General Information for the Behavioral Oncology Research Lab:

Everyone is welcome and encouraged to spend some time in the lab- it's a nice way to interact with others doing similar kind of work and to learn synergistically. Lab meetings are scheduled as needed and are usually scheduled for a specific purpose related to a single project. Meetings will usually involve 1 or 2 other lab members working on the same or similar projects. For example, we might set up a meeting to run analyses for a planned publication, to brainstorm future ideas, or to discuss recruitment strategies for an active project. These meetings can be called by any lab member. Students are encouraged to coordinate meetings to support their research progress. I also periodically offer seminars in methods specific to the lab (e.g., perl programming for behavioral science applications, web design for the behavioral sciences, computational text analysis, etc.). All lab members are welcome to attend these seminars.

There are no set lab hours. I am typically in the lab during regular business hours and prefer to dedicate morning hours, in unscheduled blocks, for grant and manuscript preparation. You are encouraged to set aside hours that you could use to advance your own research interests and to make use of the lab to increase your productivity.

The work of the lab is focused on clinical research-- efforts to improve the well-being of others by shining a light on the mental health needs of those battling cancer and to improve psychological adjustment to these kinds of

traumatic life events. We have one active clinical trial, evaluating the effects of an online coping-skills training program for clinically distressed cancer survivors. Other research projects are preliminary investigations designed to guide future development of psychosocial interventions to improve health behavior and psychological adjustment. I like to think of these projects as falling into two primary categories: 1) outcomes and process-evaluation of psychotherapy to improve adjustment to cancer and/or health behaviors and 2) methodologies that have potential to improve the efficacy of such interventions.

Signing Up for Units:

When you register for official units in the lab, you'll use the University web portal to complete a request for supervision (Independent Study Title Request Form). On that form, please try to be as specific as you can about what you hope to accomplish over the duration of the academic quarter. Please discuss these plans with me before you submit the request.

IMPORTANT: For each unit of registered credit, I expect you to spend 4-6 hours of week, every week during the quarter, dedicated to the activities described on the Independent Study Title Request Form. Over the quarter, you are expected to maintain consistent communication with me (by email and in-person) and to produce consistent progress/updates on the planned activities.

Are You a Good Fit for the Lab?

My goals as a mentor are to introduce you to a larger professional community and to prepare you for a successful career as a psychologist. It is

my belief that you can't be at the top of your profession and contribute to the overall well-being of the population without the ability to synthesize and advance behavioral research. I gauge the success of my mentoring according to the metrics identified by Forehand (*Am Psychol, 63,* 2008). Specifically, I will work with my students to help them 1) have subsequent success in an academic position, 2) publish and present at professional meetings during and after graduate school, 3) develop a commitment to the larger profession, 4) have an impact, as measured by citations, on the research literature, 5) learn to write and obtain grant funding, 6) develop research self-efficacy and professional confidence, and 7) develop key research skills that will help you conduct research independently after graduate school.

In short, if all you seek is finishing a degree requirement, and the goals I've listed above are not consistent with your own professional goals, then this is probably not the lab for you!

Benefits of Research Productivity:

First and foremost, it's how you live as a scientific-practitioner. If we want to leave the *field* of clinical psychology better off for our time on this Earth, we must advance the science of clinical psychology. Individual practitioners, particularly those that demonstrate the greatest promise, should be expected to communicate their methods to others. If effectively communicated, these methods can be learned by other practitioners and implemented for the greatest public health benefit. Communicating effective therapies also allows them to be evaluated, and hopefully refined, in order to best answer the question posed by

clinical psychologists: "What therapy can I employ that will be of the most benefit to the patient sitting in front of me?"

Being productive in research simply means communicating successfully with other clinical psychologists and is demonstrated by presentations to professional organizations and/or community groups, talks given to professional or community groups, and peer-reviewed publications.

While in the lab, I *strongly encourage* each student to become involved in professional organizations (it's how you network, meet others doing similar work, discover fascinating new therapies, and meet people that can help you later in life). I *strongly encourage* you to start working on publications in your 1st year in your program. *[Publication is a lengthy process- and can often take 1-2 years for a single article if you're good].* The modal number of publications of internship applicants in any given year is *zero.* If you have at least one publication on your *curriculum vita* when you apply to internship, you will immediately elevate yourself from the hundreds of other applications being considered- and this is especially true at the academic teaching centers that are considered to be the most prestigious in the country. A nice *vita* will also help in you subsequent job applications down the road- increasing the number of options you have for generating revenue from your degree.

I do not generally encourage or allow students to take on projects that are not ultimately designed to result in publication. Dissemination of your work, whether the results are positive, negative, exciting, or disappointing, is paramount to the

advancement of the science and practice of clinical psychology. Students are discouraged from abandoning collected data.

Good Conferences and Submission Dates:

Here are my suggestions for good conferences & professional organizations to consider. All have special rates for student memberships, and many include journal subscriptions (another nice way to get up-to-speed with the field):

Organization	Abstract Submission Deadlines	Typical Meeting Dates	Comments
Society of Behavioral Medicine	Early September	Mid April	A well-respected organization largely comprised of clinical psychologists, health psychologists, physicians, nurses, and other health professionals. A great blend of strong research across a broad spectrum of behavioral medicine and empirically-supported clinical therapies are presented at the annual meeting.
American Psychosocial Oncology Society	Late August	Late Feb-Early March	A niche, but large and influential, professional organization that has strong affiliations with the National Cancer Institute, American Cancer Society, Lance Armstrong Foundation, Wellness Community, and other national and international community organizations. The parent organization, the International Psycho-Oncology Society, holds a diverse and widely attended annual World Congress in Europe. APOS meetings are half research and half clinical. What you see is interesting but varied in quality. The niche-focus of the organization and large membership creates an atmosphere that is open to a wide-variety of clinicians and researchers from diverse backgrounds-psychiatry, nursing, family therapy, art therapy, psychology, social work, etc.

American Society of Preventive Oncology	November	March	Heavily research-focused, broadly multi-disciplinary meeting focused on all things, including behavior and cognition, related to health activities (primary prevention) and screening behavior (secondary prevention).
American Public Health Association		October	Never been, but it's well-respected and those that attend generally love it. A huge conference.
American Psychological Association		August	APA is huge. There's no other word for it. Division 38 (health psychology) holds a big mini-conference every year, and this is where the primary research psychologists (mostly non-clinical researchers, but also including the premiere clinical researchers) present their work. I find it a bit stodgy, but I may have a chip on my shoulder. Also, there's so much going on at APA that it's easy to get distracted, and I think harder to network than at smaller, more-focused meetings. A highlight of APA is the annual debate. I saw Albert Ellis debate Lenore Walker on therapy for trauma in 1998- classic and fascinating stuff.
Western Psychological Association	March 15	April	Probably the best regional APA conference- is broad but typically very strong. Great introduction to presentations for 1st year grad students or work that's fairly preliminary. WPA organizes really good skills-training programs during the conference.
American Psychosomatic Society	October	March	
Academy of Psychosomatic Medicine		November	Psychiatry primarily. Any solid research could be presented here. Hobnob with docs.
I'm currently looking for good organizations and meetings related to the disciplines of psycholinguistics, emotion-focused research, and behavioral web engineering			

Timelines:

Here are the key tasks for each academic program. Try to give yourself ample time to complete each task and stick to a timeline. You don't want to be here forever, so plan accordingly.

MA/PhD Entering Without a Masters

Masters Degree		**Doctorate Degree**	
Task	Completion Date	Task	Completion Date
Topic area identified.	End of 1st year	Topic area identified.	Summer 3rd year
Settled on a general design/research plan.	End of 1st year	Settled on a general design/research plan.	Fall 4th year
Started writing thesis proposal.	Fall 2nd year	Started writing dissertation proposal.	Fall 4th year
Finished first draft of thesis proposal.	Beginning Winter 2nd year	Finished first draft of dissertation proposal.	Winter 4th year
Finished revisions of thesis proposal.	End of Winter 2nd year	Finished revisions of dissertation proposal.	Winter 4th year
Starting creating slides for proposal meeting.	Spring 2nd year	Starting creating slides for proposal meeting.	Spring 4th year
Passed proposal meeting.	Spring 2nd year	Passed proposal meeting.	Spring/Summer 4th year
Started data collection/analyses.	Summer 2nd year	Submit internship applications (if applicable).	Fall 5th year
Finished data collection/analyses.	Fall 3rd year	Started data collection/analyses.	Fall 5th year
Started writing thesis defense.	Fall 3rd year	Finished data collection/analyses.	Winter, Spring, Summer 5th year
Finished first draft of thesis defense.	Fall 3rd year	Started writing dissertation defense.	Fall 6th year
Finished revisions of thesis defense.	Winter 3rd year	Finished first draft of dissertation defense.	Winter 6th year (internship)
Started creating slides for thesis defense.	Winter 3rd year	Finished revisions of dissertation defense.	Spring 6th year (internship)
Defended thesis.	Spring 3rd year.	Started creating slides for	Spring 6th year

		dissertation defense.	(internship)
		Defended dissertation.	Summer 6th year (completion of internship)

PsyD

Planning Progression Through your Program:

I encourage you to plan your progress over time and give yourself plenty of lee-way for missteps, waiting times, thinking times, recovery times, and other unexpected detours along the way. Research productivity is a long process and requires a great deal of communication and patience, and things take time. I will work with you to meet your timeline and achieve your professional goals. It is my opinion that the more openly & frequently we communicate about those goals and timelines, the more likely it is that you will meet those goals. I strongly encourage all students, *in year 1*, to begin working on a publication and/or solidifying a strong plan for a thesis/dissertation that will be published before internship applications.

If you're the kind of person who can multi-task, it is to your advantage to get involved in as many papers, presentations, and grant proposals as you can. If you work better by focusing on one thing at a time, you might want to focus like a laser on meeting your key program goals with respect to research. It's easy to get distracted by all that's going on in the lab. The more lines on your *CV* by the time you apply to internship, the better. That being said, program requirements should be your first priority.

Drafts:

Every research product, no matter how carefully thought-out, requires considerable revision. I often tell students that the typical number of versions of a paper that I create before submitting it to a journal is between 12 and 20. The first revisions may be quite substantial and time-consuming, but later revisions are minor and should reflect a gradual approximation to the target goal: a high-quality publication. When working with students for program-related research products (e.g., thesis or dissertation documents, doctoral projects, etc.), it rarely takes this many revisions, but you should still plan for revisions.

Remember that each revision requires your own time towards updating the research product and time for me to read and thoroughly evaluate what you've put together. Feedback is one of the most important components of putting together a successful (i.e., "accepted") research product- at each stage of opening your thoughts up to criticism, you will hone your arguments and strengthen your product (see Coping with Reviews below). Have faith that in the end, this process will ensure that you're proud of the result. When you submit a document to a committee or a set of co-authors, you'll also need to give them time to review your document and evaluate a possible set of future revisions. All these things take time, and planning for that time up front will help you avoid frustration later.

I have graduated 2 Ph.D. students to date (Erin Bantum, Sharon Sanders), and I'm proud to say that Erin Bantum is an assistant professor at a high-powered cancer research center at the University of Hawai'i. Sharon is on adjunct faculty at CSUSB. I will work hard and do my

very best to steer you towards the best of whatever career trajectory you've set before yourself.

How to Prepare a Manuscript for Publication:

I. Outline of Results Section
II. Aims & Hypotheses
III. Literature Review
IV. Outline Argument in Literature Review
V. Write Intro
VI. Complete Results Section
VII. Methods & Statistical Analyses
VIII. Discussion
IX. Final Edits
X. Submission & Decisions on Back-Up Journals

Coping with Reviews:

Learning to handle feedback is, in my experience, one of the most challenging things you'll have to do as a scientist. Scientific writing and the art of persuasion encompass a wide range of skills, all of which take time and extensive practice to master. I'm still learning these skills.

Even the most experienced writer and most successful scientist will get negative reviews on grants and papers- it's part of the process. When you first get your feedback, prepare yourself for the worst, especially when it's the first submission or the first draft. You can expect that how reviewers think about your work will be quite different than how you've approached it.

Imagine that reviewers read your work quickly, late at night after a long and exhausting day, and may or may not have picked up on all the details that you've written into your product.

Most of their comments will reflect an overall impression of your writing or the project. Most reviewers are also not very interpersonally sensitive and more or less expect you to have thick skin.

I have pretty thin skin, so reviews generally sting me for 24-48 hours. My advice to you is to let yourself be mad or frustrated for a few days. Read the reviews a couple of times, then put them down and don't read them again for at least a couple of days and maybe even a week. Once you've had time to let the comments sink in, you'll probably realize either that a) the reviewers were right, or b) if the reviewers are wrong about something, it's probably because you didn't communicate the idea clearly enough.

In my experience, EVERY SINGLE REVIEW I HAVE RECEIVED HAS HELPED TO STRENGTHEN THE FINAL PRODUCT. In other words, the review process serves a vital function, as it is intended to do, by helping you communicate your points as clearly as possible and forcing you to address shortcomings that you were previously blind to. In the end, the more feedback you get from your mentors, your colleagues, journal editors, journal reviewers, and grant reviewers, the better your work will be. Your papers will be stronger, and you'll be prouder of your work for it.

Determining extent of contribution and authorship for a project

(modified from Rich Hartman: http://openwetware.org/wiki/Hartman_Behavioral_Neuroscience_Lab:Students#Determining_extent_of_contribution_and_authorship_for_a_project)

1. What are the responsibilities of being a co-author?

Must provide a **significant** contribution to one of the key manuscript tasks listed below. Must also be available to help with key tasks identified by the first author and responsive to completing these tasks in a timely manner.

2. What are the responsibilities of a first author?

The first author is responsible for keeping the paper on a quick timeline, organizing the efforts of the co-authors, assigning key tasks to co-authors, pulling it all together, submitting the paper, communicating with editors, making necessary revisions to the paper, resubmitting, and correcting the final proofs.

3. What should the order of authorship be?

Rank order each author/co-author on each of these key tasks:

1 = provided the greatest level of input relative to other co-authors
2 = contributed substantially to the completion of this task
3 = contributed in a small manner to the completion of this task

INTRODUCTION
- conceptualized the study (idea / hypothesis / variables)
- wrote a review of the literature
- crafted the final writing of the Introduction section

METHODS
- developed the design of the study
- developed the procedures of the study
- recruited subjects/collected data
- crafted the final writing of the Methods section

DATA ANALYSIS
- entered data
- data screening/cleaning
- ran analyses
- organized outline of Results section
- prepared graphs and summary of analysis results
- crafted the final writing of the Results section

WRITING
- wrote a section emphasizing the importance of the findings
- wrote a section linking findings to the extant literature
- wrote a section identifying study limitations
- wrote a section highlighting impact/future directions/clinical implications
- crafted the final Discussion section

SUBMISSION(S)
- crafted the final writing of the Abstract
- submitted the paper for publication
- made any revisions necessary to resubmit elsewhere
- submitted the paper for a 2nd journal (if necessary)
- organized the response to reviewers

- made requested changes to the Introduction
- made requested changes to the Methods
- made requested changes to the Results
- made requested changes to the Discussion
- submitted the revision
- Revised proofs

PRESENTING

- presented poster / talk

OTHER

- dedication to the project

4. What's the process for figuring out the order of authorship?
Sum contribution for each other and rank order. Authorship order will be determined at each submission or resubmission. If a first author fails to organize the resubmission of the article, another author may take over the first author position.