Blank Cayuse writing worksheet

A guided blank worksheet using the four locally verified Cayuse headings, with prompts for every major part of the study.

Original teaching templates, not official Sacramento State forms or approved protocols. Replace every bracketed prompt, remove drafting notes, use current university forms where required, and obtain the applicable institutional determination before recruitment or research. These are not ready-to-sign documents.

Drafting notes read first

The four main headings below were verified in a local Sacramento State Cayuse export dated September 18, 2026. The current live form and conditional questions may differ. All questions below are original planning prompts, not quotations of the full form.

Complete the brackets with your own study facts. Keep one shared fact sheet for participant counts, time, procedures, recording choices, withdrawal, and storage; use the same facts in every attachment. Do not select a review category or waiver solely from an example.

Research Team and Application Selection

Study title and version: [title; date]. Student investigator and Sac State contact: [name; university email]. Faculty advisor: [name; university email]. Academic purpose: [thesis, project, dissertation, or other purpose].

Who recruits, obtains consent, collects data, holds the identity key, analyzes data, and keeps records after graduation? [Name each role and access boundary.] What is your relationship to participants? [Teacher, colleague, service provider, independent researcher, or other role.]

What institutional determination is needed? [Questions to discuss with your advisor or IRB; do not assume exempt means no review.]

Purpose and Objectives

What educational issue motivates the study? [Brief context supported by relevant literature.] What specific gap or need does this study address? [Gap, without overstating what one small study can resolve.]

What will you ask? [Research question or objective; identify what will be described, compared, or explored.] What information would answer it? [Responses, observations, interview accounts, or existing records.]

Who might benefit? [Separate any realistic direct benefit from possible benefits to knowledge or practice; state when no direct benefit is expected.] Is this prospective collection or secondary use of existing records? [Explain.]

Study Design

Study overview: [Describe the sequence from invitation through the final research contact or records transfer.] Setting: [Where and by whose authorization.] Participants: [Eligibility, age range, minimum and maximum counts, and separate counts for each group.]

Ordinary activity versus research: [What would occur without the study? What extra procedures or research uses require permission?] Comparison studies: [Describe both groups, existing

assignment, usual instruction, measures, and timing. Do not call students nonparticipants if their information will be analyzed.]

Time: [Minutes per procedure, number of contacts, total research time, and separate time for optional components.] Recruitment: [Who sends invitations, how people respond privately, reminders, and protections from pressure.] Payment and costs: [None, or exact amount, conditions, expenses, and withdrawal effects.]

Relationships and conflicts: [Who teaches, supervises, or provides services? Who handles decisions independently? When may the researcher see data?] Analysis: [How each measure answers a question; how missing data and small groups will be handled; limits on causal claims.] Reporting: [Thesis, presentation, publication, aggregate summaries, and quotation/disclosure safeguards.]

Informed Consent Data Management and Research Risks A Informed Consent Process

For each participant group, identify the information sheet or consent, parent permission, and assent needed: [documents and versions]. Who explains the study, in what language, where, and with how much decision time? [Process and comprehension check.]

How will agreement be documented? [Current approved signed, electronic, verbal, or other procedure; explain any requested waiver rather than assuming it.] What separate choices are offered for interviews, recording, or other optional activities? [Choices.]

How can participants decline, stop, or request removal of earlier data? [Contact, process, exact deadline or event, what remains identifiable, and limits after anonymization or reporting.]

B Data Collection Tools

Attach the full [questionnaire, interview guide, observation sheet, score sheet, or records-variable list]. Include introductory instructions, every question, response options, all branches, and optional items.

For Qualtrics: [Provide a tested preview/active link as required and a static PDF or Word copy. Describe metadata, distribution settings, consent branching, skipped items, and incomplete-response handling.] For paper: [Describe private distribution, return, transport, and data entry.]

C Data Management Plan

What is collected? [List identifiers, permission records, response data, linkage keys, notes, audio, and analysis files separately.] Is any dataset genuinely anonymous, coded/confidential, or de-identified for a specific recipient? [Explain the actual ability to identify people.]

Where is each data type stored? [Actual university-authorized service, institutional account/custodian, restricted folder, permitted users, paper location, and transfer method.] Which users cannot access the key or participation decisions? [Roles and restrictions.]

How long is each type retained? [Approved period, triggering event, custodian, and destruction method for each type.] What happens to audio, backups, trash/version history, and records after graduation? [Verified plan.] Will information be reused or shared for future research? [Explicit plan consistent with consent.]

D Addressing Research Risks

What could cause discomfort, disclosure, stigma, employment/school consequences, or pressure? [Study-specific risks, including small groups, quotes, voices, and dual roles.] How does each safeguard reduce a named risk? [Skip/stop options, independent recruitment, access restrictions, disclosure review, and support/referral process.]

Which limits on confidentiality must be explained? [Applicable safeguarding/reporting duties and any limits in group discussion.] What would you do if an unexpected issue arose? [Approved response and institutional reporting route.]

Attachment and consistency check

Before submission, compare the protocol with every participant-facing document. A completed worksheet is a draft, not permission to begin.

- [ ] Recruitment invitation and any site/teacher cooperation letters.
- [ ] Adult consent or parent permission and child assent, as applicable.
- [ ] Complete instruments, including optional interviews and recording choices.
- [ ] Data plan and any records-access agreement or disclosure determination.
- [ ] Identical counts, ages, time, procedures, withdrawal limits, risks, and data promises throughout.
- [ ] Current institutional contacts, actual authorized storage, required signatures, and advisor review; no brackets remain.

Official guidance to check before use

Sacramento State Human Subjects Research

Official starting point for submission guidance and current institutional templates.

Sacramento State Research Protocol Guidance - sign-in required

Current consent forms and protocol guidance. Authenticated contents were not verified in this review.

Sacramento State Secure Data Storage & Sharing

Public IRT recommendation for SacFiles Secure when sharing Level 1 and Level 2 data; confirm study-specific arrangements.