CORRECTIONAL AND FORENSIC PSYCHOLOGY
Laboratory Manual

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1. Lab Overview

Basic Lab Structure

Group lab meetings will be held on a bi-monthly basis (meaning every other week) throughout the semester. All research team members, including graduate and undergraduate students, are expected to attend every meeting on time. Absences will be permitted only in the event of an unforeseeable circumstance (e.g., illness) or a pre-approved conflict. You should communicate with me or one of your lab mates as soon as possible if you expect to be late or absent from a lab meeting. The time and date of this meeting will generally be consistent across semesters, but changes may be needed to accommodate scheduling. A graduate student will be responsible for taking meeting minutes each week. The responsibility of meeting minutes will rotate equally among lab members throughout the semester. Meeting minutes should be archived on the shared lab Microsoft Team's page within 24 hours of the meeting.

Each month, most graduate students will receive at least 30 minutes of individual mentorship. Meeting times will be scheduled at the beginning of each semester and maintained throughout the semester (except in extraneous circumstances). This is *not* a clinical supervision meeting. Supervision of your clinical work will be provided by your practicum instructor. This is also not a therapy session for you, though it can be an appropriate time to discuss areas of personal or interpersonal growth that may be affecting your work. Topics of mentorship meetings may also include progress on independent research projects and other lab-related tasks, career decision-making, and professional development.

Other than set individual mentoring and group lab meetings, I am available to meet with students as-needed. However, please use discretion when requesting additional meetings. If your issue can wait until the group or mentorship meeting, please wait. Reserve additional meetings for high-priority or time-sensitive matters.

Lab Dynamics and Interpersonal Expectations

The precedence in this lab is one of cohesion, civility, and commitment. Lab members range in their experiences, educational level, talents, and life goals. While the dynamics of the lab may shift from year to year as personalities come and go, members are expected to maintain a respectful and collegial working environment at all times. Furthermore, all graduate students will be treated equally, regardless of their level of training when entering the program. That is, students entering the program with a Master's degree should not see themselves as in competition with or in any way superior to students coming in without Master's degrees, or vice versa. Collaboration— *not* competition—is key to the success of this lab. Likewise, all graduate students will treat undergraduate research assistants (or any other students outside the Counseling Psychology program who may have a supporting role in our lab) fairly, courteously, and with dignity. Undergraduate support is essential for a smooth-running, productive lab. Their efforts should be continually appreciated.

In labs such as this one, the development of a natural hierarchy is not uncommon; harder-working students who have been in the lab for a longer period of time are likely to find themselves in a leadership role (see Lab Manager section). Dedicated and dependable students will be rewarded with more privileges and greater responsibilities over time. These senior members should be considered by more novice members as a source of guidance and authority. Senior members will not, however, use their status to manipulate, control, or take advantage of others.

Joking around and having fun with each other is encouraged, but any disparaging or demeaning behavior towards each other will not be tolerated. Interpersonal issues that disrupt the order and flow of the lab will be promptly addressed and processed. If there are relational problems that I am not aware of, lab members should bring them to my attention as soon as possible.

It is my hope that the lab functions like an academic family—that the research team and myself will serve as a positive support network to help students successfully navigate their tenure at the University of Memphis and go on to achieve their professional objectives. Your lab mates may turn out to be some of your best friends and long-time collaborators.

2. Policies and Procedures

General Professional Conduct

All research team members are expected to engage in professional conduct at all times. This not only includes a diligent and thorough work ethic, but also appropriate communication, style of dress, and maintenance of boundaries. This is not to say that I expect all work and no play. However, as a student of the University of Memphis, you are representing your university and this lab wherever you go. Behaving inappropriately off-campus may have an unexpected and unwanted impact on your reputation. As such, I strongly encourage students to use discretion when drinking alcohol (or using other substances) at conferences, other professional events, and even informal social gatherings. Being belligerent in public or engaging in reckless behavior is rarely a good idea, but especially when people who have the potential to play a role in your future may be in attendance.

In addition, because this lab focuses on criminal justice and correctional populations, all members working on projects with participant contact must be mindful of their attire and overall presentation. Tight, low-cut, or sheer clothing, as well as sleeveless tops, shorts, skirts, neckties, necklaces, bright colors, and heavy make-up should not be worn. Not only does this draw extra attention to you and increase the likelihood that you will be the target of sexual taunts, but it may also skew the results of our research. For example, incarcerated participants may report a benefit from treatment simply because they received added sensory or social stimulation from you (they live in a relatively mundane world, so an attractive young female with a little cleavage might brighten their day). Likewise, students are expected to maintain professional boundaries with research

participants at all times and refrain from flirtatious comments or physical touch. Furthermore, student researchers are expected to show the utmost respect and appreciation for correctional staff—remember that we are guests in their house. Any conflicts with justice-involved participants or staff should be promptly discussed with me.

Communication Etiquette

All team members are expected to *check* their *e-mail and Microsoft Teams accounts daily*, and preferably several times throughout the day. Very important lab information is circulated via Teams posts and e-mail. It is not an excuse to say you didn't know what was going on simply because you haven't checked your messages yet.

In addition to checking Teams and your e-mail, please be prompt in responding to any messages in which you are asked to complete a task, answer a specific question, or provide input (e.g., regarding scheduling). Lab members are expected to respond to messages **within 24 hours**; this includes communication from me AND other students. If you are asked to complete a task that you know cannot be done within 24 hours, at least confirm your receipt of the task request and provide an estimated time frame for getting it done. For example:

> "Got it, Dr. B! I should be able to get this done by this Thursday afternoon. Does that work?"

If you need to schedule or re-schedule a meeting with me, please include **at least 3 times and days** in which you are available. Be as flexible as you can. This will save us the time of going back and forth trying to find something that mutually works. So…

> *Don't say*: "Dr. B – can I meet with you about my dissertation idea?"

Do say: "Dr. B – I'd like to meet with you about my dissertation idea. I'm available Monday's before noon, Wednesday's from 1 to 3, and Thursday's after 2:30."

Regarding communication in general, always be **PROACTIVE**. If you cannot make a meeting on time or at all, let me or whoever you're scheduled to meet with know right away. If you have a question or are confused about how to perform a task, ask for help. If you cannot fulfill your lab hours on a given day, notify the Lab Manager so he/she can re-assign your tasks, if necessary. If you make a mistake, admit it. It will be more problematic if you hide it and someone finds out about it later. Or worse, no one finds out about it and our data are inaccurate. If equipment is broken or we're low on supplies, bring it to the Lab Manager's attention immediately. Don't assume problems will simply go away or take care of themselves.

Dr. B's Research Day

Each semester, I set aside a day that I devote entirely to research-related tasks and manuscript writing. All students will be made aware of my designated research day at the beginning of each semester and it will be posted on my office door. This time is off-limits for meetings, casual pop-ins, and other methods of contact (including e-mail, texts, etc.). The only **exceptions** to this are:

1. Personal or clinical emergencies (if the appropriate supervisor cannot be found)
2. Dr. B initiated contact with you about a lab-related task, which requires some sort of action or response

If you make contact with me on this day for any reason other than those listed above, I will (probably) ignore you. This is not to be mean or dismissive. Rather, to be a productive researcher, I need to set boundaries for myself and protect this time.

Feedback and Revisions

All research team members should anticipate quite a bit of constructive feedback throughout their time in this lab (and the program). Students are expected to handle feedback maturely and non-defensively. It should be understood that feedback is not meant to be a personal attack; it is meant to help you hone your research skills and improve your competence as a psychologist. Consider the following quote from Jay Write (head coach of the men's basketball team at Villanova University, the 2016 NCAA National Champions):

> *"If you're not humble, it's hard to be coached. If you can't be coached, it's hard to get better."*

Feedback should be taken seriously, and all students are expected to integrate feedback appropriately. Do not ignore or dismiss a comment because you lacked understanding or disagreed. Seek clarification and consultation.

Manuscript edits and revisions will be done using track changes in Microsoft Word. Before submitting revisions to a previously edited draft, be sure that all of my original comments and questions are thoroughly addressed. In addition, carefully **read** all stylistic, grammatical, and other in-text edits before "accepting" the changes. If you blindly accept all changes within the document, your writing skills will not improve. You should be able to understand why the changes were made. Comments that appear in the right-hand margin of the document should **NOT** be deleted. Leaving my previous comments not only reminds me of what I asked you to change, but I can also make a more direct comparison between my comment and how you addressed it. In all drafts (with the except of the first one), you should use track changes when making revisions. This way, all new or updated information will be easy to spot, and I'll know which sections I can skip. This makes for a more efficient review process.

Turnaround times for feedback and edits will depend on the length of the document and its priority level. For example, upcoming dissertation proposals or defenses

typically take precedence over peer-reviewed manuscript submissions. Tasks with deadlines tend to be higher on the priority list than those without deadlines. Regardless, students should allow **at least two weeks** for me **to review and return** drafts of independent work (e.g., dissertation documents, grant proposals). So, please do not send me a draft and expect to have it back the next day. If you know you have deadlines, it is your responsibility to plan accordingly. Please note, however, if _you_ are asked to return edits/revisions, a shorter timeline may be requested or needed (that is, a standard two week turnaround does not necessarily apply to students). If an established deadline is no longer feasible, be proactive and talk with me right away so we can problem-solve together.

Data Collection and Treatment of Study Participants

Accurate data collection is incredibly important to the credibility of this lab and to ensure that only the most diligent research is disseminated to the scientific community and public. Ultimately, the data you collect will be published in acadmice journals, so it absolutely must be reliable and valid to extent possible.

It is important that all lab members thoroughly understand and follow the protocols that are developed for the research project they are working on. **ASK QUESTIONS** if you do not understand something. This is not the time to guess.

All students assisting on lab research projects are expected to treat every participant, and anyone else affiliated with the data collection site, with respect and dignity. This includes being polite and courteous to participants, even if the participant is not polite and courteous to you. Objectivity and standardization are highly important in data collection. Therefore, participants must also be treated equally and fairly. This is consistent with the general ethical guidelines for conducting scientific research with human subjects. If you feel you cannot be objective (i.e., that you are biased in some way toward participants), then you should be re-assigned to another project. Students will not be penalized for admitting biases, we all have them. It is better to be

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forthcoming with any personal feelings (either for or against) participants than to jeopardize the validity of the study or that person's right to justice and benevolence.

Also consistent with our ethical standards, all student researchers are expected to respect the rights of participants, including their right to refuse to participate without penalty, the right to have their personal information kept confidential, and the right to learn what the experiment was about (i.e., debriefing). CONFIDENTIALITY is CRUCIAL. Researchers must never discuss disclosures made by study participants (no matter how tempting, and even if names are not mentioned) with friends, family, etc. Lab meetings provide you with an opportunity to discuss interesting or problematic study participants with others who are bound to keep this information confidential. Breaches of a participant's confidentiality are not taken lightly.

When student researchers are in personal contact with participants (e.g., interviewing participants; administering questionnaires), **professional** dress is required. This means **business casual** (NO t-shirts and jeans; ties and jewelry should also **not** be worn as they are a safety hazard). When lab members are not in direct contact with participants (e.g., entering data; library searches) there is no formal dress code. But, use common sense. Please do not come to campus in your PJs!

As noted above, data for this lab are also collected in correctional facilities (i.e., jails and prisons). **Traveling to a correctional facility** for data collection **cannot be guaranteed**, as it depends on availability, need, and funding. However, more senior team members who demonstrate a responsible, dependable, and trustworthy work ethic have a better chance of being selected for those opportunities when/if they do become available. Both graduate and undergraduate students may be asked to collect data at these sites. Undergraduate research assistants will never travel to or enter a correctional facility alone; they will always be accompanied by me or (more likely) another graduate student.

Data Entry

When entering data, all students are responsible for making sure coding and data entry procedures are fully understood. Data entry can be a painstaking process, but student researchers are expected to do it with great care. Do not rush. Take your time. Taking breaks if you feel fatigued is acceptable, but use discretion (e.g., don't be caught checking your social media feeds more than you're seen entering data). Accuracy in scoring measures and entering data is **extremely important**. Remember to ask questions!!! This is not a time for guessing.

STAY ORGANIZED. When entering data make sure each participant's data packet (i.e., folder containing all self-report measures) is dated, assigned an identification number, and is neatly put back in the filing cabinet/box. The data should be organized in such a way that it would be easy for someone, even years later, to go to the filing cabinet/box and find all the original materials and raw data. Code sheets must be stored in a safe place with the data.

SPSS, Excel, or other documents should be saved frequently. When continuing work on an existing data file, save it as a new version. This way, if there is an error, previous versions can still be accessed. Data files should be saved with the initials of the last person working on the document and the date it was last modified. For example:

SampleDataFile_AB_5.4.16.spss

Once there are multiple copies of a dataset, a folder titled "Archived Datasets" should be created. All older versions should then be transferred to this file, leaving only the most recent copy visible in the list. Doing so makes it easy for the next person to find the latest version.

Data Management and Security

All files containing identifying information about study participants (e.g., name, etc.) must be kept in locked cabinets and cannot be taken outside of the lab (e.g., never ever take files home, to other offices, or other labs unless given explicit authorization to do

so). When students are collecting data off-site, paperwork should be handled with care. Do not leave participant information unattended or out in the open where other people can see (e.g., in an office, in a copy machine, in the front seat of your car, etc.). For incarcerated participants, they are promised that their information will not be shared with anyone else in the facility. This promise must be upheld.

Furthermore, keep any files with participant names separate from files with their study ID. For example, signed consent forms should not be kept with completed self-report measures. There should only be one secure document that links names to ID numbers. This form is shared only with designated study personnel, is to be stored in a high-security location at all times and will be destroyed at the completion of the study.

In addition, do not share any electronic passwords (to computers, laptops, iPads, Dropbox® accounts, Qualtrics® account, etc.) with anyone outside our lab. If I find out that you shared this information, the password will be changed and you will not be able to have access. This means that someone will need to sign you in every time you need access.

Again, it is of the highest importance that participant confidentiality be protected AT ALL TIMES.

Requesting Letters of Recommendation

Most of the time, I am more than willing to write letters of recommendation for lab members, as I strongly support students applying for additional opportunities. However, all students requesting letters of recommendation must do so well in advance. **At least a month before the deadline** is preferable. It is also important to give all the necessary information to me in an organized manner. In general, the earlier and more organized you are, the better. Please make sure to include the following information with your letter request:

✓ Due date of the letter

- ✓ Updated copy of your vita/resume
- ✓ Who/where to address the letter (name, job title, mailing address of the person in charge)
- ✓ Directions for sending the letter (e.g., does it get e-mailed directly to someone, or returned to you first)
- ✓ The name and a brief description of the position, award, grant, scholarship, internship, etc. for which you are applying
- ✓ Why you are applying for it (e.g., how does it relate to your training, career goals, why are you deserving, etc.)
- ✓ Any supplemental forms that need to be completed (please complete as much of these form as you can, such as your identifying information, before giving to me)

The more information I have from you, the less work I need to do. This benefits you in two ways: (1) I won't be frustrated with you while trying to write a glowing recommendation (☺) and (2) I will have more time to personalize your letter rather than searching for basic information.

Book Loan and Lab Books

I have several books in my office that I'm happy to loan to students for any reason (e.g., dissertation, practicum, general curiosity, etc.). Books include topics related to general psychology, counseling and assessment, writing skills, career and graduate school, statistics, and forensic psychology. Students wishing to borrow these books must check them out with me. I maintain an Excel spreadsheet of the text(s) borrowed, who borrowed it, and when it was loaned. All books that are checked out from my office must be **returned within one month** of the check-out date. If you still need the book, we can discuss a reasonable extension.

There are also several textbooks in the lab. Typically, these include older versions of textbooks that I have in my office or books that would be of general use to everyone (e.g., the APA Style Handbook). All books are free for student use but should remain

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in the lab office at all times. Please do not take these books home with you. If you need to remove a book from the lab for any reason, please check with me or the lab manager first.

Regarding all texts, I expect students to treat them as if they were your own books—with care and respect. Books should be returned in the same condition as when they were borrowed.

3. Lab Manager

Appointment

The Lab Manager is a designated position within the lab given to a senior graduate student who demonstrates leadership, superior work ethic, appropriate interpersonal skills, and humility. The Lab Manager will ultimately be appointed by me (Dr. B); however, my decision will take into account other lab members' preferences. Lab Manager is a voluntary appointment. Students who would likely be good fit for this position will be approached by me to assess their willingness. Students who are asked to serve as Lab Manager may decline without consequence or penalty; however, they should be prepared with an explanation as to why they do not want to serve in this role (this is to prevent students from giving up the opportunity simply because they have self-doubts or lack the confidence to lead).

It should be noted that not all senior graduate students will have opportunity to serve as Lab Manager. First, "being here longer" is not enough to secure the Lab Manager position. Remember that you also need to demonstrate the qualities of a good leader. Second, there may be more than one senior student in the lab at a time and there is only one Lab Manager position available in a given year.

The in-coming Lab Manager will be selected at the beginning of the Spring semester. The current Lab Manager will transition out of his/her role during the Spring semester,

as the newly appointment Lab Manager transitions in. This overlap will allow for a training period. New Lab Managers will officially take over the position in the following Summer session. The duration of service as Lab Manager will range between 1 and 2 years. A Lab Manager may continue his/her duties into a second year if (1) there are no other qualified or willing lab members, (2) he/she is doing an exceptional job, and (3) he/she is willing and able to remain in this role. Lab Managers may be terminated prior to completing their 1-year term if they are not fulfilling their duties listed below. However, prior to implementing termination, Lab Managers will have the opportunity for remediation.

Duties

Lab Managers are essentially second-in-command when it comes to running this lab. They are expected to fulfill the following duties:

- Maintain general organization and order of the lab
- Maintain a schedule of lab hours for all research team members
- Delegate tasks to undergraduate and graduate research assistants
- Field communication regarding delegated tasks
- Ensure tasks are properly completed and in a timely manner
- Help address issues of non-compliance or general professional development
- Run bi-weekly group lab meetings in Dr. B's absence
- Monitor lab materials and equipment, report problems promptly to the appropriate office personnel
- Supervise training of in-coming undergraduate and graduate research assistants (provide orientation to lab procedures, etc.)
- Supervise the undergrad-grad mentorship program (see below)
- Supervise the undergraduate research assistant application process (field e-mail inquiries, organize applications, contact interviewees, schedule interviews, etc.)
- Promote a positive, productive, collaborative work environment
- Maintain appropriate professional conduct as outlined above

- Update lab website as needed

Lab Managers are expected to function relatively autonomously and take their role seriously. The purpose of the Lab Manager is to relieve me from most of the basic managerial and administrative duties necessary for the lab to function smoothly. Lab Managers do not need to check in with me about most things. For example, if a student needs to re-schedule their lab hours (e.g., due to family emergency), it can be worked out directly with that student. If the wireless isn't working, call the HelpDesk (or delegate someone to do it). If a student skips a lab meeting, talk to him/her about the impact of this behavior. More serious concerns, however, should be discussed with me. This might include repeated non-compliance with tasks, persistent interpersonal issues, or verbal or physical aggression in the lab.

Compensation

Because the Lab Manager is an important job that requires additional hours each week, students serving in this role will receive $250 each academic year toward research materials or national conference travel expenses; unless the Lab Manager is counting job hours toward a Graduate Assistantship. To receive funding, the Lab Manager is expected to communicate their intended plans for using these funds.

4. Research Expectations and Opportunities

All Team Members

All research team members are expected to abide by the guidelines listed above related to attendance at lab meetings, professional conduct and communication, protection of human rights, data collection, data management and entry, data security (including maintaining participant confidentiality), and general academic integrity (i.e., honesty, accuracy, diligence). In addition, all members are responsible for maintaining a clean, organized, workspace, as well as a collaborative and respectful working environment. *All team members are required to read and understand the policies set forth in this manual.* In addition, members are expected to read and be aware of any

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changes or updates to the manual. If questions arise, please consult the lab manual first, then ask the Lab Manager.

Prior to conducting research with human subjects, all students are required to complete the University of Memphis's Collaborative Institutional Training Initiative (CITI) modules. This includes graduates and undergraduate team members. All student researchers should complete these training modules within the first month of their first semester in the lab. For IRB purposes, students must maintain a copy of all CITI completion certificates and/or the curriculum completion report. Student researchers will NOT be allowed to conduct human subjects research in any capacity without this training—even if there is no in-person contact. Students are expected to take each module seriously; learning about ethical research practices is imperative to the integrity of the research produced by this lab. Once your trainings are complete, please upload your certificates to the respective Teams folder.

All lab members are expected to be involved with multiple research projects within the lab, which may include any individually-led projects that are part of degree/program requirements. This includes providing support to larger lab projects (headed by me), as well as other independent student projects (i.e., theses/dissertations). Students are also encouraged to seek out opportunities to collaborate with other lab members; for collaborations outside the lab, program, or university, please consult with me first. Be advised that other labs may not have these same expectations; however, it is my belief that this level of integrated involvement is what makes us a team. The more we can involve each other, the more productive we will be both individually and as a group.

Regarding individually-led studies, first-authored students are responsible for managing their own projects; this includes delegating tasks to co-authors (via the Lab Manager), and supervising data collection, entry, and analyses, as well as dissemination of results (i.e., poster presentations, written manuscripts). All students are expected to follow ethical procedures for determining appropriate authorship order on projects. Please discuss this with me prior to confirming authorship order with your co-collaborators

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(doing so will avoid broken promises if someone's work commitment does not, in fact, meet criteria for authorship status). Please note that not all contributions to a project will qualify for co-authorship. For example, data entry alone does not equal authorship status. If you are assisting on another students' project, you must defer to that student on all project-related tasks and follow their directives. Please bring any inter-project conflicts to the attention of the Lab Manager or me.

When preparing IRB proposals, be sure to follow the instructions found at https://www.memphis.edu/research/researchers/compliance/irb/cayuse_irb.php. IRB applications should never be submitted by students themselves; I will serve as the faculty supervisor. All applications require my approval and certification via the Cayuse system.

Graduates and undergraduates are strongly encouraged to present their work at local, regional, and national conferences. This may range from a University-held undergraduate research symposium to the American Psychological Association's annual convention. Because there are blips in data collection that may cause delays, students must have at least 50% of their data collected before submitting a conference proposal. This will ensure that, come conference time, you have something to actually present. All students are expected to remain cognizant of conference deadlines well in advance (up to a year; most conferences follow the same schedule each year) and start working on proposals as early as possible to allow for sufficient preparation. Please do not approach me a week in advance saying you want to submit a conference proposal. If you submit to a conference and your work is accepted, you are expected to attend the conference (with the exception of extraneous, unexpected circumstances). So, if you foresee not being able to afford travel, either do not submit your proposal or ensure that someone else on the project can attend in your absence. Students are encouraged to seek out travel awards (e.g., through graduate school, CEPR, the particular conference you want to attend, or other organizations) to fund travel. Please be aware that many travel awards require first authorship on the presentation. Therefore, if a first-authored student cannot attend, but someone else on the project can, consider re-

assigning responsibility for that particular presentation so the student attending may be eligible for funding.

Note on expectations for student-led independent projects: because the CPSY doctoral program is time sensitive (3 years + internship for most students coming in with Master's degrees), students conducting independent projects will most likely not be able to conduct true treatment outcomes studies or research directly involving incarcerated persons. The same is true for any undergraduate pursuing honors theses. Treatment outcome studies are highly time consuming and require resources that are not typically afforded to students. Additionally, studies with incarcerated persons are contentious, as "prisoners" represent a protected population. These projects will require full IRB review, as well as permission from the Department of Corrections where you are collecting data. Both of these approval processes take a significant amount of time…months, even years depending on the agency. It is not worth it to delay your graduation just because of your thesis or dissertation. Theses and dissertations are not intended to change the world and will not represent the best work of your career (especially if you are pursuing a research job). They are graduation requirements. Pick a topic that is of moderate interest to you and that will showcase your research skills. That's it. Your exposure to treatment outcome and correctional research in general will come from assistance on my projects. I don't have a timeline to complete these projects, but you do. **It is also expected that independent projects will lead to peer-reviewed publication.**

All students—graduate and undergraduate—are expected to maintain scheduled lab hours where they will be physically present in the lab office space[1]. During scheduled lab hours, larger lab-based projects take priority over individual student projects. Scheduled lab time may be used to work on student-led independent projects or other professional tasks if there are no other pressing tasks delegated by me or the Lab Manager. Working on team-based projects is important for breadth and depth of research experience. Please keep all workspaces clean, using disinfectant wipes on

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[1] Modifications will be made in accordance with health and safety guidelines when applicable.

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surfaces regularly. If you are ill or experience symptoms associated with COVID-19, please contact the Lab Manager to re-schedule your hours or request to work from home and seek medical attention as appropriate.

CPSY Graduate Students

Doctoral students have the highest research expectations out of all lab members, as they must complete an empirical dissertation project as part of their degree requirements, consistent with the scientist-practitioner framework of the Counseling Psychology program. So as not to jeopardize their timeline for graduation, doctoral student projects that are under my supervision will typically be given more attention and considered higher priority than other independent student projects.

Furthermore, students wishing to pursue a research-oriented career will be held to a higher standard regarding presentations and publications than students wishing to pursue an applied, practice-oriented career. However, all doctoral students—but especially those wanting academic/research positions following graduation—are expected to participate in research activities beyond their required dissertation project. This may include a secondary independent project, collaboration on another graduate student's independent project, and/or collaboration on a larger lab project. Again, this expectation is because Ph.D. program are intended to be research rigorous. As such, we (as an APA-accredited program) need to ensure that our students are competent in this domain.

In most cases, additional research opportunities will first be offered to CPSY doctoral students who are active members of the lab and whose primary interests are correctional and/or forensic in nature. CPSY students who are secondarily involved in the lab, meaning they are supervised by another faculty member and/or involved in multiple research teams across the program, will have fewer expectations regarding their contributions to lab-based projects. These students are responsible for keeping track of cross-lab obligations (as I'm not typically privy to the activities of other labs) and are encouraged to communicate with me if they would like more responsibility or

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involvement in the lab. These students may also arrange to have less frequent mentorship meetings throughout the semester or on an as-needed basis. In other words, students working primarily with someone else in the program will need to assume more initiative in communicating their needs. This is to prevent inadvertently overwhelming these students with tasks and expectations that may be less relevant to their career goals.

Regarding dissertations, all doctoral students should follow procedures outlined in the program handbook. Suggested deadlines are outlined in Appendix A. In addition, students are strongly encouraged to attend at least one other student's proposal and defense before proposing or defending their own dissertation.

Non-CPSY Graduate Students

Any graduate students involved in the lab who are enrolled in other programs at the University of Memphis will likely be held to lower research expectations than CPSY doctoral students. This is because, given my appointment in the CPSY program, I am responsible for assuring students in our program (and especially those under my direct mentorship) meet required research milestones. That is, I am paid primarily to support CPSY students. Non-CPSY graduate students who are affiliated with the lab are not required to complete an independent project under my supervision but should seek to collaborate on other students' independent projects in addition to larger lab projects.

Non-CPSY graduate students wanting to conduct their own independent project must first consult with their designated academic advisor/mentor in their affiliated program. I am willing to co-supervise projects if the project is within my area of expertise and I can devote the necessary time to ensuring a quality outcome. My decision to help supervise a project will depend on several factors. Most importantly, students must possess adequate understanding of research methodology and demonstrate that they can manage a project with some autonomy. Project ideas must also be conducive to the limited timeframe of the student's program (e.g., 2-years for most Master's programs), my ability to supervise the project, and have clear relevance to the student's academic

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or career objectives. For example, independent research experience is more relevant to a student applying to a Ph.D. program than to those pursuing an applied career in counseling or therapy (e.g., LCSW, LCP).

Undergraduate Students

All undergraduate research assistants (RAs) must register for **at least 1 credit of [TBD]** each semester. Undergrads are encouraged to consult university/department guidelines for any restrictions on maximum credit hours as well as the number of credit hours that can count toward your degree. Regardless of how many credits you have, you must always register for the 1-credit minimum each semester. There are several reasons for this requirement. One is related to liability. Because some of the research conducted in this lab may be external (e.g., traveling to prisons), you must be enrolled in a course at the University of Memphis. Second, enrollment in a course serves as a mechanism for accountability.

RAs are expected to schedule a minimum of 5 hours per week for lab obligations (excluding the bi-weekly lab meeting and mentorship meetings; see below). *Please note*: lab hours may need to be completed remotely under some circumstances (e.g., spacing limitations, active health and safety restrictions). If RAs experience difficulty using unscheduled time productively, a log of their weekly hours may be requested. RAs are also encouraged to seek mentorship when struggling to prioritize and balance responsibilities. Undergrad RAs will be primarily responsible for providing assistance to graduate students and myself on lab projects. The FIRST thing RAs should do when starting their lab hours for the day is to check email and Teams. Pre-planned tasks for the day may need to be replaced by something more pressing. Typically, urgent changes will be requested via e-mail by me or other graduate students. Tasks delegated to undergrads will typically come from the Lab Manager.

As outlined above, all designated tasks must be performed promptly and delivered in a high-quality manner. Tasks assigned to undergrad RAs may include (among other things):

- Literature/library searches/finding references

- Making copies

- Putting together self-report packets for study participants

- Editing manuscripts

- Data entry

- Data collection

- Scoring assessment measures

- Organizing files

Remember to ask questions if there is confusion about a task.

Undergrad RAs are expected to follow the semester schedule the Lab Manager created with their input and availability. Scheduled work hours are to remain the same each week of the semester, unless there is an unexpected, extraneous circumstance, in which case RAs are to inform the Lab Manager as soon as possible. RAs are expected to show up on time and work the required number of hours. Once a task is completed, let the Lab Manager know and either begin working on another assigned task or ask the Lab Manager for a new one. If no other tasks are needed, RAs may work on independent projects, mentorship obligations, or other schoolwork. However, RAs should remain available in case a task arises during their scheduled hours. Don't simply leave for the day if you still have hours left. You are receiving course credit for your work in the lab; therefore, you cannot back out of your lab responsibilities because of other school obligations—this *is* one of your school obligations.

Undergraduate team members will gain most of their research experience assisting on other lab projects. However, there may be opportunities for undergrads to conduct an independent project or honors thesis. I am happy to serve as an honors thesis instructor to students who are eligible to complete such a project and permission is obtained from the Psychology Department. All students conducting an honors thesis must adhere to the policies and guidelines set forth by the University of Memphis Honors College

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(see https://www.memphis.edu/honors/members/thesis.php). Students are responsible for knowing the appropriate procedures and requirements, including submission deadlines. Students not conducting an honors thesis may have the opportunity to present research findings from other projects by "surfing" the data and conducting smaller, ancillary analyses. Undergrads may also have the opportunity to serve as co-author on graduate student posters, presentations, and possibly even published manuscripts. Undergrads who express an interest in continued graduate training, particularly at the doctoral level, will be have higher expectations for research achievement. This is to better prepare these students for a graduate-level workload and to ensure a more competitive application.

Remember—it's okay to ask questions. We understand that undergrads are less familiar with the research process and will have a steeper learning curve.

5. The Mentorship Program

Purpose and Goals

The purpose of the Mentorship Program is to provide undergraduate (and, in some cases, non-CPSY graduate) team members with the necessary guidance to pursue the next step in their career. Topics for mentoring may include, among other things, general research skill development, correctional mental health practices, forensic psychology, the process of applying to graduate programs, life as a graduate student, balancing work and fun, career exploration and planning, development of an independent project or honors thesis idea, and issues of professional development. In addition, mentors may provide corrective or constructive feedback regarding students' work ethic or interpersonal style (i.e., how you relate to others). Although mentees may seek support from their mentors regarding personal difficulties, please note that mentorship meetings are not intended to be a therapy session. So, use discretion when airing personal issues.

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Structure

Each undergraduate team member will be assigned at least one CPSY graduate student mentor. Mentor-mentee assignments will be made by me with input from the Lab Manager. Assignments will depend on a number of factors including, but not limited to, interpersonal and professional fit. This may include personality style variables, as well as the match between the mentee's goals and the mentors' experiences.

Mentors and mentees are expected to meet individually at least once per month for approximately 1-hour. Both parties should come to a mutual agreement about the meeting time and maintain this schedule throughout the semester. Mentors and mentees should attend meetings on time and come prepared (as needed). If either party cannot meet when scheduled, they must proactively and promptly communicate their absence, and attempt to re-schedule the meeting. If there are two mentors, meetings may still occur if one mentor is absent. However, it is generally understood that both mentors will regularly attend these meetings (i.e., dual mentors should not rotate who attends the meetings each week).

The Mentor-Mentee Relationship

The mentor-mentee relationship can be invaluable, particularly when it comes to applying for graduate school. Undergrad students will likely find that they are much better prepared for graduate work as a result of the mentorship experience. Consistent with general lab expectations, both parties must treat each other with respect and courtesy.

CPSY graduate mentors are responsible for providing their expertise and guidance to mentees. It is important that all information communicated to mentees is accurate and represents the most up-to-date knowledge of a topic. Mentors should give guidance only on issues for which they are competent. That is, if you don't know something, admit that you don't know and/or look it up. Protecting your ego at the expensive of misguidance does not demonstrate good leadership. Mentors are also responsible for structuring mentorship meetings, helping mentees develop a logical, feasible plan to

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achieve their goals, and holding mentees accountable for completing necessary tasks. Mentors will NOT:

- Complete lab tasks/hours for mentees
- Apply to graduate school for mentees
- Write personal statements for graduate school (proofreading/editing is acceptable)
- Write research proposals for mentees (proofreading/editing is acceptable)
- Provide mental health counseling to mentees
- Solve other personal problems (e.g., conflict with significant other, financial issues) for mentees

Undergraduate mentees are expected to follow the direction of their mentor(s) and come prepared for all meetings (e.g., complete agreed-upon tasks, bring necessary paperwork, have a topic of discussion in mind). In addition, mentees should be prepared to receive positive, as well as constructive feedback. As stated above, all feedback is to be taken seriously and non-defensively. You may not agree with all feedback, but you should nonetheless consider it and how it may (or may not) apply to you. Remember that feedback is intended to improve your skills and polish your professionalism in preparation for life after college.

If there are interpersonal conflicts that cannot be mediated within the mentee-mentor relationship, they should be discussed with the Lab Manager immediately. In rare cases, and depending on availability, mentors and mentees may be re-assigned if conflicts cannot be remediated. However, both parties are encouraged to process and work through differences before asking for re-assignment.

Work hard.

Have fun.

No drama.

Appendix A:
Suggested General Deadlines for the Completion of Dissertation and Pre-doctoral Internship Materials

Given the structure of the CPSY doctoral program at the University of Memphis, most students will have 3 years on campus plus 1 year of pre-doctoral internship. The suggested general deadlines that follow are primarily based on this timeline and the assumption that most students will want to defend their dissertation during the spring semester before leaving for internship. These suggestions also reflect the latest possible deadlines that I recommend; there is nothing to preclude students from working ahead of schedule. More specific deadlines should be discussed and sketched out on an individual basis.

It should be noted that, per University policy, doctoral students cannot officially propose their dissertation projects until AFTER they pass all components of their program's comprehensive exams. For CPSY, the final written portion of these exams takes place between the summer and fall semesters of the year most students apply to internship. However, this does not mean your dissertation document cannot be ready and on standby to send to your committee, even if you cannot schedule your proposal until the upcoming fall. Thus, the recommended deadlines below are designed to help students avoid having to study for comps, finalize their dissertation, AND apply to internship all within a few months. Trust me: this is not a desirable situation to be in.

Finally, please recognize that the tasks outlined in the diagram below are not exhaustive and you will need to build in time for revisions (expect to have multiple rounds of revisions for each chapter/section of your diss document). Follow the guidelines under **Feedback and Revisions** (pg. 7). When something is noted as "finalized" this means I have reviewed it to the point where I do not feel the need to review it further and (aside from minor edits) it is complete. "First draft" implies that all parts of a given task are written but nothing has been reviewed or revised; this step is just to get whatever it is on paper.

First semester in the program (Fall Year 1)

Begin brainstorming ideas for dissertation; narrow down to no more than 3 feasible ideas by the end of the semester	Use your winter break to explore the literature and ensure your ideas can be theoretically supported and will uniquely add to the literature

Second semester in the program (Spring Year 1)

Finalize diss topic; it is recommended you end the semester with a general outline of your research questions and hypotheses, IVs, DVs, and study design	Use the summer to begin developing an outline/overview of your literature review; start drafting if possible

Fall before applying to internship/proposing diss (Year 2 for most students)

Finalize written section on study purpose/significance (with RQs and Hs)	Complete first draft of study recruitment, design, and methodology	Determine statistical analysis plan; use winter break to write up planned analyses and address revisions on other sections

Spring before applying to internship/proposing diss (Year 2 for most students)

Most of the semester should be be spent fleshing out the literature review and polishing other sections; first drafts of all sections should be completed by start of semester (with some sections already reviewed by Dr. B)	Have a complete, approved (by Dr. B) draft of all chapters of your diss proposal by end of semester

Summer before applying to internship/proposing diss (between Year 2 and 3 for most students)

Work on PowerPoint presentation of diss proposal and finalize supplemental info as needed (e.g., references, appendices)	Between May and mid-July, complete first drafts of 500-word intenship essays and develop list of sites (keep to no more than 20)	Begin studying for written comps late July-August

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At the beginning of the Fall semester when you apply to internship, you should be ready to propose your dissertation in September-early October. Use the months of September-November to finalize your internship materials (you'll have help from faculty and myself) and work on your IRB proposal for your diss. To stay on track to defend before leaving for internship (or at least have most of your project completed), you should plan to go-live with data collection by the end of the fall semester or early spring (depending on when your IRB is approved). While you are waiting on data to accumulate, begin modifying your diss document to conform to a defense (e.g., change future to past tense). You should also be able to begin drafting parts of your discussion section, such as study limitations and directions for future research.

Again, it is STRONGLY ENCOURAGED that you work with me to set more concrete deadlines for your project throughout each semester. What is outlined above are only broad suggestions. And, remember, focus first and foremost on topics that are feasible and can be done within a reasonable amount of time.

Appendix B:
Writing and Formatting Things to Start and Stop (aka Tips for Staying on Dr. B's Good Side)

1. Punctuation at the end of a quote always goes inside the quotation marks.

   - Dr. B said, "punctuation always goes inside quotations."
   - The client was able to recall the words "cat," "milk," and "rose."

2. Words/phrases like "in addition to," "additionally," "also," "further," "furthermore," "to expand" all mean essentially the same thing, just pick one.

   - To expand on this research, my project ~~additionally~~ surveys people on community supervision.
   - Further, I ~~also~~ want to look at the interaction between race and risk assessment.

3. In most cases, the simpler word will read/flow better.

   - For this study, the PICTS-SF was ~~utilized~~ used.

4. Please stop saying "the aforementioned."

   - "The aforementioned recommendations also provide guidance for telepractice" → "The recommendations summarized earlier also provide guidance for telepractice"

5. Follow words like "this" or "that" with specifics.

   - "This is why I chose to examine gender effects in my dissertation" → "This gap in the literature is why I chose to examine gender effects in my dissertation"
   - "This suggests experts are biased" → "These findings suggest experts are biased"

6. Similarly, avoid using "it" unless it is clear within the same sentence what "it" is referring to.

7. "Since" is a reference to time; avoid using it to imply cause or reason.

   - *Incorrect*: Since this area of research is limited, I decided to explore it in my paper.
   - *Correct*: There has not been a published study on this topic since 2016.

8. Refrain from contractions in formal writing

   - The study ~~didn't~~ did not include a diverse sample.

9. "In order" is never necessary.

   - Mr. Smith was administered the MMPI-3 ~~in order~~ to determine his current personality functioning.

10. When making a comparative statement, say which two (or more) things are being compared.

    - *Incorrect*: Justice-involved women are more likely to experience mental health symptoms.

    - *Correct*: Justice-involved women are more likely to experience mental health symptoms than justice-involved men.

11. Shorter, more direct sentences can sometimes be more impactful and compelling than complex ones.

12. Be concise and intentional. Tip: ask yourself whether you can make the same point with fewer words.

13. Vary word choice, phrasing, and sentence structure unless uniform language is needed to avoid confusion (e.g., a variable label, stated hypotheses). Variability adds interest to your writing.

14. Be mindful of redundancies at both the macro- and micro-level.

    - Macro = repeating largely the same idea/concept

    - Micro = repeating unnecessary language within a sentence or paragraph (e.g., "In my ~~own personal~~ experience,…")

15. Write as if you are rowing down an estuary flowing into a river; not a grandma sewing a patchwork quilt.

16. Heading and subheadings are helpful for organizing and improving readability.

17. Use page breaks so certain sections always start at the top of a page (e.g., the abstract, first page of the introduction, reference list, tables, appendices).

18. Use hanging tabs for APA style references (do not tab over manually or use the spacebar).

19. Remove extra spacing between paragraphs. Use double-spacing (2.0) throughout unless otherwise indicated (go to "format→paragraph" change before and after spacing to 0" and line spacing to double).

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