



Institutional Review Board Office

The University of Texas at El Paso
Office of Research and Sponsored Projects

Research Protocol Application

Instructions: This form must be reviewed and completed in its entirety. All applications for review should contain the information presented in paragraphs. Indicate N/A when not applicable. A complete description of the planned research needs to be submitted in order to determine if all regulatory policy requirements have been met.

As such, the IRB will not consider any research that does not fulfill ethical principles reflected in the Belmont Report. These three basic ethical principles are:

Respect for Persons (autonomy)- individuals should be treated as autonomous agents and persons with diminished autonomy are entitled to protection.

Beneficence- human participants should not be harmed and the research should maximize possible benefits and minimize possible harms.

Justice- the benefits and risks of research must be fairly distributed.

Please type and submit this form along with finalized copies of all project related materials via [IRBNet](#). Attention to these elements will facilitate the IRB's review of your project.

For further guidance or assistance, please contact the IRB office at (915) 747-7693 or by email at irb.orsp@utep.edu.

For more information, please see the [Investigator Manual for Human Subjects Research](#). (Ctrl+click to follow the link)





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Project Information			
Protocol Title:	Election Study		
Principal Investigator (Last Name, First Name)	Volpert-Esmond, Hannah		
University Title	<input checked="" type="checkbox"/> Faculty/Staff <input type="checkbox"/> Student		
Department	Psychology		
E-mail Address	<u>hivolpertes@utep.edu</u>	Phone Number	267-912-2974
Human Subjects Research Training Completed:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Anticipated Start Date Anticipated End Date:	Fall 2020-Spring 2020

If the **Principal Investigator is a student**, the faculty advisor must indicate knowledge and approval of this submission. By electronically signing the package in IRBNet, the faculty advisor certifies that the study is under their direct supervision and that the faculty advisor is responsible for ensuring that all provisions of the IRB approval are complied with by the investigator.

If PI is a student, list Faculty Advisor/Sponsor			
<i>Remember to electronically share the submission package with this person.</i>			
Faculty Advisor (Last Name, First Name)			
University Title			
Department:			
E-mail Address		Phone Number	
Human Subjects Research Training Completed:	<input type="checkbox"/> Yes <input type="checkbox"/> No		



Additional Study Personnel Project Team Members- UTEP affiliation		
Name:	Title:	Role (check all that apply)
Angel Armenta	Graduate Research Assistant	1 2 3 4 5 <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
Angel Huerto	Undergraduate Research Assistant	1 2 3 4 5 <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
Emily Marquez	Undergraduate Research Assistant	1 2 3 4 5 <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
External Personnel <i>Please list external study team members who will interact with participants or access identifiable data</i>		
		1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Project team member's role on the project (1-5)
1) Involved in the recruitment process of participants monitoring 2) Involved in the consent process with participants 3) Involved in data collection/ entry 4) Involved in data analysis 5) Involved with the project. No human subject interaction and/or working with identifiable data.



Type of Project*Check all that apply*

<input checked="" type="checkbox"/>	Faculty Research	<input type="checkbox"/>	Thesis	<input type="checkbox"/>	Dissertation
<input type="checkbox"/>	Presentation/Conference	<input type="checkbox"/>	Capstone	<input type="checkbox"/>	Internal Evaluation/Non-Publishing
		<input type="checkbox"/>	Publication:	<input type="checkbox"/>	Other:

<input checked="" type="checkbox"/> Funded	Federal <input type="checkbox"/> Non-Federal <input checked="" type="checkbox"/> Other <input type="checkbox"/>
Source:	Start up funds

All new federally funded human subjects research studies must comply with the revisions to the U.S. Department of Health and Human Services (DHHS) human subjects research regulations.

Principal Investigators (PIs) are responsible for notifying the IRB if there is a change in funding.

A. Project Site(s): *Check all that apply**This includes subject recruitment, subject enrollment, data collection, and data analysis*

<input type="checkbox"/>	Project will be conducted entirely at UTEP.
<input checked="" type="checkbox"/>	Project will be conducted entirely at UTEP.
<input type="checkbox"/>	Research will be conducted at another institution.* Project will be reviewed by another IRB and/or Ethics Committee Provide the institution name and contact person:
<input type="checkbox"/>	Multi-Site Study*: Is UTEP the lead institution? YES <input type="checkbox"/> NO <input type="checkbox"/> If NO, list the lead institution:
<input type="checkbox"/>	Other*:
<input type="checkbox"/>	International –Please complete section below.

*Please include the Site Authorization Letter indicating permission to conduct project in the submission package

International Research:

Identify where the research will be conducted. Provide information regarding local customs, laws, and regulations of the site(s). Clarify if your research requires local ethics committee review and approval and/or if permission is required from a government entity.

B. Ethical Considerations:

B1. Will this project be conducted anonymously? (Note, in person studies and/or collection of IP addresses are not anonymous) IF yes, please describe how anonymity will be preserved throughout the duration of the study:	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
B2. Does the study protocol include children as research subjects?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
B3. Does the study protocol include a protected group(s)? (UTEP employees, UTEP	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>



students)	
B4. Does the study protocol include prisoners, fetuses, pregnant women, human in vitro fertilization, or persons with impaired decision making? Identify:	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
B5. Does the study specifically select economically/educationally disadvantaged individuals?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
B6. Does the protocol involve more than minimal risk?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
B7. Does the protocol involve deception?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
B8. Does the protocol involve persons with impaired decision making?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

C. Hypothesis, Objectives, or Goals of the Project:

Clearly state the purpose of the study (research questions and/or study objectives).

The present study has three primary goals: 1) To characterize Hispanic/Latinx students' experiences with racial/ethnic discrimination are related to mental health, including anxiety and depression; 2) To understand how the 2020 national election will impact both experiences of discrimination and resulting mental health; and 3) To understand how individuals' feeling of national proslavia and nostalgia are both affected by the election and contribute to mental health outcomes, including anxiety, depression, and meaning in life.

Our hypotheses include:

1. We hypothesize that Hispanic/Latinx individuals experience discrimination in numerous forms, including in person, online, and through ruminating about past experiences, and that their experiences of discrimination affect mental health on both the same day they are experienced and the following day.
2. We hypothesize that negative mental health will increase in anticipation of the election and continue to be elevated after the election, regardless of which presidential candidate wins, and that this change in mental health will be partially mediated by increases in experiences of discrimination.
3. We hypothesize that national nostalgia will predict higher support for Trump and national proslavia will predict higher support for Biden.

D. Background and Significance:

Describe relevant background literature to support the rationale for doing this study. This rationale should provide sufficient information to justify the study. Describe the potential benefit for individual subjects or society at large. It should be limited to no more than two to three pages.

Discrimination experienced by Latinx individuals

Experiences of discrimination—both ongoing and every day forms of discrimination such as microaggressions, and more major life events such as being fired from a job or being assaulted—are directly linked to negative mental and physical health outcomes among members of marginalized



groups (Pascoe & Smart Richman, 2009; Clark et al., 1999). Although the bulk of this research focuses on African Americans, this relationship has been demonstrated within Latino communities as well (Araújo & Burrell, 2006). Specifically, racial/ethnic discrimination has been linked to higher levels of anxiety and depression among Latinx individuals (Brittian et al. 2013; Cano et al., 2016; Gee et al., 2006; Smokowski & Bacallao, 2007; Stuber et al., 2003), including university students who have perceived this in their college campuses (Hwang et al., 2008). Furthermore, daily diary studies have shown that discrimination experienced one day negatively affects symptoms of depression even on the next day (Torres & Ong, 2010). Ruminating on experiences of discrimination (i.e., persistently thinking about these experiences after they happen) additionally increases symptoms of depression among racial and ethnic minority group members, including Latinos (Miranda et al., 2013).

The effect of national elections on mental health

The election of Donald Trump in 2016 was particularly surprising and although published research on this topic is somewhat sparse, given the recency of the event, the election had a major effect on individuals' daily mental health (Hoyt et al., 2018; Hagan et al., 2020; Neupert, Bellintier & Smith, 2019; Roche & Jacobson, 2019). One study documented an immediate upsurge of anxiety, stress, and poor sleep quality the day after the election, but declined during a short recovery period. Other reactions, including feelings of anger and fear, also increased, but persisted without significant recovery over the course of the study (Roche & Jacobson, 2019). Other studies documented an increase in emotional reactivity to daily stress (Neupert, Bellintier & Smith, 2019), clinically-relevant distress symptoms (Hagan et al., 2020), and physiological indicators of stress including cortisol (Hoyt et al., 2018) following the election compared to before the election. However, these studies primarily focused on White, majority samples. Additional research suggests that the election results had a particularly negative impact on individuals from marginalized groups, including LGBTQ, Latino, and Black individuals (Garrison, Doane, & Elliott, 2018; Gonzalez, Ramirez & Galupo, 2018; Riggle et al., 2020; Zeiders et al. 2020).

In the upcoming election, the possible re-election of Donald Trump will be less surprising than the election of Trump in the 2016 election, as projections were much more in favor of Clinton's victory at the time (71.4% Clinton to 28.6% Trump; Silver, 2016) compared to current projections of Biden's victory (50% Biden to 43% Trump; BBC news, 2020). However, we expect an increase in negative affect, anxiety and depression, regardless of the election's outcome, as we expect experiences of discrimination to increase in either case. In 2016, the number of hate crimes increased drastically following the election (Sothorn Poverty Law Center, 2016) likely fueled by a change in norms making the expression of prejudice more acceptable (Crandall et al., 2018). If Trump is elected, we expect a similar increase in discrimination, especially as Trump has recently doubled-down on refusing to condemn White supremacist organizations such as the Proud Boys in Oregon (Quinn, 2020). If Biden is elected, we still expect an increase in discrimination as a retaliatory measure, as has occurred in other instances of removing a racist symbol, such as the name of the Washington NFL team (Jimenez et al., in prep). In either case, given the relationship between experiencing or witnessing discrimination and mental health, we expect increases in discrimination following the election to partially mediate increases in negative mental health outcomes.

Prostalgia and nostalgia

Group-based nostalgia has become a hot topic in psychological research. In particular, recent research has found that group-based nostalgia can facilitate a sense of social identity (Smeekes et al., 2015) and

group pride (Sedikedis & Wildschut, 2019). While group-based nostalgia can foster positive manifestations to the self and the group as whole, one form of group-based nostalgia, national nostalgia, has been linked to negative manifestations toward outgroup members (e.g., increases in national nostalgia has been linked to increased opposition toward Muslim immigrant rights; Smeekes et al., 2015). From a cultural inertia perspective, national nostalgia is characterized as a psychological anchor which anchors people to the past and prevents them from accepting cultural change in the present. Thus, those who score higher on national nostalgia are theorized to reject the present because national nostalgia facilitates a sentimental longing for a safer, more predictable past rather than an unstable present/future. In other words, national nostalgia fosters increased dislike for the present and an increased appreciation for the past. This contrast effect is generally why we theorize that national nostalgia facilitates negative intergroup reactions and psychological manifestations (e.g., consistent wistful yearning for an impossible past may cause the present to look undesirable and, as a result, this contrast effect may negatively impact one's health in the present). National nostalgia has generally been studied in majority groups so it is unclear how national nostalgia may affect minority groups.

Contrary to national nostalgia, a variable which Armenta et al. (2018) have coined as "national pro nostalgia" focuses on the future. Research has found that being future-oriented has been linked to lower HIV prevalence in U.S. counties (Ireland et al., 2015), higher optimism (Vasquez & Buehler, 2007), and an enhanced ability to make better decisions in the context of health (Daniel et al., 2013). Along these lines, Armenta et al. (2018) have found that national pro nostalgia has been linked to reduced negative attitudes toward immigrants, less ingroup protection, and less outgroup derogation. Thus, we generally predict that national pro nostalgia facilitates positive psychological outcomes, though more research is needed to fully support this argument.

It is predicted that higher levels of national nostalgia will predict higher support for Trump, whereas higher levels of national pro nostalgia will predict higher support for Biden. We will also explore the relationships between national nostalgia and pro nostalgia and health related outcomes (e.g., affect & mental health, etc.). Additionally, we will explore the extent to which people believe the U.S. is a static or dynamic society and how this predicts various outcomes reported in this study.

E. References/Literature Review:

List all references cited in the protocol and/or pertinent to the study.

- Armenta, A. D., Evans, N., & Zárate, M. A. (2018). [National pro nostalgia and prejudice]. Unpublished raw data.
- BBS news. (2020). US election 2020 polls: Who is ahead - Trump or Biden? Retrieved from <https://www.bbc.com/news/election-us-2020-53657174>.
- Crandall, C. S., Miller, J. M., & White, M. H. (2018). Changing norms following the 2016 US presidential election: The Trump effect on prejudice. *Social Psychological and Personality Science*, 9(2), 186-192.
- Daniel, T. O., Stanton, C. M., & Epstein, L. H. (2013). The future is now: reducing impulsivity and energy



- intake using episodic future thinking. *Psychological Science*, 24, 2339-2342.
- Garrison, S. M., Doane, M. J., & Elliott, M. (2018). Gay and lesbian experiences of discrimination, health, and well-being: Surrounding the presidential election. *Social Psychological and Personality Science*, 9(2), 131-142.
- Gonzalez, K. A., Ramirez, J. L. & Paz Galupo, M. (2018) Increase in GLBTQ Minority Stress Following the 2016 US Presidential Election, *Journal of GLBT Family Studies*, 14:1-2, 130-151.
- Hagan, M. J., Sladek, M. R., Luecken, L. J. & Doane, L. D. (2020) Event-related clinical distress in college students: Responses to the 2016 U.S. Presidential election, *Journal of American College Health*, 68:1, 21-25.
- Hoyt, Lindsay T., Katharine H. Zeiders, Natasha Chaku, Russell B. Toomey, and Rajni L. Nair. "Young adults' psychological and physiological reactions to the 2016 US presidential election." *Psychoneuroendocrinology* 92 (2018): 162-169.
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- Lopez, M. H., Gonzalez-Barrera, A., & Jrogstad, J. M. (2018, October 25). More Latinos have serious concerns about their place in America under Trump. *Pew Research Center*. <https://www.pewhispanic.org/2018/10/25/more-latinos-have-serious-concerns-about-their-place-in-america-under-trump/>
- Neupert, S. D., Bellingtier, J. A., & Smith, E. L. (2019). Emotional reactivity changes to daily stressors surrounding the 2016 US presidential election. *Current Psychology*, 1-11.
- Quinn, M. (2020). "Stand back and stand by": Trump declines to condemn White supremacists at debate. Retrieved from <https://www.cbsnews.com/news/proud-boys-stand-back-and-stand-by-trump-refuses-to-condemn-white-supremacists/>.
- Riggle, E. D., Drabble, L. A., Matthews, A. K., Veldhuis, C. B., Nisi, R. A., & Hughes, T. L. (2020). First Comes Marriage, Then Comes the Election: Macro-level Event Impacts on African American, Latina/x, and White Sexual Minority Women. *Sexuality Research and Social Policy*, 1-15.
- Roche, M. J., & Jacobson, N. C. (2019). Elections have consequences for student mental health: an accidental daily diary study. *Psychological reports*, 122(2), 451-464.
- Sedikides, C., & Wildschut, T. (2019). The sociality of personal and collective nostalgia. *European Review of Social Psychology*, 30(1), 123-173.
- Silver, N. (2016). Who will win the presidency? Retrieved from <https://projects.fivethirtyeight.com/2016-election-forecast/>.
- Smekes, A., Verkuyten, M., & Martinovic, B. (2015). Longing for the country's good old days: National nostalgia, autochthony beliefs, and opposition to Muslim expressive rights. *British Journal of Social Psychology*, 54, 561-580
- Southern Poverty Law Center (2016). Ten Days After: Harassment and Intimidation in the Aftermath of the Election. Retrieved from <https://www.splcenter.org/20161129/ten-days-after-harassment-and-intimidation-aftermath-election>.
- Vasquez, N. A. & Buehler, R. (2007). Seeing future success: Does imagery perspective influence achievement motivation? *Personality and Social Psychology Bulletin*, 33, 1392-1405. doi:10.1177/0146167207304541
- Zeiders, K. H., Nair, R. L., Hoyt, L. T., Pace, T. W., & Cruze, A. (2020). Latino early adolescents' psychological and physiological responses during the 2016 US presidential election. *Cultural Diversity and Ethnic Minority Psychology*, 26(2), 169.



F. Research Method, Design, and Proposed Statistical Analysis:

*Provide a **brief** overview of your research methodology (e.g. experimental, correlational, qualitative) and specific study design and your proposed analysis of the research data.*

Study Design

Participation in the study will include two phases, an onboarding phase and a daily diary phase. During onboarding, participants will be informed about the study and if they consent to participate, will receive instructions for how to complete surveys during the daily diary phase. In the onboarding phase, they will additionally complete a questionnaire survey online via Qualtrics, which include a number of scales, including the Patient Health Questionnaire (Kroenke & Spitzer, 2002) and the Multigroup Ethnic Identity Measure-Revised (Phinney & Ong, 2007). This onboarding will occur via Zoom in groups according to participants' availability, which will be scheduled between Oct 19-Oct 26. Each Zoom session will last one hour but participants will be able to leave as soon as they finish the questionnaire. At the beginning of the onboarding session, the research team will ask participants to maintain the confidentiality of other participants and keep the content and activities from the onboarding sessions confidential.

Following the onboarding phase, the daily diary phase will last from Oct 28-Nov 10 (14 days). On each day during this phase, participants will receive an email with a link to a short Qualtrics questionnaire at 6 pm. They will be able to access and complete the questionnaire for the next 8 hours (i.e., until 2 am the next day). If they do not complete it, that is considered a missed survey. Full compliance will be completing 14 daily diary surveys. Each daily diary survey is anticipated to take less than 15 minutes to complete. If a participant misses surveys on back-to-back days, research personnel will send them a reminder via text or email to continue completing the surveys or assess if the participant is having trouble accessing the surveys.

Statistical Analysis

Hypothesis 1:

To test the effect of discrimination on mental health, we will use same-day and lagged multilevel analyses to test the effect of reported discrimination on 1) same-day anxiety and depression and 2) next-day anxiety and depression. These analyses will control for previous-day anxiety and depression.

Hypothesis 2:

To test the effect of the election on experiences of discrimination, simple t-tests and anovas will be used to compare the frequency of discrimination reported in the week before the election and the week after the election. Multilevel models will be used to investigate the effect of time and discrimination on mental health measured before and after the election.

Hypothesis 3:

To test the effect of national nostalgia and national proslangia on support for Trump or Biden we will be using a series of OLS regressions.

In addition to these planned analyses, we may conduct exploratory analyses, including measuring area-under-the-curve to examine dynamic changes in mood, affect, and mental health over the course of the study, individual differences that may moderate the effect of discrimination on health, and individual differences in the effect of the election on both reported discrimination and mental health outcomes. We may also explore the role that race/ethnicity may have on the aforementioned predictions regarding national nostalgia and proslangia. These exploratory analyses may use some of the following methods (but are not limited to): multilevel models, repeated measures anova, structural equation modeling, etc.

The following sections outline types of research activities. Please check the box(es) **ONLY** if all activities involving human subjects falls into one or more the applicable categories.



Behavioral Study Activities

<input type="checkbox"/>	<p>Research conducted in established or commonly accepted educational setting, involving normal educational practices. (E1)</p> <p><i>This category may include research on effectiveness as well as comparisons about educational strategies, techniques, curricula or classroom management. Educational tests, such as cognitive, diagnostic, aptitude, achievement tests</i></p> <p><u>Notes:</u></p> <ul style="list-style-type: none"> • The research must not adversely impact students' opportunity to learn required educational content. • The research must not adversely impact the assessment of educators who provide instruction. • An information sheet or abbreviated consent document should be used
<input checked="" type="checkbox"/>	<p>Research that ONLY includes surveys, interviews, focus groups, or observation of public behavior with adults who can consent for themselves and covering benign topics. (E2) (I-LR)(FR)</p> <p><u>Notes:</u></p> <ul style="list-style-type: none"> • The term "benign" describes activities that are not expected to cause physical or emotional harm, persistent discomfort, be experienced by the subject as embarrassing, or be offensive. • Interventions are not allowed. • An information sheet or abbreviated consent document should be used.
<input type="checkbox"/>	<p>Benign research on perception, cognition, motivation, communication, social behavior, behavioral games or minimal risk performance tasks. (E3)(LR)(FR)</p> <p><u>Notes:</u></p> <ul style="list-style-type: none"> • The term "benign" describes activities that are brief in duration, not expected to cause physical or emotional harm, persistent discomfort, be experienced by the subject as embarrassing, or be offensive, and not likely to have a lasting adverse impact. • An information sheet or abbreviated consent document may be used.
<input type="checkbox"/>	<p>Secondary research use of identifiable private information or identifiable biospecimens originally collected for other purposes. (E4)</p> <p><u>Notes:</u></p> <ul style="list-style-type: none"> • When the identifiable private information or biospecimens are publicly available; • The information is recorded by the investigator in such a way that the identity of subjects cannot readily be ascertained, and the investigator does not contact the subjects or try to re-identify subjects.



<input type="checkbox"/>	Taste/Food quality evaluation and consumer acceptance. (E6)
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General Notes:

The above research may involve randomization between groups if disclosed to participants.

The above research may be audiotaped, if the subject agrees, if identities are not shared, and the confidentiality of the information is properly protected.

Exempt category 5 is not listed as it applies to projects conducted or supported by or subject to the approval of Federal department and agency heads. Please contact the IRB office if you feel your project meets this criteria.

UTEP will not implement exemption categories 7 & 8 at this time.

Biomedical Study Activities

<input type="checkbox"/>	Prospective collection by non-invasive procedures such as ultrasound, MRI without contrast, Doppler, MEG, EEGs, ECGs, eye tracking
<input type="checkbox"/>	Moderate exercise, muscular strength testing, body composition assessment in healthy adults (Ex4)
<input type="checkbox"/>	Non-invasive collection of biospecimens (Ex3)
<input type="checkbox"/>	Non-invasive tests (body composition, BP, pulse)(Ex4)
<input type="checkbox"/>	Collection of blood for research purposes only from heel stick, ear stick, finger stick or venipuncture, provided (Ex2): <ul style="list-style-type: none"> Total amounts in healthy adults do not exceed 550 ml in an 8 week period or collection may not occur more frequently than 2 times per week; or For other adults, considering the age, weight and health of participants and collection procedure, the total amount drawn does not exceed the lesser of 50 ml or 3 ml per kg in an 8 week period and does not occur more frequently than two times per week.

Detailed Description of the Technology that will be used During the Course of the Study to Recruit Participants, Capture, Record, or Transmit Data

Please select which technology(ies) will be used in this study (check all that apply and answer the questions in the relevant required section).

	Technology Type	Examples	If Yes, Answer the Required Questions
YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	Mobile technology	For example, iPhone, Android devices, iPods, tablets, or other wireless devices.	Who does the mobile technology belong to? <input type="checkbox"/> Sponsor provided device, not owned by UTEP <input type="checkbox"/> Study participant owned device <input type="checkbox"/> UTEP provided device
YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	Social Media	For example Facebook or Twitter	Provide Link(s): Purpose:
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Website survey, or similar tool	For example, QuestionPro survey, surveys on external websites	Name of website survey, or similar tool you are using:



			Qualtrics
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Cloud based storage	Cloud storage is a cloud computing model in which data is stored on remote servers accessed from the internet, or "cloud." Examples include Google Drive, iCloud, Microsoft OneDrive, etc. Note, see institutional policy for use of DropBox in research.	Identify:
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Wearable Technology	Examples of wearable biosensors include accelerometers, activity trackers, wireless heart rate monitors, pulse oximetry sensors, and glucose sensors.	Name of the device:
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Phone, Video or Web Conferencing	Examples include Zoom, Adobe Connect, Skype for Business, Facetime, etc.	Name of the conferencing system: Zoom The recordings capture? <input type="checkbox"/> Images <input type="checkbox"/> Audio <input type="checkbox"/> Video
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Text messaging/secure messaging	Examples include Outlook, text, etc.	What type of messaging will be used: <input checked="" type="checkbox"/> Text <input checked="" type="checkbox"/> Email <input type="checkbox"/> Other Purpose: Send daily diary surveys, send reminders
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Mobile Applications	Examples include those created by the PI, Apple health, Garmin connect, Fitbit, etc.	Name of the application:

G. **Sample:**

Identify the sources of potential participants, derived materials, or data.

Define the study sample (number of subjects to be enrolled, characteristics of subjects, inclusion and exclusion criteria).

Specifically define the procedures that will be used to recruit, screen, and follow study participants. Please describe whether some or all of the participants are likely to be vulnerable to coercion or undue influence, and if so, what additional safeguards are included to protect their rights and welfare. Explain the rationale for the use of special classes of participants whose ability to give voluntary informed consent may be in question. Such participants include students in one's class, people currently undergoing treatment for an illness or problem that is the topic of the research study, people who are cognitively impaired, and vulnerable populations.

Is there a possibility of coercion or undue influence?

YES ☐ NO ☒

Participants will be individuals who identify as Latina/o/x or Hispanic, aged 18 years and older. These participants should not be vulnerable to undue coercion or influence and should all be sufficiently fluent in English to complete the study. We anticipate the majority of the sample will be individuals currently living in El Paso. However, we will not exclude participants based on geographical location.

Participants will be recruited in several ways. First, participants will be recruited via SONA systems, a participant recruitment software used by The University of Texas at El Paso, which includes primarily students in psychology classes. The details of this software can be accessed online at: utep.sona-systems.com. This software allows students to sign up for participation in studies in exchange for class credit or monetary compensation. This software provides participants with



names of the studies available, along with summaries of the ongoing experiments and the approximate amount of time that the experiments take to complete. Second, participants will be recruited via UTEP Campus Announcements (see attached materials for flyer). The flyer will be submitted and must be approved by the Vice President for Research (Dr. Osegueda) before being included in Campus Announcements. I have emailed Dr. Osegueda and confirmed that he will approve the announcement. Third, participants will be recruited via word of mouth and participants who have signed up will be encouraged to spread the word to others who are eligible and may be interested. We anticipate approximately 100 participants will enroll in the study.

H. Informed Consent:

The formal consent of each subject must be obtained before that subject is subjected to any study procedure. Describe how participants will be fully informed of this research prior to their participation and how their voluntary consent will be documented. If you anticipate enrolling subjects whose primary language is not English, how will you obtain informed consent in the language of those participants. Identify who will be involved in the consent process and where this will occur. If applying for a waiver of documented consent, specifically state this and provide justification. If the study involves deception, describe the procedures for debriefing the participants.

Participants will be informed about all aspects of the research during the onboarding session via Zoom. Group size of each Zoom session will vary depending on participants' availability. During the Zoom session, the researcher will go through the electronic consent form, which will be sent to participants during the Zoom session, and will answer any questions individuals may have. Participants will then electronically sign the consent form (by clicking "Yes, I have read the statement", "Yes, I have had an opportunity to ask questions about this research" and "Yes, I agree to participate"). Participants will also provide their name, email address, and phone number separately from their consent so that we can contact them for the daily diary studies. Then, they will be assigned a random participant ID so that their onboarding survey and subsequent daily diary surveys will be linked only to the random participant ID and not to any identifying information.

I. Detailed Study Procedures:

*Outline step-by-step what will happen in this study and to the human subjects. What will you ask your participants to do? When and where will they do it? How long will it take them to do it? Describe the type of research information that you will be gathering from your subjects, i.e., the data that you will collect. **Identify the measurement/instrumentation.** For surveys, focus groups, or interviews – clarify whether question items and measures are standardized, published, or designed specifically for this project.*

As outlined in Section F, there will be two phases, the onboarding phase and the daily diary phase. Following informed consent, participants will complete the onboarding survey. They will complete the survey via Qualtrics and will be asked to do so during the Zoom session of the onboarding phase. The survey will include a number of scales, include the Patient Health Questionnaire (Kroenke & Spitzer, 2002) and the Multigroup Ethnic Identity Measure-Revised (Phinney & Ong, 2007). A complete list of all the scales included in the onboarding survey are attached to this application, including instructions, items, response options, and the citation of the scale, if applicable. The onboarding survey is anticipated



to take no longer than 30 minutes to complete. Each Zoom session will be 1 hour long (including informed consent, assignment of random participant IDs and completing the onboarding survey). However, if participants complete the onboarding survey before the hour is up, they will be allowed to leave early. At the beginning of the onboarding session, the research team will ask participants to maintain the confidentiality of other participants and keep the content and activities from the onboarding sessions confidential.

The daily diary phase will run from Oct 28-Nov 10 (one week before and one week after the election). On each day of the daily diary phase (14 days total), participants will receive an email with a link to a short Qualtrics questionnaire at 6 pm. On the majority of days (12 of the 14 days), participants will receive the *regular daily diary survey*, which includes items about mood and affect, as well as questions about various types of discrimination participants may have experienced that day. A complete list of all of the items included in the *regular daily diary survey* are attached to this application, including instructions, items, response options, and the citation of the scale, if applicable. On two days (the day after the election, Nov. 4, and the day after the election results are announced), participants will receive the *extended daily diary survey*, which will include additional wellbeing items, including satisfaction with life and meaning in life, and is now clearly marked in the attachment containing all questionnaire items. As it may take several days for the official election results to be announced because of the increased prevalence of mail-in voting, it is currently not clear on which date the second extended daily diary survey will be given. If the results of the election are not known within the week following the election, the extended daily diary survey will not be given a second time and instead, the regular daily diary survey will be given on 13 of 14 days (excluding Nov. 4).

Example schedule if official election results are announced on Nov. 7:

10/28	10/29	10/30	10/31	11/1	11/2	11/3	11/4	11/5	11/6	11/7	11/8	11/9	11/10
Reg.	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.	Ext.	Reg.	Reg.	Reg.	Ext.	Reg.	Reg.

Example schedule if official election results are not announced before Nov. 10:

10/28	10/29	10/30	10/31	11/1	11/2	11/3	11/4	11/5	11/6	11/7	11/8	11/9	11/10
Reg.	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.	Ext.	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.

Reg. = regular daily diary survey

Ext. = extended daily diary survey

After receiving the link to the daily diary survey at 6 pm every day, participants will be able to access and complete the questionnaire for the next 8 hours (i.e.,



until 2 am the next day). If they do not complete it, that is considered a missed survey (i.e., participants cannot go back and take previous days' surveys if they missed them). Full compliance will be completing 14 daily diary surveys. Each daily diary survey is anticipated to take less than 15 minutes to complete. Additional reminders will be sent via the participants' preferred method of communication (text or email) if a participant does not complete their daily diary survey for two consecutive days (i.e., if a participant doesn't complete their surveys on Oct. 29 and Oct. 30, an additional reminder will be sent on Oct. 31, separate from the email with the link to the daily diary for Oct. 31 that is sent at 6 pm). These additional reminders will ask if the participant is having trouble accessing or completing the daily diary surveys, and remind participants to keep doing their daily diary surveys.

Participants will receive a \$20 gift cards to Target for completing the onboarding phase and two \$20 gift cards to Target for completing the daily diary phase (one gift card per week). Additionally, to encourage compliance, participants will receive a \$5 bonus for every week they complete at least 85% of the daily diary surveys (at least 6 of the 7 daily diaries that week). Thus, the maximum amount a participant may be compensated is \$70. If a participant withdraws from the study before completing both phases, they will still be compensated commensurate with the amount of time spent in the study. All gift cards will be distributed electronically.

Will you be audio or video recording during any portion of this project?

YES ☐ NO ☒

If yes, this information must be described in all pertinent sections and the ICF(s).

YES ☐ NO ☐

Will subjects be compensated (payment, incentives, extra credit, etc.)?

If yes, details should be included above.

YES ☒ NO ☐

J. Privacy and Confidentiality:

Describe how the project team will protect the privacy and confidentiality of study participants: Privacy can be defined in terms of having control over the extent, timing, and circumstances of sharing oneself (physically, behaviorally, or intellectually) with others. Confidentiality pertains to the treatment of information or data that an individual has disclosed in a relationship of trust with the expectation that it will not be divulged to others in ways that are inconsistent with the understanding of the original disclosure. Note that ensuring privacy of participants is different from confidentiality of data.

Privacy: Participants will be made aware of their rights as research participants. Their participation in the study will not be completely private, as onboarding sessions will be conducted with groups of participants and participants will be able to see the other participants in their particular group. Thus, participants will not be aware of all other participants but a small subset of other participants. For this reason, participants will be allowed to keep their cameras off during the



zoom session if they choose to.

Confidentiality: Participant responses are collected confidentially and all data collected will only be associated with an assigned participant ID, not any identifiable information. Once collected, information linking data, participant IDs, and identifying information will be stored separately from the data. Data are presented in the aggregate and reported at the group level. Additionally, at the beginning of the onboarding sessions, research personnel will ask participants to keep the content and activities from the onboarding sessions, including the identity of others in the onboarding session, confidential.

K. Data Handling, Record Keeping, and Data Analysis:

Describe how the project team will collect, manage, and analyze data. Describe provisions that will be taken to maintain confidentiality of the data. Will it contain subject names or images? (e.g. surveys, video, audio tapes, database). Describe the security plan for data, including where data will be stored, and for how long, noting that you may not keep identifiable data indefinitely (i.e., password protection, encrypted, locked filing cabinet, etc.)

Data collected from participants will be confidential. Each participant will be assigned a random participant ID upon consenting to participate. All of their responses, including the onboarding survey and all the daily diary surveys will only be associated with this participant ID and not with any identifying information. A separate file will be maintained linking each participant ID with the participants' name, email, and phone number, so that researchers can successfully contact participants throughout the course of the study. This file will be stored in a separate location from all of the data files and so the only people who will be able to connect each participants' data with their identifying information will be approved research personnel.

Data will be collected via Qualtrics and will be stored on secure Qualtrics servers, as well as UTEP-affiliated password-protected computers. The file connecting participant IDs with identifying information will only be kept on the PI's password-protected computer. Completely de-identified data may be shared with other researchers at UTEP and other research institutions for research purposes only. The de-identified data will be retained for at least ten years. Identifiers will be destroyed after 2 years.

Will you maintain a subject list that has direct identifiers linked to a unique study ID/code?

YES ☒ NO ☐

If yes, how will you secure the linking list?

This list will only be kept on the PI's password-protected computer.

Will UTEP study personnel electronically transmit identifiable data or identifiable samples to a non-UTEP recipient?

YES ☐ NO ☒

If yes, describe the type of data and the plans for secure transmission:

Indicate below what will happen to the identifiable data at the end of the study.

☐ Identifiers permanently removed from the data and destroyed



- ☐ Recordings transcribed without identifiers and destroyed
- ☒ Identifiable or coded (that can be linked) data are retained
- ☐ N/A

L. Risks:

*Describe any **potential risks** (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Describe alternative and potentially less risky methods, if any, that were considered as possible methods and why they were not used. If the research methods impose risks on the subjects, include evidence that may justify their use (such as previous experience with the procedures). Most studies pose some degree of risk, even though the risk may be minimal. For example, one common risk is the loss of the confidentiality of the participants' responses. Describe the procedures for protecting against (or minimizing) any potential risks and include an assessment of their effectiveness. If the study involves a procedure that introduces a physical risk, specify arrangements for providing medical treatment if it should be needed. If the study involves a procedure that introduces a psychological risk, such as the recall of a traumatic event, specify arrangements for providing psychological treatment if it should be needed. Please state whether or not you will provide payment for physical or psychological harm if it is incurred.*

The procedures of this study present minimal risk to the health or welfare of subjects, research assistants, or bystanders. Although unlikely, if participants experience any psychological distress as a result of participating in the study, they will be provided with resources available at UTEP, including the counseling center (<https://www.utep.edu/student-affairs/counsel/>).

Could the information obtained or recorded about subjects place them at risk of criminal or civil liability or be damaging to the participants' financial standing, employability, insurability, or reputation?

YES ☐ NO ☒ N/A ☐

M. Benefits:

*Describe and assess the **potential benefits** to be gained by participants (if any) and the benefits that may accrue to society in general as a result of the planned work. Discuss the risks in relation to the anticipated benefits to the participants and to society. Note, monetary compensation and extra credit are not a benefit.*

Participants receive the opportunity to engage in the research process as an educational experience that supplements their awareness of psychology. Participants may also benefit from reflecting on emotions felt each day, as emotional awareness is related to emotional regulation and predicts positive outcomes (Feldman-Barrett, 2019, *How Emotions Are Made*). Benefits to society include increased understanding of the negative impacts of discrimination and how larger societal events like the national election impact individuals' wellbeing.

N. Research Resources:

Please describe your research resources. Discuss the staff, space, equipment, and time necessary to conduct research and how these needs are met. Please include a description of the proximity of any resources such as emergency facilities, emergency care or medical / psychological care, and any support services. If the study necessitates Environmental Health & Safety (EHS) or Institutional Biosafety Committee (IBC) oversight and approval please describe here.

Participation in the study will be online. Location of study is subject to variability as we are requesting to make this an online study. All data collected will be stored in a secure server. No safety hazards are expected in this experiment. This study does not necessitate Environmental Health & Safety (EHS) or Institutional Biosafety Committee (IBC) oversight.

ASSURANCES – Conflict of Interest and Fiscal Responsibility

All UTEP researchers (faculty, staff, and students) and outside collaborators who will be conducting human subjects' research (intervention and/or interaction) must complete human subject research ethics training in order to conduct research with human participants.

Do you or any person responsible for the design, conduct, or reporting of this project have an economic interest in, or act as an officer or director of any outside entity whose financial interests may reasonably appear to be affected by this project? If yes, please explain any potential conflict of interest	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Do you or any person responsible for this project have existing financial holdings or relationships with the sponsor of this study? If yes, please explain any potential conflict of interest	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A <input type="checkbox"/>

Principal Investigator Certifications:

With this submission I certify that:

- ☒ I agree to fully comply with the ethical principles and regulation regarding the protection of human subjects in research.
- ☒ I agree that the information provided in this form and all other supporting documents are accurate and complete.
- ☒ I accept responsibility for making sure all study personnel involved in the project have been appropriately trained. PI affirms responsibility for keeping training records on file for all study personnel.
- ☒ I understand that any changes in procedure with affect to participants must be submitted to the IRB for written approval prior to their implementation. Furthermore, I understand that any adverse events and significant changes in risk for participants must be immediately reported in writing to the UTEP IRB.

Copies of all required documentation of consent (if applicable) and any related to this research are securely stored as outlined above in Psychology Building, room 103.

