

Graduate Research Mentoring Agreement

Welcome to our POSTSCRIPT research team! I am very excited to get to know you and support you both personally and professionally as a future clinical child and adolescent psychologist and researcher. This agreement outlines how we function and do science as a lab, what I expect from my primary graduate students, and what graduate students can expect from me as your mentor and the POSTSCRIPT Lab.

Own and lead your research.

I want you to do research because you love it and are genuinely curious to find answers to scientific questions. Throughout your time in the lab you will typically have one project you are leading as well as additional projects you are working on (in addition to your thesis and dissertation, which will be driven entirely by you with my support and the undergraduate research assistants as needed [and determined by you]). I hope that you are excited about your projects and expect you to be self-motivated. Self-motivation can be challenging at times when you are balancing all the things required of you so to help you stay motivated, we will employ SMART Goals and a sticker chart! I am here to provide guidance and mentorship, but the projects are ultimately yours, and you are expected to take ownership of and responsibility for them. I will make an effort to provide more guidance and technical advice as you begin your research. Over time, I expect you to transition to greater independence including both intellectual and technical leadership on your project(s). I also expect that you will, in parallel, provide mentorship and guidance to the undergraduate research assistants and post-bachelors research assistants working on the project(s) you lead. This means understanding your research and its contributions in the broader context of the field, reading the literature to date, keeping up with the relevant latest publications, and proactively finding solutions to problems while keeping me in the loop. Eventually, you are expected to know more about your project(s) than anyone else, including me and your thesis/ dissertation committee. You are always welcome to ask me for suggestions and assistance. In your first year, I will expect you to come to me with many open-ended questions and require a good deal of scaffolding/teaching; however, as you learn and grow, you are expected to transition to greater independence by first trying to come up with solutions and then coming to me with ideas you've already thought about or tried. Ultimately, we are a team. Sometimes you have to say no to opportunities because there will be endless opportunities for you and doing all the things will lead to burnout (what we want to avoid!). So I expect you to say no sometimes. I also expect you to take breaks.

I expect that I will continue to provide guidance while you are here and afterwards (sponsorship, letters of recommendation, advice).

One thing that makes research so exciting is that you are generating new knowledge that no one yet has. This means that there is sometimes no one (including me) who can instruct you on how to do what you need to do for your research. Part of our job as researchers is to ***figure things out***. This is a very different mindset from the one you may have gotten used to as an undergraduate student, i.e. the instructor imparts the material onto you, and your job is to learn it. As a researcher, you are expected to become resourceful at finding the tools and resources you need and to teach yourself at least some of the skills required. This can involve a lot of autonomous researching, reading textbooks and technical manuals, googling, reaching out to your labmates

and colleagues, and participating in workshops and online courses. Though this may, at first, feel unsettling and maybe a little overwhelming, it's best to embrace this as a really fun part of discovery and get comfortable with the unknowns.

Approach, fail, and nondefensiveness = Perseverance.

You will find that I encourage you to step outside your comfort zone a lot. Do the things that make you anxious or that you have convinced yourself you cannot do. I also encourage you to fail. A lot. There is so much growth and learning that comes from failing at things. A finished project is the BEST project. I do not expect perfection. I expect above average performance and a lot of edits. So, to be successful in graduate school and beyond, you have to have a thick skin who can embrace critiques as not a reflection of you as a human [we're all flawed, we all make mistakes so there's nothing special about the mistakes you make and flaws you have 😊], but rather an opportunity to learn, grow, and improve the quality of your work. Be ready to be wrong a lot. I've had my PhD for almost a decade, and I am still wrong a lot. I expect you to tell me when I am wrong (in a nice way).

Be serious about quality control.

Now that we've covered that I expect you will not be perfect, I cannot overemphasize the importance of scientific rigour. You are responsible for collecting high quality data and disseminating findings that are true and accurate. The POSTSCRIPT lab has zero tolerance for academic dishonesty, poor research quality, or questionable ethical conduct. In practical terms, this means that you are expected to create detailed research protocols or Standard Operating Procedures documents for your research projects and follow them with fidelity by (carefully documenting your deviations – see, I have built in room for error). How exactly you do it (physical checklists, google docs, lab notebook) is up to you and will, to some degree, depend on your project - I will not micromanage your systems. However, I will expect that you are regularly referring to your SOP to guide your decision-making. I expect you to model how to create and maintain SOPs for the undergraduate and post-bachelors RAs.

Also, ultimately, we need the data we present and publish (especially the data we publish) to be accurate and have NO mistakes. This is where working as a team and being able to tolerate critiques and edits will help you to ultimately have no mistakes in your published work. I expect you to check your work A LOT and get comfortable documenting the mistakes you make rather than try to cover them up without acknowledging. I expect you to double check and triple check. I also expect everyone to check each other's work no matter the status in the lab (graduate students will need to regularly check the undergraduate RAs work; however, I expect the undergraduate RAs will also check their work and the work of graduate students within reason). Obviously, the undergrads will know less than you and me, but that does not mean that they know nothing. So, for the things they do know, I expect they will contribute. An effective verification process is more than just checking - it requires a particular *critical thinking mindset*. Rather than going in with the assumption that you did everything correctly, and you just need to make sure of that, I recommend going in with the assumption that you did make some mistakes (which you probably did simply because you are human), and you just need to find them before someone else does. It helps to ask yourself how you could have made a mistake and to test those hypotheses. Be sure to review your work and find any mistakes before you share it with me or your colleagues/ labmates - this will save everyone time in the long run (see below).

Work hard, but most importantly, smart.

Scientific discovery takes a lot of effort - there is no way around this. Although I respect everyone's need for a healthy work-life balance and boundaries, and I expect that you will, in turn, respect my work-life balance and boundaries, the reality is that this is not a 9-5 job. To succeed, publish papers, and graduate, **you need to put in considerable effort** - and this amount is different for every person, depending on their project(s) and how well the work aligns with the skills and talents you already have. Also, the workload is not always constant; it varies. The upside of this is that you can be flexible with your work hours and make your own schedule. As long as you accomplish what you need to accomplish, it doesn't matter to me when and where you do it. I will do my best to model the effort and work-life balance that I expect from you. This means that I would love for us to have writing times where we meet up (e.g., at a coffee shop) to work for a few hours. Science is best done in a team-based approach and teamwork means we are working together. So, let's literally work together! To help you work smarter, think carefully about how you can do things more efficiently. Can you automate a task by writing a bit of code? Can you delegate it to an undergraduate trainee? One paradox here is that rushing to get something completed will often cost you time; spending more time at the outset planning ahead will save you having to redo things you may have done wrong or reduce the number of times you have to redo a task.

Also, an important thing to keep in mind is that because people and projects are different, the amount of time and effort you need to put in may be different compared to other trainees in the program and in the lab. That may seem unfair, but it just comes with the territory because everyone has different starting points with their knowledge and skills, and everyone learns and works differently.

Lab meetings

You are expected to attend and contribute to weekly lab meetings. You will lead at least one of the lab projects and support other lab projects.

- Let me know when supplies are low
- Grad students take turns taking meeting minutes (see here: https://docs.google.com/document/d/1TZilFhc_lmvBXTpA-U69fBRB-s1YG_Mm/edit?usp=sharing&ouid=102726077092982445050&rtpof=true&sd=true)

Individual meetings

You will be expected to meet individually with me each week for 1 hour. This will be an opportunity for us to review your projects, including your thesis/dissertation, and whatever lab project you are leading. This is also the time for us to talk about anything that is on your mind. Professional development, managing your schedule/workload, conferences, publications, career trajectories, balancing your life goals with your work goals, etc. I expect you to come to this meeting with a few agenda items. I also expect you to take notes and share minutes with me. We can do this by adding a google doc to the shared drive in your folder.

Michelle's mentorship style

My mentoring style is rooted in my philosophy as a clinical psychologist where I highly value and regularly practice reflective supervision. I use this clinically on my v-team supervision, but I

also use this in the context of research and the POSTSCRIPT lab. Deep inquiry and growth happens when we are reflective. I am here to contribute to solving big world problems with my research program using community-based interdisciplinary approaches to science. This requires deep reflection. Students who do the best with me are deep thinkers and ask critical questions of themselves, others, the world, and systems. Everything is connected. Our job is to figure out how and why things are connected the way they are and to understand the function that maintains those connections in order to identify alternative pathways that lead to more equitable and safe outcomes. In practical terms, this means that I will ask you a lot of open-ended, reflective questions to help guide you along your journey. I also am an open book. I want you to learn from my experiences as I will learn a lot from your experiences, too. I think the fundamental factors to having a good mentoring relationship includes meeting regularly (hence, we will meet weekly) and building a collaborative and safe relationship. Trust is the bedrock to safety and building safety includes many many ruptures and repairs. This means that I know that we each will do things that cause ruptures. What is fundamental to building trust and establishing safety, is that we work to repair those ruptures. You might be asking yourself what a rupture is. Ruptures are literally any instance where we are not fully attuned, and we fail to meet each other's need. It is humanly impossible for someone to meet another person's need 100% of the time. Thankfully, we can make repairs. This requires regular communication, honesty, and vulnerability. This is a big part of why I am an open book. You won't be able to trust me, if I am not vulnerable with you and vice versa. Also, a fundamental component of establishing trust is keeping things that we share with one another confidential. This means that I, by default, will not share the things you tell me with others. I expect that there will be times when you come to me to help you navigate conflict. My general approach to conflict resolution is to be a sounding board, allow you the space to reflect and problem-solve, and to send you out to manage that conflict on your own. I recognize that I have considerably more power than you do because I am a core faculty member and your graduate advisor. There are factors about my identity that also afford me power through privilege. I am not in the habit of wielding my power to bend or change rules for you. Partly because rules exist for a reason. Sometimes the rules are dumb and could use changed. What makes a rule dumb depends very much on the function and outcome of that rule. What are the gates being kept? Who benefits and why? Who does not and why? When I think that a conflict you are having would best be solved by my stepping in to advocate for you, I will present this as an option. My stepping in to advocate for you means that I will ultimately break our confidential space because I likely will need to share with others what you have shared with me. Therefore, I will keep this to an absolute minimum because I personally value our mentoring relationship above most everything else. If there are times where you feel like you really need me to advocate for you, I expect you to tell me that. This way we can devise a plan together for advocacy that we are both comfortable with. While I have considerably more power than you do within the department and university, there are many ways that I lack power. To name a few, I am pre-tenured, the newest faculty member in the department, and I am female. I need to establish good working relationships with other faculty both within the department and across the university and community to maintain my longevity at WVU. As I've already explained, I really value relationships with others. So sometimes, even if I would be in a better position to advocate for you, I may not be in the best position to advocate for you. If and when this comes up, I want us to have an open conversation about this so that you fully understand why I may not advocate for you even when I may think this is needed. In this conversation, I expect that we may explore other alternatives to solving your conflict.

The lab's mentorship style

Generally, the POSTSCRIPT Lab is designed to be a space for deep critical thinking, teamwork, and advancing science through a myriad of research projects. Although there is a hierarchical structure in the lab, there are many aspects of that hierarchy that are regularly violated. For example, strong undergraduate students are leading lab projects. Several of our undergraduate students have their own capstone research projects and will rely on grad students to help them in an assistant role while they take the lead. While I have ultimate authority, I do not operate in a dictator or authoritarian role. There are many many times where I will look to my grad students and undergrad students to make final decisions on things and to contribute heavily to the design of things. This is because I am most comfortable leading from the back. I want to empower every student in my lab to have autonomy and take ownership of their own work. I have also designed the POSTSCRIPT Lab to be holistic professional and personal development focused. Every person in the lab is highly valued as a human first and researcher second. The projects will get done and done well if we are supporting one another to achieve the broader goals. I host and would love my graduate students to contribute their knowledge and experiences to the lab seminar as an opportunity for undergraduate students to gain knowledge and expertise in their career and personal development. I expect everyone to contribute to the projects that they are assigned.

Communication

Open and clear communication is essential to our functioning and success. I will say that I am not always the best at communicating, particularly if we are not meeting weekly. Mostly this should be self-corrected by our regularly meeting individually and as a lab. There are times, though, that I have a lot that I am balancing and will forget or fail to communicate with you (a great example of a rupture). If this happens, please call me out (gently). I expect that you will also sometimes fail to communicate clearly with me, and I will call you out gently.

Ways to communicate with me: email. I am far more likely to respond to an email than to a text. Text me about social things. Email me about work things. Also, at our in person meetings weekly. You can also pop by my office if my door is open whenever you need. Literally never call me unless there is an emergency. Since in research there are rarely ever emergencies, I expect that I will receive very few calls from you about research related things. Now, if you're on my v-team, this communication style shifts.

What I expect from graduate researchers:

1. **The culture of the lab is somewhat hierarchical and very business casual.** Let me explain what I mean by this. I expect for undergraduate students and post-bachelor research assistants to address me as Dr. Roley-Roberts or Dr. R-R. Graduate students may call me Michelle, though I prefer when they are speaking about me to others that they refer to me as Dr. R-R or Dr. Roley-Roberts. My gender pronouns are she/her. Please let me know yours! As a first-generation college graduate and Appalachian woman with a hearing disability, I have come to value some hierarchy. Mostly I want to facilitate an environment of respect. Individuals with minoritized identities often are not given the same level of respect and courtesy as our White cis-gender male heterosexual

able colleagues. There are many reasons for this, which I hope you will learn through your work with me. The important thing here is to know that the parts of hierarchy I have embraced are more to reflect respect and not meant to reflect your relative value on the team. I value my graduate research assistants as junior colleagues and know that you are a vital member of the team. I just do not want you to be so comfortable that you forget that I am the one who is ultimately responsible for seeing all the projects through. I also want you to remember that I am often providing you and the undergrads with a professional reference at the end of all of this. It is helpful for me to do this if we maintain a professional, courteous, and mutually respectful relationship. As I model this, I expect my graduate students to do so similarly with the undergraduate and post-bachelor students. I acknowledge that this is a delicate balance because I in no way want our relationship to be cold or 'strictly professional'.

2. **Be reflective; a deep and critical thinker.** This is definitely part of our lab culture. We study emotionally heavy topics (e.g., traumatic events, stress, suicide, cultural phenomenon that often reveals unpleasant and/or emotionally-jarring facts about research clinical work, and the world we live in). The last thing that I want to happen is for you to feel burnt-out, stressed, anxious, or depressed because you have not had adequate space emotionally to reflect on and digest what we are studying. Sometimes the best research questions come from deep and critical reflections. Let's make a habit of doing this. It does require you to be vulnerable and share how you are feeling. I will do my best to model this for you regularly by doing so myself.
3. **Read background information and complete trainings.** I expect that you will read and do your best to understand the information provided in the research protocols and supplemental materials (Google drive, Seminar, articles, CITI training, HIPAA training). I also expect that you will bring questions you have about the background information to our team meetings so that I and the other research team members can contribute to your learning.
4. **Review the undergrad lab Hours Logs and update your tasks on the Task Tracker.** Undergraduate students are expected to maintain an Hours Log (found within each students' folder here: https://drive.google.com/drive/folders/1G_7ctYJ_y1qNo65gWTd2G-n0Bip2IDSn?usp=drive_link)
The undergrads are expected to track their hours daily and describe biweekly, 1) the projects/tasks they've been working on during the week, 2) any challenges they are facing with their work or questions they have. I would like my graduate students to divvy up the undergraduate students and review their logs every 2 weeks. This way, we can provide timely feedback and ensure students are staying on track to meet their 135 hour/per semester requirement in the lab.
The following questions will be sent via a Qualtrics survey that should take undergraduate students no more than 10 minutes to complete every two weeks (particularly if students are keeping good notes about their lab hours and tasks, so please encourage them to do so).
 - a. Beginning and End of the Semester Questions:

- i. What goals do you have for your year ahead? (i.e., what program milestones, personal milestones, research goals, etc. do you want to accomplish this year)?
 - ii. Why do you believe your faculty research mentor wants to supervise you?
 - iii. How do you expect being an undergraduate research assistant in the POSTSCRIPT Lab will help to advance your career or help you achieve your academic goals?
 - iv. How can the mentor-mentee relationship help you and your research mentor both achieve those goals?
 - v. How can the mentor-mentee relationship you develop with the undergraduate students help you both achieve your research goals?
 - vi. What are your career goals right now?
 - vii. What do you believe are your faculty research mentor's goals for you?
 - viii. What would success in this research experience look like to you?
 - ix. What specific technical or communication skills do you hope to learn this year as part of your research experience?
 - x. What lab projects are you most interested in working on and why?
 - xi. Who are the other members of the research team?
 - xii. If you have previous research experience, what skills are you bringing to this semester?
 - xiii. How do you plan to balance research, classes, homework, clinical work, service work, and other life experiences during the semester?
- b. Bi-weekly Questions:
- i. Please provide a brief list of your research accomplishments, research activities, and/or findings during the last two weeks.
 - ii. In 3-5 complete sentences (journal form), identify those tasks that you spent the most time on during the last two weeks.
 - iii. In 3-5 complete sentences (journal form), identify those tasks from the past two weeks that were most beneficial and explain why.
 - iv. In 3-5 complete sentences (journal form), what are your plans for moving your research forward in the next two weeks?
 - v. What do you need to accomplish these goals?
 - vi. Do you anticipate any roadblocks in achieving your goals in the next two weeks?
 - vii. Please at please 1 piece of feedback or Kudos you have for your fellow POSTSCRIPT lab members and explain why. (e.g., Thank you, Erinn, for helping me get trained at the CAC)
 - viii. List graduate student(s) who assisted you in the last two weeks.

The Task Tracker (found here:

<https://docs.google.com/spreadsheets/d/15WYtNTECA5fFYrgBB4Pf1Kx1xoonEY1hGYFOkCrvV0E/edit?usp=sharing>) is used to communicate what everyone is planning to work on in the coming week. I expect that you will come to the lab meeting prepared to provide an update on your progress, have questions ready to go, and contribute to the discussion about research projects. If for some reason you are out of the office during a lab meeting, I expect you to report on your progress, your next steps, and any questions

you have during our individual meetings. You can also assign tasks to other team members to help you move your projects along.

5. **Attend our research team meetings and Seminar.** Our research team gets together every week in person in the lab on **Fridays 12:45-1:15pm (lab meeting)** to discuss our individual progress on projects and to work collaboratively to troubleshoot any challenges we may be experiencing. Lab meetings are attended by all team members (including the PI, primary and secondary graduate students, post-bacs, and undergraduate students). Depending on the week and what all is going on with projects, collaborators may also join. Typically, the project lead provides a summary of progress for their project team members, and then project team members chime in with questions they have while the broader team contributes to troubleshooting. It is possible to join the lab meeting virtually from time to time. Just be sure to email me ahead of time so that I can prepare and send you a zoom link. Seminar for Fall 2025 will take place on **Fridays 1:15 – 2:15pm**. Secondary students can opt out of seminar, but I would like my primary students to attend.
6. **Check and respond to email every 48 hours.** Email is our most effective way of communicating outside of Lab Task Tracker and meetings. Please do not ignore emails from the research team. I expect all members of the research team to respond to all emails in a professional manner. You do not need to respond to emails you receive between Fridays at 5 PM and Mondays at 8 AM. Your weekends are your own. I do not tend to respond to emails I receive on weekends, either. I also do not check my email once I stop work for the day (i.e., generally after 5 PM on weekdays).
7. **Be organized and detail oriented.** Pay close attention to our team's research protocols and procedures for collecting, cleaning, analyzing, and archiving data. It is entirely possible that you will be assigned to work on a couple different studies. Record data using standardized research protocol. Best practice is to review the research protocol when starting to work on a specific project to familiarize yourself with the study's specific protocol. Every study has its own protocol and studies may seem similar, but in fact have slightly different protocols. Be sure to follow the protocol for the study you are working on. Label data files according to the research study's protocol that you are working on. Label articles obtained from the library or Google Scholar consistently as follows. When there are 3 or more authors, "First Author's Last Name et al. (YEAR) Title", when there are 2 authors, "First Author's Last Name & Second Author's Last Name (YEAR) Title", when there is 1 author, "Author's Last Name (YEAR) Title". Notify the PI when supplies are low (as defined as there are only 5 measures left, we only have one stack of Post-its remaining, etc.). When taking Meeting Minutes, be sure to follow the outline for Meeting Minutes to make sure you capture everything needed for the meeting. You will need to capture who did what, and who is tasked to do what next.
8. **Communicate your work schedule and strive for consistency.** The research space is open for you to use any time. Be sure you have swipe access to the lab space. I encourage you to use the mini-fridge, Keurig, and microwave in the lab. If you regularly use the Keurig, please contribute coffee/tea. If you need to miss your hours during a time where

you would be doing in person data collection at the CAC or ReACT clinic, first attempt to have one of your fellow teammates swap with you so that there is coverage. If you are unable to find coverage, please email me and either Dr. Capage or Dr. Khan (depending on which clinic you are working at) to let us know. Note that if you miss or must reschedule your time on 2 occasions in a semester, you may be removed from that study. In particular, at the ReACT clinic, the clinical staff have arranged their schedules so that clients who need data collection are seen at the specified times.

9. **Ask questions.** Asking questions is an important part of the research process. There is no such thing as a dumb, bad, or silly question! Other research team members (e.g., your fellow undergrad research assistants, post-bacc, and graduate students) are a great resource. You can also always email me with questions while you are working on research tasks. It is always better to ask questions than it is to move forward without knowing the answers. A good rule of thumb is if you have any doubt about how to do something then you should ask before you start the task.
10. **Respect the research space and the people in it.** Put things back in their assigned places when you are done using them. Research equipment and other resources are very expensive and asking simple questions about how to use them could help keep them in good working condition. If something breaks, please let me know as soon as possible. I won't be angry – these things happen! Before using equipment in the lab, you must be trained to do so. Do not use equipment or software you have not been trained and cleared to use. Grad students are expected to help train the undergrad and post-bacc students.
11. **Communicate early and often about any personal or professional concerns** you have about the research or research team. I am hoping to foster an environment that is a safe space for students to feel welcomed, heard, and supported. An important part of building safety is developing trust. Trust is developed by allowing yourself to be vulnerable and share things that may make you feel uncomfortable (for example, giving constructive feedback to someone often makes the person who has to give the constructive feedback feel uncomfortable). When you are providing constructive or corrective feedback to someone else in the lab, I want you to do so respectfully. If you're on the receiving end of constructive feedback that is done in a manner that is disrespectful, let's talk about it. Microaggressions can happen. If you witness a microaggression, please point it out. Folks often commit microaggressions when we are not fully aware that we have done so, so if you don't point it out, it likely won't be corrected. It is my hope that all students on my research team feel supported and included. Please let me know if there are things we can do to better support you.
12. **Managing Conflict Within the Lab.** From time to time, conflicts may arise. My preferred method for addressing conflict is to communicate to the parties involved in the conflict using I statements what your concerns are and what you see as viable solutions. Note that to resolve conflicts, you will likely have to give and compromise. Remember to focus on the problems and not the person. Stick with the current concern and avoid bringing in past issues to the current conflict (this would not be a fair fight). Be respectful, take breaks to emotionally re-regulate as needed and without shame (with all

parties involved respecting the person who has called for a break by not bugging them during said break, and for the break-taker to respect the other parties by reaching back out once emotionally re-regulated). Generally, avoidance is not the answer. So, I encourage all of my students to approach when you have concerns and not to bury the hatchet because that hatchet will most certainly grow and grow and then we will no longer be fighting fairly. Be sure to use reflective listening skills when communicating with each other. I especially like how conflict resolution is thought about in Dialectical Behavior Therapy where you have to consider your goals in *interpersonal effectiveness*. Is your goal in resolving the conflict to get another party to do what you want? Is your goal to keep and improve the relationship with the other party? Is your goal to keep and improve your self-respect? Knowing what your goals are can help guide the solutions you seek. Once you have tried to come to a resolution with the other parties, you should then come to me to help resolve conflicts that were not resolved in step one. My role in helping you manage conflicts with one another will be to initially be a sounding board for identifying solutions and compromises toward the most equitable solution. Similar to my approach to helping you navigate conflicts outside the lab, if I think I can help solve the issue by stepping in, I will say that. If you think you need me to step in, please say that. We will need to come up with a plan collaboratively for what me stepping in will look like. Note that building trust is of utmost importance to me. I want to avoid the culture where we are talking badly about each other behind each other's backs. Fist fights, mud wrestling, and sprinting races up the mountainside are all plausible solutions to conflict resolution. May the fittest win. Just kidding, but humor can be helpful!

13. Work Hard, Rest Well, Have Fun, Build and Maintain Community! In Fall

Semester, I facilitate an end of the semester party typically in late November or early December. In Spring Semester, I facilitate an end of the semester bowling party typically in late April to celebrate all the accomplishments of the semester. This is an opportunity for us to unwind a little and have fun. Please plan to join!

14. Set Goals and Check in. I am implementing SMART goal setting and weekly check-ins. I have found that I enjoy and learn from the regular feedback that students provide, and I think that students learn more when they are reflecting on the things they are learning.

What graduate researchers can expect of me:

1. **I will provide background information** (e.g. readings, protocols) on our research. If you have never used GoogleScholar or the WVU online library database, I will show you how to navigate those sites to download primary literature. I have a “please ask” rule of thumb. There are no dumb questions. As a first-generation college student myself, I often had many questions that I did not know the answer to. Professors would say things about research that I did not know what it was. It can be very intimidating to ask, so I want to acknowledge that burden. It is also a skill that will be fundamental to your success across your career, so this is why I want you to get in the habit of asking. The more you do it, the easier it will get. I will create and maintain an environment where you feel supported when you ask questions. To keep an environment like this, it is expected that you provide me with feedback when something is not working for you and vice versa. This is an important part of how we will build and maintain trust. Similarly, when undergraduate and postbacc students ask you questions, please answer them respectfully and thank them for asking questions.
2. **I will attend all research seminars and lab meetings.** If I am traveling, I will attend via Zoom. You can expect me to give an update on the research progress I have made during the past week. I will also ask you and the other team members for advice and thoughts on how to move forward with my work. You can expect that I will ask you about your progress and/or what questions you have toward helping you to complete your weekly tasks as well. I encourage you to contribute to these conversations. If I assign an article to read, I will have read the article and come prepared to discuss it. I expect you do to the same. Seminar is required by all undergraduate research assistants. Please plan to attend these meetings every week. See syllabus for seminar topics and assignments. These assignments are required for undergraduate students and supplement/support their research experiences. Seminar is meant to provide the undergraduate students with professional development and a more in depth understanding of research. Sometimes the seemingly menial tasks that we do in lab may not be apparent *why* they are so important or *how* they contribute to the broader research mission so Seminar is meant to help the team answer the *why* and *how*.
3. **I will respond to your emails within 48-72 hours** during business hours (Monday-Friday 8 AM - 5 PM). When I am sick, on vacation, at a conference, or there is an emergency, I will do my best to communicate to the team when I will be out and that my responses may be delayed. I hope to demonstrate healthy work-life balance and the ability to be productive while still also taking breaks. That being said, I do not check or respond to emails after hours or on weekends or during any other time I am out of the office (e.g., vacation, ill, emergencies). So to respect my boundaries and not be frustrated, please plan and work ahead. Please allow me a full week to review documents/drafts you send. For things that I need to sign, please give me 48 hours. If I have not responded by the week or 48 hours then send me a reminder email. Occasionally things do slip through the cracks. I try to be efficient and quick, but sometimes that is not always possible. The things that often make it impossible is if I am working on a grant and under a strict

deadline. I try to work ahead and am not a procrastinator most of the time so chances are, if I haven't gotten to something, I had too many obligations that got in my way.

4. **I will do my best to help you advance your career.** No matter your path, I want to help you get to your next step. This could be any job path. I have worked in both academic medical center settings and academia at this point; however, I have close friends and colleagues who work in just about every sector you can think of (private practice, industry, small liberal arts colleges, primary care settings, pediatrics specialty care settings). No one path will be the same. Take the path that matches your goals. I will help to mentor you along the way and connect you with people who can give you their perspectives. While on this topic, I think it is important to have perspectives from many different people. I will never be offended if you seek mentorship from other people. Again, no one person can meet every need you have, and the more perspectives you have, the more informed your decisions will be.

I will strongly encourage you to attend conferences and complete a poster and/or oral presentations at conferences. There are so many opportunities for conference presentations that I expect strong students to present at least one poster at a conference (can be a local, regional, or national conference). I typically attend the Association for Behavioral and Cognitive Therapy (ABCT) <https://www.abct.org/>; International Society for Traumatic Stress Studies (ISTSS) <https://istss.org/>; American Psychological Association's Annual Convention (every few years; though currently I am involved in leadership within the Division 53 [Society for Child and Adolescent Clinical Psychology] so will likely be attending APA for the next several years in a row) <https://www.apa.org/>. In addition to the National conferences I have listed, there are several local or regional conferences that you could attend and present at. Note that your attendance at conferences is one of many items that you are evaluated on each year. Attendance at 1 conference is required. Due to budget constraints, funds are not always available for you to travel to national and international conferences so plan to attend both local and national/international conferences so that you ensure you meet this criteria annually.

Manuscript/book chapter co-authorship is also **required** in line with your career goals. I generally follow the APA ethics code in regard to authorship. To learn more, read here: <https://www.apa.org/science/leadership/students/authorship-paper>

This means that student co-authors must contribute substantially to the writing and editing of the actual manuscript. Students who contribute a lot to the data collection and data cleaning, but do not contribute to either the analyzing of the data or writing of the manuscript will not be included in co-authorship. I am not always the best at pre-determining authorship order at the outset. This is because contributions can change and evolve over the course of manuscript writing. That being said, I strive to be fair. I rely on co-authors to articulate what their contributions have been (and expect honesty). Then I assign authorship based on actual contributions. I generally take last authorship unless I explicitly state otherwise upfront. In summary, I expect my graduate students to aim for 1 publication per year at a minimum. It is uncommon for undergraduate students to co-author manuscripts, but not impossible. Working with each other on manuscripts and

including motivated undergraduate/post-bacc co-authors is a great way to increase your publications and distribute the workload.

I also will expect my primary students to complete manuscript reviews with me. Roughly 1 per semester (though this is dependent on when I am asked to review). This will be great for your professional writing development. Reviewing others' manuscripts gives you insight into how researchers broadly organize their manuscripts, what journal guidelines are as they can differ depending on the journal, and give you an insider's insight into the world of publishing. I have a manuscript review template that I will share with you to help guide your reviews. I will always do my own review of the article and then we will combine our feedback when I go to submit the review. Some journals are now asking for student reviewers so that you can get credit for the work that you do. When this is available, I will certainly give you credit. This kind of activity also would count toward volunteer/service hours if that is something you are tracking and should go on your CV as Ad-hoc reviews for the journal.