


2019

# Peer Taught sex Education's Influence on Adolescent Sexual Decisions and Hookups

Sarah Kathleen Smith  
*Walden University*

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# Walden University

College of Social and Behavioral Sciences

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Sarah Kathleen Smith

has been found to be complete and satisfactory in all respects,  
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## Review Committee

Dr. Andrea Goldstein, Committee Chairperson, Psychology Faculty  
Dr. Barbara DeVelasco, Committee Member, Psychology Faculty  
Dr. Patricia Metoyer, University Reviewer, Psychology Faculty

Chief Academic Officer  
Eric Riedel, Ph.D.

Walden University  
2019

Abstract

Peer Taught sex Education's Influence on Adolescent Sexual Decisions and Hookups

by

Sarah Kathleen Smith

M Ed, Wilmington University, 2006

BM, Moravian College 2002

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Clinical Psychology

Walden University

November 2018

## Abstract

The Teen Prevention Education Program (PEP), a teen sexual health program in New Jersey and North Carolina schools and organizations, utilizes different methods, including peer teaching via skits and small groups, to help influence adolescents to make informed sexual decisions. The purpose of this study was to identify whether Teen PEP has an effect on an adolescent's decision on whether to or not hookup. This study included interviews with 9 participants of the program asking them about their views on hooking up and how they view how Teen PEP aided in their decision-making whether to or not hook up, which can be defined as a sexual encounter between two individuals who are not in a romantic relationship (Garcia, Reiber, Massey & Merriwether, 2012, p. 161). Analysis showed that out of the 9 participants interviewed only 1 participant had hooked up and that that Teen PEP had influenced their sexual decisions. The study also showed that faith and morality played a part in a participant's decision to not hookup. Study recommendations include expanding the scope to include more Teen PEP participants. This study benefits the Teen PEP organization and any high schools that are looking to institute a peer taught sexual education program since the study shows that Teen PEP is an effective program. By showing the efficacy of Teen PEP, that could lead to social change by causing more high schools to implement Teen PEP in order to institute an effective program for sexual education.

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## Dedication

This is dedicated to my parents, Joseph and Madelyn Smith who have always supported me and taught me the value of education. They also taught me the importance of helping people, which is why I originally became a counselor and want to continue my journey to receive my PhD in Clinical Psychology.

## Acknowledgements

I would like to thank Dr. Krista Robertson who took a chance and became my first dissertation chairperson for a study that was unlike any other. I would like to thank Dr. Andrea Goldstein who originally signed on to be my committee person; however, became my dissertation chairperson when Dr. Robertson left Walden University. I would lastly like to thank Dr. Barbara deVelasco who took over as my committee person once Dr. Goldstein took over as my chairperson.

I would like to thank my family and friends for putting up with my long journey and supporting me every step of the way. I would like to thank the high school where I conducted this study. This was the first place where I was exposed to Teen PEP and was where my interest was first peaked on how the program works and is implemented.

I would also like to thank The Teen Prevention Program, which is a collaboration among the Center for Supportive Schools, HiTOPS and the New Jersey Department of Health and Senior Services.

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## CHAPTER 1: Introduction to the Study

Teenagers are often described as hormonal, reckless, peer influenced, dramatic and risk takers. What they should be known for is their ability to make informed decisions especially in regards to sex. The Teen Prevention Education Program (PEP) as a result of a youth summit that was created when New Jersey Governor Christie Todd Whitman noticed a rise in incidents of HIV in New Jersey. After participating in the summit, Ms. Bonnie Parker (founder and executive director of HiTOPS, Inc.), Dr. Sharon Rose Powell (founder and president of the Princeton Center for Leadership Training, Inc.) and Mr. Fred Vasapoli (program development specialist with the Division of HIV/AIDS) combined the best concepts from their respective programs to create Teen PEP. Teen PEP uses drama, peer influence and peer teaching to show adolescents how to communicate and make informed sexual decisions. With 64% of United States 12<sup>th</sup> graders reporting that they have had sex (Layzer, Rosapep, & Barr, 2013), it is imperative that there are sex education programs in schools. Parents strongly agree with 85% of them approving of sex education in schools (Jennings, Howard & Perotte, 2013).

What is a hookup? There are several definitions and for the purposes of this study, a hook up is an “uncommitted sexual encounter among individuals who are not romantic partners or dating each other (Garcia, Reiber, Massey & Merriwether, 2012, p. 161).” Hooking up has become more prevalent in our U.S. culture due to the evolution of the “relationship” from the late 19<sup>th</sup> century when dating was seen as a form of rebellion (Bogle, 2008) to the 1960s when the U. S. Food and Drug Administration approved the birth control pill and social movements advocated “free love” (Lavinthal & Rozler, 2005). There are several factors (in addition to the previously mentioned history) that

contributed to the hookup culture. For college students, these include co-ed dorms, partying, gender distribution, and minimization of the risks of sexual activity. For others the main influences are the media, the narcissistic views of relationships (as conquests or game playing), and different views of marriage norms (Heldman & Wade, 2010).

As adolescents explore their sexuality, there needs to be a comprehensive sex education program that informs them of the risks involved with sex and how to avoid them. This should also include education about the hookup culture.

### **Background of the Problem**

About 5 years ago as a co-facilitator of Teen PEP, I began to realize that the curriculum and how it was presented (peer taught) was effective in teaching adolescents the tools necessary to make informed decisions instead of risky decisions in regarding sex. During a class discussion one day, one of the Teen PEP students started talking about how more adolescents are not seeking a relationship, but are instead participating in hookups more frequently. So, I started to research hooking up and found no research specifically on adolescents; all of the studies involved college students or young adults. This led me to the query why hooking up was replacing relationships and what could influence an adolescents' sexual decisions?

First, I wanted to see the physical effects that having sex can have on adolescents. According to McIlhaney and Bush (2008), approximately 75% of graduating high school students have had sex. In their study of the human brain, they found that the various neurochemicals (dopamine, oxytocin, etc.) and underdevelopment of the prefrontal cortex (the part of the brain responsible for mature decision making) can contribute to the risky sexual decisions adolescents make (McIlhaney & Bush, 2008). Despite the bonding and

pleasure neurochemicals that are released during sex, for some reason more of our young people are opting for casual sexual encounters.

Many researchers have performed studies on college students to explore the reasoning behind why they hookup. For instance, Grello and Welsh (2006) performed one of these studies and found that 37% of college student study participants reported that casual sexual experiences were with strangers or people who they did not know well; however, Grello and Welsh (along with others) did not explore if adolescents are making the move to hookups or how their sex education influenced their sexual decisions.

### **Statement of the Problem**

Hook ups have increased amongst young people for various reasons. Some researchers have shown that young adults have shown a marked openness and acceptance of casual sexual encounters (Garcia, Reiber, Massey & Merriweather, 2012). However, there is a lack of studies focused on adolescents and the hookup culture. A revamping of sexual education programs in schools has changed how teenagers learn about sex. The Teen PEP is a peer taught high school sex education program that teaches students to communicate openly about sexual decisions, contraception and sexually transmitted infections (just to name a few) (Jennings, et al., 2014). The research shows that Teen PEP influences the sexual decision making of adolescents. The purpose of this study was to combine how the hookup culture or casual sexual experiences have been influenced by peer taught sex education programs like Teen PEP.

### **Research Questions**

1. How do teens who participate in peer-taught sex education understand the hook-up culture?

2. How do peers influence an adolescent's decision to engage in casual sex/hooking up?

### **Purpose of the Study**

I designed this study is to measure whether peer taught sexual education could influence adolescent sexual decision making especially in relation to hookups. The purpose of the study was to identify specific influences on adolescent sexual decisions and to determine what adolescents know and experience in regards to hooking up. Later in this chapter, the literature will be more in depth with Teen PEP and the hookup and will also make the connection between the two topics.

### **Theoretical Framework**

I used social learning theory as the study's theoretical framework of this study is being utilized to seek to understand the effectiveness of the Teen PEP peer taught program in adolescent sexual decision-making. Social learning theory holds that people learn behaviors by observing the behaviors of others and assessing whether it would be beneficial to mirror those behaviors (Stinson, Sales, & Becker, 2008). Bandura (1977) one of the main theorists has contended that imitation and reinforcement are the cornerstones of this theory and that imitative behavior is divided into three categories: (a) modeling effect; (b) inhibitory/disinhibitory effect; and (c) eliciting effect (Khan & Cangemi, 2001). The modeling effect is when an individual creates a new response as a result of observing an individual model this new response. The inhibitory effect is the result of seeing an individual punished as a result of a certain behavior; whereas the disinhibitory effect is when an individual engages in a previously punished or deviant

behavior that is rewarded or goes unpunished (Khan & Cangemi, 2001). Lastly, the eliciting effect is when responses are elicited that do not match the behaviors of the individual/model (Khan & Cangemi, 2001). Bandura (1977) believes that social learning theory can be explained in three behavior control systems: (a) human behaviors are under direct stimulus control; (b) behaviors are controlled by their consequences; (c) behaviors are controlled through meditational processes (cognitive processes) (Khan & Cangemi, 2001). The purpose of the Teen PEP program is closely aligned to Bandura's ideals of social learning theory given that Teen PEP peer educators act out, mirror, model and imitate the behaviors that they want their peers to learn about making the right sexual decisions.

In this study, I also used the health belief model. This theory holds that an individual will partake in health-related behaviors if they feel that by participating in the behaviors, they can avoid negative health or a negative consequence related to their health (Layzer, et. al., 2014). In Teen PEP, the curriculum clearly outlines health consequences that might compel participants to make healthier decisions utilizing acted out skits and small group discussions.

As the last components of the theoretical framework, I used the principles of positive youth development (peer education approach). These principles are grounded in the understanding that all students can succeed if they recognize their potential. In order for them to be successful, they need supportive relationships, structure, a safe place, help to build their skills and belief that they can succeed (Layzer, et. al., 2014). In Teen PEP, the peer educators and the student participants build supportive peer relationships and participants are shown how to have positive relationships with their peers, significant



others, and adults. With the peer education, the use of peers as teaching tools is effective since they are viewed as trusted sources of information (Layzer, et. al., 2014)).

### **Operational Definitions**

This section includes common definitions I have used throughout this dissertation.

- *Adolescent* – The stage before growing into adulthood; transitional period between puberty and adulthood in human development (Random House, 1996)
- *Booty call* – Solicitation of a non-long term partner for the purpose of engaging in sexual activity (Jonason, Li & Cason, 2009)
- *Friends with benefits* – a casual sexual encounter with a friend (Jonason, Li & Cason)
- *Hookup* – Sexual encounter between strangers or acquaintances where there is no expectation of a continued relationship (Penhollow, Young & Bailey, 2007)
- *Peer educator* – A student who is currently enrolled in the Teen PEP class and performs skits and small groups with their peers to educate them about sexual decision making
- *Teen Prevention Education Program (PEP)* – An implemented health course developed in 1995 as a peer taught sexual education program utilizing skits and small groups (Jennings, et. al., 2014)

### **Assumptions, Limitations, Scope, and Delimitations**

In this study, I assumed that the participants would answer the interview questions honestly. I also assumed that Teen PEP does influence an adolescents' sexual decisions especially in relation to the hooking up.

One limitation of the study is that the results are limited to those who had participated in the program and had received parent/guardian permission to participate. Further there was not a “model” study that I could mirror in this study. Most previous studies have been quantitative and have not offered in depth looks at how the participants

are impacted. This study was a qualitative embedded case study that involved in-depth interviews. Prior to this study there have been no studies of the hookup culture that included adolescents', this study will be the first.

### **Significance of the Study**

I conducted this study is intended to add to existing literature on the effectiveness of peer taught sexual education programs, like Teen PEP and on adolescent risky decision making about sexual risks, particularly those associated with hooking up. The study completed by Jennings, et. al. (2014) and Layzer, et. al. (2014) have shown the effectiveness of Teen PEP on adolescent sexual decision making. Other studies, such as those completed by Kenney, Hummer, Lac, and DeBerie (2014) and Grello, et. al. (2006) have shown the prominence and frequency of "hooking up" between college students.

### **Summary of Chapter One**

Jennings, et. al. (2014) and Layzer, et. al. (2014) have found that peer taught sex education programs are effective in their purpose of dispensing information about adolescents' decisions to be sexually active. Hookup culture has become more prevalent in our culture for various reasons. In this study, I sought to combine these two topics to see how peer taught sex education programs can influence the hookup culture amongst adolescents. In the following chapter I review the scholarly literature.

## CHAPTER 2: Review of Literature

### **Introduction**

About 5 years ago, I was given the opportunity to be one of two adult facilitators of the Teen PEP presented itself, which is a group of chosen high school students who are specially trained to use skits and small groups to educate the freshman about how to make proper sexual decisions. To my surprise, the program seemed to effectively impact of the program and it's effect on the sexual decision making of the freshman participants. Also unexpected was the number of students who were talking about hooking up as a viable substitute to being in an actual relationship. There have been many studies performed on the Teen PEP program and on the hookup culture amongst college students. There have been fewer studies on the hookup culture amongst adolescents, and I could find no studies, that could be found, completed on how peer taught sexual education classes can effect an adolescents' sexual decision making in relation to hooking up.

In the following chapter, I offer a description of how I located research was pertinent to my topic. The remainder of the chapter will highlight the research discovered about the effectiveness of and how Teen PEP and other peer education programs are implemented. The rest of the chapter will include insight into the hook up culture and how it is defined, and how it is changing the dating/relationship culture amongst adolescents. There will also be research included about how peers can influence an adolescent's risk-taking decision making.

### **Research Strategy**

I gathered literature from several different sources. First, all the research obtained regarding the Teen PEP program (the evaluation reports and articles) was provided by the

Center for Supportive Schools (CSS) (formerly known as the Princeton Center for Leadership Training) which is the center that developed and implemented the Teen PEP program, first in New Jersey and most recently in North Carolina. I obtained other articles by reviewing the references section of the articles provided by the CSS.

I obtained the remainders of the articles by using Walden University's library to access EBSCO host and Google Scholar where I searched for keywords, such as, *peer-taught, hookup and peer education*. After reading each article, I reviewed the article's references for additional sources. A general search of *hookup culture* on Amazon and Barnes and Noble provided some additional results.

### **Review of Literature**

The effects of peer taught sexual education on adolescent sexual decision making especially in relation to the hookup culture have yet to be studied. The following literature review provides insight into the peer taught sexual education program (Teen PEP) and how the hooking up is affecting our culture.

#### **The Teen Prevention Education Program (PEP) and Peer Influence on Risky Behaviors**

The Teen Prevention Education Program (PEP) was developed and started in New Jersey in 1995 as a peer taught sexual education program that trains juniors and seniors in high school (called peer educators) utilizing a specifically structured curriculum through a year long class (which can be counted as a health class). These chosen students will learn how to conduct a series of workshops via scripted skit performances and small group discussions with younger peers (Jennings, et. al., 2014). Since adolescents are twice as likely to be influenced by their friends to engage in risky behaviors, they will be

more likely to change their attitudes and behaviors if it is believed that the peer educator faces similar pressures (Maxwell, 2002; Jennings, et. al., 2014). In order to disseminate accurate information, model peer leadership, and provide their younger peers with the skills to make educated and healthy sexual decisions, the peer educators are trained thoroughly after a rigorous application and group and individual interview process to be selected for the class (Jennings, et. al., 2014).

The Teen PEP program is multitheoretical pulling from the social learning theory, the health belief model and the principles of positive youth development (peer education approach) (Layzer, et. al., 2014). When performing skits and leading small groups, peer educators model peer leadership in their own lives and reinforce the benefits of making healthy behaviors choices that could possibly change the decisions of their younger peers by performing in the skits and leading small group discussions which is an application of social learning theory (Layzer, et. al., 2014). Layzer, et. al. (2014) noted that a person will participate in the health belief model when she or he “(1) feels that an undesirable consequence can be avoided; (2) expects that by taking a recommended action, he or she can avoid a negative health consequence; and (3) believes that he or she can successfully take a recommended action.” (p.15) The peer education approach has been found effective amongst cross-age peer educators who serve as support for each other and models behaviors as trusted sources of information for the younger peers via communication that is understandable at dispelling misconceptions that most of their peers are sexually active and can also reduce risky sexual behaviors (Layzer, et. al., 2014).

Gardner and Steinberg (2005) found that adolescents are more likely to engage in risky behaviors due to peer influence. Specifically, they found that younger participants were more likely than the older participants to choose the riskier course of action, which included playing the video game “Chicken”, and two other risk assessments. This was the case either individually or in peer groups of three. Those participants who chose to complete these risk assessments with their peer group were found to have taken more risks during the risk assessments (Gardner & Steinberg, 2005). According to Pinkleton, et. al. (2008), participants in peer-led sexual education programs stated that they believed that their peers had more sexual health knowledge than adults.

Peer taught programs not only affect the recipients of the education, but also can influence the peer educators’ self-esteem, personal development, and sexual behavior (Sawyer & Pinciaro, 1997). In their study of college students who became peer educators for their college’s sex education program, Sawyer and Pinciaro (1997) administered various inventories and questionnaires (e.g. Rosenberg Self-Esteem Scale, Personal Development Inventory and Safe Sex Behavior Questionnaire) to 65 peer educators pretests and posttests to measure any changes in self-esteem, personal development and sexual behavior. Over 81% of the peer educators reported that they felt that they had changed as a result of their training/experiences in the program (Sawyer & Pinciaro, 1997). They reported that their knowledge of sexuality increased (30%), they had increased self-esteem (20%), began practicing safer sexual practices (15%), and became more open to other’s behaviors and opinions (14%). The peer educators also reported that they felt more confident speaking to their significant others about safer sexual practices and issues (Sawyer & Pinciaro, 1997).

As sex before marriage became more prevalent in today's culture, school based programs were created to teach about various sexual topics ranging from abstinence to contraception (Kirby, 1992). Sex education curriculum evolved in five stages. The first stage primarily involved increasing students' knowledge of and pointing out the risks and consequences of pregnancy. The next evolution of sex education continued to emphasize sex education but added an emphasis on communication skills and decision-making skills in relation to an individual's values. The third stage in curricular evolution was in opposition to the previous education programs and taught that "abstinence only" was the best sex education (Kirby, 1992). The fourth stage was related to the prevalence of HIV/AIDS, and was designed to change adolescent sexual decision-making. Last, came sexual education programs based on theoretical approaches such as the health belief model, social learning theory, social influences theory, social inoculation theory, and cognitive behavioral theory (Kirby, 1992). Teen PEP pulls from the five aforementioned curricula. However, the main difference is that Teen PEP is a peer taught program. Teen PEP stands out as a trailblazer that should be instituted across the country to help educate adolescents about sexual health.

### **Hookup Culture**

In this study, I understand hookups as potentially risky sexual behaviors. However, the term *hookup* carries a variety of meanings. It can be defined in many different ways. Garcia, Reiber, Massey and Merriwether (2012) defined a hookup as an "uncommitted sexual encounter among individuals who are not romantic partners or dating each other" (p.161). Some other definitions add that hookups do not carry a promise of any future relationship and can encompass heavy kissing and/or petting, oral

sex, anal sex, mutual masturbation, and/or intercourse (Garcia & Reiber, 2008). Alcohol consumption can lead people to hookup with people they would normally reject and could also lead to the individuals going farther sexually during the hookup than they would if they were sober (Bogle, 2008).

The mid-1960s marked a significant transformation in U.S. sexual practices and the beginning of the hookup culture, especially on college campuses. There are several reasons for this shift. First, college students began socializing more in groups instead of spending time one-on-one or dating. Secondly, there was an increase in the median age of first marriage, which took the pressure off of the college years to find a husband or wife and minimized the need to exclusively date someone. Third, sexual intercourse before marriage was no longer taboo, was becoming more prevalent and was looked upon as a sign of intimacy and pleasure rather than just a means for reproduction (Bogle, 2008).

The transition to this hookup culture is amplified by books like *The Happy Hook-Up*, which is “a single girl’s guide to casual sex” (Sherman & Tocantins, 2004). In this book, the authors outline how to have guilt free casual sex with various men (i.e. friends, acquaintances, an ex, or even a neighbor) and say that casual sex is really reliant upon the individual’s attitude. The writers say that this book is the “evolved daughter of the post-sexual revolution,” where women can be comfortable sleeping with whomever they want. The book addresses the sexual double standard in which men who have sex with multiple partners are considered “players” and can remain emotionally detached, whereas, women who have multiple sexual partners are considered “sluts” who cannot handle detached emotions (Sherman & Tocantins, 2004). A contributor to this book argued, “A woman



must give herself permission to enjoy sexual pleasure without having any emotional expectations. Realize that you can have lovers who satisfy your physical needs without needing any other kind of attachment (Ava, 2004, p16).”

The media portrays uncommitted sex as an enjoyable experience with movies such as *No Strings Attached* and *Friends With Benefits*, popular songs that highlight the partying atmosphere (which can include alcohol, drugs and casual sex), along with television programs (20% - 77% of which contain uncommitted sexual encounters and 15% of which involve characters having sex after just meeting), which contain sexual content (Garcia, et. al., 2012). According to Heldman and Wade (2010) people hookup for a number of reasons. Some see the possibility of forming a relationship, 54% reported they start a hook for emotional reasons and 90% reported the motivation was physical pleasure (Heldman & Wade, 2010).

The multitheoretical framework of the hookup is best described as a cultural and biopsychosocial approach that is rooted in the sexual scripts theory. This theory holds that our sexual behaviors (especially our “gender-normative” ones – (i.e. for men sex is central to their identity)) can be dictated by a set of “scripts” utilized to interpret sexual encounters (Garcia, et. al., 2012). Evolutionary psychology explains that our need for desire is rooted in sexuality and mating (both short and long term) which can be prompted depending on the situation (Buss, 1998).

Other than a theoretical framework to explain why people hookup with one another, Garcia et. al. (2010) explained that sexual promiscuity (uncommitted sex with non-monogamous individuals) can be associated with the dopamine D4 receptor gene in the brain. Dopamine (enhanced by oxytocin and vasopressin) can influence and regulate

attachment and pair bonding and is released when we do something exciting that produces feelings of excitement (McIlhaney & Bush, 2008). Oxytocin, which is primarily active in females, is important to healthy sex and bonding (i.e. mother and infant during breast feeding), is released in a woman's brain when two people touch each other in an intimate way, and increases her need for more touching and bonds with the person with whom she is having physical contact. Vasopressin is the male brain equivalent to oxytocin, and when released helps to form bonds with the man's mate and offspring. During sexual intercourse the male brain is flooded with vasopressin that causes that man to form a partial bond with every woman with whom he has sexual intercourse (McIlhaney & Bush, 2008). McIlhaney and Bush's also found that bonding occurs as early as the first time a couple engages in sexual intercourse. Their research also showed that the cycle of sex/bonding/breaking-up (even if repeated once or twice) could damage the ability to create and develop a significant and meaningful relationship with others.

## CHAPTER 3: Research Method

### **Introduction**

As I noted in Chapter 2, researchers have carried out detailed studies about the hookup culture and young adults since the early 2000s. Researchers have also documented the influence peers can have on risky decision-making and the effectiveness of Teen PEP on such decisions. What is not known is how a peer taught program like Teen PEP may influence adolescents' risky sexual decision making like hooking up. In this chapter, I outline the qualitative case study method I used to understand participants' experiences.

### **Research Methodology**

Researchers use qualitative case study methodology for examining contemporary events and for obtaining evidence using direct observation and interviews (Yin, 2014). In my literature review, I found a limited number of studies on the prevalence of the hookup culture. These included a few with college age young adult participants and one with adolescent participants. I also found some research about peer influence on risky decision making and on Teen PEP which was my focus in this study. However, when searching EBSCOhost for studies on how peer taught sex education programs could influence adolescent sexual decision making, especially in regards to hookup culture I found no studies on this topic.

### **Research Design**

I used case study design has been chosen to examine the decision making of the adolescents who participate in Teen PEP. Researchers use case study research because of a "desire to understand complex social phenomena," using direct observation and

interviews (Yin, 2014, pp. 4). Since this study is utilizing a public program, I determined that a single case embedded case study is what will be utilized. (Yin, 2014)

### **Participants of the Study**

Participants consisted of 9 adolescents (between the ages of fourteen to sixteen who have or are currently participating in Teen PEP. After receiving parent or guardian permission to take part in the study, the participants were interviewed utilizing portions of the “Teens’ Sexual Health Research Study” which was provided from the Teen PEP program and portions of the Hookup Motives Questionnaire (Kenney, Hummer, Lac & LaBrie, 2014) in addition to the framework of questions utilized in the Hookup Behavior Questionnaire (Garcia & Reiber, 2008).

Participants were recruited during the facilitation of the Teen PEP program, Passing the Torch ceremony which is when the outgoing Teen PEP peer educators “pass the torch” to the juniors who are becoming peer educators.

### **Measures**

The purpose of this study was to identify how peer taught sex education could influence adolescents’ sexual decision making, especially in regards to hooking up. In this study I defined hooking up as an “uncommitted sexual encounter, which can include kissing, fondling, oral sex and sexual intercourse, among individuals who are not romantic partners or dating each other (Garcia, et. al., 2012, pp. 162).” The interview can be found in Appendix A. The research questions for this study are as follows:

### **Research Questions**

1. How do teens who participate in peer-taught sex education understand the hook-up culture?

2. How do peers influence an adolescent's decision to engage in casual sex/hooking up?

### **Ethical protection of participants**

The participants in this study were adolescent volunteers who had been or were at the time of the study involved with Teen PEP (either as peer educators or student participants). There was no compensation for participating in the study and there was no harm to participants who participated in the study. Participants were required to get parent or guardian permission to participate in the study if they were under the age of 18. The parent or guardian signed a consent form agreeing that the adolescent could participate in the study and then the participant completed an informed consent form, gave me permission to audiotape interviews and also signed a form explaining confidentiality. I have stored all research collected (i.e. notes and recordings) in a safe in my home office. Only those validating the results of the study and I were able to view the interview transcripts. I removed all identifying information from the transcripts before data validation and will maintain the confidentiality of all results when the results are published.

### **Procedures**

The following procedures served as a sequential guide to recruit and inform participants, collect and analyze data, and validate findings.

1. I obtained IRB permission from Walden University's IRB to conduct this study which confirmed the ethical soundness of the study.
2. I secured permission from the high school to conduct the study via interviewing students. In addition, I also needed to obtain permission from

the co-facilitators of Teen PEP and explained the study and how they could participate.

3. A Teen PEP facilitator explained the study and what would be required of participants (freshman class). At the initial explanation, the letter and consent form was distributed. It was also explained that in order to participate they need parent or guardian permission in order to participate in the study. After parent or guardian permission is obtained, I contacted the participant set up the initial interview.
4. Collection of all forms occurred and the interview was scheduled. Then the interview was conducted asking the questions listed in the Appendix C. All interviews were recorded (which will be included on the consent form).
5. Recorded audio of the interviews was transcribed and analyzed.

### **Data Collection**

Data was collected via an interview for those who have participated/are currently participating in Teen PEP. In the interview, questions focused on gathering demographic information, initial information about their sexual behaviors before taking part in Teen PEP, and questions that asked about their sexual behaviors, especially hooking up previous to their participation in the program.

There were questions asking about how the peer taught curriculum affected their sexual decision-making. They were also asked questions about their definition of a hookup and whether they have participated in a hookup and if after participating in Teen PEP, they would continue hooking up or whether the peer-taught class has changed their views on casual sex.

The interview was conducted in my office at work (at the availability of the participant), which ensured privacy and convenience, since the participants were students at the high school, and were recorded for research purposes and accuracy. Since my office is located in the counseling suite, confidentiality is key; however, if the participant did not feel comfortable answering the survey questions in my office another private location could have been acquired. An alternate location was not necessary for any of the interviews. Also, if deemed necessary, notes may have been taken during the interviews to document any nonverbal communication that could not be captured on a recording.

### **Data Analysis**

After the data had been transcribed and organized, the first step to better understand what information was relevant from the interviews was to thoroughly read the interviews and notes. The second step of data analysis was identifying or highlighting specific text that holds relevance to what is being studied. In this case, any phrases that mention “hooking up,” “friends with benefits,” or “one night stand” are useful in this study. Also, imperative to the study, if there were any interview answers that mentioned peer education and how Teen PEP influenced the participant’s risky sexual decision making. Gardner and Steinberg (2005) found in their study, that adolescents can be influenced by peers to engage in risky behaviors.

The next step in data analysis was labeling the necessary statements to help understand how peer taught sex education programs influenced adolescent sexual decision making in relation to hooking up. By identifying the various phrases, the phenomena of hooking up was better understood along with the adolescent’s feelings and knowledge about the topic.

Lastly, individual descriptions of their experience in Teen PEP were developed (either as a peer educator or as a freshman) and how being involved in this program influenced their sexual decision-making which was accomplished by reviewing the interview answers and identifying how the Teen PEP curriculum has affected the sexual decisions of the adolescents that participated.

### **Verification of Findings**

Since this was a qualitative study, the findings were validated instead of verified (Rudestam & Newton, 2015). Validation in qualitative research tested the accuracy of the findings by spending an extensive amount of time in the field (Creswell, 2013). In order to validate a qualitative study, Creswell and Miller (2000) focused on eight strategies; however, for the purpose of this study, we focused on four of the eight strategies. My previous experience with Teen PEP afforded me the opportunity to learn the curriculum and observe how it was implemented and its effects on the participants. My prolonged engagement and observation of the program was a valuable asset for this study.

By clarifying researcher bias, it allows my readers to understand my position that may impact my study (Creswell & Miller, 2000). As previously stated, my involvement in the program included being a co-facilitator for three years, so my observations while participating in the program included performance of the skits and teaching the class on a daily basis. This led me to believe in the curriculum and in the delivery of the program, which would be my bias. However, the study will show whether or not Teen PEP influences their sexual decision making in relation to hooking up.



By writing a rich, thick description, this allows the readers to better understand Teen PEP and provide details that can be transferred to other settings because of possible shared characteristics (Creswell & Miller, 2000). This will also show the versatility of the curriculum and possible usage of this program elsewhere.

It is also important for external audits of the study to take place so that an outside individual (with no connection to the study) can examine the process and whether the findings, interpretations and conclusions are supported by the data (Creswell & Miller, 2000). My auditors will be colleagues (fellow teachers not in my school building) who may be familiar with the program but not the details of Teen PEP and will be able to give an unbiased examination of the findings of the study.

## CHAPTER 4: Results

### **Introduction**

The purpose of this study was to identify how peer taught sex education influences adolescent sexual decision making especially in relation to hookups. The guiding research questions were

- 1) How do teens who participate in peer taught sex education understand the hookup culture?
- 2) How do peers influence an adolescent's decision to engage in casual sex/hooking up?

In this chapter I discuss participant demographics, data collection, and analysis and results.

### **Setting**

All of the interviews took place in an office with a closed door on the first floor of a high school in the United States. In Chapter 3, I explained that the interviews would take place after school in my office; however, when setting up the interviews, some of the participants decided to hold the interviews during the school day (due to scheduling conflicts after school). The interviews still took place in my office with the door closed. I do not believe that this influenced the study results, but there were more distractions while the interviews took place (e.g. ringing phones and loud voices outside of my office). All interviews were recorded and transcribed over the next couple of months.

### **Demographics**

I solicited participants via the Teen PEP teacher's presentation to the current class of senior peer educators and the upcoming junior peer educators for next school year. In

addition, some of the senior class peer educators recruited their friends to participate in the study. Table 1 shows demographics of study participants in the study including age, and their degree of participation Teen PEP.

Table 1

*Participant Demographics*

<b>Participant</b>	<b>Age</b>	<b>Peer Educator?</b>	<b>Teen PEP participation</b>
Participant 1	16	No	Freshman year
Participant 2	18	Yes	Freshman year & Senior year
Participant 3	18	No	Freshman year
Participant 4	18	No	Freshman year
Participant 5	19	No	Freshman year
Participant 6	18	Yes	Freshman year & Senior year
Participant 7	18	No	Freshman year
Participant 8	17	No	Freshman year
Participant 9	18	No	Freshman year

There was a varied participant pool, which allowed for varied views and conversations during the interviews. Some of the participants were current Teen PEP peer educators, some participated in the program in their freshman year and some were getting ready to become peer educators in the following school year. The interviews lasted for an average of about 11 minutes and 30 seconds.

### **Data Collection**

I interviewed the nine participants who were interviewed at varying times (some after school hours and some during school hours – a free period – due to scheduling

conflict) in an office in the counseling suite of the high school where participants were enrolled. Each participant took part in one interview that consisted of 27 questions and with an average participation time of 11 minutes and 30 seconds. All interviews were voice recorded and were later transcribed for data analysis.

The main variation from the data collection plan presented in Chapter 3 was that some of the interviews took place during the school day instead of after school hours. Another variation was that some of my participants were recruited through word of mouth and not directly during the initial study presentation. In my opinion, neither of these variations directly affected data collection or the quality of data collected. There were some variations in the interview questions depending on the participants' answers associated with some follow up questions and some additional conversations to follow up answers to interview questions. There were no unusual circumstances encountered during data collection.

### **Data Analysis**

The interview questions can be found in Appendix A. To answer the first research question, I analyzed participant responses to the interview questions "How would you define a hookup or hooking up?" Participant answers to this question varied from personal knowledge of hooking up to answers based on their religious backgrounds and what they had learned about sex. A couple of the participants did not know the definition of hooking up or thought that hooking up consisted of just kissing. Others knew that hooking up could include kissing, heavy petting, oral sex, and sexual intercourse.

To answer the second research question, I analyzed participant responses to the interview question "Do peers influence your decision about whether or not to hookup

with someone?”” Some of the participants were resolute that no one can influence their sexual decision making while some stated that they are not pressured by their peers to have sex, but their peers influence how they view sex. Overall, every question I asked in the interview was relevant to the outcome of the study. However, for the purpose of answering each research question, data from the two aforementioned interview questions were instrumental. I will discuss answers to the other questions in the results section.

### **Evidence of Trustworthiness**

I recruited participants during what is called “Passing the Torch,” a meeting when the current peer educators “pass the torch” to the upcoming class of peer educators. The Teen PEP teacher presented the study to the current and future members and the future members’ parent/guardians. All materials were passed out at that time and then were returned by those who wanted to participate in the study. Subsequently, some other students approached me about participating in the study and said they had heard about it from their friends who were either currently peer educators in Teen PEP or were going to be peer educators in the coming school year. I explained the study to them they read the informational letters. They had all participated in Teen PEP and were not in my counseling caseload. Most of the students who approached me were 18, so they were able to sign the informed consent form themselves.

To ensure the consistency of the results, all participants answered all the same questions; however, follow up questions and follow up conversations that were not part of the interview protocol may have been asked during the interviews. To further contribute to consistency I had planned to conduct all interviews after the school day in my office. However, I conducted a majority of the interviews in my office during the

school day due to the participants' availability. This change did not impact the dependability of the results.

### **Results**

During the data analysis, I found that answers to the interview questions, varied depending on the participant's experiences. Some participants reported that they thought hooking up "was just hanging out and kiss[ing] someone," or "was just making out." Other said that "it happens while under whatever influence" at parties, but that "the whole act of sex as an unplanned thing." During analysis, I found that the participants who participated in the peer-taught sex education did not seem to understand hookup culture; however, they seem to understand parts of it. As previously defined, a hookup is an "uncommitted sexual encounter among individuals who are not romantic partners or dating each other" (Garcia, et. al., 2012). While some participants recognized the sexual encounter, they viewed the hookup could be seen as a catalyst to a possible relationship with their hookup partner. According to Participant 7, the reason that people hookup is "because...they are developing [a] relationship and that is the next thing to do."

Eight of the nine participants had never hooked up with someone. Participant 5 did hookup with someone. This participant reported that alcohol was involved in the decision making process and that they regret their decision saying that "no relationship starts with a hookup." Most of the participants reported that they did not have friends who were hooking up; however, some did know people who were hooking up and felt that other peers were hooking up.

Seven out of the nine participants did not allow peers to influence their decision to engage in a hookup. Participant 5 stated that even "if you don't want to do something

and everyone else thinks that you should do it you're not going to keep your word, you're going to want to listen to who you're hanging out with." While Participant 9 said that "they don't necessarily influence my decision to do it or not, but they influence how I view it. So if you have friends who say it's no big deal [and think] maybe it'll go somewhere, it's their opinion[s]." Several of the participants have very strong morals, some tied to religion. Regardless of what their friends or peers are doing, they will stick to their decision to not hookup.

After participation in Teen PEP, almost all of the participants said that their views on sex have changed in some way. Participant 1 said, "It is influential in teaching you how to do it correctly. If you're going to do it, this is how you do it." Since the mantra of Teen PEP is that the only 100% effective method to avoid pregnancy and STIs is abstinence, it seems a little odd that this is what is learned in the program. However, despite the mantra, the program educates young people to know the possible consequences of their sexual decisions and educates them about how to make informed sexual decisions. A couple of the participants found it difficult to listen to the peer educators who spoke on making informed decisions when those same peer educators would go to parties and drink and possibly make some risky decisions.

Some of the data collected was associated with a list of 25 reasons for hooking up. The rankings from the participants varied from ranking their number 1 statement as, "I hookup because hooking up is a way to find a relationship," to "I hookup because it's sexually pleasurable," to "I hookup because it helps me fit in." Participant 6 stated that when "you see everyone's doing it and you're just part of the group, you're part of the in group," so that's why you may hookup. There were two reasons that received two

number 1 rankings, “I hookup because it allows me to avoid being tied down to one person,” and “Hooking up provides me with sexual benefits without a committed relationship.” Since a majority of the participants had not hooked up, they rated the statements by putting themselves in the shoes of someone who had hooked up.

Participant 1 is well educated about sex and its possible consequences and defines hooking up as an unplanned sexual encounter. This participant reported not being pressured by their peers or any other outside influences in their beliefs about sex, and had not hooked up with anyone. They believe that the reason that people choose to hookup is the adrenaline rush of the situation and that drugs and/or alcohol can influence whether someone does hookup. They believe that Teen PEP is not necessarily influential in convincing you to not have sex, but reported feeling that the program is influential in teaching about the consequences of having sex and the safest way to have sex.

Participant 2 first learned about sex via middle school health videos and felt that those videos were not necessarily accurate in teaching the possible consequences of having sex. They have not hooked up with anyone and feel that peers and the media can influence a person’s sexual decision making. This participant does believe that Teen PEP has influenced their sexual decision-making and really taught them about the possible consequences. In addition, it has also taught them how to get out of certain uncomfortable situations utilizing certain tools that they didn’t know existed.

Participant 3 first learned about sex in health class in elementary school, but didn’t go in depth until middle school with the possible consequences. They have never hooked up (using another definition) with anyone and their definition just included making out with someone. This participant is strong in their belief to wait to have sex until marriage,



so peers do not influence their decision-making. As a result of participating in Teen PEP, the program just made them want to wait longer to have sex.

Participant 4 first learned about sex from Teen PEP and has not hooked up with anyone. This participant is not easily influenced by their peers, but believe that others depend on their friends to make decisions or influence decisions for them. This participant thought that Teen PEP was effective. However this participant did mention that some of the peer educators were a little hypercritical (meaning that they would say do not do this or that, but then would go out an party and do the things that they were saying not to do) in their delivery of what Teen PEP is all about.

Participant 5 first learned about sex in 8<sup>th</sup> grade via physical education class, but then when they came to high school, they had the Teen PEP program and thought that the program helped in educating them to make the right sexual decisions. This participant did hookup with someone when they were at a party and does not want to hookup with someone again. They believe that peers greatly influence others' decision about whether, or not to become sexually active since they feel that no one wants to be the last one to have sex. They feel that Teen PEP is very educational about possible STIs and other consequences and feel that because of the program, they regret that they did not wait to have sex.

Participant 6 reported first learning about sex via television. They had not hooked up with someone and believe that society influences why people choose to hookup and have sex. Peers do not influence this participant's sexual decision making but peers do influence what the participant believes about sex. They feel that Teen PEP has changed

their participant's views on sex and that the program has influenced their sexual decisions.

Participant 7 first learned the basic of sex from their parents, the “birds and the bees” talk, but then learned specifics during Teen PEP. They, too, believe that hooking up is just making out and had not hooked up (using their definition or other's definition) and is waiting to have sex until marriage due to religious beliefs. They see hooking up as a catalyst for a possible relationship (using their definition of hooking up). Peers do not influence their decision to hookup or have sex since they have a strong faith. In addition, their view on sex has not changed as a result of taking part in Teen PEP because of their strong faith.

Participant 8 first learned about sex from their parents and had not hooked up with anyone. This participant also has strong personal and religious beliefs about having sex before marriage. Due to their strong beliefs, peers do not influence their sexual decision-making, but they do feel that people hookup because it satisfies a need or desire within themselves. Since taking part in Teen PEP, they have become more accepting of people and their circumstances and the different choices that they may make.

Participant 9 first learned about sex from television in their early teen years, which led to having the “talk” with their parents. They had not hooked up with someone but reported feeling that people choose to hookup because they like the person and this could be a catalyst to a possible relationship. Peers do not influence their decision to have sex, but they influence their view on sex. This participant feels that their view of sex has changed since taking part in Teen PEP. They reported feeling more comfortable with the

subject matter and mentioned that the peer educators were not that honest in their portrayals of the program.

### **Summary**

To summarize, the participants had varying definitions of hooking up and what it meant. The definitions varied from just kissing, to heavy petting, to oral sex, to sex. Some defined it hooking up as transpiring between people who randomly meet at a party and others saw as a catalyst to a possible relationship. In regards to influence, 6 of the 9 participants in the study reported not being influenced by peers in their sexual decisions for various reasons including a strong faith, solid knowledge, or great belief system. In Chapter 5, I offer an interpretation of the findings, discuss implications, and make recommendations for further study.

## Chapter 5: Introduction

The purpose of this study was to understand how Teen PEP, a peer taught sexual education program can affect an adolescents' sexual decision making in regards to hookups. The results of the study showed that the Teen PEP curriculum has an impact on adolescent sexual decisions; however, some of the participants relied on their faith and their morals regarding their decisions to not hookup.

The first research question was, "How do teens who participate in peer taught sex education understand the hookup culture? The answer is that some of the participants' answers varied when asked what a hookup is, some did not even know what a hookup was and some had hooked up previously. The definitions varied from participant to participant as did their understandings of hookup culture. The second research question was, "How do peers influence an adolescent's decision to engage in casual sex/hooking up? As with the first question the answer varies depending on the participant. One of the participants stated that peers did influence their sexual decision-making early in their adolescence, but that it had since changed as they grew older and wiser. Some of the participants reported having a strong faith-based moral compass when it comes to sex and have opted not to have sex before marriage. However, they did mention that the knowledge and openness of the Teen PEP curriculum solidified their decision, and that they are thankful for the education.

These key findings that a majority of the participants had not and were not planning to hook up were unexpected since I initiated this study began because of conversations with adolescents who were hooking up.

### **Interpretation of Findings**

Since I found no studies found relating to hooking up and high school aged adolescents there is nothing with which to compare my findings. There have been studies related to college students, which showed that alcohol consumption can lead people to hook with people who they would normally reject (Bogle, 2008). Some of the participants also stated that their experiences or their knowledge of hookup experiences have occurred at parties where alcohol and drugs have been present. A majority of the participants had not hooked up for various reasons; however, they know people who had hooked up and related to their stories.

Social learning theory is about observing a behavior and taking note of the consequences (Stinson, et. al., 2008). In relation to this study, since the participants observed behaviors in Teen PEP skits some saw the possible consequences that solidified their decision not to hookup. For the participant who did hookup, after completing Teen PEP, they reported delaying having sex again until they were in a relationship because of Teen PEP.

The principal of positive youth development states that all students can succeed if they recognize their potential, which includes having supportive relationships amongst other principals (Layzer, et. al., 2014). A good number of the participants reported having peer relationships that supported their decisions and did not seem to influence their sexual decision-making.

### **Limitations of the Study**

One limitation of this study was the small sample size of nine participants. Another limitation was that originally the interviews were slated to go about an hour, but the average time for the interview was about 11 minutes. A further limitation of the study was that the study was limited to participants from a single program that was located at this one high school. Last, my resources were limited because there have been limited studies performed on adolescents and the hookup culture.

There were also limitations in choosing study participants since many of the potential participants were under the age of 18 and needed parent/guardian permission to participate, thus, there were not many under 18 who participated. Further, since the study participants participated in Teen PEP their freshman year, they stumbled in their answers to some of questions related to curriculum. However, the peer educators were quick to answer and appeared more knowledgeable than the other participants.

### **Recommendations**

To get a more robust view of how adolescents view hook up culture and how Teen PEP affects their hook up decisions, I recommend further research that includes participants from all the schools that have Teen PEP. This could be easily managed via a Google form that includes all of the interview questions that only participants could access.

Another recommendation is for further study on the hookup culture amongst adolescents to understand how adolescents view the hookup culture and whether it has become more prevalent amongst this population.

### **Implications**

This study's potential positive social change implication is that it may catalyze ongoing conversations about this topic, which may in turn lead to more adolescents understanding the implications of hooking up and casual sex. As of now, Teen PEP is in New Jersey and North Carolina. The continuation of the program is integral to helping teens learn about the implication of sexual activity and about how to handle situations that they face daily.

My eventual hope would be that a peer taught sex education program could be in every state, possibly with some changes in the curriculum that are updated to what is applicable today, especially in regards to hookup culture. The possible implications of sex inside and outside a relationship need to be highlighted to teenagers across the United States. I recommend that the Teen PEP curriculum add information about hookups and a skit about the possible consequences and how to handle possible hookup situations. Teen PEP already has skits on how to deal with party situations and skits on contraception, dating violence and HIV/AIDS, so why not add more about real life hookup situations?

### **Conclusion**

In this study, I worked to understand whether peer taught sex education influences an adolescents' sexual decision making. I found that some of the participants had a faith based foundation that informed their views on hooking up, but they did find that Teen PEP added to their knowledge base and even caused them to want to wait to have sex until later in life.

In a world that seems oversexualized and at the same time is currently hyper aware of sex with the #metoo movement and sexual scandals, awareness of sexual

decisions seems more important than ever. Reports of sexual assaults and harassments just reaffirm the importance of sex education and having truthful conversations about making informed sexual decisions. Teen PEP is an effective peer taught curriculum that can address the present day changes in adolescent relationships, especially sexual relationships. Using the tools and curriculum that have been implemented, this study shows that Teen PEP can be effective in influencing adolescent sexual decision-making; however, more studies are needed on the relationship of Teen PEP and the hookup culture.



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**Appendix F**  
**Interview Questions**

- 1) How old are you?
- 2) What grade level are you? 9      10      11      12
- 3) Are you currently participating in Teen PEP?
  - a. If yes, what do you feel is the purpose of Teen PEP?
  - b. If no, when did you participate in Teen PEP?
    - i. What do you remember about Teen PEP?
    - ii. Do you feel that Teen PEP helped you to make informed sexual decisions?
  - c. What stands out to you from the Teen PEP program the most?
- 4) How would you define a “hookup” or “hooking up?”
  - a. Using your definition, have you ever “hooked up” with someone?
    1. How do you feel about this choice?
    2. Do you think this will be a recurring “hookup?”
  - ii. If no, why?
- 5) What are some other definitions you’ve heard of “hooking up?”
- 6) When deciding whether to/not “hookup” list the reasons that pop into your head.
  - a. \_\_\_\_\_  
\_\_\_\_\_
  - b. \_\_\_\_\_  
\_\_\_\_\_
  - c. \_\_\_\_\_  
\_\_\_\_\_
- 7) Why do you think that people choose to “hookup?”
- 8) Do you feel that “hooking up” is more frequent than actually being in a relationship with someone?
  - a. If yes, why?
  - b. If no, why?

- 9) Are more people in your social group “hooking up” with people?
- 10) Do peers influence your decision about whether to/not “hookup” with someone?
- 11) Do you feel that “hooking up” is easier than having a relationship?
  - a. If yes, why?
  - b. If no, why?
- 12) What do you think are some of the downsides of “hooking up?”
- 13) What do you think are some of the upsides of “hooking up?”
- 14) How did you first learn about sex?
  - a. What did you learn about sex?
    - i. How did what you learn about sex influence your decision-making?
    - ii. Do you feel that what you first learned about sex was accurate?
    - iii. How much do your peers influence what you believe about sex?
- 15) How do you think how you first learned about sex may have influenced your “hookup” behavior?
- 16) When you have to make decisions related to “hooking up”, do you think about the results of each possible choice?
  - a. If yes, what is the primary result that you think about?
  - b. If no, why might that be?
- 17) What are your thoughts about sexually transmitted infections (STIs) and your “hooking up?”
- 18) What kind of sexual experiences have your friends shared with you that they have had?
- 19) What, if any, outside influences can lead someone to be hooking up?
- 20) How do you think that what is learned about sex effects a person’s decision to “hookup?”
- 21) Have you “hooked up” with someone?
  - a. If yes, what led you to “hookup?”
    - i. Do you think you will do it again?
  - b. If no, why?

- 22) Has your view on sex changed since taking part in Teen PEP?
- a. If yes, how have your views changed?
  - b. If no, why didn't your views change?
- 23) What about Teen PEP is or is not effective in influencing your decision to "hookup?"
- 24) List the characteristics of a healthy relationship according to Teen PEP.
- a. \_\_\_\_\_  
\_\_\_\_\_
  - b. \_\_\_\_\_  
\_\_\_\_\_
  - c. \_\_\_\_\_  
\_\_\_\_\_
- 25) Knowing the characteristics of a healthy relationship, do you think you can have a healthy relationship with someone with whom you have "hooked up?"
- i. If yes, why?
  - ii. If no, why not?
- 26) Do you feel that you need to be able to communicate honestly even with someone who you are just "hooking up" with?
- a. If yes, why?
  - b. If no, why?
- 27) Do you feel you would be comfortable honestly communicating your likes/dislikes to your "hookup" partner?
- a. If yes, what do you feel allows you to be comfortable?
  - b. If no, why wouldn't you feel comfortable?

Rank your top 5 reasons for hooking up. (Kenney, Lac, Hummer & LaBrie, 2014)

- 1) I hookup because it allows me to avoid being tied down to one person.
- 2) Hooking up provides me with "friends with benefits."
- 3) I hookup because it's fun to share hookup stories with my friends.
- 4) Hooking up provides me with sexual benefits without a committed relationship.

- 5) Hooking up enables me to have multiple partners.
- 6) I hookup because hooking up is a way to find a relationship.
- 7) I hookup because I like the emotional bond I share with a hookup partner.
- 8) I hookup because it is the first step to forming a committed relationship.
- 9) I hookup because it can help me decide if I want something more serious with my hookup partner.
- 10) I hookup because I'm interested in dating my hookup partner.
- 11) I hookup because it's fun.
- 12) I hookup because I feel bored.
- 13) I hookup because it's sexually pleasurable.
- 14) I hookup because I'm attracted to the person.
- 15) I hookup because it's exciting.
- 16) I hookup because it makes me feel good when I'm not feeling well about myself.
- 17) I hookup because it makes me feel attractive.
- 18) I hookup because it cheers me up when I'm in a bad mood.
- 19) Hooking up makes me feel sexually desirable.
- 20) I hookup because it helps me feel less lonely.
- 21) I hookup because I feel pressure from my friends to hookup.
- 22) I hookup because my friends will tease me if I don't.
- 23) I hookup because most or all of my friends hookup.
- 24) I hookup because it helps me fit in.
- 25) I hookup because I feel I'll be left out if I don't.

My ranking is:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

28) Why have you ranked these statements in this order?



## Appendix B: Explanation of the Study for Teen PEP Co-Facilitators

This study is for a doctoral program and is not part of the school's official functions. This proposed study is intended to explore how Teen PEP is experienced by students who take part in this peer taught sexual education program in aiding adolescents to make decisions about their sexual health.

This study will include one interview (lasting 60-90 minutes maximum) that will be held in Ms. Smith's office in the Counseling Office to ensure confidentiality and will take place after school hours (a late bus pass will be provided if necessary). You can stop your participation in the study at any time, even if you have already started the interview process. The interview will be audio recorded and kept in a safe at Ms. Smith's house. All information gathered during our meetings will be kept strictly confidential.

If you decide not to be a part of the study, there are no negative effects on your school grades, school status, or participation in Teen PEP. This research is unrelated to the school, other than Ms. Smith's knowledge that Teen PEP is at our school and all information will be kept confidential. There are no incentives or costs for participation in this study other than knowing you may be contributing to a study that could help researchers better understand how participants in Teen PEP feel about it. Unfortunately, if Ms. Smith is your counselor, then you may not participate in the study.

If you decide to be a part of the study, please return all the forms that have been given to you today to the Counseling Office and seal the envelope that the paperwork is in by Friday June 2<sup>nd</sup>. Please only sign up for the remind if you return the paperwork.