

**Temperament and Personality in Childhood and
Adolescence**

EDHD 498I
Fall 2019

Dr. Kenneth H. Rubin
Center for Children, Relationships, and Culture
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Office Hours

Benjamin 1108
Wednesday: 11:00 AM – 12:00 PM
and by appointment

Class Meets

Fridays, 11:00 AM – 12:00 PM
Benjamin 1108

COURSE TEACHING ASSISTANT

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LAB GRADUATE STUDENTS

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Course Description

This course provides undergraduates with a research experience in the *Laboratory for the Study of Child and Family Relationships* (Director: Dr. Ken Rubin). *Students will participate in a National Institute of Mental Health-funded study involving Dr. Andrea Chronis-Tuscano (PI; Psychology) and Drs. Christina Danko (UMCP, Psychology), Lea Dougherty (UMCP, Psychology), Rob Coplan (Carleton U., Canada), Paul Hastings (UC – Davis), Nick Wagner (Boston University) and Ron Rapee (Macquarie U., Australia).* This project examines early intervention programs for preschool children at-risk for social anxiety and social phobia, and their parents. Students in the *Laboratory for the Study of Child and Family Relationships* will be trained to collect and code observational data of the preschoolers in their preschools and in the lab; students will also be trained to code observational data of parent-child interaction in the lab. Students may also be trained in the editing of physiological data including measures of autonomic and neuroendocrine functioning.

In addition to gaining hands-on research experience working on the Preschool Shyness Study (<https://sites.google.com/site/umdlittle turtles/umd-preschool-shyness-study>), you will be exposed to *theories, research, and methods pertaining to the study of child and adolescent temperament and personality and the roles that these constructs play in social and emotional adaptation throughout childhood and adolescence.* The course will include discussions of the roles of biological and genetic processes, and socialization within the family and peer group in the development of temperament and personality.

Course objectives

Students completing this course will:

1. Become familiar with the literature on infant, toddler, and childhood temperament and child and adolescent personality.
2. Become familiar with relevant research methodologies used in the study of temperament and personality.
3. Gain the knowledge and skills necessary to collect, code, and enter questionnaire, observational, and physiological data, as well as complete other important research-related tasks.
4. Apply the substantive knowledge and research experience gained throughout this course to meet the course requirements outlined below.

Course Requirements

In addition to serving as a research intern in the *Laboratory for the Study of Child and Family Relationships* working on the Preschool Shyness Study, enrolled students will be required to successfully complete the requirements outlined below.

- **Credit Hours:** Students will take EDHD498I for 3 credits, which translates into 10 hours of laboratory work each week. *Laboratory meetings will count toward the 10 hours. Assessments and treatment sessions worked on weekends will count toward the following week's 10 hour requirement.* ***Seniors who are committed to completing a thesis may use 2 hours of weekly lab time in the Fall and Spring Semester to complete the research project (with consent of Dr. Rubin).***
- **CITI Training:** Students are required to complete CITI training within the first week of the semester (<https://www.citiprogram.org/>). The student must send an electronic version of their CITI certificate of completion to **Dr. Rubin** by the first weekly meeting. ***Failure to complete CITI training in a timely fashion will result in being dismissed from the lab.***
- **Lab Meetings:** **11:00 AM on Fridays in 1108 Benjamin Building.** *Students are required to attend lab meetings as well as meetings with a mentor related to training sessions, lab activities, and course requirements.*
- **Signed Syllabus Contract:** All students must sign and date the last page of the syllabus acknowledging their understanding of, and agreement with, the requirements of the course.
- **Journal Club:** Journal club is held during the weekly lab meetings and involves a brief discussion of one theoretical or empirical research article relevant to the course topic. *Each student is required to serve as a discussion leader during journal club once during the semester. Students will serve as discussion leaders in groups of two or three. Every student is required to post at least one discussion question from the weekly reading to the Drop Box folder for that week at least 24 hours before lab meeting (Thursday at 11:00 AM). You will receive a link requesting the upload earlier in the week. Only the leaders for that*

week will be able to access the other posts. Failure to submit at least one discussion question at least 24 hours prior to lab meeting with result in a 10% decrement to your journal club grade.

- **Discussion leaders** are responsible for reading and synthesizing the discussion questions sent in by the group. Each leader will be given access to the Drop Box folder for that week. These questions should be used to guide the discussion of the article during journal club. The leaders for the week will be expected to facilitate the discussion of the article by asking leading questions, providing feedback on others' comments, and ensuring an engaged conversation. Sign-ups for journal club will be completed at the first lab meeting.
 - Specifically, the following must be discussed in order to receive full credit for facilitating journal club (failing to meet the expectations for leading journal club will result in a 15% decrement to your journal club grade):
 - Answer the following questions:
 - What is the study about?
 - What do we know about the topic (situate the article)?
 - Why is the particular topic described in the manuscript significant to the study of child and/or adolescent temperament and personality?
 - Discuss the hypotheses and methods (if applicable).
 - Discuss the results (if applicable).
 - Facilitate a discussion of the article making sure to incorporate the most relevant and common discussion questions.
- **For students who have an approved excuse for missing lab meetings:** Students who have an approved excuse for missing lab meetings will:
 - Submit one discussion question prior to each lab meeting
 - Submit one one-page response paper in lieu of leading a discussion
- **Senior Thesis or Literature Review:** *Seniors who plan to apply to graduate school to obtain a Ph.D.* should seriously consider completing a research thesis or literature review as their capstone project. Senior students will be assigned a graduate student mentor. The literature review must be completed on the same timeline as the senior thesis (described below). *For those students who will be applying to graduate school, completing a thesis, in addition to your skills as an RA, will allow Dr. Rubin to describe your academic and research skills in a letter of recommendation.*
 - **Milestones** (see corresponding rubrics for specific details):
 - *End of Junior Year:* Rising seniors will be required to complete the *Senior Thesis or Literature Review Topic Selection Form*. Please see the *Senior Thesis or Literature Review Topic Selection Form* for more details.
 - **NOTE:** *Students who are studying abroad during the second semester of their junior year will not be able to complete a thesis; instead, they may choose to complete a literature review.*
 - **Juniors who plan to study abroad should meet with Dr. Rubin, early in the Fall semester, to see if a relevant**

research internship can be found in the city/country within which the student is studying.

- Juniors who choose to complete a thesis are strongly encouraged to apply for the UMCP Undergraduate Summer Research Scholarship in the Spring Semester of their Junior year.
- End of Fall semester senior year: Seniors will be required to formally submit a written thesis or literature review proposal to their graduate student or post-doctoral mentor and to Dr. Rubin, three weeks prior to the examination period for the Fall semester. Please see the *Senior Thesis Proposal and Literature Review Rubric* for details. Students will be required to present their proposal to the lab for feedback on the **final meeting** of the lab during the fall semester.
- **End of senior year:** *Graduating seniors will submit their thesis or literature review to their graduate student or post-doctoral mentor and to Dr. Rubin three weeks prior to the beginning of the exam period.* Please see the *Senior Thesis or Literature Review Rubric* for more details. Graduating seniors will also present their thesis to the lab during the final lab meeting.
- **NOTE WELL:** Students are **NOT required** to complete a thesis or literature review. However, if the student plans to attend graduate school, it is highly recommended that the student complete a thesis. Many of the lab's undergraduate theses are presented at professional meetings; these presentations serve the student very well as they prepare their graduate school applications.

THE LABORATORY FOR THE STUDY OF CHILD AND FAMILY RELATIONSHIPS

Director

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Lab Coordinator

Lindsay Druskin
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Lab Grad Students

Kelly Smith
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Lab website: <http://www.umdrubinlab.com/>

The primary goal of the *LSCFR* is to advance our understanding of child and adolescent social and emotional development. We are particularly interested in vulnerability and resilience among children at-risk for maladaptive psychosocial outcomes. Our current projects include basic research on:

- The development of adaptive (social competence; prosocial behavior; civic engagement) and maladaptive (social withdrawal; aggression; bullying and victimization; delinquency) social behaviors and peer relationships (friendship; peer acceptance and rejection; early romantic relationships) in childhood and adolescence.
- The determinants and stability of parent-child relationships, parenting behaviors and beliefs about normal and abnormal/dysfunctional development.
- Predicting the development of adaptive and dysfunctional child and adolescent outcomes from the constellation of biological factors (e.g., temperament), context (e.g., culture), parenting and parent-child relationships, and peer relationships. Positive outcomes include social and emotional competence. Negative outcomes include social anxiety, depression, loneliness, rejection sensitivity, and negative self-esteem.
- Cultural influences on parenting, parent-child relationships and children's social and emotional development. Ongoing work is taking place in Brazil, China, Italy, and Portugal.
- The effects of intervention experiences for socially anxious and withdrawn young children.

Please see UMD's academic calendar here:
<https://www.provost.umd.edu/calendar/19.html>

- **Professional Behavior**

- Remember to always interact professionally with your supervisor(s), classmates, and research participants.
 - **Your focus must always be on lab activities when you are in the lab. Do not use the time to socialize. Do not use the time to work on things unrelated to this lab.**
- Participant confidentiality must be strictly maintained at all times. Documents (e.g., questionnaires, CDs/DVDs) with identifying information (i.e., names, dates of birth, contact information) must be kept confidential and, when disposing of anything containing identifying information, this should be shredded. **Data must never leave the lab.**
- People **who are not members** of the research team (e.g., friends) are not allowed to enter the lab (0101; 0102 Benjamin) or come into contact with the data. Sharing data, either purposely or inadvertently will lead to immediate dismissal from the lab (CITI certification re: confidentiality).
- Dress in appropriate, professional attire whenever you are in the lab, in the *Center for the Study of Children, Relationships, & Culture* (1108 Benjamin), or observing children at their preschools. Do **not** wear:
 - Tattered/ripped/cut-off jeans/jeans and/or jean shorts (Bermuda/long shorts are fine)
 - Short-shorts, short rompers/shirts/dresses
 - Shirts with language/graphics that are vulgar, sexually explicit, or may otherwise be offensive
 - Clothing related to sorority/fraternity involvement
 - Attire that is revealing or provocative
 - Flip-flips (plastic/flimsy ones)
 - See-through blouses/shirts, pants (i.e., no yoga pants/leggings)
 - Halter/tank tops/off-the-shoulder shirts while participants are in the lab (be prepared to cover shoulders)
 - Clothing that reveals bare midriff
 - Sweatpants, sweat shorts, workout clothing (i.e., leggings)
 - **DO NOT WEAR DRESSES WHEN YOU KNOW YOU WILL BE INTERACTING WITH CHILDREN AND PARTICIPANTS**
 - **WEAR CLOSED-TOED SHOES WHEN INTERACTING WITH CHILDREN AND PARTICIPANTS**
- If you have any tattoos, please keep them covered while in the lab. Individuals may be asked to cover/take out any excessive body/facial piercings based on the discretion of the lab director.
- Please keep your hair neatly groomed and a natural hair tone. This also applies to facial hair.
- Please respond in a timely manner (i.e., within 24 hours) to emails or other contacts from your mentor or other lab members. **Please “reply all” to group emails looking to find assistance with a specific task (e.g., school observation) so that everyone is in the loop. However, please take note of who you are “replying all to” and if all of those people need to see your message.**

- Laptop computers may be used for note taking during lab meetings. **Shut down phones** during the weekly lab meetings in 1108 Benjamin.
- Please note your week to clean the lab on the cleaning schedule.
- **THE LAB IS A NUT-FREE ZONE!!!!**

CLASS POLICIES

Academic integrity: The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <https://www.studentconduct.umd.edu/>. The code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

Special needs: If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact the Counseling Center's Office of Accessibility and Disability Services at <https://www.counseling.umd.edu/ads/start/eligibility/> as soon as possible.

Religious observances: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the student must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

Course evaluations: As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses.

Missed single class due to illness: Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement

from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.*

Major scheduled grading events: Major Scheduled Grading Events (MGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

Non-consecutive, medically necessitated absences from multiple class sessions: Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

Non-medical excused absences: According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

Grading for Freshman and Sophomores

Attendance/Promptness/Reliability/ Successful completion of RA duties	75%	300 points
Journal Club	18.75%	75 points
Professionalism	6.25%	25 points
TOTAL:	100%	400 points

Grading for Juniors (Fall Semester)

Attendance/Promptness/Reliability/ Successful completion of RA duties	75%	300 points
Journal Club	18.75%	75 points
Professionalism	6.25%	25 points
TOTAL:	100%	400 points

Grading for Juniors (Spring Semester)

Attendance/Promptness/Reliability/ Successful completion of RA duties	75%	300 points
Journal Club	3.75%	15 points
Thesis Topic Selection	15%	60 points
Professionalism	6.25%	25 points
TOTAL:	100%	400 points

Grading for Seniors (Fall and Spring Semesters)

Attendance/Promptness/Reliability/ Successful completion of RA duties	65%	260 points
Journal Club	3.75%	15 points
Senior Thesis Project	25%	100 points
Professionalism	6.25%	25 points
TOTAL:	100%	400 points

***In order to receive an 'A' in this class, you will likely need to satisfy the following:*

- Independent and conscientious completion of lab activities, including working assessments, treatment weekends, and conducting school observations (if applicable) at a pace consistent with your peers.
- Consistent and timely attendance and active participation in lab meetings, including adequate preparation and thoughtful discussion of readings at lab meetings.
- Being on time for participant interactions (i.e. school observations).
- Adherence to professional and ethical behavior.

Attendance/Promptness/Reliability/Successful completion of RA duties

- Satisfactory completion of all research duties assigned to you, including the fulfillment of your 10 hour per week commitment, will result in a full points for participation.
- *Absences (only in outstanding circumstances) should be discussed with Lindsay Druskin, Rachel Ghosh, and/or Dr. Rubin at least 1 week prior to the missed meeting.* If lab meetings conflict with class, other arrangements should be made with Dr. Rubin prior to the beginning of the semester. *See notes under journal club section.*
- *Students are also required to notify Lindsay Druskin and Rachel Ghosh at least 1 week in advance if they will need to miss regular hours (MINIMUM OF 24 HOURS NOTICE).* Generally, you will be required to make up any missed hours the week prior to the absence. Additionally, students are required to keep track of their lab hours using the **Google Doc** log that has been distributed. Please email Lindsay Druskin if you are unable to access this log.
- Students are required to work 10 hours per week in the lab. Research requires meticulous attention to detail; therefore, a high level of conscientiousness will be required. Students will specify times in which they will be available and in the lab (these hours may change some weeks depending on duties). You should meet every week with your mentor to set goals to be accomplished each week, and to check-in on progress toward longer-term goals. Come prepared to ask any questions you may have. Should you run out of tasks to complete during your regular lab hours, email a mentor (e.g., graduate students, Lindsay, and/or Dr. Rubin). Also check-in with any RAs who are working in the lab at that time, to see if you can assist with another project.
- **If there is an issue with attendance, promptness, reliability, or the successful completion of RA duties, Lindsay Druskin, Rachel Ghosh, and/or Dr. Rubin will correspond with you either in person or via email. If this first contact does not immediately rectify the issue, the following will occur**
 - **1st Formal Warning:** A formal warning will be issued in writing. You will be required to meet with Dr. Rubin to discuss the nature of the warning. You will also be required to complete a behavioral modification plan. *This warning will result in an immediate loss of 10% of this portion of your grade.*
 - **2nd Formal Warning:** A formal warning will be issued in writing. You will be required to meet with Dr. Rubin to discuss the nature of the warning. You will also be required to complete a behavioral modification plan. *This warning will result in an immediate loss of an additional 15% of this portion of your grade.*
 - **3rd Formal Warning:** A third formal warning will result in dismissal from the lab and a failing grade in the course.
- **Dr. Rubin reserves the right to adjust grades for professional behavior at his discretion, and can do so at any time for any reason.**

Junior Topic Selection and Senior Thesis Project

- Grading for this project is outlined in the rubric. Additional expectations will be discussed during the one-on-one meeting with your graduate student or post-doctoral mentor and with Dr. Rubin. Dr. Rubin will play a significant role in the selection of your thesis topic or literature review and the successful completion of your senior thesis or literature review. Both Dr. Rubin and your graduate student mentor should be aware of your progress on a consistent basis.

Professionalism

- Dr. Rubin and lab coordinators/administrators reserve the right to deduct points for professionalism at their discretion. You will be given fair warning before points are deducted. However, ***the standard of professionalism in this lab is very high, and failure to meet the standards outlined above will result in dismissal from the lab and a failing grade in this course.***

Final note on grading: Regular attendance and participation is essential for success in this lab. We will all benefit if lab members are engaged in discussion, questioning, and learning. *If you suspect that you cannot meet the requirements outlined in this syllabus, you should drop the course. If you suspect you cannot work assessments or conduct school observations (if applicable) at a pace consistent with your peers, you should drop the course.*

Mid-Semester Evaluation

- Each student will be required to meet with Dr. Rubin for a mid-semester evaluation.
- Blocks will be reserved and scheduling will be done 2 weeks prior to the mandatory meetings.
- Each student will be required to complete a self-evaluation form prior to this meeting.
- Presentation topics will also be confirmed at this meeting if not already confirmed with your direct supervisor and support team.
- **Although the mid-semester evaluations provide a nice time to discuss things that are going well, and things that require more attention, each student should feel free to raise any concerns with Dr. Rubin or lab managers at any time.*

Letters of Recommendation****

- When requesting a letter of recommendation, students need to provide Dr. Rubin with transcripts, CV, statement of purpose and/or cover letter, GRE scores (if available), and information regarding the nature of the position/graduate program, to whom letters should be addressed, and a detailed list of main projects/tasks s/he worked on in the lab.

- In all instances, all relevant information should also be provided to the graduate student or post-doctoral mentor.
- **One month** minimum notice is required to submit letter of recommendation details to Dr. Rubin. Only under extraordinary circumstances will recommendations be prepared with less than one month advance notice. Last year (2018-2019), Dr. Rubin wrote over 150 letters of recommendations for students in the lab. Please submit all necessary materials at least one month prior to the letter's due date.

Inclement Weather or Campus Emergency: If the University is closed due to inclement weather or a campus emergency (you can find this out by looking at the campus website <http://www.umd.edu> or the snow phone line (301-405-SNOW) lab activities will be cancelled.

Please see the University's website for undergraduate course-related policies at <http://www.ugst.umd.edu/courserelatedpolicies.html>

Scheduling

You will choose 10 hours each week when you will consistently be in the lab. This includes lab meeting if you can make it. Please enter these hours in the "Rubin RAs" google calendar. Here is how to do this:

- 1) Go to google calendar (www.google.com/calendar)
- 2) Click anywhere under the day you are trying to schedule
- 3) Click "edit event"
- 4) Enter your name into the event title box
- 5) Change the date and time of the time block you wish to schedule
 - a. If you are going to be out a certain day, click on "All day"
 - b. If you want to have this time block repeat each week click "Repeat..."
Please end the repeating event on the last day of the semester (December 9th)
- 6) **Go to the calendar drop down menu and select "Rubin RAs"**
- 7) Click save

Questions about scheduling? Contact Lindsay Druskin.

Please be sure to update your lab hours for each week. If you are sick one day, you can make up the hours during the weekend or during the next week.

If you want to take a day off for any reason, you will need to obtain the hours for that day prior to missing it, rather than making them up afterward.

Example: If you know that you have an important exam on a Thursday and must miss the 4 hours you were scheduled for on the Wednesday of that week, you will need to have completed these hours on Monday or Tuesday. You would not be able to make up those 4 hours on Friday after your exam.

If you are sick, want to take off hours, are going on vacation, etc. please let Lindsay Druskin know at your earliest convenience.

****IF YOU ARE FEELING EVEN A LITTLE SICK, DO NOT COME TO LAB MEETING****

Preschool Play Study

This year, we will be conducting school observations of children during free play/unstructured activity. Our goal is to understand how a broad sample of typical children play in their preschool classrooms. We will visit schools a total of 4 times per child in order and collect 30 minutes of data each time. The coding scheme that we use for these school observations is called the Play Observation Scale (POS). You must first become reliable in this coding scheme as well as have regular access to a car before being able to do school observations.

Overview of study procedures

- Principal consents to participate in the study
- Materials are distributed to families in the school
- Interested parents fill out a screening form
- Eligible parents sign an online consent form
- Children are observed twice for 30 minutes each
- Teachers complete online questionnaires
- Parents complete online questionnaires
- After 8 weeks, children are observed two more times for 30 minutes each

Gauging Adolescents Minecraft Engagement (GAME) Study

This year, we will also be conducting a study to examine how young adolescents' interactions using a virtual medium are similar to or different from their face-to-face interactions with an unfamiliar peer. Adolescents will be randomly assigned to interact with a novel peer in the online game Minecraft under one of two conditions: either sitting next to the peer in the same room, or in a separate room but able to interact via the text-based chat feature in the game. The study will compare the physiological reactions, social behavior, and subjective perceptions of interactions in each condition to explore the extent to which face-to-face and virtual interactions differ in terms of their social and emotional consequences. The study will also examine whether individual differences in personality traits or shyness are related to social behavior and emotional responses in the two conditions.

Overview of study procedures

- Ongoing recruitment of camps, community centers, pediatricians, etc.
- Families consent to participate in the study
- Interested parents fill out a preliminary questionnaire and scheduling survey
- Eligible parents and adolescents are scheduled to come in to the lab for a 2-hour participant visit
- Adolescents complete questionnaires and play Minecraft with another adolescent participant for 20 minutes

I, _____, hereby acknowledge that I fully understand the expectations and requirements outlined in this syllabus.

As a research assistant, I agree to:

- 1) Commit a minimum of one consecutive calendar year in the Laboratory for the Study of Child and Family Relationships (Rubin Lab) unless other arrangements have been discussed with Dr. Rubin.
- 2) Commit to 10 hours per week in the lab, including working as many assessment weekends as possible, unless a different level of commitment has been approved by Dr. Rubin.
- 3) Sign up for course credit for Fall and Spring semesters, unless other plans have been approved by Dr. Rubin.
- 4) Arrive on-time to all of my scheduled RA duties and stay through the entire duration of all lab-associated appointments.
- 5) Communicate proactively with my direct supervisors and/or Dr. Rubin if I have any questions or concerns.
- 6) Notify my direct supervisor immediately in the case that I cannot attend scheduled meetings or I encounter difficulties during the period of my commitment to the lab.
- 7) Abide by the rules and regulations regarding the ethical conduct of research set forth in the CITI Training Program, which I will complete prior to beginning my duties as a research assistant.
- 8) Behave in a professional and respectful manner, following all guidelines presented in the course syllabus, when interacting with the Rubin Lab members and any research participants with whom I come into contact (parents, children, and teachers).
- 9) Integrate feedback from my mid-semester and end of semester evaluations into my work performance. Continued participation in the lab will be dependent upon favorable evaluations and/or remediation of any problems reviewed during evaluations.

By signing this contract I attest that I understand and agree to all of the guidelines provided above and have had my questions satisfactorily addressed. I understand that failure to follow these guidelines will be reflected in my semester evaluations and any recommendation letter requested.

Full Name: _____

Signature: _____

Date: _____