ILLINOIS SCHOOL OF
PROFESSIONAL PSYCHOLOGY
AT ARGOSY UNIVERSITY | CHICAGO

Student Guide to the Clinical Research Project Process

A Manual on Procedures for Planning and Writing a
Clinical Research Project at the
Illinois School of Professional Psychology at
Argosy University, Chicago

College of Psychology and Behavioral
Sciences

Summer 2017

Revised March 2018

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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

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 correlation 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.

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.

Theoretical CRPs

- **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 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 CRP each semester until it is completed (Note – CRP registration carries a tuition charge equivalent to the cost of one credit, per semester). 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.

> **Note:** Students should anticipate that it will take approximately 12-18 months to complete the CRP. Faculty are usually less available during July and August to work on CRPs. Students are encouraged to consult with their chairs when planning for summer.

The following procedure applies to all pre-intern students:

1. 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.

2. Students 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, PP7203, and the Research Elective 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. Near the end of the PP8499 course, students should submit the CRP Committee Declaration form to the registrar to be registered for PP8501 starting in the spring semester following completion of the PP8499 course. A copy

of this form should also be submitted to the ISPP Department Administrator for committee tracking (Appendix B).

3. Students will submit rank lists for CRP Proposal Development sections in the summer before the course begins. Students will be notified of their CRP section before the end of the summer I term – and are encouraged to meet with their CRP chair before the summer II break. Once a chairperson is selected, students work with him/her to refine and finalize their CRP topic.

4. Students will work with the CRP chair to complete the selection of their CRP committee. The other two committee members should be composed of one other ISPP faculty member and a third member who is not an ISPP faculty member but needs to be an expert in the student's area of study. The third member (outside reader) may be an adjunct faculty member or someone not affiliated with ISPP or Argosy University. External readers who are not adjunct faculty must be approved. The student must submit a copy of the proposed member's CV and a written statement to the associate program dean (Dr. Horvath) stating the rationale for the outside committee member's participation (i.e. how the outside member's expertise fits with the student's CRP topic). Once the CRP Committee is established (in consultation with the CRP chair), students should submit the Committee Declaration form to the ISPP Department Administrator.

4. 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 chairperson 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.

5. All PsyD students are required to disseminate their research findings to a public audience. This is required to demonstrate that students have acquired the necessary knowledge and skills to present their research findings in a coherent and concise way. In addition, it is the ethical responsibility of researchers to use their findings to advance the field and our understanding of human behavior. Students are given a range of options from which to choose for how to present their findings in a public setting. Most students will choose to present their CRP research, but students who are engaged in other research activities, may present findings from this work. Students should consult with their chair to determine which option is most appropriate for the student (refer to the Dissemination of Research Findings in Appendix C). **Students are required to submit this form, which indicates the student's plans for dissemination research findings, before applying for internship**. **The deadline to qualify to apply for internship is July 1.**

5. **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 program dean, 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.

6. 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. 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

The Proposal should follow APA style and include the following sections:

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:

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.

Data Analysis

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

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.

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 refer to the section "Improving students copyediting" on page 27 for information about the most common presentation errors so that you may edit as you complete each stage of the proposal and drafting process.

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 on the local library website: http://argosy.campusguides.com/chicago/IRBChicago.

This will include three 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.doc.

The IRB will review the possible risks to participants, prior consent or adequate protection of participant 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 proceed with research until the Committee approves the proposal. EVERY STUDENT must submit the IRB's Review forms, even those who are doing theoretical papers.

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*).**

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 p. 21 for sample letter).

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.

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 (p. 22 for important information on the consent process).

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 p. 22, 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.

Welfare of the Consumer

Ethical Standard 6 (p. 22) 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.

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.

IRB Project Completion Report

Once students complete their CRP research, students should submit a project completion report to the IRB. This form can be found on the IRB tab of the library website and the student campus commons.

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

- 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.

- The general format for the final draft should follow the APA style of organization as follows; each section should start on a new page:

  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. In cases where it is unclear if you have permission to reprint material, err on the side of excluding it.

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

- The final draft should be in APA style (sixth edition). Please refer to the section "Improving students copyediting" on page 27 for information 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.

- 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 email the other copy with your submission to the editor. 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.

Manuscript Editing Procedure

Students submitting their CRPs to editing will contract with and pay an editor directly.

ISPP Approved CRP Editor List

Melissa Dunn

Editoo Writing Services
www.editoo-services.com
editoo.services@gmail.com

Offering comprehensive editing, proofreading, and APA formatting for CRPs. Student discount rate of $5 per page offered for full editing services, resulting in a final draft ready for binding. I also offer basic level editing which requires the student to make all indicated formatting changes, at a rate of $3 per page.

Amy M. Gralewski

www.AMGEditing.com[AMGEditing.com]
amy.gralewski@gmail.com

Dania Sheldon, DPhil

info@daniasheldon.com
www.daniasheldon.com
Tel: 250-325-2443

Dania holds a doctorate in English Language and Literature from Oxford University and has 17 years' editing experience in the humanities, social sciences, and sciences. Dania is very familiar with the *APA Publication Manual* (6th ed.), and she has worked with numerous graduate students to ensure their manuscripts are clearly written and meticulously prepared for submission.

Emily B. Smith, CME
Wordsmith Academic Editing

Chicago, IL
608-772-3268
es.silverfox@yahoo.com
www.wordsmithgold.com

Reasonable, student-friendly rates of $4.50 per page or $38.00 per hour. Academic editing is my passion and my specialty! Fifteen years' experience editing doctoral dissertations and post-doctoral papers for University of Wisconsin students and faculty.

I offer a high standard of integrity, honesty, and empathy to all my clients. Familiar with all academic style guides, especially APA Style Guide Sixth Edition. Please visit my Website for

complete description of my services. Put this link in the TOP of your browser:
www.wordsmithgold.com

Kathleen Spaltro

kathleen.spaltro@gmail.com

Kathleen holds a doctorate in English from Northwestern and has been a freelance editor since 1982. She currently works at Pearson as an examination editor. Dr. Spaltro has taught students and edited theses/dissertations at ISPP and The Chicago School for many years and won 4 Teacher of the Year Awards.

Elizabeth Wetmore

elizabethwetmore1@gmail.com
773-275-1918

I am a meticulous, thoughtful editor with ten years of experience editing dissertations, theses, and journal articles. Quick, hassle-free turnaround. $44/hour.

Process for requesting other editors:

Students may request permission to hire an editor who is not on the pre-approved editor list. Note that the editor must agree to:
1) use track changes for making edits
2) use the APA 6th edition for style
3) use the CRP manual for program specific style/formatting requirements

If you wish to hire an editor who is not already approved, send Dr. Horvath the link to that person's website and/or a copy of the person's resume. In your email request, you must attest that the editor will meet the 3 program expectations we noted above. You will then be notified as to the status of your request.

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.

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.

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, you should discuss with your chosen editor how long to expect the editing process to take. In our experience, most editors complete the task in less than 2 weeks.

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. 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), the editor has changed your meaning, simply substitute a more adequate active voice verb for the editor's suggested one. After you have addressed the editor's feedback, he or she will read it a second time, note any omissions or remaining errors (usually typographical), and electronically sign off on the sheet that allows you to get the manuscript bound after completing final revisions.

Your final, edited version of the CRP should be printed on **twenty-eight pound paper with a laser printer**.

- 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. See Appendix A.

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

- After the final edited draft is approved by the CRP chair, the student then gets his/her volume number from the ISPP Academic Advisor 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 on page 31.

- Bring the bound copy to the ISPP Academic Advisor. 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 the student portal.

- 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.

- Finally, please email a copy of your final CRP to the librarian and obtain her/his signature on the CRP signature sheet.

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.

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 rubrics are 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. Students who are deficient in any area will need to work with the committee to address and correct these deficiencies.

Typing and Other Instructions

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

- **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.

- **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/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.

- **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.

- **Typing**.
  a. Margins - 1 1/2 inch left margin (to allow for binding), 1 inch right, top and bottom margins.

  b. The bound CRP must be 12 pt. Times New Roman Font throughout.
  c. No running head.
  d. The entire paper is to be typed double spaced, including:

     i. *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.

     ii. *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.)

  e. Each chapter should have a label (e.g. Chapter 1: Introduction)
  f. Each chapter should start on a new page.
  g. With the exception of the Title page and Table of Contents, CRP's must have page numbers throughout.

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

- **Paper**.
  - Do not bind the original of your CRP. Keep this unbound for your use.

  - Laser print on to 28-pound laser-quality white paper (this is standard weight).

- **Binding**.
  - The cover must be black with gold lettering.

  - The spine should have the following information in the following order: 1) ISPP 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:
    ISPP Argosy University, Chicago, The Study of XYZ, Smith, 2009, 1234

  - 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*.**

- 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.

- **Copyright.** 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

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Student M. Name

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Your M. Advisor, Ph.D.
Chair

First M. Member, Psy.D.
Member

Second M. Member, Ph.D.
Member

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

Chicago, Illinois
Month, Year

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APPENDIX A: CRP Approval Form

ILLINOIS SCHOOL OF PROFESSIONAL PSYCHOLOGY
At Argosy University, Chicago
Clinical Research Project Approval Form

Student Name:_____

Student ID Number:_____

Title of CRP: _____

_____

_____

CRP Committee 1. _____Chairperson

2. _____

3. _____

1. Committee Approval

_____
Chairperson Date

2. Proposal Approval

_____
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

_____

IRB Chair *(this signature confirms completion of the IRB Project Completion Report)* Date

4. Public Dissemination of Results Completed

_____

Chairperson Date

5. Editing Completed

_____

Editor Date

6. Final Draft Approval

_____

Chairperson Date

7. Bound Copy Accepted by School

_____

Clinical Psychology Academic Advisor Date

8. Electronic Copy Accepted by Library

_____

Director of Library Services Date

APPENDIX B: CRP Committee Declaration Form

ILLINOIS SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT ARGOSY UNIVERSITY | CHICAGO

CRP Committee Declaration Form

Student Name: **Term:**

CRP Chair:

CRP Reader 1- Internal:

CRP Reader 2- External:

☐ **External Reader Approved** ☐ **Copy of External Reader's CV**

This declaration letter is to verify that the listed members are committed and approved to work on the student's CRP committee. Any changes or concerns regarding the CRP committee must be discussed with Dr. Slobig & Dr. Horvath.

CRP Chair Signature: **Date:**

Student Signature: **Date:**

Dean Signature: **Date:**

APPENDIX C: Form for Dissemination of Results

ILLINOIS SCHOOL OF PROFESSIONAL PSYCHOLOGY
At Argosy University, Chicago
Clinical Research Project Dissemination of Results

Student Name:_____

Student ID Number:_____

All PsyD students are required to disseminate their research findings to a public audience. This is required to demonstrate that students have acquired the necessary knowledge and skills to present their research findings in a coherent and concise way. In addition, it is the ethical responsibility of researchers to use their findings to advance the field and our understanding of human behavior. Students are given a range of options from which to choose for how to present their findings in a public setting. Most students will choose to present their CRP research, but students who are engaged in other research activities, may present findings from this work. Students should consult with their chair to determine which option is most appropriate for the student. Indicate below which option that the student is choosing to meet this requirement. <u>All options require that the student present research findings, not just the proposal.</u>

If the student wishes to present research findings from other work (not the CRP), then the faculty advisor should sign this form instead of the CRP chair.

<u>Options for the Dissemination of Research Results</u>

- o Present research <u>findings</u> at the Argosy University Research Day
- o Present research <u>findings</u> at the ISPP CRP Day
- o Present research <u>findings</u> at a Peer Reviewed Conference – a poster or paper presentation is acceptable; the student must be the first author
- o Hold a public defense of the CRP (on campus or via Zoom)
- o Publish research <u>findings</u> in a scholarly journal or newsletter
- o Give a common hour or other on-site presentation on campus (CRP chair, faculty advisor, or faculty designee must be in attendance)
- o Give an external presentation to a professional or lay audience (CRP chair, faculty advisor, or faculty designee must be in attendance)

The student and faculty signatures below indicate that the student and faculty member have discussed and agreed to the above option for meeting the research dissemination requirement.

_____

Student Signature Date

_____

Chairperson or Faculty Advisor Date

This completed form must be submitted to the ISPP Academic Advisor by July 1st of the year that the student intends to apply for internship. If the student wishes to change the plan at a later date, the student should consult with the chair/advisor and submit a new form.

APPENDIX D: IRB Forms and Procedures

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)

IRB Forms and Manuals are on the AU, C Local Library website:

http://argosy.campusguides.com/chicago/IRBChicago

Sample Letter from Agency

[Date]

Dear _____:

This is to inform you that (Student's Name) a Psy.D. candidate at the 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,

Elements of the Informed Consent Document

Every researcher at ISPP 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, and 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 at Argosy University, Chicago. For research-related problems or questions regarding participants' rights, I can contact the Institutional Review Board through Dr. Leah Horvath, IRB Chair, at (312) 777-7600 ext. 7681 or lhorvath@argosy.edu."

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.***

If consent is being given online (e.g. the study is an online survey conducted through a survey website), the consent form should include the following statement: **"Please print or save a copy of this consent form for your records."**

Your name, email 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 AU, C)**, must be listed on the bottom of the form so that participants know whom to contact for information about the study or in the event of a research-related injury to the participant.

Checklist

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			

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			
Does the consent/assent form indicate that in cases of detected abuse, this information must			
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,			
Is there a statement which addresses possible discomforts and inconveniences that the			
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			
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			
Does the consent/assent form indicate where the subject can contact the PI and/or research			
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.,			
Does the consent/assent form have the ISPP IRB statement along with the address, telephone			
Does the consent/form indicate to the subject that he/she can withdraw at any time from the			

Does the form indicate any procedures that might be necessary for ordinary withdrawal from			
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			
Does a statement exist expressing that the subject's signature indicated a willingness to			
Does the consent/assent form have a place for the subject's signature, investigator's signature			
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)?			

APPENDIX E: Improving Student's 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].

APPENDIX F: Clinical Research Project Format Checklist

Title Page: refer to CRP manual formatting

Table of Contents: refer to CRP manual formatting

Dedication: [optional]

Acknowledgments 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: no page numbers on the title page or table of contents; preliminary material (i.e. dedication and acknowledgements pages) begins with page i; abstract begins with page 1.

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 28-pound bond paper; laser printed; 12pt. Times New Roman font double-spacing

Page Numbers: Place page numbers ½ inch from the top and one inch from the right.

Tables and Figures: Use APA guidelines. Put within the text as much as possible.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.

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.

APPENDIX G: Editor's Completion Form

ARGOSY UNIVERSITY, CHICAGO
ILLINOIS 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 contact Laura Zuniga for a volume number at lzuniga@argosy.edu or (312) 777-7619

cc: Student Services

APPENDIX H: CRP Binderies

Koehler Bindery
http://www.koehlerbindery.com/
3802 Montrose Avenue
Chicago, Illinois
(773) 539-7979

A & H Bindery
http://www.ahbindery.com/
2600 Lexington St.
Broadview Ill.
708-344-3300

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 14 of this manual): **ISPP Argosy University, Chicago**

APPENDIX I: 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 (fall) and PP7203 Research Methods (spring), and the Research Elective (summer) during the second year. Students will complete the CRP Seminar Selection process during the spring/summer of second year.
- THIRD YEAR – students will take PP8499 CRP Proposal Development during the fall of third year. The CRP seminar leader is the CRP chair.

Proposal: THIRD YEAR

- Students will take PP8499 CRP Proposal Development during the fall of third year
- During the PP8499 course, students write the CRP Proposal and prepare the IRB application
- After completion of PP8499, students should **submit the "CRP Committee Declaration Form**" (Appendix B) to be registered for CRP in spring and going forward until completion of the CRP
- When the proposal draft is FIRST read by the chair, the chair should complete a "Scholarship Competencies Rubric". It is the student's responsibility to ensure this is completed. Rubrics can be submitted electronically to the Department Administrator. If committee members need a copy of the form, students should ask the Department Administrator or the CRP chair for a copy to distribute to the members.
- When the FINAL proposal is approved, all committee members need to complete the "Scholarship Competencies Rubric".
- Before Submitting the proposal to the IRB, all students must complete the CITI training. More information about this training is available in the IRB handbook.
- **To be eligible to apply for internship**, students must obtain full or contingent 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.
- In addition, to be eligible for internship application, **students must submit their plan for disseminating research findings. This is due by July 1 of the year students intend to apply for internship.**

Data Collection: THIRD-FOURTH YEAR

- Students may not begin data collection until the CRP has r**eceived 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.
- Once the project is complete, students need to submit the IRB Project Completion Report to the IRB coordinator.

Draft: FOURTH-FIFTH YEAR

- When the FINAL draft is approved, all committee members need to complete the "Scholarship Competencies Rubric", and sign off on the CRP approval form (Appendix

A). This should be submitted to the registrar to end CRP enrollment.
- Students will participate in an activity (presentation or publication) to disseminate their research findings. Once this activity is complete, the CRP chair will sign the CRP approval form to note completion.

Editing: FOURTH - FIFTH YEAR

- Students may select an editor of their choice from the pre-approved editor list included in this manual. Instructions for requesting other editors are included with the pre-approved editor list.
- After editing is complete, the CRP chair must review the final draft and sign off that the CRP is ready for binding.
- Students send the final draft, laser printed on 28 lb bond paper to the bindery. Refer to the binding instructions in this manual for specifics
- Students submit the electronic copy of the CRP to the AU, C librarian.
- The final bound copy of the CRP is submitted to the Academic Advisor in student services.

Graduation:

- To be eligible to participate in the fall graduation ceremony, students must meet the following deadlines:
    - September 15 – bound copy of CRP is submitted to the academic advisor in student services
- 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.

APPENDIX J: Scholarship Competencies Evaluation Rubric

Student:_____ Project:

Evaluator's Name: Evaluator's Type: Semester & Year:

Rubric Ratings:

Competency	High Pass	Pass	Remediate	Fail
1. Students will critically evaluate the current and evolving body of scholarly literature in psychology and demonstrate knowledge of research methods and the ability to apply this knowledge by completing a clinical research project, and disseminating their research findings.	Sophisticated, high quality research design and implementation of research Data analytic techniques accurately address nuances of the data Draws complex and sophisticated inferences from data Thorough and insightful integration of research findings with the existing theory or literature Superior ability to formulate meaningful questions and develop relevant data or arguments to support conclusions. Excellent written work which conforms to expected professional guidelines and is appropriate for intended audience. Verbal presentations are exceptionally clear, concise, engaging and at the appropriate level for the intended audience. Superior understanding of the conventions of the scientific community about generating, acquiring and evaluating knowledge Consistently maintains an attitude of commitment, openness and fair-mindedness about scientific questions Complex and sophisticated use of evidence to support arguments Exceptional ability to critically evaluate research design. Exceptional ability to identify strengths and weaknesses of research findings	Selects appropriate research methodology to address specific research questions or domains of interest. Selects appropriate data analytic techniques. Draws reasonable inferences from data. Integrates research findings with existing theory or literature. Formulates meaningful questions and develops relevant data or arguments to support conclusions. Written work conforms to expected professional guidelines and is appropriate for intended audience. Verbal presentations are clear, concise, and at the appropriate level for the intended audience. Understands the conventions of the scientific community about generating, acquiring and evaluating knowledge Maintains an attitude of commitment, openness and fair-mindedness about scientific questions Cites appropriate evidence to support arguments Demonstrates an adequate ability to critically evaluate research design. Accurately identifies strengths and weaknesses of research findings. Competently presents research findings at the ALLC research day	Research methodology is appropriate for some, but not all, research questions or domains of interest Instances of inadequate data analytic techniques. Instances of biased or inadequate inferences from data. Limited integration of research findings with existing theory or literature. Limited ability to formulate meaningful questions or develop relevant data or arguments to support conclusions. Written work shows limitations in conforming to expected professional guidelines that are appropriate for the intended audience. Minor deficits in verbal presentation skills. Some misunderstanding of the conventions of the scientific community about generating, acquiring and evaluating knowledge Some limitations in commitment, openness and fair-mindedness about scientific questions Some limitations in appropriate use of evidence to support arguments Minor deficiencies in critical evaluation of research design. Minor distortions or misrepresentations of strengths and weaknesses of research findings. Evidence of poor disseminate skills such as	Inaccurate or inappropriate research methodology Inaccurate or inappropriate data analytic techniques. Draws biased or inaccurate inferences from data. Fails to integrate research findings with existing theory or literature. Unable to formulate meaningful questions or develop relevant data or arguments to support conclusions. Written work fails to conform to expected professional guidelines and is inappropriate for intended audience. Major deficits in verbal presentation skills. Major misunderstanding or distortion of the conventions of the scientific community about generating, acquiring and evaluating knowledge Lack of commitment, openness and fair-mindedness about scientific questions irrelevant, inappropriate, or no evidence to support arguments Major deficiencies in critical evaluation of research design. Major distortions or misrepresentations of strengths and weaknesses of research findings. Does not disseminate research

Competency	High Pass	Pass	Remediate	Fail
2. Students will demonstrate knowledge of ethical and legal standards, application of ethical decision making processes, and ethical conduct in professional activities.	Exceptional anticipation and maintenance of professional boundaries with clients and fellow clinicians, consistent with the theoretical orientation and APA ethics code. Demonstrates extensive and detailed knowledge of APA ethics code and legal standards in IL. Extensive application of APA ethical standards & principles and consistently and readily consults with others when appropriate. Displays exceptional personal and professional integrity	Maintains appropriate professional boundaries with clients and fellow clinicians, consistent with the theoretical orientation and APA ethics code. Demonstrates knowledge of APA ethics code and legal standards in IL. Behaves in accordance with the APA ethical standards & principles and seeks consultation when appropriate. Displays personal and professional integrity	Inconsistently maintains professional boundaries with clients and fellow clinicians. Limited knowledge of APA ethics code and legal standards in IL. Inconsistent use of consultation and supervision. Displays some lapses in personal and professional integrity, but is willing to address these when brought to one's attention.	Serious violations of professional boundaries. Failure to follow the APA ethics code and legal standards in IL Failure to seek consultation and supervision in situations of major risk. Behavior shows serious violations of personal and professional integrity Unwilling to take responsibility for one's own behavior and to work to remediate errors.
5. Students accept responsibility for their own actions, integrate feedback from peers, colleagues, and supervisors in a non-defensive manner, and behave in a professional manner across settings.	Demonstrates a particularly high level of self-awareness and sensitivity to one's impact in the interpersonal sphere Demonstrates insightful reflection on the strengths and weaknesses of one's own clinical work. Actively seeks feedback from peers and supervisors and demonstrates a highly open response to feedback Eager to make changes in response to feedback Behaves professionally	Sensitive to one's impact in the interpersonal sphere Demonstrates an adequate ability to reflect on the strengths and weaknesses of one's own clinical work. Open and accepting, non-defensive response to constructive feedback from peers and supervisors. Implements feedback Behaves professionally	Limited awareness of one's impact in the interpersonal sphere Limited ability to reflect on the strengths and weaknesses of one's own clinical work. Moderate difficulty receiving feedback from peers and supervisors. Reluctant to change or implement feedback Inconsistent professional behavior	Demonstrates no awareness or distorted/inaccurate awareness of one's impact on others. Demonstrates serious lack of ability to reflect on one's own strengths and weaknesses in clinical work. Highly defensive response to critical feedback Does not make use of feedback Unprofessional behavior such as rudeness, disrespectful language or manner, regular tardiness or absences, failure to submit work in a timely manner, etc.
6. Students will demonstrate professionalism through clear and effective written and verbal communication.	Strong writing including active voice, short sentences and examples Excellent written work which conforms to expected professional guidelines and is appropriate for intended audience. Verbal presentations are exceptionally clear, concise, engaging and at the appropriate level for the intended audience.	Writing is free of grammatical error Written work conforms to expected professional guidelines and is appropriate for intended audience. Verbal presentations are clear, concise, and at the appropriate level for the intended audience.	Written report includes minor grammatical errors Written work shows limitations in conforming to expected professional guidelines that are appropriate for the intended audience. Minor deficits in verbal presentation skills.	Written and/or oral presentation is poorly organized or difficult to follow Written report includes major grammatical errors Written work fails to conform to expected professional guidelines and is inappropriate for intended audience. Major deficits in verbal presentation skills.

Competency	High Pass	Pass	Remediate	Fail
12. Students will know and apply the scientific bases of psychology, including affective, biological, cognitive, developmental, and social psychology; and they will demonstrate knowledge of the history and systems of psychology	Superior knowledge of biological, developmental, social, cognitive and affective factors relevant to the process of clinical formulation. In-depth integration of relevant biological, developmental, social, cognitive and affective factors in clinical formulations. Superior knowledge of the history and systems of psychology.	Displays sufficient knowledge of biological, developmental, social, cognitive and affective factors relevant to the process of clinical formulation. Integrates relevant biological, developmental, social, cognitive and affective factors in clinical formulations. Displays sufficient knowledge of the history and systems of psychology.	Some deficiencies or inaccuracies in knowledge of biological, developmental, social, cognitive and affective factors relevant to the process of clinical formulation. Partial integration of relevant biological, developmental, social, cognitive and affective factors in clinical formulations. Some deficiencies or inaccuracies in knowledge of the history and systems of psychology.	Major deficiencies or inaccuracies in knowledge of biological, developmental, social, cognitive and affective factors relevant to the process of clinical formulation. Fails to integrate relevant biological, developmental, social, cognitive and affective factors in clinical formulations. Major deficiencies or inaccuracies in knowledge of the history and systems of psychology.

Evaluator's comments/feedback

FINAL GRADE (please select one)

Signature

Date