

Purpose of a rotation:

Rotations are the primary mechanism for students and professors to evaluate each other and to decide if they will work well together in a mentor-mentee relationship. An extension of that is whether you feel comfortable with the lab environment and the rotation advisor's lab leadership/mentorship style.

Some advisors cultivate a lab culture

about different types of neuroscience research and techniques, and also to be exposed to different types of lab cultures. It is not uncommon for students with strong expectations about the type of research they want to do to change their plans after a particularly successful lab rotation, so, keep an open mind!

Things to consider:

Rotation advisor communication: Is the communication between you and the rotation advisor relatively easy? This is perhaps the most important factor since communication with your advisor is a primary role of the rotation administrator.

Lab members communication: Learning about the research being done by all members of the lab is an important part of the lab rotation experience. Are the lab members willing to discuss their work with you? Does the lab have specific times to discuss research projects such as at lab meetings?

6. Once you have found a rotation lab, you and your rotation advisor together fill out the Rotation Agreement Form (also on the website). This provides an estimated rotation duration, the basic outline of the project, learning objectives for the rotation and any other expectations that the advisor might have.
7. During the rotation it is critical that you discuss your progress with your advisor, preferably weekly.
8. At the end of the rotation **your advisor** will complete a Rotation Evaluation Form for you. This rotation evaluation form is important as it will be available to the NGP to make informed decisions about your progress and potential to continue in the program.
9. At the end of the rotation **you** will complete a Rotation Evaluation Form for your advisor. Your