

## APPENDIXES

### APPENDIX A

#### DATA COLLECTION INSTRUMENTS

The following sections show the material the students were presented during the computer interaction and during the course itself.

#### Modular Multimedia Computer Attitude Survey Instrument

##### Demographic Data Items

Demographic data were collected during the modular multimedia computer survey sessions at both the beginning and the end of the semester. The demographic variable names end in a 1 to indicate a collection time at the beginning of the semester and end in a 3 to indicate a collection time at the end of the semester.

Demographic data collected early in the computer survey session is listed below in Appendix Table 1. Demographic data collected late in the computer survey session is listed below in Appendix Table 2 through Table 9.

Table 82  
Descriptive Demographic Information

| SPSS CODE | Variable Name         | Value Code Names  |
|-----------|-----------------------|---|
| SEX       | Sex                   | 1=Female; 2= Male   |
| AGE       | Age                   | 2-digit number  |
| MAJOR     | Major                 | 1=FCD; 2=Other HR; 3=Psyc; 4=US; 5=LASC;<br>6=Business; 7=Biology; 8=Math; 9=Engineer;<br>10=Arts and Science; 11=Agriculture; 12=Architect;<br>13=Physical Education |
| CRESID    | Residence:<br>Current | 1=Residence hall; 2=Rented apartment or house;<br>3=Parental home; 4=Own home   |
| PRESID    | Permanent             | 1=Same as above; 2=Parental home; 3=Other   |

Table 83  
Current Relationship and Home Location Information

| SPSS CODE | Variable Name             | Value Code Names   |
|-----------|---------------------------|--|
| CRELAT    | Current Relationship      | 1=Married; 2=Engaged; 3=Partnered; 4=Dating steady; 5= Dating around; 6=Single and not dating. |
| HLOCAT    | Home location adolescence | 1=Rural; 2=Suburban; 3=Urban.  |

Table 84  
Home life Structure During Adolescence

| SPSS CODE | Variable Name           | Value Code Names   |
|-----------|-------------------------|--|
| FAWORK    | Father                  | 1=Retired; 2=Part-time working; 3=Full-time working; 4=Full-time and retired; 5=Part-time and retired; 6=Full and part-time. |
| FAHOME    | Homemaker               | 1=Yes; 0=No  |
| FAOUT     | Not living in same home | 1=Yes; 0=No  |
| FAOTHER   | Other                   | 1=Yes; 0=No  |
| FACARE    | Father prime caregiver? | 1=Yes; 0=No; 3=Yes & No.   |
| MOWORK    | Mother                  | 1=Retired; 2=Part-time working; 3=Full-time working; 4=Full-time and retired; 5=Part-time and retired; 6=Full and part-time. |
| MOHOME    | Homemaker               | 1=Yes; 0=No  |
| MOOUT     | Not living in same home | 1=Yes; 0=No  |
| MOOTHER   | Other                   | 1=Yes; 0=No  |
| MOCARE    | Mother prime caregiver? | 1=Yes; 0=No; 3=Yes & No.   |

Table 85  
Description of Family During Adolescence

| SPSS CODE | Variable Name        | Value Code Names                  |
|-----------|----------------------|-----------------------------------|
| FAMILY    | Family type          | 1=Nuclear; 2=Stepfamily; 3=Single |
| MOTHER    | Mother               | 1=Yes; 0=No                       |
| FATHER    | Father               | 1=Yes; 0=No                       |
| STEPMO    | Stepmother           | 1=Yes; 0=No                       |
| STEPFA    | Stepfather           | 1=Yes; 0=No                       |
| GRAMMO    | Grandmother(s)       | 1=Yes; 0=No                       |
| GRAMFA    | Grandfather(s)       | 1=Yes; 0=No                       |
| ADULT     | Other related adults | 1=Yes; 0=No                       |
| OLDBRO    | Older brother(s)     | 1=Yes; 0=No                       |
| OLDSIS    | Older sister(s)      | 1=Yes; 0=No                       |
| YNGBRO    | Younger brother(s)   | 1=Yes; 0=No                       |
| YNGSIS    | Younger sister(s)    | 1=Yes; 0=No                       |
| OWNCHIL   | Other related adults | 1=Yes; 0=No                       |
| CHILD     | Older brother(s)     | 1=Yes; 0=No                       |
| UNADULT   | Older sister(s)      | 1=Yes; 0=No                       |
| UNCHILD   | Younger brother(s)   | 1=Yes; 0=No                       |

Table 86  
Participant's Work History

| SPSS CODE | Variable Name                      | Value Code Names |
|-----------|------------------------------------|------------------|
| FINAN     | Financially independent of parents | 1=Yes; 0=No      |
| FULL      | Full-time more than 1 year         | 1=Yes; 0=No      |
| PART      | Part-time more than 1 year         | 1=Yes; 0=No      |
| SUMMER    | After school/summer                | 1=Yes; 0=No      |
| OCCAS     | Occasional only                    | 1=Yes; 0=No      |

Table 87  
Sources of Information About Human Sexuality

| SPSS CODE | Variable Name               | Value Code Names  |
|-----------|-----------------------------|---|
| FTEXT     | Textbooks                   | 1=Yes; 0=No   |
| FMEDIA    | Audio-visual presentations  | 1=Yes; 0=No   |
| FMAG      | Magazines                   | 1=Yes; 0=No   |
| FFILM     | Films and videos            | 1=Yes; 0=No   |
| FPARENT   | Parent explanation          | 1=Yes; 0=No   |
| FSEXED    | Sex education               | 1=Yes; 0=No   |
| FFRNDS    | Friends and peers           | 1=Yes; 0=No   |
| PEXPER    | Experience                  | 1=Yes; 0=No   |
| EXPER     | Self-characterize sexually? | 1=Naive; 2=Inexperienced;<br>3=Somewhat experienced;<br>4=Experienced |

Table 88  
Extent of Participation in Pregnancy and Childbirth

| SPSS CODE | Variable Name                         | Value Code Names  |
|-----------|---------------------------------------|---|
| BIRTHMO   | Birth mother                          | 1=Yes; 0=No   |
| BIRTHFA   | Birth father                          | 1=Yes; 0=No   |
| PARTNER   | Partner                               | 1=Yes; 0=No   |
| ADOPTMO   | Adoptive mother                       | 1=Yes; 0=No   |
| ADOPTFA   | Adoptive father                       | 1=Yes; 0=No   |
| SIBLING   | Sibling                               | 1=Yes; 0=No   |
| FRIEND    | Friend                                | 1=Yes; 0=No   |
| COACH     | Birthing Coach                        | 1=Yes; 0=No   |
| UNCAUNT   | Uncle/Aunt                            | 1=Yes; 0=No   |
| GRAND     | Grandparent                           | 1=Yes; 0=No   |
| NOPART    | No participation                      | 1=Yes; 0=No   |
| PREGPAR   | Participation in pregnancy/childbirth | 1= Daily contact; 2=; Weekly<br>contact; 3=Long distance contact;<br>4=No contact |

Table 89  
Ethnicity and Religious Affiliations

| SPSS CODE | Variable Name          | Value Code Names   |
|-----------|------------------------|--|
| ETHNIC    | Ethnicity              | 1= American Indian or Alaskan Native; 2=Asian or Pacific Islander; 3=Black; 4=Hispanic; 5=White; 6=Multiracial; 7=Prefer not to categorize |
| RELIG     | Religious Denomination | 1=Hindu; 2=Jewish; 3=Christian; 4=Other; 5=None  |
| RELBKGD   | Religious Background   | 1=Fundamentalist; 2=Conservative; 3=Liberal; 4=None  |

Table 90  
Influences on Attitudes about Human Sexuality

| SPSS CODE | Variable Name        | Value Code Names |
|-----------|----------------------|------------------|
| INFFAM    | Family               | 1=Yes; 0=No      |
| INFSCH    | School               | 1=Yes; 0=No      |
| INFCOLL   | College courses      | 1=Yes; 0=No      |
| INFREL    | Religious influences | 1=Yes; 0=No      |
| INFMED    | Media                | 1=Yes; 0=No      |
| INFFRNS   | Friends              | 1=Yes; 0=No      |
| INFOTH    | Other                | 1=Yes; 0=No      |
| INFNONE   | None                 | 1=Yes; 0=No      |

Attitude Items

These 24 items were presented in random sequence individually on the screen accompanied by a slider scale of 0-100 and a photograph. Reversed value items are indicated by a (-) after the variable name. Items used in the topic scales are noted with an asterisk (\*).

Gender

The following six items were used to elicit attitudes about gender.

1. Biological differences demand different roles for males and females in social and economic areas.

Agree.....Disagree

Construct: Biological versus cultural source of gender roles (BIOROLE\*).

2. My decisions about gender roles are not based on family or societal influences, but are based on my personal beliefs.

Individual.....Cultural

Construct: Ignorance of cultural influence in role construction (PERSOC).

3. When making a point, it is more important to state my case clearly than to consider the feelings of others.

Others' feelings.....Clarity

Construct: Instrumental versus expressive social function, culturally determined as male versus female functions (FEELCL).

4. My committed partner should have about the same frequency and variety of sexual experience as I have.

Less sexual experience than I. More sexual experience than I

Construct: Belief in marriage gradient in which the male partner is expected to be more experienced, educated, and wealthy (EXPER\*).

5. Affirmative action is no longer necessary, because there are adequate laws in place to level the playing field regarding gender equality.

Equality exists.....More effort needed

Construct: Perspective on workplace discrimination and legal recourse (AFFIRM\*).

6. When and if I have children, I plan to work full-time with little or no interruption to my career.

Agree.....Disagree

Construct: Expectation of own role in family of procreation (CAREER\*).

### Sexual Orientation

The following six items were used to elicit attitudes about sexual orientation.

1. People can choose to be homosexual or heterosexual.

Choice.....Not a choice

Construct: Belief in the basis for sexual orientation (CHOICE\*).

2. Civil rights protection should be extended to include sexual orientation (RIGHTS\* (-)).

Agree.....Disagree

Construct: Belief in heterosexual privilege and maintenance of that privilege.

3. I am (would be) comfortable working with a homosexual of my own sex (WORK\* (-)).

Comfortable.....Uncomfortable

Construct: Affect based attitude in public setting.

4. I would feel comfortable if a member of my own sex expressed attraction for me and asked me out on a date.

Comfortable.....Uncomfortable

Construct: Affect based attitude in social-sexual setting

(DATE (-)).

5. Heterosexual couples are more qualified than homosexual couples to raise children.

Agree.....Disagree

Construct: Attitude toward parental rights and heterosexual privilege (RAISE\*).

6. I am as comfortable seeing gays or lesbians holding hands and kissing in public as I am seeing heterosexuals displaying affection in the same ways.

Heterosexual couples only.....Any romantic couple

Construct: Affect based attitude toward open display of sexual orientation (PDA\*).

### Sex Education

The following six items were used to elicit attitudes about sex education.

1. Parents should educate their children about sex, and teachers should not be involved.

Only parents.....Community responsibility.

Construct: Separation of home and school responsibility (PARED).

2. Sex education should start

before age 5. ....after age 15.

Construct: Acceptance of sexuality as a life-long presence

(START\* (-)).

3. After an appropriate sex education, an adolescent should know the proper way to put on a condom.

- Agree.....Disagree  
 Construct: Degree of knowledge base acceptable in school sex education (CONDOM\* (-)).
4. Adolescent sex education should stick to basic physiology and should not address techniques for birth control and disease prevention.  
 Physiology only.....Birth control and disease prevention  
 Construct: Degree of knowledge base acceptable in school sex education (BASICS\*).
5. Discussion of sexuality as a process of decision making encourages pre-marital sexual activity in adolescents.  
 Encourages.....Discourages  
 Construct: Beliefs about the outcomes of full sex education curriculum (ENCOUR).
6. As a parent, when it comes to frank discussion of sexual issues with my children I will probably be comfortable. ....not comfortable.  
 Construct: Affect based attitude toward cross-generational conversation about sexuality (FRANK\* (-)).

### Sexual Coercion

The following six items were used to elicit attitudes about sexual coercion.

1. A man can prevent a woman from raping him.  
 Always.....Never  
 Construct: Belief about stereotype of male-only sexual coercion (PREVENT\* (-)).
2. It is better to trust the judgment of the proper authorities if we are to save our moral standards and preserve law and order.  
 Follow authority.....Question authority  
 Construct: Authority-based moral decisions as connected to perpetuating violence against women (AUTHOR).
3. Most date rape situations are a result of miscommunication by the woman.  
 Agree.....Disagree  
 Construct: Beliefs about legitimacy of victim-blaming (MISCOMM\*).
4. Because male hormones can make males more aggressive than females, aggressive behavior by human males should be expected and tolerated.  
 Agree.....Disagree  
 Construct: Tolerance for male aggressive behavior (AGGRESS\*).
5. Attitudes toward sexual conduct and violence are affected by a person's exposure to external cultural influences, such as music, television, and movies.  
 Agree.....Disagree  
 Construct: Ability to discern cultural influences in sexual violence (VIOLCUL (-)).
6. Many women overreact to sexual innuendo at work or at school.  
 Agree.....Disagree  
 Construct: Degree of denial of problems or violence or harassment (OVERRE\*).

Table 91  
Attitude Item Descriptives at Time 1

| Item               | Mean | S.D. | Min | Max | Median | Skewness |
|--------------------|------|------|-----|-----|--------|----------|
| <b>Gender</b>      |      |      |     |     |        |          |
| Biorole            | 65.4 | 32.9 | 0   | 100 | 77     | -.59     |
| Exper              | 46.5 | 19.8 | 0   | 100 | 44     | -.27     |
| Affirm             | 56.4 | 30.3 | 0   | 100 | 62     | -.39     |
| Career             | 64.6 | 30.0 | 0   | 100 | 69.5   | -.56     |
| <b>Orientation</b> |      |      |     |     |        |          |
| Choice             | 47.1 | 34.7 | 0   | 100 | 41     | .11      |
| Rights             | 61.7 | 34.6 | 0   | 100 | 70.5   | -.55     |
| Work               | 60.8 | 33.4 | 0   | 100 | 70     | -.45     |
| Raise              | 46.7 | 37.2 | 0   | 100 | 37     | .27      |
| PDA                | 37.7 | 31.5 | 0   | 100 | 31     | .53      |
| <b>Education</b>   |      |      |     |     |        |          |
| Start              | 61.9 | 26.5 | 0   | 100 | 65.5   | .27      |
| Condom             | 78.5 | 33.2 | 0   | 100 | 95     | -1.55    |
| Basics             | 89.4 | 16.5 | 9   | 100 | 98     | -2.36    |
| Frank              | 66.8 | 28.5 | 0   | 100 | 73     | -.68     |
| <b>Coercion</b>    |      |      |     |     |        |          |
| Prevent            | 39.2 | 26.8 | 0   | 100 | 34     | .69      |
| Miscomm            | 79.0 | 24.3 | 5   | 100 | 88     | -1.36    |
| Aggress            | 79.3 | 23.0 | 6   | 100 | 86.5   | -.16     |
| Overre             | 55.1 | 29.8 | 0   | 100 | 58     | .24      |



Table 92  
Attitude Item Descriptives at Time 3

| Item               | Mean | S.D. | Min | Max | Median | Skewness |
|--------------------|------|------|-----|-----|--------|----------|
| <b>Gender</b>      |      |      |     |     |        |          |
| Biorole            | 60.9 | 32.0 | 0   | 100 | 66     | -.45     |
| Exper              | 45.2 | 21.8 | 0   | 100 | 44     | -.002    |
| Affirm             | 65.1 | 26.2 | 0   | 100 | 70     | -.65     |
| Career             | 60.9 | 29.4 | 0   | 100 | 66     | -.42     |
| <b>Orientation</b> |      |      |     |     |        |          |
| Choice             | 67.1 | 35.6 | 0   | 100 | 84.5   | -.70     |
| Rights             | 61.1 | 37.4 | 0   | 100 | 75     | -.52     |
| Work               | 65.9 | 33.3 | 0   | 100 | 74     | -.76     |
| Raise              | 51.6 | 34.4 | 0   | 100 | 43     | -.005    |
| PDA                | 45.6 | 32.2 | 0   | 100 | 38.5   | .27      |
| <b>Education</b>   |      |      |     |     |        |          |
| Start              | 62.7 | 25.8 | 0   | 100 | 64     | -.41     |
| Condom             | 79.5 | 32.9 | 0   | 100 | 96     | -1.67    |
| Basics             | 90.8 | 13.2 | 33  | 100 | 97     | -1.72    |
| Frank              | 72.6 | 28.4 | 0   | 100 | 83     | -1.21    |
| <b>Coercion</b>    |      |      |     |     |        |          |
| Prevent            | 45.7 | 25.3 | 0   | 98  | 42     | .24      |
| Miscomm            | 85.7 | 20.3 | 7   | 100 | 93     | -2.06    |
| Aggress            | 81.8 | 21.5 | 8   | 100 | 88.5   | -1.47    |
| Overre             | 53.3 | 29.8 | 0   | 100 | 56     | .001     |

### Module Reaction Items

These items were presented by module and in random sequence within module. As their primary purpose was to create dilemmas and encourage reflective thinking, they were not designed to isolate a particular construct. Rather they were designed to be difficult to answer one way or the other, and difficult to answer in a consistent manner. Therefore, statistical testing will be done on these items, but without an expectation of significance. The term dilemma is used in place of the word construct.

#### Truth-telling Module

These four items were designed to elicit attitudes about surveys and help establish whether the respondent is being truthful or not. Of course, an untruthful respondent could also lie on these items, however, this may give some indication if a respondent is not taking the survey seriously. These four items were presented in random sequence.

1. The statements made in this clip are generally true.  
Agree.....Disagree  
Dilemma: Truthfulness of George Michael's opinions (CLTR).
2. In general, people's responses to this survey will be accurate. ....invented.  
Dilemma: Others' truthfulness on this survey (ACCINV (-)).
3. Compared to others completing this survey, my responses will be more truthful. ....less truthful.  
Dilemma: My truthfulness on this survey (METRUE (-)).
4. I expect my responses to this survey to correspond to my true attitudes. ....what I think is expected of me.  
Dilemma: Social desirability of my responses (MEXPECT (-)).

#### Gender Module

These eight items were presented in random sequence after a video clip depicting moments from women's college varsity athletic events and accompanied by rock music.

1. Males are naturally more aggressive than females  
Agree.....Disagree  
Dilemma: biological and cultural versus equal (MALEAGG).
2. Young women seem less competitive than young men because of their natural inclination. ....socialization.  
Dilemma: biological versus cultural (COMPET).
3. Women who are competitive outside of sports seem pushy. ....self-assured.  
Dilemma: cultural negative stereotype versus positive (PUSHY).
4. For success in life, the ability to compete is more important than the ability to get along with others.  
Agree.....Disagree  
Dilemma: competition versus cooperation (SUCCESS).
5. Women seriously engaged in sports are sexually unappealing.  
Agree.....Disagree  
Dilemma: limiting stereotypes versus positive (UNAPPL).
6. All women can learn something of value from these athletes' example.  
Agree.....Disagree  
Dilemma: Achievement versus not (EXAMPLE (-)).
7. The competitive spirit of these female athletes is too masculine. ....gender appropriate.

Dilemma: negative stereotype versus human fulfillment (SPIRIT).  
 8. Male athletes should be more competitive than female athletes.  
 Agree.....Disagree  
 Dilemma: gender stereotype versus human ability (MCOMPET).

### Sexual Orientation Module

These eight items were presented in random sequence after a video clip depicting segments of the Heidi Leiter Story from HBO.

1. If a lesbian couple wishes to go to the high school prom, it should be considered normal behavior. ....confrontational.  
 Dilemma: acceptance versus rejection (PROM (-)).
2. Everything a gay or lesbian couple does in public is a political statement because they make it political. ....others are prejudiced.  
 Dilemma: victim blaming versus social responsibility (POLITIC).
3. In defining themselves as lesbians, these girls were probably just being themselves. ....influenced by other homosexuals.  
 Dilemma: biology/choice versus recruitment (INFLUEN (-)).
4. A society is healthier when gays and lesbians can express their sexuality openly, rather than hiding their sexual orientation.  
 Agree.....Disagree  
 Dilemma: society's health as open or hidden (OPEN (-)).
5. In suggesting that her daughter go talk to the counselor, Dr. Johnson, Heidi's mother was not helpful to Heidi. ....supportive of Heidi.  
 Dilemma: pressure to change versus support (COUNSEL (-)).
6. Her father's pointing out that people are intolerant of difference was not helpful to Heidi. ....supportive of Heidi.  
 Dilemma: pressure to hide versus support (INTOLER (-)).
7. The sister's concern about what people will think of her was reasonable. ....selfish.  
 Dilemma: differentiation of self versus fusion (SISTER).
8. Heidi's statement that she had been "a person we all made up" completely confused me. ....made immediate sense to me.  
 Dilemma: other defined versus self defined (MADEUP).

### Sex Education Module

These eight items were presented in random sequence after a video clip depicting discussions about teenage sexual activity and contraception use by an abstinence advocate, Faye Waterston from Planned Parenthood, and a group of at-risk adolescent girls.

1. The views stated by the woman with the baby are realistic. ....impractical.  
 Dilemma: imposition of set of beliefs versus diversity (BABY).
2. It is likely that information about birth control and disease avoidance will encourage teenagers to be more sexually active.  
 Agree.....Disagree  
 Dilemma: common objection to sex ed programs versus value of information availability (INFORM).
3. The man's statement that 90% of pregnancies outside of marriage are NOT related to lack of birth control information or access is probably accurate. ....inaccurate.  
 Dilemma: reason to limit information versus distortion of statistics (PREG).

4. The teenage girls should NOT have access to all the information they seem to have about birth control.

Agree.....Disagree

Dilemma: it is possible to know too much versus not (ACCESS).

5. As a sex education tool for young at-risk adolescents, the scene with the teenage girls was

too graphic. ....appropriately frank.

Dilemma: class and culture imposition versus knowledge (ATRISK).

6. A more appropriate sex education scene than the one with the teenage girls should include a stronger advocacy for abstinence.

Agree.....Disagree

Dilemma: priorities of education emphasis (ABSTAIN).

7. The teenage girl who asked about birth control will probably be sexually active with or without access to birth control.

Agree.....Disagree

Dilemma: expectations and choice (ACTIVE (-)).

8. The teenage girls' knowledge about birth control and pregnancy seems to make them more likely to have sex soon./more cautious about having sex.

Dilemma: knowledge and control of female sexuality (KNOWL).

### Sexual Coercion Module

These eight items were presented in random sequence after a video clip depicting sexual harassment and date rape situations, developed for Freshman Orientation at Virginia Tech.

1. Rating other people, male or female, by their appearance is harmless fun. ....inherently degrading.

Dilemma: harassment acceptance or not (RATING).

2. Pouring ice water on the male student was an innocent joke. ....a dangerous escalation.

Dilemma: harassment responses (JOKES).

3. By going to a man's apartment, a woman is usually signaling interest in sexual activity.

Agree.....Disagree

Dilemma: rape myth (INTRST).

4. In the apartment scene, the female student communicated that "no" might mean "yes".....she definitely meant "no".

Dilemma: interpretation of communication signals (MAYBE).

5. When a woman drinks alcohol, it's a signal that she is out for a good time, sex included.

....less able to thoughtfully consent.

Dilemma: consent and assumptions of consent (ALCOHOL).

6. In the apartment scene, the male student's persistence could be described as misinterpretation. ....sexual assault.

Dilemma: responsibility to elicit consent or achieve goal (PERSIST).

7. If the female student reports the apartment incident to the authorities as an assault, her history will be the primary issue.

.....the male will be disciplined.

Dilemma: system victimization (REPORT).

8. A continuum of behavior leading from off-color remarks to sexual assault is obvious. ....an exaggeration.

Dilemma: harassment/assault definition limits and perspectives (CONTINU (-)).

## Reaction to Survey Items

These five items were presented in random sequence.

1. I enjoyed participating in this survey.

Agree.....Disagree

Dilemma: positive experience or not (ENJOY (-)).

2. I believe the information gathered via this survey will be useful in planning and teaching the Human Sexuality class.

Agree.....Disagree

Dilemma: useful time spent, contribution (USEFUL (-)).

3. The multimedia aspects of this survey made the experience more interesting than responding to a paper and pencil survey.

Agree.....Disagree

Dilemma: feedback on instrument (MMEDIA (-)).

4. My responses to this survey accurately reflect my beliefs and opinions.

Agree.....Disagree

Dilemma: my truthfulness in this survey (MEACC (-)).

5. Most people's responses to this survey will be truthful and accurate.

Agree.....Disagree

Dilemma: Others' truthfulness in this survey (OTHACC (-)).

APPENDIX B

HUMAN SEXUALITY COURSE DESCRIPTION

Course Syllabus

The following syllabus was distributed at the first class session on Tuesday, January 16, 1996.

Human Sexuality  
FCD 3314  
Spring, 1996

Litton Reeves 1670  
Tuesday and Thursday

Instructor Section #2347 8:00-9:15AM  
Sue Eaglesham, M.A., Ph.D. Candidate  
Hours: Tuesday/Thursday, 9:30 AM - 11:00 PM  
or by appointment

Instructor Section #2348 11:00-12:15AM  
Alison Galway, M.S., Ph.D. Candidate  
Hours: Wednesday, 9:00 AM - 12:00 PM or by  
appointment

Office: FCD Graduate Student Office, Wallace 344  
Phone: 231-5668 during office hours,  
or 231-7201 to leave a message

I. Course Description

This course involves a developmental approach to the topic of human sexuality, utilizing historical, biological, and socio-cultural perspectives of sexual development and behavior. We place particular emphasis on the social construction of sexuality and on inviting each class member to accept responsibility for their personal sexual attitudes and decisions. Our specific objectives include:

- To examine human sexuality through historical, biological, and socio-cultural lenses.
- To examine current significant developments in the area of human sexuality.
- To encourage development of criteria or standards by which personal sexual behavior is determined.
- To promote awareness and tolerance of diversity.
- To encourage integration of the material with personal understandings and beliefs about sexuality.

## II. Texts

- A. Nevid, Fischer-Rathus, & Rathus. (1995). Human Sexuality in a World of Diversity, 2nd Edition. Boston: Allyn and Bacon.
- B. Nevid, J. (1995). CHOICES: Sex in the age of STDs. Boston: Allyn and Bacon.

## II. Assignments

### A. 10% Class participation:

You are expected to do all the assigned readings and to come to class prepared to discuss the topic covered. At the end of each class you will hand in a comment relating to the day's topic. The comment may be derived from your personal experience, from the chapter reading, or from a values or philosophical stance and should address your reaction to the class presentation. Receipt of the comment and your presence during class are 10% of your grade.

### B. 15% Gendergram:

You will prepare a double-spaced typed narrative of 5 to 6 pages in length addressing the messages you have received from parents, peers, media, religion, and so on, regarding gender. We hope that writing this narrative will stimulate your thinking throughout the semester, making this class more personally meaningful to you. This narrative is to be turned in by April 2. The gendergram is 10% of your final grade and is explained more completely at the end of this syllabus. Please read the instructions. If, after reading the description, you have any concerns about the degree of personal revelation required, please discuss the requirements with your instructor and arrange an alternative project.

### C. 75% Multiple choice exams:

There will be four multiple choice examinations during this course. The exams will be worth 80% of the grade. The exams will cover all assigned readings, lecture material, handouts, videos, and guest speakers from the classes. Each exam will cover only the material presented during the period preceding it (not cumulative or comprehensive). Exams are to be taken at the scheduled times, and there will be no make-up exams without written documentation of a health problem or a University scheduled activity conflict.

### D. 5% EXTRA CREDIT

We encourage you to take advantage of an option for extra credit.

Option 1: Participation in a research effort requiring at most an hour at a computer terminal for short videos and answering attitude questions. The computer interaction would take place twice, once during the first 2 weeks of the semester and again at the end of the semester. A detailed description is available from your instructor.

Option 2: A list of videos, articles and books are available from your instructor on various topics related to sexuality. You may opt to make a selection from the list and write a 8-page review based on the questions we provide. The review will be due no later than April 16.

#### E. Class attendance:

Class lectures and guest speakers will address aspects of the material in the assigned readings, but will not duplicate the material in the book. The course will be much more interesting for both students and instructor if class is attended on a regular basis. Each person is an expert at their own sexuality, which means we can all learn from each other. Further, the exams will cover material presented in class as well as assigned readings. If you are not in class, it is your responsibility to obtain the discussion information from a classmate.

F. Any student who understands that he or she may need an accommodation because of a disability, please see us.

#### IV. Grading Scale

Class participation (attendance and comments) are 10% of your grade. The other 90% consists of a gendergram (15%) and multiple choice exam results (75%). The exams will cover the texts, class discussion, guest speakers, and videos. An additional 5 points of extra credit may be earned (see D. above).

|             |             |             |               |
|-------------|-------------|-------------|---------------|
| A = 94-100% | B = 84-86%  | C = 74-76%  | D = 64-66%    |
| A- = 90-93% | B- = 80-83% | C- = 70-73% | D- = 60-63%   |
| B+ = 87-89% | C+ = 77-79% | D+ = 67-69% | F = Below 60% |

#### V. Honor Code

The honor code applies in this course. All assignments submitted shall be considered graded work, unless otherwise noted. All aspects of your coursework are covered by the honor system. Any suspected violations of the honor code will be promptly reported to the honor system. Honesty in your academic work will develop into professional integrity. The faculty and students of Virginia Tech will not tolerate any form of academic dishonesty.

#### VI. Counseling Services

If you experience personal concerns about issues such as relationship problems, sexual abuse, rape, incest, or sexual dysfunction, you are not alone. The following agencies are available to help or make the appropriate referral.

Campus Ministries 231-3787

\*Center for Family Services 231-7201

Crisis Pregnancy Center 552-3347

Planned Parenthood 951-5184

Psychological Services Center 231-6914

RAFT Community Crisis Center 381-1738/0766

University Counseling Services 231-6557

Women's Resource Center/Rape Crisis 639-1123

\*If you or your friends are experiencing concerns in a relationship with a spouse, partner, friend, or family member, consider seeking help through the Center for Family Services. The center is part of the doctoral program in marriage and family therapy at Virginia Tech. Services are offered at a minimal charge to students. Your instructor can discuss this



counseling service with you in more detail, and refer you to an appropriate person. The interpersonal problems need not be sexual. Call 231-7201 for an appointment or for more information.

## Class Schedule

| Date  | Topics and Readings   | Speaker/Video/Slides |
|---|---|----------------------|
| January 16                                    | Introduction and Syllabus<br>*****Focus on Social Construction of Human Sexuality*****  | Video "A Quickie"    |
| January 18                                    | Desensitization and Myths<br>Chapter 1 (pp. 2-11) What is Human Sexuality?  | "Vulvas and Penises" |
| January 23                                    | Social Construction of Sexuality - Historical<br>Chapter 1 (pp. 11-24)  |                      |
| January 25                                    | Social Construction of Sexuality - Cultural<br>Chapter 1 (pp. 24-33)<br><br>*****Focus on Physical Aspect of Human Sexuality***** |                      |
| January 30                                    | Female Sexual Anatomy & Physiology, Dr. Buikema<br>Chapter 3 (pp.64-103)  |                      |
| February 1                                    | Male Sexual Anatomy & Physiology<br>Chapter 4 (pp. 106-127)   | Dr. Buikema          |
| February 6                                    | Sexual Arousal and Response<br>Chapter 5 (pp. 130-159)  | Dr. Buikema          |
| February 8                                    | Gender Identity and Gender Roles<br>Chapter 6   |                      |
| *****   |   |                      |
| February 13                                   | Exam #1 Gender and Physical Chapters 1, 3-6<br>*****  |                      |
| *****Focus on Identity and Relationships***** |   |                      |
| February 15                                   | Childhood and Adolescence<br>Chapter 13   |                      |
| February 20                                   | Attraction and Love<br>Chapter 7  |                      |
| February 22                                   | Relationships, Intimacy, and Communication<br>Chapter 8   |                      |
| February 27                                   | Sexual Orientation<br>Chapter 10  | L. B. G. A. Panel    |
| February 29                                   | Sexuality in Adulthood<br>Chapter 14  | Phyllis Greenberg    |

\*\*\*\*\*  
March 5 - Exam #2 Relationships Chapters 7, 8, 10, 13, 14  
\*\*\*\*\*

\*\*\*\*\*Focus on Reproduction\*\*\*\*\*

March 7 - Conception video  
Chapter 11 (pp. 306-310)

Spring Break March 9-17

March 19 - Fertilization Issues Dr. Knight  
Chapter 11 (pp. 310-317)

March 21 - Pregnancy Kelly Taylor, M.S.  
Chapter 11 (pp. 314-333) Roxanne Thayne,  
B.A.

March 26 - Childbirth video  
Chapter 11 (pp. 334-345)

March 28 - Contraception Student Health Education  
Chapter 12 (pp. 348-376)

April 2 - Abortion  
Chapter 12 (pp. 376-387), Do quiz on p. 377

April 4 - Making Responsible Sexual Decisions  
Chapter 21 (pp.654-660)

Gendergram due

\*\*\*\*\*  
April 9 - Exam #3 Reproduction Chapters 11, 12, 21  
\*\*\*\*\*

\*\*\*\*\*Focus on Choices\*\*\*\*\*

April 11 - Sexual Coercion and Harassment  
Chapter 19 (pp. 586-605, 615-620)

April 16 - Childhood Sexual Abuse  
Chapter 19 (pp. 605-615)

April 18 - Sexually Transmitted Diseases  
Chapter 16 and CHOICES: Sex in the age of STDs  
Optional Extra Credit Paper Due



APPENDIX C  
 INSTITUTIONAL REVIEW BOARD DOCUMENTS  
 Multimedia Computer Attitude Survey Project  
 Application

The following document was submitted for project approval to the Human Subjects Review Board on January 5, 1996. Expedited approval was given on January 11, 1996.  
 Assessing Attitudes Toward Human Sexuality  
 Through Multimedia

Justification of Project

People can change their attitudes toward persons, situations and concepts through several types of educational experiences, including in-class discussion, outside readings, guest lecturers and panels, and audio-visual materials. An interactive multimedia computer survey instrument is an educational tool that can present a combination of still graphics, audio, motion video, and text statements and questions to a student user and also gather information about the user's attitudes and knowledge. With the present instrument, the student interacts with the computer presentation via the mouse and keyboard to register attitudes on a Likert-type scale, select multiple choice answers, and key in answers to open-ended questions. Computer literacy requirements are limited to simple keyboard and mouse skills. The system records responses without intermediary paper-and-pencil materials. As an educational tool, this interactive multimedia instrument can provide: 1) a measurement of target population attitudes toward the target domains before and after the interaction, 2) an educational experience to increase knowledge about the domain, and, when readministered after a semester course of study, 3) a measurement of changes in target population attitudes and understanding of the domain.

This study seeks to measure attitude changes that result from both a single session multimedia computer interaction (Treatment I) and from a semester-long course (Treatment II) and to correlate those attitude changes with various demographic attributes of the course participants.

Students previously enrolled in FCD 3314, Human Sexuality, have reported changes in attitudes toward their own and others' sexuality and have reported greater learning gains regarding the subject than they initially had expected. Changes in attitude often are reported in the areas of gender roles, sexual coercion, sex education, and sexual orientation. Students typically reported that they thought themselves well informed about human sexuality, but found that they greatly increased their knowledge base.

Enrollment in the Human Sexuality course is typically from a diverse mix of undergraduate disciplines representing most colleges in the university. The students come from varied religious, ethnic, socio-economic, and family backgrounds. Prior knowledge and experience vary widely among the students in relation to the range of topics presented in the course. A wide variation in beliefs and attitudes toward course content exists within this population.

Approximately 500 students will take Human Sexuality in Spring Semester 1996. These students typically are sophomores, juniors, or seniors, ranging in age from 18 to 22 years. Students come from a variety of disciplines and colleges. Past students have cited both professional and personal reasons for taking the course.

Survey research on classroom learning regarding sexual attitudes often consists of paper-and-pencil surveys early in a course term and again later in the term. The proposed method differs from past surveys in three important ways. First, the items are presented to the respondent randomly, individually, and on-line, minimizing item contamination, error, and fatigue. Second, each treatment includes pre- and post-testing of information received and reflected upon within the instrument. The multimedia application allows the presentation of audio-visual information and reflective questions in modules. This will

create a data set of reflective thinking processes over the short (session) and long (semester course) term learning periods. Third, the sample should have minimal volunteer bias, social desirability errors, and faulty estimation (Nevid, Fichner-Rathus, & Rathus, 1995), since the survey is anonymous and explores only attitudes regarding sexuality rather than personal sexual experience. The four repetitions of exposure to the 24 attitude items will give a more detailed picture of respondent attitude change over the short and long term than a simple pre- and post-course test or single multimedia interaction.

The purpose of this research is to document initial student attitudes, whether specific attitude changes occur after a single-session multimedia interaction and/or after a semester-length course of instruction, and, if they do occur, to what extent those changes in attitude may vary among students with differences in life experience, beliefs, knowledge base, and initial strength of commitment to their attitudes. The efficacy of the multimedia instrument as a predictor of strength of commitment to attitudes will also be explored.

#### Procedures

Students enrolled in FCD 3314, Human Sexuality, will be given the opportunity to participate in a 30- to 45-minute interactive multimedia computer information and response session on selected topics to be covered in the Human Sexuality course. The interactive computer session will be available at several locations on campus for 11 calendar days at the beginning of Spring Semester 1996 (January 16-26). An identical interactive computer session will be administered at the end of the semester during the period April 18-29. Complete project participation will carry an extra credit value of 5% on the final grade calculation. An alternative research task will be offered for equivalent extra credit.

The course will be taught in the usual way. A Fall 1995 syllabus is attached, with the topics of concern highlighted. An explanation of the extra credit assignments, both the computer interaction and the alternative task, will be written on the syllabus and presented orally during the initial class sessions. The explanation will include a description of the interactive multimedia computer interaction and the purpose of the session, the expected length of time, locations of the computers, who to contact at each site for assistance, instructions on how to complete the interaction, and contact names and telephone numbers in case any problems are encountered in completing a session.

Each participating student will be expected to appear at one of the assigned locations during the 11-day period at the available hours with at least 60 minutes of free time to participate in the session. (While the session itself is expected to take no more than 45 minutes, the student may have questions or need assistance in setting up the computer session.) The student will obtain the project software, and the system will be set up for the session by the student or by an on-site staff or graduate monitor.

Using the mouse and the keyboard, students will follow the interactive session instructions step-by-step and respond to survey items about their own demographic backgrounds and general attitudes about aspects of human sexuality: gender roles, sexual orientation, sex education, and sexual coercion/harassment. Items are drawn from past research on attitudes toward these topics. The student then interacts with five multimedia modules about attitudes relevant to each module. The general attitude items are then repeated. Within each of the modules (pre, areas 1-5, and post) the items will be randomly ordered by the multimedia application, so that different users will interact with the items in each module in varying sequence. Qualitative open-ended questions at the end of the multimedia session will elicit student reactions to the process of the session and the content of the information presented.

Treatment I occurs first at the beginning of the semester and measures the effect of the information presented via multimedia and the attendant reflective process on initial attitudes. Any changes or lack thereof will constitute strength of commitment-to-attitude data. The multimedia computer interaction will step through a demographic section, 24

attitude items (time 1), five modules of audio visual presentations (up to 2 minutes each) with four to eight items reflecting on attitudes relevant to each presentation, and end with a repetition of the initial 24 attitude items (time 2). The initial attitudes measured in the first series of 24 attitude items will be compared to attitudes measured in the second series of identical items after the information/reflection process treatment (the audio visual stimuli and the survey items related to them) (time 1 to time 2).

Treatment II occurs at the end of the semester and is identical to the early semester interactive multimedia computer session. This session measures the effect of course participation (time 2 to time 3) and a second additional multimedia information/reflection process (time 3 to time 4). Time 3 to time 4 comparisons represent a second iteration of Treatment I.

Both early semester and late semester sessions must be completed to receive the full extra credit. Assignment completion by each student will be noted, but not traceable to the data.

The computer program will request each participant's student identification number and randomly assign a 4-digit number to each individual's response set. Relation of assigned numbers to student identification numbers will be noted only in a single master file for checking assignment completion and compilation of pre- and post-semester data sets. The data itself will be stored and accessible only by the randomly assigned number. Mr. Hergert and the Education Technology Laboratory director (Dr. Norman Dodl) will have sole access to the student identification and randomly assigned number translation list. Neither of these investigators will have access to the class roll with its cross reference of student names and identification numbers. Careful storage of the translation list under lock and key in Dr. Dodl's office will limit access to this file. Upon completion of the semester, translation lists will be destroyed.

The investigators will take responsibility for ensuring that no identifying information exists beyond the single master list of names and randomly assigned identification codes. Quotations and references to specific individuals made during the open-ended answers will be screened and edited to be sure no identifying information, such as locale or profession, is transmitted in the final report.

#### Risks and Benefits

Material presented in the multimedia interaction will be related to that provided in regular classroom instruction, although it will not duplicate the coursework. The material will be neither sexually explicit nor will the demographic questions request specific information regarding sexual activity of the participants. Rather, the material is designed to depict situations and topics that students might be expected to experience or be aware of while at college. Participants will be a minimum of 18 years of age.

Names of Virginia Tech and local family counselors are normally provided on the course syllabus due to the nature of the course subject. Both course instructors have taught this material in the past and are aware of the sensitive nature of the material. The risk involved in participation in this research project is minimal.

#### Confidentiality/Anonymity

In accordance with University policy, participants will be notified that all responses are confidential to the extent provided by law. The data will be accessible only by random number assignment. While the student identification number will be necessary to combine Treatment I and Treatment II results, the translation key will be locked in Dr. Dodl's office and will be destroyed after the treatment results are combined. The course instructors will not have access to the translation key and neither Mr. Hergert nor Dr. Dodl will have access to the class roster.

Informed Consent Form  
Virginia Polytechnic Institute and State University  
Informed Consent for Participants  
of Investigative Projects

Project Title: Assessing Attitudes Toward Human Sexuality Through Multimedia  
Principal Investigators: Thomas R. Hergert, M.A.Ed., Instructional Systems Development and Alison Galway, M.S., Family and Child Development

I. The Purpose of this Research/Project

You are invited to participate in a study about individual attitude change in response to educational experiences. This study will investigate attitudes toward specific topics in Human Sexuality. Approximately 500 students will be invited to participate in some phase of this research.

II. Procedures

This research consists of completing a multimedia computer interaction of approximately 45 minutes in length, both at the beginning and at the end of the semester. All responses and results will be anonymous to the course instructors.

III. Risks

Attitude reporting and reflection is usually described by participants as beneficial, and personal risks in this research are minimal. However, the process of reflection on critical attitude issues in sexuality may cause participants to reconsider their perspectives on the topics in question.

During a computer or written session, you may refrain at any time from answering or elaborating on questions posed by the researcher. This is your choice and no reasons or qualifications will be necessary. A list of university or local counselors will be provided if requested.

IV. Benefits of this Project

Your participation in this project will provide information that may be helpful in teaching via multimedia computer tools, and specifically as regards attitudes concerning the topic of human sexuality and your perceptions in this area. No guarantee of benefits beyond extra credit in the related course has been made to encourage you to participate. You may receive a synopsis or summary of this research when completed. Please provide a written or electronic request and a self-addressed envelope or e-mail address if you would like a summary of this research.

V. Extent of Anonymity and Confidentiality

The information you provide will not include your name, and only a randomly assigned subject number will identify your responses during analysis and any written reports of the research. In most cases, responses will be reported as aggregates.

VI. Compensation

For complete participation in this study, you will receive extra credit in FCD 3314, Human Sexuality, equal to 5% of the possible points available in the semester. If you do not wish to participate in the study, an alternative for equal extra class credit is available and explained more completely on the syllabus.

VII. Freedom to Withdraw

You are free to withdraw from this study at any time without penalty. You may also choose not to respond to individual items. If you choose to withdraw, you will not be penalized by reduction in points or grade for the course. Full extra credit for participation in this project will be granted only for completion of both early and late semester multimedia computer interactions. Alternative extra credit options are explained on the syllabus.



VIII. Approval of Research

This research project has been approved, as required, by the Institutional Review Board for projects involving human subjects at Virginia Polytechnic Institute and State University and by the Department of Family and Child Development and the Department of Teaching and Learning.

IX. Subject's Permission

I have read and understand the Informed Consent and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project.

If I participate, I may withdraw at any time without penalty. I agree to abide by the rules of this project. Should I have any questions about this research or its conduct, I may contact:

Alison Galway, Investigator, 540-231-7201, galway@vtvm1.cc.vt.edu

Thomas R. Hergert, Investigator, 540-231-8710, hergert@vt.edu

Norman Dodl, Instructional Technology Lab, 540-231-5587

Ernest R. Stout, Chair, IRB, Research Division, 540-231-9359

X. Subject's Responsibilities

I am currently 18 years of age and I know of no reason I cannot participate in this study. Participation in this study involves the completion of two information and response sessions during the periods (1) January 16-26 and (2) April 18-29.

\_\_\_\_\_  
Signature of participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print participant's name

### Biographical Sketches

Alison Galway is a doctoral candidate in Marriage and Family Therapy in the Department of Family and Child Development and has taught this course four times: Fall 1994, Spring, Summer, and Fall 1995. She will be teaching the course during the Spring 1996 semester. Ms. Galway has an M.S. in Family Studies from Virginia Tech, 1994. Ms. Galway's committee chair is Rosemary Blieszner of the Department of Family and Child Development in the College of Human Resources.

Tom Hergert is a professional video producer and a doctoral student in Instructional Systems Development in the College of Education. He has worked for more than two years with Dr. Glen Holmes of the ISD faculty on the development of the modular multimedia survey computer instrument that has been adapted for use in the proposed research project. He has an M.A.Ed. in Instructional Systems Design from Virginia Tech, 1994. Mr. Hergert's chair is Dr. Norman Dodl, Instructional Technologies professor and director of the Education Technology Laboratory in the College of Education.

Note. An appendix was attached showing the demographic, attitude, and reaction items in the computer survey.

### Written Text Project

The following document was submitted for project approval to the Human Subjects Review Board on February 9, 1996. Expedited approval was given on March 11, 1996.

#### Application

Assessing Attitudes Toward Human Sexuality (Study II):

Tracking Reflective Comments

During An Undergraduate Course in Human Sexuality

#### Justification of Project

People's attitudes can be changed through both educational and life situations. A survey instrument is a tool that can present a set of statements, questions, and responses to a participant and gather information about that person's attitudes. Reflective writing tasks provide a window into the process of attitudinal change over the course of time.

This study (II of a series) seeks to track student reflections during an undergraduate course in Human Sexuality as a parallel and coordinated effort (Study I) which attempts to measure attitude changes that result from both a single session multimedia computer interaction and from a semester-long course, and to correlate those attitude changes with various demographic attributes of the course participants.

Survey research on classroom learning regarding changes in sexual attitudes often consists of paper-and-pencil surveys early in a course term and again later in the term. The computer interaction method differs from past surveys in three important ways. First, the items are presented to the respondent randomly, individually, and on-line, minimizing item contamination, pencil error, and fatigue. Second, each treatment includes pre- and post-testing of information received and reflected upon within the instrument. The multimedia application allows the presentation of audio-visual information and reflective items in modules. This creates a data set which illustrates the effect of reflective thinking processes over the short (session) and long (semester course) term learning periods. Third, the sample should have minimal volunteer bias, social desirability errors, and faulty estimation (Nevid, Fichner-Rathus, & Rathus, 1995), since the participant sample includes \_\_\_% of the class population, the survey is anonymous, and only attitudes regarding sexuality are explored rather than personal sexual experience. The four repetitions of exposure to the 24 attitude items will give a more detailed picture of respondent attitude change over the short and long term than a simple pre- and post-course test or single multimedia interaction.

Reflective comments routinely are written by students after each lecture in order to track class attendance and to obtain feedback for the instructors and guest lecturers. The inclusion of these comments in the attitude survey data analysis will provide valuable insight to the process of attitude change over the course of the semester.

Students enrolled in the Human Sexuality (FCD 3314) are typically from a diverse mix of undergraduate disciplines and varied religious, ethnic, socio-economic, and family backgrounds. Prior knowledge and experience vary widely among the students in relation to the range of topics presented in the course. A wide variation in beliefs and attitudes toward course content exists within this population.

The purpose of this research is to obtain qualitative data on multiple issues of human sexuality as respondents participate in the learning process of FCD 3314 Human Sexuality. Reflective comments by attitude survey participants will be included in the automated survey data analysis, with permission of the participants, if this IRB is approved. Permission to use student lecture comments as research data via the attached Consent Form would be obtained separately from the consent obtained in survey phase of the research.

#### Procedures

Students in the Spring 1996 FCD 3314 Human Sexuality course will be asked, if they are already participating in the multimedia interactive computer session phase of the

study, to give permission for their reflective writing comments to be used as a qualitative addendum to their pre- and post-semester computer responses.

Students in the course are already required to turn in comments on the day's class material. With the attached consent, the student's reflective comments would be typed up and collected in a qualitative data file identified by the student's identification number. At the end of the data collection period, student identification numbers will be discarded and a subject number will be used during data analysis and in reporting results.

The investigator will take responsibility for ensuring that no identifying information exists beyond the subject codes. Quotations and references to specific individuals made in the comments will be screened and edited to be sure no identifying information, such as locale or profession, is transmitted in the final report.

#### Risks and Benefits

Reflective writing data is part of the course requirement for all students and will not require any additional effort on the part of the participating student beyond the knowledge that their comments will be used in data analysis. Participants will be a minimum of 18 years of age. The risk involved in participation in this research project is minimal.

Confidentiality/Anonymity

In accordance with University policy, participants will be notified that all responses are confidential to the extent provided by law. The data will be accessible only by subject number assignment. While the student identification number will be necessary to combine quantitative and qualitative results, the translation key will be locked up and will be destroyed after the treatment results are combined at the end of the semester.

Informed Consent Form

Virginia Polytechnic Institute and State University  
Informed Consent for Participants of Investigative Projects

Project Title: Assessing Attitudes Toward Human Sexuality (Study II): Tracking Reflective Comments During An Undergraduate Course in Human Sexuality  
Principal Investigator: Alison Galway, M.S., Family and Child Development

I. The Purpose of this Research/Project

You have already agreed to participate in a study about individual attitudes toward specific topics in Human Sexuality. At this time you are asked to give permission for your reflective comments, currently handed in at the end of each class as an attendance and feedback instrument, in addition be saved as further insight to your attitude survey responses.

II. Procedures

You have already participated in the first multimedia computer interactive session for your extra credit in FCD 3314 Human Sexuality this semester. You are also already required to hand in comments at the end of each class session in order to track attendance and to provide feedback to the instructors and guest speakers.

This consent will allow your daily comments to be retained after the end of the semester and added to the database of responses collected via the computer survey. No extra effort on your part will be required. All responses will be confidential.

III. Risks

There is no risk associated with this agreement, as the reflective comments are already part of course participation. The association of comments and computer survey results will not occur until after the end of the semester. This permission will have no effect, beneficial or negative, on the course grade.

IV. Benefits of this Project

Your participation in this project will provide information that may be helpful in assessing attitudes concerning the topic of human sexuality and your perceptions in this area. No guarantee of benefits has been made to encourage you to participate. You may receive a synopsis or summary of this research when completed. Please provide a written or electronic request and a self-addressed envelope or e-mail address if you would like a summary of this research.

V. Extent of Anonymity and Confidentiality

The information you provide will not retain your name. The original comment sheet showing your name and identification number will be discarded. Your student identification number will be retained only long enough to combine data collections. Identification numbers will be discarded after the data sets are combined. Only a computer assigned

subject number will identify your responses during analysis and any written reports of the research. In most cases, responses will be reported in aggregate.

VI. Compensation

You will receive no additional compensation for this permission.

VII. Freedom to Withdraw

You are free to withdraw from this portion of the study at any time during the semester without penalty. Simply let your instructor know that you no longer wish to include your comments in the attitude survey.

VIII. Approval of Research

This research project has been approved, as required, by the Institutional Review Board for projects involving human subjects at Virginia Polytechnic Institute and State University and by the Department of Family and Child Development in the College of Human Resources.

X. Subject's Permission

I have read and understand the Informed Consent and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project.

If I participate, I may withdraw at any time without penalty. I agree to abide by the rules of this project.

Should I have any questions about this research or its conduct, I may contact:

Alison Galway, Investigator, 540-231-7201, galway@vtvm1.cc.vt.edu

Ernest R. Stout, Chair, IRB, Research Division, 540-231-9359

IX. Subject's Responsibilities

I am currently 18 years of age and I know of no reason I cannot participate in this study. Participation in this study involves my permission to use my reflective written comments handed in during class sessions of FCD Human Sexuality, Spring 1996 semester.

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Signature of participant

Date

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Print participant's name