

Blanket Approval Application Form

FOR STUDENT RESEARCH UP TO AND INCLUDING MASTERS LEVEL

Blanket Ethical Approval of Research Involving Human Participants

Blanket approval may be sought for **undergraduate, graduate and postgraduate class** research projects related to specific courses and/or field trips, which pose no threat to the well-being of the participants and where the methodology and its ethical implications is similar for all the projects.

PLEASE read the important notes appended to this form before completing the sections below

Course Name & Code:	[Code and full title of course provided]
Lecturer/Staff Member Responsible For The Project:	[Course coordinator/Lecturer's name provided]
Name Of University Department Or School:	School of Educational Studies and Human Development
Postal Address (If Different From Above)	College of Education
Email Address:	[...provided....]
Title Of Project:	Assignment 1 Research Proposal Assignment 2 Research Project
Term Of Project:	Semester 1(12 weeks)
<p>a) Please state the projected start date: <input checked="" type="checkbox"/></p> <p>b) Please indicate the term:</p> <p>1 Year <input type="checkbox"/></p> <p>2 Years <input type="checkbox"/></p> <p>3 Years <input checked="" type="checkbox"/></p>	
Brief description of the project:	
<p>Please give a brief summary (approx. 300 words) of the nature of the proposal in lay language, including the aims/objectives/hypotheses of the project, rationale, participant description, and procedures/methods of the project:</p> <p>Course members will gain permission from centre management/teachers/parents/child to undertake a positive behaviour plan for one child in an early childhood centre. The course member, in consultation with the centre teachers and the child's parents will undertake a functional assessment (assignment 1) and formulate a positive behaviour plan based on the assessment results and literature, and then implement the plan (assignment 2).</p> <p>This course is designed to provide the course members with the knowledge and skills on how to accurately assess behavioural concerns and how to implement strategies that have been shown through the evidence-based literature to work in decreasing antisocial behaviour and increase prosocial behaviours in young children who attend early childhood centres.</p> <p>The course is based on the principles of applied behaviour analysis and follows single subject case design. A decision model with an ecological focus provides the structure for this research based positive behaviour plan.</p> <p>After gaining permission from centre management/supervisor/head teacher, and in consultation with the centre teachers, one child participant will be selected. Parental and child permission will be sought at this point. The behaviour of focus will be on developing prosocial social/communication skills for that young child.</p>	

Details of ethical issues involved:

Please give details of any ethical issues which were identified during the consideration of the proposal and the way in which these issues were dealt with or resolved. State why the project should be considered under a blanket application:-

Ethical issues include the manner in which course members engage with the centre staff/supervisor/head teacher/management, the parents and child. Course members need to be familiar with centre policies about requesting permission and following correct procedures/cultural practices when working in the centre. As course members are also students of UC, they must follow UC ethical guidelines. These procedures are drawn to their attention through the course LEARN site and are stated in the course study guide.

Those course members who do not work in a centre must approach a supervisor of a centre and request permission to undertake both assignments. This permission must be gained before they proceed further. When permission is gained they must follow the centres policies, procedures and cultural practices and follow UC ethical guidelines (as above).

Informed consent is requested of the parents of the child and the child. The resulting positive behaviour plan will be discussed with the child as s/he will be actively involved in its implementation (selecting choice of activities, reinforcement etc).

The positive behaviour assessment and plan is based on the skills and strategies that would be expected to be part of normal teaching practice.

Once course members gain permission, they are required to complete an ethical clearance application form (situated on the LEARN site to up-load) and present to the course lecturer to be signed off before gathering formal data. At this point the student would have gained permission to speak to the manager/supervisor/teachers and parents and they would have provided them with an overview of the kinds of assessment procedures which will be used. This includes an informal interview (appendix 1) with the supervisor, teachers and parents and direct observations in the centre of the selected child via ABC observations (appendix 2). It will not be until the assessment data has been taken that the positive behaviour plan can be formalised (as each plan will be individual). This is why the lecturer must sign off on the research proposal and give feedback for the plan (assignment 2) before the course member starts on assignment 2. In this manner the course lecturer will have a sound understanding of the process and procedures the student will follow.

Course members will be individually supervised - every course member receives written feedback on their research proposal (assignment 1) and they are required to provide fortnightly reports to the course lecturer (requirements on the LEARN site) on how their plan is developing (issues etc). This reporting is via email or telephone. Before implementing their positive behaviour plan, students are required to follow through with any suggestions the course lecturer makes on their research proposal. Individual consultation takes place if the lecturer is in any doubt of the skill/knowledge level of the course member - this is by email/telephone or if living in Christchurch, in person. The lecturer must sign off the research proposal. Any alterations and the reasons for any change in the positive behaviour plan must be discussed with the lecturer. Even if no alteration is required, the lecturer must be shown the data at least fortnightly.

Ethics and ethical issues are spread throughout course content but specifically, ethics are addressed in the course text and in the course study guide. The course LEARN site carries a link to the ethical application form and CoE Human Ethics website.

Information gained from the centre teachers, other professionals working with the child/family and parents will be confidential to the course participant and course lecturer (and moderator if applicable) and any identifying features regarding the child/family/centre/home and other persons will be removed. After write-up, the course member will destroy all raw data and provide the centre supervisor and parents with a one-page summary of the assignment.

Information and consent: At the first meeting, the course member will provide the management/supervisor/head teacher/teachers (appendix 3) and whanau (appendix 4) and child (appendix 5) the information sheet and consent form regarding the two assignment requirements/expectations and they will be asked to sign the consent form before proceeding.

Declaration of lecturer/staff member responsible for the project:

1. I have made the students fully aware of the need for and the requirement of all research to meet Educational Research Human Ethics Committee guidelines.
2. The students are conversant with the procedures involved in making an ethical application.
3. The students have individually filled in the full Application for Ethical Approval of Research Projects form which I have received and reviewed.

Name:		Signed:		Date:	
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Please attach copies of any Information Sheets, Consent Forms and Questionnaires

Forward two copies of all documents to:

The Secretary
Educational Research Human Ethics Committee
Level 6, Registry Building

It is our aim that all queries will be forwarded to the applicant within 10 working days

Action taken by ER Human Ethics Committee:

<input type="checkbox"/>	Approved	<input type="checkbox"/>	Added to Blanket Approval Database
<input type="checkbox"/>	Referred to another Ethics Committee - Please specify:		
Approved by:		Date:	
(Chair)			

EXAMPLE

NOTES CONCERNING BLANKET APPROVAL APPLICATION SHEETS

Procedures:

This **Blanket Approval** form should **only be used** for class research proposals which are **Low Risk** as defined in the University of Canterbury Educational Research Human Ethics Committee Principles and Guidelines policy document.

A blanket approval form should be filled out and forwarded to the secretary of the ERHEC.

The concerned staff member may seek approval for the whole class based on a single application to the ERHEC in the first year.

This approval should be valid for three years if there is no substantial change in the project during this period. For the fourth year, a new application can be made seeking approval for a further three years and so on.

The concerned staff should be asked to sign a declaration that the students:

- undertaking those research projects are being made fully aware of the need for and the requirement of seeking ERHEC approval for all research involving human participants,
- are conversant with the procedures involved in making such an application.

Attachments to the blanket approval form should include a sample of the information and consent forms that will be used.

Please ensure that reference is made to the ERHEC complaints procedure which should be included as a footer (see below for detail) in the information and consent sheets.

Complaints may be addressed to:

Dr Missy Morton,
Chair, Educational Research Human Ethics Committee
College of Education, University of Canterbury
Private Bag 4800, CHRISTCHURCH
Telephone: (03) 345 8312

No research can be counted as low risk if it involves:

- (i) invasive physical procedures or potential for physical harm
- (ii) procedures which might cause mental/emotional stress or distress, moral or cultural offence
- (iii) personal or sensitive issues
- (iv) vulnerable groups
- (v) Tangata Whenua
- (vi) cross cultural research
- (vii) investigation of illegal behaviour(s)
- (viii) invasion of privacy
- (ix) collection of information that might be disadvantageous to the participant
- (x) use of information already collected that is not in the public arena which might be disadvantageous to the participant
- (xi) use of information already collected which was collected under agreement of confidentiality
- (xii) participants who are unable to give informed consent, including children
- (xiii) conflict of interest e.g. the researcher is also the lecturer, teacher, treatment-provider, colleague or employer of the research participants, or there is any other power relationship between the researcher and the research participants.
- (xiv) deception
- (xv) audio or visual recording without consent
- (xvi) withholding benefits from "control" groups
- (xvii) inducements
- (xviii) risks to the researcher

The only exception to this is that research with children and young people in educational settings may be included in applications made within blanket approval category, *provided the skills and strategies being learned are those that would be expected to be part of normal teaching practice on completion of the qualification.*

This list is not definitive but is intended to sensitise the researcher to the types of issues to be considered. Low risk research would involve the same risk as might be encountered in normal daily life.

CHECKLIST

Please check that your application / summary has discussed:

- procedures for voluntary, informed consent
- privacy & confidentiality
- how much anonymity can be offered and how it will be maintained
- risk to participants
- obligations under the Treaty of Waitangi
- needs of dependent persons
- conflict of interest
- permission for access to participants from other individuals or bodies
- inducements
- dissemination of research findings
- storage and subsequent destruction of data