

Youth Development Project

Research and Intervention Participation

Guidelines (YDP-RIPG)¹

The Child and Family Psychosocial Research Center
Department of Psychology
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~~Directions: All individuals (counselors, undergraduate students, volunteers, etc.) who work for the Youth Development Project in any capacity **must** have a signed copy of this form on file in their Personnel Information File (PIF) at the YDP FIU Lab (DM 269-F). **Important:** You must keep your form current. Download this page from the YDP Website each semester you are a member of the project, sign it, and turn it in to your Team Leader.~~

Name (PRINT) _____ Semester/Year _____ Date _____

Purpose

The Research and Intervention Participation Guidelines (YDP-RIPG) provides detailed guidelines for participating in YDP research and intervention activities whether they are held at a field placement site (e.g., high school, community center, etc.) or in the YDP Lab at FIU. It provides a summary of the duties, responsibilities, and conduct expected of all members of the Youth Development Project regardless of their role in the project. A more complete description of the organizational structure, policies and procedures, and duties, responsibilities, and conduct expected of members can be found in the *Youth Development Project Handbook*. Whether signed up for credit (e.g., senior lab, field experience, etc.) **or** not, all project members must be familiar with the *Handbook* **and** knowledgeable about their duties and responsibilities.

All members must read, understand, and keep a signed, updated copy of Research and Intervention Participation Guidelines (YDP-RIPG) on file in their Personnel Information File (PIF) at the Youth Development Lab at FIU (DM269) and **keep a copy for themselves**.

Certification for Human Participant Protections Education in Research Teams

Because every member of the project has contact (direct or indirect) with participants in research projects (i.e., as human subjects), I understand that I must complete the National Institute of Health Computer-Based Training Module on research ethics to be eligible to participate in YDP. I understand that if I **DO NOT** complete this requirement for certification, I **CANNOT** participant as a member of the Youth Development Project (YDP), including any of its field placement site activities. Directions for completing the Computer Based Training (CBT) are summarized at the end of this document (please read and initial that page of the document that is to be filed in your PIF). Additional information and updates about the NIH CBT are available at the Division of Sponsored Research and Training <http://www.dsrt.fiu.edu>. You will receive a written notification of your completion (the certification may be printed on your computer printer when you complete the CBT). One copy of the certification with your name on it must be turned in to be placed in your PIF at the YDP lab. You are responsible for ensuring that your PIF contains all the required information and is kept up to date. If you are signed up for credit and your file is not complete at the time grades are assigned, you will not be given a grade.

¹YDP-Research and Intervention Participation Guidelines (YDP-RIPG) Revised: 1/15/05, Printed: 1/16/05

Guidelines for Participation in Research and Intervention Activities

Instructions for Completing This Signed Statement of Understanding and Consent

I understand that the rules described in this document apply to all the types of research and Intervention activities (e.g., counseling, assessment, tutoring, mentoring, etc. at an individual, group, or classroom session), to all other activities at the placement site (i.e., any academic or social activity that takes place at the site), and any activities at the YDP FIU Lab (e.g., data entry, data management, coding and scoring of measures, etc.) that I may participate in as part of the Project. I further understand that these rules apply to all project members (graduate, undergraduate, volunteer, etc.) who work directly with the students (in counseling sessions, administering evaluation, etc.) or indirectly (entering data, filing student evaluations, preparing reports or written projects, etc.). I understand that signing a copy of these guidelines and placing it in my Personal Information Form constitutes my acceptance of the conditions set forth in the YDP-RIPG form and my consent to abide by them.

Confidentiality: Everything that goes on as part of research and intervention activities is strictly confidential. You must not talk to other people that you come in contact with at the school or that you know outside the school about what anything that has to do with any of the participants in the project or reveal the names of students in your research and intervention activities or any of the issues that are discussed.

The **only exception** to the confidentiality rule is the disclosure on the part of any participant of intention to harm self or others or that they are subject to abuse. If such disclosure occurs as part of any of your research and intervention activities, you have a legal obligation to report this information. A good guidance rule is that you have to report a disclosure involving potential or actual suicide, homicide, or physical/ sexual abuse. If any of the participants inform you of any intentions to harm themselves or to harm others or that they are subject to abuse (physical or sexual, past or present), you have a legal obligation to report this information.

It is therefore important that you remind participants at the beginning of each activity that you have this obligation. If you are a facilitator and such disclosure takes place, you must discuss it with the school counselor, the clinical supervisor, and the project director. If you are a co-facilitator, group assistant, or research trainee, you must discuss it with your facilitator or team leader. You are not authorized to make a decision or judgment about whether an incident is an exception. You must report all disclosures so that an appropriate decision may be made. Any such incidents must be documented, along with the course of action taken, or any follow-up conversations that take place. A copy of this documentation should be given to the school counselor and the clinical supervisor.

Boundaries: As a facilitator or co-facilitator it is important that you be able to establish a close working relationship with the students in your counseling sessions. As a GA or RT administering evaluations and assessments, it is also very important to establish rapport. It is very important that this working relationship is based on trust and mutual respect, and that the relationship remains at a professional level at all times. You should not get personally involved in your students' problems.

In counseling groups, for example, you should listen to the students, hear their problems, and empathize with them, but you should also maintain your professional objectivity. This means, for example, that in the sessions, you should listen, share, and care, but not get personally involved in the content of their problems. Your job is to work with them as they develop skills for solving problems, not to solve their problems for them. In other words, you should be warm and provide support for their efforts, but you should not get caught up in the details of the stories of their lives, you should not take sides on issues, gossip with them, give advice, etc. Equally important, when counseling processes gets side-tracked, as it inevitably does, it is okay to "go with the flow" for a little while but you should always look for opportunities to move toward returning the focus to the main issues: namely, what the problems are bring them to the particular sessions they are in, what they can do to understand and (hopefully) solve these problems, and how the insight they gain and the skills that they learn in the group can help them solve these problems.

Similarly, while administering evaluations and assessments, your relationship should be based on trust and mutual respect, but it must also remain task oriented and at a professional level at all times. If while administering an evaluation, an interviewee asks you personal questions or begins to disclose personal information (about themselves or their problems) that goes beyond the information that is required by the measure, you should not get personally involved or side-tracked. You should, in a non-confrontational and very supportive way, redirect the

process back to the task at hand. If, for example, an interviewee asks you personal questions, you should respectfully point out that the evaluation/assessment is about them and not about you. If an interviewee discloses more information about a problem they have or need help with than is required by the evaluation, you should in a very supportive way redirect the process back to the evaluation explaining to them that an evaluation administration is not an appropriate time to attempt to solve problems while assuring them that the counseling sessions, because time and resources are available, are the appropriate place to effectively address such issues. The only exception concerns disclosures about harm to self or others or abuse – these need to be reported to your group or team leader immediately. In administering an evaluation, you should remain task oriented and focus on the evaluation. It is unethical as well as unprofessional to attempt to “do therapy” during an evaluation. Evaluations are administered for purposes of assessment not intervention. Counseling sessions are the appropriate place for conducting engaging in intervention activities.

The same guidelines apply outside the placement site. It is also important that you do not get personally involved in the lives of the students that go beyond the evaluation or counseling sessions. That is, the working relationships that develop in the school should not be carried beyond the school. This is a school intervention. Direct contact should be limited to the school. There should be NO personal contact with students outside the school.

In addition, no Youth Development Project participants are authorized to use motor vehicles to transport high school students under any circumstances. In other words, you are not authorized to have students in your car under any circumstances. Private automobiles are not designed for transporting students.

These guidelines apply to counselors and group facilitators, co-facilitators, group assistants, research trainees, or anyone else associated with the Youth Development Project who has direct contact with students. Everyone who participates in the Youth Development Project is an adult and everyone who is a student at the high schools is NOT an adult (even if they are older than 18, they are still “wards of the state” during school hours while on school property). Your relationship with them is expected to be a professional one at ALL times.

Recordings: At times, counseling sessions (individual or group) and related non-counseling activities may be recorded (audio, video, still, slides, etc.). I understand that portions of these recordings, in which I may be included in whole or part, may be used for purposes of supervision, participant feedback, information/knowledge dissemination, and/or research, and I hereby consent to their use for such purposes. More specifically, I understand that all or portions of recordings of non-counseling activities may be used for training and research purposes and/or to disseminate information/knowledge about the program. I further understand that edited and anonymous portions of the recordings of counseling activities may be published for research and knowledge dissemination purposes.

Punctuality: If you participate in research activities (e.g., administer evaluations/assessments to students) and/or intervention activities with students (e.g., assist in counseling sessions), you **must** be there and be on time (early!). Trust is important in working with the students. You cannot earn respect and trust if you do not give respect and trust.

Dress Code and Name Tags: I understand that I am expected to dress in a professional manner (e.g., like a teacher) whenever I am working with the students at the high schools. The high schools are not the place to make fashion statements that call attention to yourself. The focus should be on the students, not on you. This means you should avoid extreme styles (e.g., clothes excessively tight, shirts that make controversial statements, etc.) or styles that are excessively revealing (e.g., bare midribs, cleavage, tank tops, etc.). No sleeveless shirts/vests. No strapless shoes. The *YDP Handbook* contains an example of the dress code for ACE high school students. No YDP participant should ever be in violation of the student dress code for the high school they are working at. If in doubt about a particular style, discuss it with your Intervention or Research Team Leader.

I also understand that all participants in YDP Project are expected to wear nametags identifying them as part of the Youth Development Project at all times while they are at their high school placement sites. Keep the same nametag for each semester that you participate in the program. Return it when you are no longer active in the program, we recycle the badge holders.

I have read the above orientation to the duties, responsibilities, and guidelines for participating in Youth Development Project, received clarification as needed, understand them, and agree to act in accordance to them.

NAME OF YDP PARTICIPANT (Printed) _____

SIGNATURE OF YDP PARTICIPANT _____ DATE _____

Human Participant Protections Education Computer Based Training (CBT) Module

(This information was downloaded from the Division of Sponsored Research and Training. Check the website for any updates:
<http://www.dsrt.fiu.edu>)

Meeting the FIU Human Subjects Educational Requirements

Federal Regulations require that key personnel in studies involving human subjects undergo training to improve research subject safety. Key personnel are all individuals responsible for the design and conduct of the study. This includes the PI, Co-PI's, Supervisors and other personnel who will be interacting with the human subject or that will be handling data even if they do not interact with the human subjects. Certification of this training is required to receive IRB approval for ALL research studies whether or not they will be submitted to outside funding agencies. Currently, FIU's researchers receive their certification for the use of human subjects by using Computer-Based Training (CBT) modules offered by the National Institutes of Health (NIH). You are required to include a copy of your certificate with every initial application for use of human subjects (Form A). Only certifications for additional personnel should be submitted with modifications or annual reviews (Form B).

How to Obtain a Training Certificate?

Student Investigators, Faculty, Research Staff and other Key Personnel are required to go to complete the CBT entitled "**Human Participant Protections Education for Research Teams**" maintained at the **Continuing Cancer Education Curriculum for Health Professionals** website (<http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp>).

The Human Participant Protections Education for Research Teams tutorial presents common concepts, principles, and issues related to protection of human participants. It will help you and your team identify research activities that involve human participants, and help you understand how to protect the rights and welfare of all human participants involved in research.

In order to gain access to and complete the training at this site you must:

- 1) Go to the following web page: <http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp>
- 2) Click on the "**new user register**" link. Provide the information in the required fields on the registration form. Please note your username and password for your records as the IRB Office will be unable to supply this information to you at a later date.
- 3) Complete the "**Human Participant Protections Education for Research Teams.**" There are six (6) chapters with an exercise at the end of each.
- 4) You must complete all six chapters in order to receive a certificate. Please print your certificate and keep copies for future submissions to the IRB.

** If you have obtained certification at another university or college, you are not required to repeat training the same training at FIU for submission to the IRB. However, you must provide a copy of your certificate.

INITIAL OF YDP PARTICIPANT _____ DATE _____