The Perceived Effects of Substance Abuse on Extracurricular Activities

Amber E. Mattos

Longwood University

Abstract

Perceived effects of substance abuse on extracurricular activities were examined in this study using a made-up scenario and answering a questionnaire based on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The proposed results are that adolescents involved in group extracurricular activities, like football, will be perceived as doing more substances than adolescents involved in individual extracurricular activities, like playing video games, or doing no extracurricular activities at all.

*Keywords:* adolescents, extracurricular activity, substances, effects

The Perceived Effects of Substance Abuse on Extracurricular Activities

Humans thrive to create and maintain relationships with other people. However, some individuals are willing to go to risky lengths in order to feel like they belong (Baumeister, Bushman, Kassin, Fein, & Markus, 2014). The purpose of adolescence is to learn when to make the right choice when being in a tough situation and peer pressure can be one of the most difficult to face for that age. It’s important to know why adolescents make the choices they do so that parents and other authority figures can help them either overcome the obstacles or praise them for having the maturity to do the right thing.

Research suggests possibilities as to why people, particularly children, do drugs and the role peer pressure has played (McIntosh, MacDonald, and McKegany, 2006). Coggans and McKeller (1994) began research by looking at the comparison of drug use of individuals to their friends. From this research, McIntosh, MacDonald, and McKegany (2006) used a longitudinal study to examine schoolchildren in Glasgow, England and how they experienced peer pressure and drug use. They wanted to know how peer pressure impacted the decisions the children made about taking drugs. After taking a questionnaire about using drugs and if they were ever being offered to take drugs, some participants remained to move on to the next process. The second process after the questionnaire was an in-depth interview about the participants’ perceptions and experiences with drugs (McIntosh, MacDonald, and McKegany, 2006). For two consecutive years, the same participants were interviewed again with the same questions to see if there would be a change of drug use or initiation of drug use. Out of the 63 participants that were left (due to factors like moving out of the area, expulsion from school, etc.), 35 of those participants stated that they had done some type of illegal drug (McIntosh, MacDonald, and McKegany, 2006). Out of the participants, those who used illegal drugs were twice more likely to drop out of school than those who did not do drugs (McIntosh, MacDonald, and McKegany, 2006).

While this research focuses on the assumption of peer pressure, another article written by the same authors McIntosh, MacDonald, and McKegany (2003), focused on the difference between peer selection and peer influence. The same technique was done to create a sample for this study as in McIntosh, MacDonald, and McKegany’s first study on comparing drug use of an individual and their friends. However, after collecting a sample of 216 participants and completing the survey, 43 schoolchildren were left to answer more questions. The 43 schoolchildren who answered that they have done illegal drugs at least once was asked what they were doing at the time right before they decided to do the drugs and what things influenced their decision to do the drugs. While most children said that curiosity was the sole reason for their wanting to try the drugs, a fair number of the children said that they tried the drugs in order to conform to the group (McIntosh, MacDonald, and McKegany, 2003). This study exemplified how wanting to feel a part of the group and not feel left out is a factor in why adolescents use drugs.

If studies have shown that wanting to fit in has an effect on adolescents, then the next study would examine what kind of activities or involvement are adolescents doing in order to feel like they need to belong. Stress has been suggested to play a major role on substance abuse in an adolescents’ life. Darling (2005) used a questionnaire to examine life-stress and extracurricular activities with substance abuse. The participants completed the questionnaire using a Likert scale with statements such as “doing homework takes me over an hour every night” that ranged from 1(strongly disagree) to 7(strongly agree). Darling found that adolescents who were involved in an extracurricular activity performed better academically and had a more positive outlook on school than those who did not have extracurricular activities (Darling, 2005). Those students were also less likely to do drugs such as marijuana and smoking cigarettes. This research suggests that being a part of an extracurricular activity has a positive impact on adolescents and their ability to accept or refuse drugs.

Even though some research suggests that being part of an organized group can have positive factors on adolescent development, there are more data to suggest that being part of an organized group can largely influence an individual of that group to make a decision that they may not want to make. Being a part of an organized group affiliated with school or a peer crowd at school seems to increase the risk of drug taking due to the pressure of wanting to feel a part of that group or crowd and become friends with the others (Fujimoto & Valente, 2012). Because the people in these specific groups or peer crowds feel a connection with the others, it becomes easier to conform and make decisions based on what others in that group or crowd are doing (Henry, Slater, and Oetting, 2005).

In order to get the best results possible, it would be appropriate to look at research that also focuses on students who do not participate in school-based activities. Leaver-Dunn, Turner, and Newman (2007) studied male students and whether being a part of a school-based sport had any effect on alcohol use. This research about drinking alcohol claims that there is a significant result when it comes to students who are in clubs and students who are not; students who are involved with clubs within school are more likely to drink than those who are not involved with clubs. (leaver-Dunn, Turner, and Newman, 2007). Using this information, the proposed study will elaborate by further defining extracurricular activities and seeing if being a part of an extracurricular activity impacts the perceived effects of substance abuse.

So far, all of the research presented has focused on three things: peer pressure and how it relates to adolescents, the effects peer pressure has on adolescents involved with groups or peer crowds, and whether being a part of a club at school or not indicates a higher percentage of drinking alcohol. The examined research has helped create more specific questions and hypotheses to be developed.

For the proposed study, the question being asked is how being affiliated with extracurricular activities effects the use of substances (e.g., alcohol and drugs). In particular, we want to compare group extracurricular activities vs. individual extracurricular activities and no extracurricular activity at all; examples of group would be playing on the football team for a school, while individual would be taking swimming lessons twice a week. Using a one-way ANOVA, we will test the hypothesis that being affiliated with a group extracurricular activity will make adolescents more prone to do drugs than those who do individual extracurricular activity. The participants will be assigned a group and then participate in a questionnaire. Based on the discussed research and other reasoning’s listed, we are confident in the hypothesis and expect to see that adolescents who are involved with group extracurricular activities will be more prone to participate in using drugs and drinking alcohol than adolescents who are involved with individual extracurricular activity.

**Method**

**Participants**

Participants will include 50 college students (*Mage* = 20.4, age range = 19 - 23) from Longwood University who participate for one point extra credit in a college psychology course. 18 males and 32 females will participate in the study by signing up through Sona Systems online.

**Materials and Procedure**

Using random assignment via the random numbers table, participants will be in one of three groups: the group extracurricular activity, the individual extracurricular activity, or the non-extracurricular activity. The task will include reading a short paragraph on a piece of paper of a made-up scenario that describes one of three possibilities: a student who participates in a group extracurricular activity (see Appendix A), a student who participates in an individual extracurricular activity (see Appendix B), or a student who does not participate in anything (see Appendix C). Depending on the assigned group, the participants will read the scenario and then be instructed to complete a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) that will have statements regarding the paragraphs they read (see Appendix D). We will debrief the participants after the study is completed and compare the differences of perceived effects between the three groups for the actual study.

**Results**

The one-way ANOVA analysis will focus on comparing the three groups of extracurricular activities on perceived effects of substance abuse. Figure 1 shows the proposed result that supports the hypothesis that an adolescent who is involved with a group extracurricular activity (football) will be perceived as doing more substances than an adolescent who is involved in an individual extracurricular activity (video games).

**Discussion**

Previous research will help us assume that factors leading to the support of the hypothesis will be peer pressure and the idea of conforming to the group. By taking part in a group extracurricular activity, the pressure of teammates and the idea of wanting to fit in will weigh more heavily on someone than if a person was simply doing something alone. Also, in a group extracurricular activity, there is a sense of togetherness between others since practice happens more frequently unlike with an individual extracurricular activity where practice only occurs with the convenience of that individual.

References

Baumeister, R.F., Bushman, B.J., Kassin, S., Fein, S., & Markus, H.R. (2014). 'Attraction and Close Relationships'. In: Kim Fry (ed), Social psychology: New Perspectives on "Commonsense". 9th ed. Mason, Ohio: Cengage Learning. pp.341-374.

Coggans, N., & McKellar, S. (1994). Drug use amongst peers: Peer pressure or peer preference?

*Drugs: Education, Prevention and Policy*, *1*(1), 15–26. doi: 10.3109/09687639409028532

Henry, K. L., Slater, M. D., & Oetting, E. R. (2005). Alcohol use in early adolescence: The effect of changes in risk taking, perceived harm and friends' alcohol use. *National Institute on Drug Abuse*, *66*(2), 275-283. Retrieved from <http://psycnet.apa.org.proxy.longwood.edu/index.cfm?fa=search.displayRecord&id=E9E51381-D83F-FA53F8BA049185CC455A&resultID=1&page=1&dbTab=pi&search=true>

Fujimoto, K., Valente, T. W. (2012). Alcohol peer influence of participating in organized school activities: A network approach. *Health Psychology*, *32*(10), 1084-1092. doi:10.1037/a0029466

Leaver-Dunn, D., Turner, L., Newman, B. M. (2007). Influence of sports' programs and club

activities on alcohol use intentions and behaviors among adolescent males. *Journal of Alcohol and Drug Education*, *51*(3), 57-72. Retrieved from <http://psycnet.apa.org.proxy.longwood.edu/index.cfm?fa=search.displayRecord&id=E9FF6021-A0E6-EF98-D55F-421FE168F7E3&resultID=1&page=1&dbTab=pi&search=true>

McIntosh, J., MacDonald, F., & McKegany, N. (2003). The initial use of drugs in a sample of pre-teenage schoolchildren: The role of choice, pressure and influence. *Drugs: education, prevention and policy, 10*(2), 147-158. doi: 10.1080/0968763021000061092

McIntosh, J., MacDonald, F., & McKegany, N. (2006). Why do children experiment with illegal drugs? The declining role of peer pressure with increasing age. *Addiction Research and Theory*, *14*(3), 275-287. doi:10.1080/16066350500330465

*Figure 1*. The graph illustrates the perceived effects of substance abuse on extracurricular activities. People who play group extracurricular activities (*M* = 4.1), like football, are perceived to do more substances than individual extracurricular activities (*M* = 3.5), like video games, and no extracurricular activities (*M* = 2.1) at all.

Appendix A

Michael is a junior in high school. The paragraph below describes a typical day for him.

Michael wakes up for school at 6:00AM. He gets up, gets dressed, and eats a bowl of cereal for breakfast while watching T.V. Michael leaves his house at 7:15AM to drive to school, which starts at 7:40AM. After school, Michael goes to football practice at 2:30PM. When practice ends at 5:00PM, Michael goes home, takes a shower, and eats dinner. At 7:30PM, he hangs out with some of his teammates in the Wal-Mart parking lot; he drives back home at 9:00PM. Michael does his homework and his in bed by 10:30PM.

Appendix B

Michael is a junior in high school. The paragraph below describes a typical day for him.

Michael wakes up for school at 7:00AM. He gets up, gets dressed, and eats a pop tart for breakfast while doing the homework assigned the day before. Michael leaves his house at 7:25AM to drive to school, which starts at 7:40AM. After school, at 2:30 PM, Michael goes straight home and plays video games until he eats dinner at 6:30. After he eats dinner, Michael invites friends over to play video games with him. He and his friends play video games until the friends leave at 9:00PM. After saying goodbye, Michael goes to the kitchen for a snack before going to bed at 10:00PM.

Appendix C

Michael is a junior in high school. The paragraph below describes a typical day for him.

Michael wakes up for school at 7:00AM. He gets up, takes a shower, gets dressed and then eats a bowl of cereal for breakfast. Michael leaves his house at 7:15AM to drive to school, which starts at 7:40AM. After school, at 2:30 PM, Michael goes straight home. His parents return from work around 6:00PM and he eats dinner with them at 7:30PM. He does his homework and is in bed by 9:30PM.

Appendix D

Use the likert scale to represent whether you agree or disagree with each statement while thinking about the paragraph you just read. 1 (strongly disagree) and 5 (strongly agree).

1. Michael is a good student.

1 2 3 4 5

1. Michael is athletic.

1 2 3 4 5

1. Michael does drugs/ drinks alcohol.

1 2 3 4 5

1. Michael is lazy.

1 2 3 4 5

1. People like Michael will have a higher chance to do substances (drink/do drugs).

1 2 3 4 5

1. Michael has many friends.

1 2 3 4 5

1. Michael has friends who do drugs/drinks alcohol.

1 2 3 4 5

1. Michael attends school regularly.

1 2 3 4 5

9. Michael enjoys his life.

1 2 3 4 5

10. Michael will graduate high school.

1 2 3 4 5

**LONGWOOD UNIVERSITY**   
**Institutional Review Board**   
**Committee Action Form**

(To Be Completed By Researcher)

Proposal Title:\_\_\_ The Perceived Effects of Substance Abuse on Extracurricular Activities

Principal   
Investigator:\_\_\_\_\_Amber Elizabeth Mattos\_\_\_\_

................................................................................................................................................

(For IRB Use Only)

[  ]  Meets the criteria for making research exempt from obtaining written informed consent and Committee review.

[  ]  Approved by the Longwood University Institutional Review Board.

[  ]  Approved with revisions by the Longwood University Institutional Review Board.

[  ]  Rejected by the Longwood University Institutional Review Board.

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of IRB (circle one) Member/Chair:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments:

**Longwood University Institutional Review Board**   
**Research Proposal Submission Form**

**I. Proposal**

All Longwood University administration, faculty, and students conducting investigations involving human subjects, and all other researchers conducting investigations involving human subjects at Longwood University, must submit a research proposal to be reviewed and approved by the Human Subject Research Review Committee prior to the commencement of research.  Research involving children should conform to the ethical standards found at <http://www.srcd.org/ethicalstandards.html>. **Some types of human subjects research are exempt from the provisions of state and federal law, however, even research exempt from these provisions must be reviewed by the committee to determine that they are indeed exempt.**  Research proposals submitted to the committee must follow the protocols contained in this form and include the following information.  *Check those that are included*.

[ ]  A description of the research, including:

1) A Title,   
2) The purpose of the research, and   
3) The methods or procedures to be employed including descriptions of:   
    a) The human subjects and the criteria for including them in the research,   
    b) What is to be done with or to them,   
    c) Any possible risks, stress, or requests for information subjects might consider personal or sensitive, or which may be illegal, and whether or not the only risk to the subjects is the harm resulting from a breach of confidentiality,  
    d) the steps that will be taken to ensure the anonymity and confidentiality of the subjects,   
    e) the permissions from other institutions, if required, that will be obtained.

[ ]  A signed, completed copy of this submission form.

In addition, the research proposal may have to include the following documents.  *Check those that are included*.

[ ] A copy of the test, survey, or questionnaire, if employed, and if it is not a standardized professional diagnostic tool otherwise specified in the proposal.

[  ]   A copy of the written statement explaining the research indicating that participation is voluntary, if required. (See III. A. below.)

[ ]  A copy of what will be said to subjects before and after the research is conducted, if the methodology requires that the subjects be misled in any way.  (See III. B.)

[ ] A copy of the informed consent statement that will be used, if required.  (See Sec. IV. below.)  A model informed consent statement can be found at the end of this form.   
    
 **II. Exemptions**

If your research falls into any of the categories of research below, it is exempt from the requirement of obtaining written informed consent and being reviewed by the entire Committee, and only 1 copy of the proposal need be submitted. All others must submit 3 copies of their proposal. If your project conforms to any of the following descriptions, check those which apply:

[ ] Research or student learning outcomes assessments conducted in educational settings involving regular or special education instructional strategies, the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods, or the use of educational tests, whether cognitive, diagnostic, aptitude, or achievement, if the data from such tests are recorded in a manner so that subjects cannot be identified, directly or through identifiers linked to the subjects.

[ ] Research involving survey or interview procedures unless responses are recorded in such a manner that the subjects can be identified, directly or through identifiers linked to the subjects, and either (i) the subject's responses, if they became known outside the research, could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability or (ii) the research deals with sensitive aspects of the subject's own behavior, such as sexual behavior, drug or alcohol use, or illegal conduct.

[ ] Research involving survey or interview procedures, when the respondents are elected or appointed public officials or candidates for public office.

[ ] Research involving solely the observation of public behavior, including observation by participants, unless observations are recorded in such a manner that the subjects can be identified, directly or through identifiers linked to the subjects, and either (i) the subject's responses, if they became known outside the research, could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability or (ii) the research deals with sensitive aspects of the subject's own behavior, such as sexual behavior, drug or alcohol use, or illegal conduct.

[ ] Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner so that subjects cannot be identified, directly or through identifiers linked to the subjects.

# III. Special Types of Research

A. In addition to the above types of research that are exempt from the requirement to obtain written informed consent and full committee review, the committee may waive the requirement that the investigator obtain written informed consent for some or all subjects for the following type of research. If your research conforms to the following description, indicate by checking.

[ ] Research in which the only record linking the subject and the research would be the consent document, and the principal risk would be potential harm resulting from a breach of confidentiality.

In the forgoing type of research, the committee may require the investigator to provide the subjects with a written statement explaining the research and indicating that their participation is voluntary. In addition, each subject shall be asked whether s/he wants documentation linking him or her to the research, and the subject’s wishes shall govern. In the case that the subject agrees to be identified in the research, her or his written permission to do so shall be obtained by the researcher.

B. Some research methodologies may require that the subjects be initially misled regarding the purpose of the research, and so require that the consent procedure omit or alter some or all of the basic elements of informed consent, or waive the requirement to obtain informed consent. If your research conforms to the following description, indicate by checking.

[ ] Research involves no more than "minimal risk" or risk of harm not greater than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests, research could not practicably be performed without the omission, alteration or waiver, and the omission, alteration or waiver will not adversely affect the rights and welfare of the subjects.

Inthe forgoing type of research, the committee requires the researcher to provide the subjects with an adequate post-investigative explanation of the purpose and methods of the research, or explanatory debriefing procedure to be undertaken immediately after the conclusion of each subject's participation. The committee requires investigators undertaking this sort of research to furnish the committee with copies of the information that will be supplied to the subject before and after the investigation.

**IV. Written Informed Consent**

    Research engaged in all other types of research must obtain written informed consent from the research subjects. Informed consent means the knowing and voluntary agreement, without undue inducement or any element of force, fraud, deceit, duress, or other form of constraint or coercion, of a person who is capable of exercising free power of choice.

    The basic elements of information necessary to such consent are:

 1. A reasonable and comprehensible explanation to the person of the proposed procedures of protocols to be followed, their purposes, including descriptions of any attendant discomforts, and risks and benefits reasonably to be expected;

 2. A disclosure of any appropriate alternative procedures or therapies that might be advantageous for the person;

 3. An instruction that the person may withdraw his consent and discontinue participation in the human research at any time without prejudice to her or him;

 4. An explanation of any costs or compensation which may accrue to the person and, if applicable, the availability of third party reimbursement for the proposed procedures or protocols; and

 5. An offer to answer and answers to any inquiries by the person concerning the procedures and protocols.

    Informed consent must be obtained in the following manners for the following types of human subjects: (a) competent, then it shall be subscribed to in writing by the person and witnessed; (b) not competent at the time consent is required, then it shall be subscribed to in writing by the person’s legally authorized representative and witnessed; or (c) a minor otherwise capable of rendering informed consent, then it shall be subscribed to in writing by both the minor and her or his legally authorized representative.   
    Legally authorized representative means (a) the parent or parents having custody of a prospective subject, (b) the legal guardian of a prospective subject, or (c) any person or judicial or other body authorized by law or regulation to consent on behalf of a prospective subject to such subject’s participation in the particular human research.   
    Any person authorized by law or regulation to consent on behalf of a prospective subject to such subject’s participation in the particular human research shall include an attorney in fact appointed under a durable power of attorney, to the extent the power grants the authority to make such a decision. The attorney in fact shall not be employed by the person, institution, or agency conducting the human research. No official or employee of the institution or agency conducting or authorizing the research shall be qualified to act as a legally authorized representative.   
    A legally authorized representative may not consent to nontherapeutic research, or research in which there is no reasonable expectation of direct benefit to the physical or mental condition of the human subject, unless it is determined by the human subject research review committee that such research will present no more than a minor increase over minimal risk to the human subject.   
    Notwithstanding consent by a legally authorized representative, no person who is otherwise capable of rendering informed consent shall be forced to participate in any human research.   
    In the case of persons suffering from organic brain diseases causing progressive deterioration of cognition for which there is no known cure or medically accepted treatment, the implementation of experimental courses of therapeutic treatment to which a legally authorized representative has given informed consent shall not constitute the use of force.   
    No informed consent form shall include any language through which the person who is to be the human subject waives or appears to waive any of her or his legal rights, including any release of any individual, institution, or agency or any agents thereof from liability for negligence.   
    Human subject research investigators are responsible for obtaining written informed consent from research subjects in accordance with these specifications, and for obtaining permissions from any other institutions that may be involved in informed consent statement which conforms to these specifications.

    The Longwood University Institutional Review Board must be informed of any violation or alteration of the research protocol.  Continuing research projects must be re-approved annually.

    The undersigned researcher(s) indicate that the information provided to the committee is accurate and true to the best knowledge of the researcher(s), and that the researcher(s) have conformed to the above guidelines to the best abilities of the researcher(s).

Date: \_\_\_12/2/2013\_\_\_\_\_\_  Signed (legibly): \_\_\_Amber Mattos\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Signed (legibly):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If this research is being completed in partial fulfillment of a Masters degree, the thesis committee must approve of your project prior to submission of these forms. The signature(s) of your committee chair/advisor on the appropriate form constitutes acknowledgement of this prior approval by your committee.

Please indicate the address where you would like the approval form sent (along with phone # and/or e-mail address):

101 F Lancer Circle

Farmville, Va

23901

Further information of the status of proposals may be found at the following:     
  
          Dr. Eric Laws, Department of Psychology; Phone:  (434)395-2841; e-mail:  [lawsel@longwood.edu](mailto:lawsel@longwood.edu)

**DESCRIPTION OF RESEARCH**

Title of Research: **Perceived Effect of Substance Abuse on Extracurricular Activity**

1. Purpose of Research: The goal of this research is **study how being affiliated with an extracurricular activity affects the use of substances**. The research is being conducted as a **one-way ANOVA**, under the supervision of  **Dr. Stephanie Buchert**
2. Methods and Procedures:
3. Participants: Participants will be Longwood University students who agree to voluntarily participate in the research. The purpose of the research will be explained to the students and they will be asked to participate with the provision that they are free to withdraw at any time without penalty.
4. Procedures:  **Participants will be asked to read a made-up scenario of a typical day for a high school student. Then, they will fill out a survey using the Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).**
5. **Possible Risks**: It is anticipated that participants will be at no physical, psychological, or emotional risk at any time during the research. Nor is it anticipated that participation in the research will place the participants at any risk of criminal or civil liability, or damage the participants' financial standing or employability.

**OR (Choose one or the other)**

1. Possible Risks:  Because of the sensitive nature of the study, it is anticipated that participants may experience some emotional discomfort.  Participants will be informed of the nature of the study ahead of time, they will be told that they are free to participate or not participate, and that they can withdraw from the study at any time without penalty. No physical harm is anticipated. Nor is it anticipated that participation in the research will place the participants at any risk of criminal or civil liability, or damage the participants' financial standing or employability.
2. Assurance of Anonymity and Confidentiality: Participants will be informed of the voluntary and confidential nature of the research via instructions on the data collection instrument. Participants will also be instructed not to put their name or any identifying information on the instrument. When collecting data from participants, the researcher will immediately place the data in a large envelope, and will not examine any of the data until all data have been collected. Once collected, the raw data will only be accessible to **Amber Mattos and Dr. Buchert**. In the event that any information provided by a participant should become known outside the research, it is unlikely that any harm would come to the participant.

**Longwood University**   
**Consent for Participation in Social and Behavioral Research**

I consent to participate in the research project entitled:

**The Perceived Effects of Substance Abuse on Extracurricular Activities**

being conducted in the Department of **Psychology** by

**Amber E. Mattos**

* I understand that my participation in this research is voluntary, and that I am free to withdraw my consent at any time and to discontinue participation in this project without penalty.
* I acknowledge that the general purpose of this study, the procedures to be followed, and the expected duration of my participation have been explained to me.
* I acknowledge that I have the opportunity to obtain information regarding this research project, and that any questions I have will be answered to my full satisfaction.
* I understand that no information will be presented which will identify me as the subject of this study unless I give my permission in writing.
* I acknowledge that I have read and fully understand this consent form. I sign it freely and voluntarily.  A copy of this form will be given to me.

Name (Print): \_\_Amber Mattos\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_11/24/13\_\_\_\_\_\_\_\_\_        Signed: \_Amber Mattos\_\_\_\_\_\_\_\_\_\_\_\_

I understand that if I have concerns or complaints about my treatment in this study, I am encouraged to contact the Office of Academic Affairs at Longwood University at (434) 395-2010.