

**Contemporary Approaches in Counseling & Psychotherapy PSYC9408  
Ph.D. Seminar**

**Fall 2013**

**Kathryn A. Steele, Ph.D., LPC, LMFT**

**Clinical Member AAMFT**

**Associate Professor of Psychology and Counseling**

**HSC 268, [ksteele@nobts.edu](mailto:ksteele@nobts.edu), 504-329-8960**

**Mission Statement**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

**Course Purpose, Core Value Focus, and Curriculum Competencies Addressed**

The purpose of this course is to continue to develop in the student an awareness contemporary therapy models, and to foster a pattern of valuing on-going learning, as well as the development of more advanced therapeutic skills. Throughout this course students will be encouraged to consider how the core value of “Doctrinal Integrity” impacts their work with individuals and families suffering with mental disorders. With an emphasis on the core value of Doctrinal Integrity, students will be challenged to evaluate the materials and therapy models presented in this course, evaluate them from a biblical lens, and how these models can enrich ministry opportunities to those in need. This course will specifically address the competencies of interpersonal skills, servant leadership, and spiritual/character formation.

**Course Description**

This seminar is an intensive examination of the contemporary approaches to therapy. Students must demonstrate conceptual and execution skills in several models of therapy determined by the professor.

**Student Learning Outcomes**

By the end of the study, the student will

- A. be able to demonstrate knowledge and understanding of
  1. a broad variety of major contemporary approaches to marriage and family therapy that are grounded in biblical principles and have been shown to have empirical efficacy.
  2. outcome research regarding contemporary approaches to therapy
  3. the issues involved in using an integrative approach
  4. empirical research regarding how people change
- B. increase skills related to premarital and marital counseling by
  1. focusing on a model of therapy for the semester and examining the assumptions, strengths, weaknesses, specific interventions, and biblical foundations of that model, and seeking to practice that model, demonstrated through a video or role play presentation of the model.
  2. completing a research project involving investigating, analyzing and

summarizing findings of the research through a written paper.  
(APA Style).

C. increase their personal ability to

1. pursue an ongoing integration of biblical concepts of the healthy family into their personal framework for conducting marriage and family therapy.
2. recognize and implement practices that exhibit a missions focus in working with individuals suffering from mental disorders

### Required Texts

Hubble, Duncan, & Miller *The Heart and Soul of Change: What Works in Therapy*, 2<sup>nd</sup> Edition, 2010 APA. ISBN: 1-55798-557-X

Henggeler, S.W., Schoenwald, S.K., Borduin, C.M., Rowland, M.P., Cunningham, P.B., *Multisystemic Therapy for Antisocial Behavior in Children and Adolescents*, 2009, Guilford Press.

For more information: <http://www.mstservices.com/index.php/what-is-mst/treatment-model>

---

Multidimensional Family Therapy—Howard Liddle

Read the following, and **150** pages of journal articles listed in bibliography of the second web address.

<http://www.ojjdp.gov/mpg/Multidimensional%20Family%20Therapy-MPGProgramDetail-361.aspx>

[http://www.attcnetwork.org/regcenters/productDocs/1/Presentations/Conferencia2011/Juan\\_C\\_Gonzales\\_Presentation.pdf](http://www.attcnetwork.org/regcenters/productDocs/1/Presentations/Conferencia2011/Juan_C_Gonzales_Presentation.pdf)

---

Johnson, Susan *The Practice of Emotionally Focused Couple Therapy: Creating Connection*. (2004) 2nd ed. Bruner/Routledge. ISBN: 978-0-415-94568-4

---

**One of these two books: (if you have read the first, please select the second)**

Gottman, J. *The Marriage Clinic: A Scientifically Based Marital Therapy* (1999)  
W.W. Norton & Company ISBN: 978-0-393-70282-8

Gottman, J. *The Science of Trust: Emotional Attunement for Couples*. 2011.  
W.W. Norton & Company

---

**One of these two books:**

Dimeff & Koerner. *Dialectical Behavior Therapy in Clinical Practice: Applications Across Disorders and Settings*. Guilford Press. ISBN: 978-157230-974-6

McKay, Wood, & Brantley. *The Dialectical Behavior Therapy Skills Workbook: Practical DBT Exercises for Learning Mindfulness, Interpersonal*

*Effectiveness, Emotion Regulation & Distress Tolerance.* New Harbinger.  
ISBN 1-57224-513-1

---

**One of these books:**

Hayes, S.C., Strosahl, K.D., & Wilson, K.G. *Acceptance and Commitment Therapy: The Process and Practice of Mindful Change.* 2<sup>nd</sup> Ed. 2011. Guilford Press

Hayes, S.C., & Smith, S. *Get out of Your Mind and Into Your Life: The New Acceptance & Commitment Therapy.*(2005). New Harbinger Publications, Inc. ISBN: 1-57224-425-9

---

Courtois, C.A., Ford, J.D., *Treating Complex Traumatic Stress Disorders: An Evidence-Based Guide,* 2009, Guilford Press

---

One of these two books:

Shapiro, Francine, *Eye Movement Desensitization and Reprocessing (EMDR): Basic Principles, Protocols, and Procedures,* 2<sup>nd</sup> ed. 2001. Guilford Press

Marich, Jamie. *EMDR Made Simple: 4 Approaches to Using EMDR with Every Client.* 2012. Rodale Publishers

---

Tracy, Steven. *Mending the Soul: Understanding and Healing Abuse.* 2009. Zondervan

---

Landreth, Bratton. *Child Parent Relationship Therapy (CPRT): A 10-Session Filial Therapy Model.* Taylor & Francis, Inc. ISBN: 9780415951104

**Optional Texts:**

Texts specific to contemporary therapy models, such as

Bratton, Landreth, Kellam & Blackard. *Child Parent Relationship Therapy (CPRT) Treatment Manual.* Routledge/Taylor & Francis Group. ISBN: 0-415-95212-3

Duncan, Miller & Sparks. *The Heroic Client*

Gottman, John. *The Seven Principles for Making Marriage Work (and other books by him)*

Johnson, Susan. *Becoming an Emotionally Focused Couples Therapist: The Workbook*

**Course Evaluation:**

Assigned Text Readings	15%
Threaded Discussion	10%
Assigned Text Presentation/Discussion	20%
Research Proposal	20%
Research Paper	35%

## **Course Requirements (Methodology)**

1. **Assigned Text Readings:** Each student is required to read and study each textbook and to be prepared to discuss content in detail as per schedule. Students will be asked to give an honest reading report (on blackboard discussion page) of the percentage completed by the due date for each book. Students are expected to carefully and thoroughly read, for comprehension and application, each assigned book.(15%)
2. **Threaded Discussion:** Each student (as assigned to a specific book) will initiate conversation (2 questions) on the thread to precede the discussion in the seminar. The assigned student should use questions or invite comments focusing on the primary theoretical assumptions, concepts, and interventions of the therapy model, and strengths and weaknesses of the model (If your book is in one of the “sets” of books students can chose from, give a brief over-view of the book and in addition to the strengths and weaknesses.

All students must contribute at least **two substantive entries to each thread** started by the student in charge of the discussion for that week. (Only agreement or disagreement is not substantive.) (10%) If there are two books, you will need to respond to only one set of discussions. However, please read the discussion and responses for the second book.

3. **Presentation of Book and Class Discussion.** In the seminar meeting each student will present the assigned book and be prepared to lead the discussion about the therapy model for the other class members.  
**The threaded discussion online is meant to be an “introduction” to the model, including major concepts/philosophical assumptions, while the class presentation and discussion should center more around application, and any major biblical issues related to the model. (20%)**  
**Students who read one of the books in the “sets” of books (students were only required to read one of the books) will need to collaborate with the other students who read from the same grouping. If possible, it would be helpful to briefly demonstrate (through role play or video) the use of the model.**

## **5. Research Paper and Project, or Enhanced Research Project (from previous semester)**

### **A. Research Proposal (20%) and Project (35%)**

1. **Please select your topic, and a draft of your research question and hypothesis and get approval from Dr. Steele by Aug 30.**
2. **A brief proposal** will be due no later than **Sept 6.** (The proposal will be 20% of your grade) This proposal should include an

#### **Introduction**

**Brief lit review** (one that would indicate you have looked at the breadth of material available, have begun the analysis process of that material, and began synthesizing it—about 4-5 pages of the total 7),

**Research question and hypothesis,**

**Methodology:** Explain how you will secure your sample. Be sure you can find a valid and reliable instrument to measure your factors in your hypothesis. Include information about which statistical analysis you will use, and why it is acceptable (with references).

**References.** (Total proposal: 5-7 pages).

See the Proposal Assessment Rubric for grading guidelines. This Rubric is available on Blackboard.

**Students should make an appointment to discuss ideas with Dr. Steele** before proceeding very far in researching for the proposal.

This appointment can be in person or via a telephone call, or via email. It is imperative that you have a narrow research question, and one that is possible to complete in one semester's length.

\*All students should fill out Institutional Review Board (IRB) paperwork to experience the process of gaining approval in research when using human subjects. The paperwork is available on the Blackboard under Documents. For this project, the Faculty of the Psychology and Counseling Department will serve as the IRB unless your population sample requires approval from the NOBTS IRB. (ReDoc). IRB paperwork due no later than Sept 20. See paperwork at end of syllabus.

**No late proposals will be accepted (unless you have a personal or family emergency).**

You may choose to use either a Multiple Regression analysis or Manova analysis, or you may do an experimental approach with appropriate statistical analysis.

- **Final Paper for Research Project. (35% of grade) Post your paper no later than Nov 28**

\*Use as a guide, information in the book: *Dissertations and Theses from Start to Finish* (Cone & Foster). Please follow carefully the guidelines discussed in the chapter on Reviewing the Literature. Your literature review must include information from all **journals** that have pertinent information, not just what is available full text on the internet. You will need to add the search for **dissertations**, made possible through our access to ProQuest. *You will have to work hard in the beginning of the semester to allow time to order any articles (through the library) that are not available in your area.*

\*A Research Project assessment rubric is available on Blackboard for this project.

\*At any time students should feel free to set an appointment with Dr. Steele to ask questions, check on progress, etc. of the project.

**\*No late projects will be accepted (unless you have a personal or family emergency).**

\*Each student must **utilize a sample population of at least 30 individuals**. It is ok to use the small sample, even if it means you will not have enough to accurately run the statistical analysis.

\*If you utilize any type of measurement that is considered a psychological instrument, you may need clearance from a Psychologist.

\*Permission to use any copyrighted instrument must be received from the owner, and must be submitted to Dr. Steele prior to beginning your research. Should any issues arise in the process of attaining permission for instrument use, the student should discuss this with Dr. Steele or consider other options. Care must be taken in final decision on research question and hypothesis. **Do not use a research question/hypothesis that you cannot find a valid and reliable instrument to use for measurement.**

\*Research final papers are to be submitted in a format that would allow for possible journal submission.

**\*Students should carefully follow APA standards in completing the journal article.**

\*Results are only as good as your statistics. Students will be required to submit their data sets along with their paper. Great care should be taken in entering your data into SPSS and serious errors in entry could result in a failing grade for your work (below a B). Therefore, students are encouraged to consult with Dr. Steele before submitting their final work.

## **Outline to be used in Research Paper (Journal Article Format)**

### **Introduction**

### **Research Problem and Hypothesis**

### **Definitions of Terms**

### **Assumptions**

### **Significance of the Study: Rationale**

**Literature Review:** Every factor you will use in the statistical analysis must be researched and discussed, including demographic items.

**Methodology:** Descriptives of the sample, descriptive statistics about Factors, Verbal Descriptions about procedures, Descriptions of the Instruments

used, Type of Statistical Analysis, reference about why it is the right analysis, any assumptions that must be met by the sample, and how you will test for those assumptions.

**Results:** Report on any testing of assumptions, results of each hypothesis, and any additional results you think are important to discuss. Any tables of SPSS reports should be imbedded in this section.

**Discussion:** Begin by discussing each hypothesis, repeating the hypothesis and the statistical equation that resulted. Include how the literature supports or does not support your results. Discuss any additional findings you discovered. Discuss limitations of your research, and issues for future study.

### **References**

**Appendices:** All letters of instruction, letters requesting permission to use an instrument, letters related to consultation with a Psychologist, demographic questionnaires, any instruments used (if allowed by the owner), IRB paperwork.

**OR**

### **Enhanced Research Project (from previous semester)**

1. Inform Dr. Steele you have decided to enhance your research project from a previous semester by Aug 30. Inform Dr. Steele of your adjusted research questions and hypothesis. **Your new hypothesis must have measurable factors using a valid and reliable instrument. This must be considered as you adjust your research question(s) and hypothesis.**

2. **A brief proposal** will be due no later than **Sept 6**. (The proposal will be 20% of your project grade) This proposal should include an

#### **Introduction**

**Brief lit review** (one that would indicate you have looked at the breadth of material available, have begun the analysis process of that material, and began synthesizing it—about 4-5 pages of the total 7),

#### **Research question and hypothesis**

**Methodology:** Explain how you secure your sample. Be sure you can find a valid and reliable instrument to measure your factors in your hypothesis. Be sure to include information about which statistical analysis you will use, and why it is acceptable (with references).

**References.** (Total proposal: 5-7 pages).

See the Proposal Assessment Rubric for grading guidelines. This Rubric is available on Blackboard.

**Students should make an appointment to discuss ideas with Dr. Steele** before proceeding very far in researching for the proposal.

This appointment can be in person or via a telephone call, or via email.

It is imperative that you have a narrow research question, and one that is possible to complete in one semester's length.

\*All students should fill out Institutional Review Board (IRB) paperwork to experience the process of gaining approval in research when using human subjects. The paperwork is available on the Blackboard under Documents. For this project, the Faculty of the Psychology and Counseling Department will serve as the IRB unless your population sample requires approval from the NOBTS IRB. (ReDoc). IRB paperwork due no later than Sept 20. See paperwork at end of syllabus.

**No late proposals will be accepted (unless you have a personal or family emergency).**

You may choose to use either a Multiple Regression analysis or Manova analysis, analysis, or you may do an experimental approach with appropriate statistical analysis.

**\*\*\*If you choose this option, your writing will be graded much more strictly, as well as the organization of your literature review, and the thoroughness of your sources.**

**Final Paper for Research Project (Due to be posted no later than Nov. 28)**

\*Use as a guide, information in the book: *Dissertations and Theses from Start to Finish* (Cone & Foster). Please follow carefully the guidelines discussed in the chapter on Reviewing the Literature. Your literature review must include information from all **journals** that have pertinent information, not just what is available full text on the internet. You will need to add the search for **dissertations**, made possible through our access to ProQuest. *You will have to work hard in the beginning of the semester to allow time to order any articles (through the library) that are not available in your area.*

\*A Research Project assessment rubric is available on Blackboard for this project.

\*At any time students should feel free to set an appointment with Dr. Steele to ask questions, check on progress, etc. of the project.

**\*No late projects will be accepted (unless you have a personal or family emergency).**

\*Each student must **utilize a sample population of at least 30 individuals.**

\*If you utilize any type of measurement that is considered a psychological instrument, you may need clearance from a Psychologist.

\*Permission to use any copyrighted instrument must be received from the owner, and must be submitted to Dr. Steele prior to beginning your research. Should any issues arise in the process of attaining permission for instrument use, the student should discuss this with Dr. Steele or

consider other options. Care must be taken in final decision on research question and hypothesis. **Do not use a research question/hypothesis that you cannot find a valid and reliable instrument to use for measurement.**

\*Research final papers are to be submitted in a format that would allow for possible journal submission.

**\*Students should carefully follow APA standards in completing the journal article.**

\*Results are only as good as your statistics. Students will be required to submit their data sets along with their paper. Great care should be taken in entering your data into SPSS and serious errors in entry could result in a failing grade for your work (below a B). Therefore, students are encouraged to consult with Dr. Steele before submitting their final work.

### **Outline to be used in Research Paper (Journal Article Format)**

#### **Introduction**

#### **Research Problem and Hypothesis**

#### **Definitions of Terms**

#### **Assumptions**

#### **Significance of the Study: Rationale**

**Literature Review:** Every factor you will use in the statistical analysis must be researched and discussed.

**Methodology:** Descriptives of the sample, descriptive statistics about Factors, Verbal Descriptions about procedures, Descriptions of the Instruments used, Type of Statistical Analysis, reference about why it is the right analysis, any assumptions that must be met by the sample, and how you will test for those assumptions.

**Results:** Report on any testing of assumptions, results of each hypothesis, and any additional results you think are important to discuss. Any tables of SPSS reports should be imbedded in this section.

**Discussion:** Begin by discussing each hypothesis, repeating the hypothesis and the statistical equation that resulted. Include how the literature supports or does not support your results. Discuss any additional findings you discovered. Discuss limitations of your research, and issues for future study.

#### **References**

**Appendices:** All letters of instruction, letters requesting permission to use an instrument, letters related to consultation with a Psychologist, demographic questionnaires, any instruments used (if allowed by the owner, IRB).

**Introduction/Syllabus, Via Web conference, August 23, 3 pm or Sat Aug 24, 9 am**

WebEx. You will receive an invitation. Please send Dr. Steele an email if you cannot participate in the Friday, August 23 video conference, so the Saturday Aug 24 conference can be scheduled.

### Seminar 1

**Thursday, September 19, 1:00 pm-5:30 pm/ 6:30 - 9:00 pm**  
**Friday, September 20, 8:00 am -11:00 pm**

**Introduction/Syllabus, Via Web conference, August 23, 3 pm or Sat Aug 24, 9 am**

WebEx. You will receive an invitation. Please send Dr. Steele an email if you cannot participate in the Friday, August 23 video conference, so the Saturday Aug 24 conference can be scheduled (please let me know).

Text/Student	Date Completed reading due	Threaded Discussion Blackboard Start/Finish Dates	Seminar Schedule Presentation/Discussion (approximate times)
<i>The Heart &amp; Soul of Change</i>	(Sun)8/25	Aug 26/Aug 29	Thursday 1:15-2:15
<i>The Marriage Clinic</i> <i>The Science of Trust</i>	(Sun 9/1) [only required to read one of these]	Sept 2/Sept 5 Read all Discussions Respond to those related to book you read	Thursday 2:15-3:15 <b>Break 3:15-3:30</b> Thursday 3:30-4: 30
<i>The Practice of Emotionally Focused Couple Therapy</i>	(Sun 9/8)	Sept 9/Sept 12	Thursday 4:30-5:30 <b>Dinner 5:30-6:30</b> Thursday 6:30-7:30
<i>Mending the Soul: Understanding and Healing Abuse</i>	(Sun 9/15)	Sept 16/Sept 18	Thursday 7:30-8:45
<i>Dialectical Behavior Therapy in Clinical Practice</i> <i>The Dialectical Behavior Therapy Skills Workbook</i>	(Sun 9/15) [only required to read One of these]	Sept 16/Sept 18 Read all Discussions Respond to those related to book you read	Friday 8:00-9:00 <b>Break 9:15-9:30</b> Friday 9:30-10:30

**Seminar 2: Thursday, November 7, 1:00-5:15 pm/ 6 - 9 pm**  
**Friday, November 8, 8:00 am - 11:00 pm**

Text/Student	Date Completed reading due	Threaded Discussion Blackboard Start/Finish Dates	Seminar Schedule Presentation/Discussion
* <i>Get out of Your Mind and Into Your Life: The New Acceptance &amp; Commitment Therapy</i> * <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change</i>	(Sun 9/29) [Only required to read one of these]	Sept 30/Oct 3 Read all Discussions Respond to those related to book you read	Thursday 1:00-2:00  Thursday 2:00-3:00  <b>Break 3:00-3:15</b>

<i>Treating complex Traumatic Stress Disorders</i>	(Sun 10/6)	Oct 7/Oct 10	Thursday 3:15-4:15	
<i>Eye Movement Desensitization and Reprocessing (EMDR)</i> <i>EMDR Made Simple: 4 Approaches to Using EMDR with Every Client</i>	(Sun 10/13) [Only required to read One of these]	Oct 14/Oct 17 Read all Discussions Respond to those related to book you read	Thursday 4:15-5:15 <b>Dinner 5:15-6:00</b> Thursday 6:00-7:00	
<i>Child Parent Relationship Therapy</i>	(Sun, Oct 20)	Oct 21/Oct 24	Thursday 7:00-8:00	
<i>Multisystemic Therapy for Antisocial Behavior</i>	(Sun, Oct 27)	Oct 28/Oct 31	Thursday 8:00-9:00	
<i>Multidimensional Family Therapy</i> <i>Readings online and journal pages. (150 pages)</i>	(Sun, Nov 3)	Nov 4/Nov 6 (Wed)	Friday 8:00-9:00 Break 9:00-9:15 Friday 9:15-11:00 Nicole McMyne	

**Seminar 3: Thursday, December 5, 1:00-5:00 pm/ 6 - 9 pm**  
**Friday, December 6, 8:00 am - 12:00 pm**

Student	Presentation of Paper/Discussion
	Thursday 1:00 – 1:35
	Thursday 1:35 – 2:10
	<b>Break 2:10 - 2:20</b>
	Thursday 2:20 – 2:55
	Thursday 2:55 – 3:30
	Thursday 3:30 – 4:05
	<b>Break 4:05 - 4:20</b>
	Thursday 4:20 – 4:55
	Thursday 4:55 – 5:30
	<b>Dinner 5:30 – 6:45</b>

	Thursday 6:45 – 7:20
	Thursday 7:20 – 7:55
	Thursday 7:55 – 8:30
	Friday 8:00 – 8:35
	Friday 8:35 – 9:10
	Friday 9:10 – 9:45
	<b>Break 9:45 – 9:55</b>
	Friday 9:55 – 10:30
	Friday 10:30- 11:00

### Selected Bibliography

- Bratton, Landreth, Kellam & Blackard. *Child Parent Relationship Therapy (CPRT) Treatment Manual*. Routledge/Taylor & Francis Group. ISBN: 0-415-95212-3
- Brooks-Harris. *Integrative Multitheoretical Psychotherapy*. Houghton Mifflin Company.
- Dimeff & Koerner. *Dialectical Behavior Therapy in Clinical Practice: Applications Across Disorders and Settings*. Guilford Press.
- Duncan, Miller & Sparks. *The Heroic Client*
- Gottman, J *The Marriage Clinic: A Scientifically Based Marital Therapy* (1999) W.W. Norton & Company
- Gottman, John. *The Seven Principles for Making Marriage Work*
- Harris, R. *ACT Made Simple: An Easy-To-Read Primer on Acceptance and Commitment Therapy*. 2009. New Harbinger Publication.
- 
- Hayes, S.C., & Smith, S. *Get out of Your Mind and Into Your Life: The New Acceptance & Commitment Therapy*.(2005). New Harbinger Publications, Inc.
- Hubble, Duncan, & Miller *The Heart and Soul of Change: What Works in Therapy* 2006 APA
- Johnson, Susan. *Becoming an Emotionally Focused Couples Therapist: The Workbook*
- Johnson, Susan *The Practice of Emotionally Focused Couple Therapy: Creating Connection*. (2004) 2nd ed. Bruner/Routledge.
- Landreth, Bratton. *Child Parent Relationship Therapy (CPRT): A 10-Session Filial Therapy Model*. Taylor & Francis, Inc.
- McKay, Wood, & Brantley. *The Dialectical Behavior Therapy Skills Workbook: Practical DBT Exercises for Learning Mindfulness, Interpersonal Effectiveness, Emotion Regulation & Distress Tolerance*. New Harbinger.



# NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

## Institutional Review Board

By completing this form, I certify that the student researcher is knowledgeable about the regulations and policies governing research with human subjects and has sufficient training and experience to conduct this particular study in accordance with research protocol.

Additionally:

By completing this form, I hereby confirm that I have thoroughly reviewed this IRB application and verify that it is complete and the research is appropriate for student research in topic and design.

I agree to meet with the student researcher on a regular basis to monitor study progress. I will arrange for communication during the course of the study if the procedures are carried out in a location away from the Seminary or when regular channels of communication are not feasible.

I assure that the student researcher will promptly report unanticipated problems to the IRB and will adhere to all requirements for continuing review.

If I will be unavailable (e.g. sabbatical leave, vacation or resignation), I will arrange for an alternate faculty advisor to assume responsibility during my absence, and I will advise the IRB, in writing, of such changes.

If the student leaves the Seminary, I will provide all the necessary documents for terminating the study or continuing review.

---

Faculty Advisor

---

Date



# NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

As Academic or project advisor for the named student investigator, I assume the roles and responsibilities required to oversee the conduct of this research, prevent harms to subjects and foster benefits to the subjects. I will report any changes in the project, adverse events, or incidents to the IRB which may affect the conduct of this project.

**To be completed by the Student, Reviewed by Academic Advisor (Please type)**

**1. Student academic Level:**

- Undergraduate       Masters Candidate       PhD. Candidate

**2. Explain how the scope of the proposed project, including anticipated risks and benefits, is appropriate to student research?**

**3. Explain what experience, training, or special preparation, the student researcher brings to the project from relevant course-work or professional exposure:**

---

**Student Researcher**

---

**Date**

As Academic or project advisor for the named student investigator, I assume the roles and responsibilities required to oversee the conduct of this research, prevent harms to subjects and foster benefits to the subjects. I will report any changes in the project, adverse events, or incidents to the IRB which may affect the conduct of this project.

---

**Faculty Advisor**

---

**Date**

---

**Chair of IRB (When required)**

---

**Date**