



Student Guide to the Clinical Research Project Process

A Manual on Procedures for Planning and Writing a
Clinical Research Project at Argosy University

College of Psychology and Behavioral Sciences

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Introduction

The Clinical Research Project requires each doctoral student to articulate a particular clinical question or set of questions that s/he then attempts to address in: a) a review of the relevant theoretical, clinical, and research literature; b) a presentation of data analyzed in relation to the basic question or set of questions; and c) analysis of the data in light of both the organizing questions and critical concepts and/or findings in the clinical/research literature.

A critical review, evaluation, and synthesis of the existing literature are necessary components of every CRP. While all CRPs must include critical reviews of the existing literature, such a critical review may not constitute the entirety of the CRP.

Acceptable Clinical Research Projects Formats

1) Empirical Studies

Empirical studies include an original evaluation of quantitative or qualitative data. Empirical studies include, but are not limited to, clinical outcome studies, group designs, case studies, single subject designs, program development and program evaluation, programmatic needs assessment, measurement development, and correlational research. While most empirical studies will likely involve the collection of original data, an original evaluation of existing data sources is also permissible (e.g. analysis of archival data, meta-analyses). Data are not limited to quantitative measures and qualitative reviews, but can include clinically relevant sources of information such as therapy transcripts and tapes and case notes.

Qualitative Research CRPs

These CRPs utilize qualitative/pilot/descriptive/field/exploratory approaches. These studies employ systematic collection of data and use of qualitative methods of analysis. Qualitative research is often based upon interview or observational data and usually involves descriptive coding of audio and/or videotaped material or transcripts.

Experimental and Quasi-Experimental Studies for CRPs

Experimental or quasi-experimental group designs are frequently used for CRPs. Studies involving clinical populations that examine test protocols or the effects of intervention or compare clinical and non-clinical samples on relevant variables are some examples of the kinds of experimental designs that can be developed.

The Quantitative Single Case Research Design CRP

Quantitative single case research designs require repeated observations of some performance(s) over time within a single therapy. Usually the client's performance is observed on several occasions, most often before some intervention is made and then continuously or repeatedly while the intervention is in effect. Baseline data are collected on the performance under study before the intervention is made and then compared with performance levels during and after the intervention. The best single case designs use objective (often multiple) measures, repeat assessments of performance over time, and determine the stability or variability of the baseline performance before the intervention is implemented. There are several types of single case designs. At AU Chicago, students using this type of design often rely on audiotapes and

transcripts as sources of their basic data. However, various types of client and therapist self-reports and external observers' ratings have also been used.

CRP Research on Social Systems

Evaluation research, survey approaches, and sociological approaches designed to assess a system are also appropriate to utilize in CRPs. Many commonly used research methods such as multiple regression are particularly compatible with the study of social systems. Argosy University encourages students to study and understand how social systems influence the individual and vice versa, and students may design and execute clinical research projects of this type in local settings.

2) Case Studies

CRP Case Study – Descriptive

The focus of this type of CRP is the description of an innovative approach in treatment and/or conceptualization of an individual case.

The project should begin with a review of literature related to the main focus. The review should be comprehensive and include an integration of material which both assists in understanding the case dynamics and supports the author's views concerning the specific treatment approach and/or case conceptualizations.

A detailed description of a case study should be provided. This is not simply a case formulation, but rather a detailed explication which can provide other clinicians new understanding and skills to be applied in the context of treatment with similar clients. Toward this goal, this study should include indications and contra-indications regarding the applications of the theory and/or approach presented.

Finally, the author should present unanswered questions and implications for future research related to the specific focus of the study.

3) Theoretical CRPs

Theoretical CRPs involve the use of pre-existing literature to crucially evaluate, redefine and create theory. Theoretical studies are distinguished from literature reviews in that they evaluate existing empirical evidence as it pertains to psychological theory, and use that evidence to support, modify, and refute existing theories. Ultimately, it is expected that such a work will propose a new theory. The new theory is expected to make clear predictions that account for discrepancies and holes in the existing literature. Evidence for these predictions should be provided from the existing empirical literature.

The student may, with the approval of the chairperson and CRP committee, present a theoretical project. However, this project must include a new integration of theory based on a review of significant literature in the areas addressed by the CRP. In general, it is expected that such a task will not be appropriate for the vast majority of students.

The Publication Manual of the American Psychological Association (6th Edition) offers specific guidelines and criteria for writing such a project. Argosy University's expectations are that CRPs will be written with a level of quality that would be expected for publication. Therefore, the student interested in a theoretical project is mandated to use the APA manual's guidelines to write theoretical articles. One variant of the theoretical CRP is the theoretical case study that is described below.

This project is expected to take 12 months to complete with a steady commitment of time. During this time, the student works closely with the chairperson of his/her committee (a Core Faculty member) in order to develop a proposal and then work toward the completion of an acceptable draft that is reviewed by the other two members of the committee. The Core Faculty chairperson is expected to work on a regular basis with the student in order to develop an organized and individualized experience for the student. (Please note that the chair may require the student to come to the school for consultation if necessary, even if the student lives out of state.)

The goal of this activity is to help students develop a procedure for the production of scholarly work, deepen their knowledge and thought about a particular clinical area, learn both methodological issues and critical thought in a one-to-one and/or research group consultantship with their faculty chairperson, and produce an original and publishable piece of research and/or scholarly clinical work.

Procedure

Once they begin the CRP process, students will be required to register for the CRP each Fall, Spring, and Summer I term. Students are required to be registered for the CRP continuously during the Internship or until the student submits the CRP signature sheet indicating that the final draft is complete and ready for editing. Post-intern students must be registered continuously for one credit of CRP per semester until it is completed. A Leave of Absence from this requirement may be granted only in cases of medical or personal emergency. If you have any questions regarding these policies, please contact the Director of Student Services.

The following procedure applies to all pre-intern students:

A. All pre-intern students must be registered for the CRP no later than the Spring Semester prior to their internship application, and be continuously enrolled for CRP until the CRP is completed. This includes the period of the student's internship. A student may, with the permission of a faculty chair, begin his or her CRP prior to the pre-internship application year. However, such students must have a clearly developed topic and the consent of a faculty member to chair the project. Students who decide to begin the project earlier should keep in mind that they will be required to be continuously registered for CRP until the project is completed.

B. Students should begin consulting with faculty regarding their availability to chair the CRP during the Fall prior to their pre-internship year. This often occurs in the second year. After a faculty member has agreed to be the chairperson, indicate this faculty member as your chair when you register for CRP (which you do by turning in your CRP chair approval form to the registrar). You will be automatically registered for CRP enrollment with your chair each semester, until you

supply documentation of the completion of the writing and movement to the editing phase of the CRP process.

*Students who began the PsyD program in fall 2009 or later are required to complete PP8499 - CRP Proposal Development, prior to registering for PP8501 - CRP. Students on the 5 year track in the PsyD program will complete PP8499 during the fall of the third year. Students on the 4 year track (which includes students who transferred from the MACL program) will complete PP8499 during the fall of the second year. Note that PP7202 and PP7203 are pre-requisites for enrollment in PP8499. In the majority of cases, the faculty leader for PP8499 will serve as the CRP chair for the student.

C. Once a chairperson is selected, students work with him/her to refine and finalize their CRP topic. Students should then complete the selection of their CRP committee in consultation with the chairperson. The other two committee members should be composed of at least one other AU faculty member and a third member who does not have to be an AU faculty member but needs to be an expert in the student's area of study. If the third member of the CRP committee does not belong to the AU faculty (Core or Adjunct), the student must submit a copy of the proposed member's CV and a written statement to the associate program chair (Dr. Horvath) stating the rationale for the outside committee member's participation.

D. Students are required to demonstrate clear and consistent progress on their CRP throughout their remaining enrollment at Argosy University, Chicago. **Students are required to submit a proposal, approved by the chairperson and the two committee members, and obtain full or conditional certification from the Institutional Review Board before applying for internship. The proposal deadline to qualify to apply for internship is July 1.** Students are encouraged to work closely with their faculty chair-person to develop a plan and timetable for completion of their CRP. Faculty may refer students for professional writing instruction if writing difficulties impede their progress in completion of the CRP.

E. **Students are encouraged to complete the CRP project prior to internship and required to complete their CRP by the end of their internship year.** Extensions beyond that time require the approval of the chairperson and the Department Head, and evidence of diligent and regular activity throughout the CRP enrollment must be demonstrated. Completion date of the CRP is contingent on students' satisfactorily meeting academic and scholarship criteria for the project, not on job opportunities or other external factors. This also includes meeting editorial standards. Students must complete their CRP within the seven-year limit for the Doctoral Program. Any student exceeding this time limit may be withdrawn. Students must petition for an extension of this deadline and provide clear evidence of extenuating factors that impeded their progress.

F. Once students have completed writing the CRP and the committee has agreed that it may be sent to the editor, the student must submit the signature sheet (with the committee's approval that the project can be moved to editing) to the registrar. This stops the student's enrollment in CRP and

enrolls the student in editing. Once the editing process is complete and the chair has signed off on the final project, the student may take the project to binding. The final bound copy of the CRP and the CRP signature sheet need to be submitted to the Department Administrator.

The Proposal

A. The Proposal should follow APA style and include the following sections.

1. Introduction

- Introduce the problem. Present the specific problem under study.
- Develop the background. Discuss the relevant theoretical and empirical literature in order to provide an appropriate history of the problem. Demonstrate the logical continuity between previous and present work.
- State the purpose and rationale. Provide a definition of the specific aims of the CRP and describe the specific questions or hypotheses to be addressed.

If the CRP includes human participants include the following sections:

2. Method

- Participants. Clearly describe the participants in the study and how they will be obtained. Describe major demographic characteristics.
 - If subgroups are to be used, describe the characteristics of each.
- Measures. Describe each of the measures to be used in the study. Cite the authors of each measure and provide brief descriptions of reliability and validity if available.
- Procedure. Summarize each step in the execution of the project. Include the instructions to the participants, the formation of groups if relevant, and the specific experimental manipulations if relevant. Describe randomization, counter balancing and other control features in the design.
 - Describe all procedures that will be used to obtain participants.

3. Data Analysis.

- If relevant, describe the major procedures that will be used for data analysis, whether quantitative or qualitative.

4. References.

- A tentative bibliography of basic literature to be reviewed in order to assure the availability of an adequate body of knowledge in the area.

B. Student's writing should be grammatically correct and the presentation should be clear, logical, and done in full accordance with the APA style. Again, the chairperson may refer students to a writing instructor to assure student skills in professional writing. Please note Attachment #5 about the most common presentation errors so that you may edit as you complete each stage of the proposal and drafting process.

C. The proposal must first be approved by the chairperson. Following chairperson approval, the

proposal is sent for approval to the two other committee members. Their review of the proposal is needed to assure an integrated and coordinated reading of the final draft. These two committee members are also required to sign on the approval form after they have approved the proposal. Any questions or suggestions for changes should be communicated both to the student and chairperson for review before committee members give final approval for proposal.

Institutional Review Board (IRB)

After the chair and the CRP Committee approve the CRP proposal and sign the CRP Approval Form please follow the **IRB Submission Instructions** found at the CRP webpage:

http://auconnection.net/chicago/stserv/crp/crp_index.asp

This will include two copies of each of the following: *CRP Approval Form*, *CITI Certification*, and *Application Form for IRB Review* (See **IRB Handbook, page 34 and pages 16-18**). The IRB no longer requires the entire proposal to be submitted for review, but please make sure all relevant documents are included in the *Application Form for IRB Review*. **Failure to attach any documentation relative to the study** (i.e. consent forms, permission letters, tests, or any other relevant forms) **will result in an automatic “resubmit” or “denied” status from the IRB**. These materials should be turned in to the IRB Coordinator. The IRB Coordinator will forward the proposal and accompanying documents to the Institutional Review Board (IRB).

The “Application Form for IRB Review” form must be typed. Word.doc versions of the *Exempt*, *Expedited*, and *Full Applications* should be downloaded at the aforementioned webpage. All other IRB Appendices are also contained in this online Word.document.

The IRB will review the possible risks to clients, prior consent or adequate protection of client confidentiality, and other ethical issues as they relate to the project. IRB approval is required before actual study is launched (following proposal approval). The student is not permitted to go ahead with research until the Committee approves the proposal. EVERY STUDENT must submit the IRB’s Review forms, even those who are doing theoretical papers.

- A. **Form to be used for obtaining approval from the IRB:** The IRB must approve all CRPs. Students should submit to the committee per **IRB Submission Instructions** found at the aforementioned CRP webpage and outlined in **pages 14-42 of IRB Handbook**. Page 34 of the IRB Handbook gives general guidelines and pages 16-18 specifically outline the three categories of review (*Exempt*, *Expedited*, or *Full*).
- B. **Release of Information from Agency:** When data from a practicum or internship site or other agency are being used, a letter from the agency should be submitted, granting the student permission to use the data while the student is connected with the agency and, if necessary, after the practicum or internship ends, until the CRP is completed. (See Attachment #3 for sample letter).
- C. **Institutional Review Board (IRB) of the Agency:** If data from an outside agency are being used the proposal should first be approved by the agency’s Institutional Review Board or appropriate supervisor before submitting it to the Institutional Review Board. A copy of the approval form

should be included. If the outside agency's IRB requires the approval of the IRB of Argosy University, Chicago prior to request for approval, the IRB of Argosy University, Chicago may grant provisional approval. Full approval can then be granted when documentation of the outside agency's IRB approval is submitted.

- D. **Need for Informed Consent:** When CRPs draw upon clinical material, the Ethical Standard 6 of the APA Ethical Principles of Psychologists and Code of Conduct (American Psychologist, December, 2002, 57(12), 1060-1073), which concerns confidentiality, is extremely important (Attachment #4).

In accordance with Ethical Standard 8 either adequate prior consent to present personal information is required or adequate disguise of "all identifying information" is necessary. The IRB feels that obtaining informed prior consent is preferable. A description of the elements which must be included in a consent form is provided in Attachment #4, as is a checklist that will be used by the IRB in determining the adequacy of consent forms.

Informed consent may be dispensed with if the research meets criteria described in the APA Ethics Code (804). When students believe this to be the case, they must explain why they do not plan to obtain informed consent, how they plan to disguise identifying information, which specific categories of information will be disguised, and how much risk there is to the client/participant. In estimating risk it should be noted that CRPs are public documents, on file in the Argosy University, Chicago Library and, therefore, available to the public. CRPs may be the basis for publication in a journal or presentation at a scientific meeting.

- E. **Welfare of the Consumer:** Ethical Standard 6 (Attachment #4) addresses the welfare of the consumer. This seems relevant when a client is still in therapy with the student. If this is the case, students' CRP IRB forms should indicate how they will handle the possibility that a conflict of interest will arise and have an adverse effect on therapy.
- F. **Deadlines for IRB submission:** Proposals are reviewed at the IRB's monthly meeting. The committee meets the 3rd Tuesday of the month and in order to have a proposal reviewed at the meeting; it must be turned in by two weeks prior to this date. For example: *IRB meets June 15th, 2009 proposal must be turned in by June 1st, 2009 by 5:00pm*. There are no exceptions to this policy. During the summer, the IRB accepts applications on a rolling basis. Students must allow 30 days from submission for Expedited and Exempt applications and 60 days for Full applications.

The Final Draft

Please read this section before contacting the Editor or any staff members. It will most likely answer your questions.

- A. Work on the final draft is best achieved through regular meetings between the student and the chairperson to review and revise sections of the paper. Appointments should be made at the

completion of each meeting and clear expectations regarding the material to be reviewed at the next meeting should be defined. The student should expect to see the chairperson at 3-4 week intervals until a draft fully satisfies the chairperson.

B. The general format for the final draft should follow the APA style of organization as follows:

Title Page

Abstract

Introduction

Method

Participants

Measures

Procedures

Results

Discussion

References

Appendices (if necessary). Please secure written permission to reprint any copyrighted material in your Appendix.

See the APA manual for a complete description of each section of the paper.

- C. The final draft should be in APA style (sixth edition). Please use Attachment #5 regarding presentation errors and APA style requirements as a guide. Pay particular attention to passive voice and to APA rules concerning verb tense and verb voice, as these account for most editing corrections. Any changes suggested by committee members should be approved by the chairperson before the student completes the final paper. *You must obtain the signatures of your committee chairperson and both committee members before submitting your CRP to the editor.* This will include three signatures under **3. Draft Approval** of the Clinical Research Project Approval Form.
- D. Once these signatures are obtained make two copies of the CRP Approval Form. Give one copy to the Registrar, Tyler Shippen (this will stop your registration for CRP enrollment) and mail the other copy with your submission to the editor (who eventually will sign **4. Editing Completed** of the CRP Approval Form). Please retain the original version of the form for your records. Submit the final revision of your CRP to the Editor when you have finished making all editing and content changes per the directions below.
- E. Manuscript Editing Procedure

Manuscripts should be forwarded to the Editor at the address indicated in Attachment #7. **A self-addressed “flat rate priority mail” envelope (2 of these if the CRP exceeds 100 pages) must be included for the return of your manuscript. Please make sure the envelope is “flat rate.” Affix to the envelope a regular postage stamp for \$4.95 (not a metered stamp, which is date-sensitive). The Editor will not pay for the return of revised student manuscripts.**

1. The Nature of Editing

Your committee members read your manuscript largely for its content; The Editor edits it meticulously for its adherence to APA style (sixth edition), the structures of formal written English, and the rules of the Argosy University, Chicago CRP guidelines. This division of labor allows your committee to complete its content editing task more efficiently, but it also leaves to you and the Editor the subsequent task of copyediting. Thus, even if your committee has approved the text, such approval does not signal completion of your responsibilities as the author. Note that it is your responsibility to ensure that the CRP follows APA style and the CRP requirements. The editor may return your CRP, unedited, if it is evident that you have not used these resources to format your CRP.

Copyediting requires minute attention to every word and sentence and frequent alteration of such recurrent features as verb tense and voice. Such insistence on consistency does not imply any failure or your part as a writer but simply heightens the correctness of your language. Thus, please do not misinterpret the volume of copyediting changes: the many changes regularize your text and make its manifold features consistent with one another. Rigorous editing can shock those unaccustomed to such meticulous attention, but no one's prose appears in journals or books in its original form.

2. The Procedure

Students are advised that the length of the editing process can be influenced by a number of factors. These include the length of the manuscript, the degree to which the manuscript has poor style and grammar, the degree to which the manuscript does not conform to the style requirements of the APA Manual and the school, and the volume of manuscripts received by the editor(s) to review. For this reason, it is not possible to specify the amount of time needed for the editorial review. Do not expect the editor to forecast the eventual return of your manuscript. Information regarding deadlines for editing and submission of materials for participation in the commencement ceremony are posted on www.auconnection.net/chicago. **You are encouraged to review this material carefully—it is included as a supplement to this Handbook.**

The following information is provided to assist you in planning for the editorial process. Manuscripts received well before the deadline for participation in graduation are most likely to have the shortest turnaround time, particularly those submitted in the Fall Semester. Students turning in manuscripts on or after the deadline for participation in commencement should anticipate a much longer turnaround time due to the substantial increase in the volume of manuscripts requiring editing.

All manuscripts are read in the order in which they are received. **Attempting to exert pressure on the Editor or other staff members, making demands that your manuscript receive special treatment, or contacting other staff members about the status of your manuscript are not acceptable behaviors and can result in your manuscript receiving a lower priority number.**

To aid in the process and to prevent a backlog from developing, a second editor may be available to assist the primary Editor in the review of manuscripts. If your manuscript is transferred to a second editor, you will be informed of this.

After receiving the manuscript back following the first editing, you will need some time to make the changes. Please take this necessity into account in your own planning. To address one common concern, the Editor stresses that the editing does not intend to alter your meaning. If, in changing verb voice from passive to active (as required by good English prose, by AU, and by the APA manual), he or she has changed your meaning, simply substitute a more adequate active voice verb for the Editor's suggested one. After you have printed a clean copy of the revision, and the Editor receives it, he or she will read it a second time, note any omissions or remaining errors (usually typographical), and sign off on the sheet that allows you to get the manuscript bound after completing final revisions.

3. Thus, in terms of printing the manuscript, you will send the Editor a copy printed on standard paper. You will later print the revised manuscript on standard paper and send it to the Editor to reread. After he or she has pulled out any pages on which errors remain after the second reading, you simply correct these errors and then print your final error-free manuscript on **twenty eight pound paper with a laser printer.**

F. All members of the student's CRP committee should sign the CRP Approval Form after approving the final draft. The student is responsible for getting these signatures.

G. After approval from the CRP editor, the student's chair must approve and sign off on the final draft.

H. After the final edited draft is approved by the CRP chair, the student then gets his/her volume number from the Coordinator of Student Services and then takes laser quality copies of the perfect final draft to a bindery, where it must be bound according to instructions included in this handout. A list of local binderies familiar with Argosy University, Chicago requirements may be found in this Handbook's supplement. The information presented online will include updated addresses and phone numbers.

I. Bring the bound copy to the Department Administrator. Students must wait until a copy of the final academic transcript and final letter of completion are received before using the "Doctor" title. These documents are the students' official notification of degree completion. Diplomas are issued a few weeks after the last term you are enrolled. Please see graduation policies and procedures on

www.auconnection.net/chicago .

J. It is customary to provide a copy of your final bound CRP to your chair unless they he or she indicates otherwise. Consult with your other two readers regarding whether and in what form they wish to receive a copy of your CRP.

K. Finally, please email a copy of your final CRP to the librarian.

Grading

CRPs are not graded; they are either accepted or not accepted by the student's committee and the School. If not accepted, the student corrects those areas deemed deficient by the committee and resubmits the project.

However, registration for CRP is like registration for a course. Students will be graded CR/NC (Credit/No Credit) by their chair based on the work the student has completed that term, and whether the student has been in contact with the chair during that time.

All committee members also complete the Scientific Inquiry Rubric at three stages in the CRP process: first draft of the CRP proposal (chair only), final draft of the CRP Proposal and final draft of the CRP. These rubric is used to rate the quality of the student's work on the CRP. Students may not proceed to the next stage of the CRP without earning a passing rating from all three members in each category of the rubric. For the final proposal, passing ratings are a "3" or higher. For the final draft, passing ratings are a "4" or higher. Students who are deficient in any area will need to work with the committee to address and correct these deficiencies.

Note: Students should anticipate that it will take approximately 12-18 months to complete the CRP. Faculty are usually unavailable during July and August to work on CRPs. However, some faculty have made summer time available for CRP work. Students are encouraged to consult with their chairs when planning for summer. Students who make arrangements to work with their chair during the months of July and August must register for CRP in Summer II.

Typing and Other Instructions

Follow the directions of the APA Publication Manual (Sixth Edition) with the following exceptions/changes/additions.

A. Title page: See "Sample Title Page" and follow the example attached exactly. You should outline your title page to approximate the text centering and line spacing as demonstrated in this example. It's important to keep the text centered on the page. Format each text grouping as it appears in this example. Your name should appear as you intend to use it professionally, as it will appear on your diploma, and it should have either your middle name or initial. The date on the

bottom of the page are the month and year that you are submitting the bound copy.

B. Table of contents: This follows the Title page. You do not number either the Title page or the Table of Contents page, nor do you use a running head. The table of contents should be double spaced and formatted with the regular margins. The headings and subheadings should match the CRP exactly (e.g. if your CRP heading for Chapter 1 is “Chapter 1: Introduction” this should be what is listed in the Table of Contents. Designate chapter numbers in the Table of Contents. The following format should be used:

| Table of Contents | |
|------------------------------|----|
| Dedication..... | i |
| Acknowledgments..... | ii |
| Abstract..... | 1 |
| Chapter 1: Introduction..... | 2 |

C. Dedication/Acknowledgments: Dedication and/or acknowledgments are optional, but usually included. If included, they follow the Table of Contents, and if both are used, they must be on separate pages with the dedication section coming first. The dedication should be centered on the top of the page and the rest written in regular paragraph form. These pages are numbered with lower case Roman numerals, so for the dedication page, type i in the right hand corner as a page number.

D. Abstract: Follow the APA Manual on this. Use the number 1 as a page number (see above). Use the active rather than the passive voice, and use verbs rather than their noun equivalents. The present tense should be used to describe conclusions drawn; use past tense to describe specific variables manipulated or outcomes measured.

E. Typing:

1. Margins - 1 1/2 inch left margin (to allow for binding), 1 inch right, top and bottom margins.
2. The bound CRP must be 12 pt. Times New Roman Font throughout.
3. No running head.
4. The entire paper is to be typed double spaced, including:
 - a. Lengthy quotes (as described in the APA Manual as 40 words or more) are to be indented a half inch from the left margin and double-spaced.
 - b. Entries in the Reference section are to be double-spaced within an entry and double-spaced between entries. Indent all lines of a reference entry 3 spaces, except the first line, which you begin at the left margin. (This is hanging indent format.)

5. Each chapter should have a label.
6. With the exception of the Title page and Table of Contents, CRP's must have page numbers throughout.

F. Tables, Figures and Graphs: Include these within the text for the convenience of your reader (APA style, sixth edition).

G. Paper

1. Do not bind the original of your CRP. Keep this unbound for your use.
2. Laser print on to 28-pound laser-quality white paper (this is standard weight).

H. Binding:

1. The cover must be black with gold lettering.
2. The spine should have the following information in the following order: 1) Argosy University, Chicago 2) title 3) last name of student 4) year, and 5) volume number (include only the 4-digit number). The spine should have the complete title.

Example Spine:

Argosy University, Chicago, The Study of XYZ, Smith, 2009, 1234

3. It is recommended you use one of the CRP Binderies found on page 31 of this manual, however students can use any bindery of their choice. If you are using an alternate bindery please ensure the CRP cover material used is **library-grade black buckram**.

4. The front cover should have the complete title, and underneath, your name as it appears on the title page. Do not indicate any previously earned degrees after your name—only include your name.

I. The copyright law protects your work from the moment you create it. It is not necessary to file a formal application to indicate that you own the copyright. You may insert on the page following the title page:

© copyright (year) by (Your Name)
All rights reserved.

The Relationship Between Psychosocial Dwarfism
and Environmental Deprivation

**S
A
M
P
L
E**

Student M. Name

**T
I
T
L
E**

Your M. Advisor, Ph.D.
Chair

First M. Member, Psy.D.
Member

Second M. Member, Ph.D.
Member

**P
A
G
E**

A Clinical Research Project submitted to the faculty of The American School of Professional Psychology of Argosy University, Chicago in partial fulfillment of the requirements for the degree of Doctor of Psychology in Clinical Psychology.

Chicago, Illinois
Month, Year

REFERENCES

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Attachment #1

ARGOSY UNIVERSITY, CHICAGO

Clinical Research Project Approval Form

Student Name: _____

Student Social Security Number: _____

Title of CRP: _____

CRP Committee (print name and terminal degree)

- 1. _____ Chairperson
- 2. _____ Committee Member
- 3. _____ Committee Member

1. Committee Approval

Chairperson Date

2. Proposal Approval

CRP Chairperson Date

Committee Member Date

Committee Member Date

Institutional Review Board Chair Date

3. Draft Approval

Chairperson Date

Committee Member Date

Committee Member Date

Registrar's Signature (*this signature authorizes completion of CRP registration*) Date

4. Editing Completed

Editor Date

5. Final Draft Approval

Chairperson Date

6. Bound Copy Accepted by School

Department Advisor Date

7. Electronic Copy Accepted by Library

Director of Library Services Date

Attachment #2

REQUEST FOR REVIEW OF CRP PROPOSAL

Choose from one of the following Applications for IRB Review:

Exempt, Expedited, or Full

(See IRB Handbook, page 34 and pages 16-18 to determine proper form)

Attachment #3
Sample Letter from Agency

[Date]

Dear _____:

This is to inform you that (Student's Name) a Psy.D. candidate at the American School of Professional Psychology (formerly Illinois School of Professional Psychology) (Agency's Name), has been granted continuing access to the Unit's files until s/he completes her/his research project. No personal identifying data regarding subjects will be used in the research although such information is contained within the files.

Sincerely,

Attachment #4

Elements of the Informed Consent Document

Every researcher at ASPP at Argosy University must obtain the informed consent of any potential human participant of research before involving that person in the research itself. You must provide the participants with informed consent documents written in simple, first person, lay language and in the native language understandable to the participant (or the participant's legally authorized representative). If participants do not read the native language in which the form is written or if there is no written native language, then terms must be explained verbally in detail in their native language. Verbal consent must be documented and witnessed by another party who can speak the native language.

If minors over the age of 7 are involved and have not attained 18 years of age, they must give their assent (even if parental consent is obtained). You must provide them with a separate form—called an assent form—written to the minors' level of understanding in simple language.

The following elements must be included in the consent form(s) where appropriate:

- The informed consent must be written in the first person “I” of the participant, for example, “I understand that I will participate in a research study...”. The informed consent must be written in simple, lay language. Consent forms written for adults must use a 4th grade reading level. Word processing programs such as Microsoft Word can provide an estimate of the reading-level of documents.
- State the number of participants that will participate in the study. The opening paragraph should state that it is a research study and give sufficient details for participants to be informed as to the purpose and objectives of the study, where the study will be conducted; duration, dates, and nature of participants' participation. Do not include a statement such as "I agree to what has been verbally described." You must describe the study and its procedures on the informed consent document.
- Description of the procedures to be followed, including any that are experimental; describe discomforts and risks. Specify the amount of time participation will take in terms of hours, days, weeks, etc.
- Description of any risks (psychological, emotional, physical, etc.), however slight.
- Description of any benefits to the person participating and available alternative procedures. If there are not any benefits for participation, indicate this also. Do not include benefits to society or benefits to the researcher.
- Description of compensation (monetary or psychotherapy benefits), schedule of payments, and compensation in the event of withdrawal from the study.
- A statement informing participants if medical records, grades, exam scores, or other personal documents will be examined or used.
- For survey, questionnaire, or other similar measurements, a statement informing participant(s) that they may refuse to answer (without loss of benefits to the participant) any questions that make them feel uncomfortable. If not answering questions would cause you to have to withdraw them from the study, be sure to note this, and

any resulting consequences of being withdrawn, in the consent form.

- For sensitive topics (depression, sex, AIDS/HIV, drug or alcohol abuse, suicide, abusive behavior, child abuse, etc.) the investigator must include sources where the participant can obtain assistance, such as counselors, treatment centers, or hospitals. Emphasize the plan of action for identified behaviors involving the risk of injury to self or others, and for compliance with State/Federal reporting laws.

- **You must include a statement, when appropriate, that if child abuse is detected, it must be reported to the proper authorities.**

- A statement that participation is voluntary and that the participant can withdraw from the study at any time and that such withdrawal will not affect any treatment, employment, benefits, etc., if applicable. Specify the consequences, or lack of consequences for withdrawing, i.e., there will or will not be loss of benefits, grades, payment, treatment, course credit, employment, etc.

- A description of anticipated circumstances under which the participant's participation may be terminated by the investigator without regard to the participant's consent, and what effect this would have on any benefits, payment, treatment, course credit, etc.

- **State if study is confidential or anonymous - it cannot be both.** Explain how you will maintain confidentiality of records and data (e.g. coded responses or secure storage). Confidential means that the information provided by the participant may be connected to the participant whereas; anonymous means that the information provided cannot be connected to the participant.

- Permission for audio/videotaping: specifying how and by whom the tapes will be used must appear in the consent form. You must let the participants know how long the tapes will be kept and how the tapes will be destroyed or erased. If a participant refuses to be taped but still may participate in the study, a separate form must be developed stating the options with a signature line for each option. If your study includes the videotaping of classrooms, you must provide options to people who do not wish to participate or be video taped, such as allowing them to sit out of the videotape range, in back of the classroom, or letting them leave the room. (NOTE: A separate Audio/Video Tape release form should only be used in cases of deception studies in which participants are not informed that they have been A/V taped until after their participation, or if the participant can still participate without being A/V taped.)

- A statement, if appropriate, that the particular treatment or procedure may involve risks to the participant that are currently unforeseeable.

- A listing of any additional costs the participant may incur while participating in the research, (e.g. parking fees, travel costs, medical costs, loss of work time).

- Oral informed consent may be approved by the IRB in some cases if all elements of consent are given and this is witnessed or in certain cases audio/video taped. A transcript of the consent process must be provided to the IRB and must be given to the participant, if they request a copy.

The following ***IRB Statement*** must be included in all informed consents:

"I understand that this research study has been reviewed and approved by the Institutional Review

Board, American School of Professional Psychology (formerly Illinois School of Professional Psychology) at Argosy University, Chicago. For research-related problems or questions regarding participants' rights, I can contact the Institutional Review Board through Dr. David Van Dyke, IRB Chair, at (312) 777-7600 ext. 7699."

Consent forms with more than one (1) page should be initialed and dated by the participant (initial_____ date_____ on each page) and pages should be numbered (page x of y # of pages).

The final statements should be the following:

I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study. I have been given a copy of this consent form.

(The informed consent must be dated and have appropriate signatures. For parent’s informed consent, include a line for the printed name of the child.)

You must give a signed copy of the informed consent document to the participant, and keep the original your files for **3** years after the completion of the study. **Consent forms must be kept in a locked-secure place.**

Your name, address, and telephone number, as well as those of another contact person (**this means graduate advisor if you are a graduate student, otherwise some other responsible individual at ASPP**), must be listed on the bottom of the form so that participants know whom to contact for information the study or in the event of a research-related injury to the participant.

NOTE: This checklist is for your use in the preparation of a consent/assent form.

| Item | No | Yes | N/A |
|---|-----------|------------|------------|
| Does the title of the study appear at the top of the consent/assent form? | | | |
| Is the consent/assent form written in first person? | | | |
| Is the number of potential subjects clearly specified? | | | |
| Is the consent/assent form written in simple lay language? | | | |
| Is the consent/assent form written in the native language of the potential subject? | | | |
| Does the consent/assent form state the general purpose of the study, what the researcher expects to learn? | | | |
| In the case of student researchers, does the consent/assent form state how the study relates to your program of work (project, thesis, dissertation)? | | | |
| Does the consent/assent form state if the study is confidential or anonymous? It cannot be both. | | | |
| Does the consent/assent form indicate that in cases of detected abuse, this information must be reported to proper authorities? | | | |

| | | | |
|--|--|--|--|
| Does the consent/assent form indicate to the subject his/her right to choose to participate? | | | |
| Is there a statement indicating why and how this subject was selected as a possible participant? Are the population and sample clearly identified? | | | |
| Does the consent/assent form clearly explain the procedure to be followed in implementing the project (time, frequency, nature of information, questions asked, observations made)? | | | |
| Is there a statement which addresses possible discomforts and inconveniences that the participant might expect? | | | |
| Does the consent/assent form describe any participant risks that are involved in the project? | | | |
| If there are any benefits to the subject, are they identified in the consent/assent form? Otherwise, does it state that there are no personal benefits to the subject? | | | |
| If the project requires that any standard treatment be withheld, is this clearly designated in the consent/assent form? If alternative treatments are available, are they described? | | | |
| Is the subject's confidentiality explained in the consent/assent form? | | | |
| Is the use of any tapes or other materials (such as audio tapes, videotapes, photos, use of data for other purposes) explained and the final disposition made clear? | | | |
| Are compensation and costs included in the project, and are they identified specifically for the subject? | | | |
| Does the consent/assent form indicate where the subject can contact the PI and/or research advisor to have questions answered? | | | |
| Address | | | |
| Phone Number | | | |
| E-mail address | | | |
| In the case of faculty member PI s, is there someone else identified as a contact person, i.e., department head, section leader, etc.? | | | |
| Does the consent/assent form have the ISPP IRB statement along with the address, telephone number and e-mail address of the IRB Chair? | | | |
| Does the consent/form indicate to the subject that he/she can withdraw at any time from the project? | | | |
| Does the form indicate any procedures that might be necessary for ordinary withdrawal from a complex study? | | | |
| Are situations where the subject's participation can be terminated described? | | | |
| Does the consent/assent form indicate to the subject that he/she is entitled to a written copy of said form? | | | |

| | | | |
|---|--|--|--|
| Does a statement exist expressing that the subject's signature indicated a willingness to participate? | | | |
| Does the consent/assent form have a place for the subject's signature, investigator's signature and date? | | | |
| Does a parental consent form have a blank line for the child's printed name? | | | |
| Is there a child's assent form (required for children ages 7-18)? | | | |

IMPROVING STUDENTS' COPYEDITING OF PAPERS, THESES, AND CRPS

The American Psychological Association has published the sixth edition of its Publication Manual. Dr. Kathleen Spaltro, who previously taught the Professional Writing course and edited Clinical Research Projects, prepared a skeleton key to the new edition of the APA manual to enable faculty and students to pinpoint matters most germane to student writing. Any faculty member could add on to this list, but it includes the most commonly meant attributes of "writing in APA style" and could serve as a checklist.

Dr. Spaltro has also cross-referenced the items highlighted from the APA manual with appropriate chapters from Sheridan Baker's *The Practical Stylist*, an excellent general guide to improving one's writing. The Baker book adds further explanation of matters of which the APA manual may speak only briefly and so may elucidate the murky, mysterious, and cryptic. Obviously, if the Baker book disagrees with the APA manual, the APA manual takes precedence.

A Writer's Guide to Transitional Words and Expressions is a resource for anyone striving to make her or his copy "flow" more naturally and logically. It suggests numerous transitional expressions for different purposes and ends with a listing of more than 500 substitutes for "said", many of which would help a writer struggling with a literature review.

With regard to the most commonly problematic features of student theses and CRPs submitted for editing, please note the following list of things to check:

1. Attention to AU/Chicago rules for format (if the AU rules disagree with the APA manual, the AU rules take precedence).
2. Proper and complete documentation of in-text citations and a reference list compliant with APA rules (cite author and year for all paraphrases [page number encouraged]; cite author, year, and page for all direct quotes; type the reference in the list exactly according to the models presented in the APA manual).
3. Staying in either first person or third person throughout the text (please note that the new manual seems to discourage third person even in reporting empirical data, but specifies third person in the abstract, but not in the text).
4. Writing as much as possible in the active voice, and editing out the passive voice (the new manual stresses this repeatedly).
5. Using appropriate verb tense for the context (generally, this means that the writer would use present tense when generalizing about psychological phenomena or populations but otherwise would write in past tense or present perfect tense for the most part [when discussing the ideas of a theorist, the findings of a researcher, or the results of an empirical study or the subjects of such a study]. With regard to his/her own findings, the writer uses past tense to report them but then uses present tense to discuss them [i.e., to generalize about their meaning].)

ARGOSY UNIVERSITY, CHICAGO
AMERICAN SCHOOL OF PROFESSIONAL PSYCHOLOGY
Clinical Research Project
Format Checklist

If the CRP adheres satisfactorily to Argosy University, Chicago standards (as stated in the AU Guidelines), a checkmark will appear next to an item. If you need to retype an item, a circle will appear around it. . Print the revision on inexpensive paper. After the editor checks it again, you make any omitted corrections. Use sixth edition (2009) of the APA manual.

Title Page: acceptable format

Table of Contents: acceptable format; begins with preliminary material

Dedication: [optional]

Acknowledgments Page: [optional]

Dedication Page: [optional]

Abstract: statement of problem, methods used, results, and conclusions; 100-175 words; mentions topics covered, thesis, sources used, conclusions drawn; double-spaced

Within Text Chapters: documentation of references in text according to APA style; block quotes double-spaced and indented according to APA Manual; headings prepared according to APA style

Reference List: double-spaced, alphabetized, unnumbered entries; double-space between entries; acceptable format; use hanging indent format

Pagination: preliminary material begins with page i; abstract begins with page 1. Students can use the default function on the word processor to set page numbers (instead of page numbers one inch from the top and one inch from the right). The APA sixth edition recommends this. No page numbers on table of contents or title page.

Margins: left, 1 1/2"; right, 1"; top, 1"; bottom, 1"

Style: free from mistakes in grammar, punctuation, spelling; clearly written; free from passive voice verbs, biased language; written consistently in first or third person; consult APA Manual, for copyediting symbols; follow APA Manual tense rules

Miscellaneous: 8-1/2 x 11" paper; non-erasable paper; copies on 20-pound bond paper; new black ribbon; typewriter or letter quality word processing typeface; double-spacing

Page Numbers: Place page numbers 1/2 inch from the top and one inch from the right. Use the automatic function in your word-processing program.

Tables and Figures: Use APA guidelines. Start each on a separate page. Only horizontal lines may be used in Tables.

Formatting Headings

Use the following procedure to format headings. Determine how many levels you have throughout the paper, and then check below for the correct formatting. Most writers find that two or three levels of heading serve their purpose, but your paper may use up to five levels.

Note: None of the headings use boldface type, and italicized type (not underlining) is used for levels three through five.

Format as follows:

Level 1 Heading:

**Centered, Boldface, Uppercase and
Lowercase Heading**

Level 2 Heading:

**Flush-Left, Boldface, Uppercase and
Lowercase Heading**

Level 3 Heading:

**Indented, boldface, lowercase paragraph
heading ending with a period.**

Level 4 Heading:

***Indented, boldface, italicized, lowercase
paragraph heading ending with a period.***

Level 5 Heading:

***Indented, italicized, lowercase paragraph
heading with a period.***

Instructions for Mailing to the Editor

1. Enclose a letter or note to the editor, which includes your name and contact information, your chair's name and contact information, and your anticipated graduation year (to provide an indication of your timeline)

2. Use a SASE: This should be a priority mail envelope that is weighed at the post office.

3. Do not use metered stamps.

4. If sending "overnight" or via a carrier other than U.S. Post Office, waive any signature requirements.

5. Address: Michelle Greenberg
1555 N. Sandburg Terrace
Chicago, IL 60610

Attachment #8

**ARGOSY UNIVERSITY, CHICAGO
AMERICAN SCHOOL OF PROFESSIONAL PSYCHOLOGY
225 N. Michigan Ave. Suite 1300
Chicago, IL 60610
(312) 777-7601**

I have completed the editing task of the final project for the following Argosy University, Chicago student:

NAME OF STUDENT: _____

TITLE: _____

CHAIR: _____

After the student does the following, the manuscript editing will be complete:

_____ Correct remaining errors

_____ E-mail editor the following: _____

_____ Other: _____

Editor _____ Date _____

Following completion of the editing process, the student MUST:

- Have Chair review and sign off on final edited draft
- Obtain written permission regarding copyrighted material (if applicable and not yet completed).
- The student should attach this form, or a copy of it, to the sign-off sheet, and give it to Student Services along with the bound copy.

Chair's signature _____ Date _____

Your project is now ready to go to the binder. Please call Student Services for a volume number at (312) 777-7638

cc: Student Services

CRP BINDERIES

Koehler Bindery

3802 Montrose Avenue
Chicago, Illinois
(773) 539-7979

A & H Bindery

2600 Lexington St.
Broadview Ill.
708-344-3300

Thistle Bookbinding

4001 North Ravenswood, Suite 605
Chicago, Illinois
(773) 472-0213

Students can use any bindery of their choice. Binderies listed here are some that are available in the Chicago area. An updated list of local binderies may be found at the Argosy University, Chicago campus website.

***Please make sure to use the following school name on the binding (also see page 13 of this manual):
Argosy University, Chicago***

Timeline of Important CRP Events/Requirements*

Pre-Proposal:

- **FIRST YEAR** – students should begin reviewing the literature/reading current journal publications to determine topics of interest. Begin narrowing your focus and identifying potential research questions.
- **SECOND YEAR** – students should plan to take the required pre-requisite CRP courses, PP7202 Statistics and PP7203 Research Methods at some point during the second year.
- **THIRD YEAR** – **students should complete the pre-requisite courses (PP7202 and PP7203) by the end of the fall of third year**
- **THIRD YEAR** – students should identify a chair for the CRP by the end of the fall of third year. Students should submit the “Chair Declaration Form” to be registered for CRP.

Proposal: SECOND-THIRD YEAR

- **Students must be registered for CRP by the spring term before they plan to apply for internship** (usually this is spring of the third year).
- Working with the CRP chair, students should write the CRP proposal. Plan appropriate turnaround time for your proposal – faculty are allowed 4 weeks to respond to your draft.
- When the proposal draft is **FIRST** read by the chair, the chair should complete a “Scientific Inquiry Rubric”. It is the student’s responsibility to ensure this is completed. Rubrics can be submitted electronically to the IRB Coordinator (Melissa Heinemann). If committee members need a copy of the form, students should ask the IRB Coordinator to send it to the members.
- When the **FINAL** proposal is approved, all committee members need to complete the “Scientific Inquiry Rubric”.
- Before Submitting the proposal to the IRB, all students and committee members must complete the CITI training. More information about this training is available in the IRB handbook. Committee members only need to complete the training once. If they have previously completed the training, it is not necessary for the members to complete it again. Students are responsible for ensuring that their committee members have completed the training.
- **To be eligible to apply for internship**, students must obtain full or conditional IRB certification by July 1 of the year they intend to apply for internship. The program strongly recommends that students submit proposals **no later than the April IRB review** to increase the likelihood of meeting this deadline.

Data Collection: THIRD-FOURTH YEAR

- Students may not begin data collection until the CRP has received Full Certification from the IRB
- IRB certification is good for one year. Students will need to extend their IRB certification if the project is not complete within one year of IRB certification. Please refer to the Continuing Review forms in the IRB manual.

Draft: FOURTH-FIFTH YEAR

- When the **FINAL** draft is approved, all committee members need to complete the “Scientific Inquiry Rubric”, and sign off on the CRP signature sheet. This should be submitted to the registrar to end CRP enrollment

Editing: FIFTH YEAR

- Students are required to use the Argosy, Chicago editor (Michelle Greenberg). The editor's contact information and requirements for submission can be found on the local campus website (http://www.auconnection.net/chicago/stserv/crp/crp_index.asp).

Graduation:

- To be eligible to participate in the November graduation ceremony, students must meet the following deadlines:
 - June 1 – final draft is due to the editor for first round of editing
 - August 1 – final draft is due to the editor for second round of editing
 - September 15 – bound copy of CRP is submitted to the department administrator (Toni Johnson)
- Students must complete all degree requirements within 7 years of beginning the PsyD program.

Exceptions to deadlines: Students who would like to request an extension or exception to the program deadlines should first garner support from the CRP chair. If the chair supports the student's request, the student should submit the request in writing to the associate program chair (Dr. Horvath). Exceptions and extensions are granted only under particularly unusual circumstances.

*the timeline is based on a traditional 5 year program. Students intending to complete the program in 4 years should adjust requirements accordingly.

CHEAT SHEET FOR 5 YEAR PLAN

| FIRST YEAR | SECOND YEAR | THIRD YEAR | FOURTH YEAR | FIFTH YEAR |
|-------------------------------------|---|--|---------------------|---|
| Review literature | Begin identifying potential CRP chairs | Submit CRP chair declaration form to registrar in summer or fall | Collect data | Finish draft |
| Begin developing research questions | Talk to faculty about chairing your CRP | Develop proposal with chair in fall | Analyze data | Collect "Scientific Inquiry Rubric" from full committee for final draft |
| | Register for Research Methods (PP7203) | Collect "Scientific Inquiry Rubric" from Chair for proposal draft | Begin writing draft | Turn in CRP signature sheet to registrar to end CRP registration |
| | Register for Statistics (PP7202) | Submit proposal to readers in early spring term | | Submit to Editor by June 1 to be eligible for graduation |
| | | Complete CITI training and verify that all committee members have completed the training | | |
| | | Collect "Scientific Inquiry Rubric" from full committee for proposal final | | |
| | | Submit final CRP proposal to IRB (approved by all committee members) by mid-April | | |
| | | Obtain IRB certification before July 1 | | |

CHEAT SHEET FOR 4 YEAR PLAN

| FIRST YEAR | SECOND YEAR | THIRD YEAR | FOURTH YEAR |
|---|--|---------------------|---|
| Review literature | Register for Research Methods in fall (PP7203) | Collect data | Finish draft |
| Begin developing research questions | Register for Statistics in fall (PP7202) | Analyze data | Collect “Scientific Inquiry Rubric” from full committee for final draft |
| Begin identifying potential CRP chairs | Submit CRP chair declaration form to registrar in summer or fall | Begin writing draft | Turn in CRP signature sheet to registrar to end CRP registration |
| Talk to faculty about chairing your CRP | Develop proposal with chair in fall | | Submit to Editor by June 1 to be eligible for graduation |
| | Collect “Scientific Inquiry Rubric” from Chair for proposal draft | | |
| | Submit proposal to readers in early spring term | | |
| | Complete CITI training and verify that all committee members have completed the training | | |
| | Collect “Scientific Inquiry Rubric” from full committee for proposal final | | |
| | Submit final CRP proposal to IRB (approved by all committee members) by mid-April | | |
| | Obtain IRB certification before July 1 | | |