

Information for Prospective Graduate Students and PRISM team members:

The senior researchers on the PRISM team are committed to giving each graduate student opportunities to develop research skills that will help him/her:

1. to enter a doctoral level graduate program
2. to collaborate successfully with an interdisciplinary research team
3. to conduct her/his own independent research (dissertation)
4. to build a cv that will increase employment opportunities

We endeavor to provide developmentally appropriate opportunities that will give students “hands on” research experience in the context of an active, collaborative, interdisciplinary faculty research program that is dedicated to the psychosocial issues of sexual minority individuals and their families. *It is the responsibility of each student to become actively involved and engaged in this process throughout her/his graduate school career.* Typically, as research experience, competence, and confidence grows, students are able to take on increasing responsibility for collaborative projects. We welcome student-initiated research projects. Our goal is to help each entering student grow and develop into a professional colleague. To accomplish this goal, we hold these expectations of each student:

Steps to Success (Expectations):

1. Sign up for one hour of EDP 765 credit each semester until you take qualifying exams. Your grade for EDP 765 will, in part, be based on your attendance and participation in research lab meetings (approximately 6-7 meetings per semester).
2. Participate in projects that will help you develop your research skills. These are the research competencies that are *vital* to your success. Like many other skills, you learn these by *diving in and doing them*.
 - Identify a theoretical and empirical body of literature and conduct a thorough, comprehensive literature search and review.
 - Integrate and synthesize theoretical and empirical literature.
 - Develop a clear, original research question.
 - Develop an interview protocol and/or a survey.
 - Analyze data.
 - Write clearly and professionally, adhering to the most recent APA style manual.
 - Collaborate with a team to produce, present, and publish research findings in scientific venues.
 - Receive and respond appropriately (non-defensively) to feedback from supervisors, peer reviewers, journal reviewers and editors, committee members, and other professional colleagues.
3. Take the specialty courses occasionally offered by Dr. Rostosky and Dr. Riggle. These courses offer you opportunities for more individual help with developing your research skills and knowledge base in the area of sexual minorities. In general, it is a good idea to take at least one course from each of your doctoral committee members.

4. Engage the research process by co-authoring manuscripts and conference papers. The APA 2002 ethics code <http://www2.apa.org/ethics/code2002.doc> states the following:

8.12 Publication Credit

(a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard 8.12b, Publication Credit.)

(b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

(c) Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. (See also Standard 8.12b, Publication Credit.)

What does this mean for PRISM team members?

1. **Minor contributions (8.12b)** that will be acknowledged in a footnote include activities such as collecting literature, collecting data (conducting interviews or surveys), data entry, and data coding (including participating on a qualitative coding team). "Scientific or professional contributions" that warrant *co-authorship* include activities such as assisting in formulating, designing, and/or producing the written product. Example: Merely participating on a coding team does not warrant co-authorship. However, participating on a coding team and helping to produce a publishable report of the project in all likelihood will constitute a "scientific contribution." As noted by Fine & Kurdek (1993) "Fulfillment of one or two of the professional tasks essential to the completion of a collaborative publication does not necessarily justify authorship.... To be included as an author on a scholarly publication, a student should, in a cumulative sense, make a professional contribution that is creative and intellectual in nature, that is integral to completion of the paper, and that requires an overarching perspective of the project." (p. 1145)
2. **Taking responsibility (8.12a)** Negotiate with the writing team (usually Ellen and Sherry) exactly what professional contribution and what level of authorship you intend to commit to. Committing to co-authorship means that you will see the publication process through to completion. Manuscripts typically go through several revisions, are submitted and presented at a national conference, and are submitted and eventually accepted by a peer-reviewed journal, sometimes after several revisions. The entire process may take several years of writing, revising, and resubmitting a manuscript. Dropping out of the process along the way may result in being removed as a co-author if the lead authors deem that the sum total contribution to the final product was minor (see point 1 above).
3. **Discussing publication credit (8.12c)**. Lead authors will make every attempt to negotiate a written agreement with co-authors at the beginning of the process so that

everyone is clear about expectations, responsibilities, and order of authorship. Co-authorship decisions are subject to change and renegotiation during the course of the publication project if responsibilities and contributions shift or change. The goal is that the final product is an accurate portrayal of each co-author's relative "scientific or professional contribution."

Research Plan for academic year_____

Student Name: