

RESEARCH APPROVAL

NOT REQUIRED FOR
LITERATURE REVIEW OR ACADEMIC EXERCISE

IRB Tracking #	2022-2023 -Reserved for IRB Committee
Date of Approval:	Reserved for IRB Committee
Research Request:	<input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Full Review <input type="checkbox"/> Expedited <input type="checkbox"/> Animal/Plant
Type of Research	<input type="checkbox"/> DNP SCHOLARLY PROJECT <input type="checkbox"/> APPLYING FOR A <input type="checkbox"/> GRAD. STUDENT RESEARCH <input type="checkbox"/> FUNDED FACULTY <input checked="" type="checkbox"/> UNDERGRAD. STUDENT RESEARCH <input type="checkbox"/> GENERAL FACULTY

1. RESEARCH PRINCIPLE INVESTIGATOR

1.1. TITLE: **Burnout In College Students**

1.2. PRINCIPAL INVESTIGATOR:	CITI TRAINING¹	EMAIL ADDRESS:	PHONE #:	SCHOOL/DEPARTMENT:
Sophia Cirigliano	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	sophiac@southern.edu	(762) 204-7655	School of Social Work, Southern Adventist University
CO-INVESTIGATOR:	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	EMAIL ADDRESS:	PHONE #:	FACULTY SUPERVISOR:
Kilah Runnels		kdrunnels@southern.edu	(210) 414-8186	Dr. Nina Nelson
CO-INVESTIGATOR:	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	EMAIL ADDRESS:	PHONE #:	STARTING DATE:
Genesis Sanchez		genesiss@southern.edu	(305) 988-5553	10/26/2023
CO-INVESTIGATOR:	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	EMAIL ADDRESS:	PHONE #:	ESTIMATED COMPLETION DATE:
Amber Bowes		ambowes@southern.edu	(601)436-8616	10/26/2024
MORE CO-INVESTIGATORS. LIST THEIR NAMES, EMAILS, PHONE NUMBERS, AND CITI TRAINING COMPLETION		No further Co-Investigators		

1.3. IS THIS RESEARCH BEING DONE WITH ANY INSTITUTIONS, INDIVIDUALS, OR ORGANIZATIONS NOT AFFILIATED WITH SAU? YES NO
If yes, please provide information of authorized officials below

NAME OF INSTITUTION: **N/A**

ADDRESS: Street	CITY: City	STATE: Choose	ZIP CODE: ZIP Code
CONTACT NAME: Full Name	POSITION: Position Title	EMAIL ADDRESS: Email Address	PHONE #: Phone Number
EXTERNAL FUNDING AGENCY: Name of Agency	IDENTIFICATION # (if applicable): Identification #	GRANT SUBMISSION DEADLINE (if any): Date	

1.4. APPLICATION CHECKLIST. ATTACH (INSERT OR PASTE) ALL CHECKED ITEMS TO SECTION #9 (CHECK ALL THAT APPLY)

RESEARCH INSTRUMENTS:	<input type="checkbox"/> TESTS <input checked="" type="checkbox"/> SURVEYS <input checked="" type="checkbox"/> QUESTIONNAIRES <input type="checkbox"/> PROTOCOLS <input checked="" type="checkbox"/> OTHER FORMS ELSE USED TO COLLECT DATA
<input checked="" type="checkbox"/> INFORMED CONSENT DOCUMENTS	
<input checked="" type="checkbox"/> PERMISSIONS FROM APPLICABLE AUTHORITIES (such as principals of schools, teachers of classrooms, etc. to conduct your research at their facilities on their Letterhead)	
<input checked="" type="checkbox"/> RECRUITING MATERIALS AND TEXT OF E-MAIL OR WEB-BASED SOLICITATIONS	
<input checked="" type="checkbox"/> ALL LINKS AND/OR QR CODES MUST BE ATTACHED AS COPIES	

SUBMIT via irb@southern.edu
 Signed by the faculty advisor, then scanned and submitted
 Submitted directly by the faculty advisor (no signature required)

YOU CANNOT BEGIN YOUR RESEARCH UNTIL IT HAS BEEN OFFICIALLY APPROVED BY THE IRB

2. RESEARCH PROJECT DESCRIPTION

2.1. BACKGROUND AND RATIONALE FOR THE STUDY

This section should present the context of the work by explaining the relation of the proposed research to previous investigations in the field. Include citations for relevant research.

Stress can significantly impact college students' lives, with various factors contributing to this phenomenon. Most frequently, stressors stem from intrapersonal sources, such as financial conditions (23%) and responsibilities within campus organizations (20%) (Musabiq, 2020). These challenges often manifest in the form of academic pressures and financial concerns, making them prevalent issues for students. A study by TimelyMD revealed that academics play a substantial role in college students' stress, with 37% of respondents reporting stress and anxiety related to academic pressures (Olson, 2023). The fear of academic failure, the pressure to perform well, and the demands of coursework can contribute to heightened stress levels. Financial stress is another significant contributor, affecting 39% of students (Olson, 2023). Concerns about tuition, living expenses, and the overall cost of education can create a significant burden. This financial strain can lead to heightened anxiety, impacting not only students' mental well-being but also their ability to focus on their studies. In another study, sleep problems, anxiety, relationships, poor time management, and financial problems were identified as stressors among a sample of young adult college students (Hartson et al., 2021).

Students who indicated that they experience stressors had lower levels of resilience and well-being (Hartson et al., 2021). Resilience behaviors included sleep, exercise, connecting with others, and eating nutritious food, all of which are also self-care practices. Furthermore, students who frequently ate healthy and exercised had lower levels of stress, and higher resilience and well-being (Hartson et al., 2021). Academic stress is also a factor in the well-being of students (Gao, 2023). Academic stress is significantly correlated with academic burnout (Gao, 2023). Academic burnout is defined as the feeling of exhaustion resulting from a compulsion to study (exhaustion), pessimism toward the assignments (cynicism), and feeling incompetent as a student (inefficacy) (Rahmatpour, 2019). Academic burnout can have consequences for university students, such as an increase of dropout rates, specifically among women experiencing burnout (Sanjari et al., 2023).

In a study conducted by the department of psychology at the University of North Carolina at Charlotte it was found that when stress increased for students, self-care behaviors decreased (Simerly, 2021). However, studies indicate that self-care practices are related to lower rates of burnout and perceived stress (Slowiak, et al., 2021, Myers et al. 2012). Self-care can help students adapt to a constant changing environment, build strong relationships, and recover from the setbacks that life brings. Respondents in a national survey cited the benefits of self-care as enhanced self-confidence (64%), increased productivity (67%), and higher levels of happiness (71%) (Bickham, 2023). Ultimately, when participants practice self-care, stress levels are lowered (Myers et al. 2012).

The results of our research study can help the University implement programming that supports students' self care activities to enhance academic resilience. There are no studies currently that have studied how Seventh-Day Adventist undergraduates perceive and practice self-care, and how this relates to burnout and academic burnout. The information obtained from this study will further allow other universities as well to create policies that encourage the practice of self-care among students which will promote a more supportive learning environment and prevent college dropout.

References:

Bickham, N., Popernik, A., Geracie, H., & Fakorzi, S. (2022, November 30). The importance of self-care for college students. TimelyCare. [https://timelycare.com/blog/the-importance-of-self-care-for-college-students/#:~:text=It%20can%20help%20students%20adapt,levels%20of%20happiness%20\(71%25\).](https://timelycare.com/blog/the-importance-of-self-care-for-college-students/#:~:text=It%20can%20help%20students%20adapt,levels%20of%20happiness%20(71%25).)

Hartson, K. R., Hall, L. A., & Choate, S. A. (2021). Stressors and resilience are associated with well-being in Young Adult College students. *Journal of American College Health*, 71(3), 821–829. <https://doi.org/10.1080/07448481.2021.1908309>

Gao X. (2023). Academic stress and academic burnout in adolescents: a moderated mediating model. *Frontiers in psychology*, 14, 1133706. <https://doi.org/10.3389/fpsyg.2023.1133706>

Musabiq, S. A., & Karimah, I. (2020, May 31). *Description of stress and its impact on college student*. College Student Journal. <https://eric.ed.gov/?id=EJ1317670>

Myers, S. B., Sweeney, A. C., Popick, V., Wesley, K., Bordfeld, A., & Fingerhut, R. (2012). Self-care practices and perceived stress levels among psychology graduate students. *Training and Education in Professional Psychology*, 6(1), 55–66. <https://doi.org/10.1037/a0026534>

Olson, M. (2023, August 28). *The class of 2024 sets their sights on the future*. Handshake. <https://joinhandshake.com/network-trends/gen-z-career-goals-ai-economy/>

Rahmatpour, P., Chehrzad, M., Ghanbari, A., & Sadat-Ebrahimi, S. R. (2019). Academic burnout as an educational complication and promotion barrier among undergraduate students: A cross-sectional study. *Journal of education and health promotion*, 8. doi: [10.4103/jehp.jehp_165_19](https://doi.org/10.4103/jehp.jehp_165_19)

Sanjari, E., Majidian Dehkordi, F., & Raeisi Shahraki, H. (2023, May 29). Clustering undergraduate students based on academic burnout and satisfaction from the field using partitioning around medoid. *Computational and mathematical methods in medicine*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10241589/>

Simerly, G., & Blackhart, G. C. (2021). The Effects of Self-Care on Undergraduate Stress. *Effects of Self-Care on Undergraduate Stress*. <https://dc.etsu.edu/asrf/2019/schedule/193/>

2.2. PURPOSE/OBJECTIVES OF THE RESEARCH

Briefly state, in non-technical language, the purpose of the research and the problem to be investigated. When possible, state specific hypotheses to be tested or specific research questions to be answered. For pilot or exploratory studies, discuss the way in which the information obtained will be used in future studies so that the long-term benefits can be assessed.

The purpose of this research study is to investigate the perceptions and practices of self-care and how they relate to burnout and academic resilience.

We will test these hypothesis:

1. There will be a positive relationship between the perceived importance of self care and academic resilience measures.
2. There will be a negative relationship between the perceived importance of self care and academic resilience measures.
3. There will be a positive relationship between self care practice and academic resilience.
4. There will be a negative relationship between self care practice and burnout.

2.3. METHODS AND/OR PROCEDURES

Briefly discuss, in non-technical language, the research methods which directly involve use of human subjects. Discuss how the methods employed will allow the investigator to address his/her hypotheses and/or research question(s).

Design

The exploratory study will use a mixed methods design. The quantitative component will consist of completing an online survey, and the qualitative component participating in in-depth interviews.

Sampling and Recruitment Plan

Survey participants will include Southern Adventist University undergraduate students who are enrolled full time in the winter 2024 semester, 18 years of age or older, and sign the consent form before beginning the study. They will be selected using convenience and snowball sampling. The target goal for participants in the survey is 150-200 students. To recruit survey participants we will be using a flyer that will have a QR code attached that will lead students to the survey link that includes the consent form. Participants will not be able to participate in the survey until they provide digital consent. We will be posting flyers throughout campus, as well as going to professors and asking students to encourage them to participate in the study. We will also be asking permission by professors to speak to classrooms to ask for participation in the study. As an incentive, students who complete the survey will be entered in a drawing for a \$20 gift card.

Interview participants will be recruited from among the survey participants. At the end of the survey there will be a question asking respondents if they would like to participate in the in-depth interview and to provide their contact information if they wish to do so. The target goal for the interview is 12-15 students. Students who complete the interview will be entered a second time into the drawing for the \$20 gift card.

Data Collection Quantitative

Participants will complete a 10-15 minute online survey through Survey Monkey. The survey instrument will consist of the consent form, background and demographic questions along with measures of perceptions and practices of self-care, and resilience and burnout. Perceptions of the importance of self-care will be measured by questions created by the researchers. We will measure burnout using the Personal subscale of the Copenhagen Burnout Inventory (CBI; Kristensen et. al, 2005). The survey will contain three measures of resilience. The Brief Resilience Scale (BRS; Smith et. al, 2008) will be used to measure general resiliency. The Academic Resilience Scale (AR-30; Cassidy, 2015) and student's self-reported grade point average will be used to measure academic resilience. The Mindful Self-Care Scale (MSCS; Cook-Cottone, & Guyker, 2018) will be used to measure self practices. The CBI is free and available for public use. We received permission to use the other measures.

All responses will be kept in a password-protected cloud drive. The survey will collect names only if the participants asked to be a part of the drawing or indicate that they will want to participate in the interview portion of the study. All data will be kept till January 31, 2025.

Data Analysis: Quantitative

We will use SPSS version 29 to analyze the survey data. First, descriptive statistics will be used to summarize demographic and background variables and the research question variables (self-care perceptions and practices, resilience, and burnout). Next, multiple linear regression analyses will be used to test the hypotheses. Non-parametric tests will be used if the data does not meet the assumptions for multiple regression.

Data Collection: Qualitative

Researchers will conduct a 20-30 minute interview using a semi structured guide. Each interview will be audio recorded using a digital recorder and will be transcribed by the researchers. We will give participants the option to interview over zoom or in person. Participants will be given an online consent form that will be signed digitally before the interview is conducted.

All study materials will be de-identified and kept in a password-protected cloud drive until January 31, 2025. Interview participants' names will be replaced by a code and the code key will be kept in a password-protected file on a separate cloud drive.

Data Analysis: Qualitative

Qualitative data analysis will occur inductively using a thematic analytical approach. This will include

simultaneous data collection and analysis, first and second level coding, memos, and constant comparisons. All researchers will analyze the qualitative data. Taguette version 1.4.1 (Rampin, 2021) will be used for qualitative analysis.

Resources

Cassidy, S. (2015). The Academic Resilience Scale (ARS-30): A new multidimensional construct measure. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2016.01787>

Cook-Cottone, C. P., & Guyker, W. M. (2018). The development and validation of the Mindful Self-Care Scale (MSCS): An assessment of practices that support positive embodiment. *Mindfulness*, 9, 161-175. DOI 10.1007/s12671-017-0759-1

Kristensen, T. S., Borritz, M., Villadsen, E., & Christensen, K. B. (2005). The Copenhagen Burnout Inventory: A new tool for the assessment of burnout. *Work & stress*, 19(3), 192-207. <https://doi.org/10.1080/2678370500297720>

Rampin, R., & Rampin, V. (2021). Taguette: Open-source qualitative data analysis. *Journal of Open Source Software*, 6(68), 3522. DOI: 10.21105/joss.03522

Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008). The Brief Resilience Scale: assessing the ability to bounce back. *International journal of behavioral medicine*, 15, 194-200. DOI: 10.1080/1070550080222297.

3. DESCRIPTION OF RESEARCH SAMPLE

3.1. APPROXIMATE NUMBER OF SUBJECTS: **150-200 for survey; 10-15 subjects for interview**

3.2. TYPE OF HUMAN SUBJECTS THAT ARE INVOLVED:

If human subjects are involved, check all that apply

- | | |
|---|--|
| <input type="checkbox"/> MINORS
<i>if minors are involved, attach a Childs Assent Form</i> | <input type="checkbox"/> HEALTH CARE DATA INFORMATION
<i>if this line is checked, attach any necessary HIPAA forms</i> |
| <input type="checkbox"/> PRISON INMATES | <input type="checkbox"/> VULNERABLE OR AT-RISK GROUPS <i>e.g. poverty, pregnant women, substance abuse population</i> |
| <input type="checkbox"/> MENTALLY IMPAIRED | <input type="checkbox"/> ANIMALS OR PLANTS |
| <input type="checkbox"/> PHYSICALLY DISABLED | <input checked="" type="checkbox"/> OTHER: Full time undergraduate at 18 years or older college students at Southern Adventist University |
| <input type="checkbox"/> INSTITUTIONALIZED RESIDENTS | |
| <input type="checkbox"/> ANYONE UNABLE TO MAKE INFORMED DECISIONS ABOUT PARTICIPATION | |

3.3. PARTICIPANT RECRUITMENT

Describe how participant recruitment will be performed. Include how potential participants are introduced to the study. Check all that apply

- | | |
|---|--|
| <input type="checkbox"/> SAU DIRECTORY | <input checked="" type="checkbox"/> WEB-BASED SOLICITATION
<i>List the site(s): Instagram</i> |
| <input checked="" type="checkbox"/> POSTINGS, FLYERS | <input type="checkbox"/> E-MAIL SOLICITATION
<i>How addresses obtained: Specify</i> |
| <input type="checkbox"/> RADIO, TV | <input checked="" type="checkbox"/> OTHER: Recruitment Script |
| <input type="checkbox"/> PARTICIPANT POOL
<i>Specify</i> | |

Attach any recruiting materials you plan to use at the end of the document.

4. CONTENT SENSITIVITY, PRIVACY, AND CONFIDENTIALITY

Efforts will be made to keep personal information confidential. We cannot guarantee absolute confidentiality. Personal information may be disclosed if required by law. Identities will be help in confidence in reports in which the study may be published and databases in which results may be stored

4.1. DOES YOUR RESEARCH ADDRESS CULTURALLY OR MORALLY SENSITIVE ISSUES? <i>If Yes, describe</i> <input type="text" value="Enter"/>	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A
4.2. WILL PERSONAL IDENTIFIERS BE COLLECTED? <i>If Yes, describe</i> The personal information that will be collected via the online survey is participants name and email. However, this information will only be collected if the participant desires to be entered into the drawing, or to be contacted for the interview.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
4.3. WILL IDENTIFIERS BE TRANSLATED TO A CODE? <i>If Yes, describe</i> We will identify participants by numbering, rather than using their names.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
4.4. WILL RECORDINGS BE MADE (AUDIO, VIDEO)? <i>If Yes, describe</i> Audio recordings will be used for interviews.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
4.5. DOES YOUR RESEARCH INCLUDE ANY HUMAN HEALTH-RELATED INFORMATION? <i>If Yes, your research must address HIPAA requirements. Refer to the IRB Manual for more information</i>	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A
4.6. HOW ARE YOU PLANNING TO PROTECT SENSITIVE/PERSONAL/HIPAA INFORMATION? <i>Please explain</i> ALL INFORMATION WILL BE STORED IN PASSWORD PROTECTED CLOUD FILES.	<input type="checkbox"/> N/A
4.7. WHO WILL HAVE ACCESS TO DATA (SURVEY, QUESTIONNAIRES, RECORDINGS, INTERVIEW RECORDS, ETC.)? <i>Please list</i> The four researchers listed above, and the research advisors, Dr. Nelson and Dr. Racovita.	

5. FUNDING, COSTS, AND PARTICIPANT COMPENSATION

5.1. IS FUNDING BEING SOUGHT TO SUPPORT THIS RESEARCH? <i>If Yes, describe</i> <input type="text" value="Enter"/>	<input type="checkbox"/> INTERNAL <input type="checkbox"/> EXTERNAL	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A
5.2. IS THERE A FUNDING RISK? <i>If Yes, describe</i> <input type="text" value="Enter"/>		<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A
5.3. WHO WILL KEEP THE FINANCIAL RECORDS? We will not need to keep financial records for this study.		
5.4. ARE PARTICIPANTS TO BE COMPENSATED FOR THE STUDY? <i>If Yes, describe</i> <input type="checkbox"/> TYPE Drawing <input type="checkbox"/> SOURCE researchers will split the cost	<input type="checkbox"/> AMOUNT \$ 20	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
5.5. WILL PARTICIPANTS WHO ARE STUDENTS BE OFFERED CLASS CREDIT? <i>If Yes, describe</i> <input type="text" value="Enter"/>		<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A
5.6. ARE OTHER INDUCEMENTS PLANNED TO RECRUIT PARTICIPANTS? <i>If Yes, describe</i> Participants who chose to participate in the survey will be added into a drawing. If a participant chooses to also partake in the interview, their name will be added twice into the drawing. The winner will receive a \$20 visa gift card.		<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
5.7. ARE THERE ANY COSTS TO PARTICIPANTS? <i>If Yes, explain</i> <input type="text" value="Enter"/>		<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A

6. ANIMALS/PLANTS

6.1. ARE THE ANIMALS/PLANTS BEING STUDIED ON THE ENDANGERED LIST?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A
6.2. ARE SCIENTIFIC COLLECTION PERMITS REQUIRED, I.E. TENNESSEE WILDLIFE RESOURCES AGENCY?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A
6.3. HAVE THE ANIMAL(S) OF THIS STUDY ALREADY BEEN USED IN A PREVIOUS STUDY (NON-NAÏVE ANIMALS)?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A
6.4. WILL THE ANIMAL(S) USED IN THIS STUDY BE USED IN A FUTURE STUDY?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A
6.5. WHERE WILL THE ANIMALS BE HOUSED?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A

6.6. WILL THE RODENTS (IF APPLICABLE) BE HOUSED IN WIRE BOTTOM CAGES?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A
6.7. WILL PLANTS BE USED FOR INSTRUCTIONAL PURPOSES AS PART OF TEACHING A COURSE?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A

7. RISKS

Risk is any potential damage or adverse consequences to researcher, participants, or environment. These might include physical, psychological, social, or spiritual risks whether as part of the protocol or a remote possibility.

7.1. ARE THERE ANY RISKS INVOLVED WITH THIS STUDY?

If Yes, check all that apply

YES NO N/A

PHYSICAL RISK

May include pain injury, and impairment of a sense such as touch or sight. These risks may be brief or extended, temporary or permanent, occur during participation in the research or arise after.

If Selected, describe

PSYCHOLOGICAL RISK

Can include anxiety, sadness, regret and emotional distress, among others. Psychological risks exist in many different types of research in addition to behavioral studies.

If Selected, describe **We are discussing burnout, which may cause emotional distress, and anxiety.**

SOCIAL RISK

Can exist whenever there is the possibility that participating in research or the revelation of data collected by investigators in the course of the research, if disclosed to individuals or entities outside of the research, could negatively impact others' perceptions of the participant. Social risks can range from jeopardizing the individual's reputation and social standing, to placing the individual at-risk of political or social reprisals.

If Selected, describe

LEGAL RISK

Include the exposure of activities of a research subject "that could reasonable place the subjects at risk of criminal or civil liability."

If Selected, describe

ECONOMIC RISK

May exist if knowledge of one's participation in research, for example, could make it difficult for a research participant to retain a job or find a job, or if insurance premiums increase or loss of insurance is a result of the disclosure of research data.

If Selected, describe

SPIRITUAL RISK

May exist if knowledge of one's spiritual beliefs or lack of, could be exposed which in turn could invoke an economic, social and or psychological risk.

If Selected, describe

7.2. IN YOUR OPINION, DO BENEFITS OUTWEIGH RISKS?

If Yes, explain **Yes, the benefits outweigh the risks because this research will aid educators and mental health professionals in implementing programs at Southern Adventist University that support our research findings.**

YES NO N/A

7.3. EXPLAIN HOW YOU PLAN TO MINIMIZE THE RISKS IDENTIFIED ABOVE

We will attach the contact information (phone number and email) to the counseling center at Southern Adventist Univeristy.

8. RESULTS

8.1. HOW WILL THE RESULTS BE DISSEMINATED?

CLASSWORK ONLY PUBLISHED ARTICLE STUDENT CONFERENCE PROFESSIONAL CONFERENCE

OTHER

Signatures: If submitted by a faculty member, electronic (typed) signatures are acceptable. If submitted by a student, please print out completed form, obtain the faculty advisor's signature, scan completed form, and submit it via e-mail. Only Word Form or PDF files are acceptable submissions.

Principal Investigator (PI) or Student

12/5/2023

Date

Faculty Advisor (for student applications)

Click dropdown to enter date

Date

All student applications must be either signed by the faculty advisor then scanned and submitted electronically, or submitted directly by the faculty advisor. All applications should be submitted by email to:

irb@southern.edu

Did the investigator complete CITI Training?

Additional Special Requirements or Attachments to the Application

Approvals from other IRBs

Cooperative research projects involve research that involves more than one institution. In these instances, federal law holds each institution responsible for safeguarding the rights and welfare of human subjects and for complying with federal policy; therefore, SAU IRB applications must be made even if there is another institution conducting a review of the same research project. When a study is being carried out at a non-USA site, and approval from other institutional review boards at the foreign site must be sought. The IRB recommends that a copy of each IRB approval be submitted.

Questionnaires/Other Instruments

Any questionnaires, tests, survey instruments or data collections sheets which are not standard and well known must be submitted as part of the application. Structured interview questions and outlines for unstructured interviews also must be included.

Advertisements/Notices/Recruitment Flyers

The text of any advertisement, video display, notice, sign, brochure or flyer used to recruit subjects either should be included as an attachment. It includes documents to which there are Links and/or QR-Codes.

9. APPENDICES AND ATTACHMENTS

Insert all Research appendices and/or attachments. These include the checked in the #1.4 items.

*To **add** an attachment, click inside the insert-frame below and paste your material. To **add several** attachments: before pasting your material, click on the frame below and use the “+” button (see the pictured below) to add as many frames as many attachments you have. Paste your material.*



*Start each attachment **on a new page** by using “Enter” (Windows) or “Return” (Mac) to move to the next page.*

Insert appendices and attachments within this frame
Insert appendices and attachments within this frame
Insert appendices and attachments within this frame
Insert appendices and attachments within this frame
Insert appendices and attachments within this frame
Insert appendices and attachments within this frame
Insert appendices and attachments within this frame

