**Year Goals Advising Sheet**

The progress, development, and success of a graduate student hinges on the commitment of both the student and the research mentor. The document serves to help the student and mentor discuss research goals each year and agree to specific work products (e.g., thesis drafts, posters, papers) as well as consider facilitators and barriers to the timely completion of goals. This document is not evaluative but should guide conversations about goals. Research goals should be considered in light of other professional goals (e.g., clinical, teaching, mentoring, leadership). This goal setting documents should serve to facilitate productive conversations that foster the academic and professional growth of the student.

Use the questions below to discuss products and key dates to complete products. The products could be anything from a lit review, protocol development, poster, or paper. Key dates are general dates that will be considered and should not be prescriptive but instead serve as general guideposts for finishing products. These dates will be fleshed out and finalized as the product continues to develop, and are open to being changed but should be discussed between mentor and student. As the student works on the project, either the mentor or the student should feel free to suggest re-evaluating the items together periodically or anytime the student or adviser would like to refresh their sense of direction or support regarding goals (*especially* if the timeline is not being met or other difficulties arise).

Key research goals that the graduate student will work on this year (including required research milestones and other research products):

**Goal/product 1 (e.g., draft of proposal, thesis, prelim outline, prelim, poster, paper)**

* 1. How often will we need to meet to accomplish these goals? How are these meetings scheduled?
  2. What is a schedule for getting documents to the mentor and obtaining feedback?
  3. What additional support does the student need in designing the study?
  4. What additional support does the student need in collecting data?
  5. What additional support does the student need in cleaning/preparing data?
  6. What additional support does the student need in analyses?
  7. What additional support does the student need in writing the manuscript/abstract/etc?
  8. Who are the co-authors of the project and how/when are they involved?

* 1. What additional support does the student need in making time for this project? What are your other training goals and commitments this year?
  2. What timeline is realistic for your research goals given your other commitments?

Goal Date 1:

Goal Date 2:

Goal Date 3:

**Goal/product 2 (e.g., draft of proposal, thesis, prelim outline, prelim, poster, paper)**

* 1. How often will we need to meet to accomplish these goals? How are these meetings scheduled?
  2. What is a schedule for getting documents to the mentor and obtaining feedback?
  3. What additional support does the student need in designing the study?
  4. What additional support does the student need in collecting data?
  5. What additional support does the student need in cleaning/preparing data?

* 1. What additional support does the student need in analyses?
  2. What additional support does the student need in writing the manuscript/abstract/etc?
  3. Who are the co-authors of the project and how/when are they involved?
  4. What additional support does the student need in making time for this project? What are your other training goals and commitments this year?

* 1. What timeline is realistic for your research goals given your other commitments?

Goal Date 1:

Goal Date 2:

Goal Date 3:

Add more goals as necessary.

What conferences is the student targeting this year, how will the student obtain support to go, and what are the key dates for submission/attendance:

What other clinical commitments and/or requirements does the student how this year? (e.g., EPPP, AP)

What are other training goals (e.g., teaching; mentoring research; taking stats courses; etc)?

Is there sufficient time to realistically accomplish all these goals in one year- are these goals manageable? If not, what can be moved to another year? Consider the balance for research and clinical training in this conversation.