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**SOUTHWESTERN UNIVERSITY**  
**Institutional Review Board For Human Research**  
**Class Proposal**  
**(revised 6.1.2013)**

**Proposal #:**           **(for committee use only)**

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The form is for student research as part of a class project or assignment for credit. Any research that cannot fit within the parameters of this proposal form should be submitted with the *Research Proposal* form.

Instructions: Proposals submitted to the Institutional Review Board for Human Research (IRB) should use the following form. All responses should be entered in bold. All supporting information including instruments and consent forms should be included in this document to create a single file with continuous page numbers (that is, not “attached” as separate documents). Once a proposal number is assigned please label all documents with this number and include this number in the subject line of all e-mail correspondence concerning your proposal.

Please email your proposal to Nancy Schutz at [irb@southwestern.edu](mailto:irb@southwestern.edu).

1. Date Submitted: **Feb 11, 2014**
2. Proposed Date of Assignment or Project Initiation (must be at least 2 weeks after submission date): **March 6, 2014**
3. Project Completion Date: **April 1, 2014**
4. Course Instructor: **Dr. Erin Crockett**
5. Students Conducting: *If entire class give the course and section numbers.*  
**Students in Psy 33-214-04 (Research Methods II)**
6. Assignment or Project Title: **2x2 Experiment Team Project**
7. Description of Research: *(Describe the course assignment and the types of research projects you would approve).*  
**For this class, 3 teams comprised of 3 students each and one with 4 students are charged with designing and conducting an original 2 x 2 experiment on the psychology of relationships. That is, they must manipulate 2 independent variables with two levels each, and their study must extend or expand on a published study in some way (i.e., it cannot be a replication). All of the projects are in the sub-area of social psychology referred to as ‘close relationships’ (my area of expertise). For this class, conducting experimental studies on relationships will be restricted to having participants engage in relatively short manipulations (e.g., list characteristics about their partner that are either global or specific, complete a puzzle with or without help from another person) or imagined scenarios (e.g., imagining a hypothetical relationship). After individuals completed these tasks, we will measure various psychological constructs (e.g., positive vs. negative mood, relationship satisfaction, etc.). The types of projects I will allow students to conduct will be relatively simple to design, quick and easy (but interesting) for participants, and typically will not involve deception or elaborate manipulations.**

8. **Purpose:** *Briefly describe the purpose of the assignment.* This assignment is the culmination of the year-long research methods sequence in psychology: it allows students to put into practice what they have learned throughout both semesters. By this point, students have already designed, conducted, analyzed, and written up both a simple observational study and a correlational survey study. They have also analyzed and written up a complex experimental study that I designed (and in which they participated). The purpose of this final assignment is to give them experience in all phases of the research process for an original experimental design. Specifically, they try to extend the research in some area of person perception by choosing two independent variables and a dependent variable that they expect will produce a statistical interaction. They then design the study and construct the materials, collect and analyze the data, and then complete individual full-length APA-style manuscripts based on the results. They also construct posters for a poster presentation held during the last week of class.
9. **Background:** I work very closely with student researchers every step of the way to ensure that the projects are both ethically and methodologically sound. There are several steps in the process to help guide students. First, students choose a topic based on a sample literature that I have carefully chosen in advance (based on the likelihood that students at this level could generate an interesting extension). Next, each student individually reviews the literature in their assigned topic and develops potential project ideas that are extensions of the literature. Students then meet several times over the course of a 3-week period (with their groups and with me) to develop their ideas and design, to draft their materials, and to finalize their proposal (the project proposal is attached as Appendix B). I set aside several class days during this time to help them and give them feedback, and ALL materials (including oral scripts, questionnaires, scenarios, debriefing scripts, etc.) must be approved by me before they can begin collecting data.
10. **Procedures:** *Describe the research methods or the parameters of individual or group research projects.* All groups are required to collect data from SU students over the age of 18 using convenience sampling (e.g., by approaching them on campus in a public place). On average, each group collects data from about 80 participants. I also ask that their experiments be brief (e.g., so that it takes no more than 15-20 minutes of participant's time; most projects actually take about 10 minutes). Before allowing my students to collect data, I train them in how to run the study and how to treat participants ethically, I require that they write out scripts for what they will say to participants (before, during, and after the study), and I carefully edit/examine their entire set of materials to make sure that they are well-designed, appropriate, and ethically sound. Students also have to sign the honor code on a final paper checklist that confirms that they treated their participants honestly and ethically.
11. **Protocol:** *Briefly describe the research protocol that students will be following. [Attach a copy of the questionnaire, test, or other instrument to be used if possible; at a minimum, provide several examples of your measures.] If research protocol are developed by students then include the process by which students would get approval form you for their research proposal.*  
The protocol that students develop will depend on the particular study that they design. However, they follow a very detailed proposal form (Appendix B) to guide them in this process, and I grade and give them feedback on their proposal and materials before they are allowed to collect their data. On our course web site, I have also given students the guidelines for when projects must be submitted to the IRB for a full review. As part of their proposal, if their project does not meet the qualifications for exemption under the class project rules, they must submit to me the complete IRB form, which I will then work with them to edit before forwarding to your committee. (Note that this is very rare,

because I discourage projects that don't meet the qualifications for exemption; the timeline for this project is simply too short).

12. Participants:

- a. Target Population: *What are the parameters for who may asked to participate in the students' research projects?* **Student researchers are told to restrict their sample to SU students who are over the age of 18. They are instructed to ascertain each participant's age (and enrollment in SU) before beginning their study. For one of the groups projects, the participants will need to be in a romantic relationship.**
- b. Recruitment: *What are the parameters for how participants will be solicited, recruited, or contacted?* **Student researchers obtain a convenience sample of SU students by one of two methods: some researchers approach students at various public locations on campus (e.g., in the commons, the library, the lobby of classroom buildings, etc.) and politely ask them if they would like to volunteer to participate in an experiment for a research methods in psychology class; other researchers send out a campus-wide email to students asking potential volunteers to come to a room (usually in the evening) to participate in the study.**
- c. Freedom from Coercion. *What steps will be taken to ensure that participation in your students' research project is voluntary?* **Participants are assured that their participation is voluntary and that they can decline to participate or end their participation at any time (both orally and in a written consent form). I see and must approve all group's materials (including their written packets and verbal scripts) before they are allowed to collect data.**

13. Confidentiality/Anonymity: *What steps will be taken to be sure that any participants are anonymous or any information is kept confidential?*

**Participant names are never collected; all responses will be kept confidential.**

14. Deception: *It is expected that deception should be prohibited in student research projects. How will you made this clear to your students?* **We discuss deception thoroughly many times in the course. With exception of disguising the purpose of their study and how the variables are being manipulated, students will not use deception. Almost all social psychological studies employ a very mild deception (i.e., disguising the true purpose of the study) that is necessary to prevent social desirability responses by participants. Specifically, a "cover story" is often used to encourage participants to answer honestly. For example, rather than telling participants that "this is a study to see if you favor attractive job applicants to unattractive applicants," participants might instead be told a more vague purpose, such as that "we are interested in the factors that make job candidates more or less desirable. Such "cover stories" are often necessary in social psychological research and are widely considered to be harmless. We also do not tell participants how we have manipulated our independent variables (e.g., if we are interested in seeing whether receiving help on a puzzle changes someone's perception of how hard a puzzle is, we do not tell them that some people received help whereas others did not). This omission of information is common practice in most areas of psychology, and necessary in order to avoid "demand characteristics", or participants acting in a certain way because they know how the experimenter is expecting them to act.**

15. Sensitive/Personal Information: *Student research should not include the collection of sensitive information. How will you made this clear to your students?*

**In these projects, students rarely collect much background information about participants other than their age, gender, race, and year in school. Occasionally, a personality scale (such as the Rosenberg Self-Esteem Scale or relationship**

satisfaction) will be included if the students and I think it might moderate their results, but these are very common measures and are not considered sensitive.

16. Offensive/Threatening Material: *Participants should not be presented with material that they might consider to be offensive, threatening, or degrading. How will you make this clear to your students?* **We discuss this in class, and as I've mentioned before, I also carefully supervise the conception and design of their project along the way and have final approval of all of their experimental materials (both oral and written) before they begin. If information is offensive or threatening, they will *not* be approved.**
17. Assessment of Harm/Risk: *Will the participants encounter the possibility of psychological (e.g., stress, discomfort, embarrassment), social, physical, or legal risk? If yes, please justify and explain what provisions have been made to minimize, prevent, or correct any adverse conditions that may arise.* **These projects are typically very simple, innocuous studies in which the participants read about a few hypothetical target individuals (in written scenarios) or are asked to imagine themselves in certain situations. In other cases, the manipulations/materials are commonly enjoyable to participants (completing a fairly simple crossword puzzle) and simple to complete (write down characteristics that you like about your partner). For all manipulations used in the class, I will insure they are manipulations that past participants/studies find very harmless. To ensure that participants are informed of the nature of the study before they participate (i.e., so that their consent is "informed"), they will be given two copies of a consent form (one for their records, one for our records) which they will sign to indicate their consent to participate. Each group's consent form will be approved by me before they conduct their study; a sample consent form (from a past student study in my research methods class) is attached (Appendix C).**
18. Benefits: *What are the anticipated benefits for your students?* **In other research methods class, students report that this project is their favorite part of the year-long research methods sequence, because they get to put everything they learned into practice. They enjoy the responsibility of designing and conducting the study, and they are very excited and thrilled to analyze the results of their "very own" study. For some groups, the projects have the potential to become more extended research projects students continue as their capstone project. If successful, these projects could also be presented at the Student Works Symposium, regional conferences, or written for publication in psychological journals.**
19. Assignment: **Please attach the full description for this assignment that you will be giving your students. Included below as appendices are (a) the overview/introduction to the project is attached, (b) the blank proposal form that students must complete so that I can approve their materials, and (c) a sample consent form from my former research methods class that students will use as a template for their own consent forms.**

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## **Experimental Team Projects (Spring 2012)**

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In groups of 3-4 students, you will select a project topic, develop a hypothesis, run an experiment, and analyze and interpret your results. In some ways, this project will build on your work from the fall semester, but will also allow for change for those of you ready to move on to a new topic. That is, I have selected 3 larger research areas loosely related to last semester's topics. You can choose which topic you would like to work on, and from there develop your research question (either related to what you have been working on or a new idea). Although this project is designed and conducted in teams, each student will be responsible for writing an APA-style manuscript individually. Further, you will be able to answer different questions within the same project.

### *Preliminary Stage: Selecting Topics and Assigning Groups*

Each person will indicate their top three preferences from the following list of global topics: break-up in romantic relationships, social support (friendship or romantic), long-distance romantic relationships, relationships among fraternity and sorority members (NOTE TO IRB: this topic was not chosen by any of the groups). Although none of these are direct replications of last semester's topics, for those of you who want to carry on those same ideas, you can easily fit them within these larger topics. For example, a study of either support or fraternity/sorority relationships lends itself to the topic of collective vs. relational interdependence. The possibilities are endless! Once you submit your topic preference (1/16), Anna and I will assign teams accordingly. In order to aid in your topic selection, I have posted articles on Moodle for you to read through.

### *Step 1: Article Summaries/Idea Generation*

After you select your topic and groups are finalized, you will submit notes on 7 sources you plan on using in your lit review (following the same format as last semester). Remember, it is a waste of time to summarize articles that aren't relevant to your topic. I have given you two and a half weeks so you can choose quality articles and do a good job summarizing those articles. **START EARLY!** Also, use this review to help you generate project ideas. Although you cannot test the exact idea in the article, you can use your 'big picture' section to brainstorm possible alterations of the design/ new directions. Some ways that you can do this include (a) retaining the original variables but changing their operational definitions, (b) changing one or more of the independent variables, and (c) changing the dependent variables (for a full list of ideas generating methods, see chapter 1 in the text). When you submit your article summaries, you will include your top three research ideas that are testable in a 2x2 format. Article summaries are due on January 30<sup>th</sup>. It is important that both the article summary and idea generation, at this stage, is independent of your teammates. After you complete this step, teams will meet to expand upon these ideas and narrow down the options. Then, we will devote a class and lab session to polishing ideas; the lab assistant and I will move from team to team and provide feedback on your ideas.

### *Step 2: Team Project Proposal*

After deciding on the basics of your study (i.e., the independent and dependent variables) and receiving feedback, you and your teammates will complete the Team Project Proposal. In completing this assignment, you will work together to decide on: (a) the exact formulation of the

hypothesis you want to test, (b) the levels of the independent variables and how you will operationalize them, (c) the dependent variables and how you will measure them, and (d) the specific procedure you will use. Keep in mind that you and your teammates are responsible for producing any materials you will need to conduct your experiment (although you may borrow equipment). Again, we will devote a class and lab session to this so that the lab assistant and I can give you feedback as you work. Your final proposal is due March 4. Note: This proposal is more involved than the one from last semester's projects. It will take considerable more attention and time. Look over the proposal handout on Moodle now so that you are prepared!

### *Step 3: Conducting the Experiment*

Once your materials are finalized and approved, you get to start collecting your data!! Most of you will conduct your experiment outside of class using Southwestern students as participants. Under unusual circumstances (i.e., if you have a compelling reason to do so), you may be permitted to (a) use another subject population or (b) to collect data online. If you are not using Southwestern students, or if your design involves sensitive material, you must get special permission from IRB. I will work with you closely to walk you through that process. You cannot begin collecting data until you have approval from IRB. Except under unusual circumstances, only between-subjects designs will be allowed for this project. You must finish data collection by Monday, April 1 (bring it with you to class on this day). All participants from this study will be debriefed online. After we are done analyzing the data, you will write an email to send out which you will submit to me (due April 10) and ultimately everyone who participated in your study.

### *Step 4: Data Analysis*

After collecting your data, you and your teammates will enter and "clean" the data (, April 1). We will then analyze the data together in a class session using SPSS (April 3). Handouts will be given so that you can do additional or supplementary analysis outside of class on your own if necessary. Note: before we begin data analysis, you will submit an analysis plan, that outlines step-by-step exactly how you will analyze your data (due March 31) which I will approve before we begin data analysis. Once we have finished analyzing the data you will submit a summary of your results to me by Friday, April 4 by 9 am.

### *Step 6: Final Project Reports*

Each team member must submit *individually* a written report of the team project. If project members submit final reports that are identical or nearly so, it will be considered an honor code violation. To avoid any problems, it is recommended that once team members have begun writing their individual reports, they do NOT share ideas or written materials. The reason for this caution is that even though you do not intend to use any of your team member's written statements, once you have read how another person wrote about some aspect of the experiment, it will be very difficult for you to write about the same aspect in an independent manner. This means that you will have to decide ownership of parts of the project proposal, as two students cannot submit the same writing. As with other papers in this course, you will submit an introduction outline (due March 18), a discussion outline (April 8), a draft for peer review (due April 15), and a final paper (due April 22).

### *Step 5: Poster Session*

On May 1, project teams will present their results to the rest of the class as part of a poster session. Examples of posters from past psychology conferences are included on Moodle to guide you. You will only submit one poster per team question.

### *Summary: Project Evaluation*

Throughout the semester, you will complete numerous assignments that pertain to your team projects (listed below). Please note: the final report is the part of the team project process for which you will be evaluated as an individual and given credit for your individual contributions to the larger project. For this reason, a certain number of "project quality points" are set aside in determining the final project grade. The project quality points are used to evaluate the quality of the project that you have created, and to reflect that amount of effort that you *personally* have invested. Thus, team members who contribute very little to their project will earn a minimal number of these points, whereas industrious and committed team members can earn many project quality points. Ideally, all team members will receive lots of project quality points. Please do not plan on riding on the coattails of industrious group members!

#### *Graded components*

- Article summaries/ideas- 10 points
- Team proposal- 50 points
- Intro outline- 10 points
- Analysis plan- 10 points
- Results summary- 10 points
- Discussion outline-10 points
- Team paper- 150 points
- Poster- 35 points

#### *Time line of due dates*

Jan. 16 – Topic choices due

Jan. 30<sup>th</sup> – Article summaries due

Feb. 13- IRB forms for teams needing ‘separate approval’ must be sent to me by 5pm (via email)

March 4 – Project proposal due (1 per team) my office 5 pm

March 18– Intro outline due

March 25– Coding manual due

April 1 - Analysis plan due in my office by 9am

April 1 – Data must be collected and brought with you to class

April 4- Results summary due by 9am

April 4- Discussion outline due

April 10- Group evals due

April 10 – Debriefing email must be emailed to me for approval by 5 pm

April 15- Paper due for peer review

April 16- Peer reviews due to my office by 9 am

April 22– Final papers due

May 1 – Poster session in class/lab

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# Experimental Team Project Proposal

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TEAM NAME:

TEAM PROJECT MEMBERS:

*Instructions:* Each team must turn in **2 complete copies** of this proposal (including all scenarios, dvs, and other materials you attach). Please type where possible (by downloading this file and typing directly into it and/or by attaching pages where necessary; except graphs and op. defs). Proposals are graded on thoughtfulness, effort, and specificity. A well-developed proposal will form the basis for the final paper; as always, the more effort you devote to the early stages of the research process the easier it will be to complete in the long run.

**1. BACKGROUND** (*will form basis for introduction, but you just need to include enough information in the proposal to justify your thinking.*) 5 points

- a. Briefly introduce your topic of interest (i.e., do not just state the topic; briefly say why it is an interesting or relevant or important research question).
- b. Referring to *at least 3* articles you have chosen, provide a theoretical background for the experiment you are proposing (be sure to describe and integrate past research findings that provide the basis for your study).
- c. Specifically state the purpose of your study (i.e., the question that you are investigating).

**2a. DESIGN: Table** - Provide the following information in the designated spaces below; 10 points total

- Appropriate labels for IV and its levels (e.g., “target attractiveness”, “att” or “unatt”)
- How the independent variables will be operationally defined (i.e., how they will be specifically manipulated in your study; e.g., “pictures of White males taken from a yearbook that have been pilot tested as either attractive or unattractive”)
- The name of the dependent variable(s)
- How the dependent variables will be operationally defined (i.e., how it will be specifically measured in your study)
- In the 2 x 2 matrix, give hypothetical numbers (in the proper scale of your dependent variable) that represent your predictions

*Notes:*

- Both vars. must be manipulated *between-subjects* except under unusual circumstances.
- I'd prefer that both variables be manipulated (i.e., “true” independent variables); if you have a compelling case to include a subject or quasi-independent variable (such as participant gender), please clear this with me ahead of time
- Choose variables that are expected to interact in some way, producing a combined impact on the DV (i.e., you *must* predict a significant interaction); you should graph them to be sure. This means that you have to carefully choose your variables so that the effect of one variable **DIFFERS** at different levels of the other variable.

**Put labels of IVs and levels on this box, plus predicted means in the cells**


**Labels and Operational Definitions of variables:** (be specific and detailed)

IV #1 Label:

Level 1 (label and op def):

Level 2 (label and op def):

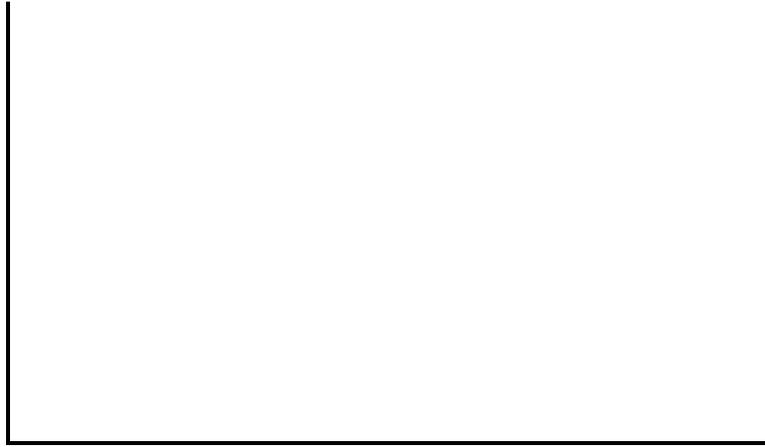
IV #2 Label:

Level 1 (label and op def):

Level 2 (label and op def):

**2b. DESIGN: Graph**

On the axes below, graph your predicted results. These results should be consistent with the predictions stated below (and the numbers in the 2 x 2 on the previous page). Make sure that you label your axes appropriately. (Remember that for interactions, the lines should cross or be on a path to eventually cross). [It is okay to hand-draw the graph.]



**3. HYPOTHESES AND SUPPORTING RATIONALE (5 points)**

State your 3 research hypotheses. Be sure to mention the two possible main effects (even if you are predicting that one or both of them will not be significant, which is fine) and then the interaction. (Give these in English to grandma). Make sure to provide a clear and specific rationale for each statistical effect that you mention; these must be logically derived from the literature that you reviewed (“Based on Smith and Jones, 1986, we expect that...”).

**4. MATERIALS [can include sections below, or as a complete packet attached to the proposal; 10 points]**

- a. **Written instructions.** Instructions on the cover page of your packet should include a title for your study, should tell participants what the purpose of the study is and what their task is, and should also explain about anonymity. [See previous proposals for ideas.]
- b. **Scenarios/Stimulus Materials/Pilot tests.** List, describe, and/or include ALL materials that you will use to conduct your experiment. These might include slides of people or events, videoclips, magazine ads, tape recordings, written scenarios, job resumes, hypothetical newspaper stories, etc. [Note: it is okay, in fact it is a great idea, to use materials from other researcher's studies, because they have already been validated. For example, you might modify or adapt their scenarios, oral scripts, instructions, scales, or DV items; in this case, be sure to cite the authors and note that your stimuli or Dvs are either "taken" or "adapted."]. Include/attach a good draft (the more developed, the better) of the content of any scenarios/stimulus materials you will use, including all 4 conditions.
- c. **Primary and supplemental Dependent Variables.** Note your primary dependent variable and how it will be specifically measured (note that it must be on an interval or ratio scale). Please also include any supplemental DVs you want to measure (more Dvs gives you more chances of finding effects!). For example, your primary DV may be degree to which the defendant should be punished, but you may also want to measure related variables, such as liking for the defendant, credibility of the victim, etc.). Give the exact items and label all scales (in proper format). Also note that to increase reliability, you'll want to use at least 2-3 items to measure each DV (you can compute Cronbach's alpha later to see if they can be combined into an index).
- d. **Demographic/background measures.** Include all demographic/background variables you intend to measure (e.g., age, year in school, political orientation, ethnicity, etc.) with their appropriate scales (feel free to get ideas from previous proposals or from last semester's class survey).
- e. **Moderating variables.** Include any variables you think might "moderate" your results. For example, if your study explores perceptions of people as a function of how they discuss their weight, you'll want to measure participants' own body mass index (BMI) and also include a scale that measures their body esteem. Other potential moderating variables include participants' gender role or racial attitudes. When you review the literature, note the moderating variables that studies similar to yours measure.
- f. **Manipulation checks.** Include questions to verify the strength of your IV manipulations and to "throw out" any participants who failed to notice your IVs. For example, if you manipulated the gender of a job applicant and whether the job was masculine or feminine, you'd want to ask participants if they recall the applicant's name and gender, the job applied for, and whether the job was masculine or feminine. Similarly, if you used an attractive and an unattractive target as a manipulation, you'd want to ask participants to

rate the attractiveness of the target they saw so that you could verify differences between conditions.

- g. **Consent Form.** Attach a draft of your consent form. Feel free to modify the one on Moodle (see “Experimental Team Project”) for your study.

## 5. PROCEDURE AND CONTROLS; 10 points

- a. **Procedure (including cover story and debriefing).** Describe all procedures you will follow while conducting your experiment, being as specific and thorough as possible. Be sure to mention your "cover story" (i.e., how you introduce your study to participants and what you tell them it is about) as well as how you will disguise your hypothesis (and how you will deal with social desirability biases, if applicable). Describe where you will find participants, what their incentive will be, and how long the experiment will take, just as you would in a procedure section of a paper. Finally, describe how you will debrief participants (e.g., in person after the experiment, or by email when the study is analyzed) and include a draft of your debriefing. [See previous proposals/materials on Moodle for examples.]

- b. **Controls (including pilot tests and block randomization for participant gender).** Be sure to describe any control procedures you will use (e.g., to control for confounds in your stimuli). *If you pilot test your manipulation*, please include either a draft of your pilot test (if you haven't yet run it) or a written summary (as you'd see in a paper) describing the results of the pilot test if you have already conducted. You should also explain how you will use block randomization to ensure equal numbers of male and female participants in each condition of your experiment (hint: code numbers on the bottom of the page indicating experimental condition in a disguised way can be help here).

## 6. DATA COLLECTION ; 7 points

Briefly describe the details of your data collection by completing in the information below:

- a. estimated total number of research participants
  
- b. source of the research participants (in most cases these should be SU students)
  
- c. setting of experiment (e.g., in a classroom, lab room, off campus, etc.)
  
- d. whether you plan to run participants individually or in small groups
  
- e. approximately how long it should take to collect data from each participant
  
- f. any equipment that will be used (e.g., lab room, projector, cassette recorder, stopwatch, TV/VCR, etc.). Indicate whether you can borrow it yourselves or whether you need us to arrange for you to borrow it
  
- g. how the group will arrange data collection (i.e., each of you get 15 participants each, all of you collect all data together, etc.)
  
- h. any special requirements/requests (e.g., need to use off-campus subjects, students in this class for pilot testing, etc.)
  
- i. the exact dates in which you plan to collect data

**9. REFERENCES ; 3 points**

List all references (there must be at least 5, including your seed article) that you will use to write your final report. Write these in correct APA.

**Appendix C: Sample Consent Form**

**PARTICIPANT CONSENT FORM**

**STUDY TITLE:** Occupational Decision Making

**STUDENT INVESTIGATORS:** Penelope Houston, Paul Frank, and Neal Peart

**SUPERVISING INSTRUCTOR:** Dr. Erin Crockett, Assistant Professor of Psychology, Southwestern University  
Phone: (512) 863-1596; email: CROCKETE@SOUTHWESTERN.EDU

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**Instructions:** Please carefully read each item below, and initial in the blank next to each item to indicate your agreement/consent.

- \_\_\_\_\_ I certify that I am at least 18 years of age or older.
- \_\_\_\_\_ I voluntarily agree to participate in this study, which is being conducted by students in Dr. Crockett's research methods in psychology class for course credit. The research project and my participation have been explained to me and I have had an opportunity to ask questions.
- \_\_\_\_\_ I know that I will be asked to complete some background information and to read a resume and to make judgments about a job applicant, and that the entire study will take about 10 minutes to complete.
- \_\_\_\_\_ I understand that I am free to skip any of the questions or to stop completing the survey at any time. I also understand that everything I write on the survey will be kept strictly confidential, and that none of my responses will ever be linked in any way to information that would identify me (including this consent form).
- \_\_\_\_\_ My participation in this study is completely voluntary, and I understand that I will receive no compensation for my participation other than candy at the conclusion of the study.
- \_\_\_\_\_ I understand that the results of this study may be presented at a professional conference and/or published in a scientific journal, and that the results would represent general group trends rather than any one individual's responses.

My full name (please print): \_\_\_\_\_

My signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please supply your e-mail address so that we can send you the results at the conclusion of the study.

e-mail: \_\_\_\_\_

*Please save a copy of this consent form for your records. Feel free to contact the researcher at any time with questions or concerns. You may also contact Southwestern's Institutional Review Board for Human Research (Jacqueline Muir-Broadus, Chair, 512-863-1571, muirbroj@southwestern.edu)*

**THANKS VERY MUCH FOR YOUR PARTICIPATION!!**