

Note: Guidelines were changed from 5000 characters to 2-pages.

Burst 2024 Project Description and Mentoring Plan
(by [REDACTED] in Psychological Sciences for [REDACTED])

1. **Project Description**

- **[REDACTED]'s Project:** [REDACTED] worked on creating this study topic with me since December 2023. The study will examine the extent to which therapists' interpersonal traits and client-therapist alliance are related to retention in therapy among individuals who report that they are already ready to make clinical changes in therapy. Although the research has previously been shown that clients prefer certain interpersonal styles and a strong client-therapist alliance, less is known about how these factors are predictive of retention before therapy is complete. Using Prochaska's Stages of Change model, the study will examine how retention in the Action and Maintenance stages of the readiness model are uniquely influenced by therapists' interpersonal style and therapeutic alliance.
- **Methods:** This study will involve self-report questionnaires administered to a U.S. adult sample via the Prolific online data collection portal, in summer 2024. The data collection for approximately 100 participants is expected to be completed in one week, as this is the length of time it has taken me to collect comparable samples this year.
- **BURST Deliverables:** By the end of BURST, she will have completed her own study and an associated APA style research report. This is *significant* because without this grant, she will not have the mentorship needed to complete the project; further, this supports her *professional development* in that it prepares her for graduate school in clinical psychology where she will also conduct clinical research. From my experience teaching Capstone in Clinical Psychology, the *outcome* of an APA style paper is both *attainable* in 10 weeks and suitable for a student without prior research experience. To attain these goals, we will submit the project to the IRB before the 10 weeks grant, as the review can take 30 days. Following approval, we will collect data using Prolific, using funds from BURST to pay for participant fees. The project is *suitable* in terms of expectations about goals and timeline given her prior level of research experience, her major in Psychology, experience in rigorous Honors classes, and the mentoring that I can provide with this grant.

2. **BURST scholar support.**

- **Methods and Types of Support:** [REDACTED] noted in her Student Application that this project "will inform therapists how to better connect with their clients so that clients remain motivated to return to therapy and therefore continue to improve their mental health." [REDACTED] is interested in pursuing a doctoral degree in clinical psychology. Doctoral research programs in clinical psychology are rigorous due to their popularity and the focus on clinical science. To facilitate acceptance, I created a series of collaborative experiences to train her on basic research and application skills. For example, of course, she will need to have *practical* research skills (inherent in BURST); also, she will need to know how to apply to graduate programs so I included professional development skills (e.g., writing a CV) to support her goals.

3. **A detailed mentoring plan.**

Mentorship Plan: My plan is both pragmatic in regards to skill development, and relational. Research, regardless of the topic, can be really interesting if there is a feeling of connection with a mentor who cares not only about the research outcomes but also the personal development of the research students. My style is more 1:1; I provide scaffolding for my students which involves getting to know them as individuals and supporting their goals. I cultivate the student's independence by providing goals (see timeline) that build on each other (e.g., theoretical development helps with hypothesis formation). This supportive relationship builds confidence in the research process. These skills directly connect to her academic goals for a future in clinical

research by first learning more about research (and helping to provide strong background when she does her Honors thesis); this will help prepare her for future career goals.

As shown on the timeline, the following are listed as **components of the mentoring plan**. Given my limited space, I hope that the timeline complements this information.

- Weekly **meeting topics for both the mentor and the student**. In the first few weeks, our meetings will be longer and more hands on to help explain the goals and prepare for increasing independence.
- **Student assignments** due including weekly Research logs and **mentor assigned tasks** before our next meeting.
- **Mentor assignments** due include verbal and written feedback on shared tasks (e.g., google shared docs), identifying any warranted “just in time” support on our weekly goals.

Planned Activities: I created a series of research-related training topics shown on the Timeline. Documents on our Google drive related to these topics will guide our discussion and weekly goals. She will have regular small (e.g., weekly research logs) and larger deliverables (e.g., final research paper) as shown on the timeline. We will work collaboratively to write each section of the APA style paper so that she gets direct and strong feedback on her writing and resources will be stored on the Drive. I will introduce her to other resource opportunities in research including resources from the American Psychological Association, PsiChi (national honor society for Psychology) and OUR. I will encourage her to attend as many OUR events as possible to support her research and professional goals and to help her feel like she is part of a larger research community. As shown on the Timeline, the planned activities are not just skills based for research but also personalized to her own future professional development goals.