**Developmental Social Cognitive Neuroscience (DSCN) Lab**

**Co-Directors: Philip David Zelazo and Stephanie M. Carlson**

**The goal of the DCSN Lab is to provide a supportive environment for students who are interested in a professional career in scientific research on child development.**

**Expectations for Graduate Students**

In general, Graduate students are expected to…

1. Work with increasing independence as they complete their degree within the recommended period of time (2 years for a MS, 3 additional years for a PhD).

2. Attend **weekly Lab meetings** and participate actively by leading discussions of relevant journal articles, presenting preliminary results, and giving practice talks.

3. Schedule regular individual meetings with their advisor(s).

4. Apply for institutional and external funding (e.g., travel fellowships, small research grants, etc.).

Competitive grant awards are important items in a CV.

5. Communicate with their advisor(s) about classes, research, and teaching.

6. Keep a log of research ideas/proposals.

7. Read the scientific literature avidly.

**Expectations for Award of the PhD**

By the time they graduate, we expect PhD students to…

1. Acquire expertise within their specialty – e.g., knowing more about the topic than the thesis committee knows.

2. Have a broad knowledge of the philosophy, history, and current state of the field.

3. Be skilled in techniques used in research, including field, laboratory, statistical, and computer methods.

4. Think clearly, critically, and creatively – the skills needed to develop important ideas independently and to analyze and critique the work of others.

5. Communicate clearly and effectively, in written and oral presentations.

6. Publish regularly.

7. Be skilled at teaching, in the classroom and as a mentor.

8. Be successful in grant-writing activities at the appropriate level.

**Expectations for PhD Supervisors:**

Your advsor(s) will…

1. Provide a collegial, supportive, and productive work environment where students have access to the equipment, research assistance, and scientific consultation need to complete their work.

2. Work with students help them acquire scientific skills.

3. Help students develop their own research ideas, encouraging increasing independence.

4. Provide critical and constructive reviews of student outputs and ideas, through group consultation and one-on-one meetings, and do so in a timely manner.

5. Provide professional advice regarding each student's education (e.g., finding a balance among classes, research, and teaching).

6. Help in preparation of fellowship and grant applications, including research funds and travel to scientific meetings.

7. Help navigate departmental and university requirements, such as progress through candidacy and selection of committee members.

8. Introduce students to colleagues and the larger scientific network.

**Resources:**

Bloom, D. F. et al. (1998). *The PhD Process: A student guide to graduate school in the sciences*. New York: Oxford University Press.

Medawar, P. B. (1981). *Advice to a young scientist*. New York: Basic Books.