants please click **HERE** to enter your name and email address when prompted to ensure you receive credit. Names and email addresses will not be connected with the data, shared only between those on the research team and those affiliated with ERLP, and promptly destroyed once submitted.

D. Co-investigators

Name: Natalia Hahnfeld

Signature


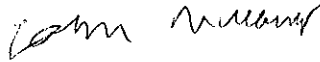
Email: Hahnn04@Uwgb.Edu

Name: Rose (Isaac) Buhle



Email: Buhlrm11@Uwgb.Edu

Name: Logan Mischler



Email: Mischlt19@Uwgb.Edu

Name: Jennifer Carrillo



Email: Carrjb11@Uwgb.Edu

Name: 

Email: 

Name:

Email:

Name:

Email:

E. Determination of Risk/Review Status

For a description of the review categories, please see "Determining if a Project is Exempt, Expedited or Requiring Full Board Review" on the UW-Green Bay IRB website.

Check the Appropriate Review Category for this Project (check one):

- ☒ Full Board Review – requires full IRB approval (and hence a meeting)
☐ Expedited Review – can be reviewed by a member of the IRB
☐ Exempt – If exempt, indicate the exemption number:

An "Exempt" proposal can be reviewed by a member of the IRB. Exempt status means that, once approved, the proposal is exempt from any further IRB review, e.g., annual.

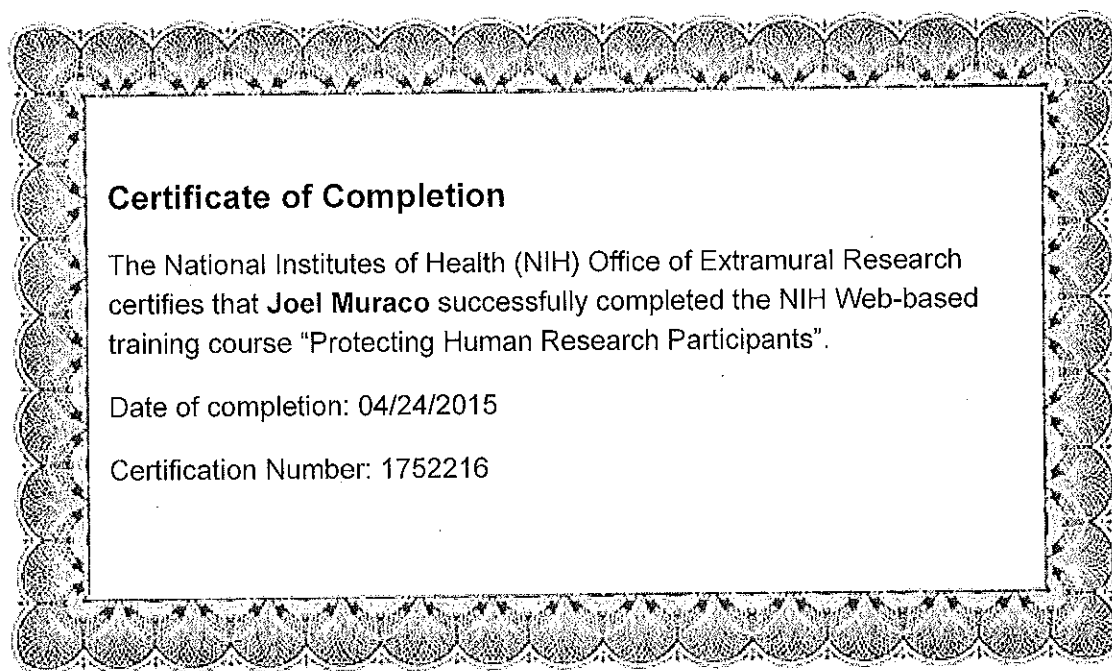
Part II: Project Description Narrative

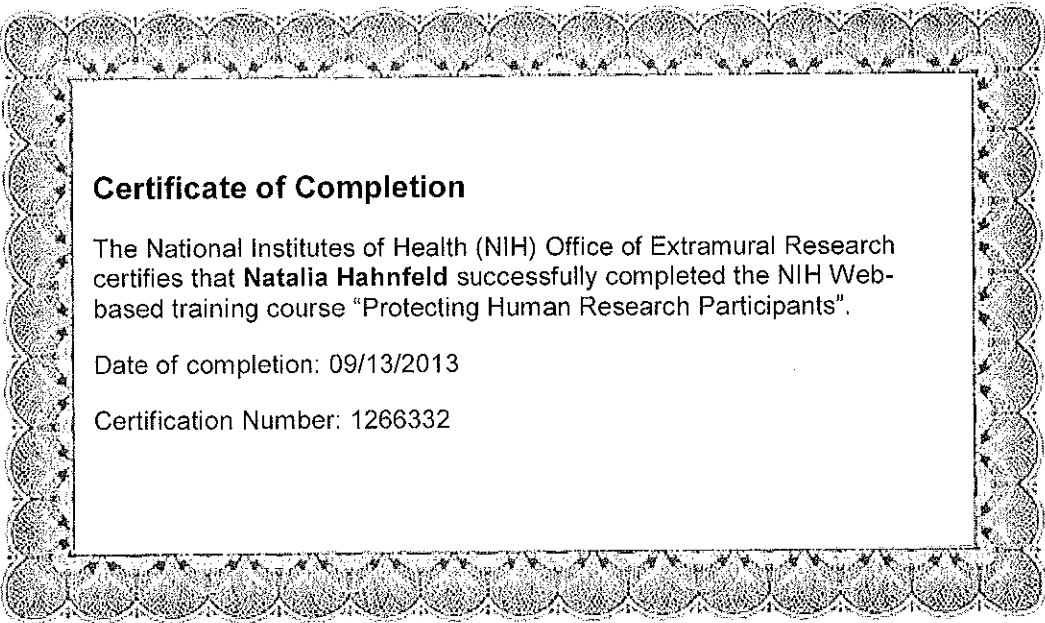
A. Purpose and Significance of the Project

Provide a brief background statement and describe the purpose of the research project and the importance of the knowledge to be gained from it.

This study is being conducted to better understand how stress influences behaviors, physical health, and psychological well-being in the lives of adults.

B. Participants in the Project



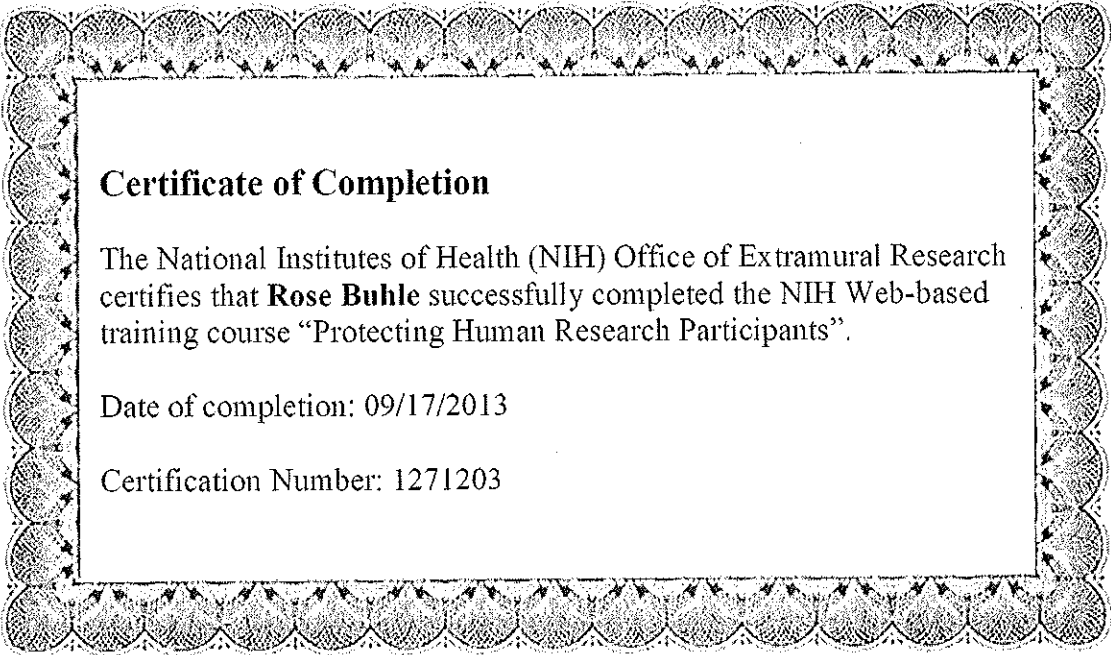


Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Natalia Hahnfeld** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 09/13/2013

Certification Number: 1266332



Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Rose Buhle** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 09/17/2013

Certification Number: 1271203



Certificate of Completion

The National
Institutes of Health
(NIH) Office of
Extramural Research
certifies that **Logan
Mischler**



successfully
completed the NIH
Web-based training
course "Protecting
Human Research
Participants".



Date of completion:
03/11/2015

Certification
Number: 1721503



Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Jennifer Carrillo** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 11/04/2013

Certification Number: 1314131

Corrections

Study: Stress Across The Life Span
Primary PI: Joel Muraco (muracoj@uwgb.edu)
Submitted: May 13, 2015
Reviewed: June 10, 2015
Resubmitted: June 22, 2015

Park A: Please be more focused – begin this section with current last sentence; include reference citations

We have restructured this section and added additional references to better highlight extant literature.

I2: Typo

We replaced the second “will” as it was redundant.

Indicate the number of ERLP credits

We have added that two (2) ERLP credits will be awarded for participation in our study (in section G). Also, we realize we failed to include information about the gift cards here so we also added that information here as well.

Item 7: why can't the respondents mark off more than one item?

This item is the Kinsey Scale, an established scale in the literature (please see: <http://www.kinseyinstitute.org/research/ak-hhscale.html>). As established, the scale is mutually exclusive; however, we acknowledge that there may be individuals who do not adhere to these historically established categories. As such, we have added two additional response options: 1) a write-in option and 2) acknowledging that one does not identify a sexual orientation.