

The RAISE Lab Manual

Research on Assessment and Intervention to Support Equity

Dr. Nathaniel von der Embse

Note: Updated 8/23/19. This manual was prepared with extensive support from members of the Research on Assessment and Intervention to Support Equity (RAISE) Labs at East Carolina University, Temple University, and the University of South Florida and draws upon the training and mentorship philosophies from Drs. David Shriberg, John Carlson, Susan Mosley-Howard, Patrick Friman, and Gregory Snyder as well as numerous lab manual examples including, but not limited to, those from Drs. Scott Methe, Kelly Wilson, and Manfred van Dulmen.

Table of Contents

I. About Me	3
II. My Personal Philosophy on Graduate Training	4
III. A Note on Mentoring	5
IV. Graduate Training	6
V. Four Areas of Development	7
VI. Types of Lab Membership	7
VII. Yearly Expectations for Graduate Students	8
VIII. Yearly Expectations for Undergraduate Students	11
IX. RAISE Logistics and Working in the Lab	13

Lab Guidelines and Procedures

I. About Me

Dr. Nathaniel P. von der Embse is an associate professor of school psychology at the University of South Florida and co-chair of the National Association of School Psychologists Government and Professional Relations Workgroup (NASP GPR). Dr. von der Embse utilizes a social justice framework to examine the intersection of education policy and school mental health. His research has resulted in 53 peer reviewed publications, and 27 professional articles and book chapters. Additionally, Dr. von der Embse's research has been featured in the New York Times, Bay News 10, WUSF, TIME magazine, cited in government policy briefs and presented nationally and internationally (China, France, England). Dr von der Embse has a funded research program of over \$6,000,000 with several million-dollar grants in review. The research program is focused in three primary areas, including:

- (1) An examination of teacher stress and student test anxiety surrounding high-stakes exams;
- (2) The creation and validation of internalizing behavior and socio-emotional wellness screening assessments;
- (3) The training of teachers and schools in population-based assessment methods (e.g., universal mental health screening, trauma informed practices) to inform tiered and targeted intervention.

Dr. von der Embse completed his master's and educational specialist degrees in school psychology from the NASP approved school psychology program at Miami (OH) University. Dr. von der Embse completed a school-based internship in two elementary schools and one middle school in the Hamilton City School District. He then received his Ph.D. from the APA accredited school psychology program at Michigan State University with a specialization in educational policy analysis. While at MSU, Dr. von der Embse worked part time as a school psychologist for Gratiot-Isabella Regional Education Service District, and completed supervised practicum experiences in residential therapy. He fulfilled an APA/APPIC pre-doctoral internship at Boys Town Center for Behavioral Health in Omaha, NE. At Boys Town, Dr. von der Embse received training in numerous evidence-based therapies (CBT, MI, ACT, DBT) while providing individual and group counseling for inpatient and outpatient clients. He is a nationally certified school psychologist, currently pursuing post-doctoral supervision towards licensure as a psychologist, and has been a licensed or certified school psychologist and mental health practitioner in five states.

In his role with NASP GPR, Dr. von der Embse has presented to numerous state school psychological associations, conducted advocacy trainings, and collaborated with state and federal elected officials on legislation. He was awarded the 2018 Lightner-Witmer Award for Early Career Scholarship from Division 16 of the American Psychological Association. Dr. von der Embse has served as principal investigator, senior study personnel, co-principal investigator, and project evaluator on funded research from the Institute for Education Sciences, National Science Foundation, Scattergood Foundation, and the Society for the Study of School Psychology. He is on the editorial boards of *School Psychology Review* and *School Psychology International*, and is an Associate Editor for the *Journal of School Psychology*. Dr. von der Embse (in collaboration

with Dr. Steve Kilgus at the University of Wisconsin-Madison) is a co-creator of the *Social, Academic, and Emotional Behavior Risk Screener* (SAEBRS) assessment suite and is an author and behavior team member with FastBridge Learning (<http://www.fastbridge.org/>). SAEBS has been used in 33 states and surpassed 3 million administrations over the last three years. Dr. von der Embse lives in Tampa with his wife Meghan (also a school psychologist), son Quintin and daughter Ava (future school psychologists).

II. My Personal Philosophy on Graduate Training

“The mission of the RAISE Lab is the empirical pursuit of evidence-based practices for the promotion of socio-emotional and academic outcomes for *all* children. Infused within all of our work is the advancement of social justice, leadership development, and focus on systemic change processes.”

My personal philosophy on graduate training is constantly evolving as I continuously learn from my mentors, colleagues, and students, and this philosophy will undoubtedly continue to grow and evolve for many years to come. This lab began as the Equity and Outcomes Lab (EOL), first at East Carolina University, then at Temple University, and now at the University of South Florida, and is but a small reflection of the profound personal and professional development nurtured by my mentors for which I will be forever indebted. The lab name changed in the summer of 2016 to the Research on Assessment and Intervention to Support Equity (RAISE) lab to better reflect our shared mission and our research program moving forward. I was trained first as a school psychology practitioner (at Miami) and second as a researcher and clinician (at MSU). During one of my first courses as a graduate student at Miami, Dr. David Shriberg introduced me to the concept and application of social justice within education. For the first time, I found myself truly engrossed by a framework for which to understand systemic inequities inherent to education—and action steps to address said issues. As such, social justice permeates every aspect of the RAISE lab, as we connect all of work to a larger intellectual framework. This is manifested through our various examinations of the impacts of education policies (e.g., test-based accountability), the identification and provision of services to underserved populations (e.g., students with internalizing disorders), and care for the caregivers (e.g., supporting teacher wellness). Throughout my doctoral program at MSU, I was trained within an ecological model of service delivery. Stemming from work with Dr. John Carlson, I was exposed to the importance of leadership development and professional collaboration. These experiences led to my doctoral internship at Boys Town. My experiences at Boys Town resulted in immeasurable personal and professional growth through the generous mentorship and feedback of Gregory Snyder, Jason Gallant, Julie Almquist, and Patrick Friman. All of these experiences have greatly influenced how I approach training and mentorship, as well as professional and personal growth and development.

A central component and explicit expectation of RAISE lab membership is a desire for personal and professional growth. This is accomplished via two means: feedback and doing. I am a strong believer in and practitioner of active feedback. I was trained in the Boys Town model where I was encouraged to seek out both feedback and criticism. Feedback is a gift—it is a process where an individual has access to a source of knowledge unbeknownst to you that will lead to your own personal development. I expect that you will receive and give feedback freely. This

may sound easier said than done. Graduate students are typically overachievers used to a high degree of success, and may have had experienced little “critical” feedback. It can be difficult to receive such feedback and you may feel the need to push back or reject feedback. Recognize this process within yourself, and actively try to extend these limits. Ultimately, by expanding your capacity to receive feedback, you will have more opportunity for growth. Feedback is a reciprocal process—learn to give critical and constructive feedback to your peers and myself.

Relatedly, I expect you to do. Behavior is best shaped when exhibited, so do. You will be joining an active research lab with many ongoing projects helmed by advanced graduate students. This can be overwhelming at times, but learn to try everything and fail successfully. That is, learn to love and grow from your mistakes. It is ok to make mistakes but unacceptable not to identify, analyze, and learn from them. This may involve many instances of uncertainty and being uncomfortable (e.g., learning a new statistical technique, giving a professional talk). These are the moments that ultimately lead to the greatest growth. I expect that you will be an active participant in lab discussions and trainings. Discuss your research ideas—this will lead to more and better ideas, and ultimately better outcomes for the schools, teachers, and families we serve.

Underlying all of what we do in RAISE is an understanding of value driven behaviors. I was trained in Acceptance and Commitment Therapy (ACT; see the work of Dr. Steve Hayes). A central tenant of ACT is the alignment of your personal values with your day-to-day activities. You will hear me ask a thousand times, “Why are we doing what we are doing?” Know *your* answer to this question. Do something meaningful (in other words, don't do stupid research). Begin to understand why you chose to pursue graduate training in school psychology, and how this will help fulfill your own personal and professional goals. Research is really hard work—if you don't care about what you do, it may become debilitating. I want you to care about the work that you do, as leading to something meaningful beyond the present training experiences.

Lastly, but always firstly, appreciate. Give credit liberally and don't worry about getting credit. I seek to build a lab culture of appreciation. The RAISE Lab is a community of scholars dedicated to growth and development. I believe this best to be accomplished through meaningful and specific appreciation. We receive too little positive encouragement in graduate training and academia in general; the thrill of a manuscript or grant acceptance is short lived and often overshadowed by the more frequent rejections or denials. Yet, we have access to a never-ending supply of the good stuff (i.e., praise and appreciation), and it is my goal for RAISE members to give and receive appreciation generously.

III. A Note on Mentoring

The RAISE employs a vertical mentoring style. Senior graduate students help direct the progress and development of junior graduate students, junior graduate students with undergraduate students, etc. This is a dynamic process whereas I will play an active mentoring role at every level. I place high value in quality mentorship. One of your goals will be to develop enhanced levels of mentoring skill of your fellow students. Unprofessionalism or unfair treatment of others will be addressed immediately, and you should come to me if you feel you are unable to resolve a particular conflict. All RAISE members are equal participants and to be treated as professionals. I will delegate research tasks matched to your developmental skill set (i.e., more

complex research activities may be assigned to more senior students). I entrust a great deal of responsibility to you for managing project completion and ensuring that we are all working together as a team. This will certainly involve giving and receiving feedback from your fellow lab members.

Undergraduate research assistants are an essential part of the RAISE lab. You may be expected to be active in presenting to undergraduate research organizations, be present for interviews for undergraduate research assistants, and to mentor the undergraduate students in career and academic goals. It is expected that you meet with them on a regular basis and help develop their expertise towards their expressed career goals. This may include training on data-collection tasks that are related to their stated professional interests. It is reasonable to meet with them and communicate periodically where their work is exceeding expectations and to provide feedback on areas of growth. I rely on your feedback and communication as you are more actively involved with the undergraduate students on a daily basis. Because these students are volunteers, it is important to be mindful of their additional responsibilities and commitments. Our job is to provide meaningful professional development and exposure to the field of school psychology to facilitate future career opportunity.

IV. Graduate Training

The University of South Florida school psychology program emphasizes a scientist-practitioner training model with a systems and prevention focus. Your courses will train you in the skills needed for the practice of school psychology. My primary focus within the RAISE lab is to train graduate students in the practice of *research science* with an emphasis on the *direct application of knowledge and skills* to better the lives of children and their families, as well as teachers and schools. This requires you first, to attain the skills of producing scientific knowledge and second, to communicate that science to other professionals (both academic and practicing school psychologists). To the first point, I will expect you to gain skills in data collection, hypothesis forming, data analysis, and manuscript writing. You will grow in these responsibilities from your first through your fifth year (and first through third year for Educational Specialist students). To the second point, I expect you to be present in the program and department/college (formal and informal functions), to observe and present at national academic conferences, and to present your research via grant applications, professional trainings, and manuscript submissions. Research that is not disseminated cannot make a difference.

This training model represents a significant departure from the broad learning model you may have experienced as an undergraduate. Graduate education represents the precise and deliberate mastery of the school psychology discipline. As such, my expectations of your work are cumulative and will grow each year. I expect that by the conclusion of your fourth and fifth years of doctoral training, you will be able to produce and communicate original research, deliver your ideas formally and informally to an audience of your peers through written and oral expression, and mentor future professionals in the field of school psychology. My goal is to train you in the discipline of research within the areas of my expertise including education policy, quantitative methodology, mental health/internalizing behavior assessment and intervention development, and social justice. Should your professional goals change or should you seek research skills, content, or experiences outside of my area of expertise, you will be encouraged to select a

different adviser and/or lab that may more effectively mentor you to that career path. This is done with the explicit intent to best support you for your own professional development and growth. The University of South Florida school psychology program encourages students to explore multiple research labs to find the best match to research interest. Please let me know how I can assist as you consider which lab to join.

V. Four Areas of Development

My goals for your development with the RAISE lab fall across four areas: 1) *research*, 2) *service to the field and profession*, 3) *mentorship*, and 4) *professional development* all leading to the acquisition of skills, experiences, and accomplishments reflected within professional documentation (i.e., curriculum vitae or CV). These four areas should be worked in tandem each year. We will meet at the beginning and end of each semester to set and review goals within these four areas.

The first goal, *research*, is somewhat self-explanatory. Your development in research will begin with exposure to my existing and ongoing projects, data collection and preliminary writing, consumption and critical review of manuscripts, and will grow in leadership as you advance in your training. It will culminate in your independent work on a dissertation starting in your fourth year. The goal of *service* encompasses editorial service (e.g., review of manuscripts intended for publication in peer-reviewed journals), professional conference attendance and presentation, and affiliation with professional organizations (NASP required; APA [Division 16] and FASP are suggested). It is expected that you support department/program functions (e.g., attendance at guest speakers) and contribute to the field of school psychology as part of your training. It is of utmost importance to be an active member of professional school psychological associations to be consistent with our goals of life-long learning and professional development. *Mentorship* involves the receiving and providing of feedback to team members and myself. It involves your direct mentoring of the junior members of the lab relative to your standing (e.g., second year students mentoring first year students, first year student mentoring undergraduate students), and your accepting feedback from all team members and myself. *Professional development* includes specific time (at least two hours per week) devoted to the development of skills towards practicum, internship, and career placement including APPIC internship and networking. This development may involve the participation in professional webinars, Skype discussions with other research groups, and pursuit of professional trainings (e.g., Mental Health First Aid). Lastly, the end result is the *attainment of tangible benefits reflected on your CV*: manuscript review experience, publications, and presentations. It is expected that you update your CV regularly during your graduate school tenure. It will grow longer as you add experience!

VI. Types of Lab Membership

- There are two types of RAISE lab membership. Students who participate in the RAISE lab, but who are not students enrolled directly in the School Psychology program, are permitted to join at the discretion and approval of myself. While the expectations for these students are largely unchanged compared with those of the School Psychology graduate students, there are some distinctions noted below.

Affiliate Membership.

- Affiliate membership in the lab is open to all who are interested after meeting with the lab manager (e.g., Fourth Year student) and myself. Affiliate membership is encouraged for first year graduate students who are exploring various research interests or individuals who are interested in being involved in multiple labs at once.
- Affiliate members are expected to attend and participate actively in all lab meetings. Participation includes the contribution and receipt of critical feedback for all lab projects, conference proposals, and the like. Additionally, affiliate members are expected to participate in at least one lab project, including the use of all required online management tools outlined below, and engage in consistent communication with the lab team as well as the lab manager. Although affiliate members are not required to submit proposals to conferences, such action is encouraged, as participation in these conferences strengthens professional identity, confidence, and comfort with research skills and professional presentation etiquette. Affiliate members may be permitted to use data from the RAISE data repository for presentations, manuscripts, or theses with explicit permission.

Core Membership.

The primary difference between affiliate and core membership is the opportunity for and expectation of taking on leadership positions within the lab, a more active role in mentoring other students, and the ownership rather than participation in various research projects. Core members are given priority for any RAISE lab specific funding opportunities that become available and receive more intensive mentorship and support in the research process of their graduate career.

VII. Yearly Expectations & Opportunities for Lab Members

Graduate students pursuing degrees other than a Ph.D. in school psychology are equally eligible to become members of the RAISE research team. The yearly expectations will differ slightly for individuals committed to 2- or 3-year programs or other disciplines (e.g., special education, educational psychology) as well as those who choose standard membership. These lab members will follow guidelines differentiated from the following list depending on their topics of interest and research experience. Such guidelines will be individuated and determined in collaboration with lab mentors and myself. Each semester, you will meet with me to discuss your goals for the semester. This will include goals for your program of study (e.g., propose thesis) and for the lab specifically (e.g., lead a project). Your personal and professional goals will guide the selection of opportunities as noted below.

1st Year Expectations

- **Initial tasks.** Your first task should be joining our online task management platform, Asana (www.asana.com), as well as the RAISE Research Team Box folder. There, you may familiarize yourself with seminal articles on emotional and behavioral assessment, teacher stress and test anxiety, as well as the most recent publications from our lab. Some of the information is confidential, including grant submissions and data collections, and membership within the team Box folder indicates you understand our confidentiality policy. *Please remember that deleting or altering a document on Box will delete or alter*

that document on everyone's computer! You must also complete USF's IRB training within the first month of lab membership.

- **A reasonable workload** for a first year graduate student in the School Psychology Program is 2-5 hours per week spent on research tasks and two hours per week on professional development, including the lab meeting. Time management is an important skill for every graduate student to learn. It is important that you develop the skills of managing coursework and research activities as well as communication to the lab manager when adjustments are necessary. During high volume times, you may be expected to contribute more time with up to 10 hours per week spent on research activities during high volume times of the year. High volume times may include activities such as data collection, manuscript review, writing tasks and proposal creation for conferences. We do our best to anticipate high volume times and plan our personnel commitments; you will be expected to volunteer based on your available time and *honor that commitment*. An hour log will be utilized (found on Box). You are responsible for keeping your hour log up to date. Graduate school and membership within the RAISE is both a privilege and a professional training opportunity (i.e., *job*).
- **A note about your first year.** Immerse yourself. Right now, you know the least and have the most to learn, and learning is hardest when you know the least. Your job is to take things in. The harder you work in your first year, the easier and more enjoyable the following years of your career will be. *Try not to already know*—you are in graduate school to learn, receive feedback, and grow.
- **Reading empirical articles.** Take advantage of the first semester to explore projects and learn new content areas and research skills. Read the current research articles and learn the tools and software we use within the RAISE (Qualtrics or RevMan, for example) so that you are gaining as many new and relevant skills as possible. *The most successful graduate students read the most*, so dive in into a research literature base that you find interesting and exciting. Always communicate your research ideas—ideas are improved upon and grow with the feedback of your colleagues.
- I expect you to **be visible** in our program and department. Be present at departmental events, workshop and any visiting lecture series where your attendance will be reflective of the department or the program. These include School Psychology Awareness Week, Interview Days, and departmental meetings. Be attentive in class, and volunteer for program and association functions. It is important that our lab serve as an example of professionalism and leadership in the program.
- Be an **active team member**, and available to help senior personnel, undergraduate students, and your peers. We will rotate note taking among lab members. I try my best not to micro-manage projects, and I entrust a great deal of responsibility and expect a degree of independence with specific research tasks. I believe in a tiered lab structure, where I mentor the entire lab and the fourth year graduate student, who mentors the third year graduate student, and so on. Your responsibility will be to mentor the undergraduate students in the lab.

- **Participate in didactic trainings.** We will have a set schedule of didactic trainings throughout our lab meetings. Common topics include CV review and writing, public speaking, proposal writing, and career development. Your personal development is an important part of the lab development, and consequently how we function as a team.
- You should try to **attend a professional conference** this year (visible in the profession) if only as an observer. You should also **co-author a presentation proposal** to NASP (typically in June) with an advanced student.
- **Manuscript reviewing.** I am on several editorial boards of major school psychology journals, including service as the Associate Editor of the *Journal of School Psychology*. You have the opportunity to observe a formal manuscript review conducted by a second year student during the first semester, and co-write a review by the end of the academic year.
- **Project roles.** Whenever possible, I hope to match you to research projects or activities based upon mutual interests. When this match is not possible, I still expect you to complete your tasks on time and thoroughly—remember that these skills support a strong foundation for which to build advanced research knowledge and skill. Your responsibilities will increase during your second year research apprenticeship and will culminate in the beginning of the dissertation during your fourth year.
- Finally, you are encouraged to **co-author a peer-reviewed journal submission**. This may be second or twenty second authorship—the primary goal is for you to begin to learn the process of creating and disseminating research to your peers. Your role may range from writing a specific section (e.g., method) or providing grammatical edits (e.g., APA style, adding citations or references).

2nd Year Expectations

- You will be encouraged to **lead and manage one of my research projects, or a research project of your own within the lab**. This represents a significant change in expectations from your first year. We will discuss specific expectations and the project that may be an interest for you during your cumulative first year review—this may or may not include your thesis project.
- You are encouraged to lead and **submit one manuscript** for publication in a peer-reviewed journal. Your major project for the second year is to produce a research article as an author by the end of the year. This will typically be completed using an existing dataset, and in conjunction with senior students and myself. The manuscript will be submitted by the end of the summer term and is a requirement before advancing to the dissertation stage. This requirement is intended for you to learn the process of scientific writing well before embarking on your dissertation project.

- You will **continue to read existing research** and begin to generate ideas for new research. Become fluent in a subarea of school psychological research (e.g., test anxiety assessment). This area may become the foundation for your future dissertation.
- If you began the manuscript reviewing processes as a first year, you will be encouraged to **independently complete two manuscript reviews** by the end of the academic year (approximately one per semester). This review will be completed by yourself, but then integrated into a review that I will write for the specific journal. My goal for you is to be ready to potentially assume a position on an editorial board during your fifth year (or in the case of one student, during her fourth year!).
- **Mentor** first year lab members and **receive mentoring** by third and fourth year lab members. Be active in the feedback process—learning how to give and receive feedback can be difficult, but is certainly an essential part of professional development and a critical skill for psychologists.
- Core lab members will begin to **assume lab management responsibilities**. These may include scheduling research team meetings or undergraduate research assistant interviews, reserving rooms for meetings, maintaining the lab calendar, delegating defined research tasks to undergraduate research assistants (e.g., finding email contact information) and developing didactic training exercises.
- **Submit a poster or paper presentation** as first author to a professional conference (e.g., NASP, APA, or FASP).

3rd Year Expectations

- **Develop *content* expertise** and begin to develop independent lines of research. This will be a reflection of your growth and ability to synthesize an extant body of literature while identifying novel questions and areas for exploration. The expectation is that you will build upon existing projects while examining more complex or different types of research questions. For example, you may be involved with the teacher training on population-based assessment or MTSS, and then seek to examine the effect of different types of training modalities (video or in-person) on student outcomes and assessment accuracy.
- **Develop *research skill* expertise**. This may involve pursuing a specific statistical training (e.g., diagnostic accuracy, structural equation modeling) or research methodology (e.g., survey methods or experimental research). These skills will be later utilized within your dissertation project, as well as ongoing data collections.
- **You will be encouraged to write and submit a first author publication** using data from an ongoing project. We will meet at the beginning of your third year to discuss research interests, and how you may have access to the data necessary for a specific publication. My goal is for you to have several peer reviewed manuscripts under review or in press by the time you apply for internship (and eventual jobs).

- **Submit one scholarship and/or grant proposal.** As a member of the RAISE lab, you will have opportunities to observe and participate on numerous grant submissions. You will be required to submit one application (scholarship or grant) that centers on your research interests to potentially fund yourself or your research project.
- **Presentation at national conference.** It is expected that you will have an opportunity to present research stemming from multiple conference proposals during your first and second years in the RAISE lab.
- **Mentor and receive mentoring!**

4th Year Expectations and Beyond

- While this is the year of most advanced responsibilities, it is also the year of greatest independence. You should **manage your own research project** (i.e., dissertation). This will include the collection of original research data as well as the management of research personnel (i.e., undergraduates, and junior lab members). You will be expected to complete a formal dissertation proposal—see specific guidelines in the USF graduate student handbook.
- The goal for your final years is to **learn the process of running and managing your own research team and/or lab**. A great deal of independence is expected and leadership excellence is assumed. You will be expected to regularly provide detailed, specific, and constructive feedback to lab members.
- **Formally disseminate your research ideas** via conference presentations, peer-reviewed journal submissions, and professional trainings. Depending on your career goals (practitioner or academic), you and I will collaborate on a specific set of goals intended to facilitate your future professional success.

VIII. Yearly Expectations for Undergraduate Students

First Year

- **Communicate in a timely and professional manner** with your team on Asana by all stated deadlines. The team uses Google Drive, Dropbox and Asana to manage communication. We try to update all relevant parties on projects so that lab meetings are used fruitfully. Do not wait until the night before a project is due to communicate if you need help! Graduate students and I are here to support you, but we require advance notice.
- **Hold regular lab hours** (approximately 2-5 hours per week) and provide regular presence in the lab space. While I do not micro-manage your lab time, it is important that we use the physical lab space given to use by the College. Use of this space also provides

time for lab members to communicate about projects and widens our lab presence within the department.

- **Assist with hiring of other research assistants.** Hiring will occur approximately once per academic year, and the feedback of all lab members is requested. This person is an important member of our team, and this is a commitment I do not take lightly. You are expected to sit in on at least one hiring interview, as arranged by the lab manager, unless you communicate about a prior commitment to me in advance.
- **Attend lab meetings every two weeks** or communicate with the lab manager and Nate if you are unable to attend.
- Observe all research projects and **read, read, read empirical articles.**
- **Join a research project** by the end of your first year. These projects will be led by advanced graduate students and will evolve in complexity across your lab experience. Initial projects, such as data collection or simple writing tasks, may develop into experience with grant-writing, manuscript editing, sophisticated decisions as to project design, and in person data collection. Communicate with the graduate student leading your project and myself so that all experience you receive is tangible and related to your clear career objectives.

Advanced Years

- Your time as a junior or senior requires you to juggle competing responsibilities: school, family, jobs and as you reach senior year, impending graduation. My goal is to help you **accomplish your professional objectives**, but this requires organization and planning from you at the outset. All juniors will meet with me in the spring to discuss graduate school plans, whether or not they will need a letter of recommendation for job or graduate school, and their progress on a stated project. This will help me transition you into your final year in our lab and ensure your project is wrapped up by graduation.
- Read constantly and **explore the fields of psychology you may be interested in** as a career. Now is the time to begin to crystallize nascent interests and explore how they may apply to a senior thesis, graduate school training program or job prospect. Ask graduate students for advice. They are a wealth of knowledge.
- **Ask for additional opportunities in areas related to your interest.** I expect initiative from lab members. There may be opportunities to match your interests with a specialized project, but this requires advanced notice and communication. Didactic trainings will be offered to ensure you are developing your resume, public speaking skills and article review capabilities.
- **Communicate about the lab projects to your classmates and university community.** This may fall across a number of areas. For example, this may mean being active in undergraduate lab recruitment. You may present novel research to class members of Psi

Chi or Research Design. This may include participation in School Psychology Awareness Week.

- **Continue to develop** in the tasks of your first year, including project communication, hiring, office hours and the critical review of empirical articles. In addition, this requires you to mentor younger students. Once you complete work on a project, you must leave a clean version of your work in the correct folder on Google Drive/Dropbox to ensure others can use and access the work you did.
- In addition to your usual tasks, you will be expected to **now take leadership on a research project in one meaningful way**. You will be expected to develop authority over part of a project. This may result in different tasks depending on your expressed professional interests. For example, this may include developing expertise with software, managing data collection, writing email templates or copy-editing grant submissions, ex. It is your responsibility to communicate your goals to myself and your project manager to ensure your continued growth.
- Familiarize yourself with USF grant funding sources, **be active in seeking grant and scholarship funding opportunities** outside of USF, and communicate them to myself when opportunities arise for funding.
- Alongside graduate student co-authors, **author a NASP proposal**. The National Association of School Psychologists is the flagship organization for school psychology and it is important for USF to be active within it, as well as for you to receive authorship credit while an undergraduate. You will collaborate with a graduate student on an idea, develop sources for the literature review for the proposal, and assist with copy-editing or writing tasks prior to submission. If accepted, you will assist with the creation of the poster itself. First authors must be present to attend the conference.
- One of your goals should be learning to express yourself clearly in writing. This skill is essential to job performance and requires practice, particularly in academic writing. During your advanced years, **you will support at least one task falling under the writing umbrella**: copy-editing or assisting with grant-writing, practice review of manuscript or assisting with proposal writing.
- Alongside graduate students working on your project, you should obtain **authorship on one publication** disseminating the work you have done to the wider public. This should be the culmination of the project you helped lead during your time in the lab. This is an extensive process, and it requires patience, continued feedback from myself and teamwork. I, and your fellow team members, will be critically involved in a supportive capacity the entire way to ensure successful completion of this objective.

IX. RAISE Lab Logistics and Working in the Lab

- The **RAISE lab meets weekly** and every effort should be made to reserve 90 minutes for the lab meetings so that all members are in attendance. Typically, this meeting has been held at 1:30 PM on Thursdays. You are expected to notify the lab manager and myself at least two days prior to any absence. Meeting agenda will include review of tasks, collaboration with other labs through conference calls and didactic training topics (presentation skills, empirical writing, reflection times).
- Our lab is located in EDU 379. It is important that you keep the office secure and locked. For security, it is very important that you never leave Box open on your personal computer or leave the lab open when you step out.
- **Lab Hours.** Each lab member is expected to maintain between 2-5 hours, on average, of lab time during the academic year, depending on level of membership and year in the program. These will be posted in an electronic schedule on Box and posted inside the lab space. Should you request assistance with a project while in the lab or wish to communicate with your team, please use the white board in the lab.
- **Commitment and professionalism.** Your lab hours and meeting times are a commitment you make to the team. Please email the lab manager if you are not able to make office hours, as someone may be coming to campus to unlock the labs.
- The **lab should be reserved for lab members and for lab work.** Work related to school psychology but not to the RAISE Lab should be conducted outside of the lab space. Keep the lab clean and organized; treat each other, our students, and our participants with respect.
- I will provide a microwave, supplies, fridge, and white board to furnish the lab space. There is an **ongoing list of necessary materials**, which you should feel free to add to. The lab space is there to be used; make it your own! However, please keep it neat and orderly. All lab members should use the space to accomplish their tasks unimpeded. During Interview Days or program Open Houses, the lab may be open for prospective students to tour.
- The office will occasionally be used to **store confidential material**, and you will come across confidential material of a sensitive nature, including participant information. It is imperative that you follow the lab's protocol on maintenance of confidentiality. You must go through IRB training through USF prior to joining the lab. Establish contact with the IRB staff at USF so they may direct your own IRB writing. Do not store confidential information on your personal computer, which is not secure.
- Although your formal attachment to specific projects may be light your first semester, it is important that you **maintain a consistent lab schedule**. This promotes our visibility on the hall and reinforces the expectation that your graduate work is a professional obligation to be taken seriously (i.e., *job*). Senior graduate students may maintain a less formal schedule if prearranged with myself.

- **Be wary of projects that may conflict with research expectations** and lab requirements (which at times be considered less important than a class project). I expect you to complete projects by the assigned deadline and to *not* request an extension the night before. An important component of professional development is the management of your time accordingly and the ability to complete projects consistent with expectations. Under promise and over deliver.
- **Contact the assigned lab manager if you anticipate missing lab hours**, whether for a doctor appointment or extended break. Given the multiple ongoing research projects, consistent communication is essential! We rely on each other to complete our tasks towards our shared mission. That being said, take breaks! Mentally well graduate students are mentally well psychologists.
- **I have an open door policy.** If my door is open, please come in. If my door is open just a crack, it usually means I am eating lunch and you can still come in. If my door is closed, please knock only if an emergency, then return once it is open. I also have keys to the labs and frequently stop by to visit and communicate about tasks. Please feel free to come by and communicate with me if you need my help or have any questions.
- To be on the safe side, always call professors using Dr. [insert surname]. However, it is my personal belief that all lab members are professionals and on equal footing. As such, **please call me Nate!**