Health Services to Advance Equity and Diversity (HSAED) Lab Manual

Last updated: August 2025

PURPOSE

"The HSAED Lab merges concepts and approaches from the health services and health psychology fields to further our understanding of how and why some socially defined groups are disproportionately affected by type 2 diabetes and its related conditions. The HSAED Lab focuses on the health of immigrants and people of color, and how multiple forms of discrimination, from interpersonal to structural, 'get under the skin' to impact their health."

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WELCOME TO THE LAB

Welcome to the HSAED Lab, and congratulations on reaching this milestone. You are here because you have demonstrated a commitment to health equity, scientific rigor, and public service.

It's crucial to understand that the next few years are not just another academic endeavor, but rather a comprehensive training program designed to shape you into both a scientist and a public servant. What sets this training program apart from the academic schooling you have completed up until now is the emphasis on real-world application and impact.

Graduate training is challenging. It is designed to challenge you. You will be challenged to think deeply about the roots of existing structures and systems and to strategize ways to shape a future that is more equitable. It is precisely these challenges that serve as the catalysts for growth and development. We are not training you in just science, we are preparing you to grapple with tough social issues.

Trust is key. I ask you to trust in my guidance and expertise as an advisor and mentor, knowing that my primary goal is your success and the betterment of public health. I am also asking you to conduct yourself responsibly. Participating in doctoral-level training is a privilege, not a right. You are here because you earned it. At the same time, it is your responsibility to demonstrate that this path, which is one of many, is the best fit for your values, strengths, and aspirations. The trust given to you as a doctoral student first and then as a PhD-holding scientist extends not just to us but to the broader public whose lives may be impacted by your future contributions.

The next few pages lay out the expectations and standards you are committing to.

PUBLIC TRUST AND PROFESSIONAL INTEGRITY

In the HSAED Lab, we understand that our training and titles come with a significant degree of public trust. We view our training as a pathway to becoming public servants. As public servants, we are dedicated to serving the needs of the community. Public servants are expected to act in the public interest, prioritizing the needs of the community over personal gain or interests.

The trust put into scientists is a privilege, not a right—it is our responsibility to maintain that trust through transparency, accountability, consistency, competence, effective communication (verbal and written), and responsiveness to public health needs and concerns.

1. **Transparency:** Being open and honest about actions, decisions, and processes in research and in practice. Providing clear and accurate information builds trust by demonstrating integrity and accountability. Transparency helps others learn.
2. **Accountability:** Taking responsibility for actions and decisions. When mistakes are made, acknowledge them, and take appropriate steps to rectify the situation. Accountability helps identify areas for improvement and facilitates constructive feedback and learning opportunities, ultimately contributing to overall success.
3. **Consistency:** Acting in a consistent manner over time reinforces reliability and predictability. Consistently upholding standards and values helps establish credibility with the lab and public.
4. **Competence:** Demonstrating competence in carrying out research responsibilities and delivering services inspires confidence in the lab and public. Continuous improvement is critical to maintaining competence. Competence is not an end, but a means.
5. **Communication:** Science is only useful when communicated and heard. As public servants, we have a responsibility to advocate for and advance projects that have the potential to address pressing social issues, promote equity, and improve outcomes for marginalized populations. We must be able to clearly articulate in verbal and written formats the significance of our research, justify the need for funding, and outline our research plan and objectives.
6. **Responsive to Needs:** Being responsive to the needs and interests of the public demonstrates a commitment to serving their best interests. We commit ourselves to conducting research with relevance to public health, identifies actionable findings or recommendations, has the potential to translate scientific discoveries into practical applications, involves collaboration with community stakeholders, and contributes to health equity and social justice.

ETHICS

The HSAED Lab values fostering an inclusive and open environment for all students and trainees. In accordance with UIC's policies and statements regarding anti-discrimination and harassment, any form or amount of discrimination, prejudice, or harassment based on someone's beliefs, identities, or values will not be tolerated! If you feel any of these has taken place, please inform someone who you feel comfortable sharing with (Loretta, other faculty, the Director of Graduate Students, the Director of Clinical Training, etc.). UIC's formal grievance procedures can be found here.

Research Ethics

UIC and the HSAED Lab are committed to scientific and research integrity. Some specific examples of these principles are described below. More information about UIC research integrity policies can be found here. Information on what to do in cases of research misconduct can be found here.

Data Collection
You must honestly report all data collected. If you realize you made a mistake, let someone know and document it. It is ultimately up to the student to understand the details of their collected data/dataset: how data was collected, what specific variables measure, why specific variables were or were not included in your analyses, etc. Understanding the meaning behind your data is just as important as being able to work with it!

Data Storage/Documentation
All data must be stored and organized within the lab's Box drive. If you are collecting new data, make a data guide or protocol to show your work. All analyses are documented. Data is the property of the university, not the student, and will be stored here even after student departure. To take data with you, you need a formal agreement with the university.

Data Analysis
Falsification or fabrication of data during analysis is completely unacceptable.

Authorship

Discussing authorship at the start of a project is good practice, but things can change! All authorship issues should be discussed openly throughout the project, as projects can take unexpected turns, labor distributions can shift, and new collaborations can be formed. Please feel free to bring up questions about authorship with Loretta at any time if you're not sure of your authorship status on a project.

APA guidelines regarding authorship credit state:

"Authorship credit should reflect the individual's contribution to the study. An author is considered anyone involved with initial research design, data collection and analysis, manuscript drafting, or final approval. However, the following do not necessarily qualify for authorship: providing funding

or resources, mentorship, or contributing research but not helping with the publication itself. The primary author assumes responsibility for the publication, making sure that the data are accurate, that all deserving authors have been credited, that all authors have given their approval to the final draft; and handles responses to inquiries after the manuscript is published."

At the start of a new project, the student taking the lead role can expect to be the first author of published work, with Loretta typically being the last author. Additional students who help over the course of the project may be added to the author list depending on their contributions, and their placement will be discussed with all other authors. If a student takes on a project but subsequently hands it off to someone else, they likely will lose first authorship to the person they pass it on to, unless co-first-authorship is appropriate.

If you leave the lab with unpublished work, you should discuss with Loretta about whether you plan to continue to work with her to write it up and manage responsibilities needed for revision after leaving, or if the final project write-up and revisions should be reassigned to another lab member. In this case, authorship questions to determine whether you will retain first authorship will be revisited.

Some work may be done in collaboration with other labs. In such a case each lab member's contributions and authorship will be discussed at the start of collaborative work and re-evaluated throughout.

EXPECTATIONS

All Students

- No academic misconduct, discrimination, or harassment! Respect others.
- We encourage transparency, collaboration, and community. Ask if you have a question, let someone know if you have a problem, feel free to ask if you need something. Help your lab mates when you can.
- Self-reflect. What is working (or not)? What strengths do you bring to a situation? Where do you need support?
- Read and stay up to date with current literature that is relevant to your interests, lab projects, etc.
- All lab members are expected to attend lab meetings as active participants.
- Find balance outside of your work and the lab! Your health and happiness are important.

Lab Meetings

Weekly lab meetings (typically lasting 1 hour) will be used in a variety of ways, depending on how we as a lab decide is the best use of this time together. Possible topics include (but are not limited to!) journal club readings, data/project presentations and feedback, idea/brainstorming sessions, and teaching meetings. As lab meetings are considered part of your 8 hours/week commitment to lab work, **all lab members are expected to attend** with exceptions for unforeseen and unavoidable circumstances, such as illnesses and family issues. Do not schedule travel, other meetings, clients/patients, or otherwise prioritize other activities over lab meetings. Exceptions can be made case-by-case if you let Loretta know ahead of time (we may be able to change lab meeting time for that week). Timing of lab meeting will be determined on a semester basis based on everyone's respective schedules. The lab meeting schedule and agendas will be maintained in the "Lab Meeting Topic Ideas" doc and "Lab Agenda" doc on Box. If you realize you will miss a lab meeting, please let Loretta know as you are able. Lab business will be discussed briefly at the beginning of each lab meeting. Please add topics and update to discuss during on the lab meeting agenda doc in Box at least 24 hours before lab meeting. Your attention and participation are important and expected! Please be professional and respectful regarding phone and laptop use during meetings.

Lab meetings will move to an all-Zoom format on May 1 and move back to in-person the first week of fall semester.

Graduate Students

Lab Hours

Grad students will be registered for research credits and have some time in the lab all semesters including summer sessions. Please refer to the Graduate Student Handbook for information about specific course hours for each semester (including summer terms!) to dedicate to research. Note that

the course number for research hours varies depending on milestone (for example, PSCH 596 for prelim research hours is different than PSCH 591 for Master's thesis research hours).

Lab Responsibilities

Lab responsibilities generally fall into three categories:

- Participating in meetings (including ~1 hr for lab meeting, ~1 hr for individual meeting)
- Completing/maintaining assigned lab management tasks (e.g., maintaining the lab website)
- Conducting research tasks for Loretta/the lab (e.g., literature reviews)

These lab responsibilities are in addition to any paid Research/Teaching/Graduate Assistantship duties. That is, 20% of your time throughout the year will be dedicated to lab duties regardless of funding stream (i.e., RA/TA/GA).

Generally speaking and because this is a research-intensive lab, you will find that lab members work on their own first-authored research (e.g., milestones) when not engaged in lab duties, coursework, clinical work, and assistantship work.

Requested Time Off

Time-off requests do not necessarily require formal approval but should be communicated as soon as possible to ensure smooth coordination within the lab. While there is no strict limit on the number of hours off, exercise responsible judgment. Excessive time-off may result in additional burden on colleagues or hinder progress in lab activities. Therefore, it is important to maintain a balanced approach and be considerate of your responsibilities as a member of the lab community. Being a good lab citizen entails managing time-off responsibly to ensure collective productivity and collegiality within the team.

Semester Check-Ins

Regular check-ins to discuss feedback, project progress, and professional development with Loretta will take place at the end of each semester, in addition to formal UIC clinical psychology program-required check-ins at the end of each year.

To prepare for this, please set up an end-of-semester check-in date with Loretta (you may use your existing 1:1 time or schedule a separate time). We suggest you create an ongoing calendar reminder to yourself to do this every semester.

Please use this time and space to reflect on what you would like to improve upon, what you have done well, and what feedback you have for the lab and/or Loretta that would be helpful!

Undergraduate Students

Lab Hours

Unpaid: For undergrads registered for credits, 2 credits ~ 6 hrs/week.

Paid: Undergrad students who are being paid will have a number of hours consistent with their approved hours/pay.

General Considerations

Undergraduate research assistants bring their own skillsets and value to the HSAED lab! Please feel free to let the lab know if you have specific areas of interest that you would like exposure to in terms of research projects (e.g., helping with systematic reviews), building specific skills (e.g., working with large, population-level data, conducting literature reviews, etc.), or building off of strengths you already excel at (e.g., web/poster design, etc.). All trainees, including undergraduate research assistants, are encouraged to pursue professional development opportunities, such as participation in the Psychology Undergraduate Research Readiness (PURR) program, UIC research days, publishing in undergraduate journals, leading a journal club meeting, etc. A general overview of undergraduate research assistant expectations can be found in the lab Box here.

MILESTONES

Master's Thesis

The Master's thesis serves as a crucial opportunity for you to demonstrate your ability to identify a novel, clinically-relevant research question of public health significance. A strong thesis showcases a comprehensive understanding of the literature specific to the chosen area, evident through a well-crafted introduction, a strong justification for the research topic's importance, and a clear rationale for all hypotheses. Additionally, proficiency in basic statistical analysis, commensurate with what is typically acquired by the end of the first year of statistics coursework, is expected.
It is important to note that the MA project is not intended to be the pinnacle of your academic career but rather a foundational step towards future research. You are encouraged to thoughtfully consider your thesis topic as it often (but not always!) sets the trajectory for your subsequent research endeavors. Finally, because you will be spending the majority if not all of your first precious 12 months in the program working on your thesis, my policy is to greenlight only projects with publication potential (while recognizing that publication outcomes are subject to various factors often outside of your control).

Considerations for Master's Thesis Project

- Your first-year project that you begin working on during the summer prior to the start of first year can (but does not necessarily) develop into your Master's thesis project. Consider if you 1) enjoy and 2) see further potential in your first-year project that is submitted for early fall abstract season. If yes to both, coordinate with Loretta and other lab members to start thinking of ways to develop that project into a thesis-level project (adding a type of statistical analysis, etc.).
- Use the first semester PSCH 595 course to your advantage! This course was designed to have first year students start to consider and develop potential Master's thesis ideas. Your proposed project for this course does not necessarily *have* to turn into your Master's, but it is helpful if it does, as you would have already completed the literature review and gained a grasp of your topic of interest. This course's assignments could lay the groundwork for a thesis-level project in conjunction with your first year project.
- Start to consider potential Master's committee members during the winter of your first year. Work with Loretta to think of connections in your area of interest whose expertise may lend themselves to your project.
    - It may be beneficial to consider a third committee member that is external to UIC, to enhance your professional network.
    - Prior to defending (not proposing) your Master's thesis, you will need to complete and submit a Committee Recommendation form for the UIC Graduate College. Once submitted, it can take the Graduate College up to a few weeks to approve committee recommendations. Thus, don't leave this approval process to the last minute before your planned Master's thesis defense and graduation.
        - Be sure to include the CV of any committee members that are external to UIC when you submit this form.
- Don't "bite off more than you can chew" in terms of statistical analyses. While help from other lab members is expected to complete analyses for your first year project abstract, it is the hope that by the end of the first year, students are able to complete their own analyses

for the Master's thesis independently, with support from departmental statistics resources (stats professors, UIC stats clinic, etc.). Analyses that can be completed by a first-year student who has completed the required year-long statistics course sequence are absolutely considered appropriate for a Master's thesis.
- If you are on track to propose your Master's thesis project in the spring of your first year, aim for April rather than May to give yourself (and your committee members) more time before end-of-semester busyness.

Master's Committee - Non-UIC Member

- Master's Thesis Defense and Exams & Defense Committee Membership Policy pages
    - "One member of the committee may be from outside the department, academic unit, or outside the University, in which case the member must demonstrate equivalent academic standards, and his/her curriculum vitae must accompany the Committee Recommendation form"
    - Make sure that the outside committee member has equivalent qualifications to your UIC members (i.e., a PhD or other terminal degree in your discipline or a discipline related to your work), and be sure to include an up-to-date CV for the outside member that shows their current employment.

Defending and Obtaining MA Degree

- Your MA defense must occur before the end of the semester you intend to graduate. Be sure to complete an Examination Report Form after your defense and submit it to the DGS.
- Be sure to apply to graduate in the semester that you intend to defend your MA thesis. Typically, the Director of Graduate Studies (DGS) will send an email to the Psychology Department soliciting an "intent to graduate" from students with further instructions.
- To submit to UIC and obtain your MA degree, your thesis will need to be reformatted to meet specific criteria. *The content will remain the same.* Contact Boyd Bollinger (larnhe2@uic.edu) for more information regarding proper thesis format, and be sure to ask if the Graduate College will be hosting an informational session regarding thesis and dissertation formatting. This must be completed and submitted prior to the end of the semester you intend to graduate with your MA.
- Be sure to complete the Transfer Credit Petition form (which should be sent by DGS to all students who have applied to graduate that term).

Past HSAED Lab Graduate Student Master's Theses:

Clare Wongwai, 2025 "The Association of Age at Immigration with the Likelihood of Endorsing Feeling Depressed Among Immigrant Adults in the US: Data from National Health and Nutrition Examination Survey (NHANES) 2015-2018"

Committee: Robin Mermelstein, PhD, Lin Zhu, PhD

Viviana Uribe, 2025 "The Association of Having a Primary Care Provider and Visiting a Mental Health Professional: Data from the National Health and Nutrition Examination Survey (NHANES) 2011-2018"

Committee: Robin Mermelstein, PhD; Erika Gustafson, PhD

Maya Lee, 2024 "The Association of Nativity and Mental Health Treatment Use Among Asian and Latine Groups: Data from the National Health and Nutrition Examination Survey"
Committee: Robin Mermelstein, PhD; Milkie Vu, PhD

Prelims

Your prelims are a portfolio that includes one publishable empirical research project and a series of clinical pieces (ask OAPS for more details—we will only be discussing the research project here). The prelims portfolio has two functions, outlined below.

First, the prelims research project serves as a pivotal demonstration of your capability for independent scholarly work. It is designed to showcase your ability to conduct rigorous and thorough research autonomously, emphasizing independence as a fundamental skill in academic and professional endeavors. The research project can (and will most likely be) done collaboratively with others, but you are expected to show how you were a leader on the project.

Second, the prelims portfolio serves as an opportunity for faculty to assess your progress and proficiency in research and clinical skills. The preliminary project is viewed as one of the final mechanisms through which faculty can provide support and guidance, ensuring students are appropriately prepared for advanced stages of their academic journey.

In the HSAED Lab, our policy is that the preliminary research project consists of a systematic review and potentially a meta-analysis. You may propose other projects (e.g., qualitative project) if you have a strong idea, but this is the baseline expectation. This is deliberate: a systematic review not only provides you with valuable experience in conducting systematic reviews during your graduate studies but also positions you as an expert in your chosen and specific content area. Moreover, by selecting a topic relevant to your dissertation, you can seamlessly integrate your prelim research into your dissertation Introduction.

Participation in a systematic reviews course, such as the free one available on Coursera (the Hopkins one), is expected. You should expect to dedicate 2-4 weeks to complete this course. This course will equip you with the necessary skills and knowledge to effectively conduct systematic reviews.

After successfully defending your prelims, you can officially change your title to Doctoral Candidate. Congrats!

Considerations for Prelims Project

- In the name of building your "program of research," consider both your thesis and your dissertation. What questions did your thesis bring up, and can you answer those questions with a review? What dissertation do you want to do, and what will your intro need to focus on? Some examples of developing a program of research from thesis to dissertation are below:
    - Example 1:

        - Thesis discovery: Immigrants are less likely to be prescribed insulin than metformin despite similar A1cs and diabetes complications.
        - Question rising from thesis: Is this due to therapeutic inertia?
        - Prelims topic: A systematic review of barriers and facilitators to therapeutic inertia in type 2 diabetes.
        - Prelims findings: Surprising lack of studies focus on the patient's perspective on therapeutic intensification.
        - Dissertation: A mixed-methods study on patient perspectives on therapeutic intensification among patients with type 2 diabetes and limited English proficiency.
    - Example 2:
        - Thesis discovery: Older immigrants are most likely to use antidepressants compared to other age groups.
        - Question rising from thesis: Is this because of more frequent contact with healthcare and thus more opportunity to catch depression, or because of non-depression conditions for which antidepressants are effective (e.g., insomnia)?
        - Prelims topic: Using EHR data to characterize the diagnostic profiles of older adults on antidepressants.
        - Prelims findings: Among older adults, antidepressants are most commonly prescribed for conditions other than depression, despite a high prevalence of depressive symptoms.
        - Dissertation: A mixed-methods study of older immigrant patients' understanding of their antidepressant medications.

CONFERENCES

Abstract Season: Timeline

Our lab places an emphasis on writing, presenting, and disseminating the work that we do! Scientific conferences, symposiums, publications, etc. are a large part of this and help foster the start of academic/research careers.

There are conferences that present and share research that are aligned with the lab's work that we historically try to attend: the Society of Behavioral Medicine and the Society for Biopsychosocial Science and Medicine (formerly the American Psychosomatic Society). This doesn't mean that lab members will attend each year, but they are good conferences to aim towards submitting to/presenting at. Because abstracts for these are due close to the start of the academic year (typically in early September), we try to anticipate or create projects that could be submitted as original abstracts for presentation later in the year (around mid-March). Please see the below checklist for how this process could look!

Checklist

1. **(May/June)** Meet with the lab to discuss potential project ideas that you would be interested in executing and submitting an abstract about.
2. (**June/July)** Work with another, more senior lab member to finalize your project, clean, and analyze your data.
3. **(July/August)** Working with other lab members, interpret your results.
4. **(mid-August)** Begin writing up your project in abstract form. Lab members will work collaboratively to refine and edit your abstract. Once an abstract is near finalized, the first author (that's you) should send the abstract around to all co-authors for review. Co-authors should be given **two work weeks** to turn around comments. Comments should be addressed, and a second near-finalized version should be sent out again to co-authors for final approval—one to two weeks to wait for co-author final approval is sufficient, depending on how substantial the changes were. The abstract *cannot* be (ethically) submitted without co-author approval.
5. **(Early September)** Submit your abstract to the chosen conference by the deadline! Tip: Open the submission portal early and note everything you need for submission. Sometimes, submission portals will ask for COI Statements, CVs, all kinds of extra stuff that you will need time to collect.
6. **(After submission)** Send the citation of your abstract to coauthors for addition to the appropriate people's CVs!
7. **(January/February)** Begin composing your poster, making necessary tables and images, etc.
    a. Circulate a semi-finalized version of your poster to all listed co-authors for feedback, edits, and for them to sign off on the poster.
    b. Apply for Student Travel Award by downloading the form, completing it, and emailing it to Jennifer at jvais@uic.edu. This should cover up to $800 of conference-related costs (hotel fees, ride shares to/from conference/airport, etc. [more on travel awards below]

    c. Coordinate with Michelle at (mkong5@uic.edu) to purchase airfare tickets to/from Chicago to the conference site.
8. **(Early March)** Anticipate your poster printing deadline around this time!
9. **(After conference)** Contact Michelle to either establish a Chrome River account or use Chrome River to file for reimbursement for conference-related expenses. Saving receipts from these expenses will be your best friend.

Conference Travel Awards

- Department Student Travel Award (psych department)
    - Support for graduate student attendance at a conference in a presenting role. This award can cover any travel related expenses including airfare, lodging, registration fees,etc.. (up to $800). This can be used throughout the fiscal year (7/1 to 6/30) until the award of $800 is fully used. See attached STA Application Form for more details.
- Graduate College Student Presenter Award (this is not managed by the department)
    - https://grad.uic.edu/funding-awards/graduate-college-fellowships/student-presenter-awards/
    - The Graduate College offers up to $150.00 (depending on actual expenses) to eligible graduate students to help to defray costs associated with presenting original research or scholarly work at a meeting or conference. The meeting or conference must be a part of a nationally or internationally recognized scientific or scholarly society. Applicants must be the primary presenter of the original research or scholarly work. The award may be used for transportation (outside the Chicago metropolitan area only), lodging, and/or registration expenses.
- Graduate Student Council Travel Award (this is not managed by the department)
    - https://gradstudentcouncil.uic.edu/awards/travel-awards-2/
    - The UIC Graduate Student Council Travel Award is available to students attending academic or professional meetings. To eligible applicants, the GSC gives awards of up to $550, which may be used to cover conference funding for transportation, lodging, registration fees, and meal costs. (This does not include conferences taking place in the city of Chicago)

PUBLISHING

In academia, publishing is the currency that counts, regardless of your career path. The ability to disseminate your findings through publication is an indispensable skill set (indeed, disseminating findings is often listed as a training activity in grants). Publishing is more than just writing; it is a distinct skill set that demonstrates your work's value to the scientific community. Peer-reviewed publications signal credibility and contribute to your professional reputation. Let's explore the steps to effective publishing.

Setting Up Your Paper

Research products, including those submitted to meet program milestones, should be converted to a publishable format as early as possible (i.e., right after your defense is passed). Step 1 is identifying a journal and downloading the Author Guidelines, which will give you information on word limits, table limits, etc. Please know that each journal has its own quirks—so read the guidelines carefully. Each journal has its own formatting guidelines, but typically you will be expected to have: Title Page (including Authors and Author Affiliations and Corresponding Author), Abstract, Intro, Methods, Results, Discussion, References, Tables, and Figures. Tables will go in files separate from the main manuscript or will follow the end of a manuscript, after references. (I personally prefer them separate so I can look at the Tables while following the text.) You may also be expected to write a Cover Letter. Loretta has resources for how to write a Cover Letter. You may also be expected to gather Conflict of Interest statements from all co-authors.

Loretta will typically be the Corresponding Author. You can copy-paste the Corresponding Author info below:

Corresponding Author:
Loretta Hsueh, PhD
Department of Psychology
University of Illinois Chicago
1007 W Harrison, Chicago, IL 60607
Email: lhsueh@uic.edu

Co-Author Etiquette

It is standard to give your co-authors the name of journals you plan to submit to. For the sake of time and clear inboxes, target at least three journals and list them in order. An example email is below:

"Dear Coauthor and Coauthor,

Thank you for your continued support on this manuscript. I plan on submitting to *Journal of Really Impactful Research* by March X. If rejected, I plan on then submitting to *Journal of Regular Impact* and then *Journal of Good Enough*, but please let me know if you have suggestions for other journals that might be interested in this work."

When you submit your manuscript the first time, please update the co-authors accordingly and provide a suggested citation for their CVs. You only need to do this once, until a journal finally bites and accepts.

At each journal rejection, please update co-authors and let them know which journal is up next.

Rejection

The most common outcome of journal submissions is flat-out rejection (not sent out for review). Dust yourself off, and keep going.

In some instances, the Editor may have sent the manuscript out for review, but the reviewers decided on a rejection outcome. It will be painful, but do read the criticisms! Address the criticisms that *improve the paper* and trash the rest. Not all criticisms are worth responding to at this stage.

Revise and Resubmit/Responding to Reviewers

If you get a Revise and Resubmit—congratulations!

1. Celebrate!
2. Skim the reviewer comments. Put them away for a few hours and come back to them.
3. Give the reviewer comments a deeper read, and draft your responses accordingly.
4. After you have your first draft, review with Loretta.
5. When changes are agreed upon, follow the journal's guidelines for responding to reviewers. Some may ask for a clean version and a tracked-changes version, and others might ask for a point-by-point response to reviewer comments, and still others might ask for your response to reviewers to come in a table format. Each journal is different.
6. **Always** ask your co-authors to approve both the Response Letter and the Revised Manuscript. As with any other submission, a two-week turnaround is appreciated, so plan accordingly.

Examples of Response Letters can be found on the lab Box. In addition, a short primer on how to effectively respond to reviewers can be found here:

Cushman, M. (2023). How I respond to peer reviewer comments. *Research and Practice in Thrombosis and Haemostasis*, *7*(2).

Acceptance

This is it! You did it! See above Step 1. Step 2 is to update your co-authors of the good news and any further steps they may need to take. Please also provide an updated CV citation at this stage (with "In Press" as the new status). Generally speaking, you (the first author) are responsible for reviewing proofs and catching any editing mistakes that the journal makes. Be aware that journals very often ask for a **tight turnaround (as short as 48 hours)** on proofs.

Helpful Notes

- Find a system, any system, to preserve well-written but discarded work. There may come a day when you need to write a similar sentence or paragraph, and it's more efficient to build on previous work than to start from scratch. For example, I keep a Word document on Box labeled with each project I'm working on, and I dump discarded paragraphs there. This way, if I need to make the same statement in the future, I can easily find and reuse it.
- Be aware that journals are increasingly asking for separate Conflict of Interest (COI) forms from all co-authors. This can add time if you have busy co-authors, so best to get this out of the way as soon as you know.

- Current etiquette is that it is okay to nudge the Editor if your paper has been in their hands for three to four months.
- It is completely acceptable to ask for an extension on revisions, commiserate with life circumstances or the extent of requested revisions, but do not expect the extension to be granted.
- Writing resource: The UIC writing center offers assistance with reviewing written work. https://writingcenter.uic.edu/ For graduate students, there is one specific tutor who assists all graduate students. Their name is Lindsay Mashall. Here is her email: lmarsh4@uic.edu

Suggested Journals

If you're uncertain about where to submit your manuscript, consider these journals. Each publication caters to a unique audience, so it's important to be intentional. A good practice is to examine recent articles published by a journal and determine if your manuscript aligns well with their content. Additionally, review your reference list; you may notice that you've cited a substantial amount of work from particular journals. Since you've already shown interest in those topics, those journals are likely to welcome your submission. Otherwise, the journals we commonly consider are listed below in alphabetical order:

Health Psychology

Journal of Clinical Psychology

Journal of General Internal Medicine

Journal of Health Psychology

Psychiatric Services

ONBOARDING

UIC Clinical Psychology PhD Milestones

Clinical program graduate students are expected to regularly fill out the Graduate Student Training Plan template as they progress throughout their semesters and training (see example below, but ask Loretta for the full version):

Graduate Student Training Plan For:

YEAR 1	Research	Clinical	Classwork	Teaching	Priority Goals/Plans
Year 1 Fall	**Milestones –** Develop MA idea Write MA Proposal	**Milestones –** Observe intakes	591 Research Apprenticeship 1hr 595 Methods & Measures in Clin. Psych. 2hrs 571 Psychopath. 3hrs 581 Interviewing 2hrs 543 Research Design & Analysis 4hrs 579 Current Topics 1hr (CT DSK? _____) 508 Teaching Psych 1hr_____ 507 Emerging Research Issues 1hr 584 Prac. for Clinical Trainees 1hr 541 Intro to Computing in Psych 1hr_		
Year 1 Spring	**Milestones –** Obtain IRB Approval Form MA Committee Propose MA	**Milestones -** Conduct intakes while shadowed by older student	591 Research Apprenticeship 2hrs___ 582 Prac. in Psych Assessment 4hrs____ 545 Multivariate Analysis 3hrs____ 579 Current Topics 1hr ____ 584 Prac. for Clinical Trainees 1hr____ 507 Emerging Research Issues 1hr_____ **AND** 575 Psychotherapy Theory and Research 3hrs____ **OR** 577 Ethics and Professional Development 3hrs____ **OR** DSK Course?_____		
Year 1 Summer	**Milestones –** Conduct MA Research	**Milestones -** Conduct independent intakes Start assessments	584 Practicum for Clinical Trainees 1-2hrs___ 598 M.A. Thesis 3-6hrs____		

Don't be intimidated by this outline! It's only a suggested timeline of the typical progression through the program. Loretta will work with you to determine your own goals and refine a more detailed timeline once you start your first year. For more information, please see the UIC Clinical Psychology Student Handbook (updated every year). Please note that you are beholden to the guidelines of the Clinical Psychology Student Handbook *for the year you were admitted.*

Societies to Join

There are a few professional societies that HSAED lab members should and often join. Listed below are those that are mandatory to join. Loretta will work with you to obtain membership:

- Society of Behavioral Medicine (SBM)
- Society for Health Psychology (APA Division 38)—note, do not join APA, only join Division 38

Others that lab members are often interested in joining:

- National Latinx Psychology Association (NLPA)
- Asian American Psychological Association (AAPA)
- American Heart Association
- American Diabetes Association

- Society for Biopsychosocial Science and Medicine (SBSM)

EXPECTED PRODUCTIVITY OUTCOMES AT GRADUATION

- If all milestone goals are met, you can expect to leave for an internship with two first-author publications either published or under review (thesis and prelims). You may also expect several co-authored publications from collaborating with others in the lab or outside collaborators (e.g., committee members).
- You are expected to attend at least one conference a year (APS, SBM, ADA, etc.) to the best of your ability.
- I strongly encourage you obtain some qualitative analysis experience, either through a collaboration or as part of a milestone. Please note that qualitative studies may suffice for theses or prelims but do not *alone* usually suffice for a dissertation.
- I strongly encourage you to form relationships with community members and organizations. This can be done in many ways, including through volunteer work, presenting workshops or research to community members, consulting with community organizations when conceptualizing research, etc.
- I strongly encourage you to obtain at least one national service activity before you leave the program. Typical national service activities for graduate students include holding a position in a Special Interest Group within a scientific society or becoming a Student Representative for a national committee (e.g., Student Representative to CUDCP).

Current HSAED Lab Members

Name	Role/Year	Contact Info/Preferred Method
Loretta Hsueh	PI/Fearless Leader	**Email:** lhsueh@uic.edu **Preferred Method:** Email, Slack for quick/casual notes, text/call if you are in dire need
Viviana Uribe	3rd Year Graduate Student	**Email:** uribe3@uic.edu **Preferred Method:** **Point Person:** IRB procedures (general), publicly available dataset sheet, Onboarding/Offboarding
Maya Lee	3rd Year Graduate Student	**Email:** mlee303@uic.edu **Preferred Method:** any **Point Person:** Lab Manual, Cardio-REACT
Clare Wongwai	2nd Year Graduate Student	**Email:** cwong58@uic.edu **Preferred Method:** any **Point Person:** Website updates, M-DSAS-2
Asher Hong	1st Year Graduate Student	**Email:** ahong37@uic.edu **Preferred Method:** Slack or email **Point Person:** Undergraduate RA Lead