THE UNIVERSITY OF AUCKLAND
NEW ZEALAND

ReferenceNumber*.....

This number will be assigned when the application is accepted for the UAHPEC agenda. You will receive an acceptance letter with the number included. Quote this reference number on all documentation to the Committee and Participants.

University of Auckland Human Participants Ethics Committee

RESEARCH PROJECT APPLICATION FORM (2006)

Applications will only be accepted on forms dated for the current year. Please complete this form in reference to the *UAHPEC Guidelines 2003* available on the University of Auckland website under Research and Research Ethics and Biological Safety Administration. Submit one unstapled, single sided copy of the form and all accompanying documentation to the Research Ethics and Biological Safety Administration, the Secretariat, Room 001 Alfred Nathan House, 24 Princes Street. For Yes or No answers delete whichever does not apply. Use language that is free from jargon and comprehensible to lay people.

GENERAL INFORMATION / COVERSHEET

1. **PROJECT TITLE:** Negotiating heterosexual sex and sexual consent: Interpretations of sexual images and communications with sexual partners

2. **APPLICANT/PRINCIPAL INVESTIGATOR (P.I.)** (This will be the supervisor for a Masters student.)
Name: Melanie Ann Beres
Address: Department of Psychology, University of Auckland
Email address: melanie.beres@ualberta.net
Phone number: ext. 86309
If Doctoral student, name of degree, Department and Supervisor:

3. **NAME OF STUDENT:** (If applicable)
Address:
Email address:
Phone number:
Name of degree and Department:

4. **OTHER INVESTIGATORS:**
Names: Nicola Gavey
Organisation: Department of Psychology, University of Auckland
Is ethical approval being applied for from another institution? **NO**

(If YES, indicate name of the institution and attach evidence.)

5. **AUTHORISING SIGNATURES:**

HEAD OF DEPARTMENT:.....Date:.....

HOD name printed: .....Department.....

6. **APPLICANT'S DECLARATION**

The information supplied is, to the best of my knowledge and belief, accurate. I have read the current University of Auckland Human Participants Ethics Committee Guidelines. I clearly understand my obligations and the rights of the participants, particularly in regard to obtaining freely given informed consent.

Signature of P.I. /Supervisor..... Date: .....

Signature of Student:..... Date: .....
If a student project, including doctorate, signatures of both the Supervisor and the student are required.

SECTION A: PROJECT

Use as much space as is necessary to complete your answers.

Type your answers in 12pt Times New Roman, beginning on the line below the question.

1. AIM OF PROJECT:

a) What is the hypothesis / research question(s)? (State briefly)

The major goal of this project is to explore how adults negotiate their sexual experiences and how they understand and construct consent to sex within their heterosexual relationships. This project has two phases. Phase one focuses broadly on how adults interpret popular images of apparently consensual sex and how they perceive consent. The second phase explores how people communicate and negotiate sex in their current relationship, including how they consent to sex.

b) What are the specific aims of the project?

The primary focus of the first phase is to develop the data collection methods for phase two. This includes developing an understanding how young adults interpret images of sex: how they read the images as "consensual". The second phase is focused on how adults in heterosexual relationships understand their own consent to sexual activity, how they read their partners consent and how they conceptualize the role of consent in their relationship. Some images from the first phase will be used to help elicit responses from the participants. Additionally, responses of the male and female partners will be compared to see how women and men take up the same (or different) discourses when discussing sexual negotiation.

2. RESEARCH BACKGROUND

Provide sufficient information to place the project in perspective and to allow the significance of the project to be assessed

Since feminist activists politicized and publicized rape and sexual violence in the 1970s, researchers have attempted to detect the "extent" of the problem by determining the incidence of sexual violence. Early research suggested that rape was a "statistically rare event" (Deming & Eppy, 1981, p. 374) and that the average woman's risk of being raped was minimal (Shorter, 1977). More recently scientists, activists and educators have recognized the severity of the problem and suggest that between 18% and 50% of women have experienced some form of sexual victimization (Alksnis, Desmarais, Senn, & Hunter, 2000; Johnson & Sacco, 1995; Koss, 1993; Spitzberg, 1999). In addition, it is understood that most assaults are committed by an acquaintance or romantic intimate (Gavey, 1991; Koss, 1985; Warshaw, 1988).

In response to feminist activism and these findings, legal jurisdictions amended definitions of rape and sexual assault to reflect a larger variety of forced and coerced experiences. Central to many of these amendments is the concept of consent, where sex without consent is considered a criminal act. Despite the importance of consent to the understanding of sexual violence few researchers have explicitly investigated how consent is conceptualized and negotiated (Beres, 2007; Muelhenhard, 1996). To date, there have been five reported studies on sexual consent behaviours (Beres, 2006; Beres, Herold & Maitland, 2004; Hall 1998; Hickman & Muehlenhard, 1999; Humphreys, 2005). Four of the studies are quantitative and suggest that (1) nonverbal behaviours are used more frequently than verbal behaviours to communicate consent, (2) consent for heterosexual sex is implicit for many types of sexual activities, but is more likely to be communicated explicitly for oral sex, sexual intercourse and the initiating sexual behaviour (e.g., kissing; Hall) (3) types of behaviours used to indicate sexual consent included direct and indirect verbal and nonverbal cues, no response, the removal of clothing, and intoxication (Beres, et al.; Hickman & Muehlenhard).

These studies are an important first step in understanding how consent is communicated. They are also useful for confirming that consent is often negotiated nonverbally and indirectly. However, the findings from these studies are mostly void of context. It is not understood when during sexual activity consent to sex is communicated (or if it is a continual process), or in what order behaviours are used. Nor is there any information on the number of behaviours required to perceive that consent has been communicated, or on how the relationship context impacts consent. For example, it is hard to believe that intoxication can be a signal of consent. Understanding the context that the respondents were considering when answering this question may help clarify the results.

Recently, a qualitative study was conducted to explore how young adults negotiate their casual sex experiences and how they construct consent to casual sex (Beres, 2006). Findings suggest that the construction of consent is gendered (women give consent to men), is connected to the "no means no" discourse of rape prevention, and communicated using behaviours that demonstrate a positive interest and willingness to participate in casual sex. The current study expands on this previous research by exploring issues of consent and sexual negotiation among established couples and by using popular images of sex to help elicit responses. In phase one, focus groups with young adults will be conducted to see how they interpret the images. The results of this phase will help determine and refine data collection methods for phase two. In phase two young women and men will be interviewed about their current relationships and how they negotiate their sexual activity. Some partners will be interviewed together, while other partners will be interviewed separately. This project will provide information on how consent is communicated in heterosexual relationships and will help build theory on sexual consent negotiation. The developing theory can be used to help inform sexual violence education and potentially, understandings of non-consensual sex.

Alksnis, C. A., Desmarais, S., Senn, C., & Hunter, N. (2000). Methodologic concerns regarding estimates of physical violence in sexual coercion: Overstatement of understatement? *Archives of Sexual Behavior, 29,* 323-334.

Beres, M. A. (2007). "Spontaneous sexual consent": An analysis of sexual consent literature. *Feminism and Psychology,17,* 93-108.

Beres, M. A. (2006). *Sexual Consent to Heterosexual Casual Sex Among Young Adults Living in Jasper.* Unpublished doctoral dissertation. University of Alberta, Edmonton, Alberta, Canada.

Beres, M. A., Herold, E., & Maitland, S. B. (2004). Sexual consent behaviors in same-sex relationships. *Archives of Sexual Behavior*, 33, *475-486.*

Deming, M. B., & Eppy, A. (1981). The sociology of rape. *Sociology and Social Research*, 65, *357-380.*

Gavey, N. (1991). Sexual victimization prevalence among New Zealand university students. *Journal of Consulting and Clinical Psychology, 59,* 464-466.

Hall, D. S. (1998). Consent for Sexual Behavior in a College Student Population . *Electronic Journal of Human Sexuality*, Retreived on April 15, 2006 from http://www.ejhs.org/volume1/consent1.htm.

Humphreys, T. P. (2005). Understanding sexual consent: An empirical investigation of the normative script for young heterosexual adults. In M. Cowling and P. Reynolds (Eds.) *Making Sense of Sexual Consent.* Aldershot: Ashgate (pp. 207-225).

Koss, M. P. (1993). Detecting the scope of rape: A review of prevalence research methods. *Journal of Interpersonal Violence, 8,* 198-222.

Johnson, H., & Sacco, V. F. (1995). Researching violence against women: Statistics Canada's national survey. *Canadian Journal of Criminology*, 37, *281-304.*

Muehlenhard, C. L. (1996). The complexities of sexual consent. *SIECUS Report,* 24, *2, 4-7.*

Shorter, E. (1977). On writing the history of rape. *Signs, 3,* 471-482.

Spitzberg, B. H. (1999). An analysis of empirical estimates of sexual aggression victimization and perpetration. *Violence & Victims, 14,* 241-260.

Warshaw, R. (1988). *I Never Called it Rape: The Ms. Report on Recognizing, Fighting, and Surviving Date and Acquaintance Rape.* New York: Harper Perennial.

3. Describe and discuss the ethical issue(s) arising from this project. (Be sure to address these in the body of the application.)

Phase 1: It is possible that discussing issues of sex and consent may bring up memories of past sexual experiences, including negative or harmful experiences. This may cause discomfort or distress. It is also possible that one participant's comments might offend someone else in the group. However, it is possible that engaging in the focus group may be enjoyable, and the participants may gain insight into their interpretation of popular culture messages related to sex.

Phase 2: The intention is to interview couples. However, there is the possibility that the interview may bring up areas of tension or conflict between partners. It is also possible that couples will find this experience rewarding and it may open up new areas of discussion within their relationship during and after the interview process. In addition, while the focus is on consensual experiences, it is possible

that some participants may disclose painful or coercive experiences; this may or may not be emotionally stressful for them.

SECTION B: PARTICIPANTS

The term 'participants' is taken to mean subjects, clients, informants and patients as well as persons subjected to experimental procedures.

1. **What types of people are participating in the research?** (Delete those who do not apply).
   Normal Adults

2. **Explain how many organisations, departments within the organisations, and individuals you wish to recruit.** (Attach any letter of support you may have had from an organisation)

Phase one: Approximately 25 people for 4 focus groups
Phase two: Approximately 25 couples

3. **How will you identify your potential participants?** (If by advertisement / notice, attach a copy)

Phase one: Potential participants will be identified through Stage 1 psychology classes. Potential participants include any students over the age of 18 who are fluent in English.
Phase two: The project will begin by looking for adults between the ages of 18 and 30, residing in the Auckland area and who are in a heterosexual relationship. The duration of the relationship will be between at least 3 months. Both partners must be willing to participate in an interview either together as a couple, or separately. Both partners must be fluent in English. Advertisements will be disseminated around the University of Auckland, thus identification will be through self-selection (See Appendix A). In the event that recruitment of participants is difficult, the search will be expanded to include any couple where both partners are over the age of 18. If this is the case, a copy of the advertisement will be forwarded to the ethics committee.

4. **How and where will potential participants be approached? Explain how you will obtain the names and contacts of participants.** (e.g. by email, by advertisement, through an agency holding these details.)

Phase one: Students will be informed about the study through stage one information.
Phase two: Advertisements will be posted around the University of Auckland campus (See Appendix A). Short presentations will be made to classes and tutorials inviting people to participate. A press release will be issued inviting participants.

5. **Who will make the initial approach to potential participants?** (e.g. will the owner of the database send out letters?)

Phase one: Students will hear about the study through Stage 1 psychology courses. Students expressing interest will be contacted by Melanie Beres by phone or email to provide more information and to schedule the focus groups.
Phase two: Advertisements will be placed around the University of Auckland campus (see Appendix A) Snowballing technique may be employed. Participants may end up referring friends or acquaintances. Participants may hear about the study through word of mouth.
Those expressing interest will be contacted by Melanie Beres by phone or email to provide more information and to schedule the focus groups.

6. **Is there any special relationship between participants and researchers?** (e.g. student / teacher. If YES, explain.) **NO**

7. **Are there any potential participants who will be excluded?** **YES**
   (If YES, explain, and state the criteria for excluding participants)

People who are not fluent in English.
People who express an interest to participate when data collection procedures are finished.
People who wish to participate, but whose partners do not want to participate.

SECTION C: RESEARCH PROCEDURES

There is a need here to fully inform the Committee about all factors relating to the research, including where appropriate, the researchers' qualifications to conduct this work (Investigation).

1. **PROJECT DURATION** (approximate dates): **From 01/03/07 to 01/03/10**

2. Describe the study design. (E.g. longitudinal study)

This is a qualitative project.
Phase one: Focus groups will be conducted with young adults in Stage 1 psychology classes. In the focus group they will be presented with photos and/or video clips portraying heterosexual couples engaged in some form of sexual activity. Students will be asked to discuss what is happening in the scene and if/how they understand the scene as depicting consensual sex. On the basis of the results from this study, photos and/or video clips will be chosen for use in the interviews during phase two. The focus groups will be audio-taped and transcribed for analysis.
Phase two: Interviews will be conducted with couples. Some interviews will be one-on-one with each member of the couple; others will be conducted with both partners together. The interviews will be semi-structured with a conversational style. A portion of the interview will consist of photo elicitation, where participants will be asked to respond to images of "consensual sexual activity" chosen from phase one. Throughout the interview, the interviewer will be responsive to the issues and topics raised by the participants and will follow-up on unexpected leads. The interviews will be audio taped and transcribed for analysis. The transcripts will be analyzed using discourse analysis.

3. List all the methods used for obtaining information. (Attach questionnaires / research instruments / interview guidelines to this application).
Phase one: Focus groups will be conducted and participants will be asked to respond to photo and video images of sex. The images will be selected from popular media, and will not be pornographic. For example, images will be selected from popular magazines including Cosmopolitan, Marie Claire, Maxim, and Brass and from educational campaigns from organizations like the Family Planning Association. Videos will be chosen from popular films and daytime television shows (like Shortland Street). Some images may contain partial nudity (bare chests and breasts), but no images will contain full nudity. Images depicting violence will not be used.
Phase two: Data will be collected through semi-structured face-to-face interviews. Some interviews will be one-to-one and others will be with both partners together. As mentioned above a portion of the interview will ask participants to respond to photographs or videos. See Appendix B for the interview guide. The interviews will be audio-taped and transcribed. Analysis will be conducted with the help of qualitative analysis software, likely Atlas Ti.

4. Who will carry out the research procedures?
Melanie Beres will carry out the majority of research procedures including recruitment, interviewing, analysis and dissemination. She will hire a research assistant to transcribe the interviews. The assistant will sign a confidentiality agreement (See Appendix C). She may also co-supervise (with Dr. Nicola Gavey) a student for a research project. The student will transcribe and analyze a portion of the data already collected. The student will also sign a confidentiality agreement.

Dr. Nicola Gavey is acting primarily as a consultant for the project. She will not be carrying out the research activities but will be involved in the following ways: (1) as a consultant to Dr. Beres, this may involve viewing some data, although only portions of transcripts, (2) in the event a participant becomes upset Dr. Gavey (a clinical psychologist) can provide support and (3) it is likely that Dr. Beres will leave the University of Auckland within 6 years. Dr. Gavey will store the data and consent forms when Dr. Beres leaves until the end of the 6 years.

5. a) Where will the research procedures take place? (Physical location / setting).

Interviews and focus groups will take place in a private office at the University of Auckland. On request of the participant, interviews may also take place in a location of their choice including their home or workplace.

b) If the study is based overseas, which countries are involved? (Provide local contact information on the Participant Information Sheet(s).)

c) If the study is based overseas, explain what special circumstances arise and how they will be dealt with? Explain any special requirements of the country and / or the community with which the research will be carried out.

6. How much time will participants need to give to the research? (Indicate this in the Participant Information Sheet(s).)
It is expected that the focus groups will last 2 hours. It is expected that the interviews will last between 1 and 2 hours.

7. **Does this research include the use of a questionnaire / email?** (If YES, attach a copy to this application.) **NO**

8. **Are you intending to conduct the research in (University) class time?** (If YES, include advice from the course Coordinator giving approval for this to occur.) **NO**

9. **Is deception involved at any stage of the research?** (If YES, justify its use, and describe the debriefing procedure.) **NO**

10. **Will information on the participants be obtained from third parties?** (e.g. from participant's employer, teacher, doctor etc. If YES, explain, and indicate in the Participant Information Sheet(s).) **NO**

11. **Will any identifiable information on the participants be given to third parties?** (If YES, explain, and indicate in the Participant Information Sheet(s).) **NO**

12. **Provide details on any compensation or reimbursement of expenses, and where applicable, level of payment to be made to participants.** (If payment / koha is offered, explain in the Participant Information Sheet(s).)

No payment or compensation will be offered for either phase.

13. a) **Does the research involve the administration of any substance** (e.g. eye-drops / food) **to participants?** **NO**
    b) **Does this research involve potentially hazardous substances,** (e.g. radioactive materials)**?** **NO**

SECTION D: INFORMATION & CONSENT

1. **By whom and how, will information about the research be given to participants?** (e.g. in writing, verbally – a copy of the information given to prospective participants in the form of Participant Information Sheet(s) must be attached to this application.)

An advertisement will be distributed around the University of Auckland campus and potentially central Auckland and Melanie Beres will distribute information verbally to classes in the Department of Psychology. Upon first contact, Melanie Beres will give potential participants more information verbally and prior to the interview information will be given in writing to participants in the form of the PIS. See Appendices D & E for the PIS for the focus groups and interviews.

2. a) **Will the participants have difficulty giving informed consent on their own behalf?** (Consider physical or mental condition, age, language, legal status, or other barriers.) **NO**
   b) **If participants are not competent to give fully informed consent, who will consent on their behalf?** (e.g. parents / guardians)

3. **Consent should be obtained in writing. Explain and justify any alternative to written consent.**

See Appendices F & G

4. **It is expected that access to the Consent Forms be restricted to the researcher and/or the Principal Investigator. If you intend otherwise, please explain.**

5. **Will Consent Forms be stored by the Principal Investigator, in a locked cabinet, on University premises?** **YES**

6. **It is required that Consent Forms be stored separately from data and kept for six years. If a different procedure is to be followed, describe and justify.**

SECTION E: STORAGE & USE OF RESULTS

1. **Will the participants be audio-taped or video-taped, or recorded by any other electronic means?** (If YES, explain in the Participant Information Sheet(s) and the Consent Form. Consider whether recording is an optional or necessary part of the research design, and reflect this in the Consent Form.) **YES**

See Appendices F & G

2. a) How will data, including audio and videotapes and electronic data be handled and stored to protect against unauthorised access? (Explain this in the Participant Information Sheet(s) with details of storage, possible future use and eventual destruction.)

Stored in a locked cabinet on university premises.

b) If the tapes are being transcribed / translated by someone other than the researcher, explain what arrangements are in place to protect the confidentiality of participants. (Attach any confidentiality agreements to this application.)

The third party transcribing the interviews will sign a confidentiality agreement (See Appendix C).

c) If recordings are made, will participants be offered the opportunity to edit the transcripts of the recordings? (In either case, the Participant Information Sheet must inform the participants. Where participants are asked to make a choice, this should be shown on the Consent Form.) **NO**

d) Will participants be offered their tapes (or a copy thereof)? (In either case, the Participant Information Sheet must inform the participants. Where participants are asked to make a choice, this should be shown on the Consent Form.) **NO**

e) Will data or other information be stored for later use? **YES**

i) If YES, explain how long the data will be stored and how it will be used. (Indicate this in the Participant Information Sheet(s). The period data is to be kept will be commensurate to the scale of its research. For peer reviewed publication or research that might be further developed, the University expects six years.)

Data will be stored for 6 years as long as safe storage can be ensured and that work on the project continues. It is possible that the data will be used to answer other research questions. Additionally, it may be possible that the data are removed from the University of Auckland campus in the event that Melanie Beres changes positions within the next 6 years. In this case, the data will continue to be stored in a locked cabinet at the new location. The consent forms will remain at the University of Auckland campus with Dr. Nicola Gavey.

ii) If NO, describe how and when the data will be destroyed. (Indicate this in the Participant Information Sheet(s).)

f) Describe any arrangements to make results available to participants, including whether they will be offered their tapes. (Explain this in the Participant Information Sheet(s). Where participants are asked to make a choice, this should be shown on the Consent Form.)

None. They will not be offered transcripts.

3. a) Are you going to use the names of the research participants in any publication or report about the research? (The Participant Information Sheet(s) must inform the participants, and be part of the consent obtained in the Consent Form(s). This is a problem either when you are dealing with a small group of participants known to a wider public or when there is to be a report back to participants likely to know each other.) **NO**

b) If you don't use their names, is there any possibility that individuals or groups could be identified in the final publication or report? (If YES, explain, and describe in the Participant Information Sheet(s). **NO**

SECTION F: TREATY OF WAITANGI

1. Does the proposed research impact on Maori persons as Maori? If YES, complete all questions in this section and attach evidence of consultation from the nominated Maori Advisor within your Faculty. (If NO, go to Section G.) **NO**

2. Explain how the intended research process is consistent with the provisions of the Treaty of Waitangi. (Refer to the Guidelines for further information)

3. Identify the group(s) with whom consultation has taken place, describe the consultation process, and attach evidence of the support of the group(s)

4. **Describe any on-going involvement the group(s) consulted has / have in the project.**

5. **Describe how information will be disseminated to participants and the group(s) consulted at the end of the project.**

SECTION G: OTHER CULTURAL ISSUES

1. **Are there any aspects of the research that might raise any specific cultural issues, other than those covered in Section F?** (If YES, explain. Otherwise go to Section H) **NO**

2. **What ethnic or cultural group(s) does the research involve?**

3. **Identify the group(s) with whom consultation has taken place, describe the consultation process, and attach evidence of the support of the group(s).**

4. **Describe any on-going involvement the group(s) consulted has / have in the project.**

5. **Describe how information will be disseminated to participants and the group(s) consulted at the end of the project.**

SECTION H: CLINICAL TRIALS

1. **Is this project a Clinical Trial?** (If YES, complete section, otherwise go to Section I. If YES, attach ACC Form A or B – see Guidelines **NO**
2. **Is this project initiated by a Pharmaceutical Company?** **YES / NO**
3. **Are there other NZ or International Centres involved?** **YES / NO**
4. **Is there a clear statement about indemnity?** **YES / NO**
5. **Is Standing Committee on Therapeutic Trials (SCOTT) approval required?** **YES / NO**
6. **Is National Radiation Laboratory approval required?** (Attach) **YES / NO**
7. **Is Gene Therapy Advisory Committee on Assisted Human Reproduction (NACHDSE) approval required?** **YES / NO**

SECTION I: RISKS AND BENEFITS

1. **What are the possible benefits to research participants of taking part in the research?**

Phase one: Participants will have the opportunity to discuss their readings of popular culture images with their peers. This is likely an enjoyable experience and they may gain insight into others' readings of the same images.

Phase two: Participating in the research may provide participants with the opportunity to discuss positive aspects of their current relationship. Depending on the type of interview they may be able to have this discussion directly with their partner or only with the interviewer.

2. **What are the possible risks to research participants of taking part in the research?** (Make sure that you have clearly identified /explained these risks in the Participant Information Sheet(s).

Phase one: While participants will not be asked about their own sexual experiences it is possible that the topic may create discomfort for some people. It is also possible that one participant's comments may offend or cause discomfort for another participant, or that one participant may discuss another's answers after the focus group with friends. This will be discussed in the PIS and the focus group will begin with a short discussion about respecting others' responses. Confidentiality cannot be guaranteed because the researcher cannot control the other participants in the focus group; however the issue of confidentiality will be discussed at the beginning of the group and it will be requested that group members respect the responses of others and maintain their confidentiality.

Phase two: It is possible for the interview to bring up areas of conflict and/or tension within a relationship, especially if there is conflict regarding sexual activity. This may lead to discomfort

during and/or after the interviews. Participants will be asked to consider this possibility before agreeing to participate in the interview.

While the interviewer will not be asking questions directly related to experiences with previous partners. It is possible that the interview may raise feelings of discomfort regarding past negative sexual experiences such as sexual assault or rape.

3. a) Are the participants likely to experience discomfort (physical, psychological, social) or incapacity as a result of the procedures? (If YES, describe, and explain them clearly in the Participant Information Sheet(s)) **YES**

Phase one: As mentioned above, it is possible for one participant's comments to make another uncomfortable. It is also possible that the topic may create discomfort for some people. This will be mentioned in the PIS.

Phase two: As mentioned, it may be possible for the interview to cause discomfort by triggering a memory of a past harmful experience, or tensions in the current relationship.

b) What other risks are there?

N/A

c) What qualified personnel will be available to deal with adverse consequences or physical or psychological risks? (Explain in the Participant Information Sheet(s).

Melanie Beres, who will be conducting the interviews, worked at a sexual assault centre for four years. She provided crisis intervention and ongoing support for survivors of sexual assault and rape and their supporters (friends and family). She is aware of many issues faced by survivors and their supporters. She is also familiar with agencies in the Auckland area that provide support to survivors and can refer them to an agency if necessary. She will make contact with the participants of phase two one week after the interview to get their general comments and feelings about the interview. Dr. Nicola Gavey, a registered clinical psychologist, is available for consultation and to offer support if needed.

SECTION J: FUNDING

It is expected that all funding will be mentioned in the Participant Information Sheets.

1. Do you have or intend to apply for funding for this project? (If YES, complete this section and acknowledge it in the Participant Information Sheet(s)), otherwise proceed to Section K) **YES**

I am the recipient of the Strategic Training Fellowship granted by the Canadian Institutes of Health Research ($35,600/yr). I applied for a post doctoral research fellowship from the Social Sciences and Humanities research Council of Canada. If I am successful the fellowship will begin in May 2007 it is worth $38 000 and includes a research allowance of $5 000.

2. From which funding bodies?

Canadian Institutes of Health Research

3. Is this a UniServices project? (If YES, what is the project reference number?) **NO**

4. Explain investigator's and /or supervisor's financial interest, if any, in the outcome of the project.

None

5. Do you see any conflict of interest between the interests of the researcher(s), the participants or the funding body? (If YES, describe them.) **NO**

SECTION K: HUMAN REMAINS, TISSUE & BODY FLUIDS

1. Are human remains, tissue, or body fluids being used in this research? (If YES, complete this section otherwise go to Section L) **NO**

2. How will the material be taken? (e.g. operation, urine samples, archaeological digs)

3. Will specimens be retained for possible future use? (If YES, explain and state this in the Participant Information Sheet(s)) **YES / NO**

4. **Is material derived or recovered from archeological excavation?** (If YES, explain how the wishes of Iwi and Hapu (descent groups), or similar interested persons, or groups, have been respected?)**YES / NO**

5. **Where will the material be stored, and how long will it be stored for?**

6. a) **How will the material be disposed of?** (If applicable)

   b) **Will material be disposed of in consultation with relevant cultural groups?YES / NO**

7. **Is the material being taken at autopsy?** **YES / NO**
   If YES, provide a copy of the information to be given to the Transplant Coordinator, and state the information that the Transplant Coordinator will provide to those giving consent. Indicate how the material will be stored / disposed of, and explain how the wishes with regard to the disposal of human remains of the whanau (extended family) or similar interested persons will be respected.

8. **Is blood being collected?** **YES / NO**
   (If YES, what volume at each collection, how frequent are the collections, and who is collecting it?)

   a) **Explain how long it will be kept and how it will be stored.**

   b) **Explain how it will be disposed of.**

SECTION L: OTHER MATTERS

1. **The Committee treats all applications independently. If there is relevant information from past applications or interaction with the Committee, please indicate and append.**

2. **Have you made any other related applications?** (If YES, supply approval reference number(s). **NO**

3. **Are there any other matters you would like to raise that will help the Committee review your application?**

----END OF APPLICATION FORM----