Barriers to Reducing Crime Lab Manual

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All Lab Members
(for both Undergraduate & Graduate)

I. BRC Lab Core Values:

-Honesty and integrity
-Effective communication
-Open to new ideas from anyone / anything
-Respect for different perspectives
-Continuous self-improvement
-Honest awareness of innate human flaws

II. Treatment of Research Participants

A. **General respect.** People who participate in our research deserve to be treated with respect. You are expected to behave in a professional manner when interacting with study participants. This includes being polite and courteous to participants EVEN IF the participant is not polite and courteous to you.

B. **Timeliness with participants.** When you are running a study (e.g., interviewing participants), your obligation to show up on time is particularly important. Research assistants in our lab DO NOT blow off study participants. Repeated tardiness or cancelling appointments is a serious offense.

C. **Rights of participants.** You are expected to respect the rights of participants. These rights include the right to refuse to participate if they so choose, the right to have their personal information kept confidential, and the right to learn what the research was about (i.e. debriefing).

E. **Confidentiality.** Confidentiality of research data and participation is crucial. You must not discuss disclosures made by study participants (no matter how tempting, and even if names are not mentioned) with friends, family, etc. Lab meetings provide you with an opportunity to discuss interesting or problematic study participants with others who are bound to keep this information confidential. Even if you are not working on a particular study, by virtue of your position in the lab, you are required to maintain the study participants' confidentiality.

F. **Confidentiality agreement.** All lab members are required to sign and abide by the Lab Confidentiality Agreement. This should be signed during orientation to the lab. There are no exceptions to this requirement.

III. Collection and Entry of Accurate & Confidential Data

A. **Accuracy in data collection.** The collection of accurate data is of the utmost importance. Ultimately, the data you collect will be published in scientific journals. It must

be reliable and valid. It is important that you understand and follow the protocols that will be developed for your project in detail. Ask questions if you do not understand something.

B. **Labeling data**. The data files you collect must be carefully labeled using the naming conventions pre-specified and listed in the study protocol. These may be quite different, depending on the study.

C. **Entering data.** When entering data, it is your responsibility to make sure you understand how to code and enter the data and that you do so with great care. Accuracy in scoring and entering data is EXTREMELY IMPORTANT.

D. **Organization.** Keep the data for your personal project or the project on which you are working neatly organized in a labeled file drawer. The drawer should be organized such that it would be easy for someone, years later, to go to the drawer and find all the original materials and raw data. *Organization is very important.* Organize subject files, data disks, data printouts, and summary information. Do not change any drawer or file designations before first conferring with the [lab manager].

E. ****Communication of progress.** When working on a project that others in the lab also work on, be sure to leave detailed notes or logs of what you did and where you left off. This will reduce the amount of time spent trying to figure out where the last person left off. Make sure your weekly reports include enough detail so it is clear where you left off.

F. **Confidentiality of passwords.** We often use passwords to protect computer files that contain confidential information. If you are given a password, protect that password by not sharing it with others, even other lab members. Persons needing access to a file should get the password directly from the lab manager. Passwords can only be shared in person or over the phone, never by email.

G. **Disposal of data.** Do not throw away any research data or forms without express permission from Dr. Kang. Please note that anything that contains participant identifiers (e.g., name or address) needs to be shredded for disposal.

H. **Security of data.** All data should be kept in a locked filing cabinet when not in use. If you are unsure of where a particular file belongs, it is your responsibility to ask. Do not leave research files out in the open. When collecting data outside of the lab, keep it locked up at all times.

IV. Respect for the Lab Facilities and Lab Members

A. **Lab security.** The main door to the research lab and both interior offices must be locked at all times that the lab is unoccupied. Please ensure the lab is locked if you are leaving, even if just for a moment (i.e., to use the restroom). If you are given any keys to the lab,

you must keep them secured at all times.

B. **Use of lab equipment for personal business.** You may NOT use lab equipment (telephone, computers, printer, etc.) to complete personal work (e.g., papers for other classes, party invitations). In particular, the printer may not be used for personal documents. No use of social networking sites (e.g., Facebook) or Internet surfing of any kind is permitted on lab computers.

C. **Software.** No software may be downloaded onto any lab computer without permission from Dr. Kang or the lab manager. Viruses or other harmful files can jeopardize the integrity of our data or give outsiders access to confidential information. All data is to be stored on the provided flash drives, or (for specific items) the lab laptop. **Do not** email yourself files or put them on disks to be removed from the lab without express permission to do so.

D. **Respect for lab members.** Everyone in the lab—undergraduate students, graduate students, and project coordinators—is expected to treat every other lab member with respect. If you have a problem with another lab member, please speak with Dr. Kang.

E. **Food and beverages.** Food and beverages are allowed in the lab but must be kept away from the computers. **Do not put drinks or food on the tables that the computers sit on.**

- There are lab snacks in the kitchen that Dr. Kang provides for students. Please help yourself. However, these should not replace bringing your own lunch.

F. **Use of cell phones**. Cell phones are to be used sparingly—please limit the number and duration of calls/texts just as you would in any workplace. If you must make a call, please leave the lab area so as not to disturb other lab members.

G. **Lab cleanliness.** You are expected to clean up after yourself every day. All chairs and pieces of equipment should be returned to their place of origin. A weekly schedule will be available listing light cleaning duties that will be rotated among all lab members. There is a vacuum, paper towels, cleaners, etc. If we run out of something, notify the lab manager. If you need assistance using the vacuum, please just let us know.

H. **Heater & Wax Burners**. The lab gets cold sometimes. If you would like to leave a sweatshirt here, you can. In addition, there is a space heater that you can move into the room you are working in. Please make sure the heater is turned off before you leave the lab if you are the person who turned it on. Similarly, the lab has scented wax burners. If you turn one on, please turn it off before you leave for the day.

I. **Checking out Lab Books**. You are allowed to borrow lab books and resources. However, you must write your name and dates you will be taking the book, so that if other students need to use it, we know where it is. The book check-out sheet is located in room 219J above the bookcase. While qualitative coding is in progress, please make sure to leave the NVivo book and qualitative coding book in the lab, so that all lab members can access the books while they are coding in the lab.

VI. Lab Security & Data Security (EXTREMELY IMPORTANT)

Security of the lab and data is of the utmost importance. As such, the following acts are grounds for **immediate dismissal** from the lab:

1. Failure to close and lock the lab doors when leaving.
2. Failure to properly secure data in a filing cabinet or other locking device (e.g., the trunk of your car if transporting data to the lab after collecting data in the field).
3. Failure to log off a lab computer when leaving the lab.
4. Breaking any part of the confidentiality agreement.
5. Falsification of lab records (including the lab hours log) or other dishonesty.
6. Failure to lock laptops up in locked cabinet.
7. Taking a laptop or any other device with data out of the lab without permission from Dr. Kang.
8. No data will be saved on non-BRC Lab equipment.

VII: Expectations for all Students

3 opportunity system, then dismissal from independent project opportunities, unless extenuating personal situation – then communication is necessary)

***If you do not want to genuinely adopt my expectations as your expectations (that you truly believe are necessary) and trust in the process, I will help you find another faculty member to work with that will be a better fit, or for undergraduates only, we just need to have that explicit conversation and ensure you do not apply for programs you will likely not be competitive for.

I strive to prepare my students for being outstanding (top 5%), so you have choices, not average or above average where you will just secure a job or get into an average graduate program.

- Must have read required lab readings (be prepared for discussion)
- Abide by policies and expectations specified in lab handbook
- Agendas for 1 on 1 meetings sent at least 2 hours before the meeting time
- Responsiveness to feedback (everyone can improve)

Mistakes: Finally, mistakes happen! If you make an error, please bring it to the attention of the graduate student you are working with or the lab manager as soon as you recognize it! If an error or problem is brought to your attention, or you are asked to resolve an issue, please understand this is part of the learning process. It is most important that you consider feedback and lessons learned as important experiences to grow from.

VIII. Undergraduate Expectations and Requirements

1. **Course Requirement**: As an undergraduate student enrolled in 392 for course credit it is required by the university to uphold educational standards and academic policies.
    - As such traditional course expectations will be applied. Students must complete lab hour requirements (2 hours of credit = 6 hours of lab activities. 3 hours of credit = 9 hours of lab activities).
    - There is a 3-opportunity rule. The first opportunity is a verbal warning. The second opportunity is a written warning. The third opportunity results in the failure of the course.

2. **Commitment of 2 Semesters (minimum)**: All undergraduate students are expected to participate in the lab for 2 semesters consecutively (due to the amount of time it requires to train new members, for student development, and letter of recommendation purposes).
    - Read and sign (if you agree) both the BRC Lab Research Assistant Agreement and Undergraduate RA Agreement before you begin any work in the BRC Lab.

3. **6-9 Weekly Lab Hours**: You will set 6-9 weekly lab hours (between normal business hours: Monday to Friday, 8AM to 5PM), to be confirmed by the lab manager. They must be listed on the shared BRC Lab calendar. Your hours include the mandatory weekly lab meeting. You are expected to complete lab hours while classes are in session (first day of class to last day of class). When classes are canceled or there are breaks, you are not expected to complete lab tasks.
    - You are expected to follow the schedule that you and the lab manager have established. Each week you are expected to show up ***on time*** and work for the number of hours that you have agreed to work. You are receiving course credit for your work in the lab, and it is not acceptable for you to say that you cannot put in those hours because you are busy with other schoolwork.
        - However, we do understand that things may come up and emergencies do arise, so if for some reason you cannot make your

lab hours, you must email the lab manager to notify him/her of your absence as soon as possible. Additionally, if you do miss your lab hours you are expected make up those hours sometime in the week.

- Attendance to lab meeting is required unless you have a scheduled course conflict. If this happens, notify the lab manager and provide documentation.

4. **Weekly Progress Reports**: Are mandatory and must be uploaded in your folder on the shared OneDrive folder titled "Shared BRC Folder" under the subfolder with your name. This must be done every Friday by 6pm CT.
    - **Use the following file naming convention**: [First, Last Name], Date-Weekly Progress Report
        - **There is a blank weekly progress report in your folder**. The file name is: [First, Last Name], Date-Weekly Progress Report BLANK

5. You are expected to show respect to the graduate students just as they are expected to show you respect. Understand that the graduate students report directly to Dr. Kang, so if they ask you to do something, it probably means that Dr. Kang asked them to ask you to do it. If you do not have any tasks assigned, you should ask graduate students if they have any tasks with which you can assist.
    - Undergraduate and graduate students are to maintain a friendly but strictly professional relationship during their time in the lab.

6. **Pre-Lab Onboarding Tasks**: Before getting started in the lab, you will be asked to complete various tasks to help orient you to research and what we do in the lab. It is important that you develop a strong foundation, so you can be prepared for lab work. Especially during the training period, it is important for you to develop and ask questions so that you are ready to get started!

7. **Track Changes**: When you are asked to do a task in Microsoft Word (e.g., proofread, make edits), you should track your changes (see https://support.microsoft.com/en-us/office/track-changes-in-word-197ba630-0f5f-4a8e-9a77-3712475e806a).

VIIII. Graduate Student Expectations

- **Grad Student Pre-Lab Onboarding Tasks**
  - Graduate students must complete the required lab readings and other tasks on the agreement sheet, review the lab handbook (expectations, etc.) and sign an agreement (so you know what you are getting into ☺!).
- **Grad Student Lab Hours**: Every graduate student is expected to schedule 2 hours per week as their lab hours. Your research (dissertation, other projects) takes priority at this time. These hours should be listed on the shared BRC Lab calendar.
  - These hours are above and beyond paid RA duties or office hours related to teaching assignments.
  - These hours need to be entered into the BRC Lab calendar.

X. Using BRC Lab data & Active Engagement as a Lab Member

All BRC lab members must be actively contributing to a larger BRC lab project during your entire time as a BRC lab member if would like:

- To use BRC lab data for projects, conferences, theses, dissertations, honors theses, etc.
- Me to be the chair / mentor / advisor for your thesis or dissertation.
- Me to review drafts for conference proposals, grant proposals, manuscripts, theses, dissertations, etc.

"Actively contributing" is defined as: Contributing time weekly to data collection, coding data for a larger project (not an independent project), or other data engagement activities (e.g., transcription). Attending meetings or working on your own independent project is not sufficient.

NOTE: BRC Lab data cannot be taken with you after you leave the lab. All data needs to be stored on the encrypted hard drives. Moreover, all independent projects must be approved by Dr. Kang on the project prior to using a BRC lab data set. Thus, data cannot be used without prior approval from Dr. Kang.

XI. Independent Project Expectations

For all projects

- Must submit a design study worksheet and provide Dr. Kang 1 week to review and provide feedback PRIOR to pitching the idea (must indicate what line of research it falls under to ensure it is within the scope of the BRC lab, etc.)
    - Ensure you have asked your yourself and have answers to the following:
        - What are the gaps in the literature that are supported by extant literature and theories?
        - What gap am I filling? Is it testable? How will I test it?
        - So what? What could we do after that we can't do now?
        - Who? How will I collect my data? How many participants will I need? Incentives? Grants to provide incentives?
        - How will I measure the constructs? Operationalization? Valid? Reliable? Defensible?
        - What analysis is best given my research question, sampling strategy, etc.? How will I take those data collected and input them into a database to actually analyze them to then answer my questions? Will the output give me what I need to answer my questions?

**Your attempt at these questions and the design worksheet is not meant to be perfect. It is meant to have you mentally go through the exercise of at least considering all these elements as you are brainstorming and designing your own research project. I do not expect it to be "good," so to speak, just for you to have made a legitimate effort / attempt.

- Have protocols (standardization is key)
    - Add date last updated on the first page
- All documents sent must be in times new roman 12 point font with page numbers (also in times new roman 12 point font)
- All decisions made need to be defensible citing theoretical or empirical support
- Responsiveness to feedback (3 opportunity system, then dismissal from independent project opportunities)
- Your standards become my standards and you hold yourself to them

1. **For Honor's thesis projects OR other independent UG projects**
    - Must have performed well in the lab for a minimum of 2 semesters
    - Original ideas, design of study, analytical approach must be attempted and bolstered using the resources provided (defensible)
    - Must submit idea for a poster presentation at an annual conference (I need to have 2 months (at a minimum of prep –i.e., that is your 1st draft must be sent 2 months prior to the due date)

2. **For doctoral theses and dissertations**
    - Qualitative projects will likely take 3 semesters
    - Outlines always need to occur
    - Strive for every part to not be an annotated bib but have topic sentences and transitions, concrete & actionable implications, etc.

3. **For all qualitative projects (see the mandatory guidelines in Appendix B)**

XII. Presenting Research Expectations

- **Conference Presentations & Posters**
  - Dr. Kang needs to see a draft of a conference proposal at least 2 months before the due date (if this is a new project—1 month if it is an ongoing project we have already planned out).
  - You need to have preliminary data in order to submit a conference presentation. If not, please submit a poster.
  - Conference funding: Graduate school, college, other sources (outside of SIU), GPSC
  - All presentations need to be presented to the BRC Lab at a lab meeting at least 2 weeks prior to the presentation date.
  - PowerPoint Guidelines & Expectations
    - Use arial or times new roman font throughout (research suggests these fonts are easiest to read).
    - Have the same theme (if any) throughout (consistency is important)
    - Have things on your slides appear one by one as you discuss them (minimize wording and do not use fancy animations, just the appear and disappear, if needed).
    - The overview you have should not just be composed of saying you will go through the literature review, method, results, and discussion (I hope so!) -- this is to preview quickly for your audience what is to come.
    - References should be in darker grey at the left or right side, on the bottom of the PowerPoint slide (I prefer right side).
    - For the analytical plan, it would be helpful to have a pictorial display -- if you need examples, I can provide them.
    - Make sure whatever color scheme (if any) you select, the font color is easy to read. For example, white font should only be used on a black background. The best background (as per research) is either white font on a black background or black font on a white background.
    - Pictures in a PowerPoint should have a specific purpose to deliberately convey information to your audience

XIII. Expectations for letters of recommendation (LOR)

For all LORs

- For me to write you a LOR, you must have been an active member in the BRC Lab for at least 2 semesters.
- Send me your transcript, job or grad school materials, CV or resume at least 3 months before the due date.
- Discuss weaknesses in your application, so we can see if we can troubleshoot and address them.
- Reminders at least 1 week before (without me asking).
- Provide me with a list of what you hope me to speak to in the letter or reference call and provide some examples of how you have demonstrated said qualities and/or characteristics.

UG LORs: If you want a strong letter of recommendation for a competitive Ph.D. program or to be competitive on the job market– must strive to do more than what you are told as these are examples of criteria for grad programs rated on a scale of below average, average, above average (top 25%), excellent, and outstanding (top 5%):

- Capacity for clear oral expression
- Ability to plan and conduct research
- Ability to work independently
- Analytical/Intellectual Ability
- Initiation and motivation
- Creativity and originality
- Teaching potential
- Time management skills
- Organizational skills
- Dependability, reliability, resourcefulness
- Leadership potential
- Ethical standards and integrity
- Social skills
- Self confidence

To be competitive

- Submissions to national conferences
- Engagement in an independent project (for graduate students, engagement in at least 1-3 1st author publications)
- Allowing me to review graduate school materials or job application materials at least 3 times throughout the course of 5 months
- Review the materials and resources in the BRC Lab shared folder.

XIV. Project Tracking

We will be using Airtable. You will be trained and provided access to the program. Please do not delete anything. If you have questions on how to use it, even after you are trained, please ask.

XV. Authorship Guidelines

https://www.apa.org/science/about/psa/2015/06/determining-authorship

I. **What contributions warrant authorship on a paper?** Contributions in the form of data collection alone are not sufficient. In order to qualify for authorship on a publication, you must meet criteria a and b below. You must:
   a. make a *substantial* contribution to at least one of the following three domains:
      i. conceptualizing and designing the study;
      ii. collecting or processing the data; or,
      iii. analyzing and interpreting the data

      ---AND---
   b. draft a portion of the final written publication.
   c. Note that:
      i. the portion you write must be of high enough quality to be present in recognizable form in the final product;
      ii. authors are expected to critically review successive drafts of the publication, BUT commenting on or editing successive drafts in the absence of original contribution or major revision generally is insufficient;
      iii. those who contribute relatively little to the domains listed in "a" above are expected to contribute more, in terms of writing, to justify authorship; and,
      iv. all authors are expected to have contributed enough to be able to defend the paper as whole (although not necessarily all technical details).

II. **What determines first authorship, and what are that authors' responsibilities?**
   a. The first author is the person who has made the largest contribution to the final written product.
   b. The first author is responsible for:
      i. determining who else has earned authorship, and the order or authorship (using the guidelines below);
      ii. acknowledging others who contributed in the acknowledgement section of the final written product;
      iii. providing the initial outline of the paper;
      iv. integrating individual sections of the paper into a cohesive first draft;
      v. organizing and circulating the drafts among fellow authors for comment and revision; and,
      vi. submitting the paper, communicating with editors, and taking the lead on revisions and resubmissions.
   c. The first author is "senior author." This author is expected to set deadlines and push the article to completion in a timely manner (if this role is not fulfilled, first authorship will be renegotiated). Generally (but not always), the senior author should draft the results section, most of the discussion section, and some of the introduction. These are outlined below, in order of responsibility by the first author.
      i. Results: the first author will often have analyzed the data and will be responsible for writing the results section. If someone else helps with analyses, this person should write up the results of those analyses and/or a description of the analyses that they used in their contribution. When this occurs, this is usually that person's primary contribution to the paper. Contributions to analysis (including write-up) of those analyses would usually warrant third or fourth authorship.

ii. Discussion: the coauthor group will review a draft of the introduction, method, and results section to agree on the major points of the paper and how to link them with the literature. The first author will then be responsible for drafting the opening paragraph of the discussion (the "main findings" paragraph), writing a detailed outline of the discussion section, and drafting the majority of the discussion. Particular headings can be assigned to other coauthors with clear directions.

iii. Introduction: generally, the first author will be most familiar with the relevant literature and will have the clearest idea of how the introduction will set up the method, results, and discussion. At a minimum, the first author should draft the first and last paragraph of the introduction and a *very* detailed outline of its body, including key citations that must be covered. At a maximum, the first author would draft most of the introduction, assigning 2 or 3 headings to others who know the topic well and can write something to fit with the authors' text and outline.

iv. Method: these sections take time, but generally are easy to write. For some studies (e.g., studies where the "main" study method has already been written and can be borrowed), this section is very minor. For other studies, someone in third or fourth authorship position can write the method section. This would be their major contribution.

III. What determines order of authorship? The relative degree of contribution to the **final written product,** once accepted for publication, determines order of authorship. Ideally, order of authorship will be negotiated before writing begins, but this may be revisited as the paper progresses. Domains of contribution are defined in I, above. Here, two specifics are noted.

a. Student Principles:

i. Interested graduate students generally should be awarded first author on primary publications from their thesis or dissertation. They must, however, take on the appropriate role of first author described in II above.

ii. Typically, intensive supervision, mentoring, and collaboration are required to produce an honors thesis or other undergraduate project. Although undergraduates generally should be awarded first author on conference presentations, they will not be awarded first authorship on peer reviewed publications unless they actually fill the role of first author described in II above.

b. Process Principles: **(i)** authorship and order or authorship should be negotiated early in the project, with the roles of each coauthor clearly articulated; (ii) as soon as it is clear that major changes are being made to the aims, analyses, scope, or general shape of the project, authorship order be renegotiated; (iii) if an author does not complete contributions in a timely manner, authorship and authorship order will be changed accordingly.

IV. Acknowledgements

a. All those who made a substantial contribution to the project but DO NOT qualify for authorship should be acknowledged

b. Examples include: interviewers, project management staff, and data processors.

Appendix A.

Central Eight Criminogenic Needs – if changed, reduce recidivism (strongest predictors)

Static / Historical

1. **History of antisocial behavior**

Dynamic / Changeable

1. **Personality traits (e.g., impulsivity, disregard rights of others, lack of remorse, aggressiveness, failure to conform to social norms)**
2. **Cognitions (maladaptive thought patterns that serve to increase and sustain engagement in crime)**
3. **Associates / Peers (antisocial vs. prosocial influences)**
4. **Family/martial (social support; prosocial, antisocial)**
5. **Work/School**
6. **Leisure Activities**

These criminogenic needs are specified in the Risk-Need-Responsivity (RNR) Model (Bonta & Andrews, 2023), which is a commonly used empirically and theoretically supported framework for interventions for justice-involved persons. The RNR model is comprised of 3 principles:

- **Risk Principle:**
  - **Match risk level with intensity of treatment (high-risk matched with high intensity treatment (duration, sessions, etc.) have better treatment outcomes)**
- **Need Principle**
  - **Assess and treat relevant criminogenic needs to have the best chance at reducing recidivism.**
- **Responsivity Principle**
  - General responsivity: Cognitive-behavioral treatment
  - Specific responsivity: Needs that in and of themselves that **do not reduce recidivism**, if treated, but, for some justice-involved individuals, these specific responsivity needs cause barriers to benefiting from treatment for criminogenic needs. In this case, we would tailor / individualize the intervention based on the justice-involved person's learning style, motivation, gender, culture, mental illness, strengths, etc.

Appendix B: Independent Qualitative Project Mandatory Guidelines

Mandatory Standards of ALL Qualitative Projects

(Unless we have discussed otherwise, and I agreed with the defensibility)

Updated 2 February 2024

- Must engage in self-reflexivity before and throughout (positionality statement at the beginning for primary investigator (follow positionality statement guidelines for BRC Lab), positionality reflection for all members of the research team, & memo writing through each coding session)
    - REMINDER: **You are just coding, NOT looking for themes**. But, we are only humans. So, we MUST use memos to document our insights, interpretations, and growing understanding as we are exposed to the contents of the transcript
    - Must standardize memo writing (*at a minimum, everyone must track these for every coding session)
        - What surprised me?
        - What intrigued me?
        - What distributed me?
        - Did anything evoke emotion?
        - Did I identify with anything?
        - Did anything go against my assumptions?
- Must have your research team engage in a training before coding process & meet weekly
    - Must have standardized protocols that I have approved & trello must be used for tracking
    - Must have a codebook I have approved
    - I must have reviewed all your training and qual coding materials at least 72 hours before coding begins to allow for feedback. My feedback is not optional (unless I say that), it must be addressed. The final copies with my feedback addressed must be sent at least 48 hours prior to coding beginning. (3 chances policy, unless extenuating circumstance, then communication is needed upfront)
- How do I handle disagreements?
    - Allow for discussion among your team, without adding your input
- Discretion of adding new codes (up to you, but must be defensible)
    - If it is not your independent project and you think a code should be added, leave an annotation and bring to the weekly meeting
- Codebook updates
    - Every time it is updated, send to me with the date at the top –see my examples – needs page numbers, etc. – see expectation document
- Develop FAQ docs during the coding process
    - E.g., “I saw it” (media?)
        - How would I code this? Gray area -- need UG directions to code
- Specification of: Can they code the same text twice? (No? Yes? Under what circumstances):
    - Consider NVivo kappa calculation
- Specification of unit of analysis
    - Code question + passage (do not code parts of a sentence; for codes to be assigned, it should be a complete sentence unless is something, such as “yes” “yeah” or “no” or “depends.”
    - Passage can be coded more than once if it fits multiple codes
- “Other”, “Unsure”, “Inaudible” codes are necessary
- Code what they say, not what you think they mean (unless we have agreed on defensible ways to standardize this process based on the extant literature & expectations in the field)
- What do I do if something isn’t redacted properly?
    - “Edit” feature: Edit the Transcription in NVivo & notify me immediately with PXX.