

# Behavior & Addiction Research Lab

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Lab Website: <http://usmbarlab.com/>

Office Hours: By appointment

## Goal

For each person to gain knowledge and skill in conducting, writing, presenting, and publishing research on a variety of factors related to college alcohol use and motivational interviewing. At this time a particular focus of the BAR LAB is on screening and brief interventions and protective behavioral strategies for college student drinking.

## Short-term Objectives

- To discuss both the content and process of research in college alcohol use
- To learn different methods of research used to study college alcohol use
- To contribute to the ongoing research of members within the BAR LAB
- To enhance technical writing skills.

## Long-term Objectives

- To develop research conceptualization, management and organizational skills.
- To develop data analytic and writing skills appropriate for one's academic level.
- Provide a forum for students to present and publish research in college alcohol use
- To publish articles or chapters from the team as a whole or from working groups within the team
- To be awarded external funding to support ongoing BAR LAB research projects

## Approach

Research is a collaborative undertaking that requires the coordinated efforts of everyone involved. You are now a member of a lab that typically includes faculty, doctoral students, master's students, and undergraduate research assistants. We utilize a team-based approach where more senior members are expected to take an active role in mentoring junior members. No matter how new you are to the lab, please know that we value your input and regard your role as an important one

## BAR LAB EXPECTATIONS

- Be prepared for all meetings whether it is a team member presentation, journal club or project planning meeting.
- Actively participate in meetings by asking questions and providing feedback.
- Provide support to team members by critically reviewing papers and making suggestions.
- Provide support to Dr. Madson's research by responding to requests in a **timely manner**.
- Communicate with Dr. Madson and team members.

- Check e-mail daily!
- This includes responding timely to requests and e-mails, etc.
- **If you don't respond I'll assume you don't care and will move on without you. This will be reflected in annual reviews.**
- Adhere to BAR LAB procedures and timelines.

### **Preparing for Project Updates**

Project update are your opportunity to discuss your projects and to receive guidance and feedback from the team. It is expected that students take advantage of this time. To do so you should be prepared for these meetings and to discuss your project. “I have nothing this week” is not acceptable. Things to consider in preparing include:

- Questions related to understanding college drinking and related variables.
- Requesting feedback on your potential projects
- Measurement questions.
- Methodology & statistical questions.
- Suggestions for resources.
- Writing questions and feedback.
- General procedural issues.

### **Goal Setting**

You are expected to develop a set of goals for your research projects each week during the semester. Your goals should be concrete and measurable. You will report on your goal accomplishments each week with supporting evidence. It is expected that you will reach your goals each week so keep them realistic! See guidelines below.

### **Research Presentation**

Each student conducting an independent research project (dissertation, thesis, master's project, senior/Honor's College/McNair thesis) will present on their project. See below for presentation guidance. Presentations will be every other week throughout the semester.

Fall first year – variable presentation: The purpose of these presentations is to help students solidify research ideas/variables by (a) identifying how the variables relates to current team research and the student project, (b) establish the rationale for examining the variables based on the literature, and (c) identifying methods of measuring the variables (including psychometrics).

Spring first year – project proposal: The purpose of this presentation is to present an overall project proposal for the study. This will involve (a) reviewing of the relevant literature, (b) research question(s), (c) hypotheses and (d) methods.

Fall second year – results (master's students) and or dissertation ideas (doc students): The purpose of this presentation is to present the study results. This will involve (a) review of the purpose and hypotheses, (b) presentation of the results and their meaning, and (c) suggested points to make in discussion.

Spring second year – discussion (master's students) and or dissertation (doc students): The purpose of this presentation is to present the discussion of the project. This will involve (a) reviewing the purpose and results, (b) presenting discussion of results, (c) presenting limitations, and (d) presenting suggestions for future research.

**Student thesis/dissertation proposal/defense presentations can substitute for these presentations.**

### **BAR LAB Journal Club**

Every other week we will have BAR LAB journal club. The purpose of the journal club is to review articles that are related to college alcohol use, protective behavioral strategies and current team projects. Journal club will be facilitated by a different doctoral student each week. The week prior to journal club an article will be assigned by the facilitator. Articles should be from within the past two years (2013-2015) and you should consult me in choosing your article. Team members should read the article and prepare to discuss the article based on the questions listed below. The journal club is intended to keep us all on top of the literature, build your knowledge and skill evaluating research, and enhance communication among the team. Therefore, you are expected to actively be involved in each journal club.

#### Questions

1. What is the purpose of the study?
2. Why is this study important?
3. What are the research questions and/or hypotheses and are they clearly stated?
4. What are the data collection procedures?
5. How are the operational definitions of the dependent variables appropriate?
6. How are the operational definitions of the independent variables appropriate?
7. What are the statistical analyses?
8. What was found?
9. How are the findings meaningful for BAR LAB research and clinical practice such as Eagle Check-Up?
10. Are the conclusions justified by the results and methodology?
11. What are the limitations and strengths?
12. What are the suggestions for future research?

### **Professional Presentations and Journal Articles**

It is my expectation that the outcome of every project implemented on the team will be a proposal for a conference presentation and submission of a manuscript for publication. **PLEASE KEEP THIS IN MIND AS YOU CONSIDER PROJECTS.** Novice team members are encouraged to consult advanced team members to discuss potential projects.

Professional conferences: Since team members are involved in projects at various levels it is expected that each graduate team member attend 1 professional conference each year on the team. Undergraduates are strongly encouraged to attend to enhance their experience. Conferences may be at the regional, national or international level.

Journal articles: There are plenty of opportunities for students to seek authorship opportunities on the team. Team members may receive authorship credit for leading independent projects, providing extensive feedback on another project, and providing project support at a level appropriate for authorship. Authorship credit will be negotiated at the beginning of a project and under my direction and I will give final approval of authorship. Doctoral students are expected to submit 1 manuscript per year for publication – does not have to be first author. This can include independent projects, in collaboration with students and papers with me.

### **Writing requirements**

Class papers: It is expected that students make use of class papers to advance their research projects when appropriate. For example, students should use class papers in Introduction to Counseling Psychology to forward their lit review, testing to review a study measure, and Research Methods to develop research methodology.

Writing center: All students completing independent research projects are expected to attend the USM writing center (<http://www.usm.edu/writingcenter/>) at least 1 time throughout the literature review/introduction writing process. Students should plan to take an almost completed rough draft of the introduction (literature review) to the writing center. The writing center is a resource that can provide consultation on grammar, clarity, structure and help all students strengthen their writing skills. Failure to engage in this task appropriately will result in delayed reviews of your paper. Though students are required to use the writing center 1 time, regular use of the center throughout your writing process is strongly encouraged.

Team review: All research-related writing must be reviewed first by a BAR LAB member. Prior to submitting your work to me for review, you should plan to submit the second to last draft of your writing to at least 1 team member for review. Each team member should expect to critique all work submitted for review; both constructive and supportive feedback is appreciated. First drafts, and other less-developed documents are not required to be processed through the BAR LAB review. All students are expected to offer thoughtful and constructive feedback to the team members' writing. Failure to engage in this task appropriately will result in delayed reviews of your paper. BAR LAB members should help with grammar, clarity, copyediting, reference checking, etc. to support their colleague. BAR LAB members should plan to return the review the manuscript quickly but within 5 business days maximum. Thus, students need to plan submitting manuscripts for reviews in relation to team and program deadlines

### **GRADUATE STUDENTS**

Doctoral students working in the Lab are expected to take an active role in the lab, contributing to collaborative research projects as well as making consistent progress on their own thesis or dissertation research (see Expectations for Graduate Research below). Master's students accepted into the lab are encouraged to negotiate their involvement in the lab based on their professional goals. For example, a master's student hoping to continue on to a Ph.D. program may want to seek greater research involvement than one who is planning to stop with a terminal master's degree.

Advanced graduate students on the BAR LAB team have several responsibilities.

- You are expected to attend the BAR LAB team meetings regularly. Please do not schedule clients, externships, or other meetings during our meeting time.
- You are expected to reflect on leadership and on the way that you can be a better academic and research leader.
- You are expected to develop short-term and long-term research goals related to your project.
- You are expected to discuss your projects regularly in team meetings to gain feedback from the team.
- You are expected to provide feedback on team projects.
- You are expected to actively participate in student presentations having prepared to ask questions and discuss the research.

### **Grad students seeking academic careers**

Grad students seeking an academic career will have many opportunities to develop the skills necessary to become a successful academic. More specifically, students will have the opportunity to take a leadership role on the team, write manuscripts, facilitate the submission process, and assist in creating grant applications for external funding.

### **Grading in PSY 698/798/898**

Beginning in the Fall of 2016, the Graduate School has changed the grading options available to faculty for all Thesis, Specialist Thesis, and Dissertation Research courses (PSY 698, 798, and 898). The E grade we have been using is no longer an option; the new grading system will be satisfactory (S), unsatisfactory (U), or pass (P). This system will impact students' transcripts the same way as the previous P/F system did.

A grade of Satisfactory (S) indicates satisfactory research progress (see Expectations for Graduate Research below). A grade of Unsatisfactory (U) indicates unsatisfactory research progress and has some important implications. A student who earns a U will be placed on probation the next semester enrolled. The student will return to good academic standing if an S in 698, 798, or 898 (as appropriate) is earned during the probationary semester. One U grade can be removed from the transcript by petition for a grade change by the faculty member if the student earns two consecutive S grades; however, a second U grade in these courses at any point in the degree program will result in dismissal from the program. Finally, a grade of Pass (P) indicates that a student passed his or her thesis or dissertation defense. Typically, the P will be assigned the semester a student passes the thesis or dissertation defense; however, in cases where a student passes the defense but defers graduation, the P will be assigned the final semester of enrollment.

### **Expectations for Graduate Research**

This section outlines the minimal expectations for graduate-level research required for a grade of Satisfactory (S) in PSY 698/798/898. Markers of satisfactory research progress include:

- Attending scheduled lab meetings and actively participating in these meetings to a level commensurate with one's time in the program.
- Consistently behaving in a professional and ethical manner (e.g., promptly responding to communication from Dr. Madson pertaining to one's research or other lab responsibilities, working collaboratively with others, protecting the confidentiality and security of research data and instruments).
- Providing research support to Dr. Madson and other lab members as requested.
- Meeting assigned research deadlines set by Dr. Madson in conjunction with program policies and lab needs (see Thesis/Dissertation Milestones for Doctoral Students below).

Students who are not meeting the minimal expectations for graduate-level research should expect to receive timely feedback alerting them that there is a problem. Other than extreme circumstances (e.g., a serious violation of research ethics), it is difficult to imagine a scenario where a student receiving an Unsatisfactory grade in one of these courses is genuinely surprised to do so.

## Thesis/Dissertation Milestones for Doctoral Students<sup>1</sup>

There are too many unknowns in the research process to come up with a timeline that can be universally applied to all students. Think of what follows as an ideal scenario of what it would look like if there were no delays and everything worked out perfectly. We use Asana to help us set, track, and modify these deadlines as needed.

Year 1	
Fall	Complete CITI training by Oct. 1; thesis topic development and literature review; initial outline of thesis Introduction due by Oct. 24; initial draft of thesis Introduction due by Nov. 25.
Spring	Thesis topic finalized; measures and research questions selected; initial draft of full thesis proposal (Introduction and Methods) due in February for students proposing this semester and no later than May 1 for those proposing later.
Summer	Students who proposed in the Spring submit IRB materials and set up their study in Qualtrics for Fall data collection; students who did not propose in the Spring submit a revised draft of their thesis proposal no later than Aug. 1.
Year 2	
Fall	Students who proposed their thesis in the Spring of Year 1 typically collect data throughout the Fall of Year 2; students who have not yet proposed submit the final draft of their thesis proposal by Sept. 15, allowing the document to be approved to go to committee by Oct. 1. <b>Students are expected to propose their thesis by the end of the Fall semester of the 2<sup>nd</sup> year of coursework.</b>
Spring	Thesis data collection; final document prepared for defense; thesis defense. <b>Students who have not proposed their thesis by the end of Spring of Year 2 will not be permitted to enroll in additional courses or complete the master's internship until the thesis is proposed and significant progress is made. This is in addition to being placed on probationary status. Funding is contingent on remaining in good academic standing.</b>
Summer	Write up thesis manuscript for publication. <b>It is expected that students will complete the thesis (i.e., successful defense) by the end of Year 2; failure to maintain this timeline may result in probationary status, restrictions in coursework, clinical hours, and funding. Demonstration of consistent progress on the thesis is necessary to avoid these sanctions.</b>
Year 3	
Fall	Thesis manuscript submitted for publication; dissertation topic development; outline of dissertation Introduction due by Oct. 1; initial draft of Introduction due by Dec. 1.
Spring	Draft of dissertation proposal (Introduction and Methods) due by May 1. <b>Failure to defend the thesis by March 1 may negate one's eligibility to take comprehensive exams. Failure to have successfully defended the thesis by this point may result in probationary status, restrictions in coursework, clinical training, and funding.</b>

<sup>1</sup> This information is based on the *Doctoral Handbook*; however, it includes lab-specific expectations too. Important deadlines set by the program that are not flexible are listed in bold. Since these dates may be change when the *Doctoral Handbook* is revised, it will be important to refer to the *Handbook* as well.

Summer	Revised draft of dissertation proposal to Dr. Madson by July 1.
<b>Year 4</b>	
Fall	Final draft of dissertation proposal due by August 1; dissertation proposal approved to go to committee by Sept. 15; successful dissertation proposal meeting prior to the <b>October 1 deadline</b> for internship approval. <b>Students are expected to make significant progress on the dissertation prior to beginning internship; it is hoped that students will strive to defend the dissertation prior to beginning internship and publish an article from their dissertation work during the internship year.</b>

## Undergraduate Students

Dr. Madson is a faculty affiliate with the Center for Undergraduate Research at the University of Southern Mississippi (see <https://www.usm.edu/research/center-overview>), and qualified undergraduate students interested in gaining research experience may be invited to join the lab when positions are available. Responsibilities will vary based on the nature of ongoing research projects, but a general idea of what to expect (in addition to the General Expectations section above) is provided below. Those students who want their participation reflected on their transcript can register for PSY 491 credits (see Information for Students Interested in PSY 491 Credit below).

There are multiple ways to become involved in BAR LAB.

1. You can volunteer to work on the team for no academic credit.
2. You can register for PSY 491 credits.
3. If you chose to or have to do a thesis (see below) you should register for PSY 498(H). You can do this IN ADDITION to 491 credits.

### **Requirements for Undergraduates**

- Be intellectually curious, work conscientiously, and able to work well with others
- Be able to reliably communicate via e-mail. Check e-mail daily!
- Be willing to support BAR LAB research and outreach activities.

### Additional Requirements for Class Credit

- Work 45 hours of **high quality work** for each credit hour of PSY 491. There are 15 weeks in the semester plus final exam week, so that boils down to 45 hours a semester for 1 credit, 90 hours of work a semester for two hours of credit; 135 hours of work for three hours of credit. See the table below for activities and hours earned.
- Keep a log of your time and activities for each week – see below.
- At the end of the semester, as the final exam (Due the last BAR LAB meeting), the student must submit a two-page, typed 12-point Times New Roman paper on “What I Personally Learned from the PSY 491 BAR LAB This Semester.” That paper will be graded pass/fail and will count as 3 hours of work during the final week of the course.

<b>Activity</b>	<b>Hours Earned</b>
Attendance at BAR LAB meetings	2 Hours each week
Completing & contributing (speaking up) at journal club	3 Hours each journal club
Facilitating journal club	5 hours (can do this once a semester)

MITI Coding Training	
Coding Sessions Using MITI	1 hour per hour of coding
Data entry	1 hour per hour of data entry
Support BAR LAB research	1 hour per hour of work
College Alcohol Awareness Week	1 hour per hour of work
Presenting to BAR LAB	2 hours
Prep work for presenting	1 hour per hour of work
Thesis work	2 hours per hour of work
Attending thesis/dissertation proposal meeting	2 hours/per meeting
Meeting with mentor/Dr. Madson	1 hour/per hour of work

### **Activities for Undergrads Seeking Class Credit**

Manuscript Reviews: Assist BAR LAB members by reviewing their manuscripts providing feedback and support as well as checking grammar, clarity, copyediting, and reference checks.

Coding sessions: Learn how to use the Motivational Interviewing Treatment Integrity Code to behaviorally code counseling sessions. Training will be conducted the fall semester annually and it is expected that all BAR LAB members will be trained.

College Alcohol Awareness Week: Each October BAR LAB members host activities during National College Alcohol Awareness Week. As a member of BAR LAB you will be expected to support the organizing of activities and actively participate in BAR LAB CAAW activities.

### **Optional Activities for Undergrads Planning to Apply to Graduate School**

Facilitating Journal Club: You will select a BAR LAB related research article in consultation with your mentor and Dr. Madson for BAR LAB members to read. Then at the BAR LAB meeting you will facilitate the discussion of the article and BAR LAB members' comments.

Professional Conference Poster Presentation: In consultation with your BAR LAB mentor and Dr. Madson you may decide to be involved in presenting BAR LAB research at a regional or national professional conference. This will involve collaborating with BAR LAB members on topic selection and assisting with developing the poster.

Honors/McNair/Senior Thesis: You can decide to complete an independent research project using BAR LAB data under the guidance of Dr. Madson and your doctoral student mentor. This will involve:

1. Discussing potential topic ideas/variables with Dr. Madson and your doctoral mentor. It is in your best interest to think of topics where you have some interest but also match those of your doctoral student mentor.
2. Selecting a topic related to BAR LAB research focus and where BAR LAB has archival data. You should consult Dr. Madson about archival data. This will also involve reviewing the literature on this topic.
3. Complete the independent research project form in consultation with Dr. Madson and your doctoral mentor.
4. Write a manuscript that includes the introduction, methods, results, discussion and references. You will complete this under the guidance of Dr. Madson and your doctoral mentor throughout the process.

5. Present to BAR LAB each semester with your final presentation to follow the format of a master's thesis defense. Ask Dr. Madson and your doctoral mentor for more information. You may also consider attending a thesis/dissertation proposal/defense.

#### Time Requirements for Grading

Course	Units	Semester
PSY 491	1	45 hours
PSY 491	2	90 hours
PSY 491	3	135 hours

Team Meetings: We will meet at 12 AM on Monday during the Fall 19 Semester. Students must attend these meetings weekly (only exception is if there is a class conflict). .

#### Requirements for students completing Undergraduate Thesis/McNair/Honor's Theses

- In addition to Dr. Madson serving as the project advisor, you will be assigned a BAR LAB doctoral-level student mentor to assist you with your project. You will be expected to keep both your project advisor and student mentor updated on the progress of your project.
  - You will be expected to submit weekly goals via email to Dr. Madson and your student mentor on your project-related activities (due by 7pm on Sunday).
  - You will be expected to meet with your student mentor independently at least once per month to provide updates, ask questions, and etc.
- Follow all writing requirements listed above – APA style, BAR LAB member review, writing center.
- You will need to present/defend your thesis at a BAR LAB meeting during the semester your thesis is due. This is a formal defense that will mimic a graduate thesis defense.
- You will have the thesis read and “approved” by an outside BAR LAB doctoral student who has not been involved with your thesis. That doctoral student should send the final document with their approval to me.
- You will be required to have your final document to Dr. Madson 4 weeks (1 month) prior to your thesis deadline. This will require you to be aware of department or Honor's College deadlines.

#### Important Policies

The policies contained in this section are particularly important to students whose involvement in the lab is connected with courses in which they are enrolled (e.g., PSY 698, 798, 898, PSY 491).

##### 1. Withdrawing/Dropping

The Fall Academic Calendar can be found at <https://www.usm.edu/registrar/fall-2017-academic-calendars>. Note that August 23 is the last day to drop and receive 100% financial credit. Students with instructor-approved withdrawal requests may receive a grade of W on their transcripts up to 10/27/17. The university does not allow W grades after 10/27/17, so the grade

earned in the course will appear on official transcripts after that point. The Department of Psychology is firm about adhering to these deadlines.

## 2. Academic Integrity

All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):

- Cheating (including copying from others' work)
- Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
- Falsification of documents
- Disclosure of test or other assignment content to another student
- Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
- Unauthorized academic collaboration with others
- Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of "XF" for the course, which will be on the student's transcript with the notation "Failure due to academic misconduct." For more details, please see the University's Academic Integrity Policy (<https://www.usm.edu/institutional-policies/policy-acaf-pro-012>). Note that repeated acts of academic misconduct will lead to expulsion from the University.

## 3. Plagiarism

Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. Specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism. *Intent does not have to be proven for an act to be judged as plagiarism.*

Because students, as scholars, must make frequent use of the concepts and facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work.

Plagiarism is committed in a number of ways, including:

- Reproducing another author's writings as if it were one's own
- Paraphrasing another author's work without citing the original
- Borrowing from another author's ideas, even though those ideas are reworded, without giving credit
- Copying another author's organization without giving credit

Plagiarism is a serious offense. Please refer to the Academic Integrity policy above for information about possible sanctions.

Please be aware that the Graduate School requires us to run master's theses and doctoral dissertations through plagiarism-detection software, and most journals run all manuscripts they receive through similar software. This software detects papers compiled from the Internet, papers previously submitted by students around the world, papers purchased from commercial databases, and material from various library subscription databases and websites.

For additional information on plagiarism, please refer to our library's plagiarism tutorial (see <http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>).

#### 4. Students with Disabilities

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

The University of Southern Mississippi  
Office for Disability Accommodations  
118 College Drive # 8586  
Hattiesburg, MS 39406-0001  
Voice Telephone: (601) 266-5024 or (228) 214-3232    Fax: (601) 266-6035  
Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1-800-582-2233 (TTY) or email ODA at [oda@usm.edu](mailto:oda@usm.edu).

Students with a temporary disability, illness, or injury may be eligible for formal accommodations with the Office of Disability Accommodations (ODA). For more information, see <https://www.usm.edu/oda/temporary-illness-or-injury>.

### **Recommended Readings**

The recommended readings listed here were compiled in an effort to answer one of the most common questions from new students: "Can you recommend anything for me to read to get up to speed?" Nobody expects students to read all (or even most) of these resources; they have been assembled only to provide a starting point for those interested in exploring potentially relevant topics.

#### *New Lab Members*

Bar Lab new member reading list in Dropbox.

- Cone, J. D., & Foster, S. L. (2006). *Dissertations and Theses From Start to Finish: Psychology and Related Fields (2<sup>nd</sup> ed)*. Washington DC: American Psychological Association.
- Kuther, T. L. (2008). *Surviving graduate school in psychology: A pocket mentor*. Washington DC: American Psychological Association.

#### *Research Methods/Statistics*

- Frazier, P. A., Tix, A. P., & Barron, K. E., (2004). Testing moderator and mediator effects in counseling psychology research. *Journal of Counseling Psychology, 51*, 115-134.
- Huang, J. L., Curran, P. G., Keeney, J., Poposki, E. M., & DeShon, R. P. (2012). Detecting and deterring insufficient effort responding to surveys. *Journal of Business and Psychology, 27*(1), 99-114. doi:10.1007/s10869-011-9231-8
- Leong, F. T., & Austin, J. T. (Eds.). (2006). *The psychology research handbook: A guide for graduate students and research assistants (2<sup>nd</sup> ed)*. Thousand Oaks: Sage.
- Martens, M. P., & Haase, R. F. (2006). Advanced applications of structural equation modeling in counseling psychology research. *The Counseling Psychologist, 34*, 878-911.
- Petrocelli, J. V. (2003). Hierarchical multiple regression in counseling research: Common problems and possible remedies. *Measurement and Evaluation in Counseling and Development, 36*, 9-22.
- Wilkinson, L., & Task Force on Statistical Inference. (1999). Statistical methods in psychology journals: Guidelines and explanations. *American Psychologist, 54*, 594-604.

### *Manuscript/Poster Preparation (writing)*

- American Psychological Association (2010). *Publication manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington DC: American Psychological Association.
- Galvan, J. L. (2004). *Writing literature reviews: A guide for students of the social and behavioral sciences*. Glendale, CA: Pycszak Publishing.
- Nicol, A. A. M., & Pexman, P. M. (2010). *Presenting your findings: A practical guide for creating tables*. Washington DC: American Psychological Association.
- \*\*Silva, P. (2014). *Write it up: Practical strategies for writing and publishing journal articles*. Washington, D.C: American Psychological Association
- Sternberg, K., & Sternberg, R. J. (2012). Preparing a manuscript for publication. In H. Cooper (Ed.), *APA handbook of research methods in psychology* (Vol. 3; pp. 503-519). Washington, DC: American Psychological Association.
- \*\*Tracy, T. J. G., Glidden-Tracey, C. E. (1999). Integration of theory, research design, measurement, and analysis: Toward a reasoned argument. *The Counseling Psychologist, 27*, 299-324.

### **Semester Activities**

1. PBS Variables
  - a. Ask for list
2. Student projects
  - a. Scully Dissertation (to be proposed 8/15)
  - b. Jordan Dissertation (propose fall 2018)
  - c. Whitley Dissertation (propose fall 2018)
  - d. Watson Honors Thesis (finish thesis and submit manuscript)
  - e. Lemoine Thesis (begin writing)
  - f. Freeman (conceptualize project and design study)

### Fall 2017 Calendar

Date	Topic	Leader
8-27-18	Lab Orientation-Importance of Presenting Work	Dr. Madson
9-3-18	No Meeting Labor Day	
9-10-18	No Meeting –Bears Still Suck!	
9-17-18	Research Discussion – Project progress update and semester goals, conference proposal plans	All completing independent projects
9-24-18	Research Discussion – Lab research focus and deciding studies; importance of research to the field/practice of psychology	Dr. Madson, Hallie, Kray, Robert
10-1-18	Research Presentation	Robert
10-8-18	Research Presentation	Tiara
10-15-18	Research Presentation	Christine
10-22-18	Research Presentation	Hallie
10-29-18	No Meeting MI Conference	
11-5-18	Research Presentation	Bobbi/Ryan
11-12-18	Research Presentation	Tatum
11-19-18	Research Presentation	Kray
11-26-18	Research Presentation	Promise

**Acknowledgement**

Graduate students enrolled in PSY 491/698/798/898 should sign this page and return it to Dr. Madson.

By my signature below, I affirm the following:

- I received a syllabus titled “Behavior and Alcohol Lab Syllabus” no later than the first week of the semester.
- This syllabus explained the S/U/P grading system that took effect for the Fall 2017 academic term.
- This syllabus outlined the minimal expectations for graduate-level research required by Dr. Madson for students to earn a grade of Satisfactory (S) in PSY 698/798/898.
- I understand Dr. Madson’s expectations regarding satisfactory research progress.

\_\_\_\_\_  
Student’s Signature

\_\_\_\_\_  
Date

### Guidelines for Weekly Goals

- Choose 1-3 goals for the week.
- Goals should be concrete and measurable to determine if the goal has been met.
- Goals can vary from reading 2 articles on XX to writing 200 words on XXX
- Keep goals reasonable while facilitating progress. In other words try not to overshoot and undershoot.
- Provide evidence of your accomplishments.

#### Example

Past week's goals:

1. Develop list of questions to ask Dr. XX.
2. Write 500 words of Results section.
3. Write Methods section of APA poster

Accomplishments:

1. Met with Dr. X and am all set to make a few corrections and proceed with Results section.
2. Wrote 501 words of Results section (see attached).
3. Wrote Methods section of APA poster (see attached).

This week's goals:

1. Correct data set (impute using regression instead of mode for PBSS and YAAPST) and obtain a cleaned data set.
2. Rerun analyses with cleaned data.
3. Write Results section of APA poster.



**PSY 491  
Activity Log**

Name:

Number of Credits \_\_\_\_\_

Week	Attend BAR Lab Meeting	Hours	Activities
	Yes or no	# worked	Article reviews, data collection or entry, etc.
1			
2			
3			
4			
5			
6			
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16			