

**Research Ethics Board Application for
Ethical Review of Human Participant Research**

Adler University - Vancouver Campus

1. RESEARCH TEAM
1.1. <u>Thesis Title:</u> Urban Adolescent Girls' Experiences of Gendered Cyber Violence: Concerns, Strengths, and Solutions
1.2. <u>Applicant (usually Student Researcher)</u> Name: Emily Huynh Phone: Email:
1.3 <u>Faculty Thesis Advisor (Supervising Researcher)</u> Name: Dr. Jayne Pivik Email: jayne.pivik@ubc.ca
1.4. <u>Second Reader/Committee Members/Consultants</u> Name: Dr. Larry Axelrod Email: laxelrod@adler.edu Affiliation: Adler University, Second Reader
1.5 <u>Researcher Experience</u> Training In addition to my required courses in Community and Counselling Psychology, I have also attended a conflict resolution workshop offered by Dr. Larry Axelrod, and have had professional training as a youth workshop facilitator. Knowledge of the population I, Emily Huynh, the student researcher, will conduct the study. I have completed a 350-hour Community Development practicum at Britannia Community Services Society, involving hands-on outreach with youth at Britannia, specifically in the Teen Centre. I have previously facilitated workshops with adolescents of various ages (11-19) through my work at Children of the Street Society in Coquitlam, BC as well as adolescent girls specifically at the YWCA in Vancouver, BC, and at my Community Service Practicum at Stratford Hall School. In each of these three settings, my work focused on themes of healthy relationships, media representations of gender, and online safety – all of which are relevant to the proposed research study. Research Experience During my Community Development Practicum, I conducted a community-based evaluation using a series of focus groups where I gathered input from youth and service providers in regards to a community organization's proposed Aboriginal program initiatives. In May 2014, I transcribed community talking circles (part of a larger community-based Aboriginal

holistic health research project) as a student research assistant under the supervision of Dr. Teresa Howell.

Supervisors' Experience

My primary advisor, Dr. Jayne Pivik, holds a PhD in Community Psychology. She has designed and conducted multiple studies using quantitative, qualitative and mixed method designs including surveys and focus group methodologies with children and youth, and has over twenty-five years of community-based research experience.

1.6 Additional Study Team Members (if applicable)

Research Advisory Group:

This proposed study plans to consult with between two and four key stakeholders as research advisors, to be recruited through the Teen Centre at Britannia. These advisors will include a lead programmer for the Teen Centre who is very knowledgeable about the research population, and additional youth workers who are involved in frontline outreach on site (see Appendix C for initial contact e-mail). At least one of these individuals will identify as Aboriginal. This will help to ensure that proper consultation and involvement occurs, the study is ecologically valid and support is gained from the community. This is specifically important from a cultural standpoint, as this study will likely include Aboriginal participants. The Tri-Council Policy Statement (Canadian Tri-Council, 2010) requires that any research conducted involving Aboriginal participants involve some degree of community engagement, depending on the type of study. The focus of this study is gender-based, not culturally-based. That said, this study is examining a population where a sizable proportion of the community is known to be Aboriginal. While making culturally specific conclusions about the data is not expected, it remains a possibility based on the qualitative nature of the focus group component of the study. Based on these conditions, having an Aboriginal youth worker be consulted in the research was deemed an appropriate degree of engagement. In keeping with community-based research, the purpose of this advisory group is to ensure that the project is of relevance to the community and to include these gatekeepers in the design of the study and discussion of findings.

Youth Advisor(s):

This study also intends to involve one or two youth advisors, i.e., adolescent girls who meet the inclusion criteria, who would be engaged to develop appropriate and relevant language in the data collection instruments (an online survey and focus group). This individual or individuals would be recommended from key community stakeholders through the Community Centre (see Appendix D for initial contact script). The youth advisor(s) will be provided access to speak to a qualified youth worker in the event that she/they require additional support.

1.7 Tri Council Policy Statement (TCPS 2) Tutorial

Date applicant completed the TCPS 2 Tutorial:

February 25, 2014

1.8 Most Recent Date REB FAQs Checked

October 29, 2014

1.9 Submission Date

2. SUMMARY OF STUDY AND RECRUITMENT

2.1 A. Overview of research study (Maximum 300 words)

- 1) **Research Purpose:** This study aims to explore whether and how adolescent girls living in the inner city of Vancouver, BC experienced “gendered cyber violence” and what strategies were used to address these experiences.
 - **Definition:** Gendered violence can include specifically sexualized forms of violence, defined as “any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person’s sexuality using coercion” (Sexual Violence Research Initiative, 2013). Gendered violence can also mean any form of violence - actions or behaviours that cause physical, psychological, or emotional harm to an individual - that appears rooted in gender-based hate or discrimination, or appears to disproportionately affect people of a particular gender identity (in this case, female). More specifically, this study seeks to explore “gendered *cyber* violence” denoting gendered violence that occurs in online spaces such as Facebook or via computer-mediated communication such as text messaging or photo sharing.
- 2) **Question:** What can we learn from urban adolescent girls about their experiences, concerns, and potential solutions regarding gendered cyber violence?
- 3) **Rationale:** Recent research suggests that gendered cyber violence has significant prevalence and impacts on adult women (West, 2014). While there is ample research on violence against women – and some new research on *cyber* violence against women – research related to violence and girls is mostly missing from the literature (Berman, McKenna, Arnold, & Taylor, 2000). When discussing youth, concerns related to online forms of violence are most often categorized as ‘cyberbullying’; which misses a deeper gender and social location-based analysis. The recent tragic examples of Canadian adolescent girls, Rehtaeh Parsons and Amanda Todd, two victims of gendered cyber violence who took their own lives, urge us to consider the potential of gendered and sexualized nature of cyberbullying (CBC News, 2012; 2013). Inner city, urban communities tend to experience marginalization due to factors of low-income, unemployment, single parenting, and unstable or insufficient housing (Wasylenki, 2001). Investigating the online experiences of urban (living in the inner city) adolescent girls will contribute to the growing literature on social determinants of health and intersectionality while exploring the new and relatively uncharted research area of gendered cyber violence.
- 4) **Objectives:**
 - To explore the incidence of different forms of gendered cyber violence among urban adolescent girls.
 - To explore concerns and potential solutions regarding these experiences.

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

Describe in a step-by-step manner the research procedures. The description should include the sampling method (e.g., non-random sampling, convenience), group assignment (e.g., by culture, gender, age), type of research methodology (e.g., ethnography), rationale for utilizing this methodology and type of statistical analysis if relevant.

The research paradigm that informs the design of this research is the transformative perspective (Kelly, Burton, & Regan, 1994; Mertens, 2010b). This paradigm is appropriate as the proposed research question seeks to understand the online experiences of a population that has been traditionally marginalized by gender as well as socio-economic class; and, in some cases race, ethnicity, and/or Indigeneity. In addition, this proposed study seeks to create an actionable component to the research, by working with a small group of youth to design potential peer-led solutions to gendered cyber violence.

This study proposes to use a mixed method, explanatory sequential design. Quantitative data in the form of a survey will be collected first. Next, qualitative data will be collected using a focus group. The thick, descriptive focus group data will be used to further explain the results from the survey, and will also build upon the survey (a complementarity design) by exploring possible solutions to the issue being explored.

Upon approval from the REB, the researcher will begin online recruitment for the online questionnaire. Participants will be recruited using online communication, i.e., e-mail and the social media site, Facebook. Survey recruitment will use key informant snowball sampling as well as traditional snowball sampling. Key informants will include the adult members of the advisory group. Key informants will be notified about the study via e-mail (see Appendix C for initial contact). If they agree to be in the advisory group, they will sign a Confidentiality Agreement (Appendix E) and be forwarded the online recruitment poster (Appendix F) for the opportunity to share the information and link with known youth who meet the inclusion criteria. When youth complete the survey, they will have an option to copy and paste the online recruitment poster information into e-mail or private Facebook message to notify their peers about the study (Appendix G).

The questionnaire was adapted from a recent study conducted by the Battered Women's Support Services of Vancouver (BWSS, 2014). While the BWSS study involved adult females, the student researcher has adapted the questions to reflect age-appropriate themes and language based on a review of the literature on adolescent gendered cyber violence, and the student-researcher's related experience working with adolescent girls. It includes four main questions, with sub-questions that provide between four and thirteen ordinal or nominal polytomous scales measuring the frequency of various forms of gendered cyber violence, as well as the impacts of these incidences on health and well-being and strategies used in response to these incidences.

After 30-40 questionnaires have been completed, and the data analyzed using descriptive statistical analysis, the researcher will begin her recruitment for a community-based focus group using snowball and convenience sampling. Recruitment will involve method (1); and, if necessary, methods (2) and/or (3):

- (1) online: asking for youth's interest in focus group participation at the end of their completion of the online questionnaire (screening for new inclusion and exclusion criteria, i.e. older age group and no current experiences of cyberbullying) (see Appendix J),
- (2) the display of recruitment posters (Appendix K) around the community centre hub including the Britannia recreation centre and teen centre, and,
- (3) direct face-to-face or telephone contact of known youth via key informant recommendation (for script, see Appendix L).

The focus group will be held in a private room in the community centre. The focus group session will be audio-recorded, and the researcher will transcribe all dialogue. When analyzing the focus group data, the researcher will use thematic analysis methods. A member check will be performed with the focus group participants to ensure accuracy and validity of the analyses.

2.2 **References**

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2.3 **Inclusion Criteria**

All participants must:

- identify as female;
- be between 15 and 18 years of age;
- be able to communicate in English;
- go to school at Britannia Secondary School (BSS) and/or access services at the Community Services Centre Society (BCSCS);
- have their own cellphone and/or access to the Internet;
- use computer-mediated technologies to communicate on a daily basis, and;
- identify as not experiencing ‘cyberbullying’ in the past six months.

2.4. **Exclusion Criteria**

Exclusion criteria for the online survey and the focus group would include anyone who does not meet all items of the inclusion criteria. This study uses intersectionality as a theoretical framework to support the need to address multiple axes of social location to better understand diverse experiences and needs. Urban adolescent females were chosen for this study as their intersection of age, gender, and neighbourhood context may lead to particular experiences of online harassment, sexualized violence, and use of technology. The following rationale was used to determine each inclusion criterion (as above):

- Males are excluded from this particular study. While online violence can occur among youth of all genders, this proposed study seeks to understand the particular experiences of adolescent girls. The rationale for this is based on the proposed gendered analysis of online forms of violence, as well as the frequency of high-profile cases where girls and young women have been victimized through cyber forums.
- The ages of 15 to 18 were chosen as this age group includes the secondary school years

of adolescence (grades 9 to 12), where youth typically engage in frequent use of technology (MediaSmarts, 2014), while excluding younger high school-aged youth who may not have the capacity for informed consent. In addition, this age group represents Piaget's cognitive developmental stage, the formal operational stage, where the individual can engage in abstract reasoning and thought (Piaget, 1964). Given the topic being discussed, it is also necessary that participants have regular access to the Internet and/or have a personal cellphone, which they use to communicate on a daily basis.

- Britannia Secondary School is located on the same site as Britannia Community Services Centre Society – the latter organization is where the student researcher is seeking external approval for participant recruitment (see initial contact e-mail, Appendix A). The catchment for these organizations is the neighbourhoods of Grandview/Woodlands and Strathcona. These constitute an urban, inner-city setting, where the median socio-economic status is lower than that of the city proper (Bell & Hayes, 2012). As such, adolescent girls outside of this catchment will be excluded.
- Participants must not have experienced cyberbullying in the past six months to reduce the likelihood that they find the questions emotionally triggering. In the survey, this is important as the online format inhibits follow-up or assessment of capacity. For the focus group, this format poses inherent risks to confidentiality, as confidence between participants cannot be guaranteed as securely as in individual interviews. A youth currently experiencing cyberbullying may feel uncomfortable disclosing information regarding these experiences. In addition, the material that arises during group discussions may be especially sensitive for someone who is currently experiencing harassment or abuse. Given the sensitivity of this issue, any potential participant who self-identifies as having experienced computer-mediated harassment or abuse in the past six months will be excluded from participating. This will be determined at two points. First, the focus groups participants who are recruited through the survey will have already confirmed this through the online screening process for the survey. Second, when the researcher contacts the participant via telephone to arrange the time and location of the focus group, she will confirm whether they meet the criteria by asking a question pertaining to each inclusion and exclusion item. The final question will be, "Are you currently experiencing cyberbullying, or have you experienced it in the past six months?" If the youth responds "yes", she will be asked if she would like to speak confidentially about the issue with a trusted support-worker, to be referred through Britannia Community Services.

2.5 **Recruitment**

Online survey: The online questionnaire will have a target completion of 30 to 40 respondents. Participants will be recruited using online communication, i.e. e-mail and the social media site, Facebook. Survey recruitment will use key informant snowball sampling as well as traditional snowball sampling.

- **Key informant snowball sampling:** Key informants will include the adult members of the advisory group, which may include youth workers at the teen centre, or staff at the secondary school or alternate schools on site. Key informants will be notified about the study via e-mail (see Appendix C for initial contact). If they agree to be in the advisory group, they will be forwarded the online recruitment poster (Appendix F) for the opportunity to share the

information and link with known youth who meet the inclusion criteria.

- Traditional snowball sampling: When youth complete the survey, they will have an option to copy and paste the online recruitment poster information into e-mail or private Facebook message to notify their peers about the study (Appendix G).

Focus group: Using snowball and convenience sampling (Mertens, 2010a), between 6 and 8 participants will be recruited for the focus group. Recruitment will involve the following method (1); and, if necessary, methods (2) and/or (3):

- 1) online: asking for youth's interest in focus group participation at the end of their completion of the online questionnaire (see Appendix J),
- 2) the display of recruitment posters (Appendix K) around the community centre hub including the Britannia recreation centre and teen centre, and
- 3) direct face-to-face or telephone contact of youth via key informant recommendation (for script, see Appendix L).

The first strategy will help to identify potential participants who are now familiar with the topic of investigation insofar as they have gone through the questionnaire items. In this way, the youth will be able to self-select for their interest in participating in the focus group based on their exposure to the questionnaire. The second strategy, in keeping with snowball sampling methods, uses adult key informants (again, members of the Advisory Group) who will be asked to recommend youth who meet the inclusion criteria to the researcher. These key informants may also be used as an initial point of contact for the potential participants, and will be familiarized with the design of the study in order to convey this information to youth who meet the inclusion criteria (for initial contact, see Appendix C).

2.6 External Approvals

Please outline how you will obtain external approval from other institutions or organizations. This includes outlining which institutions/organizations you believe you need external approval from, who you anticipate speaking with and the anticipated steps to gain approval.

Approvals do not need to be filed with the REB, however, as part of the REB's obligation to conduct ongoing ethical review, we may ask to see copies of all external approvals during the period in which the applicant is conducting research.

The student researcher has already obtained external support from Britannia Community Services Centre Society through background discussions on her research. She has connected with the Executive Director of the Society (See draft of e-mail, Appendix A), who has in turn received support from multiple youth workers for this project. The Executive Director has written a Letter of Support for the proposed research project (Appendix B). Pending REB approval, the student researcher will continue to engage these stakeholders by informing the Executive Director of the research timeline and connecting with youth workers to assemble the advisory group.

2.7 Number of Participants

A.

How many participants will be enrolled in the entire study? (i.e. the entire study world-wide; applies if yours is part of a larger research project)

<p>36-48 participants (30-40 survey participants; 6-8 focus group participants)</p> <p>B.</p> <p>How many control participants will be enrolled in the study that you are conducting?</p> <p>No controls will be used in this study.</p>
<p>2.8 <u>Access to Records</u></p> <p>N/A</p>
<p>2.9 <u>Deception:</u></p> <p>Is deception being used in this research?</p> <p>No</p>

<p>3. FUNDING INFORMATION & CONFLICT OF INTEREST</p>
<p>3.1 <u>Source of Funds</u></p> <p>If you are getting financial support for this study please identify the type of funds, and which organization or individual is funding this?</p> <p>N/A</p>
<p>3.2 <u>Restrictions on Disclosures</u></p> <p>N/A</p>
<p>3.3 <u>Actual or Perceived Conflict of Interest</u></p> <p>Do any of the following statements apply to the Faculty Thesis Advisor, Applicant and/or their partners'/immediate family members? If you answer "Yes" to any of the points below, please explain the situation/connection and explain how you plan to mitigate the actual or perceived conflict of interest.</p> <ul style="list-style-type: none"> • Are you currently or have you in the past been affiliated with, have a dual relationship with, or receive funds from any person or organization that you will be working with or recruiting from in order to complete your research (i.e. current/past workplace, practicum site, volunteer site etc)? <p>Yes</p> <p>The student researcher has recently completed a 350-hour community development practicum at the site from which she plans to recruit youth participants for this proposed research project. In her practicum role, she conducted a community-based consultation project, where she consulted with youth, parents, Elders, youth service providers, and other community members regarding programming for an upcoming facility being built on site. Because of this she has built relationships of</p>

some degree of trust and rapport in the community – an asset to any community-based research. While she has some duality in her role as past practicum student/community consultation researcher and present student researcher, and while the main topic of interest and investigation has changed, these multiple roles are likely to strengthen her background knowledge of the community and will likely support her to obtain access to the community of interest. In order to manage the risk of undue influence, the student researcher will ensure that all communication for the purposes of this research (with advisory group members, youth advisors, and participants) will begin by ensuring that all participation is voluntary and informed (see initial contact scripts, Appendices A, C, and D).

- Do you have a non-financial relationship with the organization or individuals affiliated with the organization from which participants will be recruited (such as practicum student, intern, unpaid consultant, advisor, board member or other nonfinancial interest)?

Yes

As the student researcher has completed her community development practicum over three months ago, she is no longer actively affiliated to the organization in the role of practicum student. As above stated, she has developed relationships of trust and rapport in the community through this experience, and does not foresee undue influence from this past affiliation. Nevertheless, in order to manage the risk of influence from a perceived dual relationship, the student researcher will explain to the organization's Executive Director, all adult and youth advisors, and all participants – in age-appropriate language – that their participation is completely voluntary (again, see initial contact scripts, Appendices A, C, and D).

4. RISK LEVEL

4.1. Sites for Study

Britannia Community Services Centre Society

- Teen Centre
- Private rooms

4.2 Determining Level of Risk

After reviewing the risk criteria outlined in the TCPS 2, state level of risk in your study and explain your rationale for why you have chosen this level.

Low

Based on the student researcher's experiences with the research population, she has seen that adolescent girls as young as grade 7 (12 or 13 years) commonly discuss their experiences related to gendered cyber violence, such as receiving unwanted comments online or reading gender-based hateful or demeaning language. The proposed study will have low risk: the survey method is private and confidential (and optionally anonymous) and will involve questions related to experiences that relate to the everyday life of urban adolescent girls. The focus group will take precautions to be as confidential as possible and will involve discussions that are arguably consistent with aspects of participants' everyday online and technology-based experiences.

While research involving minors is often considered at least moderate risk, the literature suggests that involving youth in social sciences research can be done with minimal risk and with a waiving of parental consent if the advantages of the research are warranted and ethical precautions and procedures are considered and adhered to (Stablein & Jacobs, 2011). In this case, potential participant distress will be considered for both data collection procedures. At the end of the survey, participants will be given resource information to talk to a youth worker from the Community Centre, speak to a youth support hotline, or anonymously report online violence. In the event that a participant discloses sensitive information during the focus group, expresses feelings of discomfort, or appears otherwise distressed, the student researcher will refer the participant to a youth worker from the Community Centre for further support.

4.3. **Peer Review**

For research that is more than minimal risk, the REB must be satisfied about both the **value and the scientific validity** of the study. Under some circumstances, and depending on the level of risk, the REB may request that a peer review be conducted as a condition of approval to assess value and/or scientific validity.

N/A

5. PARTICIPANT INFORMATION AND CONSENT PROCESS

5.1. **Time Requested of Participants** (Includes full participation, waitlist, control group, volunteers)

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

Survey participants: the survey will take between 20 and 30 minutes.

Focus group participants: the focus group will take between 2 and 2.5 hours, and the voluntary member check will take approximately 30 minutes.

5.2 **Risks**

Describe what is known about the risks (harm) of participating in the proposed research and any possible vulnerability that needs to be considered, including relevant literature related to the risks. In what ways will you address these risks should they arise?

Online survey:

Risks to participants –

Survey respondents risk experiencing feelings of discomfort related to recalling personal memories or experiences related to the questionnaire items. Some questions may be sensitive to some participants – particularly those concerning the negative impacts of gendered cyber violence – which may trigger negative memories or arouse feelings of distress.

Management of risks –

The participants will be screened twice – once in the recruitment poster (paper or online format), and once at the very beginning of the survey – to ensure that they have not experienced cyberbullying in the past six months. This will mitigate the chance that the material will be triggering to a participant. If discomfort is experienced, participants are invited to not answer the question, take a break, or withdraw from the study. In addition, in the consent form and at the bottom of each survey page, they will be provided resource information enabling them to talk to a youth worker, speak to a youth support hotline, or anonymously report online violence.

Focus group:

Risks to participants –

Risks associated with participation in the focus group may include feelings of discomfort. These could arise due to personal memories or experiences that are brought up in the session by an individual or by one of her fellow participants. Some topics, such as the impacts of gendered cyber violence, may arouse distress. In addition, a small risk of breach of confidentiality exists, as is inherent in a group interview setting.

Management of risks –

The student researcher will review the consent form before commencing the focus group (see Appendix N for script). This will include a discussion of available resources and support, as well as options to refuse to answer a question, take a break, or withdraw from the study. If discomfort is experienced, participants are invited to let the student researcher know. If this occurs, the student researcher will re-iterate the available resources – particularly the option to speak to a youth worker at the end of the session – and options to take a break or withdraw. This youth worker from the Community Services Centre will be available at the end of the focus group to speak with individuals more, should they wish to discuss feelings or concerns that arose during the session. To address the risk of breach of confidentiality, during the consent form review the student researcher will also remind participants of their obligation to keep any information they glean during the focus group strictly confidential – particularly that involving other participants.

5.3 Benefits

Describe what is known about the potential benefits that could arise from participating in the proposed research for participants, the profession and for wider society. For research that is moderate or high risk, include relevant literature related to the benefits of participating in the study.

Benefits associated with participation in this study may include increased insight or self-awareness of the issue of gendered cyber violence – including strategies to respond to and resources to report said violence. In community-based research, it is essential to include the voices of the youth for whom programming and policy decisions are being made in order to reveal what their views and feelings are (Flicker & Guta, 2008; Pivik, 2008, 2010, 2012; Pivik, McComas, & Laflamme, 2002). Validation can be very important for adolescents, and the process of having their thoughts and feelings listened to and represented may facilitate an increased feeling of being valued and respected. For those who participate in the focus group, the opportunity to work with one's peers in a leadership capacity may be beneficial as well.

After the survey and focus group data has been collected and analyzed and the findings have been drawn, the student researcher will offer a community-based follow up session with youth at the BCSS Teen Centre. This will be an opportunity to share her results with the community, and to involve more youth in conversation on the issue of gendered cyber violence.

Benefits also include contributing to the discipline of Community Psychology in Canada, and to the sparse academic literature on gendered cyber violence among adolescent girls.

5.4 Reimbursements and Incentives for Participation

Describe any reimbursement for expenses (e.g. meals, parking, medications, transportation costs) or payments/gifts-in-kind (e.g. honoraria, gifts, prizes, lotteries or draws, credits) to be offered to the participants. Provide full details of the amounts, payment schedules, and value of gifts-in-kind.

- Online questionnaire respondents will have the choice to enter in a draw to win one of three twenty-dollar online gift cards to Cineplex, a large movie theatre chain with multiple locations in Vancouver. Directions to enter the draw will be in the online consent form (at the beginning of the survey), where they can email the student researcher to enter the draw separate from the survey. This means that participants may still enter in the draw if they choose not to participate in the survey.
- In the focus group component of this study, participants will be offered food and refreshments at the start of the focus group. Student single-ride bus tickets will also be available (two per participant) to reimburse travel expenses. Finally, as the focus group will require more time and participation from the youth than the online questionnaire, they will each receive a small incentive – again, a twenty-dollar gift card for Cineplex.

The use of small incentives is recommended in research involving youth participants, as it can facilitate attendance and participation, acknowledge the importance of the youths' contribution, and convey respect (Biscope & Maley, 2002). All of these reimbursements and incentives will be offered to participants regardless of whether they choose to withdraw from the study at any point, a fact that will be made clear to participants in the informed consent process.

5.5 Assessment of Capacity

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

Will every participant have the capacity to give fully informed consent on his/her own behalf? Please provide rationale for your decision.

Yes

According to Canada's Tri-Council Policy Statement, those who are able to understand the information presented and the potential consequences are able to participate in research (Canadian Tri-Council, 2010). The 2005 Policy Statement gives slightly more information pertaining to youth research subjects, suggesting that "in some situations adolescents can be regarded as competent and provide their own consent" (Canadian Tri-Council, 2005, in Leadbeater, et al., 2006, p. 4) – though these situations are not specified. Regarding parental consent, Clark and colleagues state, "This requirement is a barrier to many youth who have parental/guardian relationships that are strained, non-existent or abusive and exploitive" (Clark, Hunt, Jules, & Good, 2010, p. 249). Some youth under the legal age of majority might live in circumstances where parental knowledge of their computer-mediated behaviours could pose potential risks. For others, strained family relations may mean that the very task of obtaining parental consent could be a barrier to their participation. In the case of the proposed research population, the use of parental/guardian consent may pose a barrier to participation.

This would be of particular salience for youth who do not have positive relationships with their parents (and may not be living at home), and youth who live in government care. Including these voices is essential, as a youth with negative parental relationships may illuminate unique online experiences. In addition, she may have more to benefit from a consciousness-raising, community-based study on a topic that impacts her.

With regard to the first data collection method, the online questionnaire, the participants are proposed to be between 15 and 18 years of age (Grades 9 through 12). This study would seek to obtain informed consent directly from these youth survey respondents (see Appendix H). Precedent exists for this in a Canadian research context. In 2007, a community-based research project involving anonymous surveys (filled out in person, not online) with minors received approval from an Ontario ethics board to conduct surveys with only participant consent (i.e. without parental consent) (Flicker & Guta, 2008). This study explored a topic similarly sensitive to that in the proposed study; it investigated youth's perspectives on adolescent sexual health services by surveying youth ages 13 to 17. In the United States, a large-scale study collected web-based surveys from youth by obtaining direct consent. This example explored an even more similar topic, adolescent cyberbullying, with youth ages 12 to 17 (Juvonen & Gross, 2008).

In addition to the aforementioned precedent, further reasoning supports obtaining direct consent from minors. Firstly, the data collection method of an online questionnaire will maximize respondent privacy and confidentiality. They will also be further concealed by completing the survey in a private place –likely their home – on a home or personal computer, or smart phone. Additionally, while the information presented in the survey is sensitive, it is unlikely to be outside of the everyday experiences of these youth. When working in schools and youth spaces, the student researcher has found it very common for youth as young as 11 and 12 years old to discuss their online and computer-mediated communication experiences such as online solicitation and gender-based insults or other unwanted remarks. Lastly, the age group encompasses Piaget's final stage of cognitive development, the formal operational stage (1964; 1981), characterized by the adolescent's capacity for abstract reasoning and other executive functioning. As such, we may assume that these youth have the capacity to judge the risks and benefits of participation in the online questionnaire, and make an informed decision therein.

This study seeks to recruit youth ages 15 to 18 years old. By these ages (and often at younger ages), most youth are making autonomous decisions in many aspects of their lives. Most youth in the latter years of secondary school (which comprise the age bracket of the focus group population criteria) are autonomous with their school and/or community activities; they participate in classroom and extracurricular activities of their own choosing, such as attending workshops or activities offered to youth at the teen centre, finishing school work, or spending time with friends. This autonomy suggests a level of competence necessary to understand risks and benefits in a given activity, and to make the choice of whether to participate based on the information present, as well as their feelings of interest and safety. Given this, the proposed focus group will not require parental consent, as the researcher will assess the youth's competence to (1) understand the research based on the recruitment and informed consent materials and (2) voluntarily agree to participate. Appendix M entails the Informed Consent Form for focus group participants.

B. Ongoing assessment of capacity

How would capacity be assessed throughout the research? This includes each occasion in which you are in contact with your participants.

Survey: As the survey only takes 20 to 30 minutes to complete, there will be no ongoing assessment

of participants' capacity beyond the initial informed consent form (Appendix H).

Focus Group: The student researcher's initial contact and conversation with potential focus group participants, including discussion of inclusion criteria and the informed consent, asking questions concerning their understanding of the research, and arranging the focus group meeting will provide sufficient understanding of whether there is any impaired capacity to provide voluntary consent. At the beginning of the focus group, the student researcher will go over the informed consent form (Appendix M) with the participants. She will ask each participant a clarifying question in regards to consent, such as "Can you choose to stop participating after the focus group has begun?" "Do you have to give answers to all of my questions?" or "Are there consequences if you choose not to participate?" This will ensure that their participation is voluntary. Each participant will be asked if they have any questions, and will be asked to give consent verbally if they agree to participate. Providing consent verbally in addition to in writing further assures voluntariness. It is also a youth-friendly approach to participation. (As the youth will be completing the Informed Consent form, they will not also require an Assent Form.) During this process, the researcher will have further ability to assess each participant's capacity.

5.6 Explanation of Consent and Assent Forms to Potential Participants

Please explain the general process for consent:

- How would consent form be reviewed?
- Who would be involved in each step of this process?
- How will time be considered in this process to assure that there is no undue influence present?

Survey: The informed consent form will be embedded at the beginning of the online survey (Appendix H). The potential participant will read through the page, which details the purpose, rationale, and design of the survey in plain language, at a grade eight level of comprehension. As they will not be in the physical presence of the researcher, this will limit undue influence. Once they read through the consent page, they will have the option to click "I CONSENT" or "I DO NOT CONSENT". The former will take the participant to the first page of the survey.

Focus group: At least 24 hours prior to participating in the focus group, each participant will be given an informed consent form (Appendix M) detailing the purpose, rationale, and design of the study in plain language, at a grade eight level of comprehension. This will be distributed in advance to prevent undue influence. It will inform the youth of what their participation would include, that the discussion would be audio-recorded, and how their identity and information will remain confidential. To this end, each participant will be reminded that they are expected to maintain the confidentiality of others in the study. The student researcher will review the steps taken to ensure confidentiality through the security of data – specifically how the audio-recorded data will be immediately transferred to a password-protected USB drive, which will be stored in a locked file cabinet in the researcher's home when not in use, along with the signed informed consent forms.

This form will be reviewed and signed by each participant and collected by the researcher at the focus group meeting. In addition, the student researcher will seek verbal consent from each participant before beginning the focus group. The researcher will ask each participant a clarifying question in regards to consent to ensure that their participation is voluntary. Each participant will be asked if they have any questions, and will be asked to give oral consent if they agree to participate.

5.7 Explanation of Assent Forms to Potential Participants

Please explain whether or not you will be using an assent form in your study, and if so, the general

<p>process for assent:</p> <p>N/A</p>
<p>5.8. <u>Assistance with Consent</u></p> <p>If you are including individuals who may require accommodations regarding consent, what are your plans for making those accommodations?</p> <p>N/A</p>
<p>5.9. <u>Translation</u></p> <p>Will any of your consent or research documents be available in any language other than English?</p> <p>No</p> <p>Will interactions with participants be taking place in any language other than English?</p> <p>No</p>

<p>SECURITY OF DATA AND CONFIDENTIALITY OF PERSONAL INFORMATION FOR STUDY</p>
<p>6.1. <u>Confidentiality of Data</u></p> <p>How will data be stored?</p> <p>The survey data set will be stored on a Canadian Internet survey provider, Fluid Surveys. With the focus group, the session will be audio-recorded on a computerized file (smart phone will record an mp3 file). This will also be transcribed onto a computerized file. Consent forms will be filled in paper copy.</p> <p>How will security of the data be maintained?</p> <p>The survey data set stored on Fluid Surveys will have its security maintained physically through the site's secure Canada-based data centres, as well as through encrypted password protection, threat scanning, and firewall protection.</p> <p>The audio-recorded data will be immediately transferred to a password-protected USB drive, which will be stored in a locked file cabinet in the researcher's home when not in use, along with the signed informed consent forms. The audio-recording will be transcribed, and all identifying information will be removed – this transcription will also be kept in the same locked cabinet.</p> <p>Describe how the personal information and identity of research participants will be protected both during and after the research study, including how participants will be identified on data collection forms</p>

In order to keep the participants' survey responses as confidential as possible, the respondents will not be asked to include their name or personal identifying information in any part of the survey question items. Survey respondents are given the option to participate in a draw for a gift card by emailing the student researcher. They are also given the option to receive a written copy of the results by emailing the student researcher. In both of these cases, the participant would no longer be anonymous, however their identity (as indicated by their email address) would be kept separate from their survey response.

The student researcher will ensure that she, her Research Supervisor, and the Advisory Group will keep confidentiality in regards to research participants (see Appendix O for Research Team Confidentiality Agreement and Appendix E for Advisory Group Confidentiality Agreement). However, with focus groups, full confidentiality cannot be guaranteed, as other participants may disclose information to others after the research study. Limits to confidentiality will exist if a participant discloses abuse of a child or vulnerable adult, or of a clear risk of imminent harm towards herself or someone else – in which case the student researcher would have a duty to report. In addition, if the court subpoenas the student researcher she would be legally obligated to comply. The student researcher will orally review the confidentiality agreement at the beginning of the focus group, and will remind participants of their obligation to keep any information they glean during the focus group strictly confidential – particularly that involving other participants. Participants' names and other personally identifying information will be obscured from the written findings.

A subsequent member check will also provide an opportunity to verify any extended quotes used in the written findings and ensure validity of the results. For any direct or extended quotes that may be used, all identifying information will be removed and the student researcher will provide the participants with an opportunity to review and approve any extended quotes (more than 42 words).

If any data or images are to be kept on the Web, what precautions have been taken to prevent it being copied?

See above, Section 6.1

6.2. Access to the Data by Persons within the School

Who will have access to the data?

The student researcher and the supervising researcher will have access to the data.

How will all of those who have access to the data be made aware of his or her responsibilities?

The student researcher and the supervising researcher will sign a Confidentiality Agreement (Appendix O).

6.3. Access to Data by Persons Outside of the School

A.

Will any data that identifies individuals be available to persons or agencies outside of the Adler University-Vancouver Campus?

Yes

B.

If YES, describe in detail

This study intends to use an online survey for part of its data collection. The Canadian survey host “Fluid Surveys” will be used. Survey respondents have the option of giving no personally identifying information, or to give an e-mail address or personal cellphone number to enter in the gift card draw. This information will be securely stored through Fluid Surveys. This is physically enforced (with building locks, alarm systems, and surveillance) at their secure Canada-based data centres, as well as digitally enforced through encrypted password protection, threat scanning, and firewall protection.

6.4 **Storage of Data**

Give details of how and where the data will be stored in a secure manner a) during your research study, and b) for the 5 years once your research is complete. Also provide information about how you plan to destroy the data (including any recordings) after the 5 year time frame.

The survey data set will be collected and stored on Fluid Surveys, a Canadian Internet survey provider which hosts all data on Canadian servers to prevent subjection to the United States’ ‘Patriot Act’.

With the focus group, the session will be audio-recorded. This data will be immediately transferred to a password-protected USB drive, which will be stored in a locked file cabinet in the researcher’s home when not in use, along with the signed informed consent forms. The audio-recording will be transcribed, and all identifying information will be removed – this transcription will also be kept in the same locked cabinet. In accordance with Adler recommendations, all data (i.e., audio files, transcripts, consent forms) will be kept in this locked file cabinet for five years after the work is presented. After those five years, the data will be destroyed (i.e., professionally shredded and/or erased).

6.5 **Future Use of Data**

N/A

6.6 **Summary of Results to Participants**

Providing a summary of results to the participants is a common research practice. This is based on the ethical principle of beneficence, and participants may consider it a benefit of participation.

For the survey, the participants have the option of receiving a written copy of the results via e-mail. For the focus group, the member check will provide an opportunity to discuss the results of the focus group. This will be an approximately 30 minute meeting held in a similar time and location to the focus group, where participants are invited to come and provide feedback on accuracy and verify the interpretation of the results. In addition, the student researcher will hold a subsequent workshop at the teen centre to share the results with the wider community of youth.

6.7 **Withdrawal of Data**

How will participants be informed of their right to request their data be withdrawn from the study, and

what procedures would need to happen for that to take place? (i.e. information on consent form, script for withdrawal options or process, etc.)

Participants in the survey will not be able to withdraw their survey once submitted. This is made clear in the consent form, which precedes the online survey. For the focus group participants, they are informed in the consent form that they may choose to stop participating at any point during the session, and may ask to have their information removed from the study. They may also do this by emailing the student researcher at any point before she begins analysis, up to one week after the focus group. If this is the case, the student researcher will shred their consent form and exclude and/or electronically delete any of their verbal comments from the audio-recording transcription.

7. APPLICATION SUBMISSION AND DOCUMENTATION

7.1 Process for Submitting REB Application

7.2 Letter of Initial Contact with External Institutions or Agencies

The student researcher has already made initial contact with the Community Services Centre she plans to engage for recruitment:

E-mail for initial contact with Britannia Community Services Centre – Appendix A

She is waiting to receive a confirmed Letter of Support from the Executive Director – See Appendix B.

7.3. Advertisements to Recruit Participants

Survey recruitment online poster (Facebook post) – See Appendix F

Survey recruitment online poster (peer-to-peer) – See Appendix G

Focus group recruitment online poster (Embedded at end of online survey) – See Appendix J

Focus group recruitment poster – See Appendix K

7.4. Script(s) for Initial Contact with Participants

Script for initial focus group participant contact – see Appendix L

Draft e-mail for initial contact with Advisory Group members – Appendix C

Script for initial contact with Youth Advisor(s) – Appendix D

7.5. Consent Forms

<p>Survey Participant Consent form – See Appendix H</p> <p>Focus Group Participant Consent form – See Appendix M</p>
<p>7.6. <u>Assent Forms</u></p> <p>N/A</p>
<p>7.7. <u>Research Methods</u></p> <p>Online questionnaire – See Appendix I</p> <p>Focus group agenda – See Appendix N</p>
<p>7.8. <u>Additional Appendices</u></p> <p>A. Other documents</p> <p>Letter of Support – See Appendix B (pending)</p> <p>Confidentiality Agreement by Research Team – See Appendix O</p> <p>Confidentiality Agreement by Advisory Group – See Appendix E</p> <p>B. Web site use</p> <p>N/A</p>

Please insert all Appendices below:

Appendix A

Initial Script for Contacting BCSCS:

Dear Cynthia,

I hope things are well at Britannia. I am contacting you today to notify you about a study I am conducting as part of my Masters Degree at Adler. This study seeks to explore the experiences of urban adolescent girls online and on their cell phones. More specifically, I am investigating incidences of gendered forms of cyberbullying and other technology-based harassment.

During my time as a practicum student I became familiar with some of the youth at Britannia. I also developed relationships with some of the youth workers and other teachers and staff. I would like to engage with the Britannia community further for the purpose of this study. This would first involve creating an advisory group of frontline workers who engage with female youth at Britannia. Then it would involve recruiting adolescent girls to complete an online survey, and lastly, conducting a small focus group with older adolescent girls to discuss the topic further. Any youth participation would be voluntary and confidential.

If this study were to be conducted, it would also be necessary to have a youth worker available for referral if a participant wishes to discuss her experiences relating to the research. This individual would be someone from the advisory group who could work with the youth in the event that they disclose a concern around cyberbullying.

I would like to collaborate with Britannia in order for this to be as community-based a project as possible. If BCSCS agrees, I would like to use the Society's logo on recruitment and informed consent materials to indicate this collaboration and endorsement.

Please note that I understand if you do not wish for Britannia to be involved in this study. I wish to give you no obligation or undue influence based on my previous role at BCSCS. If you are interested in supporting this research project, I would be happy to discuss additional details, or to answer any questions you may have, in person or by e-mail.

Sincerely,

Emily Huynh
MACD Student
Adler University
E:

Appendix B

Letter of Support

hello...

February 13, 2015

To: Adler University Research Ethics Board
Re: Emily Huynh

Britannia Community Services Centre Society endorses the applied community research project proposed by your MA Candidate in Community Psychology, Emily Huynh, titled *Urban adolescent girls' experiences of gendered cyber violence*.

Britannia Community Services Centre Society is a non-profit organization located in a 17 acre site with 2 schools, a public library, an ice arena and swimming. BCSCS is a recognized leader in building community and providing educational, recreational, creative and cultural programs. Promoting partnerships, celebrating diversity and enhancing the life and well-being of everyone who lives, works, and plays in our community is our mandate and mission. We develop, coordinate, and support a wide range of excellent programs and services for Grandview-Woodland and Strathcona, by working with community members, partners, and local agencies.

Emily worked with our organization for her community development practicum this past summer to develop a community-based consultation and research project. She developed relationships with youth and others in our community, and was a thoughtful and competent community practitioner. I have read her proposal, and I support this project moving forward on behalf of Britannia Community Services Centre.

On behalf of Britannia Community Services Centre Society I agree to have use of our logo on the study's recruitment materials, informed consent forms, and final report. In addition, a staff person from Britannia Teen Centre will be appointed to be available for referral if a participant wishes to discuss her experiences relating to the research.

Sincerely,



Cynthia Low
Executive Director

Cc: Emily Huynh, MA Candidate
Peter Odynsky, Community Recreation Programmer BCSCS



Appendix C

Initial Script for Contacting Advisory Group Members:

Dear _____,

Hi there. You know me from my time as a practicum student at Britannia Community Centre, but I am contacting you today to discuss a study I am conducting as part of my Masters Degree at Adler University.

My research seeks to explore types of cyberbullying and online- or cellphone-based harassment that may be unique to urban adolescent girls. When the study is finished I will be using it to write my thesis and I will also share it with the community to create some youth-led solutions. I am looking for two to four individuals to be a part of an advisory group for this study. These would be folks who work with youth who fit the following criteria:

- Girls ages 13-18
- Going to school and/or accessing services at Britannia
- Have Internet access and/or cellphones which they use to communicate on a daily basis

Involvement in the advisory group would include:

- Participating in a background discussion with the student researcher (me, Emily.)
- Informing youth who meet the criteria about the study – this includes an online survey and a focus group.

I would like to let you know that your participation would be completely voluntary and confidential. This means that there is no consequence if you chose not to participate. If you do participate, your personal information will not be shared with anyone or included in any written results.

Please let me know if you are interested in being involved by responding to this e-mail or calling me at 604-809-7078. If you are interested, we can arrange a time to meet at your convenience, where I can give you the materials needed for you to inform youth about the study.

I am also happy to answer any questions you may have involving this study. If you do not want to participate, that is completely fine as well.

Thank you so much for your time.

Sincerely,

Emily Huynh
MACD Student
Adler University
E:
C: 604-809-7078

Appendix D

Initial Script for Contacting Youth Advisor(s):

Hi there. You know me from the Teen Centre at Britannia, but today I would like to talk to you about a study I am doing. This study is part of my Masters Degree at a school called Adler.

I am doing research on the online experiences of youth like you. It is exploring types of cyberbullying and online- or cellphone-based harassment that may be unique to teen girls. When the research is done I will be using it to write my thesis – a big paper I am writing. I will also share it with the community to create some youth-led solutions. I am looking for one or two girls who may be interested in advising me on the language I use for this study. I want to make sure that it makes sense for teens.

I would like to let you know that your participation would be completely voluntary and confidential. This means that there is no consequence if you chose not to participate. If you do participate, your personal information will not be shared with anyone or included in any written results. We would meet in a private room at Britannia and go over some questions I'm planning to use for an online survey and a group discussion. We would read through each question and I would ask you if you thought the questions made sense. You would receive a \$20 giftcard to Cineplex Odeon movie theatres as thanks for your time and help.

In order to be a youth advisor, you must be between 15 and 18 years old. You also must identify as female. Does this apply to you?

Youth response, if "no", student researcher says "Unfortunately you don't meet the criteria I am looking for. Thank you so much for your time". If "yes":

Great. You also have to live in the Grandview-Woodlands or Strathcona neighbourhoods of East Van (these are the catchments for Britannia Secondary). And you must have a cellphone or access to the internet, where you communicate using technology on a daily basis. Do these apply to you too?

Youth response, if "no", student researcher says "Unfortunately you don't meet the criteria I am looking for. Thank you so much for your time". If "yes":

Ok, great. You don't need to tell me right now if you are interested or not. If you are still interested I will contact you again within the next few days about when we can have a meeting. When I contact you next, if you are still interested or would no longer like to participate, it is okay to let me know. If you do not want to participate, that is totally fine too. I understand that this is something you might not be interested in.

Do you have any questions that I can answer right now? If you would like to talk with me more about this research, you can call me, Emily Huynh, at 604-809-7078, or email me at . Thank you so much for your time!



Appendix E

Confidentiality Agreement by Advisory Group

RESEARCH PROJECT: Urban adolescent girls' experiences of gendered cyber violence: Experiences, concerns, and solutions.

Student Researcher:

Emily Huynh, BA

E-mail:

Phone: (604) 809-7078

Supervising Researcher:

Jayne Pivik, PhD Adjunct faculty,

Adler University

E-mail: jayne.pivik@ubc.ca

Phone: (604) 200-8540

CONFIDENTIALITY AGREEMENT: Research Advisory Group Member.

Through my work as a Research Advisory Group member with the above research, I understand my responsibilities concerning the confidentiality of any research data collected. I understand that I must maintain the confidentiality of what research participants say and do, including that they are participants in the project. Even though I have signed this Confidentiality Agreement, I can discuss the research, including participation of individuals and the details of the research data, with other Advisory Group members, the Student Researcher, or the Supervising Researcher, who have also signed a Confidentiality Agreement.

A copy of this Confidentiality Agreement has been given to me for my records.

Name

Signature

Date



Appendix F
Survey Recruitment I: Online Poster
TEEN GIRLS NEEDED FOR
ONLINE SURVEY

Are you a girl between 15 and 18 years old?

Do you go to school and/or access services at Britannia?

Do you have a cellphone and/or Internet access?

Do you use technology on a daily basis?

**Have you experienced NO cyberbullying
in the past 6 months?**

If you can answer **YES** to all of the above questions, please consider completing an
online survey at *[embed survey link]*

I am looking for volunteers to take part in a study.
The study is about teen girls' experiences on the Internet and with cell phones.
The survey includes sensitive questions about bullying, harassment, and online
violence. These questions may be upsetting to some.

Your participation is voluntary and confidential.
The online survey takes about 20-30 minutes to complete.

All participants can enter in a draw to **WIN 1 OF 3 \$20 giftcards to Cineplex
Theatres.**

For more information about this study contact: **Emily Huynh**
Email:

The **Research Ethics Board** of the **Adler School of Psychology** has approved this research.
You will complete an Informed Consent Form at the beginning of the survey.
It provides more information concerning the research and your rights as a participant.

Appendix G

Survey Recruitment II: Online Poster, Peer-to-Peer

You may wish to share this survey with your friends!

To let them know about the study, you can COPY AND PASTE the following information into an E-MAIL or PRIVATE FACEBOOK MESSAGE:

TEEN GIRLS NEEDED FOR
ONLINE SURVEY

Are you a girl between 15 and 18 years old?

Do you go to school and/or access services at Britannia?

Do you have a cellphone and/or Internet access?

Do you use technology on a daily basis?

**Have you experienced NO cyberbullying
in the past 6 months?**

If you can answer **YES** to all of the above questions, please consider completing an
online survey at [*embed survey link*]

I am looking for volunteers to take part in a study.

The study is about teen girls' experiences on the Internet and with cell phones.
The survey includes sensitive questions about bullying, harassment, and online
violence. These questions may be upsetting to some.

Your participation is voluntary and confidential.

The online survey takes about 20-30 minutes to complete.

All participants can enter in a draw to **WIN 1 OF 3 \$20 gift cards to Cineplex
Theatres.**

For more information about this study contact: **Emily Huynh**
Email:

The **Research Ethics Board** of the **Adler School of Psychology** has approved this research.

You will complete an Informed Consent Form at the beginning of the survey.
It provides more information concerning the research and your rights as a participant



Appendix H



Survey Informed Consent Form

*****PLEASE READ THE FOLLOWING IN DETAIL!*****

The Researchers

This research is being done by Student Researcher, Emily Huynh. She is doing this research for her Masters Thesis at Adler University. She recently volunteered at Britannia, where she spent time with many youth at the Teen Centre. If you have any questions about the research, you can contact Emily or her research supervisor. Their contact information is below:

Student-Researcher: **Emily Huynh** (E-mail) is working with a teacher from her school. Her contact information is below:

Research Supervisor: Dr. **Jayne Pivik** Telephone # 604-200-8540
E-mail: jayne.pivik@ubc.ca

The research has been approved by Britannia Community Services Centre, and by the Adler School Research Ethics Board (REB).

The Research

The research is about teen girls' experiences using cellphones and the Internet.

This research asks you to reflect on your own experiences using technology. This includes some forms of cyberbullying and online harassment that may be unique to teen girls.

The research also asks you some questions about you and your experiences – for example:

- **Different kinds of cyberbullying and/or harassment you may have experienced during your time in high school**
- **What the impacts of these experiences may have been**
- **What ways you may have responded to these experiences**

You will be asked to spend **20 to 30 minutes** filling out an online survey about the topic.

The Research is Confidential

Your personal information will be anonymous in this study. This means that your name or other identifying details about you will not be recorded or included in any published material.

This survey is hosted on FluidSurveys.com. To help protect your privacy, the server is located in Canada. The IP addresses will not be collected. The researcher will have control over all the data entered in the system of the web server.

The information collected from the survey will be kept in a locked cabinet for five years. After that it will be destroyed.

Optional Giftcard Draw

This survey has an optional draw to win a \$20 e-giftcard to Cineplex movie theatres. You can choose to send an email request to enter the draw. If you do, your information will be collected only for the purpose of the draw.

Three entries will be chosen at random. If you are selected, the Cineplex e-giftcard will be emailed to you. All contact information gathered will be destroyed once the prizes have been distributed.

Details on how to send this email request are found below.

The Research is Voluntary

You can decide if you want to participate in the survey. There will be no penalty if you don't answer a question, or if you decide to stop answering part way through.

Once you have completed and submitted the survey, you will NOT be able to withdraw your responses (because they will be anonymous).

The Results of the Research

The Student Researcher will publish the results of the research in her thesis. She may also write or speak about the research. Your name and other information about you will NOT be included in any writing or presentation.

If you want a summary of the results you can ask for them by emailing Emily. **Details on how to send this email request are found below.**

The Risks and Benefits

You might feel some stress during some parts of the survey. If you feel more stress than you want you can:

- 1/ decide not to answer a particular question
- 2/ take a break from answering questions
- 3/ stop answering the questions completely

You may also feel you have learned something about yourself as a result of answering the questions.

Accessing Resources

PLEASE COPY AND PASTE THE FOLLOWING RESOURCES IN CASE YOU MAY WISH TO USE THEM:

There are optional supports available to you:

If you feel stress and would like to arrange a time to **speak to someone confidentially in person**, you can call, text, or e-mail a Britannia Youth Worker: *[insert name, e-mail, and phone number of Adult Advisor]*.

If you would like to **speak with someone immediately for support or access to resources**, you can call the 24-hour Youth in BC hotline at:
604-872-3311

If you would like to **report violence anonymously**, you can call, text, or e-mail the 24-hour Youth Against Violence hotline at:

Call: 1-800-680-4264

Text: 604-836-6381

Email: info@youthagainstvviolence.com

If you have any concerns about your treatment as a participant in this research, you can contact the Chair of the REB. Her contact information is below:

REB Chair: Debbie Clelland, PhD (604) 699.3570 E-mail: dclelland@adler.edu

IMPORTANT:

If you would like to enter the draw for one of three \$20 giftcards to Cineplex Odeon Theatres:

You must send an email with the subject “Cineplex Draw” to:

If you would like to receive a summary of the results of this research:

You must send an email with the subject “Research Summary” to:

Consent for this Research:

By choosing ‘I CONSENT’ below, you are agreeing to the following:

- I understand that this research is voluntary and confidential.
- I know I can refuse to answer any question.

- I know I can stop answering the survey completely.
- Once submitted, my survey will be anonymous and I can NOT withdraw my answers.
- I know that my name will NOT be used and any information that will identify me will be removed.
- I know that I have not given up any legal rights by consenting to take part in this study.
- I have read and understood this consent form.
- I am giving my consent to participate in this study.

I CONSENT ☐ I DO NOT CONSENT ☐

Appendix I

Online Questionnaire

(language to be adapted based on youth advisor input)

Please check all that apply to you:

- ☐ I identify as female
- ☐ I am in grade 9, 10, 11 or 12
- ☐ I go to Britannia Secondary, or I access services at Britannia
- ☐ I have a cellphone or regular internet access
- ☐ I communicate using my cellphone or the internet on a daily basis
- ☐ I have NOT experienced cyberbullying in the past 6 months.

If you have NOT checked all the boxes: you do not meet the requirements to participate in this study. Please exit this screen.

If you have checked all of the boxes above: please click NEXT to continue with the survey.

1) **How old are you?** _____

2) **How often, if at all, have you experienced the following forms of gendered cyber violence during your time in high school?**

a) Someone shared, posted, or distributed a photo or video of you without your consent:

Never One time A few times Many times All the time

b) Based on your gender, you felt you were targeted for online or texting-based harassment or 'stalking':

Never One time A few times Many times All the time

c) Using text messaging, PM, email, or other social media, you received an unwanted sexual message from a peer (such as sexual language about you, a request to reveal yourself on a webcam, or a request to meet up for sex):

Never One time A few times Many times All the time

d) Using text messaging, PM, email, or other social media, you received an unwanted sexual message from a stranger (such as sexual language about you, a request to reveal yourself on a webcam, or a request to meet up for sex):

Never One time A few times Many times All the time

e) When online or on your phone, you read gender-based hate speech, or saw words or images that seemed to support violence against women:

Never One time A few times Many times All the time

It is possible you may feel upset after reading these questions and thinking about your own experiences. Here are ways you can get support:

To speak to someone confidentially in person, you can call, text, or e-mail a Britannia Youth Worker: *[insert name, e-mail, and phone number of Adult Advisor]*.

To speak with someone immediately for support or access to resources, you can call the 24-hour Youth in BC hotline at: 604-872-3311

To report violence anonymously, you can call, text, or e-mail the 24-hour Youth Against Violence hotline at:

Call: 1-800-680-4264

Text: 604-836-6381

Email: info@youthagainstvviolence.com

3) What kinds of strategies, if any, did you use in response to these incidences? (Check all that apply)

- | | |
|--|----------------------------|
| a) I blocked the person who targeted me on social media | a <input type="checkbox"/> |
| b) I confronted the person who targeted me | b <input type="checkbox"/> |
| c) I left the social media platform | c <input type="checkbox"/> |
| d) I exposed the person who targeted me to <i>their</i> friends/family/teacher/employer | d <input type="checkbox"/> |
| e) I exposed the person who targeted me to <i>my</i> friends/family/teacher/employer | e <input type="checkbox"/> |
| f) I shared my story on social media or to a blog or newspaper | f <input type="checkbox"/> |
| g) I publicized their personal information online | g <input type="checkbox"/> |
| h) I called a crisis line | h <input type="checkbox"/> |
| i) I reported to police (<u>but the police did not take action</u>) | i <input type="checkbox"/> |
| j) I reported to police (<u>and the police took action</u>) <i>if the police took action, please tell us what they did in the box below</i> | j <input type="checkbox"/> |
| k) I appealed to an online platform (Facebook, Craigslist, Instagram, Snapchat, etc) (<u>but they did nothing</u>) | k <input type="checkbox"/> |
| l) I appealed to an online platform (<u>and they intervened</u>) <i>if the online platform intervened, please tell us how in the box below</i> | l <input type="checkbox"/> |

If you checked ‘yes’ for options i) or k), please explain further here:

To speak to someone confidentially in person, you can call, text, or e-mail a Britannia Youth Worker: *[insert name, e-mail, and phone number of Adult Advisor]*.

To speak with someone immediately for support or access to resources, you can call the 24-hour Youth in BC hotline at: 604-872-3311

To report violence anonymously, you can call, text, or e-mail the 24-hour Youth Against Violence hotline at:

Call: 1-800-680-4264

Text: 604-836-6381

Email: info@youthagainstvviolence.com

4) What do you feel have been the impacts, if any, of these online forms of harassment and violence: (Check all that apply)

- | | |
|--|----------------------------|
| a) My self-image was damaged | a <input type="checkbox"/> |
| b) I lived in a state of fear | b <input type="checkbox"/> |
| c) I felt anxious | c <input type="checkbox"/> |
| d) I felt depressed | d <input type="checkbox"/> |
| e) I felt shame or humiliation | e <input type="checkbox"/> |
| f) I blamed myself | f <input type="checkbox"/> |
| g) I drank or used drugs to cope | g <input type="checkbox"/> |
| h) My performance at school suffered | h <input type="checkbox"/> |
| i) I didn't go online as much | i <input type="checkbox"/> |
| j) I isolated myself from friends/family/community | j <input type="checkbox"/> |
| k) I changed schools | k <input type="checkbox"/> |
| l) I didn't socialize as much | l <input type="checkbox"/> |
| m) I felt that my reputation suffered | m <input type="checkbox"/> |
| n) I experienced physical illness | n <input type="checkbox"/> |

Other:

To speak to someone confidentially in person, you can call, text, or e-mail a Britannia Youth Worker: *[insert name, e-mail, and phone number of Adult Advisor]*.

To speak with someone immediately for support or access to resources, you can call the 24-hour Youth in BC hotline at: 604-872-3311

To report violence anonymously, you can call, text, or e-mail the 24-hour Youth Against Violence hotline at:

Call: 1-800-680-4264

Text: 604-836-6381

Email: info@youthagainstvviolence.com



Appendix J

Focus Group Recruitment I: End of Online Questionnaire

Thank you for participating in this survey!

A second part of this study involves an in-depth discussion with a small group of youth about the responses to this questionnaire and ways we can take action.

I am looking for volunteers for a focus group at Britannia Community Centre.
It will take about **2-2.5 hours**.

Your participation is voluntary and confidential.

All participants will receive a \$20 gift card to Cineplex Theatres and 2 bus tickets

For more information or to volunteer for this study contact:

Emily Huynh

Email:

Simply email with the subject 'focus group'
and I will get in touch with you for details!

This research has been approved by the **Research Ethics Board of Adler University** and by **Britannia Community Services Centre Society**.

You will complete an Informed Consent Form at the beginning of the focus group.
It provides more information concerning the research and your rights as a participant.



Appendix K

Focus Group Recruitment

III: Poster



**PARTICIPANTS NEEDED FOR RESEARCH WITH
ADOLESCENT GIRLS**

Are you a girl between 15 and 18 years old?

Do you go to school and/or access services at Britannia?

Do you have a cellphone and/or Internet access?

Do you use technology on a daily basis?

Have you experienced NO cyberbullying in the past 6 months?

If you can answer **YES** to the above questions, I would like to talk to you!

I am looking for volunteers to take part in a study. The study is about teen girls' experiences on the Internet and on their cell phones.

The focus group includes sensitive questions about bullying, harassment, and online violence. These questions may be upsetting to some.

Your participation is voluntary and confidential.

It will involve a focus group that will be approximately 2-2.5 hours.

All participants will receive a \$20 giftcard to Cineplex Theatres and 2 bus tickets.

For more information about or to volunteer for this study contact:

Emily Huynh

Email:

Simply email with the subject "Focus Group"
and I will get in touch with you for details!

This research has been approved by the **Research Ethics Board** of Adler University and by **Britannia Community Services Centre Society**.

You will complete an Informed Consent Form at the beginning of the focus group.
It provides more information concerning the research and your rights as a participant.

Appendix L

Focus Group Recruitment II: Face-to-Face or Telephone Script

Hello, my name is Emily. I'm contacting you today because some folks at Britannia have said that you fit the criteria for a study I am doing. The study is with teenaged girls in East Van. I am a student researcher and I'm doing this research as part of my Master's degree at a university called Adler.

I am doing research on the online experiences of youth like you. It is exploring types of cyberbullying and online- or cellphone-based harassment that may be unique to teen girls. When the research is done I will be using it to write my thesis – a big paper I am writing. I will also share it with the community to create some youth-led solutions. The study involves surveys and a focus group with a small group of girls between 15 and 18 years old. Right now I'm looking for youth to participate in the focus group. I will ask some questions at the focus group that may be sensitive or upsetting to some, including topics of bullying, harassment, and online violence.

I would like to let you know that this study is completely voluntary and confidential. This means that there is no consequence if you chose not to participate at all or part way through. If you do participate, your personal information will not be shared with anyone or included in any written results. Everyone who participates (even if you stop partway through) will get a twenty-dollar giftcard to Cineplex movie theatres, and will be paid for their travel cost with two bus tickets. I'll have some snacks there for us all to eat. The focus group will take place at private room in Britannia at a time that works for all the girls. This will be sometime in the next few weeks. It will take about two to two and a half hours. I will be recording the meeting to help me remember and I might use short pieces of what you say. But I will make sure that what I use will NOT include anything that might identify you, including your name. Although I will be keeping everything you say private, I cannot promise that other girls in the group will. I am asking that everyone in this group to not tell others who attended or what was said.

In order to participate you must be between 16 and 18 years old. You also must identify as female. Does this apply to you?

Youth response, if "no", student researcher says "Unfortunately you don't meet the criteria I am looking for. Thank you so much for your time". If "yes":

Great. You also have to live in the Grandview-Woodlands or Strathcona neighbourhoods of East Van (these are the catchments for Britannia Secondary). And you must have a cellphone

or access to the internet, where you communicate using technology on a daily basis. Do these apply to you too?

Youth response, if “no”, student researcher says “Unfortunately you don’t meet the criteria I am looking for. Thank you so much for your time”. If “yes”:

Great. One more question about you: Would you say that you are currently experiencing cyberbullying, or that you have experienced it in the past six months?

Youth response, if “yes”, student research says:

I’m so sorry to hear that. Our study will be asking some tough questions about our experiences with cyberbullying. Because of this, anyone who feels they are currently experiencing cyberbullying may be at greater risk for feeling uncomfortable, or even unsafe. This means you don’t meet the criteria for this study. I’d be happy to put you in touch with an awesome youth worker at Britannia if you’d like to discuss this privately.

If youth says “no”:

Ok, great. You don’t need to tell me right now if you are interested or not. If you are still interested I will contact you again within the next few days about when the focus group session will happen. When I contact you next, if you are still interested or would no longer like to participate, it is okay to let me know. If you do not want to participate, that is totally fine too. I understand that this study is something you might not be interested in.

Do you have any questions that I can answer right now? If you would like to talk with me more about this research, you can call me, Emily Huynh, at 604-809-7078, or email me at . Thank you so much for your time!



Appendix M



Focus Group Informed Consent Form

The Researchers

This research is being done by Student Researcher, Emily Huynh. She is doing this research for her Masters Thesis at Adler University. She recently volunteered at Britannia, where she spent time with many youth at the teen centre. If you have any questions about the research, you can contact Emily or her research supervisor. Their contact information is below:

Student-Researcher: **Emily Huynh** (E-mail) is working with a teacher from her school. Her contact information is below:

Research Supervisor: Dr. **Jayne Pivik** Telephone # 604-200-8540
E-mail: jayne.pivik@ubc.ca

The research has been approved by Britannia Community Services and by the Adler School Research Ethics Board (REB).

The Research

The research is about teen girls' experiences using cell phones and the Internet.

This research asks you to discuss your own experiences using technology. This includes negative experiences that may be unique to teen girls. You will also be asked to discuss your ideas of solutions to these problems. You will be interviewed in a group of 6 to 8 girls, and you will be free to interact and discuss your ideas amongst the group.

The research also asks you some questions about your and your experiences – for example:

- **Different kinds of cyberbullying and/or harassment you may have experienced during your time in high school**
- **What the impacts of these experiences may have been for you**
- **What ways you may have responded to these experiences**
- **Ideas you may have for how to change this issue**

You will be asked to spend **2 to 2.5 hours** having a group conversation about the topic.

The Research is Confidential

Please check Moodle to ensure you have the most recent version of this form. Rev. Jan 2014

Your personal information will be confidential in this study. This means that your name or other identifying details about you will not be included in any published material. Any quotes used will be anonymous.

All of the conversations during the research will be audio-recorded. After the session, these words will be typed out into writing by the researcher. The information collected will be kept in a locked cabinet for five years and then it will be destroyed.

After the focus group, Emily will invite you to participate in a member check. This is a chance for her to check if everyone agrees with her results. It is also a chance to review any quotes she plans to use. If you do not agree with something at the member check, you may let her know and she will adjust her results to include your disagreement. If the majority of participants disagree with a result, Emily will change her argument to reflect this.

Limits to what is Confidential

A focus group involves talking in a group of your peers. Because you are in a group, it cannot be promised that everything you say will stay private. We ask that participants keep all information from the session private, but we cannot control the actions of others.

Emily will have a legal duty to report information you share if:

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

The Research is Voluntary

You can decide if you want to participate in the research. There will be no penalty if you say “no” at any point during the focus group meeting. You may decide not to answer a particular question, or even to leave the group part-way through.

After the focus group, you may decide you want your words removed from the study. You may e-mail Emily or her teacher later to WITHDRAW from the study. This must be BEFORE Emily starts analyzing the results (1 WEEK AFTER the focus group).

The Results of the Research

The Student Researcher will publish the results of the research in her thesis. She may also write or speak about the research. Your name and other information about you will NOT be included in any writing or presentation.

The Risks and Benefits

You might feel some stress during some parts of the discussion. If you feel more stress than you want you can:

- 1/ decide not to answer a particular question
- 2/ take a break from answering questions
- 3/ withdraw from the research at any time before your part in the research is finished

You may also feel you have learned something about yourself and others as a result of answering the questions.

Accessing Resources

The following optional supports are available to you if you feel you need them:

If you feel stress and would like to arrange a time to **speak to someone confidentially in person**, you can call, text, or e-mail a Britannia Youth Worker: *[insert name, e-mail, and phone number of Adult Advisor]*.

If you would like to **speak with someone immediately for support or access to resources**, you can call the 24-hour Youth in BC hotline at:
604-872-3311

If you would like to **report violence anonymously**, you can call, text, or e-mail the 24-hour Youth Against Violence hotline at:
Call: 1-800-680-4264
Text: 604-836-6381
Email: info@youthagainstviolence.com

If you have any concerns about your treatment as a participant in this research, you can contact the Chair of the REB. Her contact information is below:
REB Chair: Debbie Clelland, PhD (604) 699.3570 E-mail: dclelland@adler.edu

If you would like to receive a summary of the results of this research, please E-mail Emily with the subject “Research Summary” to:

Consent for this Research:

By signing below, you are agreeing to the following:

- I understand that this research is voluntary and confidential.
- I understand that there are some exceptions to what is confidential, including if I disclose child abuse or neglect, imminent harm towards myself or someone else, or details of a legal case.
- I know I can refuse to answer any question.
- I know I can withdraw at any time as a participant.

- I can ask the information I've provided during the research be removed at any time until the student researcher begins to analyze what I have said (1 week after focus group).
- I know that what I say will be audio-recorded and quotes might be used.
- I know that my name will NOT be used and any information that will identify me will be removed.
- I know that I will have a chance to review the results and quotes after the focus group.
- I know that I have not given up any legal rights concerning this research by consenting to take part.
- I have read and understood this consent form.
- I have received a copy of this consent form for my own records.
- I am giving my consent to participate in this study.

Participant Signature

Date

Participant Name (Print)

Appendix N

Focus Group Agenda (Including Informed Consent Review Script)

I. Snacks and consent form overview (20 minutes)

I'm going to take some time before we get started with the focus group to go over the informed consent form that everyone has just read. The research that you are here to take part in today will be asking you to discuss your own experiences using technology. This includes negative experiences that may be unique to teen girls. I will be asking some questions about different kinds of cyberbullying or harassment you may have experienced during your time in high school. We will discuss what the impacts of these experiences may have been for you, as well as what ways you may have responded to these experiences. We are also going to talk about your ideas of solutions to these problems.

What is said during this focus group is being audio-recorded, and I will transcribe these words later when I am analyzing the results of this conversation. All of this will only be accessible by my supervisor and me, and all of your personal information will be confidential. I will not be using your name or any identifying information about you in any written results or published material. I may use quotes, but your name would not be included. In addition, I will be contacting you shortly after this session to invite you to a short meeting called a member check. This is an opportunity for me to share my initial findings with you, and any specific quotes I intend to use. It is a chance for you to review these things to let me know if you have any disagreements, or quotes you would like to be withheld. This will take place in the next three weeks.

The consent form also says that I will have a duty to report the information you share in some situations. There are three situations where this would apply. One is if you identify that a child or a vulnerable adult is at risk of abuse or neglect and isn't able to seek support or help. If this were the case, I would need to tell a social worker. I would also have to report to a social worker if you tell me that you or another person is at a clear risk of harm. The last situation where I would be required to report is if you tell me something that relates to a legal case, and I got subpoenaed. This means I would be asked to come to court to speak about the case. I would be legally required to do so. Does anyone have any questions, or would anyone like me to give more details on this?

It is also really important that we remember how each of us plays a part in what is confidential. This space should be safe for us to share our thoughts, feelings, and experiences with one another without fearing that someone in the group will share that information outside of this space. Does that sound okay to everyone? Great. So can we all agree to do our part to uphold this confidentiality during the focus group? Great.

Towards the end of the consent form, you are provided with three optional ways you can receive additional support or resources, if you feel you need them. You may wish to speak confidentially with someone in more detail about a topic that comes up today, or feelings you may have such as stress, worry, or shame. A Youth Worker from the Britannia Teen Centre named [insert name] is

Please check Moodle to ensure you have the most recent version of this form. Rev. Jan 2014

available to talk to any of you either directly after this session, or a time that is convenient to you. She will be here at the end of the focus group if you would like to speak to her directly then, or you can call or email her – her contact info is on your copy of the consent form.

There are also two anonymous hotlines I have provided. The Youth in BC line is there if you wish to speak with someone over the phone for support or access to resources. The Youth Against Violence Line is there if you would like to report violence anonymously. You can call, text, or e-mail them at the contacts provided. Both of these resources are completely anonymous – you don't have to give them your name. And they are available 24 hours a day, 7 days a week.

Okay, now I'm going to ask you all some questions on this to see if you've understood everything:

- Can someone tell me, is it okay for you to discuss amongst yourselves during the focus group? [*looking for "yes" as a response*] That's right, it's perfectly fine to discuss things between yourselves as well as with me.
- What can you do if I tell you I want to use a quote from you, and you don't feel comfortable with this? Yes, you can let me know during the member check meeting, and I will remove this quote.
- If one of you discloses that someone you met online is sexually abusing you, would I keep that confidential? [*Looking to hear "no" as a response*]. That's right, I would have a duty to report this abuse to a social worker.
- What if you tell me that you have a friend who was cyberbullied and has talked with you about killing themselves this weekend? Would I keep this information confidential? [*Looking to hear a "no" response*]. That's right, I would have a duty to report this clear risk of imminent harm to a social worker.
- The consent form also states that your participation is voluntary. So does this mean you have to answer all of my questions? [*Looking for "no" as an answer*] Absolutely not. You are free not to answer some or all of the questions.
- And do you have to stay here for the whole session? [*Looking for "no"*] That's right, you are free to leave at any time if you wish. There is no consequence, and you will still receive your transit tickets and movie giftcard, which I will hand out in a moment.
- You might feel some stress as a result of our discussion. What are some of the things you might do if this comes up? [*speak to the Youth Worker, don't answer, take a break, withdraw/leave the study*]
- And lastly, what are some ways you can receive additional support if you feel you need it? [*speak to the Youth Worker, call one of the hotlines*]

Thanks, everyone, for listening while I went over all these details. I have a \$20 giftcard for Cineplex Odeon Theatres for each of you. This is to acknowledge your time, energy, and

willingness to participate in this study. I also have two transit tickets for each of you to reimburse any travel costs you may have. Thank you all! [*Distribute the giftcards and transit tickets*]

If you are still interested in participating, you may now sign the consent form and hand it back to me. The second copy is for you to keep. You are also free to withdraw if you wish.

II. **Discussion** (45-60 minutes)

The focus group will begin with a general overview from the researcher, in ‘youth-friendly’ language to be determined by the youth advisor[s], on the definition of gendered cyber violence (ie. what types of actions or CMC-based remarks constitute it).

1. Based on the online questionnaire, girls ages 15 to 18 in our community indicate experiencing [measurement based on survey data analysis] levels of [‘gendered cyber violence’, or other term understood as such by community].
 - How does this relate to our own experiences?
 - Is there anything missing from this?
2. In the survey, the most common **impacts** of ‘gendered cyber violence’ were [measurements based on survey data analysis].
 - How does this relate to our own experiences?
 - Is there anything missing from this?
3. In the survey, the most common **strategies used in response** to ‘gendered cyber violence’ were [measurements based on survey data analysis].
 - How does this relate to our own experiences?
 - Is there anything missing from this?
4. What would you like to see **changed** in terms of how technology is used?
 - What support or guidance might be helpful?
 - You may also think about what you wish had been different when you were younger.
5. What **themes** that we’ve just discussed do you feel most strongly about or think are most important?
 - Participants use 5 stickers to indicate their preferences (can be placed on 5 separate items, or clustered for emphasis on less than 5.)

III. **Action-oriented brainstorm** (45-60 minutes)

1. What is something that **we could do** to change this pattern in our community?
 - Something we can say to others
 - Something we can do to support each other
 - Something we can present to our community, or to younger classes

Please check Moodle to ensure you have the most recent version of this form. Rev. Jan 2014

- A poster, video, or other form that can spread awareness
 - Other ideas
2. Which ideas that we've just discussed do you like the best/ are you most interested in being involved with?
 - Participants use 5 stickers to indicate their preferences (can be placed on 5 separate items, or clustered for emphasis on less than 5 items).
 3. Next Steps: What, if anything, would we like to make happen to move any of these ideas forward?

IV. **Closing circle/debrief** (*10 minutes*)

TOTAL TIME: 2-2.5 hours



Appendix O

Confidentiality Agreement by Research Team

RESEARCH PROJECT: Urban adolescent girls' experiences of gendered cyber violence: Experiences, concerns, and solutions.

Student Researcher:

Emily Huynh, BA
E-mail: *** Phone: ***

Supervising Researcher:

Jayne Pivik, PhD Adjunct faculty,
Adler University
E-mail: jayne.pivik@ubc.ca
Phone: (604) 200-8540

CONFIDENTIALITY AGREEMENT: Student Researcher and Supervising Researcher. Through my work as a Student Researcher or Supervising Research with the above research, I understand my responsibilities concerning the confidentiality of any research data collected. I have reviewed the TCPS2 requirements for safeguarding the confidentiality of data for the duration of the project. I understand that I must maintain the confidentiality of what research participants say and do, including that they are participants in the project. Even though I have signed this Confidentiality Agreement, I can discuss the research, including participation of individuals and the details of the research data, with other Research Team members who have also signed a Confidentiality Agreement.

A copy of this Confidentiality Agreement has been given to me for my records.

Name

Signature

Date