WSU Five-Year Program Review
Self-Study

Cover Page

Department/Program: Psychological Science AS
                       Psychological Science BS
                       Psychological Science Teaching BS

Semester Submitted: Fall 2023

Self-Study Team Chair: Aaron Ashley

Self-Study Team Members: Shannon McGillivray

Contact Information:
        Phone: *8743
        Email: AaronAshley@weber.edu

Brief Introductory Statement
(Should align with or compliment the Annual Strategic Planning Report)

The self-study provides an opportunity for the Psychological Science Department to assess its overall health and functioning through fulfilling the mission statement of the department, college, and university. The department focuses on overall student success through impactful engagement and experiences within and outside of the classroom, while using multiple metrics to inform resource distribution and focus. In conceptualizing student success, the department views this as a multifaceted construct (e.g., grades, engagement, completion, etc.) that includes the perceptions of different individuals (e.g., faculty, students, administrators, parents, etc.) through different evaluative metrics (graduation rates, graduate school acceptance, employment, accreditation, etc.) (e.g., Dean, 1998; Lane, et al., 2019; York, Gibson, & Rankin, 2015).

As the self-study demonstrates, according to any of these evaluative metrics the department is meeting the mission of supporting student success by providing a curriculum that addresses industry defined learning outcomes centered on psychological literacy and the application of ethically and socially responsible scientific approaches in addressing problems in their own lives and their community. We efficiently use our resources to maximize student accessibility by meticulously scheduling core courses at various times and through multiple formats. Additionally, the department takes a comprehensive assessment approach that allows us to monitor student learning ensuring meeting student needs. We also play an important community role through faculty engagement with different community groups providing scientifically driven strategies to address their needs. The department also helps meet community needs by developing new programs in response to market demands.

Much like every other department, the COVID pandemic and subsequent shut down created a substantial hardship for the department. However, faculty responded heroically transitioning classes to online and virtual formats and altering research and practicum adjusting to the requirements. Over the past two years, we have seen department numbers returning to preCOVID levels. This fact highlights the department's commitment being responsive to students' needs and our overall goal of student success.

Over the following pages, data are presented showing that by any evaluative metric related to strategic goals and student success, the department is not only thriving during a period when many other programs are showing contraction. Unfortunately, due to student demand of core courses, faculty in the department don't have the opportunity to offer seminars in their area of specialty or courses directly related to student interest. Outside of the classroom, faculty work tirelessly with students on individualized instruction and high impact experiential projects without adequate course release. This high level of student engagement also hinders faculty professional development and leads to detachment and burnout. Based on the data presented, it is easily recognizable the department has zero room for student growth.

Standard A - Mission Statement

Mission Statement

The mission of the Psychological Science Department at Weber State University is to enhance student knowledge and application of the science of psychology. The department is committed to student-centered teaching and high-impact educational opportunities that foster critical thinking, career readiness, and social responsibility. Faculty promote inclusivity and diversity and apply psychological science to serve and enhance the university and greater community.

Vision Statement

The Department of Psychological Science at Weber State University aspires to be a recognized leader in undergraduate education. The department will work to enhance the field of psychology by empowering students to achieve their personal, academic, and career goals and to produce professionals who serve the local and greater communities. We will achieve this goal by continuing to engage in student-centered high impact teaching, mentoring, and scholarship.

The Mission and Vision Statements of the department directly align with the corresponding College of Social and Behavioral Sciences and Weber State University statements by highlighting the focus on student and community success through knowledge, preparation, collaboration, application, and support. The statements emphasize the role of transformative learning experiences in creating a culture of innovation and inclusivity. The ideas and goals conveyed in the department statements highlight the five central program goals embraced by the department and embodied in the departmental curriculum.

The curriculum and student learning outcomes of the department are taken directly from the recommendations of the American Psychological Association for undergraduate psychology departments (APA, 2023). These learning outcomes focus on students' overall psychological literacy. Goal 1: *Content Knowledge and Application*: Students demonstrate comprehension of the major concepts, theoretical perspectives, historical trends, and empirical or evidence-based findings to discuss how psychological principles apply to behavior and mental processes. Goal 2: *Scientific Inquiry and Critical Thinking:* Students will develop scientific reasoning and investigation skills, including developing proficiencies in research methods and statistics. Goal 3: *Values in Psychological Science*: Students will share key beliefs, attitudes, and values adopted by scientific psychologists including ethical and social responsibility. Goal 4: *Communication*: Students will demonstrate the skills necessary to build and maintain effective communication in processing and expressing information. Goal 5: *Personal and Professional Development:* Students will demonstrate the skills associated with workplace readiness whether that involves graduate school or a job following graduation.

Standard B - Curriculum

Curriculum Map: Psychological Science AS

Required Courses in AS Program (12 Credits)	Department/Program Learning Outcomes				
	Content Knowledge and Applications	Scientific Inquiry and Critical Thinking	Values in Psychological Science	Communication, Psychological Literacy, and Technology	Personal and Professional Development
PSY 1010 Introductory Psychology	4	3	3	2	1
PSY 2000 The Psychology of Human Relationships	4	3	3	4	3
PSY 2010 Science and Profession of Psychology	2	4	3	3	4
PSY 2710 Biopsychology	4	3	2	3	2
Elective Courses (3 Credits)					
PSY 1540 Designing your Life	2	2	1	4	3
PSY 2020 Mental Health Awareness	2	2	3	4	3
PSY 2250 Learning and Memory	4	3	2	2	1
PSY 2370 Psychology of Women and Gender	4	4	4	4	2
PSY 2400 Positive Psychology	4	3	1	4	1
PSY 2800 Projects and Research	3	4	3	3	4
PSY 2830 Directed Readings	4	3	3	4	4
PSY 2860 Practicum	3	3	4	4	4
PSY 2890 Cooperative Work Experience	3	3	3	3	4

Note: 1 = Introduced, 2 = Highlighted, 3 = Emphasized or 4 = Primary Course Goal

Curriculum Map: Psychological Science BS
Curriculum Map: Psychological Science Teaching BS

Core Courses in Department/Program	Department/Program Learning Outcomes				
	Content Knowledge and Applications	Scientific Inquiry and Critical Thinking	Values in Psychological Science	Communication, Psychological Literacy, and Technology	Personal and Professional Development
PSY 1010 Introductory Psychology	4	3	3	2	1
Statistics and Research Methods (Two Options)					
Option A					
PSY 3615 - Psychological Statistics and Methods I	4	4	3	3	3
PSY 3616 - Psychological Statistics and Methods II	4	4	4	4	3

Core Courses in Department/Program	Department/Program Learning Outcomes				
	Content Knowledge and Applications	Scientific Inquiry and Critical Thinking	Values in Psychological Science	Communication, Psychological Literacy, and Technology	Personal and Professional Development
Option B					
PSY 3600 - Statistics in Psychology	4	4	2	3	1
PSY 3605 - Psychology Statistics Lab	3	3	2	3	2
PSY 3610 CRE - Research Methods in Psychology	4	4	3	4	2
Area A: Biological Basis of Behavior					
PSY 2710 - Biopsychology	4	3	2	3	2
Area B: Development Basis of Behavior (Two Options)					
PSY 3000 - Child Psychology	4	4	3	4	3
PSY 3140 - Adolescent Psychology	4	3	3	3	3
Area C: Psychopathology					
PSY 3010 - Abnormal Psychology	4	3	3	3	3
Area D: Cognitive Basis of Behavior (Three Options)					
PSY 2250 - Learning and Memory	4	3	2	2	1
PSY 3255 - Conditioning, Learning, & Behavior Modification	4	3	3	3	2
PSY 3500 - Cognition	4	3	2	3	1
Area E: Individual Differences and Social Processes (Two Options)					
PSY 3430 - Theories of Personality					
PSY 3460 - Social Psychology	4	3	3	3	3
Area F: Diversity (Three Options)					
PSY 2000 SS/EDI - The Psychology of Human Relationships	4	3	3	4	3
PSY 2370 - Psychology of Women and Gender	4	4	4	4	2
PSY 3100 - Psychology of Diversity	4	3	4	4	2
Capstone Courses					
PSY 4950 - Capstone Experience: Promoting Psychological Literacy	4	4	4	4	3
PSY 4000 - Advanced General	3	3	3	4	4
PSY 4050 - Evolutionary Psychology	4	4	3	4	2
PSY 4090 - History and Systems of Psychology	4	4	3	4	2
PSY 4100 - Psychology in the Media	4	4	4	4	4
PSY 4140 - Theories of Development	4	4	4	4	4
PSY 4310 - Introduction to Counseling Theories	3	2	1	4	3
PSY 4760 - Tests and Measurements	4	4	4	4	4

Core Courses in Department/Program	Department/Program Learning Outcomes				
	Content Knowledge and Applications	Scientific Inquiry and Critical Thinking	Values in Psychological Science	Communication, Psychological Literacy, and Technology	Personal and Professional Development
Electives (12 Credits of electives for across curricula)					
PSY 1540 Designing Your Life					
PSY 2010 Science & Profession of Psychology	4	3	3	4	4
PSY 2400 Positive Psychology	4	3	1	3	1
PSY 3020 Child & Adolescent Psychopathology	4	2	3	4	3
PSY 3030 Health Psychology	4	3	3	3	1
PSY 3450 Psychology of Language	4	3	1	3	1
PSY 3730 Perception	4	3	2	3	1
PSY 3850 Forensic Psychology	4	4	4	4	3
PSY 4510 Industrial & Organizational Behavior	4	2	2	3	2
PSY 4575 Psychology of Criminal Behavior	4	4	4	4	1
High Impact Courses					
PSY 2800 Projects and Research	3	4	3	3	4
PSY 2830 Directed Readings	4	3	3	4	4
PSY 2860 Practicum	3	3	4	4	4
PSY 2890 Cooperative Work Experience	3	3	3	3	4
PSY 4800 Projects and Research	3	4	4	3	4
PSY 4830 Directed Readings	4	4	3	4	3
PSY 4860 Practicum	3	3	3	4	4
PSY 4890 Cooperative Work Experience	3	4	2	4	4
PSY 4990 Seminar	4	4	4	4	2

Note[a]: 1 = Introduced, 2 = Highlighted, 3 = Emphasized or 4 = Primary Course Goal
Note[b]: Teaching Majors must meet the Teacher Education admission and licensure requirements (see Teacher Ed. Dept.) and are required to take PSY 4000 (preferred) or 4090 for their capstone course.

The curricula for the Department of Psychological Science programs are organized to provide based on the suggestions of the APA Guidelines for the Undergraduate Psychology Major (Guidelines 2.0, 2013; Guidelines 3.0, 2023). This document, updated every 10-years, provides a dynamic overarching framework for structuring undergraduate psychology programs. As is directly stated in the Guidelines, the goal of the document is

> To provide a comprehensive revision of the national recommendations regarding the knowledge and skills that undergraduate psychology majors should acquire at the associate and baccalaureate levels of study in undergraduate psychological science programs. The APA Guidelines for the Undergraduate Psychology Major 3.0 (here-inafter referred to as the Guidelines 3.0) is designed to foster collaborative discussions in psychological science programs based on recommendations that reflect state-of-the-science curricular and assessment planning in psychology. (APA, 2023, p. 3)

Following the guidelines ensures students have exposure to foundational areas like research methods, statistics, biological bases of behavior, cognitive psychology, developmental psychology, social psychology and other courses that form the core of the departmental curriculum. The APA guidelines emphasize the importance of diversity and ethics in psychology education aligning directly with the departmental and university missions.

Using the APA Guidelines as a template for the department curricula also assist by providing theoretically and operationally defined learning outcomes for students at both the "Foundation" level and the "Baccalaureate" level. Aligning our curricula with the recommendations of the APA Guidelines guarantees our students acquire the scientifically researched and identified necessary knowledge and skills by the time they complete their degree at either the Associate's or Baccalaureate level.

The departmental curricula are structured to ensure that our graduates are well-prepared for a career be that in furthering their education, or for entering the workforce psychologically literate and able to apply the skills they've learned in their careers and personal lives.

According to all reasonable metrics (e.g., Majors and Minors, enrollments, graduates, course-fill, etc.) the department curriculum is allowing us to thrive.

Majors & Minors

According to Fall semester 3rd week data including all majors and concentrations, the department has gone from 587 majors in the 2016-2017 AY to 667 majors in the 2023-2024 year, an overall increase of 6%. By way of comparison, in the 2016-2017 year, the department accounted for 27% of the College of Social and Behavioral Science majors; that number increased to 31% in the 2023-2024 academic year.

Additionally, the department grew from 11 to 141 minors during the same time period, an annual increase of over 42% and an overall rate over 984%. The department went from being 2% of the CSBS minors in 2013-2014 to 17% in 2022-2023.

It should be highlighted that in the 2016-2017 academic year, department majors were 14% Hispanic or Latinx; in the 2022-2023 academic year, they were 17%, suggesting the department is actively working to support the university goals of increasing accessibility to underrepresented groups.

Enrollments

From the 2016-2017 AY to the 2022-2023 AY, the total number of department FTEs grew from 510 to 573. During the same time frame, the department went from producing 20% of the total college FTEs to 23%.

Course Fill Patterns

Most departments in CSBS have very consistent enrollment caps for both lower-division (50) upper-division (35), lab-based (25) and capstone level (20) courses. Our class fill rates, across all course levels, have gone from 73% in the Fall 2016 semester to 83% in the Fall 2022 semester. Highlighting the mandatory attention to the efficiency of our course scheduling and utilization of faculty and adjunct resources.

Graduates

The department has increased from 63 total graduates during the 2016-2017 academic year to 101 during the 2022-2023 year. That represents a change from 20% to 29% of the total number of graduates in the college and also represents an increase in the proportion of Weber State bachelor's degrees from 3% to 4%.

Time to Graduation

Not only are our students graduating, they are graduating efficiently. Psychological Science majors graduate with an average of 125.5 credit hours. That compares to the 130 across the College of Social and Behavioral Sciences and 139 for the University as a whole.

This is also reflected in the 3.8 median years to graduation from Freshman enrollment. Again, this compares to the 4.67 for the college and university as a whole.

These metrics collectively illustrate the growth in student numbers, increased representation, enhanced efficiency in course scheduling and resource utilization, and improved graduation rates, all of which contribute to the overall success and impact of the department within the college and university.

The one thing these numbers do not demonstrate is the fact that the department could be doing so much more. Because of the resource constraints placed on the department, faculty in the department are prevented from taking advantage of teaching seminar style courses. The student demand of our core classes requires us to focus teaching resources on meeting those while excluding the lower enrollment in depth focus seminar style courses. Every semester, the department has significant waitlists in high demand core courses. Faculty work tirelessly with students outside of class in directed readings, projects and research, and practicums without receiving adequate course release time to allow for or compensate for this work.

Standard C - Student Learning Outcomes and Assessment

A. Measurable Program Learning Outcomes

The departmental program level student learning outcomes follow the learning outcomes recommended by the American Psychological Association for undergraduate psychology departments (APA, 2023).

Goal 1: *Content Knowledge and Application*: Students demonstrate comprehension of the major concepts, theoretical perspectives, historical trends, and empirical or evidence-based findings to discuss how psychological principles apply to behavior and mental processes.

Goal 2: *Scientific Inquiry and Critical Thinking:* Students will develop scientific reasoning and investigation skills, including developing proficiencies in research methods and statistics.

Goal 3: *Values in Psychological Science*: Students will share key beliefs, attitudes, and values adopted by scientific psychologists including ethical and social responsibility.

Goal 4: *Communication*: Students will demonstrate the skills necessary to build and maintain effective communication in processing and expressing information.

Goal 5: *Personal and Professional Development:* Students will demonstrate the skills associated with workplace readiness whether that involves graduate school or a job following graduation.

All Baccalaureate program level student learning outcomes are assessed in PSY 4950 Psychological Literacy. This course is required of all majors and is completed in their final semester. Students in this class reflect on their training and experiences as psychological science majors to understand how their obtained knowledge and skills translate directly to psychological literacy; the capacity to adaptively apply psychological science to achieve personal, career, and civic goals. This course was specifically designed for students to provide evidence of competency across the five departmental learning outcomes by synthesizing and applying the knowledge gained throughout the major curriculum.

In meeting these course objectives, students provide artifacts of their proficiency in the department's five learning outcomes for majors in Psychological Science. These outcomes, taken from the APA Guidelines for the Undergraduate Psychology Major: Guidelines 2.0 (2013), this document provides a careful delineation of what the achievements should be for students who stop at the completion of the baccalaureate program." (p. 4).

At the end of their study at WSU, students completing a BS in Psychological Science or BS in Psychological Science Teaching will:
1) demonstrate comprehension of the major concepts, theoretical perspectives, historical trends, and empirical or evidence-based findings to discuss how psychological principles apply to behavior and mental processes.

   a) The ETS Major Field Test in Psychology is a comprehensive undergraduate outcomes assessment designed to measure the critical knowledge and understanding obtained by students in the major. The MFT breaks down student performance into three separate but interrelated scores; the MFT total score, MFT subscale scores, and assessment indicators. This test is used by universities to assess their graduates' knowledge in psychology. By using this test, we can compare our students' performance on the measure to universities across the nation providing us with an objective measure of student knowledge of psychological concepts. This measure is a suggested performance measure for this learning outcome in the APA Guidelines for the Undergraduate Psychology Major: Guidelines 2.0 (2013, p. 18).

      We compared senior WSU Psychological Science majors' performance on the MFT to that of a sample of 11,671 senior psychology majors from 221 universities across the nation to assess the effectiveness of the departmental curriculum in facilitating students' knowledge base in psychology.

      The MFT Total Score is the estimated statistical representation of a test taker's critical knowledge in the discipline, as represented by the test content. Higher scores indicate an estimate of higher critical knowledge than lower scores. The departments' mean score was compared to the average of universities across the nation. See Figure 1.

      As can be seen in Figure 1, the department average MFT Total Score ($M = 160.37$, $SD = 14.08$) was higher than the National Average comparison ($M = 154.3$, $SD = 8.7$). This metric of students' overall general content knowledge suggests that Weber State Psych Science students are gaining the desired knowledge base. It should be highlighted that students are specifically told to not do any preparatory work for the test.

      Although the total test score provides a metric of students' general knowledge, the MFT Subscores represent knowledge in broad content areas within the field and reflect test takers'

strengths or weaknesses by area within their major. Higher scores indicate an estimate of higher critical knowledge than lower scores. The Department of Psychological Science mean scores were compared to the mean scores of seniors from 221 universities nationwide (2019-2023). See Figure 2.
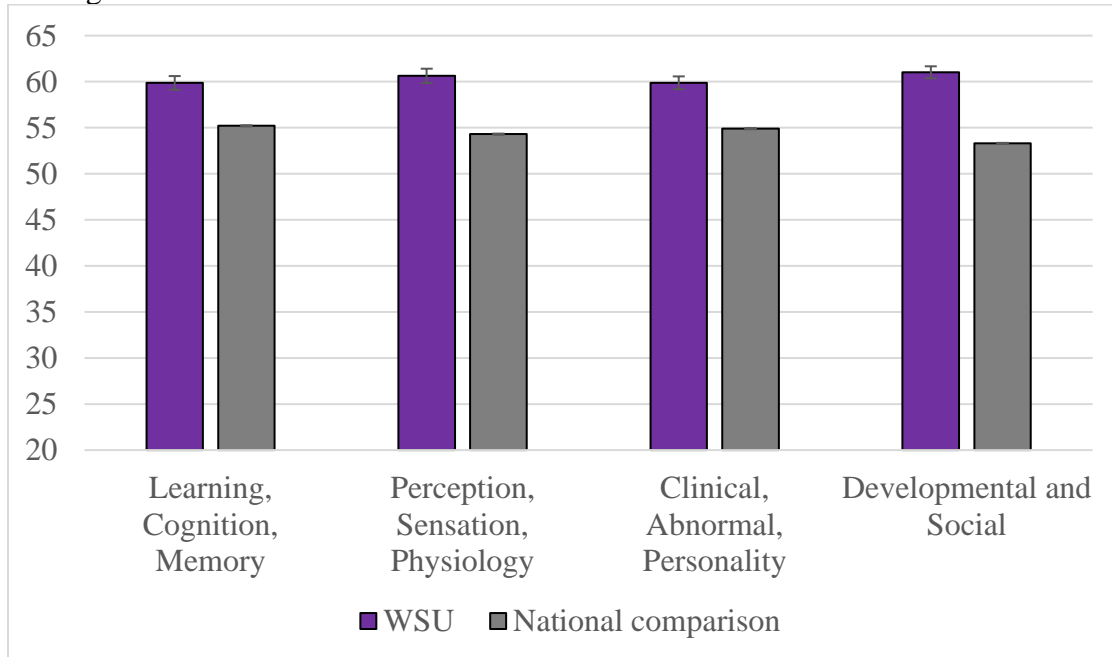
Figure 1. Mean MFT Total Scores as a function of WSU Psych Science Dept and National Averages
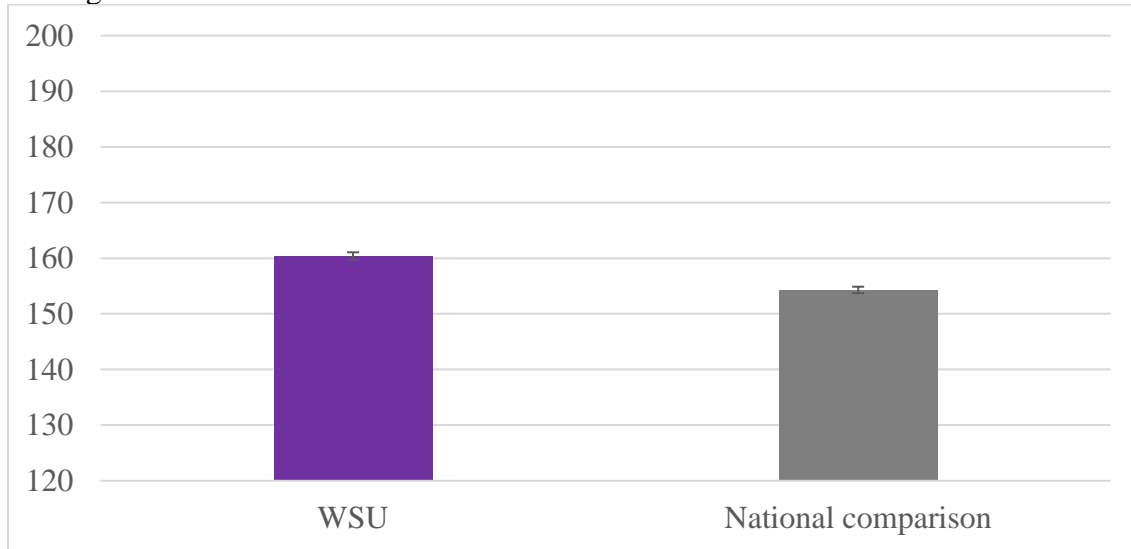
Note[1]: National average based on n = 11,671 student responses from 221 universities.
Note[2]: Error bars represent Standard Error of the Mean

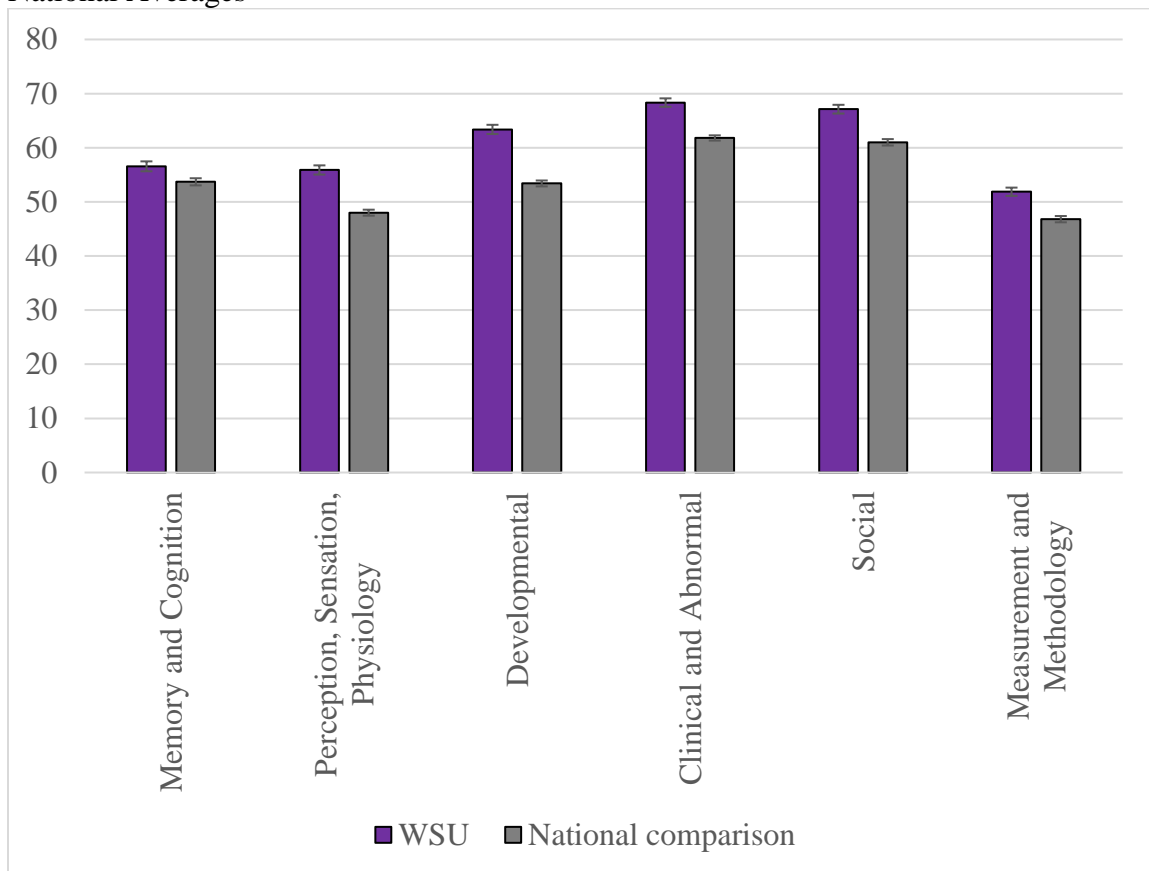Figure 2. Mean MFT Total Subscores as a function of WSU Psych Science Dept and National Averages

Note[1]: National average based on n = 11,671 student responses from 221 universities.
Note[2]: Error bars represent Standard Error of the Mean

As can be seen, Weber State senior Psychological Science majors scored higher on each MFT subscore than the National Average of seniors from universities nationwide. Again, this is a more nuanced metric, because it breaks down student performance according to subareas within the discipline.

The MFT Assessment Indicators represent even more refined analysis into the content areas than available with the subscores. Assessment Indicators result from clustering test questions that pertain to a particular subfield within a major field of study. Figure 3 shows WSU Psychological Science majors mean score relative to the mean score for Psychology majors nationwide. These comparisons allow us, as a department, to identify any deficiencies in our students' content knowledge that could reflect curricular problems. See Figure 3.

Figure 3. Mean MFT Total Assessment Indicators as a function of WSU Psych Science Dept and National Averages

Note[1]: National average based on n = 11,671 student responses from 221 universities.
Note[2]: Error bars represent Standard Error of the Mean

Examination of Figure 3 shows that Weber State Psych Science majors' knowledge of the theories and content of the different disciplines within psychology exceeds that of the national average of universities completing the test.

b) Students complete the Psychology as a Science Scale (PAS; Friedrich, 1996). This questionnaire is a 15-item Likert type scale, which assesses attitudes about psychology as a science. This measure was selected because it is a reliable and valid measure of students' understanding of psychology as a scientific discipline. Additionally, students in our Introductory Psychology course complete this questionnaire as part of their research participation requirement allowing us to compare students' beliefs when being introduced to the discipline to those of our graduating seniors.

The PAS scores of Capstone (PSY 4950) students were compared to the PAS scores of a sample of Introductory Psychology (PSY 1010) students. Results of an independent samples t-test showed Capstone students' responses ($M = 5.65$, $SEM = .12$) were significantly greater than those of Intro students ($M = 5.33$, $SEM = .04$), $t(318) = 3.11$, $p = .002$, $d = .49$). See Figure 4.

Figure 4. Mean Psychology as a Science (PAS) scores as a function of class
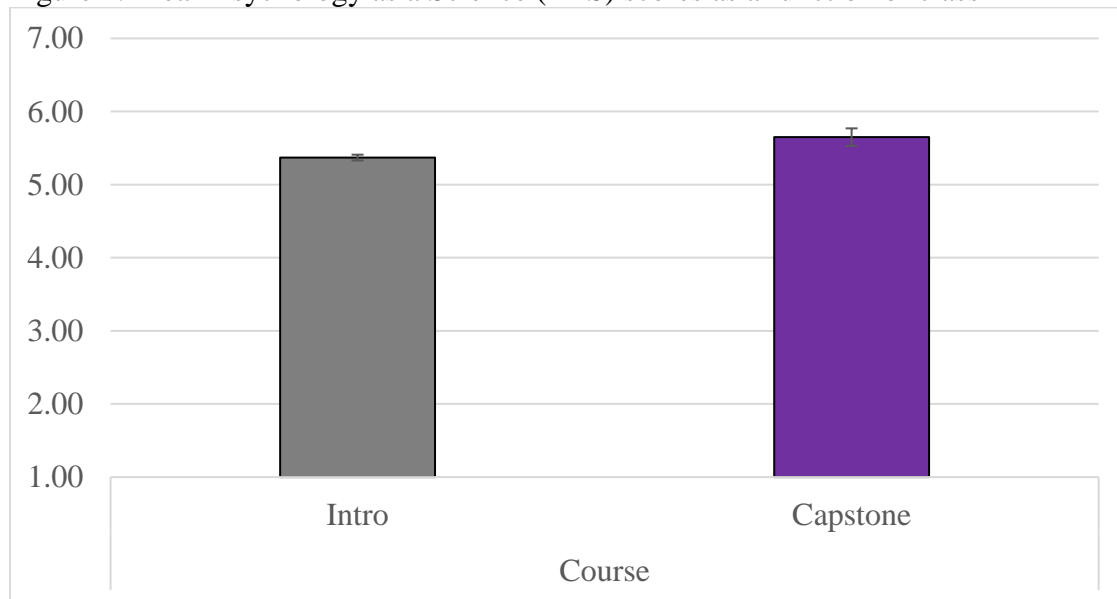
Note: Error bars represent Standard Error of the Mean

These data show that senior Psychological Science majors express a greater belief in the scientific basis of psychology as a discipline.

c) Students' performance on four papers.
   i) Paper #1: Students provide their own definition of science, supported by empirical evidence, and, based on this definition, describe whether or not psychology, as is currently practiced, constitutes a scientific discipline by using empirical evidence and examples to support their arguments.

   This measure was selected because it requires students to think critically about epistemological concepts and to integrate their research knowledge and course experiences to express their opinions in a logically structured argumentative written form that conforms to professional standards (APA, 2020).

   ii) Paper #2: students address the application of psychological science in problem solving and the potential benefits and limitations of psychological science. They address how findings from different

areas within the field (e.g., clinical, cognitive, social) can be used to address problems from an interpersonal level to a societal level.

This measure was selected because it forces students to reflect on their coursework and consider how the theories and research discussed are meaningfully applied in practical ways and communicate their ideas in a written format.

iii) Paper #3: students discuss the role of diversity in scientific understanding and application. They reflect on their curriculum and discuss how the utilization of cultural variables and more diverse populations in theory and research could have led to different conclusions.

This measure was selected because it forces students to consider the role of variability and diversity in explaining human cognition and behavior. Students specifically address how this knowledge and increased empathy influence scientific understanding.

iv) Paper #4: students present some current psychological science research findings (their choice) to two different publication venues: a general newspaper article and a formal research description.

This measure was selected because it requires students to critically consider knowledge in psychology and how scientific conclusions need to be presented differently based on the audience.

In the eight sections assessed, there were a total of 451 student assigned papers across all courses. Of those, 293 (65%) received a score greater than 75%. It should be noted that this does include missing assignments as the number presented is based on 3rd – week enrollment and not the number of assignments submitted.

Although these data aren't broken down according to specific learning outcome, performance suggests students are effectively demonstrating an understanding of the content knowledge of psychological science and the ability to synthesize, communicate, and apply this knowledge.

2) display scientific reasoning and investigation skills, including developing proficiencies in research methods and statistics.
   a) Exercise scientific reasoning to investigate psychological phenomena
   b) Interpret, design, and evaluate psychological research
   c) Use statistics to evaluate quantitative research findings
      i) Research Paper

      To assess this LO, students submitted papers previously submitted as part of their Research Methods course. The final project for these courses consists of the completion of an empirical experimental research project. As part of this process, students write and submit a research proposal and submit the required paperwork to the Weber State University's Institutional Review Board, gather and analyze the data and complete a research paper. Papers include an abstract, introduction, methods, results, and discussion section. There was a total of 307 student papers assessed. Of that total, 232 (97.39%) received a score greater than 90%, and 97% scoring C or higher.

ii) The Collaborative Institutional Training Initiative (CITI Program) training certificate. The CITI Program is the industry standard scientific research ethics training program, and is required by Weber State of all individuals conducting human subjects research on campus. This measure was selected because it is an objective measure that students have achieved competency in the ethical standards of human research as required by Weber State University.

>The Collaborative Institutional Training Initiative (CITI) certificate
>Out of the 120 total students enrolled in the eight sections assessed 115 (96%) submitted CITI certificates indicating meeting the professionally recognized threshold. These certificates indicate a minimum of 80% overall proficiency on a measure of research ethics.

3) demonstrate key beliefs, attitudes, and values adopted by scientific psychologists including ethical and social responsibility.
   a) The Collaborative Institutional Training Initiative (CITI Program) training certificate.

   >As previously stated, out of the 120 total students enrolled in the eight sections assessed 115 (96%) submitted CITI certificates indicating meeting the professionally recognized threshold.

   b) Scale of Ethnocultural Empathy (SEE; Wang, et al., 2003). A 31-item questionnaire, presented as statements, to which individuals rate their level of agreement. Develop and practice interpersonal and intercultural responsiveness. The SEE has three components, including intellectual empathy, empathic emotions, and expressiveness related to cross-cultural concerns. This measure was suggested as an assessment for this learning outcome in the APA Guidelines for the Undergraduate Psychology Major: Guidelines 2.0 (2013, p. 29).

   >The SEE scores of Capstone (PSY 4950) students were compared to the SEE scores of a sample of Introductory Psychology (PSY 1010) students. Results of an independent samples t-test showed Capstone students' responses ($M = 4.82$, $SEM = .08$) were significantly greater than those of Intro students ($M = 4.45$, $SEM = .04$), $t(316) = 3.62$, $p < .001$, $d = .58$). See Figure 6.

   >These data show that the capstone (i.e., senior level) students showed greater tendencies toward ethnocultural empathy than students enrolled in Introductory Psychology. These data suggest that Psych Science students become more interculturally competent over the course of the major.

Figure 6. Mean Scale of Ethnocultural Empathy (SEE) scores as a function of class
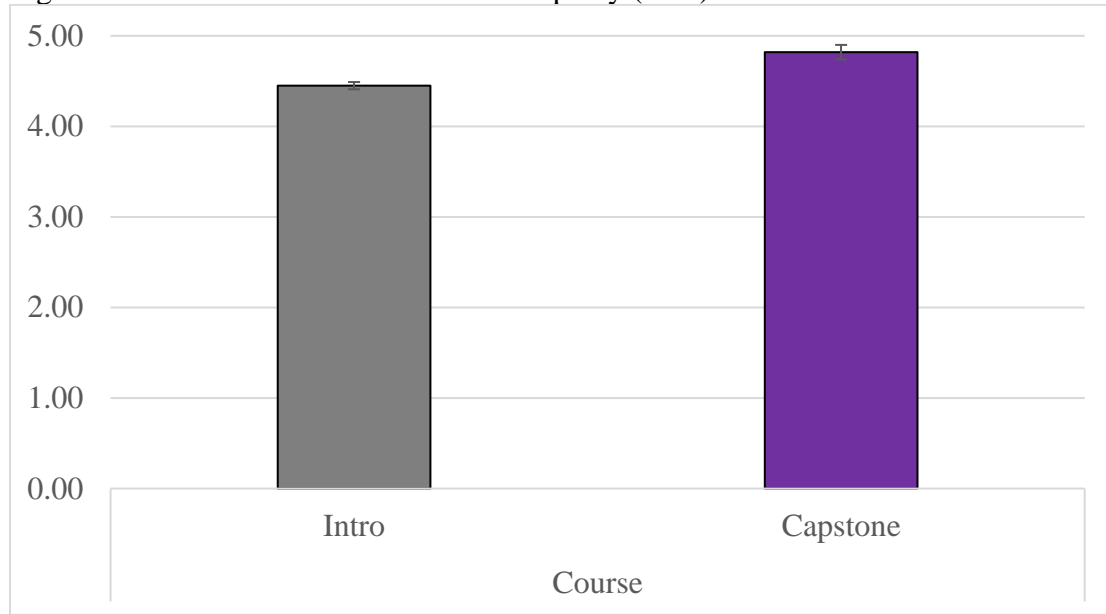
Note: Error bars represent Standard Error of the Mean

c) Paper: In this paper, students discuss the role of diversity in scientific understanding and application. They reflect on their curriculum and discuss how the utilization of cultural variables and more diverse populations in theory and research could have led to different conclusions. This measure was selected because it forces students to consider the overall role of variability and diversity in explaining human cognition and behavior, specifically addressing how this knowledge and increase empathy, and to communicate their ideas from a scientific perspective.

There was a total of 120 student assigned papers across all courses. Of those, 86 (72%) received a score greater than 75%. It should be noted that this does include missing assignments as the number presented is based on 3rd-week enrollment and not the number of assignments submitted.

4) demonstrate the skills necessary to build and maintain effective communication in processing and expressing information.
   a) Students' performance on four papers. In each of these papers, students are required to
      i) Construct arguments clearly and concisely from evidence-based psychological concepts and theories
      ii) Provide evidence of psychological literacy by
         (1) Accurately summarizing complex ideas and conclusions from psychological sources and research
         (2) Evaluating psychological information based on the currency, reliability, validity, and generalizability of sources.
      iii) Develop comprehensive and efficient strategies for locating and using relevant scholarship to investigate psychological questions

As previously stated, in the eight sections assessed, there were a total of 451 student assigned papers across all courses. Of those, 293 (65%) received a score greater than 75%. It should be noted that this does include missing assignments as the number presented is based on 3rd-week enrollment and not the number of assignments submitted.

5) demonstrate the skills associated with workplace readiness whether that involves graduate school or a job following graduation.
   a) Curriculum Vitae (CV): students complete a CV emphasizing the skills that they have developed as part of your major. This measure was selected based on its direct measurement of students' professional development and career preparation.

   Out of the 120 total students enrolled in the eight sections assessed 115 (96%) submitted curriculum vitae. As the resume or curriculum vitae is required for all career goals, this is an effective measure of students' professional development.

   b) Metacognitive Awareness Inventory (MAI; Schraw & Dennison, 1994). A 52-item inventory to assess an individuals' tendency for self-reflection. The MAI is a measure of knowledge and self-regulation strategies (e.g., focused attention, time management, meeting deadlines). The MAI breaks down into 8-factors, three assessing an awareness of knowledge utilization and five assessing regulation strategies. This measure is a suggested performance measure for this learning outcome in the APA Guidelines for the Undergraduate Psychology Major: Guidelines 2.0 (2013, p. 37).

   Mean capstone students' scores on the eight factors of the Metacognitive Awareness Inventory (MAI) are presented in Figure 7. A quick examination of Figure 7 shows graduating Psychological Science students show a propensity to utilize metacognitive strategies in thinking about content knowledge and the strategies used to acquire new knowledge. This self-reflective approach is indicative of the overall psychological literacy emphasized by the department.

Figure 7. Mean Metacognitive Awareness Inventory (MAI) Scores
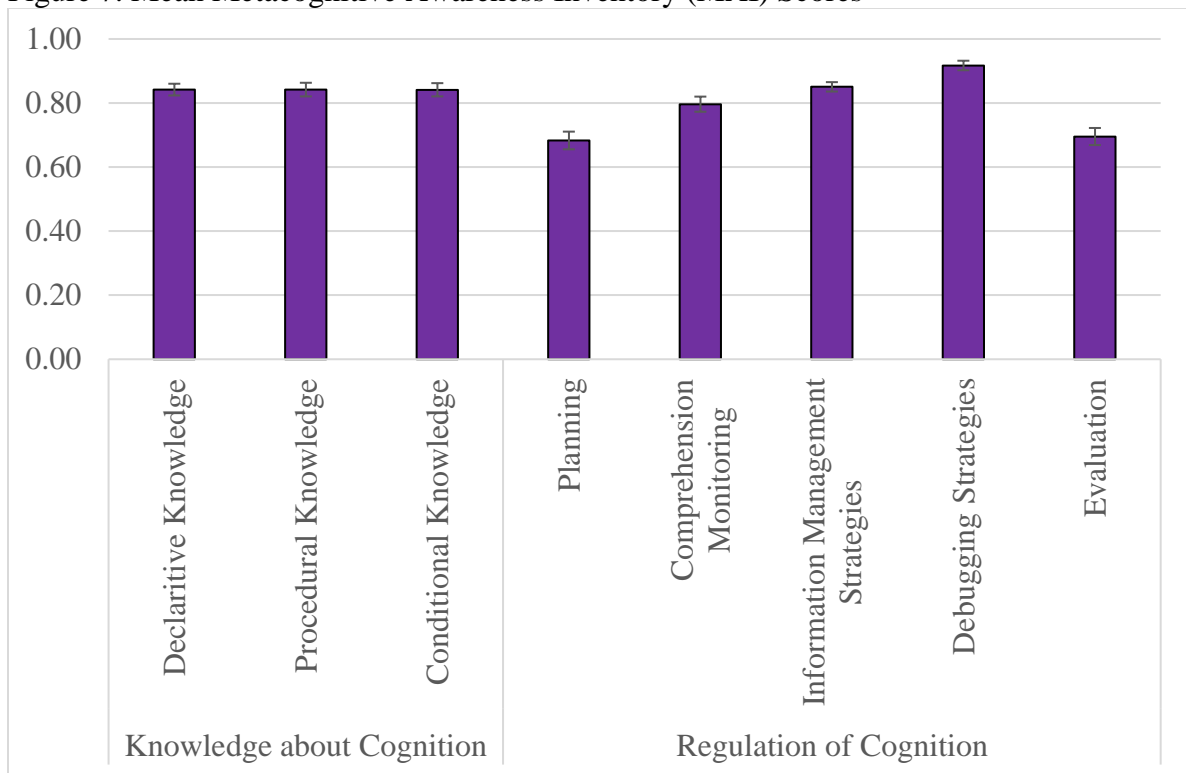
Note: Error bars represent Standard Error of the Mean

Other programs
    a) <u>General Education Outcomes</u>

The department offers two Social Science General Education breadth courses, PSY 1010 Introductory Psychology and PSY 2000 The Psychology of Human Relationships which also holds an EDI course designation. Introductory Psychology is among the highest enrolled Social Science General Education courses at Weber State averaging over 2500 students per year over the past 7 years, and Human Relationships averages over 215.

The Social Science General Education breadth area mission has two main goals, providing students with an understanding of humans and how the environment influences their behavior and the skills to valuably contribute and make community and societal changes. These goals are assessed through three area learning outcomes: 1) Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process. 2) Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change. 3) Students will identify an argument about a social phenomenon and understand alternative explanations.

Each departmental SS Gen Ed course addresses these learning outcomes through different content. As such, the course learning outcomes linked to the overarching breadth area learning outcomes differ.

All General Education courses at Weber are lower division; as such, these courses tend to be higher enrollment courses. Given the enrollments in these courses, most of the primary General Education Social Science area assessment metrics are based on multiple-choice items.

    i) PSY 1010
       (1) Students will understand psychology as a scientific discipline. Essential to this, students will understand a core set of statistical and methodological knowledge regarding how psychologists critically evaluate, creatively test, and scientifically defend psychological claims. They will also understand a core set of content knowledge addressing the biological, cognitive/behavioral, social/personality, and developmental aspects of behavior.

              Assessment from 498 multiple-choice questions in 81 sections of introductory psychology showed that 84% performed greater than the threshold metric of 75%.

         Students will be able to characterize the nature of psychology and grasp foundations of the discipline; as well as demonstrating knowledge, understanding, and synthesis of breadth/depth of the discipline.

              Assessment from 498 multiple-choice questions in 81 sections of introductory psychology showed that 77% performed greater than the threshold metric of 75%.

       (2) Students will be able to apply psychological concepts, principles and research skills to interpret and explain social issues, inform public policy, solve problems, understand themselves, and others.

Assessment from 1665 multiple-choice questions in 81 sections of introductory psychology showed that 86% performed greater than the threshold metric of 75%.

(3) Students will share key beliefs, attitudes, and values adopted by scientific psychologists, which include (but are not limited to) skepticism and intellectual curiosity, respect for evidence, tolerance of ambiguity, respect for human diversity, and humility regarding the limits of their psychological knowledge and skills. Students will also grasp the spirit of the APA Code of Ethics, follow its guidelines, and recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.

Assessment from 278 multiple-choice questions in 59 sections of introductory psychology showed that 84% performed greater than the threshold metric of 75%.

ii) PSY 2000
(1) Students will be able to discuss the nature of interpersonal relationships, including the role of Self in these relationships.

Assessment from 108 multiple-choice questions in 8 sections of introductory psychology showed that 82% performed greater than the threshold metric of 75%.

Students will be able to discuss basic theories and research associated with relationship development and dissolution.

Assessment from 108 multiple-choice questions in 8 sections of introductory psychology showed that 88% performed greater than the threshold metric of 75%.

Students will be able to think critically about relationship theory and relationship research to understand their individual role in relationships.

Assessment from 108 multiple-choice questions in 8 sections of introductory psychology showed that 88% performed greater than the threshold metric of 75%.

(2) Students will be able to apply current theory and research to basic problems associated with interpersonal relationships. Students will develop a practical understanding of interpersonal and intimate.

Assessment from 123 multiple-choice questions in 8 sections of introductory psychology showed that 74% performed greater than the threshold metric of 75%.

(3) Students will be able to review empirically-supported research findings applicable to interpersonal behavior and intimate relationships across diverse socio-cultural contexts and demonstrate an understanding of the findings.

Assessment from 38 multiple-choice questions in 8 sections of introductory psychology showed that 71% performed greater than the threshold metric of 75%.

It should be noted that the departmental threshold metric of 75% is based on the departmental requirement of a "C" grade, while the University General Education threshold is 60% ("D-"). This choice to maintain a higher assessment threshold can significantly impact the perceived standard of achievement, the quality of work or understanding, and the subsequent actions needed based on assessment outcomes. The choice to use a 75% threshold reflects a departmental pedagogical philosophy about the stringency of expectations for performance that students demonstrate a higher level of competence than required of the general education curriculum.

As the Director of GEIAC is a member of the department, the department is heavily devoted to the support of general education. As mentioned, Introductory Psych is one of the largest SS Gen Ed courses averaging over 7570 SCHs per year. The department was at the forefront of utilizing Signature Assignments in general education courses (sample assignment submissions included in Appendix H), and has continued to update and revise assignments to remain current.

Faculty also support general education through the development of novel course offerings around current research and social issues. For example, Kathryn Sperry co-developed and co-taught an Honor's course with McKenzie Wood (Associate Professor, Criminal Justice) examining sexual assault titled What Were You Wearing. Faculty in the department would love to work more with Honors or with other faculty in developing novel courses; however, student demands for the core courses in our curriculum prevent faculty from taking advantage of these opportunities.

The department's support for General Education is demonstrated through the strategic structuring and execution of departmental Social Science breadth courses, PSY 1010 Introductory Psychology and PSY 2000 The Psychology of Human Relationships, which substantially contribute to broadening students' perspectives in thinking about human behavior. These courses are meticulously aligned with the Social Science General Education breadth area's three learning outcomes. Additionally, the department's proactive initiatives, such as pioneering the use of Signature Assignments, and continual assignment updates exemplify our dedication to enhancing and evolving General Education.

b) Concurrent Enrollment (if applicable)

The department currently offers PSY 1010 Introductory Psychology as a Concurrent Enrollment option. Concurrent enrollment is managed by the department chair. The chair reviews faculty applications, does classroom visits to assess faculty effectiveness, and conducts annual professional development meetings.

Concurrent enrollment courses adhere to the same course standards as courses taught by regular faculty. Sample Concurrent Enrollment Signature Assignments are included in Appendix I.

Concurrent Enrollment offerings in the department have increased from 318 students in 2017 to 1509 in 2023. This represents a 375% increase in offering. This increase in concurrent enrollment offering represents a double-edged sword for the department, On the one hand, it reduces the departmental budget-related SCH's that play a large role in departmental funding. However, on the other hand, it frees some of the incredible finite faculty resources normally devoted to sections of Introductory Psychology to teach other high-demand core courses within the curriculum. Given the university and the state legislature pushing concurrent enrollment, it's expected that our offerings will only increase. The astronomical increase in concurrent enrollment has made oversight of these courses difficult and with the guaranteed increases it will become an impossibility. Also, the department is struggling to recruit

students from concurrent enrollment classes. As such, the department is working on a new advising plan to provide more focused and structured oversight of these courses. This plan would involve having a dedicated faculty member, or two, monitor and oversee concurrent enrollment offerings.

One change the department is implementing this year that will help provide greater oversight and control over course content and assessment is the mandating of a "packaged" course by all concurrent enrollment faculty. This packaged course created based on the findings of the Introductory Psychology Initiative (Gurung & Neufeld, 2021) is designed to minimize content variability within the concurrent enrollment courses and provide students with a consistent transformational educational experience based on empirically verified strategies. A packaged course also eases the burden on faculty by providing them with departmentally agreed upon assessment metrics. This change follows directly with the university push to have greater curricular consistency and assessments in these courses.

c) Other interdisciplinary work

Faculty in the department also serve in collaborative work with other departments and programs across the university. Psychological Science faculty also serve in different roles in the Neuroscience minor, the Queer Studies minor, and the Linguistics minor. Additionally, one faculty member served on five Computer Science master's theses committees and have submitted two NSF grants with EAST and one with College of Science. There are also eight different faculty who are working on interdepartmental research projects.

B. Five/Seven-year Assessment Summary
[In this section you should provide a summary of your assessment findings and actions since your last program review. Annual assessment reports for each of those years can be found at https://www.weber.edu/ie/Results/Department_Results.html. Please be sure to include information from each of the four years prior to this report. If you do have data to report for the last academic year, evidence-of-learning grids can be included in appendix G.]

The department uses a comprehensive assessment plan with a sampling of sections from all frequently taught courses being assessed each year as well as utilizing an outcome-based approach via PSY 4950 Capstone Experience: Promoting Psychological Literacy course. We feel that this comprehensive approach lets us track how learning outcomes are being addressed and met in each course, allowing us to monitor whether we are adequately scaffolding students to meet our learning outcomes at the baccalaureate level by the time they reach their capstone course. So, this approach provides for the assessment of the overall effectiveness of our curriculum in meeting graduate outcome goals, but it also allows so us to better identify and correct any curricular deficiencies.

Measurable student learning outcome data associated with each program and general education assessment have been presented along with a description of each metric and the rational for their selection. Course level evidence of learning grids are included in each of our assessment reports. For brevity, I have included the Assessment Committee Program Evaluation Rubric and the Departmental Evaluation and Feedback report that succinctly describes the effectiveness of the department's assessment plan and process.

Program: Psychology_____

Criteria against which biennial reports are evaluated:

Criteria	Proficient
Student Learning Outcomes	-Concise descriptions of skills, competencies, and knowledge to be gained -Articulated in measurable language -Concrete, rather than abstract
Curriculum Grid	-Demonstrates intersection of student learning outcomes and courses -Intersections are leveled in a way that it is clear when outcomes are introduced, continue to be developed, and ultimately mastered -Students have multiple exposures to each outcome at different levels
Assessment Plan	-Describes the types of assessment generally used for the program (e.g., juried reviews, ePortfolio reviews, culminating exams/boards, embedded course assessment) -Describes a holistic plan, whether by course or by outcome -Covers multiple years
Threshold/Expectations	-Threshold is meaningful and aspirational (but reasonable) -Explanation for selected threshold is provided -Potentially two-dimensional
Evidence	-If presented by class, covers all outcomes the course is designed to address -Multiple measures are included (direct and indirect) and well-defined -Reliable and valid evidence is collected for each outcome -Clear description of assessment instrument or tool
Interpretation	-Interpretation is robust and meaningful (more than "met" or "not met") - can be tied to an action
Described action	-There is an explicit, well-reasoned connection between the assessment results and proposed changes. -The proposed changes are presented in measurable ways. -Includes description of how any implemented changes will be assessed.
Closing the loop	-A plan to follow up and evaluate planned changes is provided

Feedback

Learning Outcomes	Sufficient 5 goals are included, couched in measurable terms. Mentioning to the ethical and social responsibility is highly important
Curriculum Grid	Sufficient -Demonstrates intersection of student learning outcomes and courses -Intersections are leveled in a way that it is clear when outcomes are introduced, continue to be developed, and ultimately mastered -Students have multiple exposures to each outcome at different levels
Assessment Plan	Sufficient -Uses a comprehensive assessment plan with a sampling of sections from all courses taught -Assessment of the overall effectiveness of the curriculum in meeting graduate outcome goals -Allows to better identify and correct any curricular deficiencies
Threshold/Expectations	Sufficient -Good use of a higher threshold - Explanation for selected threshold is provided

Evidence	Sufficient The evidence provided has a great amount of detail varieties of ways mentioned to show evidence of learning: -Course-based assessment -Outcome-based assessment -Major Field Test in Psychology
Interpretation	Sufficient -Interpretation is robust, meaningful and more than met -Tied to action
Action/Closing Loop	Insufficient -The course of action to be taken based upon the interpretation -An action plan was scheduled for all of the courses without explaining

As can be seen in the Feedback provided, the department's assessment plan is lauded as reflecting a well-thought out alignment of learning outcomes, curriculum, data, and analysis. Unfortunately, the department was rated as "Insufficient" in having an "Action/Closing Loop" category. As was clearly described in each assessment report, all assessment data are discussed with the department with particular focus on identified deficiencies or areas of difficulty.

An example of the department taking action/closing the loop with assessment data is related to the communication learning outcome. Based on an analysis of the individual course level data it was determined that faculty across the curriculum utilize a variety of communication assessments (e.g., posters, presentations, and podcasts), but assessment in capstone focuses primarily on written assessments. As such, it seems that the program level assessment of the Communication learning outcome may not accurately reflect student learning in this area; therefore, I have implemented multiple modes of communication assessment in PSY 4950, so that the data collected at the program level more accurately reflect students' learning in all modes.

Assessment of Graduating Students
A narrative describing assessment processes for graduating students (at the associate, bachelor, and/or graduate level) should be provided.

As this is the first semester the Associates in Science program is being offered, we have no data to present.

The department assesses graduating students of the Bachelors programs opinions about their experiences in the department through a graduation questionnaire. The questionnaire assesses students' attitudes about their degree satisfaction, educational preparedness, the skills developed, advising and mentoring experiences, and belongingness in regard to their educational experiences within the department.

The graduation questionnaire was updated in 2022, the data from the most up-to-date instrument are presented.

Students' educational satisfaction with the department was assessed through three items presented as statements, to which individuals rate their level of agreement on a 5-pt scale with higher scores representing greater agreement. As can be seen in Figure 8, students professed a high-level agreement with the statement that they would choose Psych Science as a major again ($M = 4.28$, $SD = .84$).

Students also reported a high-level of agreement with statements of their satisfaction with their education in the department ($M = 4.81$, $SD = .67$) and university ($M = 4.56$, $SD = .63$). See Figure 8.

Figure 8. Graduating seniors' self-reported educational satisfaction
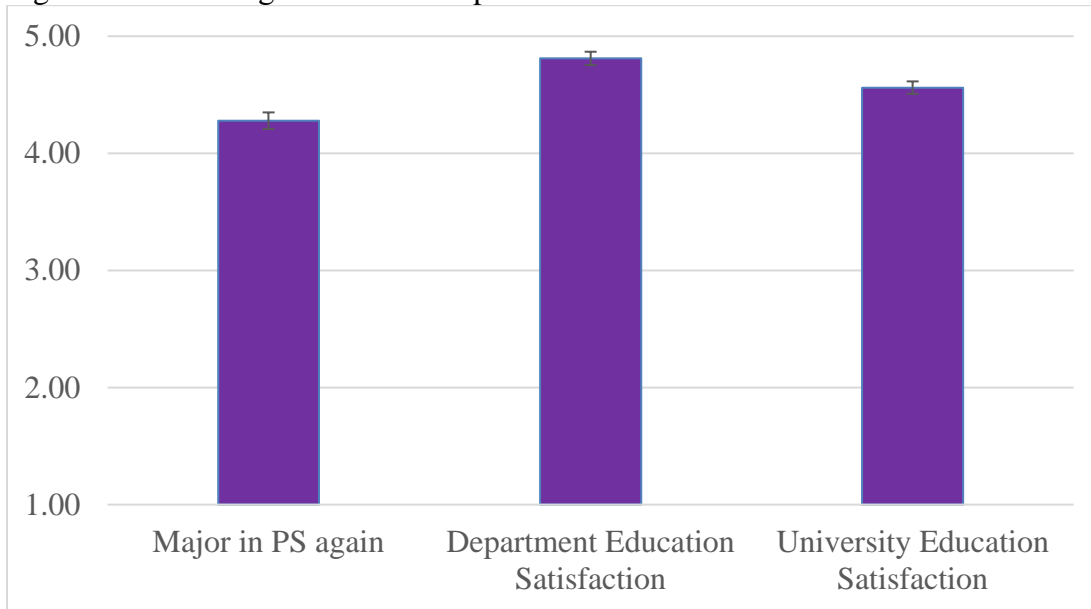
Note: Error bars represent Standard Error of the Mean

Students reported their level of preparedness for further graduate education in psychology and career readiness as well as the academic standards of the department. Figure 9 shows that students perceived themselves very-well prepared for graduate studies in psychology ($M = 4.23$, $SD = .71$) or for a career ($M = 4.14$, $SD = .91$). Students also perceived the department to maintain rigorous academic standards ($M = 4.38$, $SD = .72$). See Figure 9.

Figure 9. Graduating seniors' self-reported educational preparedness
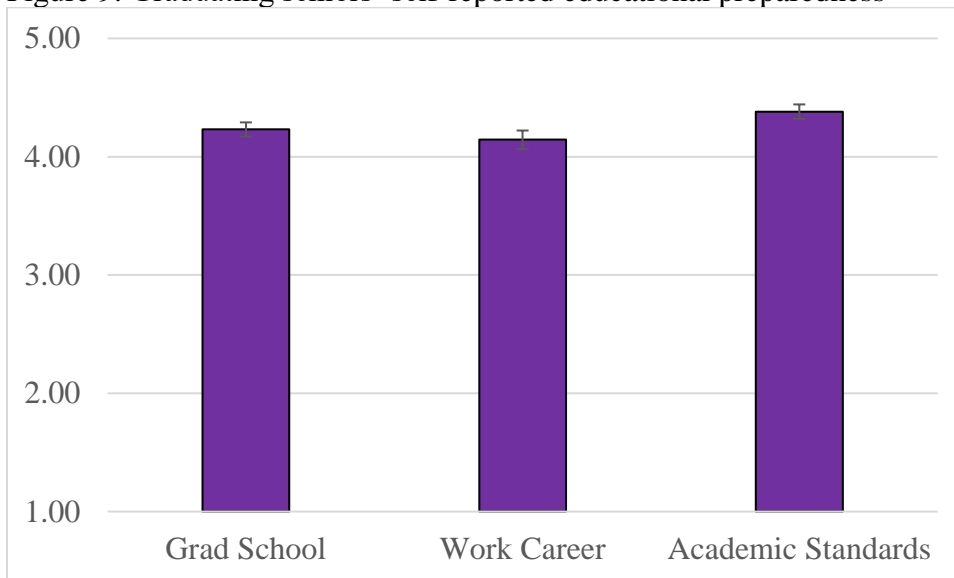
Note: Error bars represent Standard Error of the Mean

Graduates also rated their skill development as a result of their education in the department. As can be seen in Figure 109, students rated their skills as significantly greater as a result of their education in the department (all $M's > 4.65$). See Figure 10.

Figure 10. Graduating seniors' self-reported skills developed
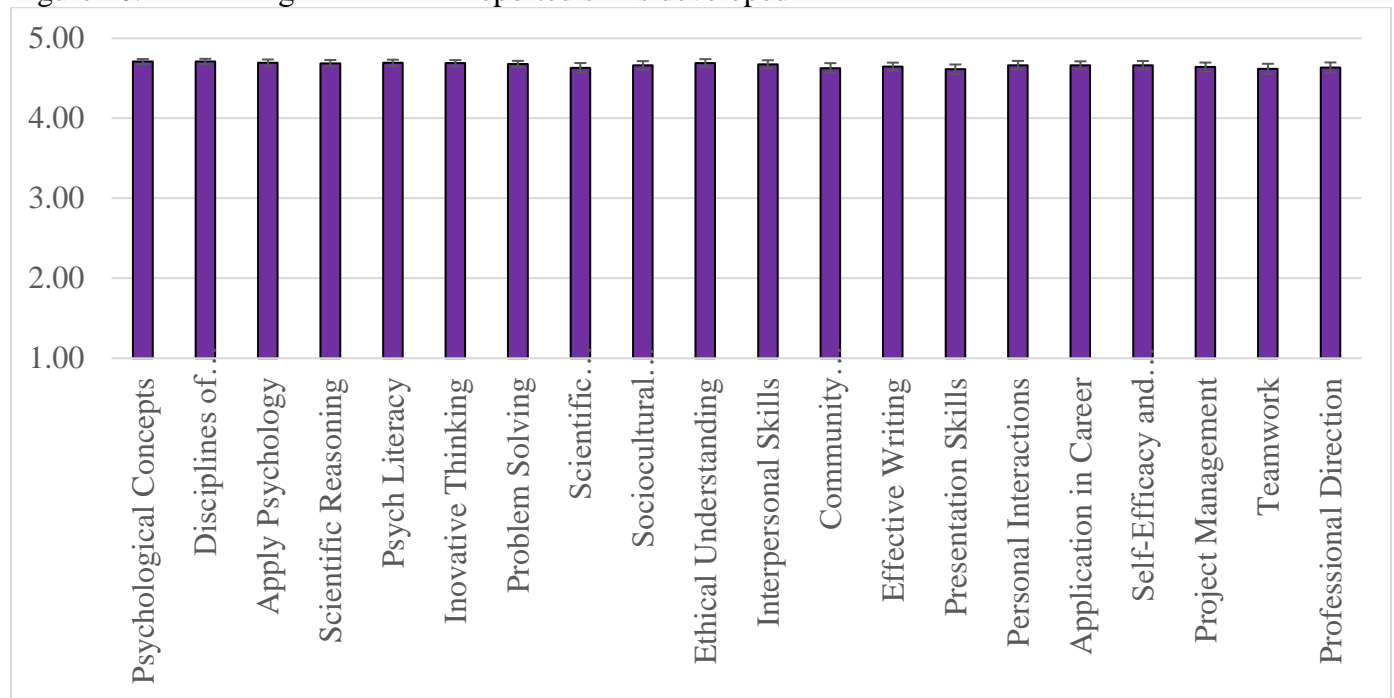
Note: Error bars represent Standard Error of the Mean

In an attempt to better understand how the department develops students' sense of belonging, graduates rated on a 5-point scale, the extent to which they felt engaged and a sense of belonging in the department. Figure 11 depicts graduates' mean responses to their sense of belonging in the department community ($M = 3.94$, $SD = 1.33$), their sense of membership with the department ($M = 3.88$, $SD = 1.37$), and their sense of belonging in the department ($M = 4.17$, $SD = 1.34$). See Figure 11.

Cursory examination of these values and Figure 11 shows these values are noticeably lower than the other reported values regarding the department. This discrepancy is most likely due to the fact that Weber State is a commuter campus, and, as a result, students complete more online and virtual classes and have less face-to-face personal engagement with the department. It should be noted that students reported a greater sense of belonging with the department than with either the department community or being a member of the department. Again, this is most likely due to the reduced face-to-face engagement; students feel supported and a sense of belonging with the department, but less a member of the department. However, it should be noted, students' responses were above average on all measures.

Figure 11. Graduates' sense of belonging with Psych Science Department
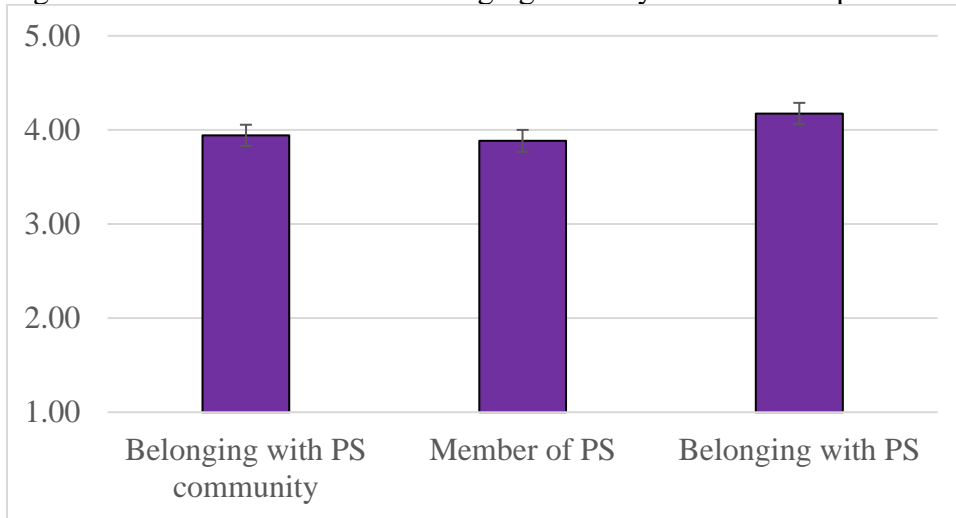
Note: Error bars represent Standard Error of the Mean

These data do indicate that the department can do a better job developing a sense of belongingness and community for our students. The department anticipates the implementation of the new Associates program and a new advising system that better incorporates faculty into lower-division advising will help students identify engagement opportunities earlier. It's believed that by getting students engaged in student clubs and HIEE earlier, they'll feel more of a member of the department. Part of the Academic Affairs strategic plan entails students having HIEE at both the lower- and upper-division level. Hopefully, these new changes will help facilitate that goal.

Having students more engaged in research and other experiential trainings earlier creates additional opportunities for students to learn from a more individualized perspective through interactions with faculty and more senior level students. They in turn are able to have the opportunities to mentor other students.

Graduates also reported their feelings regarding their perceived support from the mentoring they received within the department. Students responded on 6-pt scale their agreement with statements about their feelings of support from mentors. Mean levels of agreement are presented in Figure 11. As can be seen, students generally felt supported by their mentoring. Students felt that their mentor least understood their background ($M = 4.71$, $SD = 1.28$) and shared their ideas ($M = 4.71$, $SD = 1.34$). This could simply be due to the perception that faculty and more advanced students have had such different educational experiences. Recent research in the department demonstrates that revised syllabi may assist with showing students that faculty have also had diverse and challenge-filled backgrounds (i.e., unofficial biographies). Using these types of syllabi in lower-division classes where students aren't as familiar with the formal educational structure, knowing that faculty also had difficulties could help students' self-efficacy regarding their own educational potential.

As can also be seen in Figure 12, students' mean responses on all other metrics of mentor support were greater than 5.0. These data overall suggest that students felt respected, trusted, and generally supported by their mentors, they simply perceived a level of disconnect in their mentor's understanding of their background and potentially as a result their ideas. See Figure 12.

Figure 12. Graduates' feelings of support from mentor
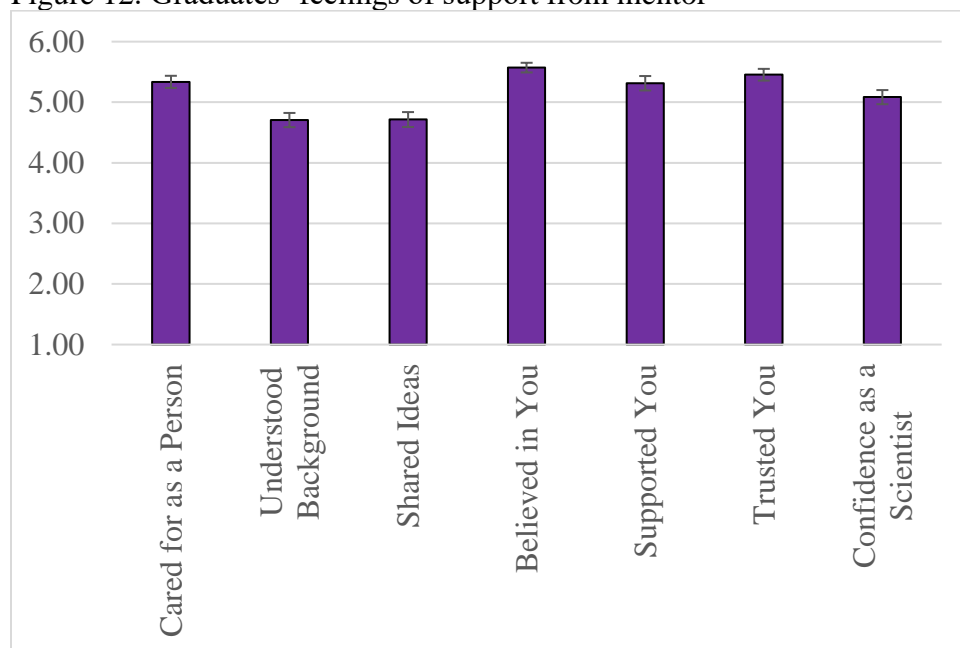
Note: Error bars represent Standard Error of the Mean

Overall, the data from the department graduation survey suggest students perceive their education was challenging yet valuable in providing significant advancement in professional, scientific, and psychological skills. They felt that they were supported by and connected to the department.

Standard D - Academic Advising

The Psychological Science Department moved to a devoted advisor position in 2008 in response to a Regent's Review that suggested the advising process should be more proactive. Since then the department has been at the forefront in regards to departmental advising. The previous program review team (2016-2017) highlighted the department's advising process as a strength of the department. The current advising strategy is structured so that all majors should receive departmental advising once they reach upper-division status.

Currently, all lower-division students are advised by the College of Social and Behavioral Sciences Advisors. The general education approach of the university is that students complete their Gen Ed requirements in the first two-years of their program. As such, the college advisors offer students course guidance on sequencing their courses to allow them to complete these requirements.

Advising Strategy and Process

Upon formally registering as a Psychology major, students see an unchecked box next to the Psychology Program Declaration requirements in CatTracks, Weber's degree evaluation software. Students are told when they declare Psychological Science as a major that to fulfill the requirement they must meet for 15 minutes with the Department Advisor. The Department Advisor (currently Dr. Leigh Shaw) is a faculty member who receives a course reduction each semester to meet with upper-division students and to answer questions via email and phone.

Once students cross 60 hours, they are contacted to schedule a meeting with the advisor. During the advising meeting, majors learn about psychological science major requirements, discuss their career interests as they relate to class selection, and work with the advisor to plan their course sequence based on anticipated course offerings. With the advisor's help, the course sequence is entered as a plan into CatTracks, which, for some students, is the first time they learn about the functionality of the student records software.

In addition to the weekly student advising meetings, the departmental advisor is also responsible for updating the Advisement Handbook (Appendix J) each year and updating of the all advising information on the department web site. The department advisor also chairs the department Advising Committee which functions to set policies. Finally, the Departmental Advisor works with the College Advisors to ensure that students are on track to fulfill all department and university requirements for graduation.

In their next-to-last or last semester, students also meet with the Department Chair who clears all majors for graduation and discuss career options.

As previously stated, the graduation questionnaire was updated in 2022; therefore, the data presented represent 2022-2023.

Effectiveness of Advising
Although it is difficult to identify the direct effectiveness of advising on student success, one metric available for evaluation is the proportion of students receiving advising. Since 2022, 84% of graduating seniors completing the questionnaire met with the departmental advisor. This represents a tremendous success for the department in ensuring that graduating students are receiving direct departmental advising. This metric can also be interpreted as showing the importance of departmental advising on students' academic success. It could be that those students that didn't receive departmental advising did not graduate in the department.

Another metric of advisor effectiveness is whether the advisor helped understanding the department requirements and answered their questions. Included in our Graduation Questionnaire were questions on a 1 (not at all) to 5 (a lot) scale regarding the helpfulness of the Advisor in understanding the program requirements, the CatTracks software, and whether the advisor answered their questions. Student mean response ratings to the advisor assistance questions are presented in Figure 13. As can be seen, students reported that the advisor was "a lot" helpful in understanding departmental major requirements ($M = 4.65$, $SD = 1.80$). Additionally, students reported the departmental advisor was helpful ($M = 3.93$, $SD = 1.67$) in teaching them to navigate CatTracks. Students also reported the advisor was very helpful in answering their questions ($M = 4.23$, $SD = 1.74$). These metrics suggest that students found the department advisor helpful in their navigating major. See Figure 13.

It should also be highlighted that the median years to graduation for Psych Science majors since 2018 has been less than 4.67 years and last year was 3.83 years. This efficiency can be partially attributed to the effectiveness of departmental advising and course structuring.

Figure 13. Mean Student Response to Psychological Science Advisor Assistance
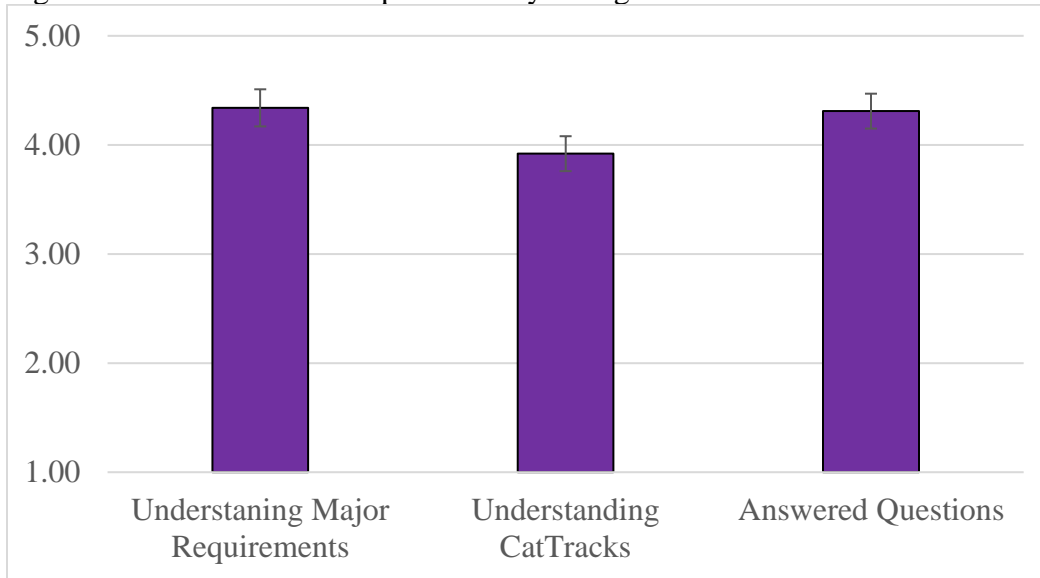
Note: Error bars represent Standard Error of the Mean

Past Changes and Future Recommendations
The move to standardized advising within the department represents a substantial advancement over the idiosyncratic decentralized advising of the past. However, current changes within the department may require a change in the advising process. The addition of the Associates of Science in Psychological Science and an attempt to better connect with our Concurrent Enrollment students may necessitate the department developing a new advising process. The department has only started to develop a plan for what the new advising structure may look like, but an initial proposal is included in Appendix K

Associates Advising

Currently, students enrolled in the Psych Science AS program are advised by the College of Social and Behavioral Sciences Advisors. As previously noted, the CSBS Advisors do all advising for students in Psych Science programs through their General Education curriculum or until students have reached 60 credit hours. While this approach minimizes the demands on the department, it also minimizes the information students receive about their departmental opportunities at the lower-division level. Examination of Figures 13 and 14 shows that we have very few students taking advantage of HIEE at the lower-division level. This could be due to lower-division students being unaware of these experiential opportunities. Obviously, the CSBS Advisors are aware of HIEE options, but their concerns are primarily getting students through their General Education courses as expeditiously as possible. By shifting some of this workload to the department, faculty can best direct students more based on their career paths.

Minor Advising

The Departmental Advisor serves as the primary advisor for upper-division program minors and clears minors for graduation.

BIS Advising

The Department Chair serves as the program advisor for Bachelors of Integrated Studies students. Upon declaring Psychological Science as one of the three areas of their BIS degree, they meet with the Department Chair and cover the program requirements. The Department Chair advises students on navigating the departmental curriculum and selecting the courses that best tie their three areas together and meet their overall career goals

Career Advising

Although the Departmental Advisor does not perform direct or focused career advising, responses on the graduation questionnaire show that students were largely satisfied that the advisor directed them to resources to get such help ($M = 3.75$, $SD = 1.89$). These resources include faculty members in and out of the department and university, departmental career-advising events, and university services.

As part of their mentoring and tutoring roles, Psychology faculty members often offer students career advice. Students get one-on-one help in all aspects of their job and graduate school applications from faculty who they know the best and who may have personal and professional contacts. For example, a number of students have found full-time jobs through their work in Practicum or graduate school acceptance at schools where faculty members have graduated or have colleagues. Faculty help with all aspects of students' career planning and preparation, from offering them a range of academic and professional career possibilities, giving them advice on their vitas or resumes, editing their personal statements or letters to employers, and writing letters of recommendation, among other things. Sometimes psychological science department faculty will send students to other faculty in the university, or in other universities, who may be better suited to offer advice.

Many Psychology classes address career planning, but few specifically focus on it. One exception is PSY 2010, Psychology as a Science and Profession, in which students learn details about career paths in the discipline, including the many ways to enter the helping professions. Discipline-related jobs are also a topic in the class, with a resume writing and interview session hosted by the university's Career Services office.

The department also engages in a range of activities and hosts a variety of events for students to prepare for careers.
1. The department prepares a Handbook which details information relevant for career advising. The information in the Handbook also is available on the Department of Psychological Science website.
2. Each year, Psi Chi, the Honor Society in Psychology, with support of the Psychological Science Department, hosts a lecture by faculty about getting into graduate school. Faculty members prepare a lecture, with handouts, discussing the various issues surrounding graduate school preparation, application, and success. When possible, Weber State University graduates who have gone on to graduate school are invited to be part of the discussion. These events attract approximately 30 students each semester. Additionally, beginning in 2021, Psi Chi hosted a series of Careers in Therapy panels, featuring alumni and community members in Marriage and Family Therapy, Social Work, Clinical Mental Health Counseling, Applied Behavior Analysis, School Psychology, and PsyD graduate programs. Video recordings of these sessions are available on the department website.

Standard E – Faculty

As documented in Appendix B, the full-time psychology faculty represent a diverse group of 13 full time faculty members. Of these, 5 faculty members are Full Professors, 3 are Associate Professors, 4 are Assistant Professors, 1 is an Instructor position. Of the 13 faculty members, 8 are tenured and 4 are untenured, and the Instructor position is non-tenure track. One faculty, Shannon McGillivray, is up for Full Professor this year, and two others, Tim Black and Kathryn Sperry are undergoing 3rd year review. The average years of service is over a decade (M = 13.58 years), with a high standard deviation (sd = 11.21 years) reflecting a healthy distribution of experience and age among the faculty. Gender is balanced but a little female heavy with 9 women and 3 men among department faculty, and there are three faculty members who are members of recognized minority groups (Azenett Garza Caballero, Joe Horvat, Xin Zhao). The faculty members reflect a broad cross-section of training in the discipline, with 3 Clinicians, 1 Developmental Psychologist, 2 Neuroscientists, 2 Social Psychologists, 2 Cognitive/Experimental Psychologist, 2 Forensic Psychologists and a School Psychologist.

When at full strength currently, the department has 13 tenured or tenure-track faculty and one full-time instructor. This represents approximately 19% of the faculty in the College of Social and Behavioral Sciences. On every metric, we generate more than 20% of the college numbers. Additionally, we have maximized the currency of our finite faculty resources as is evidenced by our courses having an 83% fill-rate. We feel it is a disservice to both our students and faculty when they aren't given the opportunity to have seminar-style courses because of our struggle to meet our core course demands.

It should be noted that the department is conducting three tenure track searches during the 2023-2024 academic year with the anticipated fill dates of July 2024.

> One hire is currently ongoing and is a replacement position. The specialty of the hire is open, but the department is looking to replace a Developmental Psychologist. The hire will be expected to teach the core and capstone developmental courses as well as courses in our research methods/stats sequence courses. The hire will also be expected to maintain a line of research involving students. The ideal candidate's research line will lead to the development of community relationships and help provide opportunities for students.

> An unsuccessful search was conducted in the Fall semester. Three candidates were brought to campus, the department found two acceptable. The job offer was made to and refused by both candidates. An additional candidate is being brought to campus at the end of January.

> A second hire is coming from unanticipated legislature funding for the development of Industrial Organizational and Occupational Health Psychology courses in support of the [Rocky Mountain Center for Occupational and Environmental Health (RMCOEH) continuing education program](). The RMCOEH is a collaboration with the University of Utah designed to provide students with the knowledge and skills to increase workers health and safety. This funding provides for hiring a faculty member to teach the already existing IO and Health Psychology courses and other to-be developed courses in support of the RMCOEH. As such, the department is currently seeking to hire an Industrial Organizational or Occupational Health Psychologist during the 2023-2024 academic year with the intention of offering a Psychological Science leg in the Occupational and Environmental Health and Safety BIS in Fall 2024. This hiring will be especially challenging given the approximately $60k starting salary provided for an occupation with an average starting salary of over $100k. The position is now open and had to remain open through December 9,

2023. We currently have three applications, and the committee will begin review in the Spring 2024 semester.

Additionally, a third tenure track search will be conducted in the Spring semester. The department received a Behavioral Health Initiative Grant during Summer 2023 for the development of a Behavioral Health Technician Certificate of Proficiency program. The Behavioral Health Technician Certificate of Proficiency Program will provide specialized training to individuals interested in pursuing careers as behavioral health technicians, providing them with the knowledge and skills needed to assist licensed mental health professionals in treating and supporting patients. This certificate will be offered through a collaborative, interdisciplinary effort between Weber State University's College of Social and Behavioral Sciences (CSBS) and the Dumke College of Health Professions (DCHP). Part of the funding is to hire another faculty member to assist with the program curriculum. The search for this position will occur during the Spring 2024 semester with a July 1 anticipated start date.

Although the department will, hopefully, have three new faculty heading into the Fall 2024 semester, these additions will not directly address the resource issues of the department. The Developmental position is a replacement position and will simply return us to a full slate of faculty. The IO/Health hire will teach department courses directly associated with the RMCOEH program. This is the same situation for the Behavioral Health Technician position. This individual will be expected to teach courses associated with the Behavioral Health Tech Certificate program. As such, these positions will simply meet the increased course demand necessitated by the new programs and won't alleviate the stress of course demand.

In addition to the tremendous teaching loads faculty endure to meet enrollment demands, they are also heavily invested in university service. Of the 12 tenured/tenure-track faculty members, five receive course reductions (totaling 7 reductions per semester) for service-related work. Dr. Ashley receives a two-course reduction per semester as Department Chair, and Dr. O'Hare receives a one-course reduction per semester for her work as Director of Neuroscience. Dr. Shaw receives a 2-course per semester release for her service as Director of General Education; a position she's held since 2019 with the department receiving adjunct support or compensation for the first time in the 2023-2024 academic year. Additionally, Dr. Zhao serves as the Research Coordinator within the Office of Undergraduate Research, a position for which he receives a departmental course reduction, and we receive compensation. While the department recognizes the critical role these positions serve within the university and value the faculty professional development associated with the service, given the current number of faculty, it remains an incredible hurdle for the department to continue to cover the teaching reductions associated with these positions.

Faculty also provide service by teaching courses for Academic Affairs initiatives and the Honors program. During the past academic year, three faculty (Melinda Russell-Stamp, Xin Zhao, and Joe Horvat) have taught six sections of Introductory Psychology as part of the Wildcat Scholars and First-Year Experience Learning Communities program. The courses have lowered enrollments and are restricted to the specific learning community group. Additionally, Azenett Garza co-taught, "Organizing Social Action and Change," with Barrett Bonella of Social Work. Also, Kathryn Sperry co-taught an Honor's course with McKenzie Wood of Criminal Justice, "What Were you Wearing?" Certainly, we recognize the value associated with these opportunities and programs; however, we need to be able to

provide faculty the opportunity to teach seminars within the department and compensate faculty for high impact work with students.

Evan a cursory examination of the data show that the department is booming. However, we find ourselves in an unsustainable position. We do not have the faculty resources to continue to meet the many demands placed upon us. Faculty in the department strive to support students, the Weber State community, and our scientific profession, and we are doing so. The department consistently offers courses at the Davis and Farmington campuses, we teach our core courses in multiple modes (face-to-face, online, and virtual), and at a variety of times (morning, afternoons, and evenings) to best meet student needs. However, we have bottlenecks in some of our required core courses (as evidenced by university waitlists) and are unable to offer upper-division seminars and more specialized instruction courses (as demonstrated by the number of catalog courses not included in advising materials because of their infrequently taught nature). Increasing the number of core course sections is necessary to meet our increasing student demands, and teaching seminars in necessary for both junior and senior faculty to better integrate their scholarship with their teaching and train smaller groups of students in specialized research skills. Clearly, we need additional faculty resources to meet our growing student demands.

Programmatic/Departmental Teaching Standards

Although there are no formal departmental teaching standards, there is a long tradition and culture of teaching excellence in the department. Moreover, there is now a strong departmental consensus regarding the nature of quality teaching. Years of informal and formal discussions have resulted in broad acceptance of three shared pedagogical values. The first is the value is to challenge students in rigorous courses, which highlights the scientific nature of the discipline. Having rigorous scientific content is implicated as faculty members set course goals (learning about the evidence relevant to the topic), prepare and revise lectures (appealing to evidence justifying claims made in class), and select textbooks (selection of reading material which emphasizes the importance of evidence), and develop assessments (tests which highlight the scientific nature of the discipline).

The second shared pedagogical value is the expectation that faculty will serve as mentors and tutors to students. Faculty members serve formally as mentors and tutors to students by working one-on-one with them in supervised instruction classes, including Directed Readings, Projects and Research, Capstone Research Project, and Practicum. Over the past 6 years (Fall 2017-Fall 2023), all psychological science faculty members have supervised students in research or practicum courses, generating 1721 student credit hours. Faculty work extensively mentoring students in research generating over 90 student presentations and publications and more than 55 undergraduate grants (Appendix L).

Faculty members also serve informally as mentors and tutors by being available to students during office hours, after class, and through all manners of new technologies. For those students who desire to continue in the discipline, faculty provide support by reviewing application materials and writing letters of recommendation. For the most part, faculty members make themselves available to students and the students feel extraordinarily connected to faculty members, as documented by the number of faculty students identify as helpful to them.

The third shared pedagogical value is that faculty members are focused on student academic success and achievement. Faculty members hold high standards for student achievement and treat students as capable of accomplishing more than what the students themselves generally believe for themselves. For

example, it is widely established that students perform best and are most successful when they are thoroughly assessed. In lieu of standard assessments in psychological science courses (midterm and final exams and a term paper), faculty members tend to assess students using a variety of assessments including exams, assignments, and other forms (quizzes, discussions, service projects, presentations, etc.).

These shared pedagogical values of creating a rigorous curriculum, serving as mentors and tutors, and promoting student success and achievements function as departmental teaching standards as they inform all aspects of faculty work with students. The values are widely discussed in faculty development sessions (sessions which focus on teaching technologies, strategies, and content) and frequently chatted about in informal faculty interactions. Fidelity to pedagogical values is assessed at each level of faculty review (promotion, tenure, and merit). New faculty members and adjuncts are informed quickly about these pedagogical values by their socialization into the department.

It should come as no surprise that faculty members differ widely in how shared pedagogical values are instantiated in their classes. Such diversity in teaching styles is not simply defended on the basis of academic freedom, a right strongly protected in the department, but also embraced by all department members.

Faculty Qualifications

Within the department, all faculty members hold a Ph.D., the terminal degree in the field. Four faculty members had full-time teaching appointments at other institutions prior to teaching at Weber State University (Horvat, O'Hare, Russell-Stamp, and Zhao). Two faculty members have completed post-doctoral research training (Ashley and O'Hare). Three faculty members earned and continue to retain their professional licenses (Kay, Russell-Stamp, Watts).

Faculty & Staff (current academic year)

	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	13	1	12
Number of faculty with Master's degrees			3
Number of faculty with Bachelor's degrees			
Other Faculty			
Total	13	1	15

Faculty Scholarship

In addition to excellent teaching, the faculty of the department are also accomplished researchers. Faculty CV are is presented in Appendix M.

As can be seen, despite the heavy teaching load, faculty are still highly productive in scholarship. Although faculty are productive as researchers they understand the role of the university in teaching and utilize and incorporate students in research (Appendix L).

Mentoring Activities

This document has detailed the student mentoring activities of faculty members in sections B, C, and E. Additionally, a list of faculty/student presentations are presented in Appendix L. The focus of this section is the mentoring of faculty. New faculty members (including new full-time lecturers, tenure-track assistant professors, and adjunct faculty teaching multiple upper-division courses) are systematically mentored and provided with professional development opportunities. New full-time and tenure track faculty members are encouraged to select one or more mentors with whom to collaborate in all aspects of their professional development. The mentors may be selected in discussion with the chair so that the mentor would be a seasoned faculty member whose background will be relevant to the new faculty member. During their first semester, the new full-time, tenure track, and adjuncts teaching substantial loads meet with the chair to discuss their experiences and generally learn about departmental standards. In addition, the department chair has regular formal and informal discussions with all faculty members regarding their progress, needs, and ways of facilitating their professional development.

Diversity of Faculty

The faculty include three minorities (Hispanic American, Native American, and Asian) and a balance of men (N = 4) and women (N = 9) faculty. This gender and ethnic diversity of faculty reflects an overt attempt by the department to increase diversity.

Ongoing Review and Professional Development

The formal review process typically occurs through the tenure and promotion process. A 3rd year review follows the same procedure and the tenure and promotion review and is designed to address any potential deficiencies. Tenure and promotion to Associate Professor occurs during the 6th year and promotion to Full Professor in the subsequent 6th year. For tenure and promotion, the chair is responsible for keeping faculty on track, and tenure-track faculty and the chair are expected to meet regularly to plan successful negotiation of the tenure and promotion criteria. Following promotion to Full Professor, faculty complete post-tenure reviews every 5th year.

Additionally, all faculty members are also formally reviewed in an annual merit review process. The merit review also constitutes the university's post tenure review for senior faculty members. For the merit review, faculty members prepare a report of accomplishments in the previous two years and there is a faculty-chair discussion to identify strengths and weaknesses and to promote planning. The merit evaluation is used as a basis for merit pay, when funds are made available from the legislature.

Faculty development for continuing full-time and adjunct faculty is handled at the university level through the Teaching and Learning Forum. Although many faculty attend teaching based conferences (e.g., National Institute on the Teaching of Psychology [NITOP]; and Society for the Teaching of Psychology [STP]).

Use and impact of high impact educational experiences

Enrollments in departmental HIEE courses from Fall 2017-2023 are shown in Figures 14 and 15. Figure 14 shows the number of students enrolled in lower-division departmental HIEE courses, and Figure 15 shows the number enrolled in upper-division HIEE courses. A comparison of Figures 14 and 15 so that the vast majority of HIEE enrollments in the department are coming from upper-division enrollments. These numbers suggest that lower-division students aren't taking advantage of the outside-the-classroom

opportunities to engage with faculty. This could be due to the lack of knowledge about these opportunities. As has been described elsewhere, the College of Social and Behavioral Sciences Advisors serve as the primary advising contact for lower-division Psych Science students. Although the CSBS Advisors are well informed about the department curriculum, they are not always aware of these types of opportunities.

As can be seen in Figure 15, the COVID shut down substantially affected the department's HIEE offerings. We went from averaging over 32 students enrolled in HIEE courses preCOVID shut down to averaging 21 postCOVID. We're finally starting to see recovery from this downturn, with the preceding two semesters having 32 and 28 students respectively.

Figure 14. Students enrolled in Lower-Division Psychological Science High Impact Educational Experiences
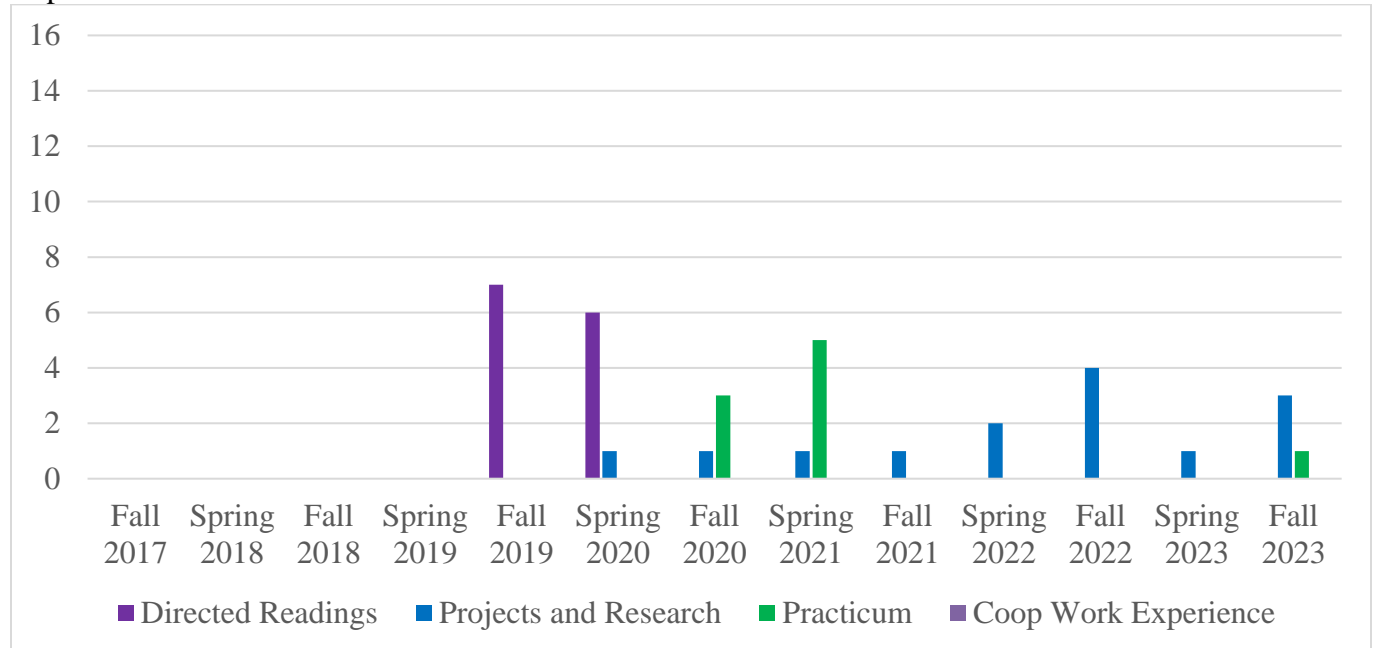
As is evidenced by the enrollment data depicted in Figures 13 and 14, the department does an excellent job engaging students in highly engaging transformative applied educational experiences. One tremendous obstacle to the department increasing its HIEE offerings is the inability to adequately compensate faculty for their work with students. The student demand for departmental core courses prevents us from being able to offer faculty the appropriate course reductions to compensate for their HIEE work.

Figure 15. Students enrolled in Upper-Division Psychological Science High Impact Educational Experiences
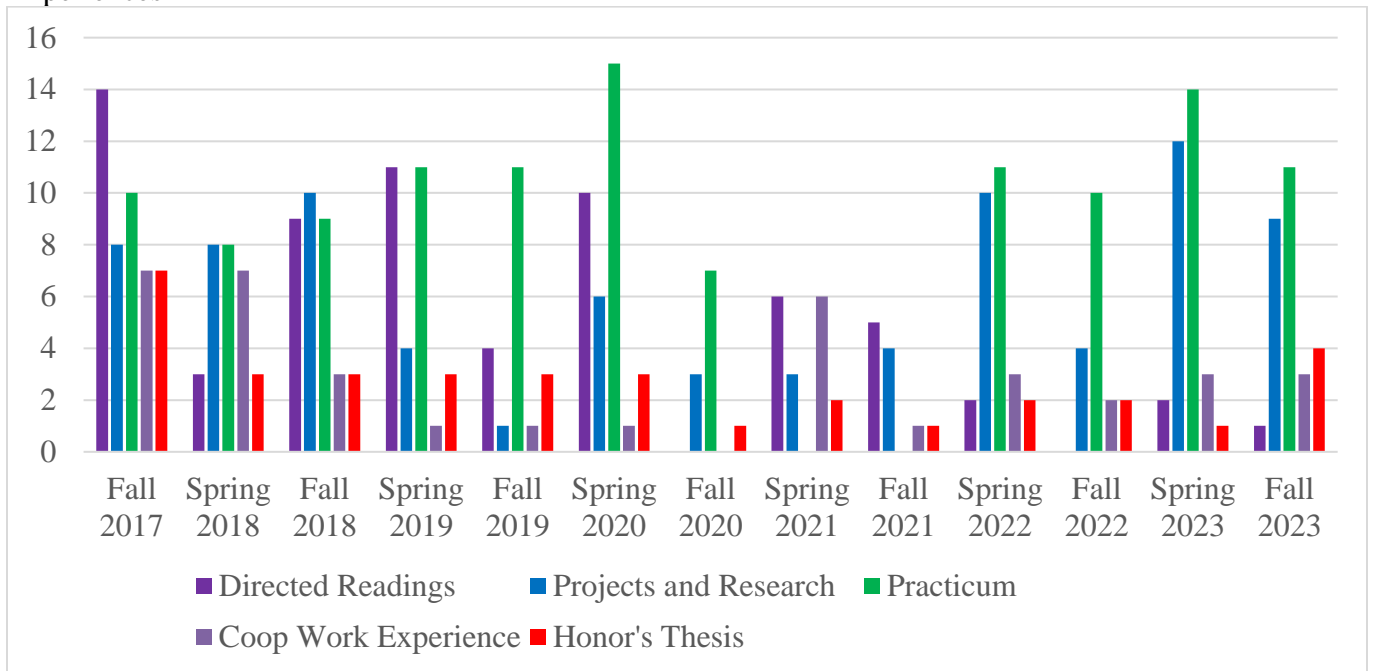
Evidence of Effective Instruction

i) Regular Faculty

Faculty in the department have universally and consistently received high student course evaluations and have been commended with peer recognition via teaching awards. During the current review period, two faculty (Shannon McGillivray and Sarah Herrmann) have received the Gene Sessions Excellence in Teaching Award from Weber State University College of Social and Behavioral Sciences, and one faculty member (Leigh Shaw) received the Brady Presidential Scholar Award. Additionally, Kathryn Sperry and Aminda O'Hare have received the Presidential Teaching Excellence Award.

ii) Adjunct Faculty

Adjunct faculty within the department are held to the same standards as regular/tenure-track faculty in terms of academic standards. In fact, most of the adjuncts in the department (12 out of 15) have Ph.Ds. Adjunct faculty in the department work with students and serve as advisors on Individualized Instruction projects and BIS committees the same way as regular faculty. And just like regular faculty, adjunct faculty universally and consistently receive high student course evaluations.

Standard F – Program Support
Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff

Like most other departments in the college and university, the Psychological Science Department employs one full-time Administrative Specialist and part-time work-study office personnel. The Administrative Specialist receives a standard compensation package with benefits that include lower priced tuition for WSU classes (which extend to family members), and other amenities of college life (gym and library access). Nonetheless the financial compensation is low and additional financial support is often found for her extraordinary work for the department.

The Department Chair works closely with the Administrative Specialist regarding meeting departmental responsibilities. The full-time Administrative Specialist also utilizes WSU training opportunities for professional development to acquire relevant skills. One of the major responsibilities of the Administrative Specialist is to serve as an office manager who supervises the part-time work-study students and departmental tutors. A work-study student works approximately 20 hours a week and serves as a support for more menial jobs, freeing the Administrative Specialist to handle more difficult tasks.

i) Include evidence of ongoing Staff Development

Full-time staff are formally evaluated using a strategy adopted by the provost called PREP, which assesses a number of performance areas and establishes goals for future development. While the primary responsibility of the chair, the evaluation of the Administrative Specialist includes feedback solicited from department faculty regarding areas that could benefit from mentoring and appropriate assistance. Work-study students are informally evaluated by the Administrative Specialist in her role as office manager. The Administrative Specialist relies on her own evaluation as well as through her informal consultation with the faculty regarding the work study students' performance.

Adequacy of Administrative Support

The department is funded at $18,500 a year, this amount has been reduced from $31,400 over the past 3 years due to university-wide budget cuts. Each faculty receives $750 per year in discretionary funds (approximately a third of the budget). Until this academic year, the department also provided an additional $250, but the continued budget reductions no longer make that possible.

Additional departmental income has been generated by student fees. Introductory Psychology students pay $3.00 in fees which generates approximately an extra $3,500 per year. Those funds are used to support the Introductory Psychology Subject Pool. Student fees are also charged to students in Biopsychology ($5.00), Psychological Statistics and Research Methods I and II ($5.00), Statistics Lab ($5.00), and Research Methods ($5.00) for course management and related costs.

Adequacy of Facilities and Equipment

There are a host of specialized facilities, equipment, and institutional support resources (e.g., computers, software, university networks, labs, etc.) used by the department. The institutional support includes the campus learning/testing centers which are used for electronic test administration. Also included are Canvas (online course management system) and WSU online facilities and staff for the development of maintenance and improvement of multimedia course work.

Each classroom in the department is fully multimedia equipped. The department also has a physiological laboratory, two computer laboratories, four small psychological testing cubicles with psychological testing equipment and materials, and a series of rooms used for developmental, cognitive and social psychology research. Each faculty member has a personal computer (desktop or laptop), which the College provides on a five- year replacement schedule.

The department also houses two computer labs for instruction and research. These lab spaces are used for instruction for our stats, stats lab, and research methods courses. Additionally, many students use the labs for conducting computer-based research projects. These computers are replaced on a five-year replacement schedule.

Adequacy of Library Resources

Psychological Science faculty and students make extensive use of the book, media, journal, and other library collections and other resources they have (e.g., PsycInfo). Although book and media collections seem more adequate than the journal offerings, any inadequacies are well compensated by the effective and quick interlibrary loan service.

Standard G - Relationships with External Communities

Description of Role in External Communities

Departmental community involvement activities take a variety of forms including a) activities intrinsically related to course requirements, b) initiatives for which students may get credit but reflect community service, c) faculty professional roles in the community, and d) the invitation of community members to the university to educate students. The first category of community involvement, as an intrinsic component of some courses, is highlighted by Practicum. Practicum involves students working at a variety of community sites and performing various community service activities (see Appendix J).

Community involvement activities are not only an intrinsic component of Practicum, but also are initiatives run as community service, for which students may earn credit. Two such ongoing projects are notable for their scope and impact. The George Washington High School practicum has proven so elaborate that students are offered not just Practicum credit for their on-site work, but also enroll in a Selected Topics in Psychology (PSY 4900) course to review techniques and evidence of the growth mindset intervention, and analyze data and prepare presentations about those presentations. The project is a collaborative effort of department faculty members to provide social skills and mathematics training to inner city High School students. The project was originally funded by Hemingway family grants and departmental support, and has involved more than 200 high school students over its 8 years of its existence. Over 40 WSU college students were trained as tutors and mentors, and they also are collecting data about the effectiveness of the intervention. The evidence suggests a powerful impact of the training on the high school student targets and college student trainees.

The program has expanded from one high school to a junior high school (Mount Ogden Junior High School), an elementary school (Washington Terrace Elementary School), and an international elementary school in Puerto Rico (Escuela Jose Facundo Cintron, in Yabucoa, Puerto Rico). The latter

being part of an alternative spring break program that took a group of students to Puerto Rico to teach about resiliency following hurricane Maria in 2017.

Psychology faculty members have a long history and tradition of using their background and training in psychology in the community. For example, a number of faculty members have been formally involved by serving on the board of directors of community agencies and schools (Ogden-Weber Community Action Partnerships, Weber Human Services, Head Start, DaVinci Academy of Science and the Arts, Foster Grandparents, and Treehouse Children's Museum), or otherwise volunteering their expertise by supervising clinical candidates, offering diversity trainings to businesses, collaborating with and consulting and training staff at Youth Impact. A number of faculty members have engaged in community research, including not only the aforementioned projects but also assessing the success of federal (Weed and Seed), state (Diversity), and community (Treehouse) programs. Additionally, more specific forms of community involvement performed by the members of the Psychology faculty include giving lectures to alumni, presentations to school science clubs, commentary on psychological issues to community organizations, and being media resources. Finally, some faculty members require civic engagement as a component of their classes where students are required to work in the community as part of their grade for the course.

Finally, community activities include bringing members of community to students in the department as guest lecturers either in classes or out of classes. Students have had a chance to interact with elderly, gay, minority, mentally challenged, and Native American community members in various classes including Introductory Psychology, Psychology of Diversity, Abnormal Psychology, and Psychology of Women and Gender. Department lectures for students have included presentations by local psychiatrists, counselors, forensic psychologists, and marketing researchers. Alumni from the department are also asked to give lectures on their experience in graduate school or other psychology-related activities.

Summary of External Advisory Committee Minutes

The department does not have an external advisory committee. The American Psychological Association serves many of the roles of an advisory committee. The APA provides an evidence-based curriculum that addresses career directed learning outcomes.

Community and graduate Success

Graduates of the department are successful no matter the career path they choose to follow. Students that choose to continue their academic training are successful no matter the type of training they choose. Graduates go on to attend graduate school in psychology, law, and medical school. Since the 2016-2017 academic year, 15 Psychological Science graduates have applied to medical school with a 91% admission rate. This compares favorably to the national average of approximately 50% and the university average of approximately 75%.

Faculty and student community engagement has also proven to be highly successful. As previously highlighted, Dr. Russell-Stamps growth-mindset and resiliency work with local schools has benefited hundreds of students. Obviously, the pandemic shut down significantly slowed this work, but, as illustrated, these numbers are starting to rebound.

The development of new programs in support of the Rocky Mountain Center for Occupational and Environmental Health (RMCOEH) and Behavioral Health Technician Certificate of Proficiency Program is further evidence of the department's community success in effectively responding to community needs.

Standard H – Program Summary
Results of Previous Program Reviews

The 2016-2017 Program Review Team complemented the department for the previous Mission Statement and its alignment with previous (2007) and, then current (2013), APA Guidelines. The current Mission and Vision Statements were developed in 2017. I anticipate the current statement will be updated as a result of the current review.

The Review Team also commended the department for a curriculum consistent with professionally suggested outcomes. At the time, the APA (2013) guidelines were being utilized; we were consistent with this document until this year when we adopted the Guidelines 3.0 suggestions (2023).

The Review Team did suggest the department make "efforts to integrate current cultural understanding and evidence into the various classes in the curriculum" (Hoagstrom & Keith, 2017: 2016-2017 Program Review Team).

> Since this review, the department has increased the number of Psychology of Diversity (PSY 3100) courses. These courses highlight the need for recognizing diversity of all types in scientific explanation of human thoughts, feelings, and behavior. This shift is due to an increase in the number of faculty who focus specifically on cultural variables as part of their research, and, as a direct result, implement those ideas in their teaching curriculum. The general trend of including more cross-cultural data into course topics has increased as the data have become more available addressing different areas of psychological science.

> It should also be noted that the department assessment of cultural understanding showed that graduating seniors performed significantly greater than Introductory Psychology students (See Section C, p. 15).

As noted elsewhere, the Review Team also complimented the department of the Advising process, specifically highlighting the development of the Departmental Advising Handbook as a valuable resource for students.

The review also noted the well-qualified, dynamic, and motivated faculty. Additionally, they also highlighted the amount of work conducted with students via individualized instruction outside of the classroom, and the amount of service work conducted by faculty. The Review Team specifically mentioned burnout concern among younger faculty and pleaded for more resources.

Problem Identified	Action Taken	Progress
Issue 1: need to integrate current cultural understanding and evidence into courses across the curriculum	Previous 5 Year Program Review:	Identified need
	Year 1 Action Taken:	Hired Social/Community Psychologist

	Year 2 Action Taken:	Increase number of Psychology of Diversity sections
	Year 3 Action Taken:	
	Year 4 Action taken:	
Issue 2: "In concluding this section we simply want to reinforce our initial observation that this is a faculty doing a lot with a little. They would benefit not only from additional staffing, but also from space, equipment, and additional resources for research and travel."	Previous 5 Year Program Review:	
	Year 1 Action Taken:	
	Year 2 Action Taken:	
	Year 3 Action Taken:	
	Year 4 Action taken:	

Action Plan for Ongoing Assessment Based on Current Self Study Findings

The current Self Study has identified a number of areas where remediation is needed associated with the assessment plan for the additional Psychological Science programs currently being developed. Specifically, more well-developed assessment plans need to be developed for the just implemented Associates of Science program, the Psychological Science leg in the Occupational Health and Environmental Safety BIS commencing in Fall 2024, and the Behavioral Health Technician Certificate of Proficiency program beginning in Fall 2024. The department Assessment Committee needs to examine the AS curriculum and determine the appropriate point to collect APA identified foundational level learning outcomes. In regard to the Occupational Health and Environmental Safety program, the department will work with the University of Utah to coordinate the program needs and then determine the best method of assessment. Additionally, the committee needs to develop an assessment plan for the Behavioral Health Tech program to ensure students will meet the legislative mandated learning outcomes and scope of practice.

The department also needs to develop a portfolio system for program level assessment so that students can submit evidence of learning outcomes metrics obtained throughout the curriculum. There also needs to be better connecting survey data between graduating seniors enrolled in PSY 4950 and students just entering the major and enrolled in PSY 1010.

In addition to the assessment changes needed, the department needs to develop an assessment process that better integrates students into the department earlier in their academic careers. The current advising strategy is doing an excellent job serving our upper-division students. However, with the implementation of the new AS and with the department's goals of recruiting majors through our Concurrent Enrollment courses, including into the Behavioral Tech Certificate program, we need to develop a better advising strategy that allows faculty to advise those students about the best educational path and start mentoring by providing information about the opportunities available within the department. It may be possible to compensate faculty for these positions, but we have to have the course freedom to offer them.

Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken
Issue 1: Implement a portfolio system for PSY 4950 to more easily collect better and more diverse assessment measures across the curriculum.	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:
Issue 2: Develop a better system for obtaining comparative assessment data across the curriculum.	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

Summary Information (as needed)
Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified	Action to Be Taken
Issue 1: Faculty staffing issues are restricting course offerings to core curricular courses and creating bottlenecks for students in high-demand required courses. This high course demand hinders faculty scholarship.	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:
Issue 2: The department has just transitioned to a new Administrative Specialist following the retirement of the previous Admin of 10-years. In July 2024, the department transitions to a new Chair for the first time in nine years.	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

References

Dean, A. M. (1998). *Defining and achieving university student success: Faculty and student perceptions* (Doctoral dissertation, Virginia Tech).

Gibson, C., Rankin, S., & York, T. T. (2015). Defining and measuring academic success. *Practical Assessment, Research & Evaluation*, *20*(5), 20.

Halonen, J. S., Buskist, W., Dunn, D. S., Freeman, J., Hill, G. W., Enns, C., ... & Kaslow, N. (2013). APA guidelines for the undergraduate psychology major (version 2.0). *Washington, DC: APA*. https://www.apa.org/ed/ precollege/about/psymajor-guidelines.pdf

Halonen, J. S., Dunn, D. S., Kreiner, D. S., Lewis, L., Mena, J. A., Naufel, K. Z., ... & Thompson, J. L. (2023). APA guidelines for the Undergraduate Psychology Major Version 3.0: Empowering people to make a difference in their lives and communities. https://www.apa.org/about/policy/undergraduate-psychology-major.pdf

Lane, M., Moore, A., Hooper, L., Menzies, V., Cooper, B., Shaw, N., & Rueckert, C. (2019). Dimensions of student success: a framework for defining and evaluating support for learning in higher education. *Higher Education Research & Development*, *38*(5), 954-968.

APPENDICES

Appendix A: Student and Faculty Statistical Summary

(*Note*: Data provided by Institutional Effectiveness. This is an extract from the Program Review Dashboard and shows what will be sent to the Boards of Trustees and Regents)

	2019-20	2020-21	2021-22	2022-23
Student Credit Hours Total				
Student FTE Total				
Student Majors				
Program Graduates				

Student Demographic Profile
        Female
        Male				

Faculty FTE Total
        Adjunct FTE
        Contract FTE				

Student/Faculty Ratio				

Appendix B:

2023-2024	Tenure and tenure-track	Contract	Adjunct
Number of faculty with Doctoral degrees	13	1	12
Number of faculty with Master's degrees			3
Number of faculty with Bachelor's degrees			
Other Faculty			
Total	13	1	15

Most recent completed year; contract/Adjunct Faculty Profile

Name	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Aaron Ashley (Chair)	Professor	Tenured	Ph.D.	18	Cognitive/Experimental
Leigh Shaw (Adviser)	Professor	Tenured	Ph.D.	21	Developmental
Timothy Black	Assistant Professor	Not Tenured	Ph.D.	3	Biopsychology/Neuroscience
Azenett Garza Caballero	Professor	Tenured	Ph.D.	21	Social
Sarah Herrmann	Associate Professor	Tenured	Ph.D.	7	Social/Community
Joseph Horvat	Professor	Tenured	Ph.D.	44	Personality/Forensic
Shannon McGillivray	Associate Professor	Tenured	Ph.D.	11	Cognitive/Aging
Aminda O'Hare	Associate Professor	Tenured	Ph.D.	11	Biopsychology/Neuroscience
Melinda Russell-Stamp	Assistant Professor	Not Tenured	Ph.D.	15	School/Educational
Kathryn Sperry	Assistant Professor	Not Tenured	Ph.D.	6	Forensic
Vanessa Watts	Instructor	Not Tenure Track	Ph.D.	2	Clinical
Xin Zhao	Assistant Professor	Not Tenured	Ph.D.	4	Clinical/Counseling
Eric Amsel	Adjunct/Emeritus		Ph.D		Developmental
Heather Chapman	Adjunct		Ph.D.		Cognitive/Measurement

Ben Eschler	Adjunct		Ph.D.		Clinical Neuroscience
Kristen Floyd	Adjunct		Ph.D.		Clinical
Jack Kettering	Adjunct		M.A.		Clinical
Jaclyn Knapp	Adjunct		Ph.D.		Clinical/Developmental
Rachel Lam	Adjunct		Ph.D.		Educational
Mary Machira	Adjunct		Ph.D.		Educational
Hannah Muetzelfeld	Adjunct		Ph.D.		Counseling
Craig Oreshnick	Adjunct		Ph.D.		Clinical
Aaron Roberts	Adjunct		M.A.		
Peggy Smith	Adjunct		Ph.D.		Developmental
Seth Wilhelmsen	Adjunct		M.A.		Applied Behavioral Analysis
Tonia Wilson	Adjunct		Ph.D.		Educational
April Wood	Adjunct		Ph.D.		Counseling

Appendix C: Staff Profile

Name	Job Title	Years of Employment	Areas of Expertise
Alicia Guthrie	Administrative Specialist	2023 - present	
Mickey Cole	Administrative Specialist	2 2012 - 2023	

Appendix D: Financial Analysis Summary
(This information will be provided by the Office of Institutional Effectiveness)

Program Name				
Funding	**10-12**	**12-13**	**13-14**	**14-1**
Appropriated Fund	$$$	$$$	$$$	
Other:	00000.00	00000.00	00000.00	00000
Special Legislative Appropriation				
Grants or Contracts				
Special Fees/Differential Tuition				
Total				

Note – with this information and the student information, we will calculate a 'cost per fte' as part of the financial summary

Appendix E: External Community Involvement Names and Organizations

Name	Organization
Lynne Goodwin	Treehouse Children's Museum
Suzy	Youth Impact
Roy D. Cole	Criminal Defense Attorney
Chris Martinez	Rocky Mountain Innocence Project
Jamie Pitt	Weber County District Court
Kristine Knowlton	Utah Office of the Attorney General
Aaron Perry	Roy Police Department
Dani Croyle	Ogden Police Department
Blake Woodring	Adult Probation and Parole
Diana Rangel	WSU Counseling Services
Nate Taggart	Weber School District
Laura Traum	Ogden-Weber Community Action Partnership: Head Start Program
Roy D. Cole	Criminal Defense Attorney

Appendix F: Site Visit Team (both internal and external members)

Name	Position	Affiliation
Ron Myers, PhD	Professor and Chair	Department of Zoology Weber State University
Aaron Richmond, PhD	Professor	Department of Psychology Metropolitan State University of Denver
Garrett Strosser, PhD	Associate Professor and Chair	Department of Psychology Southern Utah University

Appendix G: Evidence of Learning <u>Courses within the Major</u>
 (use as a supplement to your five-year summary, if needed. Be sure to delete the sample text before using)

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome Students will…	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1.A:	Measure 1: (Ex. A set of 10 multiple choice questions from Exam 1)	Measure 1: (Ex. 85% of students will score 80% or better on 10 questions)	Measure 1: (Ex. 93% of students scored 80% or better on 10 questions)	Measure 1: (Ex. Students successfully demonstrated interpretation skills)	Measure 1: (Ex. No curricular or pedagogical changes needed at this time)
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:
Learning Outcome 2.A:	Measure 1: (Ex. Results of standardized test)	Measure 1: (Ex. 85% of students will score at or above the national average)	Measure 1: (Ex. 90% of students scored above national average)	Measure 1: (Ex. Students successfully demonstrated competence; lowest average score was in transfer of knowledge, where only 69% of questions were answered correctly	Measure 1: (Ex. Faculty agree to include review of transfer in all related courses; this outcome will be reassessed during next review
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:

Evidence of Learning: General Education Courses
(use as a supplement to your five-year summary, if needed)

Evidence of Learning: General Education					
Measurable Learning Outcome Students will…	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1.A:	Measure 1: (Ex. A set of 10 multiple choice questions from Exam 1)	Measure 1: (Ex. 85% of students will score 80% or better on 10 questions)	Measure 1: (Ex. 93% of students scored 80% or better on 10 questions)	Measure 1: (Ex. Students successfully demonstrated interpretation skills)	Measure 1: (Ex. No curricular or pedagogical changes needed at this time)
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:
Learning Outcome 2.A:	Measure 1: (Ex. Results of standardized test)	Measure 1: (Ex. 85% of students will score at or above the national average)	Measure 1: (Ex. 90% of students scored above national average)	Measure 1: (Ex. Students successfully demonstrated competence; lowest average score was in transfer of knowledge, where only 69% of questions were answered correctly	Measure 1: (Ex. Faculty agree to include review of transfer in all related courses; this outcome will be reassessed during next review
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:

*At least one measure per objective must be a direct measure. Indirect measures may be used to supplement evidence provided via the direct measures.

Appendix H: sample Signature Assignments

Fundamental Attribution Error

You are driving down the road when out of your blind spot a car unexpectedly cuts you off. Furious you start yelling and calling this complete stranger words you wouldn't dare say in front of your grandmother. In this situation you likely blamed this person's actions on their inner qualities and less on their situational factors. Like many you would be making the fundamental attribution error. This is the tendency for someone to overestimate the influence of someone's personality and underestimate environmental factors when explaining others' behavior (King 2019). This driver may have had a medical or family emergency that required the utmost haste to solve, but without such information people are much more likely to attribute this person's behavior to personal qualities such as being type A, oblivious, or simply rude (Herrmann, 2022).

This type of error is difficult to escape and I myself have fallen to it many times. For example, there have been times where I have seen others perform poorly on exams. I would think they performed poorly because they were too lazy to study properly or because they were simply not smart. This is the fundamental attribution error at work. It is very possible that they had a bad day, or that family troubles took up their study time. However, because of the fundamental attribution error we are less likely to think of such possibilities when we explain behavior. This has also happened with friends before. I would wave to my friend in the hall, and they would just keep walking. Almost instinctively I would think that they were a jerk. I didn't realize that they had just failed to see me, but because of the fundamental attribution error I immediately explained their behavior as a result of their personality.

However, there is a bright side. By knowing about the fundamental attribution error, and when it happens, we can train ourselves to consciously choose not to perform it. For example, next time someone behaves in an unpleasant way, or you get cut off on the road, stop and think about the external factors that may be influencing the. It's easy to blame someone's personality for their actions but this is not always the case.

Knowing this can help us make better judgements about others.

References

King, L. A. (2019). *Experience psychology* (4th edition). McGraw Hill.

Herrmann, S. D. (2022, March 25). *Social psychology* [PowerPoint Presentation]. Retrieved from Canvas.

Isn't puberty lovely? My niece and nephew are both going through puberty. I noticed my niece is always mad, her body is going through changes, and her period came. My nephews voice cracks, pimples are appearing out of nowhere, and he's a little taller. I would say they are having a blast. Puberty involves many hormonal changes; it is a physical change in early teenage years. (King, 2019). It is interesting to me how fast or slow someone develops. There are boys who have facial hair at age ten. One of my cousins couldn't grow a full beard until he hit his twenties.

I believe puberty can lead to lower self-esteem. The body is going though many changes at once. I remember when I was younger, I developed faster than most girls. I felt embarrassed of the way I looked, and I always wondered why I look so different. According to a book I read it states, "girls who mature quickly tend to have depression or an eating disorder." (King, 2019). Puberty affects the brain; it develops maturation and increases emotions. This explains why my niece goes through a roller-coaster of emotions. It is harder to control these emotions around the teenage years, but as we grow into adults, we find ways to cope with it. Teenagers tend to be more impulsive which explains rational decision making.

It would be awesome if bodies stopped changing after puberty, but it doesn't. Did you know adults are at their healthiest in their twenties? (King, 2019). The body continues to change the older we get. Physical skills tend to decrease, and physical changes start to happen. Of course, it can be slowed down with exercising and eating healthy. Exercise helps to keep your muscles tight. Hormones are still changing and as we get older, for example women get menopause.

Throughout this section I learned the different ways puberty affects a person. I learned throughout life there are many patter growths and to be more patient with my sister's kids because it's not their fault hormones are rushing into their tiny bodies.

References:

https://prod.reader-ui.prod.mheducation.com/epub/sn_b3fa/data-uuid-

47b5f8c901254d25a3b0a360b5809338#data-uuid-8645969762314392bd4eee4c749edb4b

Signature assignment #2 Coping with Stress

Everyone is Stressed at one point in their lives, with it being School, Parents,

You only need to capitalize words at the beginning of a sentence and proper nouns.

Relationships anything. At some point it could cause " Cancer-like risks" And with this we need to know how to cope with it during our everyday lives.

Annie has Anxiety which makes Coping with Stress more difficult to many other people. With that when she was little she would tell her parents her stomach hurt, but her parents knew it was just being shy for a new chance in her life. The older Annie got she gained a fear of when

her parents would take her two siblings too doctors appointments, Practice, or anything being home alone for a couple hours would just make her Anxiety rise up, so her Parents trained her and showed her that they would only come in through the garage door, and that they locked the

door upstairs just to make her calm down. Multiple times during church events, School projects, or just talking in general would make her super nashis to the point where she never threw up, but was really close. With that her parents helped her bring there, and told her it will be over soon to relax , and not focus on the crowd or noise. Annie got to the point in life when college was around the corner, and her mom was nervous because all the little accidents that had been

happening all her life would be even worse going into a bigger role and living alone. With that her mom got her onto Anxiety medication, and with only being on it for a year it has helped her

Is this someone you know? It isn't clear.

in many ways during her time alone. Over time she was able to cope with the things that gave her like Public Speaking, Change, People, Pressure, and the fear of people not coming back.

The 2 different types of Coping is "Problem -Focus coping" That is basically finding

and beating the Fears I Problems you have. Going into a study room might give you closure to pass the next exam, with that you already faced a fear of not passing knowing you tried.

(Experience Psychology 4) " Laura A. King" pg 535. The second way to Cope is Emotion- Focused coping. The best way to deal with this one would be if you hated a class or if a loved one passed you'd need to surround yourself with friends and family to help with this. Joking

around, traveling, little things to make everything flow again. (Experience Psychology 4 " Laura A. King" pg 535.

> *Sarah Herrmann*
> *2022-04-22 03:02:42*
> --
> *Sarah Herrmann*
> *2022-04-22 03:03:50*
> --
> How does this connect to the example above?

Reference Page

(Experience Psychology 4 " Laura A. King" pg 535.

Review APA formatting
for references.

Signature Assignment #3

Music is a universal language. No matter where you go, music is enjoyed by every culture regardless of different languages, everyone can enjoy all types of music. Besides music being there for simply a good time or as background music, there are some benefits to listening to music. Doctors at John Hopkins recommend listening to music when doing something as it helps to stimulate your brain. (Stanborough, 2020) Music can have many psychological benefits such as improving cognitive performance, and research has found that when playing music in the background while focusing on another activity can improve performance. (Cherry, 2019)

In a study, researchers found that when music was promised as a reward for completing a task people were more willing to complete the task knowing they would listen to music in return. Listening to music can also help with memory from students studying and being able to remember the material better. But also with older people, music memory is one of the most resistant things to dementia, which is why we use music to calm down dementia patients. (Stanborough, 2020). Listening to music can also help with mental health, stress, and being able to relax. In a study done in 2013, people were exposed to stressful situations and then took a stress test in three different conditions. Some listening to relaxing music, rippling water, and the last group had no sound being played while they took the test. The study found that those who listened to music while taking the test recovered faster from their stress. (Cherry, 2019)

Music has such an impact on our mental health that some use music therapy to help with their anxiety or depression. Music Therapy is the use of music to help with individualized goals. Music Therapy is an established health profession in which music is used within a therapeutic relationship to address the physical, emotional, cognitive, and social needs of individuals. After assessing the strengths and needs of each client, the music therapist uses different treatments, such as creating, singing, moving to, and/or listening to music. Music therapy also provides avenues for communication that can be helpful to those who find it difficult to express themselves in words. Research in music therapy supports its effectiveness in many areas such as providing emotional support and providing an outlet for the expression of feelings. (American Music Therapy Association, 2021)

When it comes to music therapy there are a few different aspects such as lyric analysis, music playing, listening, and writing. A lyric analysis is an approach for someone to process emotions and experiences. The patient is encouraged to offer insight to lyrics and allows an individual to identify what lyrics they connect with and further analyze those feelings. Playing music is another outlet to express emotions—listening to music can regulate mood. Because of its rhythmic and repetitive aspects, music engages the neocortex of our brain, which calms us and reduces impulsivity. We often utilize music to match or alter our mood. A music therapist can play music to match the current mood of the person and then slowly shift to a more positive or calm state. Songwriting lets people positively express themselves and can be validating. (Warren, 2016)

Music therapy is all about getting someone to process their emotions and express them through some form of music. Music is also able to help with mental health since it changes

the brain, listening to music triggers the release of neurochemicals such as dopamine, cortisol, oxytocin, and serotonin. (Stanborough, 2021) In a report done by the AARP surveying 3,185 adults, they found that listening to music has a positive impact on mental well-being, depression, and anxiety. To boost music's mental-health benefits in your life; instead of putting on music as background noise, concentrate on the music, taking note of the feelings, memories, and bodily sensations that arise as you listen. (Adler, 2020)

I relate to this topic because I have used music as a form of coping with things that I have been through. If it wasn't for music I don't know where I would be. I grew up always having music playing in my house and when I had some family events happen, I relied on music heavily. Listening to music became my only way of coping; for me to sleep, I needed to have music playing. I became attached to music to the point where it had none playing. I became slightly uncomfortable, and I am the type of person that always has an earphone in and searches for new music to keep me occupied.

Sources

5 positive Effects music has on your mental health. (2020, February 13). Retrieved May 14, 2021, from https://www.openminds.org.au/news/5-positive-effects-music-mental-health

Adler, S. (2020, June 30). Positive effects of music for mental health. Retrieved May 14, 2021, from https://www.aarp.org/health/brain-health/info-2020/music-mental-health.html

American music Therapy association. (n.d.). Retrieved May 14, 2021, from

https://www.musictherapy.org/about/quotes/

Cherry, K. (2019, December 10). 10 surprising psychological benefits of music. Retrieved

May 14, 2021, from https://www.verywellmind.com/surprising-psychological-benefits-of-

music-4126866

Ghosh, I. (2021, May 5). 34% of America's small businesses are still closed due to COVID-

19. Here's why it matters. Retrieved May 14, 2021, from

https://www.weforum.org/agenda/2021/05/america-united-states-covid-small-

businesses-economics

How to use music for mental health. (n.d.). Retrieved May 14, 2021, from

https://au.reachout.com/articles/how-to-use-music-for-mental-health

Laura, D., Sylvie, J., & Aurore, S. (n.d.). The effects of music therapy on anxiety and

depression. Retrieved May 14, 2021, from https://austinpublishinggroup.com/depression-

anxiety/fulltext/depression-v2-id1057.php

Music therapy: Types and benefits for anxiety, depression, and more. (n.d.). Retrieved May

14, 2021, from https://www.medicalnewstoday.com/articles/music-therapy

Stanborough, R. (2020, April 01). Benefits of music on body, mind, relationships & more.

Retrieved May 14, 2021, from https://www.healthline.com/health/benefits-of-music

Warren, M. (2016, December 19). The impact of music therapy on mental health. Retrieved

May 14, 2021, from https://www.nami.org/Blogs/NAMI-Blog/December-2016/The-

Impact-of-Music-Therapy-on-Mental-Health

<u>Shame</u>

In 2011, Gaby Rodriguez decided that for her senior project she would conduct a social experiment surrounding teen pregnancy. With the approval of her mother, boyfriend, and her senior advisor, she pretended to be pregnant for 6 months to see people's reactions. A documentary was made about her experience and the film was very interesting. I found it crazy what people said about her and how they reacted to this news. For example some said, "that it was only a matter of time because her own family is a baby factory," and others said that "she is a waste of a life." At the end of the experiment she had a school assembly to present her senior project. In this presentation she talked about some of her findings. One of the big things she discovered was the idea of stereotyping. She said that because she was 'pregnant' people assumed she wouldn't go to college and that her life was over. She said that it was like they had put her in a box and she started to believe what others said. During the presentation note cards were passed out that had phrases that people had said about her and certain students read them aloud. After this she announced that she wasn't pregnant and took off the fake belly. You can probably assume what the responses were. Many people were shocked and others angry. This experiment taught great lessons on not judging and stereotyping. However, that is not what I wanted to focus on for this paper. Many of her schoolmates and teachers were upset that she had deceived them (Buckley 2012). In my opinion I believe that they were feeling shame.

Brene Brown is a researcher on this topic of shame. She has conducted experiments of her own and done a lot of research to earn the title of an expert on the subject. In her book, *The Gifts of Imperfection*, she writes about this topic. She defines shame as, "The intensely painful feeling or experience of believing that we are flawed and therefore unworthy of love, belonging, and connection." She goes on to explain that shame is a fear of people seeing us for who we really are. She says, "shame is about fear, blame, and disconnection (Brown 2010)." For these students at Gaby's school they were afraid because someone had called them out for the things they had said. They wouldn't even talk to her even more because of their embarrassment. They put the blame on her for doing the experiment rather than looking inwards at the mistakes they had made (Buckley 2012).

When researching this subject, Brown explains the difference between guilt and shame. She says that guilt is, "I did something bad," and shame is, "I am bad." Just a change of a few words really shows the difference. In her book, she explains that guilt can often have a positive effect rather than shame that has a negative effect. Shame can be positive when and only when we share it with others (Brown 2010).

This is one of the steps to gaining shame resilience. Others include recognizing shame in your own life, being aware of perfectionist tendencies and knowing that it is okay to make mistakes, as well as saying the word shame (Brown 2010).

Shame relates to everyone. I think that these tips and learning more about it helps to recognize when we are feeling it. Perfectionism is unattainable so it is important to allow yourself to make mistakes and then not tell yourself you are a terrible person.

Our mind and emotions are really powerful so it is important to learn how to better yourself.

References

Brown, B. (2010). *The Gifts of Imperfection*. Random House.

Buckley, N. (Director). (2012). *The Pregnancy Project* [Video file]. Retrieved 2021.

Depression

Depression to me means sleeping all day long, never having enough motivation to do anything, feeling drained, and hurting yourself mentally or physically. I know this is a really hard topic for a lot of people to talk about, but it is something we need to talk about to help not only ourselves but others as well. I struggle with depression from time to time, my siblings do, and one of the people I care for most, my boyfriend does too. It's hard to see the people we love the most go through one of the hardest emotions in life.

Depression can be seen in many different ways in life, but I feel like we all feel the same feeling when it comes down to it. Empty. One of the hardest things I have gone through in life is just wanting absolute happiness for someone, and deep down you can still tell they are not happy. They are the complete opposite from happy, even if you try your hardest to make them laugh, surprise them with something special, showing them you love them. Sometimes I just wish I could suck out all the sadness from the people I love and transfer it into some of my happiness. Although I know that is impossible, I do other things like, "being patient, showing empathy, and practicing assertive communication." According to (Cleveland Clinic) those are just a few things we can do to help others get through depression.

What I have learned recently is that depression can be very very draining. It is very hard to do anything at all. Just getting up sometimes is a daily struggle. For example today was my boyfriend's birthday and I tried to make it the best day of his life for him, and I still felt like it just was not enough. Near the end of the night he was so drained and took a nap… on his birthday. He took a nap, on his birthday. I know most people who have not struggled with depression would think what is so wrong with taking a nap on your birthday. The thing is who

the hell takes a nap ON THEIR BIRTHDAY. That is supposed to be like one of the most special days of the year. I wish I could get rid of his depression as a birthday present. It's so hard feeling hopeless all the time. Like you aren't enough, like there really is no point to life. I try showing him there are so many things to live for, but I think until you see that on your own you will never fully understand.

I firmly believe that you can only help yourself. If you try to help yourself you will never be happy on your own. You will always need validation and your happiness from someone else. Something you can try to do this would have to be "While you can't force yourself to have fun or experience pleasure, you can push yourself to do things, even when you don't feel like it. You might be surprised at how much better you feel once you're out in the world. Even if your depression doesn't lift immediately, you'll gradually feel more upbeat and energetic as you make time for fun activities."

Mayo Foundation for Medical Education and Research. (2018, November 28). *Depression: Supporting a family member or friend*. Mayo Clinic. https://www.mayoclinic.org/diseases-conditions/depression/in-depth/depression/art-20045943.

Melinda. (2021, April 19). *Coping with Depression*. HelpGuide.org. https://www.helpguide.org/articles/depression/coping-with-depression.htm.

Appendix J: Department of Psychological Science Advising Handbook

WSU DEPARTMENT OF PSYCHOLOGICAL SCIENCE
Advisement Handbook

HOW TO GET THE MOST OUT OF
THE PSYCHOLOGICAL SCIENCE PROGRAM

Table of Contents

Is Psychological Science the Right Major for Me?

Psychological science is the scientific study of behavior and mental processes. Because many fields rely on the understanding of human behavior, psychological science has widespread applications. If you enjoy working with people, are interested in human behavior, and have a scientific view of the world, then majoring in psychological science may be right for you.

The WSU Department of Psychological Science has dedicated faculty who are actively engaged in the discipline. Faculty members receive grants and awards, present their research at professional conferences, publish their research in academic journals, and

practice psychological science in applied settings. Faculty members have some of the highest course evaluations at WSU and graduating majors report being *very satisfied* with their experience in the department.

Psychological science students are intellectually enriched by an exciting curriculum in which they receive excellent training in the science and practice of psychology. Small class sizes enable students to learn statistical, research, and interpersonal skills. Students also have the opportunity to engage in carefully supervised practicum courses and one-on-one research courses with faculty members.
Graduating seniors have promising career trajectories and are well-prepared to succeed in graduate programs (e.g., masters or Ph.D. programs) or professional schools (e.g., law, pharmacy, medicine).

Through excellence in training in the science of psychology, our mission is to facilitate students' career aspirations and academic goals in the context of an undergraduate, Liberal Arts University, and a department which values teaching and research. The curriculum of the Psychological Science department is centered on meeting the following learning outcome goals for undergraduate students:

APA Learning Goals & Outcomes
APA Guidelines for the Undergraduate Psychology Major version 2.0

1 Knowledge Base
1.1 Describe key concepts, principles, & overarching themes in psychology 1.2 Develop a working knowledge of psychology's content domains 1.3 Describe applications of psychology

2 Scientific Inquiry and Critical Thinking
2.1 Use scientific reasoning to interpret psychological phenomena 2.2 Demonstrate psychology information literacy 2.3 Engage in innovative & integrative thinking & problem solving 2.4 Interpret, design, & conduct basic research 2.5 Incorporate sociocultural factors in scientific inquiry

3 Ethical and Social Responsibility in a Diverse World
3.1 Apply ethical standards to evaluate psychological science and practice 3.2 Build and enhance interpersonal relationships 3.3 Adopt values that build community at local, national, and global levels

4 Communication
4.1 Demonstrate effective writing for different purposes 4.2 Exhibit effective presentation skills for different purposes 4.3 Interact effectively with others

5 Professional Development
5.1 Apply psychological content & skills to career goals 5.2 Exhibit self-efficacy & self-regulation 5.3 Refine project-management skills 5.4 Enhance teamwork capacity 5.5 Develop professional direction for life after graduation

This handbook addresses students' most frequent questions about the Psychological Science program and should serve as an excellent reference for department requirements and resources.

Advising

How do I declare the major/minor?
It's easy to declare the Psychological Science major or minor via our [online form](#). Once your information is processed, your program of study will be updated in Cattracks, your official academic record. At that time, you may want to schedule your first advising appointment with the **Department Adviser**.

Who is my adviser?
The **Department Adviser**, Leigh Shaw, assists majors/teaching majors/minors with annual academic planning, handles all transfer articulation issues, and clears minors for graduation.
The **Department Chair**, Aaron Ashley, assists Bachelor of Science in Interdisciplinary Studies (BIS) students with academic planning and clears all majors for graduation.
Department faculty provide graduate school and career advising for students interested in their specific areas of expertise (e.g., biopsychology, counseling).
The **Social Science Advisers** (https://weber.edu/SocialScience/advising.html) advise majors on their general education requirements and basic University information.

How do I schedule an appointment?
Appointments with the Department Adviser and Chair are scheduled through the Department (801.626.6247, psychologydept@weber.edu). Appointments with faculty and the Social Science Advisers (801.626.7809) are made directly.

When should I see my adviser?
You should meet with the Department Adviser *at least annually* to discuss your progress toward graduation and your academic and professional goals. This annual appointment satisfies your program declaration requirement in Cattracks. You should also regularly meet with the Social Sciences Advisers while working on your general education requirements.

How should I prepare for my advising appointment?
It is best to schedule an appointment with the Adviser after you have reviewed the course schedule for the next semester and the degree (e.g., general education, minor, major) requirements you need to complete. This preparation will enable you to better discuss your academic progress and ask relevant questions. The Adviser's job is to provide you with advice and guidance related to your progress toward graduation; do not expect the Adviser to tell you which classes you should take and what time of day to take them.

How long will my advising appointment last?

The typical meeting with the Adviser lasts about 20 minutes. If you have reason to believe that you will require more time, you should mention this to the Department Administrative Assistant when scheduling.

Do I need a minor?

Yes: A minor is *required* for graduation (except with a double major). Students cannot major and minor in Psychological Science. A minor can: (1) complement your major, (2) make you more competitive in the job market/as a graduate school applicant, (3) give you a fuller understanding of some aspect of the human condition, (4) help foster your personal awareness, and (5) assist you in specializing your psychology training (e.g. a neuroscience minor may prepare you for training in biopsychology; a linguistics minor may prepare you for training in cognition; a family studies minor may prepare you for training in counseling). You should explore minors and direct your questions about minor requirements to the chair/adviser of the relevant program.

What classes should I take first?

After PSY 1010 SS, complete your other general education requirements and explore a minor. It is critical that you complete your Quantitative Literacy (QL) requirement (prerequisite for Statistics/Research Methods sequence) as early as possible. The College Advisers can assist you in choosing the most efficient pathway given your math placement.

Begin your major coursework with some lower-division courses, like PSY 2710 (Area A), PSY 2000 or 2370 (Area E), and PSY 2010 or 2400 (elective). Be mindful of the requirement for at least 40 upper-division credits for the BS degree.

Complete your **Foundational** courses with the required two-semester Statistics/Research Methods sequence (Option A or B).

Complete **Core** Courses by the beginning of your senior year (when graduate school applications are due) because many are prerequisites for capstone or specialized elective courses.

Capstone courses are taken in your senior year (PSY 4950 in your final semester) because they provide you with the opportunity to integrate, apply, and reflect on many aspects of the major and to demonstrate comprehensive learning and psychological literacy.

PSYCHOLOGICAL SCIENCE

SUGGESTED MAJOR COURSE SEQUENCE

Capstone
4950 (1) + course (3)
taken in final year

Electives Courses
Consult w/Dept. Adviser to choose
electives that suit your goals

Core Courses
Areas B, C, D & E

Foundational Stats/Methods Sequence
PSY 3615/3616 (Fall/Spring) OR PSY 3600/3605/3610
QL requirement & PSY 1010 prerequisite

Lower-Division Core/Elective Courses
PSY 2710 (Area A)
PSY 2000 or 2370 (Area F)
PSY 2010 (elective)

PSY 1010
Foundational requirement
& Social Science Gen Ed

- Meet annually with Department Adviser to determine **your** optimal course sequence
- A minor is required

Psychological Science Associate of Science Requirements (catalog 2023-2024)

Follow the requirements for your declared catalog year (see Cattracks). Refer to the current catalog for all course prerequisites, registration restrictions, grade requirements (i.e., individual courses for the major/minor must be passed with a C or higher; 2.5 Psychology GPA for courses being used for graduation), the course sunset policy, and the program residency policy.

General Education: Refer to Degree Requirements for Associate's Degrees.

FOUNDATIONAL COURSES (12 CREDITS)

PSY 1010 SS	Introductory Psychology	3
PSY 2000 SS EDI	The Psychology of Human Relationship	3
PSY 2010	Science and Profession of Psychology	3
PSY 2710	Biopsychology	3

			TOTAL	12

ELECTIVE COURSES (3 CREDITS)

PSY 1540	Designing your Life	3
PSY 2020	Mental Health Awareness	3
PSY 2250	Learning and Memory	3
PSY 2370	Psychology of Women and Gender	3
PSY 2400	Positive Psychology	3
PSY 2800*	Projects and Research INT CRE	1-3
PSY 2830*	Directed Readings CRE	1-3
PSY 2860*	Practicum	1-3
PSY 2890*	Cooperative Work Experience INT	1-2
	TOTAL	3

* These courses require a signed contract with the supervising faculty member outlining work expectations.

Psychological Science Bachelor of Science Requirements (catalog 2023-2024)

Follow the requirements for your declared catalog year (see Cattracks). Refer to the current catalog for all course prerequisites, registration restrictions, grade requirements (i.e., individual courses for the major/minor must be passed with a C or higher; 2.5 Psychology GPA for courses being used for graduation), the course sunset policy, and the program residency policy.

Psychological Science Major & Teaching Major Requirements (45 credit hours) *Teaching Majors must meet the Teacher Education admission and licensure requirements (see Teacher Ed. Dept.) and are required to take PSY 4000 (preferred) or 4090.*

FOUNDATIONAL COURSES (11 CREDITS)

PSY 1010 SS	Introductory Psychology (3)

You have two options to complete the required Statistics and Research Methods course sequence.
You must complete one option OR the other; you cannot complete the sequence by a combination of courses in each option.

OPTION A (8)		OPTION B (8)
PSY 3615, Psychological Statistics & Methods I (4) †	OR	PSY 3600, Statistics in Psychology (3)*
PSY 3616, Psychological Statistics & Methods II (4) †		PSY 3605, Psychology Statistics Lab (1)**
		PSY 3610, Research Methods in Psychology (4)***

† OPTION A is a two-semester sequence (3615 in Fall, 3616 in Spring) that must be completed in the same year with the same instructor to complete the requirement. Sequence is recommended for the junior year; MATH 1010 or QL is a prerequisite.
* MATH 1010 or QL and PSY 1010 are prerequisites.
**PSY 3605 is a prerequisite or co-requisite for PSY 3610. This pre-/co-requisite applies to ALL catalog years.

Version Date: April 2023   76

***PSY 3600 (or an equivalent with prior approval from the Department Chair) is a prerequisite.

CORE COURSES (18 CREDITS): Required to take 1 course from Areas A-F

AREA A	†PSY 2710	Biopsychology	3
AREA B	†PSY 3000	Child Psychology *	3
	†PSY 3140	Adolescent Psychology *	
AREA C	PSY 3010	Abnormal Psychology *	3
AREA D	†PSY 2250	Learning and Memory *	3
	†PSY 3255	Conditioning, Learning, and Behavior Modification *	
	†PSY 3500	Cognition *	
AREA E	†PSY 3430	Theories of Personality *	3
	†PSY 3460	Social Psychology *	
AREA F	†PSY 2000 SS	The Psychology of Human Relationships	3
	†PSY 2370	Psychology of Women and Gender *	
	†PSY 3100	Psychology of Diversity *	
		TOTAL	**18**

†Additional courses in each area may be taken as an elective
* PSY 1010 is a prerequisite.

CAPSTONE COURSES (4 CREDITS)

PSY 4950 Capstone Experience: Promoting Psychological Literacy (1) (*take in your FINAL semester*) **AND ONE (1)** Capstone Course (3) Prerequisite: *24 PSY credits (including PSY 3610 or 3616) and department override to register*	
Typically taught in FALL Semester	Typically Taught in SPRING Semester
PSY 4090 History and Systems of Psychology	PSY 4000 Advanced General (required of teaching majors)
PSY 4140 Theories of Development	PSY 4050 Evolutionary Psychology
PSY 4310 Intro to Counseling Theories	PSY 4100 Psychology in the Media
PSY 4760 Tests and Measurements	
PSY 4910 Senior Thesis (6, 3 credits 1st term to defend proposal: 3 credits 2nd term to defend project; requires signed faculty contract)	

ELECTIVE COURSES (12 CREDITS)
(Select 12 credits of any PSY course not already taken in the major
in consultation with the Department Adviser: see catalog for course prerequisites)

PSY 1540	Designing your Life	3
PSY 2010	Science & Profession of Psychology	3
PSY 2020	Mental Health Awareness	3
PSY 2400	Positive Psychology	3
PSY 2800*	Projects and Research	1-3
PSY 2830*	Directed Readings	1-3
PSY 2860*	Practicum	1-3
PSY 2890*	Cooperative Work Experience	1-2
PSY 3020	Child & Adolescent Psychopathology	3
PSY 3030	Health Psychology	3
PSY 3240	The Psychology of Drug Use and Abuse	3
PSY 3270	Motivation and Emotion	3
PSY 3450	Psychology of Language	3
PSY 3730	Perception	3
PSY 3740	Neuropsychopharmacology	3
PSY 3850	Forensic Psychology	3
PSY 4510	Industrial & Organizational Behavior	3
PSY 4575	Psychology of Criminal Behavior	3

PSY 4800*	Projects and Research	1-3
PSY 4830*	Directed Readings	1-3
PSY 4860*	Practicum	1-3
PSY 4890*	Cooperative Work Experience	1-2
PSY 4900	Selected Topics in Psychology	2-3
PSY 4920	Workshops, Institutes and Special Programs	1-3
PSY 4990	Seminar	1

* These courses require a signed contract with the supervising faculty member outlining work expectations.

Psychological Science Minor (18 credits)

Foundational Course (3 credits)	PSY 1010 SS Introductory Psychology
Elective Courses (15 credits)	Select electives in consultation with the Department Adviser.

Psychological Science Emphasis Bachelor of Integrated Studies (BIS) (20 credits)

Foundational Courses (11 credits)	PSY 1010 SS Introductory Psychology (3) OPTION A *OR* B to complete Statistics & Research Methods Sequence (8)
Elective Courses (9 credits)	Electives must receive approval from the Department Chair (see p. 10).

Extending your Learning beyond the Classroom

During your sophomore and junior years, you should get involved in activities that will supplement your psychological science coursework. Check with the Department Adviser and/or faculty members about opportunities such as research, directed readings, practicum, and involvement in Psi Chi and Psychology Club. These activities are fun, stimulating, and critical to make you competitive for jobs and/or graduate school. Everyone with whom you will be competing for a job or a place in a graduate program will have completed college with good grades. *What will make you stand out from the crowd?* Involvement in learning activities outside of the classroom is an excellent way to show your commitment and competence in the field of psychology. Supervised research and directed readings are excellent means for you to personalize your course of study through intensive exploration of a topic of your choice. Practicum is an excellent opportunity for you to apply what you have learned in the classroom in a psycho-educational context and to determine if a career in applied psychology is for you.

What are the benefits?
Students who participate in these activities often report they were a highlight of their college experience. Students seeking admission to graduate school can expect admissions committees to

value the ambition and intellectual curiosity demonstrated by supervised research, reading, or practicum experiences. These experiences allow students to have more extensive and personalized attention than can be obtained in the classroom. Because a letter of recommendation is strongest when a faculty member can report knowing the student quite well, this more extensive contact with a professor can result in a particularly strong letter of recommendation.

Projects and Research

What is Projects and Research (PSY 2800/4800/4910)?

This course is for students who want to get research experience. The research question may be your own idea or one being explored in a faculty member's ongoing research in which you get involved.

How do I enroll?

You must find a faculty member willing to serve as your research mentor. If the research idea is your own (e.g., an extension of a research methods project or other coursework), you should find a faculty member with interest and/or expertise in the area. Otherwise, you should investigate the current research ongoing in the department (see faculty websites and/or the research board in the Department) and seek to get involved in a faculty member's research lab. Your faculty mentor will then discuss with you the research course in which you should enroll. PSY 2800 is for students with no research experience and who have not yet taken Research Methods. PSY 4800 is for students who are interested in research and who have taken Research Methods. PSY 4910 (6 credits taken over two consecutive semesters) is for students who would like to complete a senior thesis. Your faculty mentor will discuss with you the credit hours and the work expectations of the course. Upon agreement, you will complete a form that will serve as a course contract between you and the faculty mentor. This form should be given to the Department Administrative Assistant, who will advise you on how to register for the course.

Directed Readings

What is Directed Readings (PSY 2830/4830)?

This course is for students who want to investigate a topic of particular interest. The topic will be one that you and a faculty member agree upon and may involve exploring in more depth a theory/concept covered in a course or exploring a theory/concept not covered by a regularly scheduled course.

How do I enroll?

First, you must find a department faculty member who is willing to serve as your

readings mentor. You should find a faculty member with interest and/or expertise in the area who is comfortable supervising your projects. Your faculty mentor will then discuss with you the reading course in which you should enroll. PSY 2830 (1-3 credits) is intended for students who have not yet taken Research Methods; PSY 4830 (1-3 credits) are intended for students who have taken Research Methods. Your faculty mentor will discuss with you the credit hours and the work expectations of the course. Upon agreement, you will complete a form that will serve as a course contract between you and the faculty mentor. This form should be given to the Department Administrative Assistant, who will advise you on how to register for the course.

Practicum

What is Practicum (PSY 2860/4860)?

This course is for students who want to be placed in the college classroom as a TA or in state/community agencies for the purpose of getting supervised practice in application of psychological skills and knowledge. Practicum sites have included Youth Impact, Ogden Pride/Youth OUTreach, Treehouse Museum, United Way, and teaching assistant in WSU Introductory Psychology classes.

How do I enroll?

In order to enroll, you must have completed 18 Psychological Science credits (3 from PSY 1010) and have a PSY GPA of at least 3.0. Specific sites may have additional requirements. Application deadlines are early April for Fall placements and early November for Spring placements. The Practicum committee/supervisors will review completed applications and interview finalists. Your Practicum supervisor will discuss with you the credit hours and work expectations of the course. Upon agreement, you will complete a form that will serve as a course contract between you and the faculty supervisor. This form should be given to the Department Administrative Assistant, who will advise you on how to register for the course.

Departmental Honors in Psychological Science

What is Departmental Honors in Psychological Science?

To earn Departmental Honors, a student must: 1) maintain a PSY GPA of 3.7 and an overall GPA of 3.5,
2) successfully complete one of the four High Impact Education Experience (HIEE) pathways: Thesis (*6 credit hours of PSY 4910*), Research (*6 credit hours of PSY 4800*), Individualized Instruction (*6 credit hours of PSY 4830, 4800, 4860 in any combination*), or Service (*6 credit hours PSY CEL courses with a grade of at least A-*), and 3) present a summary of and reflection on their HIEE pathway experience at the Department Graduation Celebration (December/April). This presentation requirement may be met by a presentation (oral/poster) at a professional meeting (e.g., Undergraduate

Research Symposium, UCUR, RMPA). Students are recognized with special designations on their transcript and diploma and invitations to all Honors events.

How do I enroll?

Students must apply to Departmental Honors at least two semesters before graduating (see https://portalapps.weber.edu/honors/). The Department Adviser reviews applications and meets with applicants to ensure they understand the requirements and to finalize applications. For more information see http://weber.edu/honors.

Psi Chi, International Honor Society in Psychology

Psi Chi is the International Honor Society in Psychology. Our chapter gives you the opportunity to join the honor society if you meet the standards required by Psi Chi and the Association of College Honor Societies. Our chapter requires that applicants have completed at least 9 Psychological Science credit hours and earned a 3.0 overall and Psychology GPA.

Membership in Psi Chi is an earned honor for life. A permanent record of your membership is preserved at the Psi Chi National Office and may be used for reference purposes (e.g., applications for graduate school and jobs). One-time $60 dues ($45 National dues, $15 Chapter dues) are for lifetime membership, a certificate suitable for framing, and other benefits. There are no annual dues.

When you are inducted into Psi Chi, you become eligible to wear Psi Chi regalia at graduation and to receive copies of Psi Chi's magazine, "*Eye on Psi Chi*". Psi Chi members are eligible to present research papers/posters at Psi Chi programs held at national and regional conventions, and members may participate in Psi Chi's undergraduate and graduate research award and grant programs. Undergraduate members may submit their research for publication in the Psi Chi Journal of Undergraduate Research. For more information on Psi Chi and its benefits, visit www.psichi.org.

To join, submit a completed membership application and National and Chapter registration cards to the Psi Chi faculty adviser, who will then determine your membership eligibility.

Psi Cho, the WSU Psychological Science Club

You should consider joining Psi Cho, the Weber State University Psychological Science Club, if you love psychology and want to get involved in academic and social events related to the field but currently do not meet the chapter standards for membership in Psi Chi. Membership in Psi Cho will give you the opportunity to get involved in the department and on campus and to interact with your peers and faculty in Psychological Science. Please submit a completed Psi Cho membership application

with your one-time $15 chapter dues to the Psychological Science Club faculty adviser.

Bachelor of Science in Interdisciplinary Studies (BIS)

How do I declare a (BIS) in Psychological Science?

Review the information on the Application process (https://weber.edu/BIS/application.html). Choose 3 areas of emphasis, one of which is Psychological Science. Download the BIS Application and Contract forms and bring them to your meetings with each Department Chair to discuss your required and elective courses (see pg. 6). Call the Department Office (801.626.6247) to schedule your appointment with the Psychological Science Chair. PSY 1010 will NOT count toward the 20 credits for the emphasis if you count it toward your General Education requirements.

Transfer Student

Which classes will transfer to WSU?

Weber State University accepts transfer credit from regionally accredited colleges and universities, and awards credit for competencies gained outside the university as measured by way of standard examination such as the College Level Examination Program (CLEP) and the Advanced Placement program (AP), the International Baccalaureate (IB), by special examination administered by individual departments, and by petition. The Transfer Office can help you transfer to WSU the credits for courses taken elsewhere that may count towards your degree. For information on the transfer process at WSU, see weber.edu/Admissions/Transfer_Guide.html. The Department Adviser, guided by the WSU Transfer Office and Utah State Board of Regents Policy, reviews the equivalency of transfer courses for your Psychological Science major or minor. The Department accepts course credits from psychology classes (no other departments) taken at regionally accredited universities (see http://www.chea.org/degree-accreditation-mills). Information about a school's accreditation can be found at https://ope.ed.gov/accreditation/.

Why didn't my psychology courses transfer in the way I expected?

Your transcript is evaluated by the Transfer Office as part of the admissions process at WSU. If a Psychology course(s) did not transfer in the way you expected, you can request (by email) that it be reevaluated by the Department Adviser. If the university where you took your Psychology course(s) was acceptable, the Adviser will determine how the credits will count towards your Psychological Science major or minor. In order for the Adviser to review and determine the equivalency of a transfer course to a course in the WSU Psychological Science curriculum, you must provide a course syllabus or other similar support documentation beyond the course description.

Residency and Sunset Policies

The Department of Psychological Science has a Residency Policy for students transferring undergraduate psychology credits from another accredited institution of higher education. Students who are majoring in Psychological Science must complete at least 9 credits of Psychology with a *"C"* or better in residence at WSU; students who are minoring in Psychological Science must complete at least 6 credits of Psychology with a C or better in residence at WSU. All transfer requests must go through the University Transfer Office.

The Department has a Sunset Policy wherein students declaring a Psychological Science major, minor, or BIS emphasis in a given catalog year can apply previously completed courses towards their degree as long as the courses were taken no longer than 15 years prior to the date of declaration and with a "*C*" or better.

Registration Assistance

Why am I getting an error when I try to register for this course?

The Department has many courses (e.g., stats/methods sequence, capstone courses) with pre-requisites or co-requisites and/or that require department approval to register. If you have met the course pre- or co- requisite (see Catalog), contact the Department Administrative Assistant for permission to register (mickeycole@weber.edu; 801.626.6247) and an override that will allow you to register for the course within your eWeber portal. Instructions and quick tutorials for the registration process can be found at http://www.weber.edu/Registration/Learn_More.html.

Scholarships and Awards

What scholarships are available to psychological science students?

Students apply annually (January deadline for the following academic year) for general scholarships by updating their Scholarship Application in the eWeber portal. The Department receives scholarship monies proportional to the number of students who apply. In allocating scholarship monies, the Department prioritizes students based on GPA and the completion of Core General courses (year in school is not relevant). The Dean's Scholarship is awarded annually to an outstanding Psychological Science student with a strong GPA who, at a minimum, has completed Core General credits.

What awards are available to psychological science students?

The *Outstanding Graduating Senior Award* is granted to a major graduating that academic year in recognition of overall excellence in coursework, research, and contributions to the department (sponsored by Dr. Rick Miller, WSU Distinguished Alumnus). The *Outstanding Service Award* is granted to a major in recognition of excellence in service contributions to the department, for example in the context of Psi Chi/Psi Cho. The *Eric Amsel Psychology*

Award is granted to an upcoming senior major who has shown exemplary leadership, service to the department by participating in departmental groups, and mentoring.

What other financial assistance is available?

Each academic year, the Department hires advanced undergraduates to serve as tutors and the lab manager. Applications are advertised through the Department website.

Graduation

How and when do I apply for graduation?

You must be cleared for graduation for your major and minor and general education requirements. Consult the Graduation office (https://www.weber.edu/graduation/) for information about application fees and deadlines. **The semester before you plan to graduate**, Psychological Science majors and minors should seek graduation clearance. Contacting the Department Administrative Assistant early to schedule your appointment leaves time to satisfy any remaining requirements. Majors meet with the Department Chair for a Graduation Evaluation (~15 minutes) after they have completed the Graduation Survey. Minors meet with the Department Adviser for clearance (this can be handled through email with the student's W#).

What's next?

Psychological Science majors have cognitive, communication, personal, social, and technological skills that employers value (Skillful Psychology Student). Psychology is well suited to careers that involve "helping people" and our students often find employment in hospitals, group/nursing homes, correctional or juvenile detention facilities, preschools, shelters, and human services. Students should broaden their view of what it means "to help people." Psychological Science provides strong preparation for careers in sales/service, human resources, management, student affairs/services, and in research jobs in finance & marketing (https://www.weber.edu/careerservices; http://scoutiescareersinpsychology.org/).

Many Psychological Science majors go on to medical, pharmacy, and law schools, as well as graduate programs in various fields of Psychology. Graduate education takes a lot of time, energy, and money, and it requires initiative, aptitude, and commitment. Graduate education is not a matter of desire: you must be an attractive applicant and that requires planning and building a set of experiences that display your talents. Successful applicants have strong grades and test scores (e.g., GRE), research experience (e.g., conducting a project, presenting at a conference), professional experience (e.g., practicum, tutoring, Psi Chi), and personal statements and letters of recommendation from faculty. Successful applicants build their vita early and work with the Adviser and faculty to clarify and reach their goals.

Appendix K: Proposal for Restructuring the Department of Psychological Science Advising Structure

The Department of Psychological Science recognizes the importance of providing effective advising support to all our students. The current proposal addresses the diverse needs of our students by restructuring our advising structure by creating a 3-person advising committee that better caters to the needs of Associate's and lower-division majors (< 60 credit hours), upper-division majors at 90 credits and above, and at-risk majors.

In its current form, the departmental advising structure may not effectively meet the diverse needs of our majors and by relying heavily on the resources of the CSBS advising team for our lower-division students we may be handicapping those students by not providing them with information directly related to departmental opportunities that they now only get at the upper-division level. Students' advising needs vary considerably based on their academic abilities and level. Lower-division students require guidance in lower-division course selection and academic planning, and departmental engagement opportunities. Upper-division students, especially those with 90 credits and above, often have more specific needs related to advanced coursework, graduate school preparation, and career prospects. A specialized advising committee allows us to provide more tailored support to various student groups while fostering collaboration with the broader advising infrastructure within the College of Social and Behavioral Sciences (CSBS).

Proposed Changes:

Creation of a 3-Person Advising Committee:
I propose forming a 3-person advising committee within the department with different areas of focus.

Advising Focus Areas:
Each member of the advising committee will specialize in one of the following focus areas:

Associate's and Lower-Division Students Advising:
This advisor works with students who are pursuing associate's degrees in psychology and those in their lower-division coursework (0-60 credits). They will provide guidance on General Education (GE) and program requirements, course selection, academic and career planning, and engagement opportunities in the department (e.g., clubs, research, practicum).

Upper-Division Students Advising:
This advisor focuses on supporting students who have completed the majority of their coursework and are approaching graduation (90+ credits). They will assist with advanced coursework, individualized instruction (e.g., research, practicum, CoOp) opportunities, graduation planning, career preparation, and post-graduation options.

At-risk students:
This advisor will directly focus on those students that could and should be succeeding but aren't. Although these students' issues may sometimes be due to genuine academic inability, it is largely related to influences outside of the academic setting (e.g., minority or economic status).

These students need more specialized advising providing more information related to support services.

Collaboration with CSBS Advisors and Student Success Team:
The 3-person advising committee will work closely with CSBS Advisors and the Student Success team to ensure seamless communication and collaboration. Regular meetings and joint training sessions will facilitate the exchange of information and ensure consistent advising practices across the college.

Benefits:
Tailored Support: Students will receive specialized advising based on their specific needs and academic progress.
Improved Graduation Rates: Focused advising for students nearing graduation can help prevent delays and facilitate timely degree completion.
Enhanced Student Experience: Personalized advising can contribute to a more positive overall student experience and higher satisfaction rates.
Effective Collaboration: Close collaboration with CSBS Advisors and the Student Success team ensures a unified approach to student support.
Resource Development: Advisors will work together to create materials and resources to assist students more effectively.

Timeline:
Implementation of this advising structure will commence at the beginning of the next academic year, allowing sufficient time for committee formation, training, and resource development.

Budget Considerations:
Currently, the department funds the advisor position with a 3-credit hour course reduction per semester ($3,054 per semester). I'm proposing compensating each of the three Advisor Committee members with $1,018 per semester, with each advisor serving a 3-year term with the potential for a second 3-year term pending department approval.

Conclusion:
This proposed restructuring of the Department of Psychological Science advising structure aims

to enhance the support we provide to our students by better addressing their diverse needs. By creating a 3-person advising committee, we can provide specialized support to students at different stages of their academic journey, ultimately enhancing their overall academic experience and success. I believe that this change will not only benefit our students but also contribute to the continued growth and success of our department.

Additional Task Considerations:
Currently, the Departmental Advisor completes Transfer Articulation, under the new proposal that task would fall on the Department Chair, currently the secondary articulator.

Appendix L: Department of Psychological Science Individualized Instruction Work

Azenett Garza

Spring 2017 -Summer 2017   PSY 4800 Projects and Research   Teresa Kendall
Project Title: DaVinci Academy Parent Climate Survey
Project Status: Final Report and presentation completed on April l2th, 2017 -
presented to DaVinci Academy's Executive Board

Fall 2017 -Spring 2018   PSY 4800 Projects & Research   Jared Anderson
Project Title: Davis Head Start Program Needs assessment
Project Status: Final Report and Presentation completed on April 15th, 2018 to Davis
Head Start Executive Board

Fall 2017 - Spring 2018   PSY 4910 Senior Thesis   Iveth Vazques
Project Title: Unceasing Discrimination in the Employment Sector: Perceptions of
Mexicans in Resume Screening.
Project Status: Project completed April 24th, 2018. Project presented at RMPA on April
13, 2018.

Spring 2018   PSY 4839 Directed Readings   Laura Pastrana
Project Title: Parental attitudes regarding comprehensive sexual education programs in
Utah.
Project Status: Project completed in April 28th, 2018

Spring 2018   PSY 4800 Projects & Research   Laura Pastrana
Project Title: Morgan Weber Health Department Survey regarding Parental attitudes
regarding comprehensive sexual education programs in Utah.
Project Status: Project completed in June 2018.

Spring 2018   PSY 4800 Projects & Research   Whitney Nelson
Project Title: Davis Arts Council Needs Assessment
Project Status: Project Completed in June 2018

Spring 2018   no credit   Jesus Saavedra
Project Title: Implications of Masculine Trait Assessment on Perceptions of Infertile
Males
Project Status: Project Completed and Presented at RMPA April 13, 2018.

Fall 2018 - Spring 2019   PSY 4800 Projects & Research   Kailee Brown
Project Title: Intermountain Homecare and Hospice Survey
Project Status: Project Completed April 25, 2018

Spring 2019   PSY 4800 Projects & Research   William Kirshner
Project Title: Intermountain Homecare and Hospice Survey
Project Status: Project Completed April 25, 2018

Fall 2019   PSY 4800 Projects & Research   Shireen Rezaei
Project Title: How Does Opioid Use Differ Between the Specific Subgroups at Weber
State University?
Project Status: Completed April 25, 2020

Fall 2019 - Spring 2020   PSY 4800 Projects & Research   Braddee Goepper
Project Title: How Does Opioid Use Differ Between the Specific Subgroups at
Weber State University?
Project Status: Completed April 25, 2020

Fall 2020 - Spring 2021   PSY 4800 Projects & Research   Kailey Markos
Project Title: Identifying Barriers to Higher Education for Latinx Students
Project Status: Completed April 22, 2021

Spring 2021   PSY 4830 Directed Readings   Twyla Ball
Project Title: Ageism and Perception
Project Status: Completed April 20, 2021

Spring 2021   PSY 4830 Directed Readings   Cristine Stacey
Project Title: Reducing Aversive Racism
Project Status: Completed April 20, 2021

Fall 2020 - Spring 2021 Senior Thesis Capstone Committee Member   Melinda Watson
Project Title: Gratitude & Resilience
Project Status: Completed April, 23, 2021

Fall 2021, Fall 2023 No credit   Jesus Saavedra
Project Title: Perceptions of Intersecting Identities
Project Status: In progress

Spring 2022   Credit in Political Science - Co-Advisor   Shirley Paxtor
Project Title: Political Engagement in College Students
Project Status: Incomplete

Spring 2023   PSY 4800 Projects & Research   Kylah Hinton
Project Title: Giving and Receiving Social Support in Social Media
Project Status: Completed April 28, 2023

Spring 2023   PSY 4800 Projects & Research   Michael Campbell
Project Title: Reasons for Majoring in Psychology and the Role That Academic

Experiences and a Sense of Belonging Play in Major Satisfaction.
Project Status: Completed April 28, 2023 and Presented at RMPA April 14, 2023

Summer 2023, Fall 2023   no credit   Grace Winder
Project Title: Perspectives on Western Christianity and Personal Characteristics
Project Status: In progress

Fall 2023   PSY 2800 Projects and Research   Karsten Heyrend
Project Title: The role of ostracism and empathy in collective action
Project Status: In-progress

Fall 2023   no credit   Julie Ray
Project Title: The role of ostracism and empathy in collective action
Project Status: In-progress

Fall 2023   PSY 2800 Projects and Research   Rachel Daughters
Project Title: The role of negative emotions within the social identity model of
collective action.
Project Status: In-progress

Fall 2023   PSY 4800 Projects and Research   Christopher Perez
Project Title: The role of negative emotions within the social identity model of
collective action.
Project Status: In-progress

Fall 2023   PSY 4800 Projects and Research   Kylah Hinton
Project Title: Effects of Objectifying Media on Men and Women: manipulating
benevolent and hostile sexism in comparison to women as subjects.
Project Status: In-progress

Fall 2023   PSY 4910 Senior Thesis Advisor   Joshua Wooton
Project Title: Cultural Mismatch and its Consequences on Well-Being and Performance.
Project Status: In-progress

Fall 2023   no credit   Alexis Horton
Project Title: Effects of Objectifying Media on Women
Project Status: In- progress

Sarah Herrmann

Spring 2018   PSY 4830   Directed Readings   Rosemary Sage
Project title: *The impact of taste on judgments of emotional expression*

Project status: Presented at 2018 Rocky Mountain Psychological Association Conference, Denver, CO and the 2019 Utah Conference on Undergraduate Research, Ogden, UT.

Spring 2018   PSY 4830   Directed Readings   Julia Blumenstein
Project title: *The impact of taste on judgments of emotional expression*
Project status: Presented at 2018 Rocky Mountain Psychological Association Conference, Denver, CO and the 2019 Utah Conference on Undergraduate Research, Ogden, UT.

Spring 2018   PSY XXXX   Samantha Tibbets
Project title: *The impact of taste on judgments of emotional expression*
Project status: Presented at 2018 Rocky Mountain Psychological Association Conference, Denver, CO and the 2019 Utah Conference on Undergraduate Research, Ogden, UT.

Spring 2018   PSY XXXX   John Simmons
Project title: *The impact of taste on judgments of emotional expression*
Project status: Presented at 2018 Rocky Mountain Psychological Association Conference, Denver, CO and the 2019 Utah Conference on Undergraduate Research, Ogden, UT.

Spring 2018   PSY XXXX   Jesus Saavedra
Project title: *The impact of taste on judgments of emotional expression*
Project status: Presented at 2018 Rocky Mountain Psychological Association Conference, Denver, CO and the 2019 Utah Conference on Undergraduate Research, Ogden, UT.

Spring 2018   PSY XXXX   Jesus Saavedra
Project title: *A Qualitative Analysis of First-Generation Faculty Experiences*
Project status: Presented at 2018 Rocky Mountain Psychological Association Conference, Denver, CO and the 2019 Society for Personality and Social Psychology Intervention Science Preconference, Portland, OR

Spring 2018   PSY XXXX   Monika Sahleen
Project title: *Challenging information, religiosity, superstition and beliefs about psychology as a science*
Project status: Presented at 2018 Rocky Mountain Psychological Association Conference, Denver, CO

Spring 2018   PSY XXXX   Tamara Cardon
Project title: *Challenging information, religiosity, superstition and beliefs about psychology as a science*
Project status: Presented at 2018 Rocky Mountain Psychological Association Conference, Denver, CO

Spring 2018   PSY XXXX   Raquel Lemos
Project title: *Challenging information, religiosity, superstition and beliefs about psychology as a science*

Project status: Presented at 2018 Rocky Mountain Psychological Association Conference, Denver, CO

Spring 2019   PSY XXXX   Monika Sahleen
Project title: *An eye for an iPhone: Perceptions of vigilantism and digilantism*
Project status: Presented at 2019 Rocky Mountain Psychological Association Conference, Denver, CO

Spring 2019   PSY XXXX   Tamara Cardon
Project title: *An eye for an iPhone: Perceptions of vigilantism and digilantism*
Project status: Presented at 2019 Rocky Mountain Psychological Association Conference, Denver, CO

Spring 2019   PSY XXXX   Rosemary Sage
Project title: *An eye for an iPhone: Perceptions of vigilantism and digilantism*
Project status: Presented at 2019 Rocky Mountain Psychological Association Conference, Denver, CO

Spring 2019   PSY XXXX   Ammon Ellis
Project title: *An eye for an iPhone: Perceptions of vigilantism and digilantism*
Project status: Presented at 2019 Rocky Mountain Psychological Association Conference, Denver, CO

Spring 2019   PSY XXXX   Samantha Tibbets
Project title: *Standing up to sexism: Motivation to confront prejudice in a real-world scenario*
Project status: Presented at 2019 Rocky Mountain Psychological Association Conference, Denver, CO and the 2019 Society for the Psychological Study of Social Issues Conference, San Diego, CA.

Spring 2019   PSY XXXX   Kiahna Tanabe
Project title: *Standing up to sexism: Motivation to confront prejudice in a real-world scenario*
Project status: Presented at 2019 Rocky Mountain Psychological Association Conference, Denver, CO and the 2019 Society for the Psychological Study of Social Issues Conference, San Diego, CA.

Spring 2019   PSY XXXX   Matthew Whiting
Project title: *Standing up to sexism: Motivation to confront prejudice in a real-world scenario*
Project status: Presented at 2019 Rocky Mountain Psychological Association Conference, Denver, CO and the 2019 Society for the Psychological Study of Social Issues Conference, San Diego, CA.

Spring 2019   PSY XXXX   AnnElise Dahl
Project title: *Standing up to sexism: Motivation to confront prejudice in a real-world scenario*

Project status: Presented at 2019 Rocky Mountain Psychological Association Conference, Denver, CO and the 2019 Society for the Psychological Study of Social Issues Conference, San Diego, CA.

Summer 2019   PSY 4830   Directed Readings   Jesus Saavedra
Project title: *Standing up to sexism: Motivation to confront prejudice in a real-world scenario*
Project status: Presented at 2019 Rocky Mountain Psychological Association Conference, Denver, CO and the 2019 Society for the Psychological Study of Social Issues Conference, San Diego, CA.

Fall 2019   PSY 4830   Directed Readings   Emily Rich
Project title: *Differentiation of self across cultures*
Project status: Presented at Fall 2019 Psychological Science End of Semester Celebration

Fall 2019   PSY XXXX   Honors Thesis Committee   Kit Turner
Project title: *Exploratory narrative processing of relational victimization experiences*
Project status: Defended Spring 2020

Spring 2020   PSY XXXX   AnnElise Dahl
Project title: *Religion and attitudes toward mental health treatment*
Project status: Accepted at the 2020 Rocky Mountain Psychological Association Conference, Denver, CO (Canceled due to COVID-19) and presented at the 2021 Weber State University Office of Undergraduate Research Symposium.

Spring 2020   PSY XXXX   Carson Clark
Project title: *Religion and attitudes toward mental health treatment*
Project status: Accepted at the 2020 Rocky Mountain Psychological Association Conference, Denver, CO (Canceled due to COVID-19) and presented at the 2021 Weber State University Office of Undergraduate Research Symposium.

Spring 2020   PSY XXXX   Austin Jung
Project title: *Religion and attitudes toward mental health treatment*
Project status: Accepted at the 2020 Rocky Mountain Psychological Association Conference, Denver, CO (Canceled due to COVID-19) and presented at the 2021 Weber State University Office of Undergraduate Research Symposium.

Spring 2020   PSY XXXX   Miranda Zgirvach
Project title: *Religion and attitudes toward mental health treatment*
Project status: Accepted at the 2020 Rocky Mountain Psychological Association Conference, Denver, CO (Canceled due to COVID-19) and presented at the 2021 Weber State University Office of Undergraduate Research Symposium.

Spring 2020   PSY XXXX   David Flanders
Project title: *Religion and attitudes toward mental health treatment*

Project status: Accepted at the 2020 Rocky Mountain Psychological Association Conference, Denver, CO (Canceled due to COVID-19) and presented at the 2021 Weber State University Office of Undergraduate Research Symposium.

Spring 2020   PSY XXXX   Camilla Reis da Silva
Project title: *Sinners or sick: Religiosity and attributions for addiction and psychological disorders*
Project status: Accepted at the 2020 Rocky Mountain Psychological Association Conference, Denver, CO (Canceled due to COVID-19) and presented at the 2021 Weber State University Office of Undergraduate Research Symposium.

Spring 2020   PSY XXXX   Morgan Howell
Project title: *Sinners or sick: Religiosity and attributions for addiction and psychological disorders*
Project status: Accepted at the 2020 Rocky Mountain Psychological Association Conference, Denver, CO (Canceled due to COVID-19) and presented at the 2021 Weber State University Office of Undergraduate Research Symposium.

Spring 2021   CS 6011   Master's Thesis Committee   Ashlee Hoggan
Project title: *Gender prediction based on food selection*
Project status: Defended Spring 2021

Spring 2021   GSE 6970   Master's Thesis Statistical Consultant   George Bazaes
Project title: *Teachers' perceptions of the use of code-switching in Utah classrooms*
Project status: Defended Spring 2021

Spring 2021   PSY XXXX   Allyson Barraza
Project title: *Personality traits and mask wearing practices.*
Project status: Presented at the 2021 Weber State University Office of Undergraduate Research Symposium.

Spring 2021   PSY XXXX   Kyndra Miller
Project title: *Personality traits and mask wearing practices.*
Project status: Presented at the 2021 Weber State University Office of Undergraduate Research Symposium.

Spring 2021   PSY XXXX   Macy Moon
Project title: *Personality traits and mask wearing practices.*
Project status: Presented at the 2021 Weber State University Office of Undergraduate Research Symposium.

Spring 2021   PSY XXXX   Jenny Call
Project title: *Personality traits and mask wearing practices.*

Project status: Presented at the 2021 Weber State University Office of Undergraduate Research Symposium.

Fall 2021 PSY 4800 Projects & Research Ben Talbot
Project title: *Predictors of belief in conspiracy theories*
Project status: Presented at the 2022 Annual Meeting of the Rocky Mountain Psychological Association.

Fall 2021 PSY 4800 Projects & Research Jack Stuart
Project title: *Predictors of belief in conspiracy theories*
Project status: Presented at the 2022 Annual Meeting of the Rocky Mountain Psychological Association.

Fall 2021 PSY 4800 Projects & Research Cody Dingman
Project title: *Predictors of belief in conspiracy theories*
Project status: Presented at the 2022 Annual Meeting of the Rocky Mountain Psychological Association.

Fall 2021 PSY 4800 Projects & Research Emilia Griffiths
Project title: *Predictors of belief in conspiracy theories*
Project status: Presented at the 2022 Annual Meeting of the Rocky Mountain Psychological Association.

Spring 2022 PSY 4800 Projects & Research Ben Talbot
Project title: *Predictors of belief in conspiracy theories*
Project status: Presented at the 2022 Annual Meeting of the Rocky Mountain Psychological Association.

Spring 2022 PSY XXXX Crisi Stacey
Project title: *Predictors of belief in conspiracy theories*
Project status: Presented at the 2022 Annual Meeting of the Rocky Mountain Psychological Association.

Spring 2022 PSY XXXX Allyson Barraza
Project title: *Predictors of belief in conspiracy theories*
Project status: Presented at the 2022 Annual Meeting of the Rocky Mountain Psychological Association.

Spring 2022 PSY XXXX Zachary Tadler
Project title: *Predictors of belief in conspiracy theories*
Project status: Presented at the 2022 Annual Meeting of the Rocky Mountain Psychological Association.

Spring 2022 PSY XXXX Whitney Fikstad

Project title: *Predictors of belief in conspiracy theories*
Project status: Presented at the 2022 Annual Meeting of the Rocky Mountain Psychological Association.

Spring 2022   PSY XXXX   BIS Committee Member   Rose Harris
Project title: *Combatting culture shock: A cross-platform resource for sojourners*
Project status: Defended Spring 2022

Fall 2022   CS 6011   Master's Thesis Committee   Samuel Romine
Project title: *Primary texts and their effects on sentiment and emotional analysis*
Project status: Defended Fall 2023

Fall 2022   PSY 2800   Projects & Research   Morgan Vargo
Project title: *Parental perceptions of university childcare resources*
Project status: Presented at the 2023 Annual Meeting of the Rocky Mountain Psychological Association and the 2023 Annual Meeting of the Society for the Psychological Study of Social Issues..

Fall 2022   PSY 2800   Projects & Research   Anika Mork
Project title: *Parental perceptions of university childcare resources*
Project status: Presented at the 2023 Annual Meeting of the Rocky Mountain Psychological Association and the 2023 Annual Meeting of the Society for the Psychological Study of Social Issues..

Fall 2022   PSY 4800   Projects & Research   Julie Shaw
Project title: *Parental perceptions of university childcare resources*
Project status: Presented at the 2023 Annual Meeting of the Rocky Mountain Psychological Association and the 2023 Annual Meeting of the Society for the Psychological Study of Social Issues..

Fall 2022   PSY 4800   Projects & Research   Tava Muranaka
Project title: *Understanding ourselves through others: Identity styles, in-group identification, and mental well-being in college students*
Project status: Presented at the 2023 Annual Meeting of the Rocky Mountain Psychological Association.

Spring 2023   PSY 4800   Projects & Research   Morgan Vargo
Project title: *Parental perceptions of university childcare resources*
Project status: Presented at the 2023 Annual Meeting of the Rocky Mountain Psychological Association and the 2023 Annual Meeting of the Society for the Psychological Study of Social Issues..

Spring 2023   PSY 4800   Projects & Research   Julie Shaw
Project title: *Parental perceptions of university childcare resources*

Project status: Presented at the 2023 Annual Meeting of the Rocky Mountain Psychological Association and the 2023 Annual Meeting of the Society for the Psychological Study of Social Issues..

Spring 2023   PSY XXXX   Jai Earhart
Project title: *Parental perceptions of university childcare resources*
Project status: Presented at the 2023 Annual Meeting of the Rocky Mountain Psychological Association and the 2023 Annual Meeting of the Society for the Psychological Study of Social Issues..

Spring 2023   PSY XXXX   Allyson Barraza
Project title: *Parental perceptions of university childcare resources*
Project status: Presented at the 2023 Annual Meeting of the Rocky Mountain Psychological Association and the 2023 Annual Meeting of the Society for the Psychological Study of Social Issues..

Spring 2023   PSY 4800   Projects & Research   Tava Muranaka
Project title: *Understanding ourselves through others: Identity styles, in-group identification, and mental well-being in college students*
Project status: Presented at the 2023 Annual Meeting of the Rocky Mountain Psychological Association.

Spring 2023   PSY XXXX   Joshua Custer
Project title: *Understanding ourselves through others: Identity styles, in-group identification, and mental well-being in college students*
Project status: Presented at the 2023 Annual Meeting of the Rocky Mountain Psychological Association.

Spring 2023   PSY XXXX   Jordan Simmons
Project title: *Understanding ourselves through others: Identity styles, in-group identification, and mental well-being in college students*
Project status: Presented at the 2023 Annual Meeting of the Rocky Mountain Psychological Association.

Spring 2023   PSY XXXX   Amina Bangash
Project title: *Equity analysis of research, scholarship, and professional growth grants*
Project status: Presented at the 2023 Annual Meeting of the Rocky Mountain Psychological Association and the 2023 Annual Meeting of the Society for the Psychological Study of Social Issues.

Spring 2023   PSY XXXX   Sophia Bangash
Project title: *Equity analysis of research, scholarship, and professional growth grants*

Project status: Presented at the 2023 Annual Meeting of the Rocky Mountain Psychological Association and the 2023 Annual Meeting of the Society for the Psychological Study of Social Issues..

Spring 2023   CS 6011   Master's Thesis Committee   Jamison Lewis
Project title: *Effects of XAI in decision making*
Project status: Defended Spring 2023

Fall 2023   CS 6011   Master's Thesis Committee   Ben Bos
Project title: *TBD*
Project status: In Progress

Fall 2023   PSY XXXX   BIS Committee Member   Carter Ford
Project title: *TBD*
Project status: In Progress

Joe Horvat
Experiences in Forensic Psychology and/or Psychology of Criminal Behavior. These experiences included Ogden Police Department, Layton Police Department, Salt Lake Count Jail, Weber County Jail, Weber County Sherriff's Office, Roy Cole Attorney at Law, Weber County Attorney's Office, Davis County Attorney's Office.

Fall 2017. FP 4 Students
Spring 2018. Criminal 0 (Zero) Students
Fall 2018. FP 6 Students
Spring 2019. Criminal 6 Students
Fall 2019. FP 6 Students
Spring 2020. Criminal 4 Students
Fall 2020. FP (Covid ½ of the semester online) 10 Students

Same as the above but these students took specific classes for Experience Credit. No compensation was given to me for supervising these Experiences:
      2820 Fall 2018. 4 Students
      2820 Fall 2019. 2 Students
      2820 Fall 2020. 4 Students
      4830 Spring 2918. 8 Students

I supervised one student, Kristi Fox, on two of her research studies in 2019. Both studies were presented to the Western Psych Association (she received funding for these presentations from the University and from me personally. These were her personal research projects and were not capstone projects of any kind.
Two Capstone Classes
      Jasmine Johnson 2017. African American Student
      Crystal Cortez 2023. Lanitnx Student.

Fall 2018   PSY 4835   Directed Readings   Sara Caldwell
        Project title: Independent Study for Positive Psychology
        Project status: earned an A

Fall 2021 – Spring 2022   (No course credit)   Ashlyn Anderson
Project title: *The impact of victim religiosity and victim religion on rape victim blame: Religious Halo Effect or Black Sheep Effect?*
Project tangibles: Oral presentation at RMPA (April, 2022)

Fall 2021 – Spring 2022   (No course credit)   Alejandra Milsap
Project title: *The impact of victim religiosity and victim religion on rape victim blame: Religious Halo Effect or Black Sheep Effect?*
Project tangibles: Oral presentation at RMPA (April, 2022)

Spring 2021   BIS Capstone committee   Ronni Baird
        Project title: International Language of Happiness: A Creative Capstone Project
        Project outcome: Defended in Spring 2021

Fall 2021   PSY 4800   Directed Readings   Evangelina Marquez
Project title: *Implicit Juror Bias: Does Racial Priming Impact the Race-Crime Congruency Effect?*
Project tangibles: OUR grant ($416.40), Poster Presentation at RMPA in SLC (April, 2022), Poster at OUR Research Symposium (March, 2022), Oral Presentation at the Society for the Psychological Study of Social Issues (SPSSI) in Denver (June, 2023)

Spring 2022   PSY 4800   Projects and Research   Jack Stuart
Project title: *Implicit Juror Bias: Does Racial Priming Impact the Race-Crime Congruency Effect?*
Project tangibles: OUR grant ($416.40), Poster Presentation at RMPA in SLC (April, 2022), Poster at OUR Research Symposium (March, 2022), Oral Presentation at the Society for the Psychological Study of Social Issues (SPSSI) in Denver (June, 2023)

Spring 2022   PSY 4800   Projects and Research   Emilia Griffiths
Project title: *Implicit Juror Bias: Does Racial Priming Impact the Race-Crime Congruency Effect?*
Project tangibles: OUR grant ($416.40), Poster Presentation at RMPA in SLC (April, 2022), Poster at OUR Research Symposium (March, 2022), Oral Presentation at the Society for the Psychological Study of Social Issues (SPSSI) in Denver in (June, 2023), Oral Presentation at the Society for the Psychological Study of Social Issues (SPSSI) in Denver (June, 2023)

Spring 2022   PSY 4830   Directed Readings   Evangelina Marquez

Project title: *Implicit Juror Bias: Does Racial Priming Impact the Race-Crime Congruency Effect?*
Project tangibles: OUR grant ($416.40), Poster Presentation at RMPA in SLC (April, 2022), Poster at OUR Research Symposium (March, 2022), Oral Presentation at the Society for the Psychological Study of Social Issues (SPSSI) in Denver (June, 2023)

Fall 2022   PSY 4800   Projects and Research   Jai Earhart
Project title: *Beyond Mental Health: Understanding the Experiences of White, Black, and Latinx Sexual Minorities*
Project tangibles: OUR grant ($3,250), Oral Presentation at Society for the Psychological Study of Social Issues (SPSSI) in Denver (June, 2023)

Fall 2022   PSY 4800   Projects and Research   Alexis Magnusson
Project title: *Beyond Mental Health: Understanding the Experiences of White, Black, and Latinx Sexual Minorities*
Project tangibles: OUR grant ($3,250), Oral Presentation at Society for the Psychological Study of Social Issues (SPSSI) in Denver (June, 2023)

Spring 2023   PSY 4800   Projects and Research   Grace Winder
Project title: *Perceptions of a Student with ADHD: Does Gender Matter?*
Project tangibles: OUR grant in Spring 2023 ($1,050), Poster at RMPA in Albuquerque, NM (April, 2023)

Spring 2023   PSY 2800   Projects and Research   Jackson Stringham
Project title: *Perceptions of a Student with ADHD: Does Gender Matter?*
Project tangibles: OUR grant in Spring 2023 ($1,050), Poster at RMPA in Albuquerque, NM (April, 2023)

Spring 2023   (No Course Credit)   Rachel Robinson
Project title: *Perceptions of a Student with ADHD: Does Gender Matter?*
Project tangibles: OUR grant in Spring 2023 ($1,050), Poster at RMPA in Albuquerque, NM (April, 2023)

Spring 2023   (No Course Credit)   Allison Barraza
Project title: *Perceptions of a Student with ADHD: Does Gender Matter?*
Project tangibles: OUR grant in Spring 2023 ($1,050), Poster at RMPA in Albuquerque, NM (April, 2023)

Spring 2023   (No Course Credit)   Nathaniel Holland
Project title: *Perceptions of a Student with ADHD: Does Gender Matter?*
Project tangibles: OUR grant in Spring 2023 ($1,050), Poster at RMPA in Albuquerque, NM (April, 2023)

Spring 2023 (No Course Credit) Benjamin Talbot
Project title: *Perceptions of a Student with ADHD: Does Gender Matter?*
Project tangibles: OUR grant in Spring 2023 ($1,050), Poster at RMPA in Albuquerque, NM (April, 2023)

Spring 2023 (No Course Credit) Chandler Peterson
Project title: *Perceptions of a Student with ADHD: Does Gender Matter?*
Project tangibles: OUR grant in Spring 2023 ($1,050), Poster at RMPA in Albuquerque, NM (April, 2023)

Spring 2023 (No Course Credit) Otis Maire
Project title: *Perceptions of a Student with ADHD: Does Gender Matter?*
Project tangibles: OUR grant in Spring 2023 ($1,050), Poster at RMPA in Albuquerque, NM (April, 2023)

Spring 2023 (No Course Credit) Zachary Tadler
Project title: *Perceptions of a Student with ADHD: Does Gender Matter?*
Project tangibles: OUR grant in Spring 2023 ($1,050), Poster at RMPA in Albuquerque, NM (April, 2023)

Spring 2023 PSY 4830 Directed Readings Alissa Jordan
    Project title: Adolescent Psychopaths
    Outcome: Incomplete grade (not yet completed)

Spring 2023 PSY 4800 Projects and Research Alexis Magnusson
Project title: *Beyond Mental Health: Understanding the Experiences of White, Black, and Latinx Sexual Minorities*
Project tangibles: OUR grant ($3,250), Oral Presentation at Society for the Psychological Study of Social Issues (SPSSI) in Denver (June, 2023)

Summer 2023 PSY 4800 Projects and Research Aonika Russesll
Project title: *College Students' and Professors' Perceptions of a Student with ADHD: Does the Gender Matter?*
Project tangibles: Summer Research Fellowship ($7,200), OUR grant in Spring 2023 ($1,050), Poster at RMPA in Albuquerque, NM (April, 2023)

Summer 2023 (No course credit) Jackson Anderson
Project title: *College Students' and Professors' Perceptions of a Student with ADHD: Does the Gender Matter?*

Project tangibles: Summer Research Fellowship ($7,200), OUR grant in Spring 2023 ($1,050), Poster at RMPA in Albuquerque, NM (April, 2023)

Fall 2023   PSY 4910   Senior Thesis   Jai Earhart
Project title: *Beyond Mental Health: Understanding the Experiences of White, Black, and Latinx Sexual Minorities*
Project tangibles: OUR grant ($3,250), Oral Presentation at Society for the Psychological Study of Social Issues (SPSSI) in Denver (June, 2023)

Fall 2023   PSY 2800   Projects and Research   Madison Arave
Project title: *The impact of victim religiosity and victim religion on rape victim blame: Religious Halo Effect or Black Sheep Effect?*
Project tangibles: none yet

Fall 2023   PSY 4800   Projects and Research   Rick Anderson
Project title: *College Students' and Professors' Perceptions of a Student with ADHD: Does the Gender Matter?*
Project tangibles: Summer Research Fellowship ($7,200), OUR grant in Spring 2023 ($1,050), Poster at RMPA in Albuquerque, NM (April, 2023)

Spring 2023 – present   BIS capstone committee   Wendy Remly
      Project topic: Children's book about facing a move
      Project outcome: not yet completed (just selected committee)

Spring 2023 – present   Senior thesis committee   Wyll (Joshua) Wooton
Project topic: Effects of SES, Family Conflict, Access to Resources on Academic Success and Development in BIPOC Latino students (Thesis Chair: Azenett Garza)
Project outcome: not yet completed

Spring 2023 – present   BIS capstone committee   Christopher Hatch
      Project topic: Guiding Families with Children to Navigate Trauma
      Project outcome: not yet completed (first draft completed)

Summer 2023 – present   Thesis committee   Anika Mork
Project topic: The Effects of Diversity Coursework on Prejudice Toward LGBTQ+ Individuals (Thesis Chair: Theresa Kay)
Project outcome: not yet completed (data collection underway)

Theresa Kay

Fall 2023	PSY4860	Ogden Pride Practicum Supervisor	Sage Francis
Fall 2023	PSY4860	Ogden Pride Practicum Supervisor	Tatiana Ford
Fall 2023	PSY4860	Ogden Pride Practicum Supervisor	Pryce Palmero
Fall 2023	PSY4910	Faculty Supervisor	Anika Mork

Project Title: *University Diversity Course Effects on Student LGBTQ+ Prejudice*
Project Status: Data collection underway. Defense scheduled for December 2023.

Su 2023	PSY 4910	Faculty Supervisor	Anika Mork

Project Title: *University Diversity Course Effects on Student LGBTQ+ Prejudice*
Project Status: Completed research design and IRB proposal.

Spr2023	PSY4830	Faculty Supervisor	Anika Mork

Project Title: *University Diversity Course Effects on Student LGBTQ+ Prejudice*
Project Status: Completed literature review.

Spr2023	PSY4830	Faculty Supervisor	Nathaniel Holland
Spr2022	PSY4860	WSU Counseling Center Supervisor	Justin Foster
Spr2022	PSY4860	WSU Counseling Center Supervisor	Madisyn Carrington
Spr2022	PSY4860	WSU Counseling Center Supervisor	Jack Stuart
Fall2021	PSY4860	WSU Counseling Center Supervisor	Twyla Ball
Fall2021	PSY4860	WSU Counseling Center Supervisor	Reilly Pankoski
Fall2021	PSY4860	WSU Counseling Center Supervisor	Caitlin Durand
Fall2021	PSY4860	WSU Counseling Center Supervisor	Amanda Jones
Fall2021	PSY4860	WSU Counseling Center Supervisor	Alexia Johnston
Fall2021	PSY4860	WSU Counseling Center Supervisor	MaKiah Thalman
Spr2021	PSY4830	Faculty Supervisor	Kailey Markos
Spr2021	PSY 4830	Faculty Supervisor	Alexia Johnston
Fall2020	PSY4860	WSU Counseling Center Supervisor	Andrea Wood
Fall2020	PSY4860	WSU Counseling Center Supervisor	Ellie Hall
Fall2020	PSY4860	WSU Counseling Center Supervisor	Jennifer Call
Spr2020	PSY4860	WSU Counseling Center Supervisor	Shelby Caldwell
Spr2020	PSY4860	WSU Counseling Center Supervisor	Chandler Peterson
Spr2020	PSY4860	WSU Counseling Center Supervisor	Kate Bolos
Fall2019	PSY4860	Ogden Pride Practicum Supervisor	Raquel Lemos
Fall2019	PSY4860	Ogden Pride Practicum Supervisor	Courtlund Berg
Fall2019	PSY4860	Ogden Pride Practicum Supervisor	Alissa Neal
Fall2019	PSY4860	Ogden Pride Practicum Supervisor	Anabelle Sorenson
Fall2019	PSY4860	Ogden Pride Practicum Supervisor	Katie turner
Fall2019	PSY4860	Ogden Pride Practicum Supervisor	Shadell Padmore
Fall2019	PSY4860	Ogden Pride Practicum Supervisor	Christina Bedford
Su2019	PSY4860	Ogden Pride Practicum Supervisor	Anabelle Sorenson
Su2019	PSY4860	Ogden Pride Practicum Supervisor	Kendra Hurst
Su2019	PSY4830	Faculty Supervisor	Anabelle Sorenson

Sp2019	PSY4830	Faculty Supervisor	Matthew Whiting
Sp2019	PSY4860	WSU Counseling Center Supervisor	Matthew Whiting
Sp2019	PSY4860	WSU Counseling Center Supervisor	Alissa Neal
Sp2019	PSY4860	WSU Counseling Center Supervisor	Madison Beckstead
Fall2018	PSY4860	WSU Counseling Center Supervisor	Austin Moore
Fall2018	PSY4860	WSU Counseling Center Supervisor	Raquel Lemos
Fall2018	PSY4830	Faculty Supervisor	Raquel Lemos
Sp2018	PSY4860	WSU Counseling Center Supervisor	Whitney Nelson
Sp2018	PSY4860	WSU Counseling Center Supervisor	Anne Nielson
Sp2018	PSY4860	WSU Counseling Center Supervisor	MaKayla Stevenson
Sp2018	PSY4860	WSU Counseling Center Supervisor	Kassidy Hammer
Fall2017	PSY4860	WSU Counseling Center Supervisor	Samantha Baer
Fall2017	PSY4860	WSU Counseling Center Supervisor	Tyler Yeaman
Sp2017	PSY4860	WSU Counseling Center Supervisor	Rosemary Sage
Sp2017	PSY4860	WSU Counseling Center Supervisor	Alejandra Saunders

Russell-Stamp Individualized Instruction & Work with Students (2017 – 2023)

BIS

Fall 2017 – Spring 2018   BIS   Justine Brinkman
Project Title: Children of Military Families in Educational Settings
Project Status: Defended project on April 19, 2018

Summer 2019   BIS   Laura Eatchel
Project Title: STEM in Elementary Schools
Project Status: Defended project on August 23, 2019

Directed Readings

Fall 2018   Psych 4830   Kirsti Fox
Project Title: The Impact of Trauma on the Development of Children: A Guide for Parents & Teachers.
Project Status: Student completed the final paper for the project.

Spring 2019   Psych 4830   Adrianna Swope
Project Title: Trauma Informed Teaching Practices for Teachers
Project Status: Student completed the final paper for the project and presented her findings to teachers at Hooper Elementary.

Spring 2021   Psych 4830   Rayden Ogborn
Project Title: Building Resiliency among Military Personnel
Project Status: Student completed the final paper for the project.

Spring 2021   Psych 4830   Andrea Wood
Project Title: Narcissism and Resiliency

Project Status: Student completed the final paper for the project.

Non-Credit Student Work

Spring 2019   Adrianna Swoape, Miranda Sleeman,
                                                        Lauralee Solimeno, Austin Morris,
                                                        Rosetta Roylance, Corbin DeSanti,
                                                        Jenna Carter, Jean Rodriguez,
                                                        Alex Dossier, Karina Gonzalez,
                                                        Patricia Tomaz, Revocate Kalubi.
Project Title: Supporting Resiliency at Jose Facundo Cintron Elementary School in Yabucoa
Puerto Rico.
Project Status: Students spent their spring break (March 2-9 2019) purchasing supplies for the
school (PE, Audiovisual equipment) that was destroyed in Hurricane Maria. In collaboration
with the school children, they created a school garden and two murals. They played math games
with the children and delivered care packages to elderly citizens in the community.

Spring 2020   Courtland Berg
Project: The Impact of Creativity on Adolescent Coping Skills.
Project Status: Project was suspended after data collection began due to COVID-19 restrictions
and closures.

Spring 2022   Jaime Heiner (with Dr. O'Hare & Dr. Black)

Project Title: Cultivating Compassion in Education: A Burnout Intervention Program.
Project Status: Oral Presentation at RMPA (Albuquerque, April 2023)

Spring 2023   Gracie Winder, Jackson Stringham,
                                                        Jackson Anderson, Rachel Robison,
                                                        Nate Holland, Allyson Barraza, Ben Talbot,
                                                        Aonika Russell, Zach Tadler. (with Dr.
                                                        Sperry)
Project Title: Perceptions of a Student with ADHD: Does Gender Matter? Co-Supervised
Kathryn Sperry.
Project Status: Poster presentation at RMPA (Albuquerque, New Mexico April 2023).

Spring 2023   Senior Project (Dance Department)   Patricia Tomaz
Project Title: Ludic
Project Status: Student defended senior project (April 2023).

Practicum

Spring 2017   Psych 4860   Terynn Rosenvall
Project Title: Growth Mindset at Washington Terrace Elementary, Mount Ogden Junior High,
and Youth Impact after-school program.

Project: Status: Presented at RMPA (Salt Lake City, 2017)

Spring 2017   Psych 4860   Jennifer Cooley
Project Title: Growth Mindset at Washington Terrace Elementary, Mount Ogden Junior High, and Youth Impact after-school program.
Project: Status:

Spring 2017   Psych 4860   John Simmons
Project Title: Growth Mindset at Washington Terrace Elementary, Mount Ogden Junior High, and Youth Impact after-school program.
Project: Status: Student completed practicum program and presented at RMPA conference.
Cooley, J., Reeder, J., Rosenvall, T. Simmons, J. (April, 2017). Dual Effects of a Student-Led Growth Mindset Intervention. Poster presentation at the Rocky Mountain Psychology Association Conference, Salt Lake City Utah.

Spring 2017   Psych 4860   Joanna Reeder
Project Title: Growth Mindset at Washington Terrace Elementary, Mount Ogden Junior High, and Youth Impact after-school program.
Project: Status: Student completed practicum program and presented at RMPA conference.
Cooley, J., Reeder, J., Rosenvall, T. Simmons, J. (April, 2017). Dual Effects of a Student-Led Growth Mindset Intervention. Poster presentation at the Rocky Mountain Psychology Association Conference, Salt Lake City Utah.

Fall 2017   Psych 4860   Kass Madsen
Project Title: Growth Mindset at Washington Terrace Elementary, Mount Ogden Junior and Youth Impact after-school program.
Project Status: Student successfully completed practicum program

Fall 2017   Psych 4860   Trevor Hathcock
Project Title: Growth Mindset at Washington Terrace Elementary, Mount Ogden Junior and Youth Impact after-school program.
Project Status: Student successfully completed practicum program.

Fall 2017   Psych 4860   Iveth Vazquez
Project Title: Growth Mindset at Washington Terrace Elementary, Mount Ogden Junior and Youth Impact after-school program.
Project Status: Student successfully completed practicum program

Fall 2017   Psych 4860   Tiffany Page
Project Title: Growth Mindset at Washington Terrace Elementary, Mount Ogden Junior and Youth Impact after-school program.
Project Status: Student successfully completed practicum program.

Fall 2017   Psych 4860   Sarah Stokes

Project Title: Growth Mindset at Washington Terrace Elementary, Mount Ogden Junior and Youth Impact after-school program.
Project Status: Student successfully completed practicum program

Fall 2017   Psych 4860   Giuseppe Paucapaura
Project Title: Growth Mindset at Washington Terrace Elementary, Mount Ogden Junior and Youth Impact after-school program.
Project Status: Student successfully completed practicum program

Spring 2018   Psych 4860   Anna Arvig
Project Title: Growth Mindset & Higher Education.
Project Status: Student successfully completed practicum program and completed a poster presentation at the CECL symposium at WSU (Connecting Youth to College, April 2018).

Spring 2018   Psych 4860   Sammi Tibbits
Project Title: Growth Mindset & Higher Education.
Project Status: Student successfully completed practicum program and completed a poster presentation at the CECL symposium at WSU (Connecting Youth to College, April 2018).

Spring 2018   Psych 4860   Sara Sedigh
Project Title: Growth Mindset & Higher Education.
Project Status: Student successfully completed practicum program and completed a poster presentation at the CECL symposium at WSU (Connecting Youth to College, April 2018).

Fall 2018   Psych 4860   Joanna Reeder
Project Title: Resiliency & Disaster practicum
Project Status: Student successfully completed practicum program.

Fall 2018   Psych 4860   Laura Pastrana
Project Title: Resiliency & Disaster practicum
Project Status: Student successfully completed practicum program.

Fall 2018   Psych 4860   Heatherly Valdez
Project Title: Resiliency & Disaster practicum
Project Status: Student successfully completed practicum program.

Fall 2018   Psych 4860   Adrianna Swoape
Project Title: Resiliency & Disaster practicum
Project Status: Student successfully completed practicum program

Spring 2019   Psych 4860   Austin Mooris
Project Title: Resiliency & Disaster practicum

Project Status: Student successfully completed practicum program and presented at CECL Symposium at WSU (Teaching Resilience in Yabucoa Puerto Rico, April 2019).

Spring 2019   Psych 4860   Lauralee Solimeno
Project Title: Resiliency & Disaster practicum.
Project Status: Student successfully completed practicum program and presented at CECL
Symposium at WSU (Teaching Resilience in Yabucoa Puerto Rico, April 2019).

Spring 2019   Psych 4860   Kirsti Fox
Project Title: Resiliency & Disaster practicum

Project Status: Student successfully completed practicum program and presented at CECL
Symposium at WSU (Building Resilience in Children & Youth in the Community, April 2019).

Spring 2019   Psych 4860   Taylor Martinez
Project Title: Resiliency & Disaster practicum.
Project Status: Student successfully completed practicum program and presented at CECL
Symposium at WSU (Building Resilience in Children & Youth in the Community, April 2019).

Spring 2019   Psych 4860   Miranda Sleeman
Project Title: Resiliency & Disaster practicum.
Project Status: Student successfully completed practicum program and presented at CECL
Symposium at WSU (Teaching Resilience in Children & Youth in the Community, April 2019).

Fall 2019   Psych 4860   Raquel Lemos
Project Title: Youth Impact practicum
Project Status: Student successfully completed practicum program.

Fall 2019   Psych 4860   Lizbette Favela
Project Title: Youth Impact practicum
Project Status: Student successfully completed practicum program.

Fall 2019   Psych 4860   Kit Turner
Project Title: Youth Impact practicum
Project Status: Student successfully completed practicum program

Spring 2020   Psych 4860   Miranda Zgirvach
Project Title: Youth Impact & Washington Terrace practicum.
Project Status: Student successfully completed practicum program and presented a virtual poster
at the CECL Symposium at WSU (Fostering Resilience through Strategy Acquisition and
Process Praise, April 2020)

Spring 2020   Psych 4860   Callie Wilde
Project Title: Youth Impact & Washington Terrace practicum.

Project Status: Student successfully completed practicum program and presented a virtual poster at the CECL Symposium at WSU (Fostering Resilience through Strategy Acquisition and Process Praise, April 2020).

Spring 2020   Psych 4860   Jessica Salas
Project Title: Youth Impact & Washington Terrace practicum.
Project Status: Student successfully completed practicum program and presented a virtual poster at the CECL Symposium at WSU (Fostering Resilience through Strategy Acquisition and Process Praise, April 2020)

Spring 2020   Psych 4860   Breann Turner
Project Title: Youth Impact & Washington Terrace practicum.
Project Status: Student successfully completed practicum program and presented a virtual poster at the CECL Symposium at WSU (Fostering Resilience through Strategy Acquisition and Process Praise, April 2020)

Fall 2020   Psych 4860   Crisi Stacey
Project Title: Virtual Practicum at Washington Terrace Elementary
Project Status: Developed Resiliency website & completed practicum.

Fall 2020   Psych 4860   Melinda Watson
Project Title: Virtual Practicum at Washington Terrace Elementary
Project Status: Developed Resiliency website & completed practicum.

Fall 2020   Psych 4860   Erika Roskelly
Project Title: Virtual Practicum at Washington Terrace Elementary
Project Status: Developed Resiliency website & completed practicum,

Fall 2020   Psych 4860   Katrina Price
Project Title: Virtual Practicum at Washington Terrace Elementary
Project Status: Developed Resiliency website & completed practicum.

Spring 2022   Psych 4860   Emelyn Nye
Project Title: St. Joseph High School practicum
Project Status: Completed practicum and presented at the CECL Symposium at WSU (Personalized Support for High School Students, March 31st 2022).

Spring 2022   Psych 4860   Krysten Green
Project Title: Disability Services practicum.
Project Status: Successfully completed practicum.

Spring 2022   Psych 4860   Elizabeth Giles
Project Title: Disability Services practicum.
Project Status: Successfully completed practicum.

Fall 2022   Psych 4860   Shelby Barber
Project Title: Youth Impact practicum
Project Status: Successfully completed practicum.

Fall 2022   Psych 4860   Carter Causse
Project Title: Youth Impact practicum
Project Status: Successfully completed practicum.

Fall 2022   Psych 4860   Kalani Holloway
Project Title: Youth Impact practicum
Project Status: Successfully completed practicum.

Fall 2022   Psych 4860   Emelyn Nye
Project Title: Youth Impact practicum
Project Status: Successfully completed practicum.

Spring 2023   Psych 4860   Aonika Russell
Project Title: Youth Impact practicum
Project Status: Successfully completed practicum

Spring 2023   Psych 4860   Jennifer Giddings
Project Title: Youth Impact practicum
Project Status: Successfully completed practicum.

Spring 2023   Psych 4860   Rick Anderson
Project Title: Youth Impact practicum
Project Status: Successfully completed practicum.

Spring 2023   Psych 4860   Megan Millerberg
Project Title: Youth Impact practicum
Project Status: Successfully completed practicum.

Spring 2023   Psych 4860   Raegan Phillips
Project Title: Youth Impact practicum
Project Status: Successfully completed practicum.

Spring 2023   Psych 4860   Lucy Christensen
Project Title: Youth Impact practicum
Project Status: Successfully completed practicum.

Fall 2023   Psych 4860   Nathan Butt
Project Title: Youth Impact practicum

Project Status: In progress
Spring 2023   Psych 4860   Raegan Phillips
Project Title: Youth Impact practicum
Project Status: Successfully completed practicum.

Spring 2023   Psych 4860   Lucy Christensen
Project Title: Youth Impact practicum
Project Status: Successfully completed practicum.

Fall 2023   Psych 4860   Nathan Butt
Project Title: Youth Impact practicum
Project Status: In progress

Fall 2023   Psych 4860   Thomas Frazier
Project Title: Youth Impact practicum
Project Status: In progress.

Fall 2023   Psych 4860   Luis -Miguel Perleche
Project Title: Youth Impact practicum
Project Status: In progress

Fall 2023   Psych 4860   Kennedy Parker
Project Title: Youth Impact practicum
Project Status: In progress

Fall 2023   Psych 4860   Mindy Cope
Project Title: Youth Impact practicum
Project Status: In progress.

Fall 2023   Psych 4860   Morgan Fargo
Project Title: Youth Impact practicum
Project Status: In progress

Fall 2023   Psych 2860   Mia Verbeck
Project Title: Youth Impact practicum
Project Status: In progress

Projects & Research

Spring 2017   Psych 4800   Terryn Rosenvall
Project: Dual Effects of a Student-Led Growth Mindset Intervention.
Status: Poster presented at the Rocky Mountain Psychological Association in Salt Lake City
(April 2017) with Jennifer Cooley, John Simmons, and JoAnn Reeder.

Fall 2023   Psych 4800   Kennedy Parker

Project: Roleplaying Efficacy for Training Undergraduates in Clinical Psychology
Status: IRB submitted, Data Collection October 2023. Kennedy will submit proposal for RMPA 2024.

Senior Thesis

Spring 2020　　　　　　　Psych 4910　　　　　Raquel Lemos
Project Title: The Effects of Religious Orientation and Spiritual/Religious Practices.
Project Status: Student defended senior thesis (June 2020). Accepted to present poster at RMPA (2020). Cancelled due to COVID.

Spring 2021　　　　　　　Psych 4910　　　　　Melinda Watson
Project Title: A Brief Gratitude Intervention for Undergraduate Students during COVID
Project Status: Student defended senior thesis (April 2021)

Fall 2022　　　　　　　　Psych 4910　　　　　Whitney Fikstad (with Dr. McGillivray &
　　　　　　　　　　　　　　　　　　　　　　　　Dr. Ashley)
Project Title: Childhood Trauma and Executive Functioning.
Project Status: Student defended senior thesis (December 2022)

Spring 2023　　　　　　　Psych 4910　　　　　Rochely Negron (with Dr. O'Hare & Dr.
　　　　　　　　　　　　　　　　　　　　　　　　Black)
Project Title: Mindfulness and Test Anxiety
Project Status: Student defended senior thesis (April 2023)

Fall 2023　　　　　　　　Psych 4910　　　　　Anika Mork (with Dr. Kay & Dr. Sperry)

Project Title: Student Learning in Diversity Designated Courses
Project Status: In progress.

Shannon McGillivray Individualized Instruction & Work with Students
Summary
Number of projects: 20
Number of Students: 55

BIS
Fall 2019-Spring 2020　　　BIS　　　　MaryAnn Moss
Project Title: The Effects of Music on Math Formula Recollection
Project Status: BIS defended April 25, 2018

Fall 2019-Spring 2020　　　BIS　　　　Anthony Fellows
Project Title: Benefits of Employing the Deaf
Project Status: BIS defended May 19, 2020

Fall 2021-Spring 2022   BIS   Samantha Buker
Project Title: A Tripartite Review of Myasthenia Gravis
Project Status: BIS defended April 26, 2022

Spring 2022-Fall 2022   BIS   Justin Hamelin
Project Title: Family Strengths Workshop
Project Status: BIS defended December 7, 2022

Fall 2023-present   BIS   Kaleb Stinger
Project Title: Globalization, the workplace and mental health
Project Status: ongoing

Directed Readings
Spring 2020   Psy 4830   Jailyn Smith
Project Title: Music & Memory
Project Status: Student completed the final paper for the project

Fall 2021   Psy 4830   Jordan Simmons
Project Title: Virtue Ethics in Psychological Practice
Project Status: Student completed the final paper for the project

Projects & Research
Spring 2017   Psy 4800   Tahne Vongsavath
Project: Implication of 5-HTT and DAT1 Genetic Polymorphisms on Social Anxiety and Stress Response
Project Status: Poster presented at the WSU Symposium, National Conference of Undergraduate Research, Memphis TN, and the Rocky Mountain Psychological Association, Salt Lake City, UT.

Fall 2017   Psy 4800   Rosemary Sage
Project: That Face Looks Bitter: The Impact of Taste on Judgments of Emotional Expressions
Project Status: Poster presented at the WSU Symposium, and the Rocky Mountain Psychological Association, Denver, CO

Spring 2018   Psy 4800   Giuseppe Paucarpura
Project: Truth vs Fiction: The Influence of Learning Styles and the Testing Effect on Student's Prediction of Memory Performance
Project Status: Poster presented at the WSU Symposium, and the Rocky Mountain Psychological Association, Denver, CO

Fall 2018   Psy 4800   Samantha Tibbets
Project: The Influence of Classroom Motivation on Accuracy of Judgements of Learning
Project Status: Poster presented at the WSU Symposium, and the Rocky Mountain Psychological Association, Denver, CO

Spring 2019   Psy 4800   Jon Lauritzen
Project: The Effect of Belief-Challenging and Belief-Supporting Information on Memory and the Belief in Psychology as a Science
Project Status: Poster presented at the WSU Symposium

Spring 2023-Fall 2023   Psy 2800   Monika Ray
Project: The impact of subjective interest in category learning
Project Status: ongoing

Fall 2023   Psy 4800   Nathan Butt
                                                   Jai Earhart
Project: The impact of subjective interest in category learning
Project Status: ongoing

Senior Thesis
Spring 2017-Fall 2017   Psy 4910   Parker Hughes
Project Title: Implications of 5-HTT & DAT1 Genetic Polymorphism on Social Anxiety & Stress Response
Project Status: Student defended his senior thesis January 12, 2018

Fall 2017-Spring 2018   Psy 4910   Sabrina Badali
Project Title: Proving people wrong: Effects of perspective and presentation modality on overcoming misconceptions in Psychology
Project Status: Student defended her senior thesis April 13 , 2018

Summer 2022-Fall 2022   Psy 4910   Whitney Hansen
Project Title: The differential impacts of childhood maltreatment on adult risky decision making
Project Status: Student defended her senior thesis December 14, 2022

Co-Op Work Experience
Fall 2021   Psy 4890   Jonathan Hale
Project Title: Cooperative Work Experience - Harmon's
Project Status: Student successfully completed paperwork for their work experience course.

Practicum

Spring 2022	Psy 4860	Aria Beard
		Rylee Potts
		Carter Causse

Project Title: Teaching Assistant Practicum
Project Status: All students successfully completed the practicum, and it ended at the end of the semester.

Fall 2022	Psy 4860	Emily Bennett
		Jennifer Bauer
		Tava Muranaka
		Mindy Martin
		Jai Earhart

Project Title: Teaching Assistant Practicum
Project Status: All students successfully completed the practicum, and it ended at the end of the semester.

Spring 2023	Psy 4860	Grace Winder
		Zach Tadler
		Jackson Stringham
		Aidyn Brown
		Lexie Gwynn

Project Title: Teaching Assistant Practicum
Project Status: All students successfully completed the practicum, and it ended at the end of the semester.

Fall 2023	Psy 4860	Rachel Morris
		Shannon Lynch
		Kylie Huggard

Project Title: Teaching Assistant Practicum
Project Status: ongoing Fall 2023.

Non-credit work with students

Spring 2017-Fall 2017		Lauren Homer
		Eryberto Martinez
		Landon Weeks
		Kenneth Griffey
		Breanna Gill
		Trevor Hathcock
		John Lauritzen
		Jesus Saavedra

Project: Implication of 5-HTT and DAT1 Genetic Polymorphisms on Social Anxiety and Stress Response

Project Status: senior thesis of Parker Hughes defended January 12, 2018; Poster presented at the WSU Symposium, National Conference of Undergraduate Research, Memphis TN, and the Rocky Mountain Psychological Association, Salt Lake City, UT.

Spring 2017   Tiffany Page
                                     Monika Sahleen
                                     Teresa Larsen
                                     Sabrina Badali
                                     Giuseppe Paucarpura

Project: Metacognitive Insight Among Couples

Project Status: Poster presented at the annual Psychonomics Society meeting, Vancouver, B.C. and the WSU Research Symposium and the Rocky Mountain Psychological Association, Salt Lake City, UT

Fall 2017-Spring 2018   Samantha Tibbets
                                     Rosemary Sage
                                     Jesus Saavedra
                                     Julia Blumenstein
                                     John Simmons

Project: That Face Looks Bitter: The Impact of Taste on Judgments of Emotional Expressions

Project Status: Poster presented at the WSU Symposium, and the Rocky Mountain Psychological Association, Denver, CO

Fall 2017-Spring 2018   Sabrina Badali
                                     Joanna Reeder
                                     Hunter Anderson
                                     Sarah Stokes

Project: Truth vs Fiction: The Influence of Learning Styles and the Testing Effect on Student's Prediction of Memory Performance

Project Status: Poster presented at the WSU Symposium, and the Rocky Mountain Psychological Association, Denver, CO

Fall 2017-Spring 2018   Monika Sahleen
Tamara Cardon
Raquel Lemos

Project: Why are you Wrong? The Effects of Challenging Information, Religiosity, and Superstitions on Beliefs About Psychology as a Science

Project Status: Poster presented at the WSU Symposium, and the Rocky Mountain Psychological Association, Denver, CO

Fall 2018-Spring 2019   Raquel Lemos
                                     John Simmons

Jonathan Hale
Project: The Effect of Belief-Challenging and Belief-Supporting Information on Memory and the Belief in Psychology as a Science
Project Status: Poster presented at the WSU Symposium

Fall 2018-Spring 2019   Sabrina Badali
              Heatherly Valdez
              Skylar Hewitt
              Kiahna Tanabe
Project: The Influence of Classroom Motivation on Accuracy of Judgements of Learning
Project Status: Poster presented at the WSU Symposium, and the Rocky Mountain Psychological Association, Denver, CO

Fall 2023   Nathaniel Holland
              Jackson Stringham
              Monika Ray
Project: The impact of subjective interest in category learning
Project Status: ongoing

Xin Zhao

Spring 2023 PSY 4830   Directed Readings   Desean Bryant
Project title: *African American Struggle to be Helped and Heard*
Project status: Proposal created.

Spring 2023 PSY XXXX   Teaching Practicum   Grace Winder
Project title: *n/a*
Project status: practicum completed.

Spring 2023 PSY XXXX   Teaching Practicum   Zach Tadler
Project title: *n/a*
Project status: practicum completed.

Spring 2023 PSY XXXX   Teaching Practicum   Aldyn Brown
Project title: *n/a*
Project status: practicum completed.

Spring 2023 PSY XXXX   Teaching Practicum   Lexie Gwynn
Project title: *n/a*
Project status: practicum completed.

Spring 2023 PSY XXXX   Teaching Practicum   Jackson Stringham

Project title: *n/a*
Project status: practicum completed.

Aaron L. Ashley
Curriculum Vitae

Personal Information

Work Address: Home address:
1299 Edvalson St   1013 Stowe Drive
Dept. 1202   Ogden, UT 84404-5331
Ogden, UT 84408-1202   (801) 866-6553, cell
(801) 626-8743, office
AaronAshley@weber.edu

Professional Experience

7/18 - **Professor**, Department of Psychological Science, Weber State University, Ogden, UT

7/15 – present **Chair**, Department of Psychology, Weber State University, Ogden, UT

7/12 – present   **Associate Professor**, Weber State University, Ogden, UT
                        Psychology Department

7/06 – 7/12   **Assistant Professor**, Weber State University, Ogden, UT
                        Psychology Department

8/04 – 8/06   **Postdoctoral Research Associate**, University of Notre Dame, Notre Dame, IN,
Department of Psychology

8/00 – 8/04   **Instructor,** the University of Memphis, Memphis, TN, Department of
Psychology

8/99 – 8/00   **Instructor**, Ball State University, Muncie, IN
                        Department of Psychological Science.

Education

2000 – 2004   **The University of Memphis**
Ph.D., Experimental Psychology

1997 – 2000   **Ball State University**
              M.A., Psychology

1992 – 1995   **The University of North Carolina at Greensboro**

B.A., Psychology (cum laude)

Publications

Newton, K. T., & Ashley, A. (2020). Introducing the Interdisciplinary Nature of Health Care Through Case Study Models. Journal of Education and Training Studies, 8(1), https://doi.org/10.11114/jets.v8i1.4600

Amsel, E., Ashley, A., & Page, T. (2017) Summit on the mountain. *Psychology Teacher Network, 27,4.*

Hansen, S. A., Ashley, A., & Chung, B. M. (2015). Complex Dietary Protein Improves Growth Through a Complex Mechanism of Intestinal Peptide Absorption and Protein Digestion. *Journal of Parenteral and Enteral Nutrition*, 39 (1) 95-103.
     DOI: 10.1177/0148607113501556

Amsel, E., Ashley, A.., Baird, T., & Johnston, A., (2014). Conceptual change in psychology students' acceptance of the scientific foundation of the discipline. *Psychology Learning and Teaching, 13, 232 - 242*. http://dx.doi.org/10.2304/plat.2014.13.3.232

Newton, K., & Ashley. A. (2013). Pilot study of a web-based intervention for adolescents with Type 1 Diabetes. *Journal of Telemedicine and Telecare*, 19 (8) 443-449. DOI:10.1177/1357633X13512069

Hansen, S. A., Ashley, A., Titmus, D., & Chung, B. M. (2012). Dietary Protein   Influences Growth Through a Complex Mechanism Coupling Proteolysis and Intestinal Peptide Transporter Expression. *Gastroenterology*, 142, S-199.
     DOI: 10.1016/S0016-5085(12)60746-X

Amsel, E., Baird, T., & Ashley, A. (2011). Misconceptions and conceptual change in
     undergraduate students learning psychology. *Psychology Learning and Teaching*, 10 (1), 3-10. DOI: 10.2304/plat.2011.10.1.3

Mohn, W. C., Stevens, R.C., Okazaki, R. K., Ashley, A., & Chung, B. M. (2011).
     Caenhorabditis Elegans as a Developmental Model of Intestinal Peptide and   Amino Acid Transport. *Gastroenterology*, 140, S-747-S-748.
     DOI: 10.1016/S0016-5085(11)63108-9

Ashley, A., & Carlson, L. A. (2007). Encoding direction when interpreting proximal   terms. *Language and Cognitive Processes,* 22, 1021-1044.
     DOI: 10.1080/01690960701190298

Kreuz, R. J., & Ashley, A. (2006). Nonliteral language, persuasion, and memory. In H.   Pishwa (Ed.), *Cognitive aspects of language and memory* (pp. 425-443). Berlin: Mouton de Gruyter.

Ashley, A. & Holtgraves, T. (2003). Repressors and memory: Effects of self-deception, impression management, and mood. *Journal of Research in Personality,* 37, 284- 296. DOI: 10.1016/S0092-6566(02)00567-6

Holtgraves, T., & Ashley, A. (2001). Comprehending illocutionary force. *Memory & Cognition, 29,* 83-90. DOI: 10.3758/BF03195743

Conference Presentations

LeTourneau, M., & Ashley, A. (2019). Parsing Open- and Closed-Class Syntactic Categories: Psycholinguistic and Computational Predictions. The Fourth Utah Symposium on the Digital Humanities (DHU4).

Ashley, A. (2018). *Marketing the psychology major*. Paper presented at the Association for Heads of Departments of Psychology annual conference, Atlanta, GA

Meibos, B., & Ashley, A. (2018). Mental and Physical Health Effects on Stress Response and Cognitive Functioning. Paper presented at the Rocky Mountain Psychological Association annual conference, Denver, CO.*

Ashley, A. (2017). *Program Assessment: Isn't there a better way?* Paper Presented at the Association for Heads of Departments of Psychology annual conference, Atlanta, GA. Ashley, A. (2017). *Capstone Requirements?* Discussion leader at the Association for Heads of Departments of Psychology annual conference, Atlanta, GA.

Meibos, B., & Ashley, A. (2017). *Physical Health Effects on the Stress Response and Cognitive Functioning.* Poster presented at the Rocky Mountain Psychological Association annual conference, Salt Lake City, UT.

Binette, A., & Ashley, A. (2016). Speech and Language Disorders: Working Memory and its Influence on Developing Language Skills. Paper presented at the Rocky Mountain Psychological Association, Denver, CO.*

Fogg, K., & Ashley, A. (2016). Associations between Levels of Intrinsic Religiosity and Processing of Sexual Words. Paper presented at the Rocky Mountain Psychological Association, Denver, CO.*

Horne, C., & Ashley, A. (2016). Can Love Make Your Worries Disappear? Investigating the Effects of Love on Anxiety. Paper presented at the Rocky Mountain Psychological Association, Denver, CO.*

Murphy, J., & Ashley, A. (2016). Changing Attitudes about Harm Reduction. Paper presented at the Rocky Mountain Psychological Association, Denver, CO.*

Ombach, H., & Ashley, A. (2016). Effect of Religious Authority on Acceptance of Evolutionary Theory. Paper presented at the Rocky Mountain Psychological Association, Denver, CO.*

Sleight, D., & Ashley, A. (2016). A Walk in Someone Else's Shoes: Empathy Through Embodiment. Paper presented at the Rocky Mountain Psychological Association, Denver, CO.*
Tubbs, B., & Ashley, A. (2016). Perceptions of Bullying: Connecting the Experiences of Elementary Students, Teachers, and Administration. Paper presented at the Rocky Mountain Psychological Association, Denver, CO.*

Binette, A., Hayes, A., Baird, T., & Ashley, A. (2015). How long does it take to recognize God?: A Speed measure assessing the validity of religiosity. Paper presented at the Rocky Mountain Psychological Association, Boise, ID.*

Ashley, A., & Christensen, B. (2015). The influence of a religious icon on decisions regarding morality. Poster presented at the Rocky Mountain Psychological Association, Boise, ID.*

Burnett, K., Ashley, A., & Baird, T. (2014). Looking at emotional contagion in a group discussion. Poster presented at the Rocky Mountain Psychological Association, Salt Lake City, UT.*

Eschler, B., & Ashley, A. (2014). Bilinguals and religiosity. Poster presented at the Rocky Mountain Psychological Association, Salt Lake City, UT.*

Baird, T., Curran, S., & Ashley, A. (2014). Attitudes toward polygamous marriage. Poster presented at the Rocky Mountain Psychological Association, Salt Lake City, UT.*

Bauer, R. H., & Ashley, A. (2014). Parental uses of figurative language in an educational setting. Paper presented at the Rocky Mountain Psychological Association, Salt Lake City, UT.*

Bitton, E. V., & Bybee, J. C., Baird, T., & Ashley, A. (2014). Lavender oil and state anxiety: Priming and personality. Paper presented at the Rocky Mountain Psychological Association, Salt Lake City, UT.*

Porter, S. P., & Ashley, A. (2013). *Traditional versus Experiential Teaching Methods on Student Learning*. Paper presented at the 25th Annual Convention of the Association for Psychological Science, Washington DC.*

Voigt, B., Knight, A., Baird, T., & Ashley, A. (2013). A Reaction Time Measure of Validity for Internal Religiosity. Paper presented at the Rocky Mountain Psychological Association, Denver, CO.*

Behling, M., & Ashley, A. (2013). Metaphor as a Predictor of Therapy Outcome. Poster presented at the Rocky Mountain Psychological Association, Denver, CO.*

Christensen, B., Feller, D., & Ashley, A. (2013). *The Cognitive Representation of Spatial Language*. Paper presented at the Rocky Mountain Psychological Association, Denver, CO.*

Ashley, A., Bell, M., & Feller, D. (2012). *The Representation of Literal and Figurative Uses of Spatial Language*. Paper presented at the 24th Annual Convention of the Association for Psychological Science, Chicago, IL.*

Hansen, S. A., Ashley, A., Titmus, D., Chung, B. M. (2012). *Dietary Protein influences growth through a complex mechanism coupling proteolysis and intestinal peptide transporter expression*. Paper presented at the American Gastroenterological Association Digestive Disease Week, San Diego, CA.*

Mohn, W. C., Stevens, R., C., Okazaki, R. K., Ashley, A., & Chung, B. M. (May, 2011). *Caenhorabditis Elegans as a developmental model of intestinal peptide and amino acid transport*. Paper presented at Digestive Disease Week 2011, Chicago, IL.*

Ashley, A., & Baird, T. (April, 2011). *Repressive Coping Style, Religiosity, and Religious Denomination*. Paper presented at the Rocky Mountain Psychological Association, Salt Lake City, UT.

Baird, T., & Ashley, A. (April, 2011). *Religious Affiliation Effects Religiosity and Personality Relationships*. Paper presented at the Rocky Mountain Psychological Association, Salt Lake City, UT.

Fochs, AJ., & Ashley, A. (April, 2011*). Embodied Representation of Spatial Language*. Poster presented at the Rocky Mountain Psychological Association, Salt Lake City, UT.*

Allen, A., Brown, M., Ashley, A., & Baird, T. (April, 2010). *Coping Styles as a Function Of Religiosity Type*. Poster presented at the Rocky Mountain Psychological Association, Denver, CO.*

Brown, M., Allan, A., Baird, T., & Ashley, A. (April, 2010). *Religiosity, Personality, and Religious Denomination*. Poster presented at the Rocky Mountain Psychological Association, Denver, CO.*

Norseth, C., Trevethan, A., Dugan, J., Wolff, K., Ashley, A., & Amsel, E. (April, 2010). *Cognitive Processes in Gambling Judgments: A Test of Dual Process Theory*. Poster presented at the Rocky Mountain Psychological Association, Denver, CO.*

Norseth, C., Trevethan, A., Dugan, J., Wolff, K., Ashley, A., & Amsel, E. (February, 2010). *Cognitive Processes in Gambling Judgments: A Test of Dual Process Theory*. Poster presented at the Utah Conference on Undergraduate Research, Cedar City, UT.*

Ashley, A., & Alvarado, E. M. (2008, May). *Verb Class Influences Categorization of Novel Individuals*. Paper presented at the 20th Annual Convention of the Association for Psychological Science, Chicago, IL.*

Ashley, A., & Carlson, L. A. (2006, May). *Understanding Motion Verbs Involves Spatial Reference Frames.* Paper presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Ashley, A., & Kreuz, R. J. (2005, May). *It's All the Same to Me: Figurative Language Effects on Attitudinal Responding*. Paper presented at the 17th Annual Convention of the American Psychological Society, Los Angeles, CA.

Ashley, A., & Carlson, L. A. (2005, May). *As far as I know: Interpreting proximity terms involves computing distance and direction*. Paper presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Ashley, A. (2004, May). *Description Wording Affects Stereotype Attribution*. Paper presented at the 16th Annual Convention of the American Psychological Society, Chicago, IL.

Kreuz, R. J., Ashley, A., & Bartlett, K. (2002, November). *Twisting arms: Figurative language effects in persuasive discourse.* Paper presented at the 43rd Annual Meeting of the Psychonomic Society, Kansas City, MO.

Kreuz, R. J., Whitten, S., Link, K., Marineau, J., & Ashley, A. (2002, June). *Does it matter how you say it?: A comparison of figurative forms.* Paper presented at the 11th Annual Meeting of the Society for Text and Discourse, Chicago, IL.

Ashley, A. (2000, June). *Repression in the young and elderly: Impression management or self-deception?* Paper presented at the 12th Annual Convention of the American Psychological Society, Miami, FL.

Holtgraves, T., & Ashley, A. (1998, May). *On-line activation of Illocutionary force.* Paper presented at the 10th Annual Convention of the American Psychological Society, Washington, DC.

* Project conducted with student

Invited Talks

Ashley, A. (31 January, 2020). Panel Discussant Arrival movie showing and discussion. Sponsored by the Weber State University Linguistics Program.

Ashley, A. (25 September 2019). Enhancing Learning with High Impact Educational Practices: Research Opportunities in Weber State Psychology. Salt Lake Community College.

Ashley, A. (14 February 2019). Enhancing Learning with High Impact Educational Practices. Weber State University Board of Trustees.

Ashley, A. (2015). Action and embodiment as educational tools. Invited talk presented at the Ellis-Battig Memory Symposium at the Rocky Mountain Psychological Association, Boise, ID.

Undergraduate Mentoring

Spring 2020   Directed Readings Supervisor   Fabiola Gorritti
        Project title: Nursing and Psychology
Project status: Project was completed in the Spring semester fulfilling major requirements.

Spring 2020   Senior Thesis Committee Member   Raquel Lemos
Project title: Stigma of Others with Mental Health Disorders: The Effects of Religious Orientation and Spiritual/Religious Practices
Project status: Project was completed in the Summer semester fulfilling major requirements.

Spring 2019   BIS Committee Member   Nicholas Garn
        Project title: With a Little Help From my Friends: A Gathering
Project status: Project was completed in the Spring semester fulfilling major requirements.

Spring 2019   BIS Committee Member   Zakiyyah Shahid-Martin
        Project title: Understanding the psychological effect of negative coaching.
Project status: Student completed BIS in Spring 2022.

Spring 2019   Directed Readings Supervisor   Austin Morris
        Project title: Embodied vs Modular Representations in Cognition
Project status: Project was completed in the Spring semester fulfilling major requirements.

Spring/Fall 2019   Research Supervisor   Lia Jenson

Project title: Color influence within Economic Behavior
Project status: Preliminary data presented at UCUR February 2019

Spring 2019   Directed Readings Supervisor   Patrick Garrett
        Project title: Framing Effect and Self-Determination Theory
Project status: Project was completed in the Spring semester fulfilling major requirements.

Spring 2019   Senior Thesis Committee Member   John Simmons
Project title: Understanding Emotion Processing in Youths with Reactive Attachment
Disorder
Project status: Project was completed in the Spring semester fulfilling major
requirements.

Spring 2019   Senior Thesis Committee Member   Kaori Gale
Project title: The Phonological Loop in Second and Foreign Language Learning in
Adults
Project status: Project was completed in the Spring semester fulfilling minor
requirements.

Fall 2019   Senior Thesis Committee Member   Raquel Lemos
Project title: Stigma of Others with Mental Health Disorders: The Effects of Religious
Orientation and Spiritual/Religious Practices
Project status: Project is ongoing and will be completed the Spring 2020 semester.

Spring 2018   Directed Readings Supervisor   Becky Thorson
        Project title: Psychological Concepts in Literature
Project status: Project was completed in the Spring semester fulfilling major requirements.

Spring/Fall 2018   Research Supervisor   Lia Jenson
        Project title: Color influence within Economic Behavior
        Project status: Preliminary data presented at UCUR February 2019

Spring 2018   Research Supervisor   Bailey Meibos
        Project title: *Effects of Overall General Health on Cognitive Functioning*
        Project status: Data presented at RMPA April 2018.

Spring 2018   Research Committee   Iveth Vazquez
Project title: *Unceasing Discrimination in the Employment Sector: Perceptions of Mexicans in
Resume Screening*
Project status: Project was completed in the Spring semester fulfilling major requirements.

Spring 2018   Research Supervisor   Sabrina Badali

Project title: *Embodied Cognition: Effects of Social Exclusion and Consuming Warm and Cold Beverages*

Project status: Paper published in *Ergo 2018 Edition*.

Fall 2018   BIS Committee Member   Jessica Felix
Project Title: The Methods and Programs for Suicide Prevention among Adolescents in the United States: A Literary Review
Project status: Project was completed in the Fall semester fulfilling BIS requirements.

Spring/Fall 2018   BIS Committee Member   Zakiyyah Shahid-Martin
         Project Title: Understanding the psychological effect of negative coaching
Project status: Ongoing

Spring 2017   PSY 4830 Directed Readings   Hollee Gehrett
         Project Title: *Personality, role orientation, and ethical evaluation*

Spring 2017   PSY 4830 Directed Readings   Jessica Haeffele
         Project Title: *Searching for a Cure: Treatments for Multiple Sclerosis*

Spring 2017   PSY 4800 Projects & Research   Eric Trost
         Project Title: *Effect of Religious Authority on Acceptance of Evolutionary Theory*
         Project status: Initial data presented at RMPA 2016. Manuscript in development.

Spring 2017   PSY 4800 Projects & Research   Bailey Meibos
         Project Title: *Effects of Overall General Health on Cognitive Functioning*
         Project status: Initial data presented at RMPA 2017.

Spring 2017   PSY 4910 Senior Thesis   Katie Barker
         Project Title: *Supervision Strategies of Community Correctional Officers: The Roots of Rehabilitative Discretion*
Project status: Data presented at RMPA 2017

Spring 2017   Research supervisor   Sabrina Badali
                                                   Lorin Tout
                                                   Alexis Tingey
         Project Title: *Embodied Cognition: Effects of Social Exclusion and Consuming Warm and Cold Beverages*
         Project status: Data presented at RMPA 2017

Fall 2017   Research supervisor   Sabrina Badali
         Project Title: *Embodied Cognition: Effects of Social Exclusion and Consuming Warm and Cold Beverages*

Project status: Paper accepted by *Ergo*.

Fall 2017   PSY 4910 Senior Thesis   Bailey Meibos
      Project Title: *Effects of Overall General Health on Cognitive Functioning*
      Project status: Preliminary results were submitted for presentation at RMPA 2018.

Fall 2017   BIS Committee Member   Brady Baxter
      Project Title: *Identifying, Preventing, & Prosecuting White-Collar Crime*

Fall 2017   Research supervisor   Lia Jenson
      Project Title: Weber State University Research Scholars' Program

Auburn Binette (2015-2016). Psychology Capstone Thesis Committee Chair
Speech and Language Disorders: Working Memory and its Influence on Developing Language Skills
Paper to be presented at the Rocky Mountain Psychological Association, Denver, CO.

Kandalyn Fogg (2015-2016). Psychology Capstone Committee Chair

      Paper to be presented at the Rocky Mountain Psychological Association, Denver, CO.

Hendrik Omback (2015-2016). Psychology Capstone Committee Chair

      Paper to be presented at the Rocky Mountain Psychological Association, Denver, CO.

Blake Tubbs (2015-2016). Psychology Capstone Committee Chair

      Paper to be presented at the Rocky Mountain Psychological Association, Denver, CO.

Candace Horne (2015-2016). Psychology Capstone Committee Chair
      Can Love Make Your Worries Disappear
      Paper to be presented at the Rocky Mountain Psychological Association, Denver, CO.

David Sleight (2015) Psychology Capstone Committee

      Paper to be presented at the Rocky Mountain Psychological Association, Denver, CO.

Ashley Horstman (2014-2015). PSY 4800 Projects & Research
      A Speeded Measure Assessing the Validity of Religiosity.
      Paper presented at the Rocky Mountain Psychological Association, Boise, ID.

Auburn Binette (2014-2015). PSY 4800 Projects & Research
      A Speeded Measure Assessing the Validity of Religiosity.

Paper presented at the Rocky Mountain Psychological Association, Boise, ID.

Brandi Christensen (2014-2015). Psychology Capstone Committee Chair
    The Influence of a Religious Icon on Decisions
    Paper presented at the Rocky Mountain Psychological Association, Boise, ID.

Blake Tubbs (2014-2015). Research Supervisor
    The Effects of Religiosity on Acceptance of Virtual Immortality.
    Paper presented at the Rocky Mountain Psychological Association, Boise, ID.

Jeremy Arnt (2014-2015). Zoology Honor's Thesis Committee Member.
Chronic Effects of Intermittent Sound Disturbance of Buenos Aires Tetra

Ashley Van Leuven (Spring 2014). Zoology Honor's Thesis Committee Member.
    Caching behavior of the specialist woodrat Neotoma stephensi.

Brandi Christensen (Spring 2014). Psychology Capstone Committee Member
The Role of serotonin and dopamine in polymorphism in schizophrenia

Richard Gibson (Fall 2014). Psychology Capstone Committee Member
    The Effects of Violent Video Games on Moral Decision Making
    Paper presented at the Rocky Mountain Psychological Association, Boise, ID.

Kaitlin Burnett (2013-2014). Research Supervisor
    Looking at emotional contagion in a group discussion.
    Poster presented at the Rocky Mountain Psychological Association, Salt Lake City, UT.

Ben Eschler (2013-2014). Psychology Capstone Committee Chair
    Bilinguals and religiosity.
    Poster presented at the Rocky Mountain Psychological Association, Salt Lake City, UT.

Rebecca Bauer (2013-2014). Research Supervisor
    Parental uses of figurative language in an educational setting.
    Paper presented at the Rocky Mountain Psychological Association, Salt Lake City, UT.

Stephanie Porter (2012-2013). BIS Capstone Committee Member
    Traditional versus Experiential Teaching Methods on Student Learning.
    Paper presented at the 25th Annual Convention of the Association for Psychological
    Science, Washington DC.

Michael Behling (2012 – 2013). Research Supervisor
    Metaphor as a Predictor of Therapy Outcome.
    Poster presentation at the Rocky Mountain Psychological Association, Denver, CO.

Brandi Christensen (2012 – 2014). PSY 4800 Projects & Research
The Cognitive Representation of Spatial Language.
Paper presented at Rocky Mountain Psychological Association, Denver, CO.

Daniel Feller (2012 – 2013). PSY 4800 Projects & Research
The Cognitive Representation of Spatial Language.
Paper presented at Rocky Mountain Psychological Association, Denver, CO.

Blisse Voigt (2012 – 2013). PSY 4800 Projects & Research
A Reaction Time Measure of Validity for Internal Religiosity.
Paper presented at the Rocky Mountain Psychological Association, Denver, CO.

Matthew Bell (2011 – 2012). PSY 4800 Projects & Research
The Representation of Literal and Figurative Uses of Spatial Language.
Paper presented at the 24th Annual Convention of the Association for Psychological Science, Chicago, IL.

Karen Harms (2011 – 2012). Research Supervisor
Exploring the Effects of an Informational Intervention on Attitudes Toward Seeking Marriage Counseling.
Paper to be presented at the National Conference on Undergraduate Research (NCUR), Ogden, UT.

Alisa Garner (2010 – 2011). PSY 4800 Projects & Research
An analysis of the effect of caffeine on state-dependent memory.
Paper presented at the Utah Conference on Undergraduate Research (UCUR), Ogden UT.

An analysis of the effect of caffeine on state-dependent memory.
Paper presented at the National Conference on Undergraduate Research. Ithaca, NY.

Michael Brown (2010 – 2011). PSY 4800 Projects & Research
Religiosity, Personality, and Religious Denomination.
Poster presentation at Rocky Mountain Psychological Association, Denver, CO.

Amanda-Jean Fochs (2010 – 2011). PSY 4800 Projects & Research
Embodied Representation of Spatial Language.
Poster presented at Rocky Mountain Psychological Association, Salt Lake City, UT

Landon Burch (2009 - 2010). BIS Capstone Committee Member
Deaf Clients in Mental Health Settings: Cultural and Linguistic Implications.

Amanda Allen (2009 - 2010). PSY 4800 Projects & Research
Coping Styles as a Function of Religiosity Type.
Poster presentation at Rocky Mountain Psychological Association, Denver, CO.

Elly Alverado (2007 - 2008). PSY 4800 Projects & Research
>   *Verb Class Influences Categorization of Novel Individuals.*
>   Paper   presented at the 20th Annual Convention of the Association for Psychological
Science, Chicago, IL.

Undergraduate Sponsored Presentations

Tubbs, B., Lloyd, C., Martinez, C., Tanaka, C., Fernandez, K., & Wolford, J. (2015). The effect
>   of religiosity on belief's about acceptance of virtual immortality. Poster to be presented at
>   the Rocky Mountain Psychological Association, Boise, ID.*

Mendenhall, T., Frost, T., Miller, L., Larson, S., & Grisham, B. (2014). Emotional contagion and
the effects of computer-mediated communication in online forums. Poster presentation at the
Rocky Mountain Psychological Association, Salt Lake City, UT.
Harms, K., Chynoweth, C., Dillard, J., & Figueroa, S. (March, 2012*). Exploring the Effects of an
Informational Intervention on Attitudes Toward Seeking Marriage Counseling.* Paper to be
presented at the National Conference on Undergraduate Research (NCUR), Ogden, UT.
Fochs, A. (February, 2011). *The embodied representation of spatial language.* Paper presented
at the Utah Conference on Undergraduate Research (UCUR), Ogden UT.
Fochs, A. (April, 2011). *The embodied representation of spatial language.* Paper presented at
the Annual Meeting of the Rocky Mountain Psychological Association, Salt Lake City UT.
Garner, A. (February, 2011). *An analysis of the effect of caffeine on state-dependent memory.*
Paper presented at the Utah Conference on Undergraduate Research (UCUR), Ogden UT.
Garner, A. (April, 2011). *An analysis of the effect of caffeine on state-dependent memory.* Paper
>   presented at the National Conference on Undergraduate Research. Ithaca, NY.

Undergraduate Sponsored Funding & Grants

Faculty mentor, Can Love Make Your Worries Disappear? Travel Grant awarded to Candace
Horne. Office of Undergraduate Research, Weber State University, March 2016, $889.71.

Faculty mentor, *Perceptions of Bullying: Connecting Elementary Students, Teachers, and
Administration.* Research Grant awarded to Blake Tubbs, George S. & Dolores Dore Eccles
Foundation through the Office of Undergraduate Research, October 2015, $990.00.
Faculty mentor, *Can Love Make Your Worries Disappear.* Research Grant awarded to Candace
Horne, George S. & Dolores Dore Eccles Foundation through the Office of Undergraduate
Research, April 2015, $2170.00.
Faculty mentor, A Speeded Measure Assessing the Validity of Religiosity. Travel Grant awarded
to Ashley Horstman. Office of Undergraduate Research, Weber State University, March 2015,
$781.00.

Faculty mentor, A Speeded Measure Assessing the Validity of Religiosity. Travel Grant awarded to Auburn Binette. Office of Undergraduate Research, Weber State University, March 2015, $781.00.

Faculty mentor, The Effects of Religiosity on Acceptance of Virtual Immortality. Travel Grant awarded to Blake Tubbs. Office of Undergraduate Research, Weber State University, March 2015, $758.68.

Faculty mentor, The Influence of a Religious Icon on Decisions. Travel Grant awarded to Brandi Christensen. Office of Undergraduate Research, Weber State University, March 2015, $641.00.

Faculty mentor, Bilingualism and Religiosity. Grant awarded to Benjamin Eschler. Ralph Nye Charitable Foundation, and the Office of Undergraduate Research, Weber State University, November 2013, $2,214.00.

Faculty mentor, Traditional Versus Experiential Teaching Methods on Student Learning. Travel Grant awarded to Stephanie Porter. Office of Undergraduate Research, Weber State University, April 2013, $933.00.

Faculty mentor, A Reaction Time Measure of Validity for Intrinsic Religiosity. Travel Grant awarded to Blisse Voigt. Office of Undergraduate Research, Weber State University, March 2013, $709.66.

Faculty mentor, The Cognitive Representation of Spatial Language. Travel Grant awarded to Brandi Christensen. Office of Undergraduate Research, Weber State University, April 2013, $535.00.

Faculty mentor, Effects of an Informational Intervention on Willingness to Seek Marriage Counseling. Research Grant awarded to Karen Harms. Ralph Nye Charitable Foundation, and the Office of Undergraduate Research, Weber State University, December 2010, $575.00.

Faculty mentor, An analysis of the effect of caffeine on state-dependent memory. Research Grant awarded to Alisa Garner. Ralph Nye Charitable Foundation, and the Office of Undergraduate Research, Weber State University, April 2010, $2,500.00.

Faculty mentor, Religiosity and Personality. Travel Grant awarded to Michael Brown. Office of Undergraduate Research, Weber State University, April 2010, $850.00.

Faculty mentor, The embodied representation of spatial language. Research Grant awarded to Amanda-Jean Fochs. Ralph Nye Charitable Foundation, and the Office of Undergraduate Research, Weber State University, December 2010, $1,692.

University Service

Committee Assignments
2022 – 2023	Weber State University Faculty Senate Executive Committee
2022 – 2023	Executive Committee Liaison Admissions, Standards, and Student Affairs
2018 – 2023	Weber State University Faculty Senate
2019 – 2021	Weber State University Faculty Senate Executive Committee
2019 – 2021	Executive Committee Liaison Admissions, Standards, and Student Affairs
2011 – 2015	Weber State University Academic Resources and Computing Committee
2010 – 2013	Weber State University Faculty Senate

2007 – 2011	Weber State University Admissions, Standards, and Student Affairs Committee
2010 – 2011	Sustainability across The Curriculum
2015 – Present	College of Social and Behavioral Science Strategic Planning Committee
2006 – 2014	College of Social and Behavioral Science Computer Committee
2009 – Present	College of Social and Behavioral Science Institutional Review Board (Chair)

Additional Service

2008 – Present	Linguistics Minor Advisory Committee
2009 – 2011	Deliberative Democracy Project member
2007 – 2008	Neuroscience Program Initiative member
2006 – 2008	Linguistics Minor Initiative member

College Service
2015 – present	Social and Behavioral Sciences College Council
2019 – 2020	Social and Behavioral Sciences Academic Advisor Hiring Committee
2019 – 2020	Social and Behavioral Sciences Dean Hiring Committee Member
2018 – 2019	Social and Behavioral Sciences Dean Hiring Committee Member

Department Service
Committee Assignments
2015 – Present	Psychology Department Curriculum Committee
2015 – Present	Psychology Department Credentials Committee (Chair)
2014 – 2015	Psychology Department Hiring Committee (Chair)
2013 – Present	Psychology Department Human Subjects Committee
2006 – Present	Psychology Department Space and Technology Committee
2006 – Present	Psychology Department Assessment Committee (Chair)
2007 – 2011	Psychology Department Advising Committee
2009 – Present	Psychology Department Financial Committee (Ad Hoc)
2010 – Present	Psychology Department Online Teaching Committee (Ad Hoc)

Professional Service
2014	Convention Co-Manager Rocky Mountain Psychological Association (RMPA) Annual Convention, Salt Lake City, UT.
2012 - 2016	Reviewer Rocky Mountain Psychological Association (RMPA)
2011 - 2013	Reviewer Council for Undergraduate Research (CUR)
2009 – Current	Ogden Regional Medical Center Institutional Review Board.
2006 - 2007	Ad hoc reviewer *New Trends in Psychology*

Funding

Recipient, *Proposal to Purchase Participant Management and Tracking Software*. Dee Family Technology grant, Weber State University, November 2017, $1,400.00

Recipient, *Laptop Request for Student Research*. Academic Resources and Computing Committee Technology Grant, Weber State University, March 2017, $7,670.82.

Recipient,

Recipient, *Increased Development of the Weber State University Linguistics Minor*. Hemingway Collaborative Award. Research, Scholarship and Professional Growth Committee, Weber State University, April 2015, $3,690.32

Principal Investigator, *The Representation of Literal and Figurative Uses of Spatial Language*. Research, Scholarship and Professional Growth Committee, Weber State University, April 2012, $1250.00.

Recipient, Academic Resources and Computing Committee Technology Grant, Weber State University, November 2011, $1,815.00

Principal Investigator, *Traditional Versus Experiential Teaching Methods on Student Learning*. Research, Scholarship and Professional Growth Committee, Weber State University, April 2008, $638.00

Recipient, Academic Resources and Computing Committee Technology Grant, Weber State University, March 2008, $8,652.65

Recipient, Academic Resources and Computing Committee Technology Grant, Weber State University, March 2008, $4,564.00

Recipient, Academic Resources and Computing Committee Technology Grant, Weber State University, March 2008, $1,794.00

Principal Investigator, *The Embodied Representation of Spatial Language*. Research, Scholarship and Professional Growth Committee, Weber State University, April 2008, $2,404.00

Principal Investigator, *Verb Use and Stereotype Activation*. Research, Scholarship and Professional Growth Committee, Weber State University, April 2007, $2,678.00.

Collaborator, *Neuroscience Initiative*. Hemingway Collaborative Award. Research, Scholarship and Professional Growth Committee, Weber State University, April 2007, $8,320.00

Recipient, Graduate Student Travel Award, Graduate Student Coordinating Committee, University of Memphis, May 2004, $300.00.

Recipient, Graduate Student Travel Award, Graduate Student Coordinating Committee, University of Memphis, October 2002, $100.00.

Principal Investigator, *Repression in the young and elderly: Impression Management or self-deception?* Office of Academic Research & Sponsored Programs, Ball State University, May 1999 to July 1999, $400.00.

Recipient, Graduate Student Travel Grant, Office of Academic Research & Sponsored Programs, Ball State University, May 1998, $100.00.

Professional Memberships

APA Division 2: Society for Teaching of Psychology (STP)

American Psychological Association (APA)
Association for Psychological Science (APS)
Psychonomic Society (Member)
Rocky Mountain Psychological Association (RMPA)
Society for Text and Discourse (ST&D)

Timothy E. Black

Assistant Professor of Biological Psychology
Department of Psychological Sciences
391 Lindquist Hall
Weber State University
Ogden, UT
Email: timothyblack2@weber.edu

Education

Ph.D. (May 2021)   Experimental Psychology, Oklahoma State University
Comparative Neurobiological Focus
Dissertation: *Learning and Physiological Stress: Outcomes on expression of Related Genes in Honey Bees (Apis mellifera)*

M.S. (May 2019)   Experimental Psychology, Oklahoma State University
                                        Comparative Neurobiological Focus
Thesis: *Effects of Learning on Expression of Multi-Level Physiological Stress Markers in Honey Bees (Apis mellifera)*

B.A. (May 2013)   Psychology, Drury University

Awards and Recognition

Vickie M. Little Teaching Award   Oklahoma State University, 2019

1st place Outstanding Presentation Ozark-Prairie Society for Environmental Toxicology and Chemistry Regional Meeting, May 2019

Teaching Experience

Instructor
Evolutionary Psychology Weber State University, 2023-Present

Neuropsychopharmacology   Weber State University, 2022-Present

Psychology as a Science Weber State University, 2022-Present
and Profession

Comparative Psychology Oklahoma State University, Spring 2020

Neurobiological Psychology   Weber State University, 2021-present

Oklahoma State University, 2019-2020

Research Methods   Oklahoma State University, Summer 2019

Introduction to Psychology   Weber State University, 2021-Present
Oklahoma State University, 2017-2019

Laboratory Instructor
Quantitative Methods   Oklahoma State University,

Graduate Teaching Assistant
Honor's Intro. to Psychology   Oklahoma State University, Fall 2019

Experimental Learning Theories Oklahoma State University, Fall 2017

Undergraduate Teaching Assistant
Research Methods   Drury University, Spring 2013

Introduction to Psychology   Drury University, Fall 2012

Tutoring
Chemistry, Biochemistry, Biology   Oklahoma State University LASSO Center, Fall
2015, Spring 2016, Summer 2016
_____

Research

Peer-Reviewed Journal Articles

Chicas-Mosier, A. M., **Black, T. E.,** Hester, K. P., Belzunces, L. P., & Abramson, C. I. (2022). Honey bee (*Apis mellifera ligustica*) acetylcholinesterase enzyme activity and aversive conditioning following aluminum trichloride exposure. *Bmc Zoology*, *7*(1), 5. https://doi.org/10.1186/s40850-021-00103-8

Stauch, K. L. N., Wincheski, R. J., Albers, J., **Black, T. E.,** Reichert, M. S., & Abramson, C. I. (2021). Limited evidence for learning in a shuttle box paradigm in crickets (*Acheta domesticus*). *Journal of Orthoptera Research*, *30*(2), 155-161.

Stephenson, L. L., Chicas-Mosier, A. M., **Black, T. B.,** Wells, H., & Abramson, C. I. (2021). Inducing ethanol tolerance in free-flying honey bees (*Apis mellifera* L.). *International Journal of Comparative Psychology, 34*.

Black, T. E., Radi, M., Somers, A., & Abramson, C. I. (2021). Preliminary analyses of expression of learning and memory related genes in Honey Bees (*Apis mellifera*) in Free-

Choice Learning Paradigms. *Natural Science*, *13*(06). https://doi.org/10.4236/ns.2021.136016

Black, T. E., Stauch, K. L. N., Wells, H., & Abramson, C. I. (2021). Effects of ethanol ingestion on aversive conditioning in honey bees (*Apis mellifera* L.). *Journal of Comparative Psychology*, *135*(4), 559–567. https://doi.org/10.1037/com0000296

Black, T. E., Fofah, O., Ortiz, Y., Ortiz, C., Dinges, C. Avalos, A., and Abramson, C. I., (2021) Effects of Aversive Conditioning on Expression of Neurological and Physiological Markers of Stress in Honey Bees (*Apis mellifera*). *Neuroscience of Learning and Memory*, *178*, 107363

Black, T. E., Fofah, O., Giray, T., Wells, H., Le Conte, Y., & Abramson, C. I. (2018). Influence of environmental experience on aversive conditioning in honey bees (*Apis mellifera* L.). *Apidologie*, *49*(5), 647-659.

Varnon, C. A., Dinges, C. W., **Black, T. E.,** Wells, H., & Abramson, C. I. (2018). Failure to Find Ethanol-Induced Conditioned Taste Aversion in Honey Bees (*Apis mellifera* L.). *Alcoholism: Clinical and Experimental Research*.

Black, T. E., Dinges, C. W., & Abramson, C. I. (2017). Exploratory Analysis of Molecular Factors on Learning in Honey Bees. In: O.V. Kascheev, I.V. Antonenko, & I.N. Karitsky (eds.) *Psychology in Modern World: Collection of Articles of International Scientific-Practical Conference*. Moscow, Kosygin Russian State University (Technology. Design. Art), (pp. 290-292).

Abramson, C. I., & **Black, T. E.,** (2017). Importance of Comparative Psychology in Pet Industry Litigation. *Journal of Social Sciences, 13*(3), 118-123. doi: 10.3844/jssp.2017.118.123

Translated into Russian as: Abramson, C. I., & **Black, T. E.** (2017). Importance of comparative psychology for pet industry litigation in Russia. *Prospects of Psychological Science and Practice* (Belgorodsky, V.S., Kashcheev, O.V., Antonenko, I.V. & Karitsky, I. N. (eds.), 685-691

Black, T. E., & Wood-Black, F. K. (2013). Challenges of going global: Complying with the new Global Harmonization Standard. *Journal of Chemical Health and Safety, 20*(6), 19-23.

Manuscripts in Preparation

Black, T. E., Tadler, Z., & Peterson, C. M. (In Prep). Analysis of gene expression related to learning and ethanol tolerance development in honey bees (*Apis mellifera* L.)

Heiner, J., Steenblik, J., Hughes, H, **Black, T.E.,** Russel-Stamp, M., & O'Hare, A. J. (In Prep) Cultivating compassion in education: Self-Report and salivary alpha-amylase as indicators of burnout

Black, T. E., Jones, I., Grice, J., and Abramson, C. I. (In Prep). Observation Oriented Modeling as a Novel Tool for Quantifying Model Fit in Biomarker Expression.

Stauch, K. N., **Black, T. B.,** LeBlanc, G., Ghezzi, A., Agosto-Rivera, J., Wells, H., and Abramson, C. I. (In Prep) Ingestion versus Inhalation: Establishing a Comparative Model for Ethanol Exposure in Honey Bees (*Apis mellifera*)

Stauch, K. N., **Black, T. B.,** Wincheski, R. J., & Abramson, C. I. (In Prep). Preliminary Analysis of Genetic Markers for Functional Ethanol Tolerance in Honey Bees (Apis mellifera) Using a Free-Flying Paradigm

Research Fellowships

WSU-OUR Summer Research Fellows – Faculty Supervisor 2023
NSF-PIRE: Program for International Research Experience 2018
NSF-PIRE: Program for International Research Experience 2017

Invited Talks

Drury University Psi Chi Chapter, April 2023
Presentation: Alumni Graduate School and Career Advice Panel

Oklahoma State University – TEAM Lecture Series, March 2023
Presentation: Alumni Professional Development Panel

Front Range Neuroscience New Faculty Data Blitz, December 2021
Presentation: Overview of the Weber State University Undergraduate Neuroscience Program

Weber State Neuroscience Program Lecture Series, September 2021
Presentation: Learning Outcomes and Expression of Related Genes in Honey Bees (*Apis mellifera*)

Conference Proceedings

Oral Presentations

Black, T. E., Chicas-Mosier, A. M., and Abramson, C. I. (2019, May). Effects of Aluminum Toxicity on Aversive Learning in Honey Bees (*Apis mellifera*). Platform presentation at

Ozark Prairie – Society for Environmental Toxicology and Chemistry Regional meeting, St. Louis, MO

Black, T. E., Fofah, O., Ortiz, C., Giray, T., Abramson, C. A. (2019, April). Learning Effects on Expression of Stress-Related Genes in Honey Bees (*Apis mellifera*). Platform presentation at Oklahoma Psychological Society Annual Meeting, Edmond, OK.

Black, T. E., & Abramson, C. I. (2018, May). Getting Buzzed: Use of honey bees (*Apis mellifera*) as an alternate model for behavioral and neurological alcohol toxicity. Platform presentation at Ozark Prairie – Society for Environmental Toxicology and Chemistry Regional meeting, Springfield, MO.

Black, T. E., & Wood-Black, F. K. (2015). Safety in the Undergraduate Laboratory from the Student's Perspective. 249th Annual American Chemical Society National Meeting, Denver, CO.

Black, T. E., & Wood-Black, F. K. (2013). Challenges in Complying With the New Standard: A Study in the Acceptance of Changes. 245th Annual American Chemical Society National Meeting, New Orleans, LA.

Black, T. E., Walser, W. H., Wiloughby, C. K., & Silva Brown, J. (2012). The Stigma of Body Modification: Perceptions of Tattoos and Piercings Among Young Adults. 31st Annual Mid-America Undergraduate Psychological Research Conference, Evansville, IN.

Poster Presentations and Undergraduate Collaborations
* Indicates Undergraduate authors

Heiner, J.*, Steenblik, J.*, Hughes, H.*, **Black, T.E.,** Russel-Stamp, M., & O'Hare, A. J. (2023, September) Cultivating compassion in education: Self-Report and salivary alpha-amylase as indicators of burnout. Society for Psychophysiological Research, New Orleans, LA.

Brown, B. M.*, Peterson, C. M.*, Ferlin, P. C.*, Steenblik, J.*, Boehm, N.*, Stauch, K. N., **Black, T. E.** (2023, April). Preliminary analysis of genetic markers for functional ethanol tolerance in honey bees (*Apis mellifera*). Rocky Mountain Psychological Association, Albuquerque, NM.

Ferlin, P. C.*, Benson, K. P.*, & **Black, T. E.** (2022, April). Effects of ethanol ingestion on learning performance and gene expression in honey bees (*Apis mellifera*). Rocky Mountain Psychological Association, Salt Lake City, UT.

Ferlin, P. C.*, & **Black, T. E.** (2021, December). Effects of ethanol ingestion on learning performance and gene expression in honey bees (*Apis mellifera*). Front Range Neuroscience Group, Fort Collins, CO.

Black, T. E. (2021, December) What's the Buzz? Effects of conditioning on expression of learning related genes in Honey Bees (*Apis mellifera*). Front Range Neuroscience Group, Fort Collins, CO.

Black, T. E., Chicas-Mosier, A. M., and Abramson, C. I. (2019, November) Getting Buzzed: Use of Honey Bees (*Apis mellifera*) as an Alternate Model for Behavioral Effects of Alcohol Toxicity. Society for Environmental Toxicology and Chemistry - North America, Toronto, ON, Canada

Black, T. E., Fofah, O.*, Giray, T., and Abramson, C. I. (2019, October) Learning Expression of Physiological Stress Markers in Honey Bees, Society for Neuroscience, Chicago, IL.

Chicas-Mosier, A. M., **Black, T. E.,** Dinges, C. W., Hester, K. P., Belzunces, L., & Abramson, C. I. (2019, October). Aluminum exposure linked to neurodegeneration in honey bees (*Apis mellifera* App.). Society for Neuroscience, Chicago, IL.

Cirocco, C.*, Chicas-Moiser, A., **Black, T. E.**, Abramson, C. A. (2019, April) A Preliminary Investigation of the Effect of Ethanol Exposure on Body Temperature in *Apis mellifera*. Student presentation at Oklahoma Psychological Society Annual Meeting

Chicas-Mosier, A. M., **Black, T. E.,** Dinges, C. W., Hester, K. P., Belzunces, L., & Abramson, C. I. (2019, February). Aluminum exposure in honey bees: Effects on acetylcholinesterase, activity, and lifespan. Bridge to the Doctorate National Conference, Washington, DC.

Cruz, P.*, **Black, T. E.**, Fofah, O.*, Ortiz, C., Barthell, J., Agosto, J., Giray, T., and Abramson, C. I. (January, 2019). The effect of uncontrollable stress on plasticity and stress related gene expression in the honey bee, *Apis mellifera. Annual Meeting of the Society for Integrative and Comparative Biology*. San Francisco, California.

Stephenson, L.*, Abramson, C., **Black, T. E.**, & Chicas-Mosier, A. (2018, April). Study of Ethanol Tolerance in Free-Flying Honey Bees (Apis Mellifera L.). Student presentation at Oklahoma Psychological Society Annual Meeting.

Black, T., Fofah, O.*, Giray, T., Le Conte, Y., & Abramson, C. (2018, April). Influence of Natural Environments on Aversive Conditioning in Honey Bees (Apis mellifera L.). Poster presentation at Oklahoma Psychological Society Annual Meeting.

Black, T. E., Dinges, C. W., & Abramson, C. I. (2017). Exploratory analysis of molecular stress markers on learning in honey bees. International Scientific Practical Student Conference, Moscow, Russia.

_____

Professional Affiliation

Society for Psychophysiological Research   2023-Present
Rocky Mountain Psychological Association   2022-Present
Front Range Neuroscience Group   2021-Present
Society for Neuroscience   2019-Present
Society for Environmental Toxicology and Chemistry   2019-2021
Oklahoma Psychological Society   2018-2021
American Chemical Society   2009-2017

Other Relevant Experience

Departmental and Institutional Service
Weber State University
    Environmental Health and Safety Committee   2023-Present
    IACUC   2021-Present
Weber State College of Social and Behavioral Sciences
    Professional Development Grant Committee   2021-present
    Behavioral Analytics and Neural Genetics Laboratory
Principal Investigator   2021-Present
Weber State Department of Psychological Sciences
    Faculty Advisor – Psi Chi   2021-Present
    New Faculty Hiring Committee   2022-2023
        Committee Chair   Fall 2023
Space and Equipment Committee   2021-Presnet
Weber State Neuroscience Program
Interim Program Director   Fall 2023
Neuroscience Curriculum Committee   2021-Present
Faculty Advisor – Neuroscience Club   2021-Present
Psychology Graduate Student Association
    President   2019-2020
    Operations Committee Representative   2017-2019
Oklahoma State University Brain Initiative
    Graduate Student Representative   2017-Present
Graduate Mentor
    Oklahoma State University   2017-Present
Demonstrator
    EPSCoR Women in Science Conference   Fall 2016, 2017, 2018

Journal Review

Editor
    International Journal of Comparative Psychology 2021-2022

Ad Hoc Reviwer
    Current Psychology
    Apidologie
    Journal of Social Science

Professional Experience

Burrell Behavioral Health, Springfield MO
    Community Support Specialist   June 2013-May 2014

Technical Literacy

Statistical Analysis and Data Management Proficiency
IBM SPSS
PRISM Graphpad
Microsoft Excel
Observation Oriented Modeling

Other
Strategic Planning
    Oklahoma State University Brain Initiative, Fall 2018
    American Chemical Society Division of Chemical Health and Safety, Fall 2015

Eagle Scout

Sarah D. Herrmann

Department of Psychological Science, Weber State University 1299 Edvalson St, Dept. 1202, Ogden, UT 84408-1202

E-mail: sarahherrmann@weber.edu

ACADEMIC APPOINTMENTS

2023-Present Associate Professor
Department of Psychological Science Weber State University, Ogden, UT

2017-2023   Assistant Professor
Department of Psychological Science Weber State University, Ogden, UT

2016-2017   Adjunct Instructor
Department of Psychology
Glendale Community College, Glendale, AZ

EDUCATION

2017   Ph.D., Social Psychology, Arizona State University
Dissertation: *Crossing classes: A test of the social class bicultural identity integration model on academic performance for first-generation college students*

2014   M.A., Social Psychology, Arizona State University
Master's Thesis: *The effect of perceived opportunities and regulatory focus on task performance for first- and continuing-generation college students*

2010   B.A., Psychology, The University of Arizona Honors College, Magna Cum Laude

AWARDS, FELLOWSHIPS, AND FUNDING

2023   Gene Sessions Excellence in Teaching Award, Weber State University College of Social and Behavioral Sciences
Professional Development Grant, Weber State University College of Social and Behavioral Sciences
Hemingway Collaborative Award, Weber State University Research, Scholarship, & Professional Growth Committee
Travel Grant, Weber State University Research, Scholarship, & Professional Growth Committee

2022   Faculty Vitality Grant, Weber State University Research, Scholarship, & Professional Growth Committee

Honorary Coach, Weber State Women's Basketball
2020   Academic Resources and Computing Committee Grant, Weber State University 2019
        Hemingway New Faculty Grant, Weber State University Research, Scholarship, & Professional Growth Committee
Travel Grant, Weber State University Research, Scholarship, & Professional Growth Committee
2018   External Evaluator, Strengthening Commercial-Emphasis Foreign Language Programs (PI: Craig Bergeson), UISFL ($165,000)
Travel Grant, Weber State University Research, Scholarship, & Professional Growth Committee
Early Career Scholars Travel Award, Society for the Psychological Study of Social Issues
Student Success Grant, Weber State University ($9,830.48)
2017   Honorary Coach, Weber State Women's Basketball
Graduate Student Travel Award, Society for the Psychological Study of Social Issues Student Travel Grant, ASU Graduate and Professional Student Association
2016   Cialdini Dissertation Project Prize in Social Psychology, ASU Department of Psychology
Graduate Student Travel Award, Society for the Psychological Study of Social Issues
Outstanding Research Award, ASU Graduate and Professional Student Association Student Travel Grant, Arizona State University Graduate Education
Student Travel Grant, ASU Graduate and Professional Student Association
2015   Continuing Excellence in Teaching Award, ASU Graduate and Professional Student Association Teaching Excellence Award, ASU Graduate and Professional Student Association
Student Travel Grant, Arizona State University Graduate Education Student Travel Grant, ASU Graduate and Professional Student
Association
2014   JumpStart Research Grant, ASU Graduate and Professional Student Association Student Travel Grant, ASU Graduate and Professional Student Association 2013
        Student Travel Award, Society for Personality and Social Psychology Diversity Fund
2011   Arizona State University Dean's Fellowship, Graduate College Arizona State University Doctoral Fellowship, Graduate College
2010   First Place Poster (Education Category), The University of Arizona Graduate and Professional Student Association
Alumni Legacy Grant, The University of Arizona Honors College

PUBLICATIONS

Refereed Journal Articles (By Date)
* Signifies a student author.

2022   **Herrmann, S. D.,** Varnum, M. E. W., Straka, B. C., & Gaither, S. E. (2022). Social class identity integration and success for first-generation college students: Antecedents, mechanisms, and generalizability. *Self and Identity, 21*(5), 553-587.

2021   Laiduc, G. A.,*† **Herrmann, S. D.,**† & Covarrubias, R. (2021). Relatable role models: An intervention highlighting first-generation faculty benefits first-generation students. *Journal of First-Generation Student Success, 1*(3), 159-186.
†These authors contributed equally to this work.

2020   Çetinkaya, E., **Herrmann, S. D.**, & Kisbu-Sakarya, Y. (2020). Adapting the values affirmation intervention to a multi-threat framework. *Social Psychology of Education, 23*, 1587-1607.
2018   **Herrmann, S. D**. & Varnum, M. E. W. (2018). Integrated social class identities are linked to academic success, well-being, and workplace satisfaction. *Journal of Cross-Cultural Psychology, 49*(4), 635-663.
Herrmann, S. D. & Varnum, M. E. W. (2018). Utilizing social class bicultural identity integration to improve outcomes for first-generation college students. *Translational Issues in Psychological Science, 4*(2), 165-175.

2017   Adelman, R. M., **Herrmann, S. D.**, Bodford, J. E., Barbour, J. E., Graudejus, O., Okun, M. A., & Kwan, V. S. Y. (2017). Feeling closer to the future self and doing better: Temporal psychological mechanisms underlying academic performance. *Journal of Personality, 85*(3), 398-408.

2016   **Herrmann, S. D.**, Adelman, R. M., Bodford, J. B., Graudejus, O., Okun, M. A., & Kwan, V.
S.Y. (2016). The effects of a female role model on academic performance and persistence of students enrolled in STEM courses. *Basic and Applied Social Psychology, 38*(5), 258-268.

Covarrubias, R., **Herrmann, S. D.**, & Fryberg, S. A. (2016). Affirming the interdependent self: Implications for Latino student academic performance. *Basic and Applied Social Psychology, 38*(1), 47-57.

Invited Articles and Book Chapters

2014   Kwan, V. S. Y., & **Herrmann, S. D.** (2014). The interplay of culture and personality. In the M.L. Cooper & R.J. Larsen, *APA Handbook of Personality and Social Psychology, Volume III*. Washington, DC: APA Books.

Articles Written for a Popular Audience

2019   **Herrmann, S. D.** (2019). [Crossing class cultures: Understanding first-generation college students' transitions.](#) *Eye on Psi Chi, 23*(4), 22-25*.*

Manuscripts Under Review or In Preparation
Adelman, R. M., Bixter, M. T., Graudejus, O., **Herrmann, S. D.,** & Kwan, V. S. Y. (Invited revision).
Performance benefits from connectedness to the future self: Link to self-efficacy and function as a protective factor maintaining expectancy.
Çetinkaya, E., **Herrmann, S. D.**, & Kisbu-Sakarya, Y. (Under review). The impact of brief social psychological interventions to reduce the academic achievement gap: A systematic review of the evidence.
Covarrubias, R., **Herrmann, S. D.**, Pauker, K., & Fryberg, S. A. (In prep). Explaining the student mindset and performance link: The role of student self-views and classroom behavior.

PRESENTATIONS

Invited Presentations

2020   **Herrmann, S. D.** (2020, May). *College as a foreign country: A cultural perspective of first-generation college students' performance and persistence.* Invited address, Wildcat Scholars Faculty Inclusive Excellence Retreat, Ogden, UT.

2019   **Herrmann, S. D.** (2019, August). *College as a foreign country: A cultural perspective of first-generation college students' performance and persistence.* Invited keynote address, Annual conference of the Society for Cross-Cultural Research, Jacksonville, FL.

Herrmann, S. D. (2019, March). *Considering diversity in teaching and learning in STEM.* Invited talk, Academic Science Education and Research Training (ASERT), University of New Mexico, Albuquerque, NM.
Herrmann, S. D. (2019, February). *Crossing classes: A cultural perspective of first-generation college students' performance and persistence.* Invited keynote address, Society for Cross-Cultural Research, Fort Lauderdale, FL.

Conference Symposia Organized

2023   **Herrmann, S. D.** (2023, April). *(Re)designing inclusive courses: Strategies, benefits, and lessons learned.* Speakers: Sarah D. Herrmann, Melinda Russell-Stamp, Azenett A. Garza Caballero. Presented at the Society for the Psychological Study of Social Issues, Denver, CO.
Herrmann, S. D. (2023, April). *(Re)designing inclusive courses: Strategies, benefits, and lessons learned.* Speakers: Sarah D. Herrmann, Melinda Russell-Stamp, Azenett A. Garza Caballero. Presented at the Rocky Mountain Psychological Association, Albuquerque, NM.

2018   **Herrmann, S. D.** (2018, June). *Improving women's outcomes in STEM: Interventions, caveats, and future directions.* Speakers: Sarah D. Herrmann, Giselle Laiduc, Tara C. Dennehy, Kim E. Chaney. Presented at the Society for the Psychological Study of Social Issues Conference, Pittsburgh, PA.

2017   **Herrmann, S. D.** (2017, June). *Using culture to understand performance for first-generation college students.* Speakers: Isidro Landa, Nidia Ruedas-Garcia, Sarah D. Herrmann, Mindy Truong. Presented at the Society for the Psychological Study of Social Issues, Albuquerque, NM.

2016   **Herrmann, S. D.** & Albert, R. (2016, June). *Giving psychology away to inmates: Teaching in prison.* Speakers: Sarah D. Herrmann & Rachel Albert. Presented at the Biennial Conference of the Society for the Psychological Study of Social Issues, Minneapolis, MN.

Covarrubias, R., Fryberg, S. A., & **Herrmann, S. D.** (2016, January). *Values affirmation interventions: Mechanisms and new applications*. Speakers: Sarah D. Herrmann, Kate Turetsky, Kimberly Hartson, Kody Manke. Presented at the Annual Meeting of the Society for Personality and Social Psychology, San Diego, CA.

2015   Varnum, M. E. W. & **Herrmann, S. D.** (2015, February). *Adapting to the culture of college: A cultural psychological perspective on first generation college students.* Speakers: Nicole M. Stephens, Judith Harackiewicz, Vida Manzo, Sarah D. Herrmann. Presented at the Annual Meeting of the Society for Personality and Social Psychology, Long Beach, CA.

2014   **Herrmann, S. D**. & Saenz, D. S. (2014, June). *Worlds apart: Applying social psychological research to global problems.* Speakers: Sarah D. Herrmann, Delia S. Saenz. Presented at the Biennial Conference of the Society for the Psychological Study of Social Issues, Portland, OR.

Conference Symposia Addresses

2023   **Herrmann, S. D.**, Evans, T.*, Heiner, J.*, Maire, O*, Nye, E.*, & Russell, A.* (2023). *Effects of syllabus design on belonging, academic self-efficacy, and intention to utilize university services.* Presented at the Society for the Psychological Study of Social Issues, Denver, CO.
Hall, D., Garza Caballero, A. A., **Herrmann, S. D**., Laiduc, G. A., Fisher, E., Ryan, W., & Weisz, C. (2023). *Mentoring Session: An Open Q&A Forum for Students.* Presented at the Society for the Psychological Study of Social Issues, Denver, CO.

Herrmann, S. D., Evans, T.*, Heiner, J.*, Maire, O*, Nye, E.*, Russell, A.*, & Stringham, J.* (2023). *Effects of syllabus design on belonging, academic self-efficacy, and intention to utilize university services.* Presented at the Rocky Mountain Psychological Association, Albuquerque, NM.

Mork, A.*, Earhart, J.*, Barraza, A.*, Vargo, S.*, Shaw, J.*, & **Herrmann, S. D.** (2023). *Parental perceptions of university childcare resources.* Presented at the Rocky Mountain Psychological Association, Albuquerque, NM.

Muranaka, T.*, Custer, J.*, Simmons, J.*, & **Herrmann, S. D.** (2023). *Understanding ourselves through others: Identity styles, in-group identification, and mental well-being in college students.* Presented at the Rocky Mountain Psychological Association, Albuquerque, NM.

2022   **Herrmann, S. D.** & Covarrubias, R. (2022). *Building inclusive educational strategies for minoritized students and ourselves post-pandemic*. Presented at the Society for the Psychological Study of Social Issues Conference, San Juan, Puerto Rico.
Mulder, A., **Herrmann, S. D.,** Wolfe, S., Pagonis, D., Burnett, B., Russell-Stamp, M., Gautney, J., Trentelman, C., Chan, J., & Speicher, S. (2022). *Expanding teaching for sustainability: Find your Sustainable Development Goal!* Presented at the [2022](#) [Weber State University Teaching and Learning Forum Faculty Symposium](#), Ogden, UT.

2019   **Herrmann, S. D.,** Laiduc, G., & Covarrubias, R. (2019). *Role model intervention improves first-generation college student belonging and performance*. Presented at the Society for the Psychological Study of Social Issues Conference, San Diego, CA.
Covarrubias, R. & **Herrmann, S. D.** (2019). *Affirming the interdependent self: Developing culturally-relevant self-affirmations for Latinx students.* Presented at the SPSSI-EASP Small Group Meeting, Sussex, UK.

Herrmann, S. D. & Varnum, M. E. W. (2019). *Predictors, mediators, and moderators of the effect of social class bicultural identity integration on academic performance.* Presented at the Annual Meeting of the Society for Personality and Social Psychology, Portland, OR.

2018   **Herrmann, S. D.** (2018). *Using psychology to understand and reduce the social class achievement gap.* Presented at the Society for the Teaching of Psychology's Annual Conference on the Teaching of Psychology, Phoenix, AZ.
Covarrubias R., **Herrmann, S. D.**, Laiduc, G., Valle, I., & Lockett, T. (2018). *Reflecting first-generation student voices in our teaching and interactions.* Presented at the inaugural First Generation Southwest Symposium, Flagstaff, AZ.
Herrmann, S. D. (2018). *A role model intervention improves women's STEM performance and persistence.* Presented at the Society for the Psychological Study of Social Issues Conference, Pittsburgh, PA.
Herrmann, S. D. (2018). *Using psychology to understand and reduce the social class achievement gap.* Presented at Rocky Mountain Psychological Association's convention, Denver, CO.

2017   **Herrmann, S. D.** & Varnum, M. E. W. (2017). *Crossing classes: Identity integration and performance for first-generation college students.* Presented at the Society for the Psychological Study of Social Issues Conference, Albuquerque, NM.

2016   **Herrmann, S. D.** & Albert, R. (2016). *Giving psychology away to inmates: Teaching in prison.* Presented at the Biennial Conference of the Society for the Psychological Study of Social Issues, Minneapolis, MN.

Herrmann, S. D. (2016). *Teaching in prison*. Invited speaker, Fifth Annual ASU Prison Education Conference, Tempe, AZ.

Herrmann, S. D., Covarrubias, R., & Fryberg, S. A. (2016). *Affirming the interdependent self: Implications for Native American and Latino students' school outcomes.*
Presented at the Annual Meeting of the Society for Personality and Social Psychology, San Diego, CA.

2015   **Herrmann, S. D.** & Varnum, M. E. W. (2015) *First-generation college students as biculturals: Integrated social class identities are linked to academic success, well-being, and workplace satisfaction*. Presented at the Annual Meeting of the Society for Personality and Social Psychology, Long Beach, CA.

2014   **Herrmann, S. D.** & Varnum, M. E. W. (2015). *First-generation college students as biculturals: Implications for academic success and well-being*. Presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Herrmann, S. D. & Saenz, D.S. (2014). *Worlds apart: Applying social psychological research to global problems.* Presented at the Biennial Conference of the Society for the Psychological Study of Social Issues, Portland, OR.

2013   **Herrmann, S. D.**, Okun, M. A., & Kwan, V. S. Y. (2013). *The effects of socioeconomic status on academic engagement.* Presented at the Conference of the International Association for Cross-Cultural Psychology, Los Angeles, CA.

Selected Poster Presentations
2023   Mork, A.*, Earhart, J.*, Barraza, A.*, Vargo, S.*, Shaw, J.*, & **Herrmann, S. D.** (2023). *Caregiver perceptions of university childcare resources.* Presented at the Society for the Psychological Study of Social Issues, Denver, CO.
Herrmann, S. D., Bangash, A.*, & Bangash, S.* (2023). *Equity analysis of research, scholarship, and professional growth grants.* Presented at the Society for the Psychological Study of Social Issues, Denver, CO.
Shaw, J.*, Godfrey, G.*, & Cloward, J.*, & **Herrmann, S. D.** (2023). *Establishing validity for the future anxiety among graduating college students scale.* Presented at the Rocky Mountain Psychological Association, Albuquerque, NM.
Herrmann, S. D., Bangash, A.*, & Bangash, S.* (2023). *Equity analysis of research, scholarship, and professional growth grants.* Presented at the Rocky Mountain Psychological Association, Albuquerque, NM.

2022   Stacey, C.*, Talbot, B.*, Griffiths, E.*, Barraza, A.*, Tadler, Z.*, Fikstad, H.*, & Herrmann,
S. (2022). *Predictors of belief in conspiracy theories.* Presented at the 2022 Annual Meeting of the Rocky Mountain Psychological Association.
2021   Barraza, A.*, Miller, K.*, Moon, M.*, Call, J.*, & **Herrmann, S. D.** (2021). *Personality traits and mask wearing practices.* Presented at the Weber State Office of Undergraduate Research Symposium.
Jung, A.*, Zgirvach, M.*, Dahl, A.*, Clark, C.*, Flanders, D.*, & **Herrmann, S. D**. (2021). *Religion and attitudes toward mental health treatment.* Presented at the Weber State Office of Undergraduate Research Symposium.
Reis da Silva, C.*, Howell, M.*, & **Herrmann, S. D. (**2021). *Sinners or sick: Religiosity and attributions for addiction and psychological disorders.* Presented at the Weber State Office of Undergraduate Research Symposium.
Laiduc, G.*, **Herrmann, S. D.**, Covarrubias, R. (2021). *A role model intervention improves first-generation college student belonging.* Presented at the Society for Personality and Social Psychology Conference.
2020   Dahl, A.*, Clark, C.*, Jung, A.*, Zgirvach, M.*, Flanders, D.*, & **Herrmann, S. D.** (2020). *Religion and attitudes toward mental health treatment.* Accepted at the Rocky Mountain Psychological Association Conference, Denver, CO. *Cancelled due to COVID-19.*
Reis da Silva, C.*, Howell, M.*, & **Herrmann, S. D.** (2020). *Sinners or sick: Religiosity and attributions for addiction and psychological disorders.* Accepted at the Rocky Mountain Psychological Association Conference, Denver, CO. *Cancelled due to COVID-19.*
Saavedra, J.*, Barraza, A.*, Reis da Silva, C.*, Bolos, K.*, Dewey, M.*, Howell, M.*, & **Herrmann, S. D.** (2019) *Still standing up to sexism: Motivation to confront prejudice in a real-world scenario*. Accepted at the Rocky Mountain Psychological Association Conference, Denver, CO. *Cancelled due to COVID-19.*
2019   Saavedra, J.*, Tibbetts, S.*, Whiting, M.*, Dahl, A.*, Tanabe, K.*, Turner, K.*, Simmons, J.* & **Herrmann, S. D.** (2019) *Standing up to sexism: Motivation to confront prejudice in a real-world scenario*. Presented at the Society for the Psychological Study of Social Issues Conference, San Diego, CA.
Sahleen, M.*, Cardon, T.*, Sage, R.*, Ellis, A.*, Herrmann, S.D., & McGillivray, S. (2019). *An Eye for an iPhone: Perceptions of Vigilantism and Digilantism*. Presented at the Rocky Mountain Psychological Association Conference, Denver, CO.

Badali, S.*, Tibbetts, S*, McPheeters, L.*, & **Herrmann, S. D.** (2019) *Metacognitive monitoring and academic performance: New monitoring abilities scale for undergraduates for presentation.* Presented at the Rocky Mountain Psychological Association Conference, Denver, CO.
Saavedra, J.*, Tibbetts, S.*, Whiting, M.*, Dahl, A.*, Tanabe, K.*, Turner, K.*, Simmons, J.* & **Herrmann, S. D.** (2019) *Standing up to sexism: Motivation to confront prejudice in a real-world scenario*. Presented at the Rocky Mountain Psychological Association Conference, Denver, CO.

Sahleen, M.*, Cardon, T.*, Lemos, R.*, Herrmann, S.D., & McGillivray, S. (2019). *Why are you wrong? The effects of challenging information, religiosity, and superstitions on beliefs about psychology as a science.* Presented at the Utah Conference on Undergraduate Research, Ogden, UT.

Tibbetts, S.*, Sage, R.*, Blumenstein, J.*, Saavedra, J.*, Simmons, J.*, McGillivray, S., & **Herrmann, S. D.** (2019). *That face looks bitter: The impact of taste on judgmentsof emotional expression.* Presented at the Utah Conference on Undergraduate Research, Ogden, UT.

Saavedra, J.* & **Herrmann, S. D.** (2018). *A qualitative analysis of first-generation faculty experiences.* Presented at the SPSP Intervention Science Preconference, Portland, OR.

2018   Herzog, T., **Herrmann, S. D.**, & Claesgens, J. (2018). *Student perceptions of testing methods in general chemistry.* Presented at the 2018 POGIL National Meeting, St. Louis, MO.

Saavedra, J.* & **Herrmann, S. D.** (2018). *A qualitative analysis of first-generation faculty experiences.* Presented at Rocky Mountain Psychological Association Conference, Denver, CO.

Sage, R.*, Blumenstein, J.*, Tibbetts, S.*, Saavedra, J.*, Simmons, J.*, McGillivray, S., & **Herrmann, S. D.** (2018). *That face looks bitter: The impact of taste on judgments of emotional expression.* Presented at Rocky Mountain Psychological Association Conference, Denver, CO.

Sahleen, M.*, Cardon, T.*, Lemos, R.*, Herrmann, S.D., & McGillivray, S. (2018). *Challenging information, religiosity, superstition and beliefs about psychology as a science*. Presented at Rocky Mountain Psychological Association Conference, Denver, CO.

Badali, S.*, Reeder, J.*, Anderson, H.*, Paucarpura, G.*, Herrmann, S.D & McGillivray, S. (2018). *Truth vs. fiction: The influence of learning styles and the testing effect on prediction of memory performance*. Presented at the WSU Research Symposium. Presented at Rocky Mountain Psychological Association Conference, Denver, CO.

2017   Russell, S. E.*, **Herrmann, S. D.**, & Varnum, M. E. W. (2017). *Exposure to college graduates predicts outcomes for first-generation college students.* Presented at the Arizona State University Barrett Honors College Celebrating Honors Symposium, Tempe, AZ.

Laiduc, G. A.*, **Herrmann, S. D.**, & Saenz, D. S. (2017). *Young, gifted, and black: A mixed methods approach to understand the college transition experiences of African international students.* Presented at the Ninety-Seventh Annual Convention of the Western Psychological Association, Sacramento, CA.

Herrmann, S. D., Covarrubias, R., Pauker, K., & Fryberg, S. A. (2017). *Growth mindset and academic performance: The mediating role of self-views and classroom behavior.*

Presented at the Annual Meeting of the Society for Personality and Social Psychology, San Antonio, TX.

Russell, S. E.*, **Herrmann, S. D.**, & Varnum, M. E. W. (2017). *Exposure to college graduates predicts outcomes for first-generation college students.* Presented at the Annual Meeting of the Society for Personality and Social Psychology, San Antonio, TX.

Laiduc, G. A.*, **Herrmann, S. D**., & Saenz, D. S. (2017). *Young, gifted, and black: A mixed methods approach to understand the college transition experiences of African international students.* Presented at the Annual Meeting of the Society for Personality and Social Psychology, San Antonio, TX.

2016   **Herrmann, S. D.** (2016). *Teaching psychology in prison: Strategies for developing partnerships and instruction.* Presented at the Society for the Teaching of Psychology's Annual Conference on the Teaching of Psychology, Decatur, GA.

Adelman, R. A., **Herrmann, S. D.**, Barbour, J., Graudejus, O., Okun, M. A., Kwan, V. S. Y. (2016). *Future self-continuity buffers the effect of academic setbacks on grade expectations.* Presented at the Annual Meeting of the Society for Personality and Social Psychology, San Diego, CA.

2015   **Herrmann, S. D.** & Varnum, M. E. W. (2015). *First-generation college students as biculturals: Integrated social class identities are linked to academic success, well-being, and workplace satisfaction.* Presented at the ASU Institute for Social Science Research Poster Competition, Tempe, AZ.

Adelman, R. A., **Herrmann, S. D.,** Bodford, J. E., Okun, M. A., Graudejus, O., Kwan, V. S. Y. (2015). *Feeling closer to the future self and doing better in school: Future self-continuity, self-control, self-efficacy, and academic performance.* Presented at the Annual Meeting of the Society for Personality and Social Psychology, Long Beach, CA.

Shropshire, J. S.*, **Herrmann, S. D**., Adelman, R. A., Graudejus, O., Okun, M. A. & Kwan, V. S. Y. (2015). *It's a man's world: Gender differences in regulatory focus and academic performance in STEM fields.* Presented at the Annual Meeting of the Society for Personality and Social Psychology, Long Beach, CA.

2014   **Herrmann, S. D**., Okun, M. A., & Kwan, V. S. Y. (2014). *Tomorrow never knows: Paradoxical effects of a future prime on performance among low socioeconomic status college students.* Presented at the Annual Meeting of the Society for Personality and Social Psychology, Austin, TX.

2012 **Herrmann, S. D.**, Kwan, V. S. Y., & Okun, M. A. (2012). *Testing disengagement: A cultural approach to socioeconomic status and decision making in education.* Presented at the Annual Meeting of the Society for Personality and Social Psychology, New Orleans, LA.

2011 **Herrmann, S. D.**, Covarrubias, R., & Fryberg, S. A., (2010). *The impact of family affirmation on math performance for Mexican American middle school students.* Presented at the Annual Meeting of the Society for Personality and Social Psychology, San Diego, CA.

2010 **Herrmann, S. D.**, Covarrubias, R., & Fryberg, S. A., (2010). *The impact of family affirmation on math performance for Mexican American middle school students.* Presented at the University of Arizona 2010 Graduate and Professional Student Council Student Showcase, Tucson, AZ. First place, Education Category.

Herrmann, S. D., Covarrubias, R., & Fryberg, S. A., (2010). *The impact of family affirmation on math performance for Mexican American middle school students.* Presented at the Stanford Undergraduate Psychology Conference, Palo Alto, CA.

TEACHING EXPERIENCE

Weber State University

Primary Instructor   Introduction to Psychology Statistics in Psychology Psychology Statistics Lab
Research Methods and Statistics I/II Tests & Measurements
Social Psychology Psychology of Diversity Designing Your Life
Glendale Community College

Primary Instructor   Cultural Psychology Developmental Psychology

Arizona State University

Primary Instructor   Social Psychology Introduction to Psychology *ASU Prison Education Program ASU Collegiate Scholars Program*
Research Methods
Research Methods Laboratory

Teaching Assistant   Learning and Motivation (Online) Introduction to Statistics
Introduction to Psychology
Course Development Social Psychology (Online)

The University of Arizona

Teaching Assistant   Cultural Psychology

COMMUNITY ENGAGEMENT AND GUEST LECTURES

2022   Speaker, Taylor Canyon Elementary Career Day
2021   Panelist, "Sexualization in Women's Sports" KSL Voices of Reason Podcast 2020
        "Social Psychology and Designing Better Behaviors," Climate Change and
Culture Shift Seminar, Weber State University
"Social Psychology of COVID-19," Pandemics and People Seminar, Weber State University
"The Psychology of Gender and Education," Social Science Education Center Seminar,
Weber State University
2019   "Improving Experiences and Performance for Underrepresented Students in STEM,"
Physics Seminar, Weber State University
2017   "The Academic Job Market," Social Psychology Research Institute, Arizona State
University
2015   "Gender and Ethnicity in Academia," Current Topics in Social Psychology, Arizona
State University
2011-2015   "Applying to Graduate School," Research Methods Lab, Arizona State
University

UNDERGRADUATE/GRADUATE MENTORSHIP

2023-2024   Ben Bos, Master's Thesis Committee Member, Weber State University Carter
Ford, Bachelor of Integrated Studies Committee Member, Weber
State University
Taylor Evans, Office of Undergraduate Research Fellowship Program Advisor, Weber State
University
2022-2023   Anika Mork, Jai Earhart, Allyson Barraza, Skye Vargo, & Julie Shaw, "Parental
perceptions of university childcare resources." Weber State University

Tava Muranaka, Joshua Custer, & Jordan Simmons, "Understanding ourselves through
others: Identity styles, in-group identification, and mental well-being in college students."
Weber State University

Amina Bangash & Sophia Bangash, "Equity analysis of research, scholarship, and
professional growth grants." Weber State University

Taylor Evans, Justin Foster, Jaime Heiner, Otis Maire, Emelyn Nye, Aonika Russell, Jackson
Stringham, Emma Welton, & Rebecca Sager, "Effects of syllabus design on belonging,
efficacy, and intention to utilize university services." Weber State University

Julie Shaw, Grace Godfrey, & Jared Cloward, "Establishing validity for the future anxiety among graduating college students scale," Weber State University

Samuel Romine, "Primary texts and their effects on sentiment and emotional analysis," Master's Thesis Committee Member, Weber State University

Jamison Lewis, "Effects of XAI in decision making," Master's Thesis Committee Member, Weber State University

2021-2022   Crisi Stacey, Benjamin Talbot, Emilia Griffiths, Allyson Barraza, Zachary Tadler, & Whitney Fikstad, "Predictors of belief in conspiracy theories," Weber State University

Logan Brown, Master's Thesis Committee Member, Weber State University

Rose Harris, "Combatting culture shock: A cross-platform resource for sojourners" Bachelor of Integrated Studies Capstone Committee Member, Weber State University

Candice Clark, Doctoral Dissertation External Committee Member, Oregon State University

2020-2021   George Bazaes, "Teachers' perceptions of the use of code-switching in Utah classrooms," Master's Thesis Statistical Consultant, Weber State University

Allyson Barraza, Kyndra Miller, Macy Moon, & Jenny Call, "Personality and mask wearing practices," Weber State University

Ashlee Hoggan, "Gender prediction based on food selection," Master's Thesis Committee Member, Weber State University

2019-2020   Emily Rich, "Differentiation of self across cultures," Weber State University

Kit Turner, "Exploratory narrative processing of relational victimization experiences," Honors Thesis Committee Member, Weber State University

AnnElise Dahl, Carson Clark, Austin Jung, Miranda Zgirvach, & David Flanders, "Religion and attitudes toward mental health treatment," Weber State University

Camilla Reis da Silva & Morgan Howell, "Sinners or sick: Religiosity and attributions for addiction and psychological disorders," Weber State University

2018-2019   Jesus Saavedra, Samantha Tibbetts, Kiahna Tanabe, Matthew Whiting, AnnElise Dahl, Kit Turner, & John Simmons, "Standing up to sexism: Motivation to confront prejudice in a real-world scenario," Weber State University

Monika Sahleen, Tamara Cardon, Rosemary Sage, & Ammon Ellis, "An eye for an iPhone: Perceptions of vigilantism and digilantism," Weber State University

Sabrina Badali, Samantha Tibbetts, & Logan McPheeters, "Metacognitive monitoring and academic performance: New monitoring abilities scale for undergraduates," Weber State University

2017-2018   Jesus Saavedra, "A Qualitative Analysis of First-Generation Faculty Experiences," Weber State University

Rosemary Sage, Samantha Tibbetts, Julia Blumenstein, Jesus Saavedra, & John Simmons, "The impact of taste on judgments of emotional expression," Weber State University

Monika Sahleen, Raquel Lemos, & Tamara Cardon, "Challenging information, religiosity, superstition and beliefs about psychology as a science," Weber State University

2015-2017   Sara Russell, "Exposure to college graduates predicts outcomes for first-generation college students," Arizona State University

Giselle Laiduc, "Young, gifted, and black: A mixed methods approach to understand the college transition experiences of African international students," Arizona State University

2014-2015   Jessica Shropshire, "It's a man's world: Gender differences in regulatory focus and academic performance in STEM fields," Arizona State University

MENTORSHIP

2017-Present Faculty Co-Advisor, Psi Chi, Weber State University
2019   Faculty Mentor, Society for the Psychological Study of Social Issues Conference
2016-2017   Peer Mentor, Society for the Psychological Study of Social Issues Conference
2015   Peer Mentor, Society for Personality and Social Psychology Conference 2014-2017   Graduate Student Peer Mentor, Social Program, ASU Department of Psychology
2012-2015   Mentor, Shades Multicultural Mentoring Program, Arizona State University
2012-2015   Invited Panelist, Psi Chi Road to Graduate School Event

INTERNSHIPS AND SPECIAL TRAINING

2022   Equitable Learning & Inclusive Teaching for Everyone Community of Practice, Weber State University
Microcredential in Inclusive Teaching for Equitable Learning, The Association of College and University Educators

Teaching & Learning in the Diverse Classroom, Cornell University MOOC
2021   Sustainability Across the Curriculum Community of Practice, Weber State University
2017   Using Great Ideas in the Classroom Community of Practice, Weber State University
2016   Electronically Activated Recorder (EAR) Training, UC Santa Cruz
2015   Summer Research Associate, Arizona Department of Education, Accountability Section
Supervisor: Dr. Yovhane Metcalfe
Project: Development of the Arizona College and Career Readiness Index (CCRI)
2014   SPSSI Summer Policy Workshop Training 2013   ERP/EEG Training, Arizona State University

SERVICE

Editorial Service
Ad Hoc Reviewer, *Educational Psychology Review*
Ad Hoc Reviewer, *Social Psychology of Education*
Ad Hoc Reviewer, *Ethnic and Racial Studies*
Ad Hoc Reviewer, *Journal of Experimental Social Psychology*
Ad Hoc Reviewer, *Self & Identity*
Ad Hoc Reviewer, *Social Psychological and Personality Science*
Ad Hoc Reviewer, *Psi Chi Journal of Psychological Research*
Ad Hoc Reviewer, *International Journal of STEM Education*
Ad Hoc Reviewer, *Psychology of Women Quarterly*
Ad Hoc Reviewer, *Journal of Social Issues*
Ad Hoc Reviewer, *Journal of Social and Political Psychology*
Ad Hoc Reviewer, *PLOS One*
Ad Hoc Reviewer, *Developmental Psychology*
Ad Hoc Reviewer, *Personality and Social Psychology Bulletin*
Ad Hoc Reviewer, *Journal of Educational Psychology*
Ad Hoc Reviewer, *Cultural Diversity and Ethnic Minority Psychology*
Ad Hoc Reviewer, *Sex Roles*
Ad Hoc Reviewer, *Translational Issues in Psychological Science*
Ad Hoc Reviewer, *Basic and Applied Social Psychology*
Ad Hoc Reviewer, *Learning and Individual Differences*
Ad Hoc Reviewer, *Journal of Women and Minorities in Science and Engineering*

Professional Service
Member, Presidential Task Force on Diversity, Equity, and Inclusion, Society for the Teaching of Psychology (2022-Present)
Mentor, Faculty-Graduate Student Mentoring for Primarily Undergraduate Institutions, Society for Personality and Social Psychology (2022-2023)
Editor, *The Forward*, Society for the Psychological Study of Social Issues (2021-Present)
Reader, AP Psychology Exam (2020-Present)

Member, Society for the Psychological Study of Social Issues Diversity Committee (2019-2023)
Member, Society for the Psychological Study of Social Issues Teaching Resources Subcommittee (2016-2020)
Consultant, American Psychological Association Government Relations Office (2017-2018)
Submission Reviewer, Rocky Mountain Psychological Association Conference (2018-Present)
Submission Reviewer, Society for the Psychological Study of Social Issues Conference (2015)
Submission Reviewer, American Psychological Association Division 36 Preconference (2015)
Submission Reviewer, Society for Personality and Social Psychology Graduate Student Committee (2015)
Submission Reviewer, Society for Personality and Social Psychology Culture Preconference (2014)

University Service

Weber State University
Chair, College of Social and Behavioral Sciences Student Success Team (2022-Present)
Senator, College of Social and Behavioral Sciences, Faculty Senate (2022-2023)
Interim Senator, College of Social and Behavioral Sciences, Faculty Senate (2021-2022)
Chair, Research, Scholarship, and Professional Growth Committee (2021-Present)
College Assessment Liaison, College of Social and Behavioral Sciences Student Success Team (2021-2022)
Administrator, Prescreening Survey, Psychological Sciences Department (2018-2020)
Member, Office of Undergraduate Research Curriculum Committee (2020-Present)
Member, College of Social and Behavioral Sciences International Committee (2020-2021)
Member, Institutional Review Board (2018-Present)
Member, Crystal Crest Master Teacher Award Committee (2018-2019)
Member, Research, Scholarship, and Professional Growth Committee (2018-2021)
Member, Inclusive Excellence Advisory Committee (2018-2019)
Member, College of Social and Behavioral Sciences Diversity, Equity, & Inclusion Committee (2018-2019)
Member, Engaged Learning Series Committee (2017-Present)
Co-Advisor, Psi Chi Honorary (2017-Present)
Member, PPM Review Committee, Psychology Department (2017-2018)
Member, Online Committee, Psychology Department (2017-Present)
Member, Assessment Committee, Psychology Department (2017-Present) Arizona State University
Representative, Department of Psychology Graduate Studies Committee (2016-2017)
Invited Speaker, Association for Women in Math (11/2016)
Lab Manager, Cultural Neuroscience Lab, Arizona State University (2015-2016)

Representative, Social Program, Department of Psychology Admissions Committee (2015-2016)
Representative, College of Liberal Arts and Sciences, Graduate Women's Association (2014-2015)
Representative, Social Program, Department of Psychology (2013-2014)
Grant Reviewer, Graduate and Professional Student Association (2011-2017)
Lab Manager, Culture and Decision Science Network (2012-2013) The University of Arizona
Lab Manager, Culture Collaboratory (2010-2011)

PROFESSIONAL MEMBERSHIPS

Rocky Mountain Psychological Association
Society for Personality and Social Psychology (SPSP; APA Division 8) Society for the Psychological Study of Social Issues (SPSSI; APA Division 9) Society for the Teaching of Psychology (SoTP; APA Division 2)
Psi Chi, The International Honor Society in Psychology Phi Beta Kappa

Selected Vita for Joseph Horvat
Detailing Work with Underrepresented Groups
And with Forensic Psychology Entities
2017-2023

1994-2019. Reviewer for the Rocky Mountain Psychological Association's Student Award
Program. These reviews were asked to be performed by Past RMPA Presidents.

1997. Chair, APA's Ethnic Minority Committee.

2005-2018. Executive Committee Member to APA's Division 45 (Society for the
Psychological Study of Culture, Ethnicity and Race).

2003-2017. Member of Weber County Sheriff's Department SWAT Negotiation Team.

2010-2019. Reviewer to Division 45 papers and poster for their annual convention.

2012-2020 Elected member of Division 45 of APA's Executive Committee. As such, I
helped to   oversee Native American Issues, budget concerns, elections, conventions,
meetings,   general minority issues, etc.

2015 to present: Executive Member of the American Psychological Association's Minority
Fellowship Program. I am the only Native member to this program. The program
is   designed to help promising graduate students, postdoctoral trainees and early career
professionals achieve lasting success in areas related to ethnic minority psychology
as   well as issues in drug abuse in minority communities. This is a nationally
appointed   position.

2015 to present. Aided the supervision of 23 Native students in Ph.D. programs across the
US. I helped them with respect to their yearly reviews, classes, practicum, internship,
thesis and   dissertation. This was done under the auspices of the Substance Abuse and

Mental Health Services Administration (SAMHSA) and the Minority Fellowship Program. This is a nationwide federal governmental organization to aid in increasing minority Ph.D.'s in successfully completing their programs combating the in having them become important professionals in combating the opioid crisis. We work under a $25,000,000 a year federal grant. I am proud to say that all of my students have earned their Ph.D.'s.

2015-2020. Invited addresses to Division 45 (Society for the Psychological Study of Culture,
 2017 Socioeconomic Status, Race and Crime
 2018 Opioid Abuse Among Native American Reservation Populations
 2018 Elder Abuse in Ethnic Minority Communities
 2020 Native American Status within the Minority Community
 2020 The Status of Ethnic Minority Communities and Opiate Addiction

2015-2021. Presentations and Dates for APA Minority Fellowship Program to Ph.D. Candidates
 2017 Opioid Abuse and Big Pharma on Reservations.
 2017 Bioavailability of Opioids and why Naloxone Works
 2018 Where/When did the Opioid Epidemic Begin in Native American Communities.
 2018 Reacting to Professional Racial Problems.
 2019 The History of Opioid Abuse and its Exposure to Ethnic Minority Populations.
 2020 Naloxone and Overdose within Ethnic Minority Populations (Zoom Meeting).
 2021 Native American Opioid Risk Assessment.

2015-present. Discussant to APA Minority Fellowship Summer PSI
 2017 Discussant and Chair for Race and Social Justice.
 2017 Discussant on Leadership and Advocacy for Ethnic Minority Populations.
 2018 Discussant on Networking with the Training Advisory Committee.
 2018 Discussant on Leadership and Advocacy for Ethnic Minority Populations, Part I.
 2019 Discussant on Leadership and Advocacy for Ethnic Minority Populations, Part II.
 2022 Discussant on Leadership and Advocacy for Ethnic Minority Populations, Part III.

2022 Career Panel for Substance Abuse and the Ethnic Minority Ph.D. Candidate.
2022 Discussant to Substance Abuse Recovery and Trauma to SAMHSA Ph.D. Students.
2022 Discussant on Mentoring on Project Conceptualization and Presentations to SAMHSA Ph.D. Students
2022 Presenter on How to Survive as a Psychologist of Color Without Losing your Soul to SAMHSA Ph.D. Students

2015 to Present Weber State Committees:
2015 to present S&BS Scholarship Committee
2015 to present Chair, Departmental Scholarship Committee
2015 and 2019 Chair Departmental Promotion and Tenure Committee
2015, 2017, 2018 and 2020 Member Departmental Promotion and Tenure Committee
2016 and 2020 University Committee Honorary Degree and Commencement Speaker
2020 University Promotion and Tenure Committee
2022-Present APAFT University Committee
2022 Diversity Conference Committee
2019-present Department of Psychology Diversity Committee.

2016-present. Consulted with SAMHSA (Substance Abuse and Mental Health Services). SAMHSA is a federally funded organization to reduce the impact of substance abuse and mental illness. My role in both of these organizations was as a full member tasked with concentrating on Native populations. All positions were nationally appointed positions. I must state that I was the only professional on both of these programs from an undergraduate institution. Other members were from nationally recognized Ph.D. programs, medical doctors, or clinicians serving in public practice at some of the most noted clinics in the United States. While my work concentrated on Native Americans, I was also involved in other racial and diverse populations. My work was primarily at the Ph.D. level but I did work with master's level students as well.

2017 Aided a Native Ph.D. student at Oklahoma State University in a discrimination suit against the university. This student was one of my supervised Ph.D. students who was being systematically harassed and discriminated against on the basis of her race (Native American) by one identified graduate faculty member. This was an 18-month process in which the student was found to have been criminally and civilly

discriminated against with, unfortunately but appropriately, her advisor being dismissed from the university. I was the lead person on this case.

2019 to present, Active member of the Fort Lewis College's Native American Alumni Association.

2020-present. Attended University of Utah's Opioid Overdose Reversal Program.

June 2020 to July 2020. Spent seven weeks on the Navaho reservation working in a variety of professional capacities to help specific Native families relating to COVID and Addiction.

2013-2019 Worked with Detectives of the Ogden Police Department in dispensing food to local elementary school children in impoverished areas.

1979-Present, Member APA.

January 2018 from Division 45 of the American Psychological Association Executive Member Award for being the longest serving member of their Executive Committee (12.5 years). These were nationally elected position. Next closest EC member served 9.8 years.

January 2016 to 2020 Division 45 of the American Psychological Association Executive Committee Award for major donations for Native faculty and students in psychology.

January 2018, 2019 and 2020 Division 45 EC Award for donations for LCBTQ psychology professionals.

June 2022-present. One of only 16 nationwide psychologists to become an inaugural Mentor for SAMSAH's and APA's MFP. This program is intended to aid in the transition of postdocs from grad school to new professional. We mentor a single postdoc to help in their transition from grad school to professional work. Out of the original 16, I am one of only 5 who have been asked to return to do this again this coming year.

Theresa Stueland Kay
Curriculum Vitae

Weber State University
Department of Psychological Science
Ogden, UT
Phone: 801-626-6812 or 801-626-6247
Email: tkay@weber.edu

Employment

Professor of Psychology, Weber State University July 2021-Present
Associate Professor of Psychology, Weber State University July 2010-
Present Clinical Psychologist, Kay Psychological and Consulting March
2010-Present
Assistant Professor of Psychology, Weber State University January 2001-June 2010

Education

PhD – Clinical Psychology, Biola University August 1999 MA- Clinical
Psychology, Biola University May 1995 BA-Psychology, Biola University May
1991

License

Clinical Psychology, UT: 4918958-2501 September 2001- Present

Teaching Experience (* Denotes course cross-listed with Women and Gender Studies and Psychology)

Senior Seminar: Gender Identity
Senior Seminar: Sexual Orientation
Psychology Practicum
Directed Readings
Projects and Research
History and Systems of Psychology
Theories of Personality
Abnormal Psychology
Child Psychology
Science and Profession of Psychology
Psychology of Interpersonal Relationships
Introductory Psychology

Research Experience

Kay, T.S. & Wolff, J.R. (2021). LGBTQ+ students in religious institutions. In Rivera, D.P., Abreu, R.L., & Gonzalez, K.A (Eds*.) Supporting LGBTQ+ Students in Higher Education: Enhancing Resistance to Minority Stress*. APA Publishing.

Kay, T.S., Wolff, J.R., Himes, H.L., &Alquijay, J. (2021) A retrospective qualitative analysis of Christianity and its influence on gender identity development among transgender adults who were assigned female at birth, Journal of Gay & Lesbian Mental Health, DOI: 10.1080/19359705.2021.1894297

Wolff, J.R., Kay, T.S., Himes, H.L., & Alquijay, J. (2017). Transgender and gender-nonconforming student experiences in Christian higher education: A qualitative exploration. *Christian Higher Education, 16(5),* 319-338.

Kay, T. & Rangel, D. (2009). National Depression Screening Day: An undergraduate practicum experience. *Teaching of Psychology, 36(2) 126-129*.

Amsel, E. & Kay, T. (2008). After introductory psychology: The next course preparing psychology freshmen and sophomores for undergraduate research. In R. Milller, B. Beins, B. Rycek, M. Ware, E. Balcetis, R. Smith, & S. Burns (Eds.) *Promoting the Undergraduate Research Experience in Psychology*.

Kay, T.K., Anderson, T., Pike, P., & Duerksen. (2004). The Effects of Gender and Ethnicity on the Overcontrolled-Hostility Scale of the MMPI-2. *Journal in Support of the Null Hypothesis, 2(4).*

Psychology Department Service
Credentialing Committee: 2019-Present
Practicum Committee: Member 2021-present, Chair 2002-2021
Diversity Committee: 2012-Present
Online Committee: 2007-Present
Dept Rank & Tenure Committee: Chair AY 2012-2013
Peer Review Committee: Fall 2020, Fall 2019, Fall 2017
Faculty Search Committee: 2002-2005, AY 2016-2017, Spring 2018, Fall 2020, Fall 2021, Fall 2022

College of Social & Behavioral Science Service
Rank & Tenure Committee Chair: Fall 2021 - present
Professional Development Grant Committee: 2018-2021

University Service

Search Committee Member, Counseling and Psychological Spring 2013, Summer 2013, Services Center Summer 2017

Department Reviewer, Services for Students with Summer 2014 Disabilities Chair, Institutional Review Board 2006-2012 Member, Institutional
Review Board 2004-2006

Teaching, Learning, and Assessment Committee 2002-2005

Co-Chair, University Commission for Teacher Education 2005-2006 Member, University Commission for Teacher Education 2002-2005

CommunityService

OgdenPride
Board MemberJanuary2017-Present
OUTreachResourceCenters
Chair of Board January 2017-December 2017 Vice Chair of
Board June 2016-December 2016 Board Member January
2014-June 2016 Volunteer September 2012-2017

<div align="center">

LEIGH ANDREA-STOKES SHAW, PH.D.

CONTACT INFORMATION

</div>

Department of Psychological Science	Phone: (801) 626-7429
Weber State University	Email: lshaw@weber.edu
1299 Edvalson St., Ogden, UT 84408-1202	http://www.weber.edu/lshaw

<div align="center">

EDUCATION

</div>

1997-2002 Ph.D. in Psychology, University of Utah
Dissertation: "*When victims don't cry: Understanding unfairness in the context of victims' compliance, subversion and opposition*"
Dissertation Advisor: Cecilia Wainryb, Ph.D.

1994-1997 M.S. in Psychology, University of Utah
Thesis: "*The role of cultural context in judgments of tolerance: Belief-type and cultural agreement*"
Thesis Advisor: Cecilia Wainryb, Ph.D.

1990-1994 B.S. with Honors and Distinction in Psychology, University of Wyoming
Honor's Thesis: "*The effect of elderly stereotypes on jurors' decisions: A college and a community perspective*"
Honor's Thesis Advisor: Narina Nunez, Ph.D.

<div align="center">

PROFESSIONAL EXPERIENCE

</div>

Weber State University
2019-	Director of General Education
2018	Sabbatical leave, Visiting Scholar at the University of Utah
2015-	Professor of Psychology
2009-10; 2012-	Department Adviser for Psychology
2011-2012	Sabbatical Leave
2009-2015	Associate Professor of Psychology
2008	Interim Chair (*7/1-12/31*) of Psychology
2003-2009	Assistant Professor of Psychology

University of Utah
2002-03	Adjunct Professor of Psychology
2001-02	Teaching Assistant & Webmaster for General Psychology
2000-01	Marriner S. Eccles Research Fellow
1994-02	Teaching Assistant/Graduate Instructor and Research Assistant

University of Wyoming
1991-94	Research Assistant

<div align="center">

PROFESSIONAL ORGANIZATIONS

</div>

American Psychological Association	Society for Research in Child Development
Society for Research on Adolescence	Jean Piaget Society
Psi Chi, International Honor Society in Psychology	

ACADEMIC AWARDS AND HONORS

<u>DEPARTMENT COMMENDATIONS</u>

2023	Meritorious Annual Review for 2022
2022	Meritorious Annual Review for 2021
2021	Meritorious Annual Review for 2020
2020	Awarded Performance Compensation Plan award
2019	Meritorious Annual Review for 2018
2018	Meritorious Annual Review for 2017
2017	Meritorious Annual Review for 2016
2016	Meritorious Annual Review for 2015
2015	Promotion to Full Professor
2014	Meritorious Annual Review for 2013

2012   Merit Review for 1/2010-12/2011: Excellent in Service and Scholarly Activities, Satisfactory in Teaching (due to 3-semester leave from Spring 2011-Spring 2012)

2009	Promotion to Associate Professor
2004-2008	Meritorious Annual Review
2002-2003	Teaching Excellence, University of Utah
1996-2002	Departmental Service, University of Utah
1996-2000	Teaching Excellence, University of Utah
1996-98, 2000	Research Excellence, University of Utah

<u>AWARDS AND HONORS</u>

2023   Brady Presidential Distinguished Professor Award

2020   Nominee, Brady Presidential Distinguished Professor Award

Nominee, John S. Hinckley Fellow Award

2019   Research, Scholarship, & Professional Growth (RSPG) Travel Award ($595.36)

- Award to partially support my travel to present my research findings at the 49th Annual Jean Piaget Conference in Portland, Oregon (June).

Nominee, Master Teacher, Crystal Crest Awards

2017   Faculty Governance Award, Weber State University Faculty Senate

- This award was established to recognize faculty who have led efforts to improve faculty governance at Weber State University. Awarded by Senate Executive Committee.

Nominee, John S. Hinckley Fellow Award

Nominee, Brady Presidential Distinguished Professor Award

Invited to give introductory remarks for Dr. Eric Amsel, H. Aldous Dixon Award Recipient for Staff

2016   Nominee, Outstanding Research Mentor, College of Social and Behavioral Science

2008   Research, Scholarship, & Professional Growth (RSPG) Hemingway Vitality Grant ($1436)

- Grant awarded to partially support my travel to present my research findings at the 38th Annual Jean Piaget Symposium in Quebec City, Quebec (June)

Nominee, Master Teacher, Crystal Crest Awards

2007   Research, Scholarship, & Professional Growth (RSPG) Research Grant ($840)

- Grant awarded to pay research participants in my project examining younger and older adolescents' thinking about opposite-sex peer interactions.

2006   Research, Scholarship, & Professional Growth (RSPG) Weber Writes Grant

- Grant bought me out of one course so that I would have the time to formally write up findings from my research on the socio-moral aspects of adolescents' risk-taking intentions and behavior.

2005   Research, Scholarship, & Professional Growth (RSPG) Hemingway New Faculty Grant ($2,170)

- Grant awarded to support my ability to fund undergraduate assistant(s) to collaborate on my research on adolescents' understandings of cross-sex relationships.

         Academic Resources & Computing (ARCC) Dee Family Technology Grant

- Grant ($1,200) awarded to fund the computer resources necessary for my research on adolescents' understandings of cross-sex relationships. The grant was further supplemented by funds from the Chair of the Department of Psychology ($150) and the Dean of Social and Behavioral Sciences ($150).

2005   Nominee, Master Teacher, Crystal Crest Award

2000-01   Eccles Research Fellowship in Political Economy, University of Utah

- Fellowship ($10,000 plus tuition) awarded for research projects in subjects of major public concern focused on political economy and public policy. Applicants are judged based on their personal and academic qualifications and the strength and appropriateness of their research proposals.

1999-2000   B. Jack White Memorial Award for Outstanding Graduate Student in Psychology, University of Utah

- Annual award ($2,500) granted to one post-Master's Psychology student in recognition of overall excellence in teaching, research, and departmental service.

1999   University of Utah Olsen Honor Roll Scholarship

- Scholarship ($2,500) awarded to a student in recognition of overall academic excellence in the College of Social and Behavioral Sciences.

1998-99   University of Utah Teaching Assistant Award (UTA)

- I received this competitive award for my cross-disciplinary course proposal to assist in teaching Abnormal Child Psychology with Dr. Paul Florsheim and Child and Adolescent Development with Dr. Cecilia Wainryb. As a capstone experience, I taught a Child and Adolescent Development course that more fully accounted for abnormal and normal aspects of development.

1998   Professional Development Award, Developmental Psychology, University of Utah

- Annual award ($500) granted to one graduate student in Developmental Psychology in recognition of overall excellence in teaching, research, and service to the Developmental area.

1994   University of Wyoming Rosemarie Martha Spitaleri Award for Outstanding Senior Woman

- Annual award granted to one female graduate of the University of Wyoming in recognition of overall academic excellence.

1993   University of Wyoming Outstanding Psychology Senior Award

- Annual award granted to one senior Psychology student in recognition of academic excellence.

COURSES ASSISTED AND/OR TAUGHT

WEBER STATE UNIVERSITY	UNIVERSITY OF UTAH
Introductory Psychology	Introductory Psychology
Psychology of Human Relationships	Psychology of Infancy and Childhood
Child Psychology	Child and Adolescent Psychology
Adolescent Psychology	Introduction to Cross-Cultural Psychology
Social Psychology	Research Methods in Psychology
Moral Development: Theories and Controversies	Statistics in Psychology
Development of Attachment	
Psychology in the Media (Capstone Course)	
Theories of Development (Capstone Course)	
Teaching Practicum	

INVITED LECTURES, TALKS, OR PRESENTATIONS

<u>WEBER STATE UNIVERSITY</u>

Shaw, L.A. (April, 2016). *Learning is building connections*. Weber State University General Studies Convocation (Associate of Arts, Associate of Science) Invited Faculty Speaker.

Shaw, L.A. (October, 2010). *"Kisses of death" to avoid in personal statements for graduate school*. Panel participant, Psychology Club.

Shaw, L.A. (November, 2009). *"Kisses of death" to avoid in personal statements for graduate school*. Panel participant, Psychology Club.

Shaw, L.A. (September, 2007). *Young adults' socio-moral reasoning and its relation to risk-taking intentions and behavior*. Psychology 4990 Seminar.

Shaw, L.A. (March, 2007). *How to succeed in graduate school*. Panel participant, Psychology Club.

Shaw, L.A. (March, 2006). *How to succeed in graduate school*. Panel participant, Psi Chi Honor Society.

Shaw, L.A. (April, 2005). *Professional development and the academic job market*. Panel participant, Developmental Psychology Graduate Students, University of Utah.

Shaw, L.A. & Caldarella, P. (September, 2003). *Graduate school: Preparation, application, and success*. Presented to Psi Chi Honor Society.

RESEARCH INTERESTS

Growth through Adversity in the Adolescent Personality (GAAP study)
Narratives of Challenge/Coping with Stressors (e.g., COVID-19 pandemic)
Social Cognition and Social-Moral Development
Risk-taking and Adolescence

RESEARCH IN PROGRESS

Growth through adversity in the adolescent personality (GAAP Study) – Primary Investigator, Dr. Cade Mansfield; Co-Investigator, Dr. Leigh Shaw (IRB-AY20-21-61)

Understanding adaptation to the COVID-19 pandemic - Primary Investigator, Dr. Cade Mansfield; Co-Investigator, Dr. Leigh Shaw

PUBLICATIONS (*Undergraduate Collaborator)

Conry-Murray, C., & **Shaw, L.A.** (2016). Young adults in the United States and Benin reason about gendered cultural traditions. *Social Development*, 1-15. DOI 10.1111/sode.12228

Shaw, L.A., Wainryb, C., & Smetana, J. (2014). Early and middle adolescents' reasoning about moral and personal concerns in opposite-sex interactions. *Social Development, 23* (4), 784-802.

Shaw, L.A., Amsel, E., & Schillo, J.* (2011). Risk taking in late adolescence: Relations between socio-moral reasoning, risk stance and behavior. *Journal of Research on Adolescence, 21* (4), 881-894.

Shaw, L. A., & Wainryb, C. (2006). When victims don't cry: Children's understandings of victimization, compliance, and subversion. *Child Development, 77* (4), 1050-1062.

Wainryb, C., **Shaw, L. A.**, Langley, M., Cottam*, K., & Lewis*, R. (2004). Children's thinking about diversity of belief in the early school years: Judgments of relativism, tolerance, and disagreeing persons. *Child Development, 75* (3), 687-703.

Wainryb, C., **Shaw, L. A.**, Laupa, M., & Smith, K. R. (2001). Children's, adolescents', and young adults' thinking about different types of disagreements. *Developmental Psychology, 37* (3), 373-386.

Shaw, L. A., & Wainryb, C. (1999). The outsider's perspective: Young adults' judgments of social practices of other cultures. *British Journal of Developmental Psychology, 17*, 451-471.

Nunez, N., McCoy, M. L., Clark, H. L., & **Shaw, L. A.** (1999). The testimony of elderly victim/witnesses and their impact on juror decisions: The importance of examining multiple stereotypes. *Law and Human Behavior, 23* (4), 413-423.

Wainryb, C., **Shaw, L. A.**, & Maianu, C. (1998). Tolerance and intolerance: Children's and adolescents' judgments of dissenting beliefs, speech, persons, and conduct. *Child Development, 69* (6), 1541-1555.

UNPUBLISHED MANUSCRIPTS (*Undergraduate Collaborator)

Shaw, L. A., Amsel, E., & Taylor, K.*. *Middle and older adolescents' risk stances, behavior, and norms: Relations with social-moral reasoning and emotion attributions.* Weber State University.

Shaw, L. A. *Students' knowledge of developmental processes and infant norms: The impact of a child psychology course.* Weber State University.

SUPERVISED STUDENT DIRECTED READINGS AND RESEARCH PAPERS

Millerberg, M. (2023) *Moral development from a social domain perspective.*

Valdez, H. (2021). *Mindfulness practice in post-operative pain reduction: A review of the literature regarding advantages, barriers, techniques, & research recommendations.* Nursing progression honors, Department of Nursing. Committee: London Draper, Laura Jones, Leigh Shaw.

Barraza, A. (2020*). Gene x environment interactions, epigenetics, and the transgenerational transmission of trauma.*

Harmison, D. (2019). *Exploring the intersections of developmental psychology and creative writing: A fictional character analysis grounded on attachment theory.*

Valdez, H. (2019). *The neuroscience of mindfulness.*

Cook, C. (2016). *The neurobiological, cognitive, and psychological effects of early childhood deprivation.*

Havercamp, C. (2015). *Social information processing and attachment theories: Their connection and relations to learning disability and autism spectrum disorder.*

Mark, E. (2015). *Socratic Method: Understanding its application to modern cognitive behavior therapy.*

Bryant, T. (2015). *Mindfulness: Applications to psychological therapies and positive psychology.*

Wendl, A. (2015). *Factors affecting attachment in adoptees.*

Trevethan-Blunck, A., Amsel, E., & Shaw, L. (2012). *Substance use, depression, and stress: A retrospective analysis of their relations and trajectories across adolescence.* Ergo, 6, 99-104.

Trevethan, A. (2011). *Comorbidity of substance use and depressive symptomology: A retrospective analysis of their relation and trajectory across adolescence.* Capstone senior project.

Webb, D. (2010). *The development of the visual system: The dynamic interplay between biological and environmental influences.*

Zuniga, M. (2010). *Emerging literacy and shared reading: Attachment, parental beliefs and reading styles.*

Fochs, A. (2010). *The peer relationships of chronically ill adolescents.*

Fiet, P. (2009). *Developmental psychopathology: Connections between childhood disorganized attachment and adult dissociative pathology.*

Kwok, A. (2009). *Borderline personality disorder: Etiology, impact on parent-child relations, and clinical implications.*

Bentley, C. (2009, co-supervised with Dr. Baird). *Leadership preferences among pre-adolescent children.* Bachelor of Integrated Studies Capstone Project.

Fiet, P. (2009). *The relations among brain development, learning and education.*

East, D. (2009). *Children's and families' experiences with bereavement and loss.*

Taylor, K. (2008). *Developmental psychopathology.*

Taylor, K. (2008). *Middle and older adolescents' socio-moral reasoning and its relation to risk taking intentions, behavior, and norms.* Senior Honors Thesis (co-advisor with Dr. Eric Amsel).

Salazar, A. (2008). *Attachment organization and disorganization: Developmental theory and clinical intervention.*

Parker, S. (2007). *An examination of guilt and shame.*

Ernest, E. (2007). *The HIV/AIDS epidemic and intervention work during a medical mission to Kenya.*

Cherry, P. (2006). *The moral and personal domains of social knowledge.*

Schillo, J. (2005). *Adolescents' thinking about the moral, conventional, personal, and prudential dimensions of risk-taking.*

Hutchinson, B. (2005). *Post-traumatic stress disorder in children.*

Clarke, K. (2004). *Generalized anxiety disorder in children.*

Marino, C. (2004). *Adolescent's thinking about cross-sex peer relationships: Coordinating moral and personal concerns.*

Mason, D. (2004). *The nature of intimate partner violence in heterosexual and homosexual relationships.*

Hamelin, J. (2003). *Preschoolers' moral judgments in conditions of victims' compliance, subversion and opposition.*

Senior Thesis (co-advisor with Dr. Cecilia Wainryb), University of Utah.

SUPERVISED STUDENT AWARDS, GRANTS, AND PRESENTATIONS (*Undergraduate Collaborator)

Carrington, M.* (2023) *Office of Undergraduate Research Travel Grant ($750)* for "Beyond romance: Emerging adults' narratives of interpersonal turning points". Poster to be presented at the 13th Biennial Conference of the Society for the Study of Human Development, Philadelphia, PA.

Eubank, S.* (2023) *Office of Undergraduate Research Travel Grant ($750)* for "The virtuous teen: Fact or fiction". Poster to be presented at the 13th Biennial Conference of the Society for the Study of Human Development, Philadelphia, PA.

Frazier, T.* (2023) *Office of Undergraduate Research Travel Grant ($750)* for "Do linguistic markers in adolescent stress and wisdom narratives relate to self-reported assets?". Poster to be presented at the 13th Biennial Conference of the Society for the Study of Human Development, Philadelphia, PA.

Trevethan-Blunk, A.* (2010, November). *Research Grant, Office of Undergraduate Research (~$1,000).* Amy was awarded funds to support her senior honors thesis research project investigating various aspects of the comorbidity of adolescent substance use and depressive symptomology.

Taylor, K.* (2009, February). *Travel Grant, Office of Undergraduate Research ($980.84).* Kim was awarded funds to support her travel to present longitudinal data from an extension of her senior honors thesis research at the Rocky Mountain Psychological Association Conference in Albuquerque, New Mexico.

Taylor, K.* (2008, April). *RMPA Empirical Student Research Award.* Kim received this competitive award (only 5 given) from the Rocky Mountain Psychological Association for excellence in research and oral presentation.

Taylor, K.*, **Shaw, L. A.**, & Amsel, E. (2008, March). *Younger and older adolescents' risk-taking intentions: Relations with socio-moral and socio-relational judgments.* Poster presented at the 5th Annual Undergraduate Research Symposium, Weber State University.

Parker, S.*, & **Shaw, L. A.** (2008, March). *Parenting practices and the development of guilt and shame in young children.* Poster presented at the 5th Annual Undergraduate Research Symposium, Weber State University.

Taylor, K.* (2008, February). *Travel Grant, Office of Undergraduate Research ($724.00).* Kim was awarded funds to support her travel to present her senior honors thesis research at the Rocky Mountain Psychological Association Conference in Boise, Idaho.

Taylor, K.* (2007, October). *Research Grant, Office of Undergraduate Research ($2,200).* Kim was awarded funds to support her senior honors thesis research project investigating various aspects of adolescent socio-moral reasoning and risk taking.

Clarke, K.*, & **Shaw, L. A.** (2005, March). *Generalized anxiety disorder in children.* Poster presented at the 2nd Annual Undergraduate Research Symposium, Weber State University.

Schillo, J.*, Thorn, M.*, Amsel, E., & **Shaw, L. A.** (2005, March). *Risk taking in adolescence: Scaling the problem.* Poster presented at the 2nd Annual Undergraduate Research Symposium, Weber State University.

Hamelin, J.*, **Shaw, L. A.**, & Wainryb, C. (2003, April). *Preschoolers' moral judgments in conditions of victims' compliance, subversion and opposition.* Poster presented at the Department of Psychology Senior Thesis Research Poster Session, University of Utah.

MASTER'S STUDENT SUPERVISION

2023   Committee Member: Yulia Goff's Creative Writing Thesis, "*The Sunflower's Home*"

TEACHING PRACTICUM STUDENT SUPERVISION

Spring 2019   Jesus Saavedra
Fall 2017   Hunter Anderson, Kyrian Nielsen
Fall 2016   Sabrina Badali, Melanie Vandyke
Fall 2015   Candice Alvarez, Samuel Burton, Tess Rumbaugh
Spring 2015   Blake Tubbs
Fall 2014   Alicia Lee, Matthew Wheelwright

CONFERENCE PRESENTATIONS (*Undergraduate Collaborator)

Carrington, M.R.*, Eubank, S.J.*, Mansfield, C.D., & **Shaw, L.A.** (2023). *Beyond romance: Emerging adults' narratives of interpersonal turning points matter for well-being and perception of positive relations.* Poster to be presented at the 13th Biennial Conference of the Society for the Study of Human Development, Philadelphia, PA.

Eubank, S.J.*, Frazier, T.M.*, **Shaw, L.A.**, & Mansfield, C.D. (2023). *The virtuous teen: Fact or fiction?* Poster to be presented at the 13th Biennial Conference of the Society for the Study of Human Development, Philadelphia, PA.

Frazier, T.M.*, Mansfield, C.D., & **Shaw, L.A.** (2023). *Do linguistic markers in adolescent stress and wisdom narratives relate to self-reported assets?* Poster to be presented at the 13th Biennial Conference of the Society for the Study of Human Development, Philadelphia, PA.

Mansfield, C.D., & **Shaw, L.A.** (2023). "I haven't learned anything from this yet, but I am sure that I can find a good takeaway later": Associations between teen narration of recent stressors and positive developmental outcomes in a 1-year study. Paper to be presented in C.D. Mansfield (Chair), "*Narrative meaning-making in adolescence: Processes, power, and potential of storying experiences when alone and with others*". Symposium to be presented at the 13th Biennial Conference of the Society for the Study of Human Development, Philadelphia, PA.

Mansfield, C.D., Carrington, M.*, and **Shaw, L.A.** (2023). *Redemption and well-being in turning point narratives among U.S. and U.K. emerging adults.* Poster presented at the Biennial Meeting of the Association for Research in Personality, Evanston, IL.

Mansfield, C.D. & **Shaw, L.A.** (2023). *Exploring the developmental underpinnings of wisdom in adolescence: A short-term longitudinal study.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Salt Lake City, UT.

Barraza, A.*, **Shaw L.A.**, Geddes, K.L.*, and Mansfield, C.D. (2022). *Adults' narratives of challenges and coping with the pandemic: The roles of age and socioeconomic status.* Poster accepted for presentation at the 90th Annual Meeting of the Rocky Mountain Psychological Association, Salt Lake City, UT.

Geddes, K.L.*, Mansfield, C.D., Barraza, A.*, and **Shaw L.A.** (2022). *Exploring the relationship between wisdom and coping with the pandemic in emerging adulthood.* Poster accepted for presentation at the 90th Annual Meeting of the Rocky Mountain Psychological Association, Salt Lake City, UT.

Shaw, L.A. (2021). Panel on *Transfer issues in Gen Ed Gateway Course Completion.* USHE "What is an Educated Person?" Conference. Moderator, Dr. John Wolfe (Dixie State University). Other panelists, Dr. Rachel Lewis (Assistant Provost, SLCC) and Brionne Lockett (Dixie State University).

Barraza, A.*, Mansfield, C.D., Harmison, D.*, Carrington, M.*, **Shaw L.A.** (2021). *Positive adaptation to the pandemic: The roles of openness, optimism, and narrative meaning-making.* Poster presented at the 50th Annual Meeting of the Jean Piaget Society, Virtual Conference.

White, J.*, Dahl., A.*, Harmison, D.*, Klein, J.*, Lemons, A.*, Simmons, J.*, Mansfield, C., **Shaw, L.A.**, and Pasupathi, M. (2020). *Adult experiences of interpersonal harm: Is there a positivity effect?* Poster presented at the 15th Annual OUR Symposium, Weber State University, Ogden, UT.

White, J.*, Dahl., A.*, Harmison, D.*, Klein, J.*, Lemons, A.*, Simmons, J.*, Mansfield, C., and **Shaw, L.A.** (2020). *Adult experiences of interpersonal harm: Is there a positivity effect?* Poster presented at the 14th Utah Conference on Undergraduate Research, Utah State University, Logan, UT.

Shaw, L.A., Mansfield, C.D., Wainryb, C., & Pasupathi, M. (2019, June). *"I went back to him and told him I was sorry…": Exploring the impact of perspective on maternal narration of anger in parenting.* Poster presented at the 49th Annual Meeting of the Jean Piaget Society, Portland, Oregon.

Shaw, L.A. (2016, October). The institutional context of and background for WSU courses. In L. Shaw, M. Ollilainen, E. Stern, & C. Oberg (Organizers), *The creation, implementation, and teaching of interdisciplinary general education courses at an open enrollment university.* Symposium presented at the 56th Annual Conference of the Association of General and Liberal Studies, Salt Lake City, UT.

Haverkamp, C.*, & **Shaw, L.A.** (2016, April). *Social-information processing and attachment theories: Their connections and relations to learning disability and autism spectrum disorder.* Paper presented at the Psychology Research Symposium, Weber State University.

Mark, E.*, & **Shaw, L.A.** (2016, April). *Socratic Method: Understanding its application in modern cognitive behavior therapy.* Paper presented at the Psychology Research Symposium, Weber State University.

Trevethan-Blunk, A*., Amsel, E., & **Shaw, L.A.** (2012, March). *Substance use, depression, and stress: A retrospective analysis of their relations and trajectories across adolescence.* Poster presented at the 15th Biennial Meeting of the Society for Research in Adolescence, Vancouver, BC, Canada.

Trevethan-Blunk, A.*, Amsel, E., & **Shaw, L.A.** (2011, April). *Comorbidity of substance use and depressive symptomology: A retrospective analysis of their relation and trajectory across adolescence.* Poster presented at the Utah Conference for Undergraduate Research, Ogden, UT.

Trevethan-Blunk, A.*, Amsel, E. & **Shaw, L.A.** (2011, April). *Comorbidity of substance use and depressive symptomology: A retrospective analysis of their relation and trajectory across adolescence.* Poster presented at the Annual Meeting of the Rocky Mountain Psychological Association, Salt Lake City, UT.

Conry-Murray, C., **Shaw, L.A.**, & Kay, A. (2010, April). *American and Beninese reasoning about cultural traditions: The role of consent.* Poster presented at the Gender Development Research Conference, San Francisco, CA.

Shaw, L.A., Smetana, J., & Wainryb, C. (2010, March). *Early and middle adolescents' reasoning about moral and personal concerns in opposite-sex interactions.* Poster presented at the 13th Biennial Meeting of the Society for Research in Adolescence, Philadelphia, Pennsylvania.

Taylor, K.*, **Shaw, L.A.,** & Amsel. E. (2009, August). *Socio-moral reasoning, risk intentions, and norms of teen risk taking.* Poster presented at the 117th Annual Convention of the American Psychological Association, Toronto, Ontario, Canada.

Taylor, K.* & **Shaw, L.A.** (2009, June). *Adolescent risk taking: Relations among socio-moral judgments, risk behavior, intentions, and subjective norms.* Poster presented at the 39th Annual Symposium of the Jean Piaget Society, Park City, Utah.

Taylor, K.*, Amsel, E., & **Shaw, L.A.** (2009, April). *Emotional correlates of adolescents' risk taking judgments, intentions and behavior.* Poster presented at the 79th Annual Convention of the Rocky Mountain Psychological Association, Albuquerque, New Mexico.

Shaw, L.A., Wainryb, C., & Smetana, J. (2008, June). *Younger and older adolescents' thinking about personal and moral concerns in opposite-sex interactions.* Poster presented at the 38th Annual Symposium of the Jean Piaget Society, Quebec City, Quebec, Canada.

Taylor, K.*, **Shaw, L.A.**, & Amsel, E. (2008, April). *Younger and older adolescents' risk-taking intentions: Relations with socio-moral and socio-relational judgments.* Paper presented at the 78th Annual Convention of the Rocky Mountain Psychological Association, Boise, Idaho.

Shaw, L.A., Amsel, E., Schillo, J.*, Bosgieter, B.*, Garner, J.*, & Thorn, M.* (2007, April). Young adults' socio-moral reasoning and its relation to risk-taking intentions and behavior. In C. Lightfoot (Organizer), *Adolescent risk-taking in developmental and ecological perspective.* Symposium presented at the biennial meeting of the Society for Research in Child Development, Boston, Massachusetts.

Shaw, L.A., Amsel, E., Schillo, J.*, Bosgieter, B.*, Garner, J.*, & Thorn, M.* (2006, June). *The relationship between young adults' risk taking behavior and their understandings and evaluations of the socio-moral aspects of risk taking behavior.* Poster presented at the 36th Annual Symposium of the Jean Piaget Society, Baltimore, Maryland.

Shaw, L. A. (2005, June). Children's and adolescents' thinking about responses to injustice: Compliance, subversion, and opposition. In C. Wainryb (Organizer), *Children's and adolescents' thinking about power struggles and injustice: Confrontation, submission, and subterfuge.* Symposium presented at the 35th Annual Symposium of the Jean Piaget Society, Vancouver, British Columbia.

Shaw, L. A. (2005, February). *Children's and adolescents' thinking about responses to unfairness.* Poster presented at the 1st Annual Faculty Forum, Weber State University, Ogden, Utah.

Shaw, L. A. (2004, June). The power of context and the context of power in diverse youth's encounter with social injustice. In C.T. Lelutiu-Weinberger (Organizer), *Diverse youth's encounters with social injustice.* Symposium conducted at the 34th Annual Symposium of the Jean Piaget Society, Toronto, Ontario.

Shaw, L. A. & Hamelin, J.* (2004, June). *Preschoolers' thinking about unfairness when targets respond with opposition, compliance, and subversion.* Poster presented at the 34th Annual Symposium of the Jean Piaget Society, Toronto, Ontario.

Shaw, L. A. (2003, June). *Children's understandings of the emotions of victims who respond to unfairness with opposition, compliance, and subversion.* Poster presented at the 33rd Annual Symposium of the Jean Piaget Society, Chicago.

Shaw, L. A. (2003, April). *Children's and adolescents' understandings of unfairness in the context of victims' opposition, compliance, and subversion.* Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa, Florida.

Shaw, L. A., & Wainryb, C. (2002, June). *Children's thinking about opposition, subversion, and compliance as responses to victimization.* Poster presented at the 32nd Annual Symposium of the Jean Piaget Society, Philadelphia.

Shaw, L. A., & Wainryb, C. (2001, June). *Children's and adolescents' reasoning about victimization.* Poster presented at the 31st Annual Symposium of the Jean Piaget Society, Berkeley, California.

Langley, M., **Shaw, L. A.**, Wainryb, C., Lewis*, R., & Cottam*, K. (2001, June). *Children's developing tolerance of conflicting beliefs.* Poster presented at the 31st Annual Symposium of the Jean Piaget Society,

Berkeley, California.

Shaw, L. A. (2001, April). *Children's, adolescents', and young adults' reasoning about the victims of injustice.* Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, Minnesota.

Langley, M., Cottam*, K., Lewis*, R., & **Shaw, L. A.** (2001, April). *Children's developing understandings and tolerance for divergent beliefs.* Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, Minnesota.

Shaw, L. A., & Wainryb, C. (1999, June). *False, wrong, and culturally inconsistent beliefs: Children's and adolescents' thinking about disagreement.* Poster presented at the 29th Annual Symposium of the Jean Piaget Society, Mexico City.

Shaw, L. A., & Laupa, M. (1999, April). *The development of thinking about interpersonal disagreement.* Poster presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, New Mexico.

Shaw, L. A., & Wainryb, C. (1997, June). *The construal of cultural context: Universality and relativism.* In H. Saltzstein (Organizer), *Moral development and culture: The role of moral values, social construals, and social structure.* Symposium conducted at the 27th Annual Symposium of the Jean Piaget Society, Santa Monica, California.

Shaw, L. A., & Wainryb, C. (1997, April). *Understanding judgments of tolerance: Deconstructing cultural context.* Poster presented at the biennial meeting of the Society for Research in Child Development, Washington D.C.

Shaw, L. A., Wainryb, C., & Maianu, C. (1996, August). *Children's developing tolerance for divergent beliefs and practices.* Poster presented at the XIV Biennial International Society for the Study of Behavioral Development, Quebec, Canada.

Wainryb, C., Maianu, C., & **Shaw, L. A.** (1996, June). *Multiple dimensions in the development of tolerance.* Paper presented at the 26th Annual Symposium of the Jean Piaget Society, Philadelphia.

Stokes[1], L. A., & Clark, H. L. (1994, April). *Discipline and punishment of children: Attitudes in Wyoming.* Poster presented at the Annual Rocky Mountain Psychological Association Conference, Las Vegas, Nevada.

Stokes, L. A., & Nightingale, N. N. (1994, April). *The effect of elderly stereotypes on jurors' decisions: A college and a community perspective.* Paper presented at the 1994 Honors Program Senior Research Symposium, University of Wyoming, Laramie.

McCoy, M., **Stokes, L. A.**, & Nightingale, N. N. (1994, March). *The effect of elderly stereotypes on jurors' decisions.* Poster presented at the biennial meeting of the American Psychology and Law Society, Albuquerque, New Mexico.

Stokes, L. A., & Clark, H. L. (1993, December). *Discipline and punishment of children: Attitudes in Wyoming.* Poster presented at the First Annual Conference on Child Abuse and Neglect, an undergraduate conference at the University of Wyoming, Laramie.

Clark, H. L., **Stokes, L. A.**, & Nightingale, N. N. (1993, April). *Jurors' reactions to child witnesses: A negative age bias?* Poster presented at the Joint Meeting of the Western and Rocky Mountain Psychological Associations, Phoenix, Arizona.

Stokes, L. A., Clark, H. L., & Nightingale, N. N. (1993, April). *Effects of different types of elderly witnesses on jurors' perceptions.* Poster presented at the Joint Meeting of the Western and Rocky Mountain Psychological Associations, Phoenix, Arizona.

---

[1] Please note that my full name is Leigh Andrea-Stokes Shaw.

PROFESSIONAL SERVICE

WEBER STATE UNIVERSITY

2022-2023	CSBS Representative to University Rank and Tenure Committee
2019-present	Director of General Education
	Member, Wildcat Scholars Advisory Board
	Member, Board of Regents' Statewide General Education Task Force
	Member, General Education Task Force R470 Work Group (2021)
	Member, WSU Passport Team
	Member, Transitions & Opportunities Committee
	Member, First Year/Retention & Completion Executive Committee
	Member, Gen Ed Council (with Associate Provost Amsel, GEIAC Chair Miranda Kispert, and Office of Institutional Effectiveness Director, Gail Niklason)
2022	Member, Selection Committee for Academic Director for High School Dual Enrollment (with Dr. Ravi Krovi and Dr. Jessica Oyler)
2021-present	Member, Affordable Course Materials Task Force (Chair, Wendy Holliday)
2021-22	Co-Chair (with Dr. Nicole Butler) of Committee for Faculty Engagement and Assessment for Dual Enrollment, subcommittee of Student Success Dual Enrollment Committee (Chairs, Dr. Hal Crimmel and Julie Snowball)
2021	Hiring Committee Member, First Year Coordinator position
	Member, Utah Board of Higher Education Innovation Task Force (2021)
	Member, OER Work Group
	Member, Equity, Diversity, and Inclusion (EDI) Full Integration Team (Chair, Brenda Kowalewski)
	NWCCU Accreditation Site Visit Participant on General Education/Curriculum and Academic Advising
2020-21	Team chair and author of inaugural program review for [General Studies](#) self-study document and co-author (with Leslie Park) of Program Response
2020	Honors Program Review, Participant in Site Visit on Assessment
2020	Facilitator, "*What is an Educated Person?*" Conference General Education Social Science Area Group discussion of equity gaps and interventions
2019	Member, Academic Program Review Evaluation Team for the WSU Department of Microbiology (Chair, Dr. Matthew Domek)
2016-2017	Member, WSU USHE Passport Initiative Development Team
	Member, AAC&U Institute on General Education and Assessment Team
	Member, General Education Revitalization Team, Director of Town Halls
	Faculty Senate Panel Member on Student Retention and Graduation, Faculty Symposium, Education Elevated, Weber State University
	Founder and Chair of Gen Ed Revitalization Rollout Team
	Member, Transitions & Opportunities, Student Success Subcommittee
	Chair, General Education Revitalization Rollout Team
2013-2017	Chair, General Education Improvement and Assessment Committee
	Member, Board of Regents' Statewide General Education Task Force
	Ex Officio member of WSU Curriculum Committee
2012-2019	Member, General Education Improvement and Assessment Committee

2015	Search Committee Member, Associate Provost & Dean of Undergraduate Studies
2008-11	Member, Teaching, Learning and Assessment (TLA) Committee
2009-10, 2004	Member, Faculty Forum and "Last Lecture" Planning Committee
2010	Facilitator, Teaching and Learning Symposium
2007-08	Member, Research, Scholarship, & Professional Growth (RSPG) Committee
2006-08	Member, University Council on Teacher Education (UCTE) Committee
2004-07	Member, Teaching, Learning and Assessment (TLA) Committee
2007	Facilitator, Adjunct Faculty Retreat, WSU Davis Campus
2004-06	Member, New Faculty Retreat Planning Committee
	Facilitator, Icebreaker Activity, WSU New Faculty Retreat
2005-present	Participant Teaching and Learning Form Book Groups
2003-2005	*Love Your Body Day* Celebration Committee, sponsored by Women's Studies Program, Diversity Center, and Services for Women Students
2004	Director of Counseling and Psychological Services Hiring Committee

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

2018-present	CSBS Advising Council
2020	CSBS Faculty Coach Chair for Instructional Design
2018-20	CSBS Rank and Tenure Committee Member
2016-17	Chair, CSBS Rank and Tenure Committee
	CSBS Dean Evaluation Committee Member
2015-17	CSBS Rank and Tenure Committee Member
2014	CSBS Faculty Award Selection Committee Member (blinded)
2009-10	Dean of College of Social and Behavioral Sciences Search Committee
2009	CSBS Faculty Senator (1-semester sabbatical replacement for Dr. Richard Greene)
2004	Geography Department (Davis Campus Instructor) Hiring Committee
	SBS Judge, 1st Annual Undergraduate Research Symposium

PSYCHOLOGICAL SCIENCE DEPARTMENT

2012-present	Department Adviser (for all majors and minors); Department Honors Adviser advise students year-round; transfer articulation; Advisement Handbook; GradMaps; clear minors for graduation
2015-present	Department Curriculum Committee
2022	Chair, Department Webpage Redesign
	Chair, Department Honors Redesign
	Chair, Psychology of Interpersonal Relations (PSY 2000) Gen Ed EDI Designation Team
	Chair, Associate of Science in Psychological Science degree development
2021	Chair, Department Peer Review Committee
	Organized and led the 2020-21 Graduation Ceremony for the department
2020	Department Peer Review Committee
2012-2018	Credentials Committee
2018	Instructor Hiring Committee
2018-2020	Department Assessment Committee
2018-19	Clinical Psychology Hiring Committee

2017	Department Peer Review Committee
2016-17	Psychology Program Review Committee
	Chair, Developmental Psychology Hiring Committee
2015-16	Organizer, Psychology Research Symposium
	Department Spotlight Committee
2014-15	Biopsychology/Neuroscience Hiring Committee
2013	Department Administrative Assistant Hiring Committee
2012-13	Cognitive Psychology Hiring Committee
	Assessment Committee
	Strategic Plan Planning Committee
2009-2010	Department Adviser
2008	Interim Department Chair (*7/1-12/31*)
	Organizer, Psychology Research Seminar Series for Fall semester
2004-2010	Psychology Honor Society and Club (Psi Chi/Psi Cho) Faculty Adviser
2003-2010	Credentials Committee Chair
2008-2010	Advisement Committee Chair
2007-2008	Policies, Procedures, and Practices Committee
2007	Davis Campus Hiring Committee
2005-2006	Department Review Committee
2003-2006	Assessment Committee
2004-2005	Technology Committee
2004	Author of Department Adjunct Faculty Handbook
2003-2004	Curriculum Committee; Advisement Committee; Davis Campus Hiring Committee
2003	Co-author of Department Graduation Evaluation

PSYCHOLOGY STUDENT SUPERVISION

2023	Capstone Committee Member (Cade Mansfield, Chair) for Madisyn Carrington
2019-2020	Capstone Committee Member (Cade Mansfield, Chair) for Kit Turner
2018-2019	Capstone Committee Member (Cade Mansfield, Chair) for John Simmons
2017-2018	Capstone Committee Member (Shannon McGillivray, Chair) for Sabrina Badali
2016-17	Capstone Committee Member (Azenett Garza, Chair) for Chris Valdez
2015-16	Capstone Committee Member (Aaron Ashley, Chair) for Blake Tubbs
	Capstone Committee Member (Aaron Ashley, Chair) for Candace Horne
	Capstone Committee Member (Aaron Ashley, Chair) for Jake Ombach
2014	Capstone Committee Member (Shannon McGillivray, Chair) for Ric Gibson
2010-11	Senior Honors Thesis Co-Chair (With Eric Amsel) for Amy Trevethan-Blunck
2010-11	Capstone Committee Member (Aaron Ashley, Chair) for Amanda-Jean Fochs
2007-08	Senior Honors Thesis Co-Chair (With Eric Amsel) for Kimberlee Taylor
	Senior Thesis Committee Member (Eric Amsel, Chair) for Shane Bench
2004-05	Senior Thesis Committee Member (Lauren Fowler, Chair) for Kami Clawson and

Senior Thesis Committee Member (Eric Amsel, Chair) for Jason Close

LETTERS OF RECOMMENDATION (in alphabetical order, since 2014)
*admitted/awarded scholarship **active application
Candice Alvarez, Sabrina Badali*, Twyla Ball*, Katie Barker, Allyson Barraza*; Chase Brower*, Shayne

Buchanan*, Samantha Burroughs*, Shelby Caldwell**, Desiree Coombs, Maharajah Earl**; Sydnee Eubank**; Regnal Westin Garff*, Patrick Garrett*, Keenan Geddes*, Kenneth Griffey**, Cassity Haverkamp*, Randi Hendricks, Amanda Jackson*, Haley Jex*, Danielle Johnson*, Shannon Jacques*, Rylie Lusk**; Mary Madsen*, Emma Mark*, Tava Muranaka**; Kyrian Nielsen*, Brandt Nye*, Calvin Olsen, Laura Pastrana*, Sara Schillo*, Amelia Sharp, Miranda Speth*, Paola Tobar*, Blake Tubbs*, Melanie VanDyke*, Alexis Wendl*, Matthew Wheelwright

LETTER OF RECOMMENDATION, PROFESSIONAL
Dr. Rieneke Holman, promotion to full professor at Weber State University
Dr. Sally Cantwell, promotion to full professor at Weber State University
Dr. Todd Hillhouse, tenure and promotion at University of Wisconsin-Green Bay
Dr. Ben Eschler, application for clinical psychology professor position at Brigham Young University

COMMUNITY
2008   Member of Internal Review Board (IRB), Ogden Regional Medical Center.

PROFESSIONAL ORGANIZATION
2008-2009   Chair, Local Arrangements, 39th Annual Meeting of the Jean Piaget Society in Park City, UT (2009)
2008   Paper Session Chair ("*Theory of Mind – Lying and Deception*"), Jean Piaget Society Annual Symposium
2004   Paper Session Chair ("*Gender*"), Jean Piaget Society Annual Symposium
1999-2002   Administrative Assistant to the Treasurer of Jean Piaget Society

INVITED REVIEWER: PROFESSIONAL JOURNALS
Child Development, J. Lockman (Ed.), Wiley Publishing.
Child Development Perspectives, J. Smetana (Ed.), Wiley Publishing.
Developmental Psychology, E.F. Dubow (Ed.), APA.
Journal of Research on Adolescence, N. Guerra (Ed.), Wiley Publishing.
Journal of Experimental Child Psychology, D.F. Bjorklund (Ed.), Elsevier Publishing.
Social Development, R. Coplan, C. Howe, & E.A. Lemerise (Eds.), Wiley Publishing.
Cognitive Development, S. Markovitch (Ed.), Elsevier Publishing.
Sex Roles: A Journal of Research, I.H. Frieze (Ed.), Springer Publishing.
British Journal of Developmental Psychology, M. Barrett (Ed.), British Psychological Society.
Human Development, L. Nucci (Ed.), Karger.
Developmental Science, M.H. Johnson & D. Mareschal (Eds.), Wiley Publishing.
Cognition, G. T. M. Altmann (Ed.), Elsevier Publishing.
New Ideas in Psychology, M. Bickhard & R.L. Campbell (Eds.), Elsevier.
Psi Chi Journal of Psychological Research

INVITED REVIEWER: ACADEMIC TEXTBOOKS
Siegler et al., *How Children Develop* (6th ed.) textbook, Macmillan Publishers – revision in preparation for new edition
Siegler et al., *How Children Develop* (6th ed.) textbook, Macmillan Publishers
Berk, *Child Development* (reviewing and focus group for 10th ed.) textbook, Pearson Publishers

Digital and Media Supplements for Child Development courses, Worth Publishers
Ciccarelli, *Psychology* (2nd ed.) textbook, Pearson Publishers
Siegler, Deloache & Eisenberg, *How Children Develop* (3rd ed.) textbook, Worth Publishers
Sanderson, *Social Psychology* (1st ed.) textbook, Wiley Publishers
Harwood, *Child Development* (1st ed.) textbook, Wiley Publishers
Digital and Media Supplements for Child Development courses, McGraw-Hill Publishers

INVITED REVIEWER: PROFESSIONAL CONFERENCES PROGRAM/AWARDS
2004-2022   Poster/paper/symposia submissions for the *Jean Piaget Society* Annual Symposium
2022   "*Moral Development*" panel submissions for the *Society for Research in Child Development*
2023 Biennial Meeting. Panel #13 Co-Chairs, Drs. Laura Elenbaas and Luke McGuire.
2010   "*Childhood: Social Processes*" submissions for the *Society for Research in Child Development,*
2011 Biennial Meeting
                 Psi Chi Undergraduate Student Paper Awards for the 2010 *Rocky Mountain*
Psychological Association Convention
2008   "*Childhood: Social Processes*" submissions for the *Society for Research in Child Development*
2009 Biennial Meeting
                 Psi Chi Undergraduate Student Paper Awards for the 2008 *Rocky Mountain*
Psychological Association Convention

RESOURCE TO MEDIA
2019   Landon Griffith, The Signpost ("*The Value of General Education*", April)
2016   Ashton Corsetti, The Signpost ("*Rethinking pre-reqs through general education*
revitalization", October).
2012   Mitch Shaw, Ogden Standard-Examiner ("*Experts: Psychological motivation of teens hard to*
pinpoint," 1/27/12).
2011   Laurie Reiner, The Signpost ("*Faculty surveys seeks answers to risky behavior,*" November).
                 Nancy Van Valkenburg, Ogden Standard-Examiner (*"Weber State study: Not all teens*
                 take risks," 11/16/11).
                 Brice Wallace, WSU Press Release ("*WSU Professors Research Reasons Behind Risky*
Adolescent Behavior," 11/14/11).
2010   Deric San Juan, The Signpost ("*Abstinence in UT sex,*" 9/28/10).
2008   Becky Wright, Ogden Standard-Examiner (*"Quibbling Siblings,"* 4/5/08).
2006   Becky Wright, Ogden Standard-Examiner ("*Gratitude,*" 11/21/06).
                 Becky Wright, Ogden Standard-Examiner ("*Children shouldn't be given idea that human*
body is shameful," 10/2/06)
2004   Nancy Van Valkenberg, Ogden Standard-Examiner ("'*Swan' returns to flock of criticism,*"
10/24/06)

UNIVERSITY OF UTAH
2002   Treasurer for 1st Annual Psychology Commencement Ceremony
2000-01   Head Graduate Representative, Psychology Graduate Committee
1999-2000   Graduate Representative, Psychology Graduate Committee
1998-99   Graduate Representative, Developmental Psychology Faculty
                 Co-organizer, Developmental Psychology Research Series

| 1996-97 | Graduate Student Representative, Developmental Psychology Faculty |
| 1996 | Production assistant, Developmental Psychology Area Handbook |

WORKSHOPS, SEMINARS, TRAININGS, TALKS, BOOK GROUP PARTICIPATION

2023   Association of College and University Educators (ACUE) course in Inclusive Teaching for Equitable Learning: Cohort F, Summer 2023

     Association of College and University Educators (ACUE) course in Designing Learner Centered and Equitable Courses: Summer 2023 Cohort G

     WSU Online eLearning Program
     Cattracks Training Refresher with Matt Driggs
     Registrar Referrals and Resources with Cori Horne
     Bridge Course: Academic Advising Referrals and Resources
     Website Accessibility: It's Important
     WSU Online Spring Challenge in partnership with TLF (10-week program to level up my online course content with weekly challenges)
     Information Security Training
     The Secret Science Club, "*Your Brain, Your Teen's Brain, and the Law*" with Francis X. Shen and Adriana Galvan (Dana Foundation Neuroscience and Society Lecture in honor of Brain Awareness Week)

2022   AA/EO Biennial Training
     Learning Community Resource Training
     Chitester to Canvas Migration Training
     Website Basics & Best Practices Training
     FERPA Online Renewal Training
     Annual Information Security Training
     "*What is an Educated Person?*" Statewide Gen Ed meeting, Zermatt Resort

2021   HOPE (Healthy Outcomes from Positive Experiences) Workshop, led by Drs. Sege and Burstein of Tufts Medical Center and sponsored by Davis County Health Department
     Wildcat Scholars Inclusive Excellence Retreat
     Creating Tests Canvas Training
     Designing Effective Assessments Canvas Training
     Creating Effective Multiple-Choice Items Canvas Training
     Ruby Bridges, Speaker for WSU Black History Month, attendee
     Ibram X. Kendi, "How to be an Anti-Racist: From King to Kendi", attendee

"*What is an Educated Person?*" Statewide Gen Ed meeting, Virtual

2020   Zoom: Advanced Training

Using Video Content to Support Teaching and Learning in Canvas

Intro to eLearning 2020-2021 Canvas Course

Growing with Canvas Course

Wildcat Scholars Inclusive Excellent Retreat

Weber State Faculty Staff Town Halls

Weber State Town Halls on Race

United Way Everyday Strong Webinar

Davis Behavioral Health Mindfulness for Adults

People and Pandemics Community Education Course

LaunchPad Training, Macmillan Publishing

Teaching & Learning Forum Book Group: Achor's "*The Happiness Advantage*"

"*What is an Educated Person?*" Statewide Gen Ed meeting, Virtual

2019   "*What is an Educated Person?*" Statewide Gen Ed meeting, Little America

Canvas Instructional Design Workshop: "*Bejewel your Canvas Course*"

Teaching & Learning Forum Book Group: Schtulman's "*Scienceblind*"

Teaching & Learning Forum Book Group: Hanstedt's "*Creating Wicked Students: Designing Courses for a Complex World*"

2018   Mary Ann Winkelmes, "Transparency and its Impact on Learning" workshop

Teaching & Learning Forum Book Group: Christian's "*Origin Story: A Big History of Everything*"

Teaching & Learning Forum Book Group: Ng's "*Little Fires Everywhere*"

Summer Instructional Design Summit, Weber State Farmington Station

2017   "*What is an Educated Person?*" Statewide Gen Ed meeting, Zermatt Resort

Intermountain Sustainability Summit, including preconference hosted by John Cook on "*Responding to misinformation in the age of fake news*"

Teaching & Learning Forum Book Group: Rose's *"The End of Average"*

2016   "*What is an Educated Person?*" Statewide Gen Ed meeting, Zermatt Resort

Teaching & Learning Forum Book Group: Duckworth's "*Grit: The Power of Passion and Perseverance*"

Teaching & Learning Forum Book Group: Hanstedt's "*General Education Essentials: A Guide for College Faculty*"

Faculty Sustainability Workshop, sponsored by the Sustainability Practices and Research Center/Environmental Issues Committee

QPR (Question, Persuade, Refer) for Suicide Prevention Training, Faculty Edition

2015   Faculty Senate Retreat, Alumni House

2014   "*What is an Educated Person? Building and Assessing the Whole Degree*" meeting; Panel Participant, "*What we have learned and must learn about General Education Assessment: Cross-disciplinary assessment,*" Zermatt Resort

Attended Center for Community Engaged Learning (CCEL) Engaged Faculty Institute, Homestead Resort

Faculty Senate Retreat, Alumni House

2013   "*What is an Educated Person?*" Statewide Gen Ed meeting, Zermatt Resort

2012   Gradebook for Canvas Training (June)

Current Directions in Psychological Science Speaker Series by Pearson Publishers and the Association for Psychological Science webinar by Dr. Frank Manis, "*Engaging students with interactive simulations*"

Teaching & Learning Forum Book Group: Nathan's "*My freshman year: What a professor learned by becoming a student*"

2011   Teaching & Learning Forum Book Group: Verghese's "*Cutting for Stone*"

2010   Teaching & Learning Forum Book Group: Bronson & Merryman's "*NurtureShock*"

2009   "*The death of the university*" panel discussion sponsored by Teaching, Learning, & Assessment committee

Faculty Forum and the Last Lecture by Dr. Craig Oberg, sponsored by Teaching, Learning, & Assessment committee

Teaching & Learning Forum Book Group: Gladwell's "*Outliers*"

Teaching & Learning Forum Book Group: Evans & Grant (Eds.) "*Mama PhD: Women write about motherhood and academic life*"

Debra Humphreys, American Association of Colleges and Universities presentation, "*Women and/in the 21ˢᵗ Century Academy*"

CatTracks 2010 training (March)

2008   Degreeworks graduation evaluation training sessions (September & November)

Faculty Forum and the Last Lecture by Professor Maria Parrilla de Kokal, sponsored by Teaching, Learning, & Assessment committee

Teaching & Learning Forum Book Group: Mason & Ekman's "*Mothers on the fast track: How a new generation can balance families and careers*"

Teaching & Learning Forum Book Group: Hosseini's "*A Thousand Splendid Suns*"

General Education Faculty Roundtable participant (February)

2007   Teaching & Learning Forum Book Group: Salsburg's, "*The Lady Tasting Tea: How Statistics Revolutionized Science in the Twentieth Century*"

Frontpage Basics, Technology Services, Judy King (May)

Taking Online Learning to the Next Level, Tech Series of Teaching & Learning Forum Workshops, JoEllen Jonsson (February)

2004-present   Annual Weber State University Undergraduate Research Symposium (March)

2003-06   Teaching & Learning Forum New Faculty Retreat (August)

2006   Hinckley Lecture, Dr. Eric Amsel (November)

2005   11ᵗʰ Annual Holocaust Commemoration and Convocation Lecture presented by Zev Kedem, "*Schindler's List: A Survivor Celebrates Life*" (April)

Red Rock Great Teaching Retreat, Springdale, Utah (March)

Women's History Month Lecture by Kathryn Daynes, "*A Nineteenth- Century Safety Valve: Divorce and Plural Wives*" (March)

2004   Women's Studies Retreat (October)

Ralph Nye Lecture presented by Jared Diamond (September)

First-Year Faculty Luncheon Discussion (April)

10ᵗʰ Annual Holocaust Commemoration and Convocation Lecture presented by Professor Oliver Griffin, "*Bystander Apathy in the Face of Evil*" (April)

10ᵗʰ Annual Holocaust Commemoration Lecture presented by Brent Scarpa, "*Journey to a Hate Free Millennium*" (April)

Completed WebCT Instructor Training and Designer Tutorial (March)

Dealing with Plagiarism Workshop (March)
Psychology Group Advising Session (March)
Dr. Barringer Gordon, "*Plural Marriage, Women's Rights, and the Constitution in the 19th Century*" (March)
Completed Civil Rights Training (February)

2003   Psychology Group Advising Session (November)
Dr. Brumberg, Kansas Charley and the history of the juvenile death penalty (October)

Dr. Brumberg, the history of female adolescence and eating disorders (October)
"*Planning and Organizing your Professional File*" Workshop (October)
Teaching & Learning Forum Book Group on Pinker's "*How the Mind Works*"
Women's Studies Retreat (September)

POSITIONS

Aminda O'Hare, Ph.D.
(801) 626-6729 (office)
amindaohare@weber.edu

2020-current Director of Neuroscience
Weber State University, Ogden, UT

2022-current Associate Professor of Psychological Science Weber State University, Ogden, UT

2019-2022   Assistant Professor of Psychological Science Weber State University, Ogden, UT

2018-2019   Associate Professor of Psychology
University of Massachusetts Dartmouth, Dartmouth, MA

2012-2018   Assistant Professor of Psychology
University of Massachusetts Dartmouth, Dartmouth, MA

2010-2012   Postdoctoral Trainee
Psychology Department, Beckman Institute for Advanced Science and Technology
University of Illinois at Urbana-Champaign, Champaign, IL NIH Training Grant: Cognitive Psychophysiology
Advised by Wendy Heller, Ph.D.

DEGREES
2007-2010   Ph.D. in Experimental Psychology, Depth in Cognitive Neuroscience University of Kansas, Lawrence, KS
Dissertation: State and Trait Anxiety Effects on Decision Making: Predicting Heuristic versus Analytic Strategy Adoptions

2009   Graduate Minor in Quantitative Psychology University of Kansas, Lawrence, KS

2005-2007   M.A. in Experimental Psychology
University of Kansas, Lawrence, KS

2001-2005   B.A. in Psychology, Magna Cum Laude University of Wyoming, Laramie, WY

HONORS AND AWARDS
2023   Recipient, Presidential Innovative Teaching Grant, Weber State University, $860 2022
       Recipient, Hemingway Collaboration Award, Weber State University, $21,785.42

2022   Recipient, Presidential Excellence in Teaching Award, Weber State University,
       $5000
2022   Recipient, Outstanding Research Mentor Award, College of Social and
       Behavioral Science, Weber State University
2020   Recipient, Paper of the Year (co-author), European Journal of Cardiovascular
       Nursing
2016-2018   Recipient, Mind and Life Institute's 1440 Award, $15,000
2015-2016   Recipient, Dean's Curriculum Redesign Grant, $5000
2014-2015   Recipient, Provost's Multidisciplinary Seed Funding Award, "Perceived and
       Biological Stress Markers as Related to Student Performance", $18,132
2014-2015   Faculty Fellow, Office of Faculty Development, University of Massachusetts
       Dartmouth, $10,000
2012   Presenter Travel Award, Determinants of Executive Function and Dysfunction
       annual meeting, Boulder, CO
2010   Graduate Presenter Award, University of Kansas for travel to Cognitive
       Neuroscience Society annual meeting
2008   Student Travel Award, Society for Psychophysiological Research
2007   Montie McMickell Award for Scholarship, Hard Work, Assistance, and
       Selflessness, Department of Psychology, University of Kansas
2005   Outstanding Senior Psychology Major, University of Wyoming
2001-2005   Outstanding Student 4-Year Full-Ride Scholarship, University of Wyoming

TEACHING EXPERIENCE
Instructor of Undergraduate Courses at Weber State University: Introductory Psychology,
freshman level, 3 semesters/4 sections Biopsychology, sophomore level, 11 semesters/13
sections Psychological Statistics, 2 semesters/2 sections
Psychology Research Methods and Data Analysis I, 2 semesters/2 sections Psychology
Research Methods and Data Analysis II, 2 semester/2 section Psychology of Perception, 2
semesters/2 sections
Cognitive and Behavioral Neuroscience, 3 semesters/3 sections Neuroethics, 1 semester/1
section

Instructor of Undergraduate Courses at University of Massachusetts Dartmouth:
General Psychology, freshman level, 5 semesters/6 sections
Introduction to Honors, Scholarship in the Community, 1 semester/1 section Biological Bases
of Behavior, sophomore level, 8 semesters/10 sections Psychology of Perception, junior level,
4 semesters/4 sections
Cognitive Processes, junior level, 1 semester/1 section

Research Methods in Psychophysiology, junior level, 2 semesters/2 sections Seminar in Affective Neuroscience, senior level, 4 semesters/4 sections Average Teaching Evaluation Overall = 4.57 on a 5-point scale

Instructor of Graduate Courses at University of Massachusetts Dartmouth:
Seminar in Cognitive Neuroscience, Master's level, 7 semesters/7 sections

Graduate Instructor of Undergraduate Courses at University of Kansas:
Introduction to Psychology, freshman level, 1 semester, 1 section Brain and Behavior, junior level, 2 semesters/2 sections Introduction to Statistics, junior level, 6 semesters/11 sections

Graduate Teaching Assistant of Undergraduate Courses at University of Kansas:
Brain and Behavior Introduction to Statistics Child Psychology

MENTORING/ADVISING
Weber State University:
Chair of Senior Thesis Project – 3 Chair of Senior Capstone Project – 2
Member of Senior Capstone Project Committee - 6 Advisor of Undergraduate Projects and Research – 12

University of Massachusetts Dartmouth:
Chair of Undergraduate Honors Thesis Committee – 6 Member of Undergraduate Honors Thesis Committee – 4 Advisor for Undergraduate Independent Study – 65

Chair of Graduate Masters Thesis Committee – 5 Member of Graduate Masters Thesis Committee – 4 Advisor for Graduate Independent Study – 14

Academic Advisor for Psychology Majors – 65 advisees Pre-Health Advisor for Psychology Majors – 51 advisees

PUBLICATIONS
Names in italics are student co-authors.

Book Chapters
O'Hare, A. J. (2021). Being at one with myself: Embracing the teacher identity. In N. Lemon (Ed.). Creating a Place for Self-care and Wellbeing in Higher Education (pp. 60-71). Routledge. https://doi.org/10.4324/9781003144397-6

O'Hare, A. J. (2021). Risking being yourself: Owning your identity within the academic framework. In M. P. Hall & A. Brault (Eds.). Academia from the Inside: Pedagogies for Self and Other (pp. 25-45). Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030- 83895-9

Hall, M. P., Falk Jones, L., & O'Hare, A. J. (2017). Internal ways of knowing: a case for contemplative practices in pre-service teacher education. In K. Byrnes, J. Dalton, & E.

Dorman (Eds.). Contemplative Practices in Pre-Service Teacher Education. (pp. 8-24). Washington, D. C.: Rowman & Littlefield Publishing Group.

Hall, M. P., & O'Hare, A. J. (2016). Wide-Awakeness in the classroom: the power of mindfulness attention training for in-service teachers in a graduate educational research course. In R. Collister, J. Buley, & D. Buley (Eds.). Art of Noticing Deeply: Commentaries on Teaching, Learning, and Mindfulness. (pp. 7-18). Cambridge, MA: Cambridge Scholars Publishing.

Hall, M. P., & O'Hare, A. J. (2016). Learning and emotion: the power of service learning in STEM fields. In D. Sunal & J. Newman (Eds.), Science and Service Learning. (pp. 221-239). Charlotte, NC: Information Age Publishing.

Peer-reviewed journal articles
Published

O'Hare, A. J., & Gemelli, Z. T. (2023). The effects of short interventions of focused-attention vs. self-compassion mindfulness meditation: Evidence from self-report, classroom performance, and ERPs. PLoS ONE, 18(1), e0278826. doi: 10.1371/journal.pone.0278826

Swain, R. H., Brandley, K., Gardner, A. T., & O'Hare, A. J. (2022). Individual differences in social intelligence and perception of emotion expression of masked and unmasked faces. Cognitive Research: Principles and Implications, 7(54), 1-9. doi: 10.1186/s41235-022-00408-3

Kershaw, T. C., Fugate, J. M. B., & O'Hare, A. J. (2020). Teaching undergraduates to understand published research through structured practice in identifying key research concepts. Scholarship of Teaching and Learning in Psychology. Advanced online publication. doi: 10.1037/stl0000239

Fugate, J. M. B., MacDonald, C., & O'Hare, A. J. (2020). Emotion words' effect on visual awareness and attention of emotional faces. Frontiers of Psychology, 10(2896), 1-14. doi: 10.3389/fpsyg.2019.02896

Viveiros, J., Chamberlain, B., O'Hare, A. J., & Sethares, K. A. (2019). Meditation interventions among heart failure patients: an integrative review. European Journal of Cardiovascular Nursing, 1-9. doi: 10.1177/1474515119863181

Benau, E., Hill, K., Atchley, R. A., O'Hare, A. J., Gibson, L., Hajcak, G., Illardi, S., & Foti, D. (2019). Increased neural sensitivity to self-relevant stimuli in major depressive disorder. Psychophysiology, 56(7). doi: 10.111/psyp.13345

O'Hare, A. J. & Beer, A. (2018). A mixed-method investigation of past trainees' perceptions of a critical incident situational awareness training. Journal of Policing and Criminal Psychology. doi: 10.1007/s11896-018-9291-z

Fugate, J. M. B., O'Hare, A. J., & Emmanuel, W. S. (2018). Emotion words: facing change. Journal of Experimental Social Psychology, 79, 264-274. doi: 10.1016/j.jesp.2018.07.015

O'Hare, A. J., Atchley, R. A., & Young, K. M. (2017). Central and divided visual field presentation of emotional images to measure hemispheric differences in motivated attention. Journal of Visualized Experiments, e56257. doi: 10.3791/56257

O'Hare, A. J., Atchley, R. A., & Young, K. M. (2016). Valence and arousal influence the late positive potential during central and lateralized presentation of images. Laterality, 22(5), 541-559. doi: 10.1080/1357650X.2016.1241257

Hall, M. P., O'Hare, A. J., Santavicca, N., & Falk Jones, L. (2015). The power of deep reading and mindful literacy: an innovative approach in contemporary education. Innovacion Educativa, 15(67), 49-59.

Hall, M. P. & O'Hare, A. J. (2014). Building community: Cross-Discipline Mindfulness. Academic Exchange Quarterly, 18(4), 18-23.

Bistricky, S. L., Atchley, R. A., Ingram, R., & O'Hare, A. J. (2014). Biased Processing of Sad Facial Expression: An ERP Marker for Depression Vulnerability. Cognition and Emotion. 28(3), 470-492.

Crocker, L. D., Heller, W., Warren, S. L., O'Hare, A. J., Infantolino, Z. P., & Miller, G.A. (2013). Relationships among cognition, emotion, and motivation: Implications for intervention and neuroplasticity in psychopathology. Frontiers in Human Neuroscience, 7, 1-19.

Fugate, J. & O'Hare, A.J. (2014). A Review of the Handbook of Cognition and Emotion. Journal of Social Psychology, 154 (1), 92-95.

Hall, M. P., Singh, B., O'Hare, A. J. & Ames, E. G. (2014). Integrated Learning in a Science of Kriyayoga Course. DEV SANSKRITI: Interdisciplinary International Journal, 3, 55-65.

Atchley, R.A., Illardi, S., Young, K. Stroupe, N., O'Hare, A.J., et al. (2012). Depression Reduces Perceptual Sensitivity for Positive Words and Pictures. Cognition and Emotion, 26(8), 1359-1370.

Shafer, A., Matveychuk, D., Penny, T., O'Hare, A.J., Stokes, J. & Dolcos, F. (2012). Processing of Emotional Distraction is both Automatic and Modulated by Attention: Evidence from an Event-Related fMRI Investigation. Journal of Cognitive Neuroscience, 24 (5), 1233-1252.

O'Hare, A.J. & Dien, J. (2009). Anxious Arousal and ERP Components. Journal of Clinical EEG & Neuroscience, 40(1), 206.

O'Hare, A.J. & Dien, J. (2008). The Fear Survey Schedule as a measure of anxious arousal: Evidence from ERPs. Neuroscience Letters, 441, 243-247.

Dien, J. & O'Hare, A.J. (2008). Evidence for Automatic Sentence Priming in the Fusiform

Semantic Area: Convergent ERP and fMRI Findings. Brain Research, 1243, 134-145.

O'Hare, A.J., Dien, J., Waterson, L, & Savage, C.R. (2008). Activation of the Posterior Cingulate by Semantic Priming: A co-registered ERP/fMRI Study. Brain Research, 1189, 97- 114.

Under Review
Dien, J., & O'Hare, A. J. (invited revise & resubmit). Multi-algorithm artifact correction (MAAC) procedure part three: choosing the wrong preprocessing program can destroy your experiment. Biological Psychology. Manuscript ID: BIOPSY-S-22_00072

In Preparation
O'Hare, A.J., Ames, E.G., Pezanko, L., Girouard, C., & Hall, M.P. (in preparation). Decreased interference on early attention following mindfulness training: Evidence from the P1 ERP.

MacDonald, S. & O'Hare, A. J. (in preparation). The impact of trait mindfulness on affective priming as measured by the late positive potential: an ERP study.

Girouard, C. & O'Hare, A. J. (in preparation). Sustained attention to emotion target categories: an ERP study.

Girouard, C., Ames, E. & O'Hare, A. J. (in preparation). Anxiety and depression differentially predict decision-making style: an SEM analysis.

O'Hare, A.J. & Atchley, R.A. (in preparation). Decision-Making Style and Anxiety: Differential Effects of State versus Trait Anxiety on Basic Information Processing Style.

CONFERENCE PRESENTATIONS
Heiner, J., Steenblik, J., Hughes, H., Black, T., Russell-Stamp, M., & O'Hare, A. J. (2023, September). Cultivating compassion in education: Self-report and salivary alpha-amylase as indicators of burnout. Poster presented at the annual meeting of the Society for Psychophysiological Research, New Orleans, LA.

Negron, R. M., & O'Hare, A. J. (2023, September). Replicating the effects of text anxiety on cognitive control: An ERP study. Poster presented at the annual meeting of the Society for Psychophysiological Research, New Orleans, LA.

Winder, G., Bush, B., Giddings, J., Maire, O., Palmero, P. Sunderland, P., & O'Hare, A. J. (2023, September). Replication of the color flanker task with emotional words: A dual- anxiety approach. Poster presented at the annual meeting of the Society for Psychophysiological Research, New Orleans, LA.

Negron, R. M., & O'Hare, A. J. (2023, April). Mindfulness in the classroom: Effects on academic performance, test anxiety, and ERPs. Poster presented at the annual meeting of the Rocky Mountain Psychology Association, Albuquerque, NM.

Heiner, J. S., Steenblik, J., Black, T. E., Russell-Stamp, M., O'Hare, A. J. (2023, April). Cultivating compassion in education: A burnout intervention program. Research talk presented at the annual meeting of the Rocky Mountain Psychology Association, Albuquerque, NM.

Heiner, J. S., Steenblik, J., Black, T. E., Russell-Stamp, M., O'Hare, A. J. (2023, March). Cultivating compassion in education. Research talk presented at the annual meeting of the Contemplative Practices for Higher Education, Roanoke, VA.

Swain, R., Negron, R. M., & O'Hare, A. J. (2022, September). The influence of implicit biases on the perception of face masks: an ERP study. Poster presented at the annual meeting of the Society for Psychophysiological Research, Vancouver, BC.

Negron, R. M., Swain, R. H., Matthews, C., & O'Hare, A. J. (2022, September). Attention to conditioned emotional sounds: An ERP study. Poster presented at the annual meeting of the Society for Psychophysiological Research, Vancouver, BC.

Rich, E., Bangash, A., Bangash, S., Hadlock, S., & O'Hare, A. J. (2022, April). The effects of flipped versus traditional classrooms and in-person versus virtual learning on performance and student engagement. Poster presented at the annual meeting of the Rocky Mountain Psychology Association, Salt Lake City, UT.

Swain, R., & O'Hare, A. J. (2022, April). The influence of implicit biases on the perception of face masks: An ERP study. Poster presented at the annual meeting of the Rocky Mountain Psychology Association, Salt Lake City, UT.

Hall, M., Brault, A., O'Hare, A. J., Jones, L., Curry, A., & Dunlap, J. (2022, March). Creating a contemplative community of practice: Insights from crafting Academia from the Inside: Pedagogies for Self and Other. Panel Discussion presented at the annual meeting of the Contemplative Practices for Higher Education, Emmitsburg, MD.

Swain, R., O'Hare, A. J. (2021, December). Implicit biases influence the perception of facemasks: An ERP study. Poster presented at the annual meeting of the Front Range Neuroscience Group, Fort Collins, CO.

O'Hare, A. J. (2021, July). Teaching mindfulness practices in the classroom through the lens of neuroscience. Talk virtually presented at the inaugural meeting of the Neuroscience Teaching Conference, virtual.

MacDonald, S., & O'Hare, A. J. (2020, October). Trait mindfulness and affective embodied priming as measured by the late positive potential: an ERP study. Poster virtually presented at the annual meeting of the Society for Psychophysiological Research, virtual.

White, J. W., Simmons, J. M., Cardon, T. L., Turner, B. B., O'Hare, A. J. (2020, April). Childhood risk, mindfulness practice and performance on tasks of emotion and cognitive control. Poster virtually presented at the annual meeting of the Rocky Mountain Psychology

Association, Denver, CO.

Gemelli, Z., Tironati, A. C., & O'Hare, A. J. (2019, October). Valence and task difficulty effects across flanker and Stroop tasks. Poster presented at the annual meeting of the Society for Psychophysiological Research, Washington, D. C.

Kershaw, T., Fugate, J. M. B., & O'Hare, A. J. (2019, June). Empirical research comprehension improves in students with as few as four sessions of distributed practice. Poster presented at the Society for Applied Research in Memory and Cognition XIII, Cape Cod, MA.

MacDonald, C., Fugate, J. M. B., & O'Hare, A. J. (2019, February). The effect of emotion words on visual awareness using a divided visual field paradigm. Poster presented at the annual meeting of the Society for Personality and Social Psychology, Portland, OR.

O'Hare, A. J. (2018, November). Neural and Behavioral Effects of Mindfulness Practices on Executive Attention and Emotional Regulation. Talk presented for the biannual meeting of the International Symposium on Contemplative Research, White Horse Springs, AZ.

Lunny, N., Cerrone, S., & O'Hare, A. J. (2018, November). Mindfulness meditation in two middle school samples. Poster presented at the biannual meeting of the International Symposium on Contemplative Research, White Horse Springs, AZ.

O'Hare A. J., Gemelli, Z., Lunny, N., Hall, M. P., Ayotte, B., & Lehr, E. (2018, November). The impact of mindfulness meditation training on first-semester college students. Poster presented at the biannual meeting of the International Symposium on Contemplative Research, White Horse Springs, AZ.

O'Hare, A. J., Lunny, N., Gemelli, Z., & Tironati, A. (2018, October). Neural and behavioral effects of focused-attention vs. self-compassion mindfulness meditation. Poster presented at the annual meeting of the Society for Psychophysiological Research, Quebec City, Canada.

McEleney, F. & O'Hare, A. J. (2018, October). Proactive control, emotional distraction, and trait anxiety: an ERP study. Poster presented at the annual meeting of the Society for Psychophysiological Research, Quebec City, Canada.

Franco, C., Leclair, T., Krishna, M., O'Hare, A. J. & Fugate, J. M. B. (2018, May). Electronic platforms are not all equal for emoji emotional understanding. Poster presented at the annual meeting of the American Psychological Society, San Francisco, CA.

Girouard, C. M. & O'Hare, A. J. (2017, October). Sustained attention to emotion target categories: an ERP study. Poster presented at the annual meeting of the Society for Psychophysiological Research, Vienna, Austria.

O'Hare, A. J. (2017, May). Facing change: emotion words refine emotional category

boundaries. Talk presented for the Pushing the Boundaries of Emotion Perception symposium at the annual meeting of the Association for Psychological Science, Boston, MA.

Marceau, A., da Costa Ferro, A., Babik, S., Lunny, N., Colon, K. & O'Hare, A. J. (2017, May). Conflict tasks are influenced by cognitive load and state anxiety. Poster presented at the annual meeting of the Association for Psychological Science, Boston, MA.

Franco, C. L., O'Hare, A. J., & Fugate, J. (2017, May). "Angry emoji" really angry? Consistency between emotions and emojis across electronic platforms. Poster presented at the annual meeting of the Association for Psychological Science, Boston, MA.

Fugate, J., Emmanuel, W., & O'Hare, A. J. (2017, January). Emotion words: "facing" change, an ERP extension. Poster presented at the annual meeting of the Society for Personality and Social Psychology, San Antonio, TX.

Fugate, J., O'Hare, A. J., & Emmanuel, W. (2017, January). An ERP extension of emotion words: facing change. Poster to be presented at the annual meeting of the Society for Personality and Social Psychology, San Antonio, TX

Pezanko, L. R. & O'Hare, A. J. (2016, May). Time perception, emotion & cognition: An ERP investigation. Poster to be presented at the annual meeting of the Association for Psychological Science, Chicago, IL

Girouard, C. M., Fugate, J., O'Brien, S., & O'Hare, A. J. (2016, May). Sustained attention to emotional vs. non-emotional target catagories. Poster to be presented at the annual meeting of the Association for Psychological Science, Chicago, IL

Pezanko, L. & O'Hare, A. J. (2016, April). Time perception, emotion & cognition: an ERP investigation. Poster presented at the annual meeting of the Cognitive Neuroscience Society, New York City, NY.

Da Costa Ferro, A., Martin, L., Girouard, C., O'Brien, S., & O'Hare, A. J. (2016, March). Conflict adaptation is not consistent across tasks of cognitive control. Poster presented at the annual meeting of the Eastern Psychological Association, New York City, NY.

Ames, E. G., Girouard, C. M., Hall, M. P., Pezanko, L. R., & O'Hare, A. J. (2015, September). Mindfulness training and the emotional color-word flanker task: an ERP study. Poster presented at the annual meeting of the Society for Psychophysiological Research, Seattle, WA.

Hester, G. M., & O'Hare, A. J. (2015, September). An ERP study of presentation duration and emotion during conflict resolution. Poster presented at the annual meeting of the Society for Psychophysiological Research, Seattle, WA.

Girouard, C. M., Ames, E. G., & O'Hare, A. J. (2015, September). Preparing for conflict

during distraction: an ERP study. Poster Presented at the annual meeting of the Society for Psychophysiological Research, Seattle, WA.

O'Hare, A. J., Hall, M. P., Ames, E. G., & Harenberg, R. (2014, October). The impact of mindfulness on cognition and emotion interactions. Poster presented at the International Symposium for Contemplative Sciences, Boston, MA.

O'Hare, A. J., Crocker, L. D., Warren, S. L., Spielberg, J. M., Miller, G. A., & Heller, W. (2014, September). Neural mechanisms of anxious apprehension and interference during emotional and non-emotional Stroop tasks. Symposium talk presented at the annual meeting of the Society for Psychophysiological Research, Atlanta, GA.

Finy, M. S., Infantolino, Z. P., Crocker, L. D., Spielberg, J. M., Hojnicki, M. P., Niznikiewicz, M. A., O'Hare, A. J., Smolen, A., Miller, G. A., & Heller, W. (2014, September). Dopamine D4 receptor gene (DRD4) 7-repeat carriers exhibit impaired behavioral performance and dysfunction in an inhibition-related brain region. Poster presented at the annual meeting of the Society for Research in Psychopathology, Evanston, IL.

Finy, M. S., Hojnicki, M. P., Crocker, L. D., Warren, S. L., O'Hare, A. J., Mimnaugh, K. J., Smolen, A., Miller, G. A., & Heller, W. (2014, March). Anxious arousal as a joint function of inhibitory dysfunction and the dopamine D4 receptor gene (DRD4) polymorphism. Poster presented at

the International Workshop on Statistical Genetic Methods for Human Complex Traits, Boulder, CO.

O'Hare, A.J., Crocker, L.D., Warren, S.L., Spielberg, J.M., Miller, G.A., & Heller, W. (2013, April). Neural correlates of anxious apprehension and interference during emotional and non-emotional Stroop tasks. Poster session presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.

Tengshe, C., Heller, W., Hur, J., O'Hare, A. J., Crocker, L. D., Warren, S. L., Spielberg, J. M., Mimnaugh, K. J., Bredemeier, K., & Miller, G. A. (2013, September, submitted). Relationships among anxiety types, rumination and depression. Poster to be presented at the annual meeting of the Society for Research in Psychopathology, Oakland, CA.

Finy, M. S., Hojnicki, M. P., Crocker, L. D., Warren, S. L., O'Hare, A. J., Mimnaugh, K. J., Miller, G. A., & Heller, W. (2013, September). Anxious arousal as a joint function of inhibitory dysfunction and the dopamine D4 receptor gene (DRD4) polymorphism. Poster to be presented at the annual meeting of the Society for Research in Psychopathology, Oakland, CA.

O'Hare, A.J., Gillath, O., Dien, J. Heller, W., & Stetler, D. (2012, January). MAOA, Trait Anxiety, and Interference on an Emotional Flanker Task. Poster presented at the annual Determinants of Executive Function and Dysfunction meeting, Boulder, CO.

Bistricky, S., Atchley, R.A., Ingram, R.E., O'Hare, A.J., Candea-Kromm, B., Judah, M., Appier, S., Meyer, K., Kearney, W., Garcia, A., Bradshaw, G., & Powell, E. (2011, September). Preferential Processing of Sad Facial Expression: An ERP Marker of Depression Risk. Poster presented at the annual Society for Research in Psychopathology meeting, Boston, MA.

O'Hare, A.J., Young, K.M., & Atchley, R.A. (2011, May). Both time and hemisphere of processing decompositions reveal valence effects in the LPP. Invited symposium talk given at the annual Society for the Study of Motivation meeting, Washington, D.C.

O'Hare, A.J., Young, K.M., & Atchley, R.A. (2011, April). The LPP Lingers in the Left. Invited talk for Brain and Cognition Division Professional Seminar, Beckman Institute for Advanced Science and Technology, University of Illinois at Urbana-Champaign.

O'Hare, A.J. & Atchley, R.A. (2011, January). Anxiety and Emotional Context Predict Decision-Making Strategy Adoption. Poster presented at the annual Determinants of Executive Function and Dysfunction Center meeting, Boulder, CO.

Young, K.M, O'Hare, A.J., & Atchley, R.A. (2010, October). Hemispheric Differences in the LPP. Poster presented at the annual Society for Psychophysiological Research meeting, Portland, OR.

O'Hare, A.J., Dien, J., Gillath, O., Canterberry, M., & Stetler, D. (2010, April). Anxiety and MAOA Interactions for Cognitive Control: An ERP Study. Poster presented at the annual Cognitive Neuroscience Society meeting, Montreal, Canada.

O'Hare, A.J. & Dien, J. (2009, September). Anxious Arousal and ERP Components. Invited symposium talk given at the annual EEG and Clinical Neuroscience Society-International Society of NeuroImaging in Psychiatry meeting, Atlanta, GA.

Landau, M.J., Atchley, R.A. Vess, M., Arndt, J., Rothschild, Z.K., Sullivan, D., Young, K. O'Hare, A.J., Gibson, L., Schuster, J. (2009, November). Semantically Instantiated Conceptual Metaphors Influence Expressions of the Intrinsic Self-Concept. Poster presented at the annual Psychonomics Society meeting, Boston, MA: November 2009.

Young, K.M., O'Hare, A.J., Fitts, A., & Atchley, R.A. (2009, October). Affective Pictures but not Words Modulate the LPP. Poster presented at the annual Society for Psychophysiological Research meeting, Berlin, Germany.

O'Hare, A.J., Dien, J., Gillath, O., Canterberry, M., & Stetler, D. (2009, October). A Mulit- Level Multi-Method Analysis of Conflict Resolution: Genes, Personality, and ERPs. Poster presented at the annual Society for Psychophysiological Research meeting, Berlin, Germany.

Bistricky, S., Young, K., O'Hare, A.J., Stroupe, N., Fitts, A., Schuster, J., Timmons, A., Judah, M., Illardi, S., Atchley, R.A. (2009, September). Depression and Attention to Emotionally Valenced Words and Images: An Event-Related Potentials (ERP) Study. Poster presented at the annual Society for Research in Psychopathology meeting, Minneapolis, MN.

O'Hare, A.J., Gillath, O., Dien, J., Canterberry, M., & Stetler, D. (2009, June). Anxiety and Gene Interactions with Emotional Prime Words. Poster presented at the annual Theoretical and Experimental Neuropsychology meeting, Montreal, Canada.

Young, K.M., Stroupe, N., Fitts, A., Illardi, S., Collison, E., O'Hare, A.J., Bistricky, S. Atchley, R.A. (2009, June). The Influence of Depression on the Detection of Affect in Pictures and Words. Poster presented at the annual Theoretical and Experimental Neuropsychology meeting, Montreal, Canada.

Dien, J., & O'Hare, A.J. (2009, April). Lateralized Expectancy Mechanisms: A Test of the Janus Model. Symposium talk given at the annual International Congress of the Event-Related Potentials of the Brain meeting, Indiana University, Bloomington, IN.

Dien, J. & O'Hare, A.J. (2009, March). Neural Correlates of Local and Global Expectations: A Test of the Janus Model. Poster presented at the annual Cognitive Neuroscience Society meeting, San Francisco, CA.

O'Hare, A.J., Wolcott, C., & Dien, J. (2008, November). An Investigation of Global and Local Expectancy Using ERPs. Poster presented at the annual Psychonomics Society meeting, Chicago, IL.

O'Hare, A.J., Wolcott, C., & Dien, J. (2008, October). The P3a as an Index of Task Switching: Evidence from Novel, Task Switch, and No-Go Stimuli. Poster presented at the annual Society for Psychophysiological Research meeting, Austin, TX.

O'Hare, A.J. & Dien, J. (2008, February). What Cognition do Novel, No-go and Task Switch Stimuli have in Common? An Investigation of the P3a ERP. Cognitive Program Professional Seminar talk, University of Kansas, Lawrence, KS.

Dien, J., & O'Hare, A.J. (2008, October). Double Dissociation of the P2 and the N400 by Subject Task: Implications for Strategic Processing in Sentences. Symposium talk given at the annual Society for Psychophysiological Research meeting, Austin, TX.

O'Hare, A.J., Wolcott, C., & Dien, J. (2008, April). What Cognition Do Novel, No-Go, and Task Switch Stimuli Have in Common? An Investigation of the P3a ERP. Poster presented at the annual Cognitive Neuroscience Society meeting, San Francisco, CA.

Dien, J., O'Hare, A.J. & Savage, C.R. (2007, November). Neural Correlates of Sentence Priming: Convergent ERP and fMRI Findings. Symposium talk given at the annual Psychonomic Society meeting, Long Beach, CA.

Dien, J., O'Hare, A.J. & Savage, C.R. (2007, October). Responsiveness of the Recognition Potential to Sentence Context: Convergent ERP and fMRI Findings. Symposium talk given at the annual Society for Psychophysiological Research meeting, Savannah, GA.

O'Hare, A.J. & Dien, J. (2007, October). The Fear Survey Schedule as a sensitive measure of anxious arousal: Evidence from ERPs. Poster presented at the annual Society for Psychophysiological Research meeting, Savannah, GA.

Jackson, D.C., Jackson, C.A.B., O'Hare, A.J., Schwab, N.G. & Maack, D.J. (2007, October). Resting Frontal Brain Asymmetry and Behavioral Activation and Inhibition. Poster presented at the annual Society for Psychophysiological Research meeting, Savannah, GA.

O'Hare, A.J., Dien, J. & Savage, C.R. (2007, May). Semantic Activation in the Posterior Middle Temporal Gyrus: An ERP/fMRI Co-registration Study. Poster presented at the annual Cognitive Neuroscience Society meeting, New York City, NY.

O'Hare, A.J., Waterson, L, Dien, J. & Savage, C.R.. (2006, April). Contrasting Symmetrical Primes and Unrelated Primes Using fMRI. Poster presented at the annual Cognitive Neuroscience Society meeting, San Francisco, CA.

OTHER PROFESSIONAL ACTIVITIES
• Member, Women in Science and Education Committee, Society for Psychophysiological Research, Fall 2017-current
• Member, Public Relations Committee, Society for Psychophysiological Research, Fall 2019-Spring 2023
• Ad Hoc Reviewer, Journal of Mindfulness, Journal of Undergraduate Neuroscience Education
• 64th Annual Conference of the Society for Psychophysiological Research, 2023
• Annual Conference of the Rocky Mountain Psychological Association, 2023
• Annual Conference of the Contemplative Practices for Higher Education group, 2023
• 63rd Annual Conference of the Society for Psychophysiological Research, 2022
• Annual Conference of the Rocky Mountain Psychological Association, 2022
• 17th Annual Conference of the Front Range Neuroscience Group, 2021
• 62nd Annual Conference of the Society for Psychophysiological Research, 2021
• 1st Annual Neuroscience Teaching Conference, 2021
• 61st Annual Conference of the Society for Psychophysiological Research, 2020
• 60th Annual Conference of the Society for Psychophysiological Research, 2019
• Team Leader, Affective Neuroscience Instructors, Emory-Tibet Science Initiative, Fall 2017-Summer 2019
• 59th Annual Conference of the Society for Psychophysiological Research, 2018
• Attendee, Pre-Conference Workshop – "Multivariate Modeling", Society for Psychophysiological Research, 2017
• 58th Annual Conference of the Society for Psychophysiological Research, 2017
• 29th Annual Conference of the Association for Psychological Science, 2016
• 57th Annual Conference of the Society for Psychophysiological Research, 2016
• 4th Conference of the International Symposium for Contemplative Studies, 2016
• 57th Annual Conference of the Psychonomics Society, 2016
• Attendee: Mind and Life Summer Research Institute, June 2014
• 56th Annual Conference of the Society for Psychophysiological Research, 2015

• 55th Annual Conference of the Society for Psychophysiological Research, 2014
• 3rd Conference of the International Symposium for Contemplative Studies, 2014
• 21st Annual Conference of the Cognitive Neuroscience Society, 2014
• 20th Annual Conference of the Cognitive Neuroscience Society, 2013
• 4th Annual Conference of the Determinants of Executive Function and Dysfunction, 2012
• 51st Annual Conference of the Society for Psychophysiological Research, 2011
• 3rd Annual Conference of the Determinants of Executive Function and Dysfunction, 2011

- Training in fMRI Course, University of Michigan, Ann Arbor, MI, 2011
- Fast Optical Imaging Workshop, University of Illinois at Urbana-Champaign, IL, 2011
- 17th Annual Conference of Cognitive Neuroscience Society, 2010
- 50sthAnnual Conference of the Society for Psychophysiological Research, 2010
- 51st Annual Conference of the Psychonomics Society, 2010
- 16th Annual Conference of Cognitive Neuroscience Society, 2009
- 49th Annual Conference of the Society for Psychophysiological Research, 2009
- 2nd Annual Conference of the Determinants of Executive Function and Dysfunction, 2009
- 50th Annual Conference of the Psychonomics Society, 2009
- 15th Annual Conference of Cognitive Neuroscience Society, 2008
- 48th Annual Conference of the Society for Psychophysiological Research, 2008
- 49th Annual Conference of the Psychonomics Society, 2008
- 14th Annual Conference of Cognitive Neuroscience Society, 2007
- 47th Annual Conference of the Society for Psychophysiological Research, 2007
- 48th Annual Conference of the Psychonomics Society, 2007
- 13th Annual Conference of Cognitive Neuroscience Society, 2006

UNIVERSITY SERVICE
Weber State University
Service to the Department
- Member, Curriculum Committee, Fall 2019-current
- Member, Equipment and Space Committee, Fall 2019-current
- Member, Peer Review Committee, Timothy Black, Fall 2023
- Member, Peer Review Committee, Sarah Herrmann, Fall 2022
- Co-Advisor, Psi Chi/Psychology Club, Fall 2019-Spring 2021
- Member, Biopsychology Hiring Committee, Fall 2020
- Attendee, Opioid Awareness Week dinner and panel discussion, Fall 2019
- Volunteer, Block Party, Fall 2019

Service to College
- Member, College Council, May 2020-Spring 2022

Service to the University
- Director, Neuroscience Program, May 2020-current
- Advisor, Neuroscience Minors/BIS Neuroscience Concentration, May 2020-current
- Advisor, Nu Rho Psi – National Honors Society for Neuroscience, May 2020-current
- Member, APAFT, Fall 2023-current

- Member, Hiring Committee for Director of Counseling and Psychological Services Center, Spring 2023
- Ambassador, Employee Wellness Committee, Spring 2021-Fall 2022
- Member, JED Campus Committee, Fall 2020-current

- Member, Institutional Review Board, Fall 2020-current
- Member, Academic Resources and Computing Committee, Fall 2020-Spring 2023
- Member, Course Evaluation RFP Committee, Spring 2022
- Member, Positive Pedagogy Community of Practice, Spring 2020-Spring 2022
- Member, Neuroscience Program Committee, Fall 2019-current
- Co-advisor, Neuroscience Club, Fall 2019-current
- Attendee, BIS Meeting for Electro Neuro Diagnostics degree, Fall 2019

Community Service
- Presenter, Ogden Pride Week
- Member, Nominations Committee, NAACP Ogden Chapter, Fall 2020-current

University of Massachusetts Dartmouth
Service to the Department
- Full-Time Lecturer Recruitment Committee Chair, Fall 2017-Spring 2018
- Tenure-Track Recruitment Committee Member, Fall 2016-Spring 2017
- Faculty Advisor, Psi Chi, Fall 2016 – Spring 2019
- Tenure-Track Recruitment Committee Member, Fall 2015-Spring 2016
- FTL Recruitment Committee Member, Fall 2014-2015
- Organizer, Psychology Department Research Day, Fall 2015
- Co-Organizer, Psychology Department Brown Bag, Fall 2015-Spring 2019
- Department Representative, Late Freshman Orientation, Aug., 26, 2015
- Member, Subject Pool Committee, Fall 2014-Spring 2019
- Presenter, UMass Dartmouth Psi Chi meeting, October 21, 2014
- Department Representative, Wheaton College Psi Chi meeting, October 7, 2014
- Department Representative, UMD Open House, Fall 2012
- Department Representative, Experience UMD Day, Spring 2013
- Member, Psychology Department Graduate Affairs Committee, 2012-Spring 2019
- Presenter, Psychology Department Brown Bag Series, Fall 2012
- Attendee/Poster Judge, Annual Psi Chi Conference, Spring 2013
- Scribe, Psychology Department Faculty Meetings, 2012-2014
- Psychology Major Advisor, Freshman Orientation, Summer 2013
- Applied Behavioral Analysis project defense committee, Summer 2013

Service to the College
- Marshal, Spring 2017 CAS graduation ceremony
- Speaker, Guidance Counselor Luncheon Workshop, April 2017
- Speaker, ARNIE Talk Series, April 14, 2015
- Marshal, Spring 2014 CAS graduation ceremony
- Marshal, Spring 2013 CAS graduation ceremony

Service to the University

- Member, Faculty Senate Steering Committee, Spring 2018-Spring 2019
- Marshal, Spring 2019 graduate commencement ceremony
- Marshal, Spring 2019 undergraduate commencement ceremony
- Marshal, Spring 2018 undergraduate commencement ceremony
- Organizer, Faculty and Staff Mindfulness Meditation Group, Fall 2014-Spring 2019
- Presenter, OFD Luncheon, October 4th, 2017
- Senator at Large, Faculty Senate, Spring 2016-Spring 2019
- Advisor, Advising Center in Foster Administration, 2 hours/week, Fall 2015-Fall 2016
- Advisor, Pre-Health Advising Committee, Spring 2013-Spring 2019
- Presenter, Women's Leadership Breakfast, April 7, 2017
- Presenter, NFI Session on Work-Life Balance, March 22nd, 2017
- Presenter, UMD Teach-In, Mindfulness for Activists, March 1, 2017; Panel on the Women's March, March 2, 2017
- Reviewer, OUR grant applications, Fall 2016
- Presenter, NFI Session on Research Narratives, April 20th, 2016
- Presenter, OFD Luncheon, April 5th, 2016
- Member, ISEB Committee, Spring 2015-Summer 2015
- Presenter, OFD Luncheon, September 16, 2015
- OFD Faculty Fellow, AY 2014-2015
- Presenter, Whitney & Pine Dale South Faculty Workshops, February 25, 2015
- Presenter, Elmwood Faculty Workshops, February 25, 2015
- Presenter, Cedar Dell West Faculty Workshops, December 10, 2014
- Presenter, UMD All-Resident Assistant Meeting, December 1 & 2, 2014
- Organizer/Presenter, Building Community & Mindfulness Events, April 2013, October 2014, April 2014
- Presenter, New Faculty Orientation, August, 28, 2014
- Presenter, Uberoi Foundation, June 16, 2014
- Workshop Facilitator, Employee Wellness Week, June 2-6, 2014
- Marshal, Undergraduate Commencement, Spring 2013, Spring 2014
- Member, PreHealth Advising Committee, Summer 2013-Spring 2019
- Volunteer, Moonlight Breakfast, 2012-2013

MEMBERSHIP IN PROFESSIONAL SOCIETIES
- Faculty for Undergraduate Neuroscience (2021 – current)
- Front Range Neuroscience Group (2021 – current)
- Rocky Mountain Psychological Association (2019 – current)
- Society for Psychophysiological Research (2006 – current)
- Eastern Psychological Association (2013 – 2019)
- Cognitive Neuroscience Society (2006 - 2016)
- Women in Cognitive Science (2006 – 2012)

- Society for Judgment and Decision Making (2006 – 2008)
- Theoretical and Experimental Neuropsychology (2009 – 2010)

I. Kathryn A. Sperry

1299 Edvalson St., Ogden, UT 84408
707-410-6069 • kathrynsperry@weber.edu

II. Education

- Ph.D.: Completed August 2009
  Claremont Graduate University, Claremont, CA
  Dissertation: *Attribution Theory Applied to the Courtroom: The Mediating Role of Sympathy on the Relationship between Rape Blame and Verdict* (Chair: Jason Siegel, Ph.D.)

- M.A.: Completed January 2006
  Claremont Graduate University, Claremont, CA
  Thesis: *Eyewitness guessing: Does post-event guessing suggestively influence eyewitness memory?* (Chair: Kathy Pezdek, Ph.D.)

- B.S.: Completed June 2004
  California Polytechnic State University, San Luis Obispo, CA
  Major in Psychology
  Minors in Sociology and Child Development
  Thesis: *Minority influence and jury decision-making*

III. Teaching and Mentoring

Courses Taught

Weber State University, Ogden, UT *Assistant Professor, 2023 – Present Faculty Instructor, 2020 – 2023*
Adjunct Instructor, 2018 – 2020

- PSY 1010: Introductory Psychology (virtual, online, IVC, and face-to-face)
- PSY 2010: The Science and Profession of Psychology
- PSY 2400: Positive Psychology (face-to-face and online)
- PSY 2370: Psychology of Women and Gender (face-to-face, virtual, and online)

- PSY 3100: Psychology of Diversity (face-to-face and virtual)
- PSY 3600: Statistics in Psychology (face-to-face and virtual)
- PSY 3610: Research Methods in Psychology
- HNRS 3900: What Were You Wearing?: Sexual Assault Offenders, Survivors, and the Rape Myths that Surround Them (***Certificate of Community Engaged Learning, CCEL)***
- PSY 4575: Psychology of Criminal Behavior

A. *Utah State University, Logan, UT*
Faculty Lecturer (4 – 4 teaching load)
2015 – 2020 (promoted to Senior
Lecturer)

- PSY 1010: General Psychology
- PSY 3500: Research Methods in Psychology
- PSY 3510: Social Psychology
- PSY 4230: Psychology of Gender (online and face-to-face)
- PSY 5500: Psychology and Law (special topics seminar taught in Spring 2020)
- PSY 6520: Social Psychology (Graduate course)

B. *Castleton University, Castleton, VT*
Assistant professor (4 – 4 teaching load)
2009 – 2015 (Earned Tenure and promoted to Associate professor the year I relocated to Utah)

- PSY 1010: Introduction to Psychology
- PSY 1710: Exploring Careers in Psychology
- PSY 2040: Social Psychology
- PSY 2280: Positive Psychology
- PSY 2710: The Science of Social Behavior (Experimental honors course, Fall 2013)
- PSY 2710: Psychology in a Historical Context (Experimental team-taught course)
- PSY 3160: Criminal Behavior
- PSY 3220: Juvenile Delinquency
- PSY 4060: Psychology and Law
- PSY 4230: Psychology of Rape (experimental course later added to course catalog)
- EDU 6920: Educational Research (Graduate course)

California State University, San Bernardino, CA
Adjunct instructor
2008 (Winter, Spring, and Fall quarters)

- PSY 105: Critical Thinking through Problem Analysis (3 quarters)
- PSY 382: Psychology of Social Behavior (Fall quarter, 2008)

IV. Undergraduate research mentorship (theses, capstone projects, individualized instruction)

- 2023: Wendy Remley
    - Bachelor of Integrated Studies (BIS) Capstone Project
    - Topic: *Children's book about a child facing a move*

- 2023: Anika Mork
  - Senior Thesis committee member
  - Topic: The Effects of Diversity Coursework on Prejudice toward LGBTQ+ individuals

- 2023: Wyll (Joshua) Wooton
  - Senior Thesis committee member
  - Topic: *Effects of SES, Family Conflict, Access to Resources on Academic Success and Development in BIPOC Latino students*

- 2023: Christopher Hatch
  - Bachelor of Integrated Studies (BIS) Capstone Project, Weber State University
  - Title: *Guiding Families with Children to Navigate Trauma*

- 2022: Jai Earhart and Alexis Magnusson
  - *Beyond Mental Health: Understanding the Experiences of White, Black, and Latinx Sexual Minorities*
  - Funded by a long-term grant through the Office of Undergraduate Research (OUR; $3,250)

- 2021: Evangelina Marquez, Jack Stuart, and Emilia Griffiths
  - *Implicit Juror Bias: Does Racial Priming Impact the Race-Crime Congruency Effect?*
  - Psi Chi research project
  - Funded by an Eccles Undergraduate Research Scholarship through the Office of Undergraduate Research (OUR; $416.40)

- 2021: Ronni Baird
  - Bachelor of Integrated Studies (BIS) Capstone Project, Weber State University
  - Title: *International Language of Happiness: A Creative Capstone Project*

- 2018 – 2020: Lisa Starrett
  - *The Abstract Art of Seduction: Male Perceptions of Willful Sex*
  - Honors Thesis, Utah State University
  - Funded by the Honors Research Fund Award ($500) and an Undergraduate Research and Creative Opportunity Grant at Utah State University ($1,000)

- 2017: Madison McCormick
  - *Religiosity and Perceptions of Sexual Violence in Utah*
  - Honors Thesis, Utah State University
  - Funded by an Honors Research Fund Award at Utah State University ($500)

V. Research (*Undergraduate student co-author) Peer-reviewed Publications

- *Starrett, E. J., **Sperry, K.**, & Galliher, R.V. (2023). The art of seduction: Male endorsement of coercive and willful sex tactics. *Journal of Interpersonal Violence, 38*(17-18), 9641 - 9670. https://doi.org/10.1177/08862605231168825

- *Heath, E. G. & **Sperry, K**. (2021). A religious paradox: Can priming ideas of God reduce rape victim blame? *Sex Roles, 84*(3), 196 – 207. https://doi.org/10.1007/s11199- 020-01163-9

- **Sperry, K.**, & Siegel, J. (2013). Victim responsibility, credibility, and verdict in a simulated rape case: Application of Weiner's attribution model. *Legal and Criminological Psychology, 18,* 16 - 29. https://doi.org/10.1111/j.2044-8333.2011.02022.x

- Blandon-Gitlin, I., **Sperry, K.**, & Leo, R. (2010). Jurors believe interrogation tactics are not likely to elicit false confessions: Will expert witness testimony inform them otherwise? *Psychology, Crime, and Law, 17,* 239 – 260. https://doi.org/10.1080/10683160903113699

- Pezdek, K., Lam, S. T., & **Sperry, K.** (2009). Forced confabulation more strongly influences event memory if suggestions are other-generated than self-generated. *Legal and Criminological Psychology, 14,* 241 – 252. https://doi.org/10.1348/135552508X344773

- Pezdek, K, Avila-Mora, E., & **Sperry, K.** (2009). Does trial presentation medium matter in jury simulation research? Evaluating the effectiveness of eyewitness expert testimony. *Applied Cognitive Psychology, 23,* 1 – 18. https://doi.org/10.1002/acp.1578

- Vrij, A., Leal, S., Granhag, P. A., Mann, S., Fisher, R. P., Hillman, J., & **Sperry, K.** (2009). Outsmarting the liars: The benefit of asking unanticipated questions. *Law and Human Behavior, 33,* 159 – 166. https://doi.org/10.1007/s10979-008-9143-y

- Pezdek, K., **Sperry, K.**, & Owens, S. M. (2007). Interviewing witnesses: The effect of forced confabulation on event memory. *Law and Human Behavior, 31,* 463 – 468*. https://doi.org/10.1007/s10979-006-9081-5

- Levi, D., & **Sperry, K.** (2007). Agriculture at the urban interface: Attitudes of new rural residents. *Focus*, 4(1), 37 – 45. https://doi.org/10.15368/focus.2007v4n1.4

VI.   Invited publications (not peer-reviewed)

- *Pinaire, C. & **Sperry, K**. (2015)*. A Glimmer of Hope for the Blamed Rape Victim: Expert Testimony on Rape Myth Acceptance (RMA) and Belief In a Just World (BJW) May Enhance a Victim's Credibility*. Invited article for the American Psychology-Law Society (APLS) newsletter. Article found here:
    - https://www.apadivisions.org/division-

41/publications/newsletters/news/2015/10/rape-victims

VII. Conference Presentations and Posters

- *Earhart, J., *Magnusson, A., & **Sperry, K.** (2023). *Beyond Mental Health: An Intersectional Perspective on Sexual Minorities' Experiences*. Paper presented at the Society for the Psychological Study of Social Issues (SPSSI) meeting, Denver, CO.

- *Stuart, J., *Marquez, E., *Griffiths, E., & **Sperry, K**. (2023). *Does Racial Priming Impact the Race-Crime Congruency Effect?* Paper presented at the Society for the Psychological Study of Social Issues (SPSSI) meeting, Denver, CO.

- *Winder, G., *Stringham, J., *Robinson, R., Barraza, A., *Anderson, R., *Holland, N., *Anderson, J., *Talbot, B., *Russell, A., *Peterson, *C., Maire, O., *Tadler, Z., Russell-Stamp, M., & **Sperry, K**. (2023). *Perceptions of a Student with ADHD: Does Gender Matter?* Poster presented at the Rocky Mountain Psychological Association meeting, Albuquerque, NM.

- *Anderson, A. B., *Millsap, A., & **Sperry, K.** (2022, April). *The impact of victim religiosity and victim religion on rape victim blame: Religious Halo Effect or Black Sheep Effect?* Paper presented at the Rocky Mountain Psychological Association meeting, Salt Lake City, UT.

- *Marquez, E., *Stuart, J., *Griffiths, E., *Gonzalez, D., *Olsen, H., & **Sperry, K.** (2022, April). *Implicit Juror Bias: Does Racial Priming Impact the Race-Crime Congruency Effect?* Poster presented at the Rocky Mountain Psychological Association, Salt Lake City, UT.

- **Sperry, K.** (2020, July). *Using Mini-Experiments to Engage Large Sections of Intro Psych*. Paper accepted to the PsychologyOne Conference, Duke University, NC. (***Conference cancelled due to COVID-19***)

- *Black, A. & **Sperry, K.** (2020, April). *The Relationship Between Gratitude and White Fragility.* Paper accepted to the Rocky Mountain Psychological Association meeting, Denver, CO. (***Conference Cancelled due to COVID-19***)

- *Gibbs, L., *Newby, S., *Witbeck, K., & **Sperry, K**. (2020, April). *Romanticism and the Belief that Jealousy is Good: Do Gender, Marital Status, and Sexual Orientation Matter?* Poster accepted to the Rocky Mountain Psychological Association, Denver, CO. (***Conference Cancelled due to COVID-19***)

- *Heath, E. & **Sperry, K.** (2019, March). *The Effect of Religious Priming on Rape Victim Blame*. Paper presented at the American Psychology – Law Society meeting, Portland, OR.

- *Lewing, L., & *Perez, J., **& Sperry, K.** (2018, April). *Can Religious Priming Reduce the Tendency to Blame Victims of Sexual Assault?* Poster presented at the Rocky Mountain Psychological Association, Denver, CO.

- *McCormick, M., & **Sperry, K.** (2017, April). *Religion and Perceptions of Sexual Violence in Utah*. Poster presented at the Rocky Mountain Psychological Association meeting, Salt Lake City, UT.

- **Sperry, K.**, *Hogle, H., *Chambers, A., *Pinaire, C., & *Ramsden, M. (2015, March). *Knowing is half the battle: Expert testimony about Rape Myth Acceptance reduces victim blame and increases credibility in a simulated rape case.* Paper presented at the American Psychology – Law Society, San Diego, CA.

- *Works, M., *Ramsden, M., *Pinaire, C., & **Sperry, K.** (2014, March). *Variables predicting victim blame in a sexual assault case: Going beyond gender and rape myth acceptance.* Poster presented at the American Psychology – Law Society, New Orleans, LA.

- **Sperry, K.**, *Sheehan, C. E., *Pinaire, C., *Ramsden, M., & *Works, M. (2014, March). *A double – edged sword: Examining the effect of negative acknowledgment and self-blame on perceptions of a blamed rape victim.* Paper presented at the American Psychology – Law Society, New Orleans, LA.

- **Sperry, K.**, *Pinaire, C., *Ramsden, M., & *Works, M. (2013, March). *Playing the sympathy card could be playing with fire: Manipulating victim blame and sympathy in a simulated rape case.* Paper presented at the American Psychology – Law Society, Portland, OR.

- **Sperry, K.**, *Lafirira, B., & *Schmidt, T. (2012, March). *Can inducing sympathy for a victim reduce the negative impact of victim blame?* Paper presented at the Eastern Psychological Association Meeting, Pittsburgh, PA.

- **Sperry, K.** (2010, March). *Modeling the relationship between victim blame, sympathy, credibility, and verdict in a simulated rape case.* Poster presented at the American Psychology – Law Society Meeting, Vancouver, BC.

- **Sperry, K.**, & Siegel, J. T. (2009, March). *Attribution theory applied to the courtroom: Sympathy mediates the relationship between jurors' blame attributions and witness credibility.* Paper presented at the American Psychology – Law Society Meeting, San Antonio, TX.

- Avila-Mora, E., **Sperry, K.**, & Pezdek, K. (2008, March). *Ecological Validity Issues in Jury Simulation Research: Evaluating the Effectiveness of Eyewitness Expert Testimony.* Poster accepted at the American Psychology – Law Society Meeting, Jacksonville, FL. (***Unable to attend conference due to flight cancellation***)

- **Sperry, K.**, Shaked, N., Huchting, K., & Skenderian, J. (2007, August). *A survey of PowerPoint use in the courtroom.* Poster presented at the American Psychological Association Meeting, San Francisco, CA.

- Blandon-Gitlin, I. & **Sperry, K.** (2006, March). *What Jurors Know About Confession Evidence and the Role of Expert Witness Testimony.* Poster presented at the American Psychology – Law Society Meeting, St. Petersburg, FL.

- Pezdek, K. & **Sperry, K.** (2006, March). *Eyewitness Guessing: Does Post-Event Guessing Suggestively Influence Eyewitness Memory?* Paper presented at the American Psychology – Law Society Meeting, St. Petersburg, FL.

VIII. Grants and Awards

- 2023: Office of Undergraduate Research Summer Research Fellowship Program
  - *College Students' and Professors' Perceptions of a College Student with ADHD: Does the Gender Matter?* ($7,200)

- 2023: Joseph and Holly Nye Bauman Outstanding Faculty in Honors Award

- 2023: Outstanding Mentor Award for the College of Social and Behavioral Science

- 2022 / 2023: Presidential Teaching Excellence Award

- 2022: Hemmingway Faculty Vitality Grant, awarded by the Research, Scholarship, and Professional Growth Committee (RSPG) at Weber State University
  - *Going beyond mental health: Examining the experiences of White, Black, and Latinx Sexual Minorities* ($1,722.69)

- 2022 – 2023: Honors Eccles Fellowship Award
  - Team-taught interdisciplinary course for the Weber State University Honors program
  - *HNRS 3900: What Were You Wearing: Sexual Assault Offenders, Survivors, and the Rape Myths that Surround Them*

- 2022: Hemmingway Faculty Vitality Grant, awarded by the Research, Scholarship, and Professional Growth Committee (RSPG) at Weber State University
  - *LDS Rape Victims are Blamed Most by LDS Participants: Preliminary Evidence of the Black Sheep Effect* ($1050.80)

- 2021: Hemmingway Faculty Vitality Grant, awarded by the Research, Scholarship, and Professional Growth Committee (RSPG) at Weber State University
  - *The Impact of Victim Religiosity and Religion on Rape Victim Blame: Religious Halo Effect or Black Sheep Effect?* ($1,700)

- 2014: Vermont Genetics Network (VGN; a program funded through NIH) Pilot Grant

- *Using "Negative Acknowledgement" To Restore a Rape Victim's Credibility* ($24,305)

- 2010: Arthur H. Brayfield Distinguished Dissertation Award, School of Behavioral and Organizational Sciences, Claremont Graduate University

- 2008: NSF Doctoral Dissertation Grant #0752519 ($6,940)

IX.   Professional Development

- *Teaching Conferences*
    - 2017: Attended the Vancouver International Conference on the Teaching of Psychology (VICTOP)
        Vancouver, BC, Canada
    - 2015: Attended the PsychologyOne Conference Stanford University, Palo Alto, CA
    - 2014: Attended the New England Educational Assessment Network University of Massachusetts, Amherst
    - 2012: Attended the New England Conference for Student Success University of Massachusetts, Amherst
    - 2010: Two-day workshop entitled "Designing Courses for Significant Learning" Dee Fink & Associates, Chicago, Illinois

- *Empowering Teaching Excellence (ETE) Seminars and Utah State University* workshops
    - Spring 2019: Participant in Safe Passages for U training
        - A half-day workshop to learn about diversity and ways to keep the campus climate safe and improve skills surrounding diversity issues
    - January, 2018: ETE faculty seminar
        - *Connecting with your students: Student retention through mentoring and caring*
    - December, 2017: Assignment Design Workshop hosted by Kacy Lundstrom, head of Reference and Instruction at the Merrill – Cazier Library, USU
    - March, 2017: ETE faculty seminar, *Flip It*, led by Barbi Honeycutt

X.   Service

- March 2023 – Present: Co-Chair of the 25th annual Diversity Conference planning committee (theme: Neurodiversity)
    - Student / Faculty Neurodiverse Panel moderator
- May 2022 – October 2022: Weber State University Diversity Conference

planning committee (theme: Religious Diversity)
- – Chair of the Evaluation subcommittee
  - ■ March, 2022: Moderator for oral presentations at the Undergraduate Research Symposium at Weber State University, sponsored through the Office of Undergraduate Research (OUR)
  - ■ 2021 – present: Equity Task Force, College of Social and Behavioral Sciences at Weber State University
  - ■ Fall 2019 – present: Psi Chi Awards and Grants Evaluator Team
- ■ Fall 2019 – present: reviewer for the Psi Chi Journal of Psychological Research
- ■ Fall 2018 – 2020: Supervision of students in the Psychology Teaching Minor at Utah State University
- ■ Fall 2018: Reviewed Undergraduate Research and Creative Opportunity (URCO) grants
- ■ 2019 – 2020: Department Honors Advisor for the Honors Program, Utah State University
- ■ 2015 – 2019: Utah State University Psychology Department Undergraduate steering committee
- ■ 2018: Doctoral dissertation committee member (Tianyi Xie: *Responding to Microaggressions: Evaluation of Bystander Intervention Strategies*)
- ■ Spring 2016: Master's thesis committee member (Desiree Clarke: *Measurement and Comparison of Public Mental Health Stigma*)
- ■ 2015: Member of search committee for Assistant Professor position at USU Eastern (Price, UT)
- ■ 2014: Vermont State Colleges Program Review and Continued Improvement Plan committee, Castleton University
- ■ 2013 – 2015: Member of organizing committee for annual Castleton Scholars Celebration
  - – Showcase of Castleton students' original scholarship
- ■ 2012 – 2014: Faculty – Student Research Committee, Castleton University
- ■ 2012 – 2014: Chair of search committee for cognitive psychology faculty position
- ■ 2012 – 2013: Chair of search committee for clinical psychology faculty position
- ■ 2011 – 2015: Curriculum Committee, Castleton University
- ■ 2011 – 2014: First Year Seminar program faculty, Castleton University
- ■ 2011: First Year Seminar Steering Committee, Castleton University
- ■ 2010 – 2011: Teaching and Scholarship Committee, Castleton University

XI.   Professional Affiliations

- ■ 2015 – present: Rocky Mountain Psychological Association (RMPA)
- ■ 2013 – present: Society for the Teaching of Psychology, Division 2 of APA
- ■ 2009 – 2010: Eastern Psychological Association (EPA)
- ■ 2004 – present: American Psychology – Law Society, Division 41 of APA
- ■ 2003 – present: American Psychological Association
- ■ 2003 – present: Psi Chi, The International Honors Society in Psychology
  - – 2021 – present: Co-advisor of local chapter, Weber State University

－ 2009 – 2015: Faculty advisor of local chapter, Castleton University

XII. General Teaching Interests   General Research Interests

- Introductory Psychology
- Social Psychology
- Gender and Diversity
- Psychology and Law
- Juvenile Delinquency
- Positive Psychology
- Research Methods

- Victim blame
- Sexual Assault
- Diversity, gender, and LGBTQ+
- Jury decision-making
- Persuasion in the courtroom
- Witness credibility
- Person Perception

MINDY RUSSELL-STAMP, Ph.D.
Department of Psychology
1202 University Circle, Ogden, UT 84408-1202
CELL: 801-574-4405 E-MAIL: melindarussellstamp@weber.edu
_____

EDUCATION

2007 Ph.D., SCHOOL PSYCHOLOGY (APA-Accredited)
University of Kansas, Lawrence, Kansas
Minor: Autism
Dissertation: Academic and Behavioral Characteristics of Adolescents with Comorbid Conduct Disorder and Depression

1997 Ed.S. SCHOOL PSYCHOLOGY
University of Kansas, Lawrence, Kansas
Thesis: The Relationship between Student Distance from Instruction and Attention to Task during Lesson Presentations.

1995 B.A., PSYCHOLOGY/ENGLISH/
ANTHROPOLOGY
University of Utah, Salt Lake City, Utah

CREDENTIALS & LICENSES

2023   Certificate in Effective Teaching Practice Framework (Association of College and
        University Educators)
2018   Licensed Psychologist (State of Utah- #9153826-2501)
2018   Licensed School Psychologist (State of Utah- #714165)
2017   Diplomate School Neuropsychology
        School Neuropsychology Post-Graduate Certification Program, Kids Inc. TX.

GRANTS & RECOGNITIONS

2023   Hemingway Collaborative Award
2023   RSPG Travel Grant
2018   Nomination Undergraduate Research Mentor
2016   Alan E. and Jeanne N. Hall Endowment Grant for Community Outreach
2016   Nomination Community Engaged Scholar
2013   Innovative Teaching Grant
2013   Nomination Community Engaged Scholar
2012   Education Partner Recognition (Ogden-Weber Chamber of Commerce)
2010   Alan E. and Jeanne N. Hall Endowment Grant for Community Outreach

TEACHING EXPERIENCE

ASSISTANT PROFESSOR (Tenure Track): Weber State University 2019 – Present
INSTRUCTOR 2007 - 2019

Courses: Introductory Psychology (1010- online & face-to-face), Psychology of Human Relationships (2000), Projects and Research (2800), Directed Readings (2830), Child Psychology (3000), Abnormal Psychology (3010), Child and Adolescent Psychopathology (3020), Adolescent Psychology (3140- online and face-to-face), Behavior Modification (3255), Advanced General Psychology (4000), Intervention for Youth Seminar (4900). Directed Readings on Trauma, Counseling Theories, and Resiliency.

Professional Development Teaching
2022-2023 Equitable Learning & Inclusive Teaching for Everyone (ELITE) Community
        of Practice
2021-2022 Sustainability Community of Practice; SUS Designation Child Psychology
        3000
2019-2020 Community Engaged Learning Community of Practice; CEL Designation
        Child & Adolescent Psychopathology 3020; Practicum 4380

ASSISTANT PROFESSOR (**Tenure Track)** Northwest Missouri State University
Dates: 2002-2007
Undergraduate Courses: General Psychology, Educational Psychology, Drug and Alcohol Education, Early Adolescent Development, Personal Adjustment, Senior Seminar.
Graduate Courses: Group Appraisal and Intervention (School Counseling Program) Group Counseling (School Counseling Program).

HIGH IMPACT PRACTICES

PARTNERSHIP: WASHINGTON TERRACE ELEMENTARY
        Dates: 2014-2021
Outreach Activities: Co-supervised 9 WSU students that taught elementary students about resiliency and facilitated partnership with students in Puerto Rico. Supervised 34 WSU students as they taught 3rd grade students 5 lessons about college and science. Co-supervised 17 WSU students as they developed and implemented growth mindset lessons and activities in 3rd grade classroom. Assisting principal in expanding growth mindset focus school-wide. Co-developed and implemented training on growth mindset for teachers in the school. Co-developed and implemented math and mindset activities school-wide for parents.

PARTNERSHIP: YOUTH IMPACT
        Dates: 2012-Present
Outreach Activities: Co-supervised 70 WSU students as the tutored, mentored, and taught study skills to youth attending the after-school program. Growth mindset lessons are currently taking place at Youth Impact. Co-developed and implemented training for all Youth Impact staff on how to promote growth mindset in the after-school program. Co-organized and supervised 4 trips for 90 Youth Impact participants to visit WSU's academic departments, financial aid, and campus housing.

ALTERNATIVE SPRING BREAK (ESCUELA JOSE FACUNDO CINTRON, YABUCOA PUERTO RICO)

Dates: August 2018 – present.
Activities: Visited Puerto Rico in October to assess needs of Escuela Jose Facundo Cintron. Met with teachers and directora. Co-supervised students in fund-raising, creating resiliency lesson plans, and developing math and literacy games. Co-supervised 12 WSU students on an Alternative Spring Break to Yabucoa, Puerto Rico. WSU students will play math games with the children, provide growth mindset praise, teach a resiliency lesson, paint a mural, garden, and visit bed-bound members of the community.

PARTNERSHIP: MOUNT OGDEN JUNIOR HIGH SCHOOL
        Dates: 2015-2017
Outreach Activities: Co-supervised 13 WSU students as they developed and implemented after-school workshops on developing a growth mindset for 8th grade students. Provided training and consulted with 2 math teachers.

PARTNERSHIP: GEORGE WASHINGTON HIGH SCHOOL
        Dates: 2010-2012
Outreach Activities: Co-supervised 40 WSU students in implementing tutoring, mentoring, and study skills instruction to increase student graduate rates and exposure to post-secondary opportunities. Co-organized and supervised 3 trips to WSU and the OATC for 89 high school students so that they could explore financial aid and career opportunities.

UNIVERSITY SERVICE

AREA WORKING GROUP MEMBER- SOCIAL AND BEHAVIORAL SCIENCE
Date: 2023
Represented Weber State University at the What is an Educated Person Conference (Midway, October, 2023) to review and revise learning outcomes for Social and Behavior Sciences.

WSU DIVERSITY CONFERENCE COMMITTEE
Dates: 2019 & 2023
Chair: Volunteer Committee
Member: Assessment Committee

COLLEGE CURRICULUM COMMITTEE
Dates: 2022-present
Review proposals and provide feedback for course and program proposals prior to moving to the University Curriculum committee.

GENERAL EDUCATION INITIATIVE ASSESSMENT COMMITTEE
Dates: 2023 – present
Area chair for Social and Behavioral Sciences. Solicit feedback on proposals from college that are seeking the General Education attribute.
DISTINGUISHED LECTURE SERIES COMMITTEE
Dates: 2021-present
Help coordinate annual college distinguished lecture presentation.

TEACHING LEARNING ASSESSMENT COMMITTEE
Dates: August 2020 – 2023
Attended monthly meetings. Member of subcommittee for establishing the creation of a Symposium scheduled for March 2021.

TEACHING AND LEARNING FACULTY ONBOARDING COMMITTEE
Dates: Summer 2021
Reviewed and provided feedback for online and in-person faculty onboarding modules.

WSU DIVERSITY CONFERENCE COMMITTEE
Dates: July 2019 – October 2019
Attending 4 organizational and brainstorming meetings for conference entitled "Equal Justice Under the Law?". Helped develop assessment tools for participants to evaluate conference presenters. Assisted students and answered questions at conference.

WSU PREP PROGRAM (Summer Math Program)
Dates: 2016-2018
Activities: Co-developed and implemented presentations on how to develop growth mindset for 140 junior high school students from Davis, Weber, and Ogden school districts. Presentations and trainings were also provided to all parents of participating youth, 7 teachers from Ogden and Davis school districts, and 12 WSU peer mentors.

SUMMER BRIDGE PROGRAM
Dates: 2016-2018
Activities: Co-developed and implemented workshops on how to develop growth mindset for 120 incoming college freshman that are first generation college students. Developed resource materials and activities for TA's to implement with participants to reinforce concepts from the workshop.

CURRICULUM COMMITTEE MEMBER (Community Engaged Learning Center)
Dates: 2012-2016
Reviewed applications for the Community Engaged Learning (CEL) designation. Provided feedback on criteria for CEL designation and application process.

JEANNE AND ALAN HALL COMMUNITY ENGAGED GRANT COMMITTEE
DATE: 2015-2016
Reviewed applications for the Jeanne and Alan Hall Community Engaged Grants through the Center for Community Engaged Learning. Helped identify recipients of grants.

PSI CHI & PSYCHOLOGY CLUB ADVISOR
Dates: 2010-2015
Collaborated with officers to recruit new members and plan service, academic, and research projects. Psi Chi members mentored youth, raised money for book scholarships for incoming freshman from George Washington High School, and planted a garden at a drug treatment center. Psi Chi planned and implemented graduate school and career panels for WSU students. Psi Chi members also obtained hands-on experience with research and presented their research at RMPA and NCUR. Organization nominated for Crystal Crest award in 2011 for Outstanding campus club.

OTHER DEPARTMENTAL COMMITTEES (Weber State University)
Member, Hiring Committees (2020-Present)
Member, Peer Review Committee (2020-Present)
Member, Peer Mentor Committee (2021)
Member, Curriculum Committee (2021-current)
Chair, Online Instruction (2018-present)
Member, Diversity Committee (2012-present)
Chair, Practicum Committee (2012-present)
Member, Department Outreach Committee (2011-2012)
UNIVERSITY COMMITTEES (Northwest Missouri State University)
Member, Institutional Review Board (2005-2007)
Member, Scholarship Banquet Committee (2005-2007)
Member, Budget Committee (2004-2005)
Member, Faculty Welfare Committee (2003-2004)

DEPARTMENTAL COMMITTEES (Northwest Missouri State University)

Psi Chi Advisor (2003-2007)
Chair, Scholarship Committee (2004-2007)
Member, Graduate Program Committee (2003-2007)
Member, Undergraduate Program Committee (2004-2005)

RESEARCH EXPERIENCE

PEER-REVIEWED PUBLICATIONS

Russell-Stamp, M. (2015). Faculty perceptions of community engaged learning: Do the pros
outweigh the cons? *Michigan Journal of Community Service Learning, 21(2).*

BOOK CHAPTERS

Russell-Stamp, M. (2023). Student Perceptions of Utility Value in Psychology. *Teaching of
Psychology.* Rocky Mountain Psychological Association.

Russell-Stamp, M. (2005). Oppositional Defiant Disorder. *The Encyclopedia of School
Psychology* (Steven Lee, Ed.). New York: Sage Publications.

Russell-Stamp, M., Cooley, J., Reeder, J., Rosenvall, T., & Simmons, J. (2017). Dual effects of
a student-led growth mindset intervention. *Teaching of Psychology,* Rocky Mountain
Psychological Association.

CONFERENCE PRESENTATIONS
Herrmann, S., Garza, A., **Russell-Stamp, M**. (2023). (Re)designing inclusive courses: Benefits
and lessons learned. Society for the Psychological Study of Social Issues, Denver, Colorado.

Herrmann, S., **Russell-Stamp, M**., & Garza, A. (2023). (Re)designing inclusive courses: Benefits and lessons learned. Rocky Mountain Psychological Association, Albuquerque, New Mexico.

Burnett, B, Chan, J., Gautney, J., Herrmann, S., Pagonis, D., **Russell-Stamp, M.**, Speicher, S. (2022). Teaching Learning Faculty Symposium, Ogden, Utah.

Cain, R., Hafen, S., Norman, J., Pyle, D., **Russell-Stamp, M.,** & Young Lee, S., Using Avatars to Enhance Learning Outcomes. (2021). Virtual synchronous presentation at Faculty Symposium, Weber State University.

Amsel, E. & **Russell-Stamp, M**. (2016). Identity and E-learning: Pathways to Changing the Thinking of Students. Paper presented at the Utah Instructional Design Conference, Ogden, UT.

Amsel, E., **Russell-Stamp, M.,** Callahan, R.C., & Ombach, H. (2015). A Psychology Career Exploration Module: Design, Implementation, and Assessment. Paper presented at the Biennial Vancouver International Teaching Conference, Vancouver, Canada.

Russell-Stamp, M. Kowalewski, B., & Parrilla de Kokal, M. (2013). Faculty Perceptions of Community Engaged Learning: Do the Pros Outweigh the Cons? Poster presentation at the International Association of Research on Service Learning and Engagement (IARSLC) Conference, Omaha, NE.

Russell-Stamp, M. & Kibler, J. (2013). Socio-emotional Interventions for Children and Adolescents. Oral presentation at the National Association of School Psychologists Convention, Seattle, WA.

Alejandre, E., Parrilla de Kokal, M. & **Russell-Stamp, M.** (2012). Authentic Community Higher Partnerships. Oral presentation at the Utah Campus Compact Retreat, Moab, UT.

Russell-Stamp, M. (2011). The Collaborative Partnership between a University and Alternative School. Poster presented at the National Association of School Psychologist Convention, San Francisco, CA.

Russell-Stamp, M. (2010). Academic and Behavioral Outcomes of Adolescents with Comorbid Conduct Disorder and Depression. Poster presented at the National Association of School Psychologist Convention, Chicago, Ill.

Russell-Stamp, M. Parrilla de Kokal, M., Kay, T., & Garza, A. (2010). The Village: A University-Alternative School Partnership. Poster presented at the Division 45 Conference, Ann Arbor, MI.

Barnett, J.E., & **Russell-Stamp, M**. (2007). Personal Epistemology and Study Strategies Predict Achievement. Poster presentation at the American Psychological Society, Washington, DC.

Johnsen, E., Tracy, D., & **Russell, M.** (1997). The Interaction between Play and Children's Representational Abilities. Paper presented at the Mid-Western Educational Research Association Conference, Chicago, Ill.

STUDENT PRESENTATIONS

Winder, G., Stringham, J., Robinson, R. Barraza, A., Anderson, R., Holland, N., Anderson, J., Talbot, B., Russell, A., Peterson, C., Tadler, Z., Sperry, K., & **Russell-Stamp, M.** (2023). Rocky Mountain Psychological Association, Albuquerque, New Mexico.

Heiner, J., O'Hare, A., Black, T., & **Russell-Stamp, M**. (2023). Cultivating Compassion in Education: A Burnout Intervention Program. Rocky Mountain Psychological Association, Albuquerque, New Mexico.

Arvig, A., Sedigh, S., & Tibbets, S. (2018). Connecting Community to Campus. Poster Presentation at the Community Engaged Learning Symposium, Ogden, UT. Supervised by **Melinda Russell-Stamp** & Maria Parrilla de Kokal.

Cooley, J., Reeder, J., Rosenvall, T., & Simmons, J. (2017). Growing Mindset among Ogden Youth. Poster presentation at the Community Engaged Learning Symposium, Ogden, UT. Supervised by **Melinda Russell-Stamp**

Cooley, J., Reeder, J., Rosenvall, T., & Simmons, J. (2017). Dual Effects of a Student-Led Growth Mindset Intervention. Poster presentation at the Rocky Mountain Psychology Association Conference, Salt Lake City, Utah. Supervised by: **Melinda Russell-Stamp.**

Huerta, M. & **Russell-Stamp, M**. (2016). Motivational Goals and Intention to Persist in College. Poster presentation at the Rocky Mountain Psychological Association Convention, Denver, CO.

Allan, A., Barker, K. Bartlett, B., Goodman, H., Huerta, M., Lynch, C., Marmolejo, T., Taylor, J., Vasquez, O. (2016). Praise the Effort not the Grade: Beliefs about Intelligence and Academic Success. Oral presentation at the Psychology Department Research Symposium. Ogden, UT. Supervised by **Melinda Russell-Stamp** & Maria Parrilla de Kokal.

Barker, K. Bartlett, B., Goodman, H., Huerta, M., Lynch, C., Marmolejo, T., Taylor Vasquez, O. (2016). Praise the Effort not the Grade: Growth Mindset Interventions. Poster presentation at Community Engaged Learning Symposium, Ogden, UT. Supervised by **Melinda Russell-Stamp** & Maria Parrilla de Kokal.

,
Eddy, C., Haverkamp, C., Horstman, A., Rowley, N., Sill, J., Twambley, B. (2015). Improving Communication through Understanding Feelings. Poster presentation at Community Community Engaged Learning Symposium, Ogden, UT. Supervised by **Melinda Russell-Stamp** & Maria Parrilla de Kokal.

Eddy, C., Haverkamp, C., Horstman, A., Rowley, N., Sill, J., Twambley, B. (2015). Teaching Career Planning at Youth Impact. Poster presentation at Community Engaged Learning Symposium, Ogden, Utah. Supervised by **Melinda Russell-Stamp** & Maria Parrilla de Kokal

Dirks, P., Delbo, B., Allen, L., Eschler, B., Sugimoto, S., **Russell-Stamp, M**., & McGillivray S. (2014). Metacognition and Emotion. Poster session presented at the meeting of the Rocky Mountain Psychological Association, Salt Lake City, UT.

Dirks, P., Delbo, B., Allen, L., Eschler, B., Sugimoto, S., **Russell-Stamp, M**., & McGillivray S. (2014). Metacognition and Emotion. Poster session presented at the National Conference on Undergraduate Research, Lexington, KY.

Romero, A., Miller, L., Spackman, K. Johnson, D., & Werner, A., (2014) Increasing Academics at Youth Impact. Poster presentation at Community Engaged Learning Symposium, Ogden, UT. Supervised by **Melinda Russell-Stamp** & Maria Parrilla de Kokal

Romero, A., Miller, L., Spackman, K. Johnson, D., & Werner, A. (April, 2014). Implementing Social Skills through Olympic Events. Poster Presentation at Community Engaged Learning Symposium, Ogden, UT. Supervised by **Melinda Russell-Stamp** & Maria Parrilla de Kokal

Atwater, C., Cressal, S., Mildon, A., Mitchell, T., Phillips, G., & Thomson, W. (2013). Career Guidance at Youth Impact. Poster Presentation at Community Engaged Learning Symposium, Ogden, UT. Supervised by **Melinda Russell-Stamp** & Maria Parrilla de Kokal.

Atwater, C., Cressal, S., Mildon, A., Mitchell, T., Phillips, G., Thomson, W. (2013). Teaching and Applying Social Skills at Youth Impact. Poster Presentation at Community Engaged Learning Symposium, Ogden, UT. . Supervised by **Melinda Russell-Stamp** & Maria Parrilla de Kokal.

Hargrave, A. & **Russell-Stamp, M.** (2013). NAMI's Peer-to-Peer Class and its Effects on Mental Health Literacy, Oral presentation at the Rocky Mountain Psychological Association, Denver, CO.

Ploharz, S., Delbo, B., Dirks, T., Zaring, L., & **Russell-Stamp, M**. (2013). An Analysis of Recidivism Rates among Youth Court Participants. Oral presentation at the Rocky Mountain Psychological Association, Denver, CO.

Ploharz, S., Delbo, B., Dirks, T., Zaring, L., & **Russell-Stamp, M**. (2013). An Analysis of Recidivism Rates among Youth Court Participants. Poster presentation at the National Conference for Undergraduate Research, La Crosse, WI.

Gour, M., Loza, X., Parrilla de Kokal, M., & **Russell-Stamp, M**. (2012). Student-led parent-teacher conferences. Poster presentation at Posters on the Hill, Salt Lake City, UT.

Hoxer, B., Francom, L., Parrilla de Kokal, M. & **Russell-Stamp, M.** (2012). Life Skills Instruction at an alternative high school. Poster presentation at Posters on the Hill, Salt

Lake City, UT.

McAughty, M., Spaulding, D., Olsen, M., Pitcher, S., Parrilla de Kokal, M. & Russell-Stamp, M. (2012). 100 Strong: A Mentoring Program at an Alternative High School. Poster Presentation at Posters on the Hill, Salt Lake City, UT.

COMMUNITY PUBLICATIONS

Russell-Stamp, M. (2016). Making Gratitude a part of 2016. Standard Examiner, Ogden Utah, January 19.

Russell-Stamp, M. & Parrilla de Kokal (2015). Getting Your Child's Mindset Ready for School. Standard Examiner, Ogden, Utah, August 25.

COMMUNITY INSTRUCTION/PRESENTATIONS

Parilla de Kokal, M. & **Russell-Stamp, M**. (November, 2016). Developed and taught two community education courses through WSU University on Growth Mindset. The course had 15 school administrators, teachers, and parents enrolled.

Russell-Stamp, M. & Parrilla de Kokal, M. (2017) Growth Mindset for 22 4th grade students in 4th grade classroom at James Madison Elementary School, Ogden, UT.

Parrilla de Kokal, M. & **Russell-Stamp, M.** (2016). Grit + Strategies + Asking for Help = Success. Presented to employees at OC Tanner, Salt Lake City, UT.

Parrilla de Kokal, M. & **Russell-Stamp, M.** (2016). Ganas + Strategies + Asking for Help = Success. Presented to participants at the Latinos in Action Convention, Ogden, UT.

Russell-Stamp, M. (2015). Taking Care of our Amazing Brains. Presented to 4th-6th graders in enrichment program in Davis School District, Bountiful, UT.

Russell-Stamp, M. (2009). Positive Psychology: What Makes Us Happy? Davis Campus, Weber State University, Ogden, UT.

Russell-Stamp, M. (2008). Working Effectively in Groups. Weber State University Academy of Leadership, Midway, UT.

Russell-Stamp, M. (2007). Understanding Eating Disorders; Liberty Public Schools Professional Development Days. Liberty, MO.

Russell-Stamp, M. & Marsh, J. (2002). Understanding Depression; Girls and Boys Town National Hotline; Boys Town, NE.

REVIEW ACTIVITIES
2023   Rocky Mountain Psychological Association Conference

2003   Peer Reviewer (ERIC Clearinghouse)
2003   Guest Reviewer (School Psychology Review)

CLINICAL EXPERIENCE

PSYCHOLOGIST: Neurobehavioral Center for Growth (private practice and charter schools). Bountiful, Utah
      Dates: 2016-2020
Duties: Conduct neuropsychological, psychological, and educational assessments. Interpret social-behavior and cognitive academic assessment results. Consultation with parents, teachers, and school staff. Conduct behavioral observations. Provide educational, therapeutic, and home-based recommendations to address concerns. Participate in IEP meetings. Consultation with teachers, parents, and school staff. Provide counseling services to students in elementary school and junior high school. Teach self-advocacy and executive functioning skills to high school students receiving special education services.

PSYCHOLOGY INTERN: Girls and Boys Town, Omaha, NE
      Dates: 2001-2002
Duties: Conducted psychological, functional, culpability and risk assessments for adolescents in a residential setting. Consulted with residential staff, program administrators, school administrators, and teachers to provide optimal care for youth. Provided therapeutic services to adolescent and families. Contributed to NIMH-funded research evaluating the use of the Diagnostic Interview Schedule for Children (DISC) with youth in residential care.

SCHOOL PSYCHOLOGIST: Bonner Springs School District, (USD #204), Bonner Springs, KS. & Kansas City Kansas School District, (USD #500), Kansas City, KS
      Dates: 1998-2001
      Duties: Conducted educational and psychological evaluations at elementary schools.
Implemented individual and group counseling programs for students. Consulted with teachers, parents, and administrators to provide optimal care for youth.

Vanessa Watts, Ph.D.
Psychological Sciences Department
Weber State University
(801) 564-9195
vanessa.b.watts@gmail.com

XIII.   Professional Licensure

Licensed Psychologist   November 2017
Utah 10071104-2501

XIV.   Educational History

Ph.D. Clinical Psychology, Miami University, Oxford, OH   August 2016
Dissertation: *Project THRiVE: Engaging High School Students in Reducing Teen Dating Violence in their School.*
Paul Flaspohler, Ph.D. (*chair)*

M.A.   Experimental Psychology, San Diego State University   May 2011
Thesis: *The Effect of Harmful Family Dynamics on Continuous Dating Violence*
Emilio Ulloa, Ph.D. (*chair)*

B.S.   Psychology, University of Utah, Salt Lake City, UT   May 2007

XV.   Work History

Instructor of Psychology, Weber State University   July 2023-Present
Ogden, UT
Duties: Provide academic instruction within the Psychological Sciences Department to undergraduate students. Developed syllabus, overall course structure, PowerPoint presentations, course work, exams, and provided classroom instruction that aligned with learning objectives outlined by the department. Provide mentorship to undergraduate students. Co-advisor to Psi Chi.

Clinical Supervisor   July 2023-Present
Bountiful, UT
Duties: Provide clinical supervision to pre-licensure clinical psychologists, clinical social workers, and clinical mental health counselors.

Adjunct Psychology Professor, Weber State University   August 2022 – May 2023
Ogden, UT

Duties: Provide academic instruction in Psychology 3000, Child Psychology, to undergraduate students. Developed syllabus, overall course structure, PowerPoint presentations, course work, exams, and provided classroom instruction that aligned with learning objectives outlined by the department.

Pediatric Care of Ogden, Clinical Psychologist   September 2018- May 2023
Ogden, UT
Duties: Provide evidence-based outpatient mental health services to children
adolescents, and families. Provide continuation of care with primary care provider including consultation.
Provide mental health brown bags to medical providers in the clinic.

Maternity Leave   September 2017-September 2018

XVI. Teaching Experience

Instructor of Psychology   July 2023 – Present
Introduction to Psychology
Biopsychology
Department of Psychological Services, Weber State University
- Develop course syllabus, course structure, lectures, course assignments, exams, and provide lectures.
- Grade assignments, provide timely and constructive feedback on written assignments, and hold office hours
- Provide mentorship to undergraduate students

Adjunct Psychology Professor   August 2022 – May 2023
Child Psychology
Department of Psychological Services, Weber State University
- Developed course syllabus, course structure, lectures, course assignments, exams, and provided lectures.
- Graded assignments, provided timely and constructive feedback on written assignments, and held office hours.

Teaching Assistant   January 2012 – May 2012
Abnormal Psychology, School-Based Mental Health Consultation and Intervention, Advanced Seminar:
Community Psychology and Consultation
Supervisor: Dr. Paul Flaspohler, Miami University Department
of Psychology
- Prepared assignments, graded assignments, and held study groups.

Teaching Assistant   August 2009- May 2011
Psychology Advising
Supervisor: Dr. Emilio Ulloa, San Diego State University
Department of Psychology
- Prepared the syllabus, prepared assignments and exams, graded assignments, aided in grading exams, organized students schedules,

matched training advisors with working advisors, held
occasional class meetings and study groups for the training advisors.

Teaching Assistant   June 2006- August 2006
Development in Infancy and Early Childhood Supervisor:
Dr. Alan Fogel, University of Utah Department of
Psychology

- Graded assignments, held occasional class meetings, and prepared a lecture that I gave on the four attachment styles

Teaching Assistant   January 2007 – May 2007
Career Planning
Supervisor: Dr. David Dodd, University of Utah Department of
Psychology

- Supervised all group activities and the final group project and presentation

XVII. Invited Talks and Educational Presentations

Guest Lecture at Weber State University HNRS 3900   March 2023
Presented a lecture titled "Teen Dating Violence and Sexual Violence" for course HNRS 3900, What were you wearing.

Guest Lecture at Weber State University School of Nursing   October 2019 - present
Present an annual lecture titled "Common Behavioral Health Disorders in Pediatric Populations" for course 6230, Advanced Care Skills Practicum II. In the summer of 2023, the annual lecture expanded to include "Recognizing and Responding to Teen Dating Violence in a Primary Care Setting."

Brown Bag Behavioral Health Series at Pediatric Care of Ogden   September 2018- Present Present quarterly brown bags on different behavioral health topics to the primary care providers at Pediatric Care of Ogden.

Presenter at Utah's Cystic Fibrosis Foundation's Parent's Night   January 2017
Presented and led a small group titled "Elementary School Age: Dealing with Feelings of Being Different.

Presenter at Primary Children's Hospital   October 2017
Presented on implementing school-based mental health interventions as part of the educational lecture series for psychology and psychiatry residents at Primary Children's Hospital.

XVIII. Clinical Experience

Post-Doctoral Psychology Fellowship

XIX.   Post-Doctoral Psychology Fellowship Rotations

Consultation and Liaison Service   September 2016-September 2017
Salt Lake City, UT
Duties: Provided psychological consultations and services to children hospitalized on the medical and surgical units, which included diagnostic interviewing, participation on a multidisciplinary team, and treatment planning. Provided ongoing evidenced-based interventions for children hospitalized for longer periods of time. Conducted risk assessments for suicidal and homicidal children being seen in the emergency department. Coordinated ongoing care for patients upon discharge from the medical unit. Provided supervision for clinical psychology graduate and internship students.
Supervisors: Lisa Kath, MD; Laura Bennett-Murphy, PhD; Celeste Buckley, PhD; and Deirdre Caplin, PhD.

Behavioral Health Clinic   September 2016-September 2017
Salt Lake City, UT
Duties: Provided outpatient therapy to children with co-morbid chronic medical illnesses and behavioral health concerns. Provided consultation to specialized medical clinics (i.e., headache clinic, sleep clinic).
Supervisor: Deirdre Caplin, PhD

Neuropsychology Mini-Rotation   February 2016-September 2017
Salt Lake City, UT
Duties: Conducted and wrote comprehensive neuropsychological evaluations for children with co-morbid chronic illnesses and neuropsychological concerns.
Supervisor: John Fulton, PhD

Safe and Healthy Families Mini-Rotation   February 2016-September 2017
Salt Lake City, UT
Duties: Provided Parent-Child Interaction Therapy (PCIT) to children and their families. Conducted psycho-social assessments to aid in determining the appropriate level and type of mental health services for children suspected of experiencing child abuse and neglect.
Supervisors: Brian Thorn, PhD.

XX.   Pre-Doctoral Psychology Internship

APA accredited University of Tennessee Professional Psychology Internship Consortium 711 Jefferson Avenue, Memphis, TN 38105
Training Director: Melissa Hoffmann, PhD

XXI. Pre-Doctoral Psychology Internship Rotations

UT Division of Child and Adolescent Psychiatry   August 2015-December 2015
Memphis, TN

Duties: Provided outpatient therapy and psychiatric/psychological inpatient consult/liaison services for children, adolescents, and their families in a pediatric setting through Le Bonheur Children's Medical Center and UT Division of Child and

Adolescent Psychiatry. Duties included diagnostic interviewing, participation with the child psychiatry residents on the consult/liaison service, biopsychosocial case formulation and

diagnosis, treatment planning, participation on multidisciplinary teams, and evidence-based interventions both in an outpatient setting and long-term medical inpatient setting.
Supervisors: Melissa Hoffmann, PhD and Jyotsna Ranga, MD

Parent-Child Interaction Therapy (PCIT)   August 2015-August 2016
UT *Center of Excellence for Children in State Custody (COE)*
Memphis, TN
Duties: Completed didactic training and conducted weekly PCIT therapy with families. Completed two PCIT cases and met full requirements for certification as a PCIT therapist. Supervisors: Kristin Hoffman, PhD and Julia Strait, Ph.D.

West Tennessee Forensic Services, Inc.   August 2015-December 2015
Memphis, TN
Duties: Conducted and wrote forensic mental health evaluations (competency to stand trial) of adult defendants facing criminal charges. Completed forensic assessments (malingering, IQ, personality) when appropriate.
Supervisor: Debbie Nichols, LSW

Memphis & Shelby County Juvenile Court   December 2015- April 2016
Office of Clinical Services Memphis,
TN
Duties: Conducted comprehensive assessment of youth facing charges in Juvenile Court. Comprehensive assessment included psychopathology, personality/behavioral issues, intellectual functioning, eligibility for judicial commitment due to a mental health or developmental disability, substance use, anger management, distractibility, hyperactivity/impulsivity, disposition planning, overall risk to the community, risk-need factors, treatment amenability, emotional and cognitive maturity, and developmental psychosexual history.
Supervisor: Tucker Johnson, PhD

Exchange Club Family Center   December 2015 – April 2016
Memphis, TN
Duties: Conducted domestic violence risk assessments to determine the ongoing risk of continued violence by individuals charged with domestic violence. These assessments were provided to the courts and aided in sentencing and rehabilitation efforts.
Supervisor: Dr. Catherine Collins, PhD

UT Division of Child and Adolescent Psychiatry   April 2016-August 2016
Memphis, TN
Duties: Provided outpatient therapy in a pediatric setting through Le Bonheur Children's Medical Center and UT Division of Child and Adolescent Psychiatry. Duties included diagnostic interviewing, biopsychosocial case formulation and diagnosis, treatment planning, participation on multidisciplinary teams, evidence-based interventions in an outpatient setting, and co-facilitating a parenting group.
Supervisors: Melissa Hoffmann, PhD and Jyotsna Ranga, MD

UT Center of Excellence for Children in State Custody   April 2016-August 2016

Memphis, TN
Duties: Completed detailed record reviews, Care Plans, and psychological evaluations of children and adolescents who are in or at risk of state custody (foster care or juvenile justice) as part of a multi-disciplinary team (psychiatry, psychology, developmental pediatrics, social

work, and speech pathology). Provided consultation to treatment providers, DCS case managers, and caregivers.
Supervisor: Janet Todd, PhD

XXII. Graduate Clinical Experience

I) Individual & Family Therapy

St. Joseph Orphanage
Crisis Stabilization Unit Traineeship   August 2013 – May 2014
Supervisor: Dr. Bruce Pickens
Population: Short-term crisis stabilization residential program for children ages 5-16
experiencing severe emotional/mental health disturbance.
- Provide individual therapy, milieu therapy, psychodiagnostic assessment, case consultation with community resources, case consultation with Psychiatric mental health providers, and positive behavioral support intervention
- Presenting problems include depression, suicidal ideation, suicide attempts, self-harm, anxiety, post-traumatic stress disorder, reactive attachment, aggression, conduct disorder, oppositional defiant disorder, bipolar, borderline personality disorder, personality disorder traits, cognitive delays, and psychosis such as delusions and auditory and visual hallucinations

School-Based Mental Health Traineeship   August 2012-January 2013
Bogan Elementary School and Talawanda Middle School
Supervisor: Dr. Jennifer Green
Population: Male and female Kindergarten through 8th grade students and their families
- Provided individual therapy, group therapy, positive behavioral support interventions, teacher consultation, and school wide assessments
- Implemented Incredible Years Intervention Program, an evidenced based treatment focusing on emotional regulation and social skills for kindergarten and first grade students
- Presenting problems included anxiety, depression, trauma, aggression, social skills, organization skills, and self-harm

A. Treatment of Anxiety and Related Problems in Children,
Adolescents, and Young Adults, Clinical Practicum   August 2012- December 2012
Supervisor Dr. Elizabeth Kiel-Luebbe
Population: Children, family, and adult community members, aged 8-40 years old
- Provided long-term therapy to 1 adult
- Provided short-term therapy to 1 child and family
- Provided emergency on-call coverage once a week
- Presenting problems included anxiety, communication skills, anxiety, depression, substance dependence, and ADHD

B.   Evidence-Based Practice of Psychology with Children, Adolescents, and **Emerging Adults Clinical Practicum**   January 2012 – May 2012
Supervisor: Dr. Aaron Luebbe
Population: Children, family, and adult community members, aged 15-40 years old

- Provided short-term therapy to adults and integrated individual and family therapy with 1 adolescent
- Provided emergency on-call coverage once a week
- Presenting problems included interventions for anxiety, depression, trauma, communication skills, and sexual fetishes

II)   Group Therapy

St. Joseph Orphanage
Crisis Stabilization Unit Traineeship   August 2013 – May 2015
Supervisor: Dr. Bruce Pickens
Population: Short-term crisis stabilization residential program for children ages 5-16 experiencing severe emotional/mental health disturbance.
- Co-lead partial hospitalization groups focusing on family, coping skills, therapy, social skills, and mood regulation
- Presenting problems include depression, suicidal ideation, suicide attempts, self-harm, anxiety, post-traumatic stress disorder, reactive attachment, aggression, conduct disorder, oppositional defiant disorder, bipolar, borderline personality disorder, personality disorder traits, cognitive delays, and psychosis such as delusions and auditory and visual hallucinations

School-Based Mental Health Traineeship   August 2012-May 2013
Bogan Elementary School and Talawanda Middle School
Supervisor: Dr. Jennifer Green
Population: 6th graders identified as struggling with organizational and social skills and kindergarten, 1st grade, and 2nd graders identified as struggling with social skills and mood regulation
- Provided group therapy for 6th graders focused on organizational skills, executive functioning, and social skills
- Implemented Incredible Years Intervention Program, an evidenced based treatment focusing on emotional regulation and social skills for kindergarten and first grade students
- Presenting problems included anxiety, social skills, and organizational skill

III)   Assessment Experience

St. Joseph Orphanage
Community Outpatient Traineeship   August 2014 – May 2015
Supervisor: Dr. Bruce Pickens
Population: Children and adolescents from age 5-18
- Conducted approximately 1 child and adolescent comprehensive evaluation with integrated report per week
- Provide assessments for a wide range of referral questions: psychodiagnostic; sex offender diagnostic assessment (SODA); autism spectrum disorder; and developmental and cognitive delays and learning disabilities

- Presenting problems include depression, suicidal ideation, suicide attempts, self-harm, anxiety, post-traumatic stress disorder, reactive attachment, aggression, conduct disorder, oppositional defiant disorder, bipolar, borderline personality disorder, personality disorder traits, cognitive delays, learning disabilities, autism spectrum disorders, and sexual behaviors

C.   St. Joseph Orphanage

Crisis Stabilization Unit Traineeship   August 2013 – May 2014

Supervisor: Dr. Bruce Pickens

Population: Short-term crisis stabilization residential program for children ages 5-16 experiencing severe emotional/mental health disturbance.

- Conducted 5 child and adolescent comprehensive evaluations with integrated reports
- Administered psychoeducational and socio-emotional measures including classroom and milieu observation
- Presenting problems include concerns regarding depression, suicidal ideation, suicide attempts, self-harm, anxiety, post-traumatic stress disorder, reactive attachment, aggression, conduct disorder, oppositional defiant disorder, bipolar, borderline personality disorder, personality disorder traits, cognitive delays, and psychosis such as delusions and auditory and visual hallucinations

Assessment Practicum   August 2014- December 2014

Supervisor: Dr. Julie Rubin

Population: Child, adolescent, and adult community members and Miami University students, 2 children and 1 college student

- Conducted 3 comprehensive evaluations with integrated reports
- Provided emergency on-call coverage once a week
- Administered psychoeducational and socio-emotional measures; child   assessments also included classroom observation, school consultations, and parent interview

D.   Cincinnati Children's

Division of Developmental and Behavioral Pediatrics

Summer Traineeship   June 2013 –August 2013

Supervisor Dr. Robin Adams

Population: Children and adolescents referred for cognitive and developmental assessments

- Provided psychodiagnostic assessments and consultation with multidisciplinary team
- Presenting problems include concerns regarding Autism Spectrum Disorders and developmental and cognitive delays or learning disabilities

IV) Community Outreach, Consultation & Program Evaluation Experience

THRiVE Intervention Consultant   August 2014-May 2016

Monroe Jr./Sr. High School, Miami University, and

Butler County Center for Family Solutions Supervisor:

Dr. Paul Flaspohler

- Created/facilitated a school-based program to increase healthy relationships by addressing teen dating violence at Monroe Jr./Sr. High School
- Supervised graduate and undergraduate students participating in the facilitation of the school-based program
- Program included school wide assessment of teen dating violence behaviors and attitudes, creating and facilitating a youth group of experts to design an intervention program to increase healthy relationships and decrease teen dating violence, apply for a Butler County

prevention grant, implementing a school wide intervention, follow-up assessment of school wide teen dating violence behaviors and attitudes, and presenting results to the school board and student population.

Express Yourself Consultant   June 2014- August 2014
Butler County Center for Family Solutions and Miami University
Supervisor: Dr. Paul Flaspohler
- Created and conducted a series of quantitative surveys to assess the effectiveness of a community-based program to enhance social skills in young children in Butler County, OH.
- Synthesized data into a report to enhance the Express Yourself program

STRIVE Intervention Consultant   June 2012- January 2013
Talawanda Middle School and Miami University
Supervisor: Paul Flaspohler, Ph.D.
- Created/facilitated a collaborative school-based program to address bullying and teen dating violence at Talawanda Middle School
- Supervised undergraduate students who participated in the facilitation of the school-based program
- Program included school wide assessment of bullying and teen dating violence behaviors, facilitating a youth group of experts to design an intervention program to decrease bullying and teen dating violence behaviors, presenting findings to school

Teen Relationship Violence   June 2010- June 2011
    E.   Community Psycho-education Group
Supervisor: Dr. Audrey Hokoda
- Co-facilitated a community-based psycho-education group regarding teen dating violence, updated curriculum used in the intervention, designed new curriculum, and participated in local intimate partner violence awareness programs

XXIII. Research

Graduate Research Assistant   August 2011 – August 2016
    A.   School-Based Mental Health Research
Supervisor: Dr. Paul Flaspohler, Miami University
- Responsibilities include: organizing and training undergraduate research assistants, preparing surveys on the REMARK data scanner, preparing surveys for follow-up data collection on a longitudinal study, preparing independent research questions to take to research conferences, preparing Institutional Review Board proposals, organizing and scheduling the research lab
- Primary Investigator on the Express Yourself Consultation and research project. I collaborated with the Butler County Center for Family Solutions to create and implement an evaluation of their socio-behavioral intervention for children
- Primary Investigator on the THRiVE consultation and research project. I am collaborating with Monroe Jr./Sr. High School and the Butler County Center for Family Solutions to create and implement an intervention to promote healthy relationships and decrease teen dating violence behaviors and attitudes
- Supervised several undergraduate students in conducting and writing their senior thesis

Graduate Research Assistant   August 2009- May 2011

    B.   Youth Violence Prevention

Supervisors: Dr. Emilio Ulloa &
Dr. Audrey Hokoda, San Diego State University

- Responsibilities included conducting a Masters thesis project, organizing and training undergraduate research associates, merging two data collections in a longitudinal research study, preparing independent research questions to take to research conferences, help prepare surveys for a new data collection, literature reviews, and organizing and scheduling the research lab

Graduate Research Assistant   June 2010- June 2011

    C.   Teen Relationship Violence

School Based Intervention Laboratory

Supervisor: Dr. Audrey Hokoda, San Diego State University

- Responsibilities included learning and implementing the school-based intervention, updating curriculum used in the intervention, designing new curriculum, and participating in local intimate partner violence awareness programs

Research Associate   August 2006-May 2008

Developing a Risk-Assessment Tool for Use
with Female Juvenile Offenders Supervisor:
Dr. Paula Smith, University of Utah

- Responsibilities included conducting in-person qualitative interviews with female juvenile offenders and staff members at secure lock-down facilities and to report on these interviews to Dr. Paula Smith
- Responsibilities also included the revision of Institutional Review Board (IRB) forms and preparing the forms for resubmission, preparing monthly payroll invoices, giving research presentations to staff members, and coordinating interviews and meetings

Research Associate   August 2005- May 2006

    D.   Functional Family Research Program
    (Mechanism of Effective Change grant)

Supervisor: Dr. James F. Alexander, University of Utah

- Responsibilities included unitizing (digital transcription) of videotaped therapy sessions and quality control of unitizing videos done by other undergraduate RA.

XXIV. Publications

Watts, V. B. (2016). Project PRIDE: Engaging High School Students in Reducing Teen Dating Violence in Their School. Electronic Thesis or Dissertation. Retrieved from https://etd.ohiolink.edu/

Gibson, J. E., Polad, S., Flaspohler, P. D., & **Watts, V**. (2016). Social emotional learning and bullying prevention: Why and how integrated implementation may work. In B. Spodek & O. Saracho (Eds.) *Contemporary Perspectives in Early Childhood Education*. Charlotte, NC: Information Age Publishing.

Gibson, J, Flaspohler, P., **Watts, V.** (2015). Engaging Youth in Bullying Prevention through Community-based Participatory Research. *Family & Community Health, 38(1), 120-130.*

Holdaway, A.S, Ball, A., & **Watts, V.B.** (2012). School intervention interest group. *The Community Psychologist*, 45 (1), 26-28.

Ulloa, E. C., **Watts, V.,** Ulibarri, M. D., Castaneda, D., & Hokoda, A. (2011). Intimate Partner Violence during Adolescence. In M. Paludi (Ed.), Women and Mental Disorders: Vol. 2. Roots in Abuse, Crime and Sexual Victimization. New York: Praeger Publishers

Watts, V.B, Wynes, D.D., Martin Del Campo, M.A., Kissee, J.L., Ulloa, E.C., & Hokoda, A. (2011). The effect of harmful family dynamics on continuous dating violence: A mediational model. *The General Psychologist,* 46 (2), 14.

Watts, V.B. (2011). The Effect of Harmful Family Dynamics on Continuous Dating Violence. [Masters thesis, San Diego State University, San Diego].

XXV. Conference Presentations

Watts, V. (October, 2023) Addressing Teen Dating Violence Through an Innovative Lens: Community Based Participatory Research Interventions and Primary Care Provider Training. Talk will be presented at the 2023 UVU Conference on Mental Health, Orem, UT.

Watts, V., Smith-Millman, M., Passarelli, R., & Flaspohler, P. (2015, November) *Planned missing: A methodological approach to balancing the time costs and data in school wide assessments.* Presentation presented as part of a symposium at the 20th Annual Conference on Advancing School Mental Health, New Orleans, LA.

Gibson, J.E., Polad, S., **Watts, V.,** & Flaspholer, P. (2015, November). *Social Emotional Learning Programs as a Component of Bullying Prevention.* Talk presented at the 20th annual Conference on Advancing School Mental Health, New Orleans, LA.

Watts, V., & Flaspohler, P. (June 2015). *Engaging youth in adolescent dating violence prevention: The importance of community-based participatory research.* Symposium presented at the 1 5th Biennial Conference, Lowell, MA.

Passarelli, R., Flaspohler, P., **Watts, V.,** & Smith-Milman, M. (June 2015) *Mapping Cyber Dating Abuse: Understanding How Gender and Gender Stereotypes Play a Role.* Poster presented at the 15th SCRA Biennial Conference, Lowell, MA.

Watts, V., Smith-Milman. M., Passareli, B., & Flaspohler, P. (2014, November). *Engaging Youth in Reducing Teen Dating Violence.* Talk presented at the MHEDIC Midwest Consortium, Columbia, South Carolina.

Smith-Millman, M., Flaspohler, P., & **Watts, V.,** (2014, September). *Between Teacher Differences on Teacher-Reported Strengths Assessment Scores.* Poster presented at the 19th annual Conference on Advancing School Mental Health, Pittsburgh, PA.

Watts, V., Millman, M. (2014, May). *Youth PAR in High Schools: How to measure multi-level, multi- school processes and outcomes.* Talk presented at MHEDIC, Chicago, Il.

Watts, V., Flaspohler, P., Figas, K., Richard, J., Eagle, L., Wells, A. (2013, October). *Youth participatory action research approach to bullying and teen dating violence.* Presented at the 18th annual Conference on Advancing School Mental Health, Arlington, VA.

Watts, V., Flaspohler, P., Figas, K., Richard, J., Eagle, L. (2013, August). *Youth participatory action research approach to bullying and teen dating violence prevention.* Poster accepted at the 121st annual American Psychological Association Convention, Honolulu, HI.

Watts, V., Ulloa, E. C., Hokoda, A., & Roesch, S. (2013, August). *The Effect of Harmful Family Dynamics and Depression on Continuous Dating Violence.* Poster accepted at the 121st annual American Psychological Association Convention, Honolulu, HI.

Flaspohler, P. D., Meehan, C., Keller, K. E., & **Watts, V**., (2012, October). *Adoption of Evidence- Based Primary Prevention Programs: Identifying Characteristics of Ready, Willing, and Able Schools.* Presented at the 12th annual Conference on Advancing School Mental Health, Salt Lake City, UT.

Flaspohler, P. D., Meehan, C., Keller, K. E., & **Watts, V**., (2012, June). *Sustaining Evidence-Based Prevention Programs through Building Program and Evaluation Capacity.* Poster presented at the 4th International Conference of Community Psychology, Barcelona, Spain June 2012.

Watts, V., Flaspohler, P. (2012, May). *Youth Particpatory Action Research.* Talk presented at The MHEDIC Midwest Consortium, Snow Bird, UT.

Watts, V., Ulloa, E.C., Hokoda, A., & Roesch, S. (2012, September). *The Effect of Harmful Family Dynamics on Continuous Dating Violence.* Poster presented at 16th annual Conference on Advancing School Mental Health, Charleston, SC.

Allbaugh, L., Becker, S., Gaffeny, J., **Watts, V.,** Folger, S., Hung, A., Fussner, L., Hummel, A., & Premo, J. (2011, October). *Training in Interdisciplinary Collaboration and School Mental Health: Miami University, Ohio Clinical Psychology Program.* Talk presented at The MHEDIC Midwest Student Summit, Oxford, OH.

Watts, V., Wynes, D.D., Martin Del Campo, M.A., Kissee, Jamie, D., Ulloa, E.C., & Hokoda, A. (2011, August). *The Effect of Harmful Family Dynamics on Continuous Dating Violence: A Meditational Model.* Poster presented at the 119th annual American Psychological Association Convention, Washington, DC.

Lopez, L., Miller, T., **Watts, V.,** Hokoda, A., & Ulloa, E.C. (2011, April). *San Diego Helping to Empower Authentic Relationships for Teens (HEART).* Poster presented at the 10th annual conference for California Council on Family Relations, San Diego, CA, and was also presented at the 4th annual San Diego State University Student Research Symposium, San Diego, CA.

Kisse, J.L., Wynes, D.D., **Watts, V.,** Martin Del Campo, M.A., Ulloa, E.C., & Hokoda, A. (2011, April). *Anxious Attachment, Shame, and Perpetration of Stalking.* Poster presented at the 91st annual conference of the Western Psychological Association, Los Angeles, CA.

Wheldon A., **Watts, V.,** Ulloa, E.C., & Hokoda, A. (2010, August). Stalking Victimization, Depression, and PTSD: A Meditational Model. Poster presented at the American Psychological Association Annual Convention, San Diego, CA.

Watts, V., Wheldon, A., Hokoda, A., & Ulloa, E. C. (2010, April). *Predictors of Physical and Emotional Dating Violence in Female Perpetrators.* Oral Presentation at the 3rd *Annual* San Diego State University Student Research Symposium, San Diego, CA and a Symposium presenter at the 90th Annual Conference of the Western Psychological Association, Cancun, MX.

Watts, V. (2008, September). Peer Advisors in Academic Advising. Panel Presentation at the Annual University of Utah Academic Advising Conference, Salt Lake City, UT.

XXVI. Training & Professional Development

Community Engaged Learning of Community of Practice   October 2023-present

Is a faculty learning group who met with the aim of collaborating with asset-rich communities to nurture sustained social change. The Community Engaged Learning Community of Practice will discuss different approaches to community engaged learning theory and practice to support faculty's teaching practice and the development of one or more proposals for community-engaged learning courses.

A.   ACUE Inclusive Teaching for Equitable Learning   May 2023

This certificate signifies my completion of a 5-module course in inclusive teaching practices requiring the implementation of evidence-based instructional approaches. The certificate distinguishes faculty for their commitment to educational excellence and student success.

Cognitive-Behavioral Therapy.

A 10-hour online clinical training provided by The National Crime Victims Research and Treatment Center, Medical University of South Carolina.

C. Examining and
Addressing Exposure to Violence, Suicidality, February 2016
and Psychological Distress Among Black Youth
>A one-day clinical training provided by the Center for the Advancement of Youth Development.

Meeting Mental Health Challenges in the Legal System February 2016
>A one-day training provided by the Family advocate Center & Empowerment Services.

Trauma 101: Definition & Effects and Trauma Informed Care February 2016
>A two-day clinical training on trauma definition, effects, and trauma informed care.

Autism Diagnostic Observation Schedule, 2nd Edition (ADOS-2) January 2016-June 2016 A
>three-day (11.5-hour) training in the ADOS-2 modules 1-4. The trainings included lectures, didactics, live-demonstration, and scoring both during live-demonstrations and training videos.

Parent-Child Interaction Therapy (PCIT) August 2015 –August 2016
>A year-long training in the PCIT protocol and Dyadic Parent-Child Interaction Coding System (DPICS). The training cumulated in meeting requirement for certification as a PCIT Therapist.

LEND Internship Trainee August 2015-August 2016 A
>year-long training experience intended to increase trainees' ability to contribute to, advance, and improve research, training, and service related to people with disabilities and their families. Trainees participate in a wide range of experiences including: didactic and/or self-paced instruction, clinical work, research and evaluation, grant writing, service, public policy, advocacy, community outreach, and leadership development.

Applied Behavior Analysis (ABA) August 2015 A
>one-day clinical training on the principles and techniques of ABA provided by the Boling Center for Developmental Disabilities.

D. Juvenile Sexual
Offender Assessment Protocol (J-SOAP) October 2014
>A two-day clinical training on how to administer and score a J-SOAP and how to integrate it into a diagnostic assessment form provided by St. Joseph's Orphanage Altercrest Sexual Behavior Residential Program.

Supporting Youth Involved in Dialectical Behavior Therapy March 2014
>A one-day clinical training on youth DBT provided by Butler County Educational Service Center.

Summer Institute in Statistics, Social Network Analysis Course July 2013
>A week-long statistic course on Social Network Analysis at the University of Kansas.

Girls' Trauma Recovery and Empowerment Model Training   March 2011
>   A two-day clinical training focused on a group model of trauma recovery and empowerment for adolescent girls.

Functional Family Therapy Clinical Training (FFT)   April 2005
>   Training conducted by Dr. James F. Alexander for a three-day, level-one introductory clinical training in FFT in conjunction with FFT's national certification.

XXVII.   Professional Organizations

Utah Psychological Association
American Psychological Association
American Psychological Association, Division 54 Pediatric Psychology American Psychological Association, Division 53 Child Clinical Psychology
American Psychological Association, Division 37 Society for Child and Family Policy and Practice American Psychological Association, Division 7, Developmental Psychology
Phi Kappa Phi Honor Society, inducted in 2014
Mental Health-Education Integration Consortium (MHEDIC)
Psi Chi, inducted in 2007
Golden Key International Honour Society, inducted in 2007 National Society of Collegiate Scholars, inducted in 2005

XXVIII.   Committees/Leadership Positions

Weber State University Psi Chi co-advisor, 2023-present
Graduate Student Advisor to Butler County Domestic Violence Council Family Justice Center, 2013- 2014
Miami University, Clinical Psychology Department, Student Representative, 2012-2013
Miami University School-Community-Family, Special Interest Group, General Member, 2011-2016

Xin Zhao

Curriculum Vitae
1299 Edvalson St. Dept 1202
Ogden, UT 84408-1202
xinzhao@weber.edu

PROFESSIONAL APPOINTMENT

Weber State University (WSU), Ogden, Utah
2023-Present	Faculty Coordinator for Undergraduate Research Fellowship
	Office of Undergraduate Research
2022-Present	Assistant Professor of Psychology
	Department of Psychological Sciences

Salt Lake Community College (SLCC), Salt Lake City, Utah
2021-2022	OER (Open Educational Resources) Faculty Fellow
	Office of Open Education Resources
2019-2022	Assistant Professor of Psychology
	Department of Psychology

Weber State University, Ogden, Utah
2018-2019	Group Coordinator
2016-2019	Counseling Psychologist
	Counseling and Psychological Services Center

CREDENTIAL

09/2018-Present   *Psychologist* (Active, Utah License #: 10122854-2501)

EDUCATION

Ph.D.	Utah State University (USU)
10/2016	Combined Clinical, Counseling and School Psychology (APA Accredited)
	Dissertation: *Exploring the relationship between instructor approachability and student help seeking behaviors among college students*
	Chair: Scott Bates, Ph.D.

M.S.	Utah State University
08/2012	Counseling Psychology
	Thesis: *Asian College Students Perceived Peer Group Cohesion, Cultural Identity and College Adjustment*
	Chair: Donna Gilbertson, Ph.D.

B.S.	Virginia Polytechnic Institute and State University (Virginia Tech)

05/2008   Honor's Scholar with thesis
           Psychology Senior of the year
           Honor's Project: *A Community-Based Study of Littering Behaviors*
           Mentors: Elise Drake, M.S., E. Scott Geller, Ph.D.

TEACHING EXPERIENCES (INSTRUCTOR OF THE RECORD)

Graduate Course:
Advanced Psychometrics
History and Systems

Undergraduate Course:
Counseling Theories
Abnormal Psychology
Introductory Psychology
Lifespan of Psychology
Personality Theory
Social Psychology
Tests and Measurements

GRANT ACTIVITIES
*Denotes undergraduate student

2023-2026   **Zhao, X. (P.I.),** Russell-Stamp, M., & Velazquez, L. *What does it look like in therapy?: Using symptommedia.com to enhance clinical teaching and training.* Hemingway Collaborative Grant. Research Scholarship & Professional Growth (RSPG) Committee of the Faculty Senate (with additional supports from Depts. of Psych, Social Work, College of Soc. & Beh. Sci., & Uni. Library), Weber State University. $4850 ($5650 total including matching funds).

2023-2024   **Zhao, X. (P.I.),** *Curating inclusive multi-modal introductory psychology OER content: Empowering students to discover the Other voices in psychology*. Ambrose Amos Shaw Endowed Chair Program Award, Weber State University. $7000.

2023-2024   *Peterson, C., *Russell, A., *Winder, G., *Earhart, J., *Brown, B., & **Zhao, X. (Faculty mentor).** *Minority Ethnic Centrality, Affirmation, and Attitudes Toward Mental Health Care*. Short Term Grant, donated by Kem and Carolyn Gardner Foundation. Office of Undergraduate Research, Weber State University. $1000.

2023   **Zhao, X. (P.I.),** *Curating inclusive multi-modal introductory psychology OER content: Empowering students to discover the Other voices in psychology*. Summer Research Fellowship, Office of Undergraduate Research, Weber State University. $8880.

2023　　　　**Zhao, X. (P.I.),** *Conference mentorship and continuing education at Rocky Mountain Psychological Association annual meeting.* Professional Development Grant, College of Social and Behavioral Sciences, Weber State University. $1172.64.

2022-2023　　**Zhao, X. (P.I.),** *Adapting "Fundamentals of Psychological Disorders" OER textbook for PSY 3010.* Office of OER, Weber State University. $3500.

2021-2022　　**Zhao, X. (P.I.).** in collaboration with OpenStax. *Curating inclusive multi-modal introductory psychology OER content: interviewing historically underrepresented teaching experts.* American Psychological Association, Div. 2 Teaching of Psychology. $1540.

2020-2021　　**Zhao, X. (P.I.).** *Debunking myth in psychology: Teaching introductory students through "productive failure."* Scholarship of Teaching and Learning Fellowship, SLCC. $2500.

2020-2021　　*Izampuye, J. & **Zhao, X. (Faculty Mentor)**. *Evaluating the effect of COVID pandemic on SLCC students' emotional experiences.* High Impact Practices (HIPs) in undergraduate research. Office of Engaged Learning, SLCC. $130.

2019-2020　　**Zhao, X. (P.I.).** *Using learning community to predict students' attitudes towards social justice.* Social Justice Curriculum Initiative. Sponsored by Lumina Racial and Social Justice grant, SLCC. $450.

RECENT SERVICES

Institutional Service:
2023-Present Psychology Teaching Assistantship Practicum Faculty Co-Advisor
2023-2024　　Search Committee Chair for:
　　　　　　　Tenure-track Assistant Professor in Psychology at Weber State
2022-Present Psi Chi Psychology National Honor Society Faculty Co-Advisor
2022-2023　　Search Committee Member for: Instructor of Psychology at Weber State
2022-2023　　Screening Committee Member for: Director of Weber State Counseling Center
2020-2022　　Open Educational Resource SLCC advisory committee (Co-Chair, 2021-2022)
2019-2022　　SLCC Honors Program faculty advisor
2019-2022　　SLCC Bruin Brains undergraduate research advisory committee

National Service:
2013-2021　　Webmaster, Diversity committee, APA Division 2 (Society of Teaching)
2013-2014　　President's task force on Narrative Teaching, Division 2
2011-2012　　Public relations committee, Division 2
2010-2011　　Postpartum depression working group, APA Women's Programs Office

Ad Hoc Peer Review:

2019-2020 *Open Education Conference 2020*
2013-2020 *Asian American Psychological Association Newsletter*
2011-Present *The New School Psychology Bulletin Journal*

INVITED PRESENTATIONS

Institutional:
Sep 2023   *"Tips and Tricks for Applying to Grad School."* Fall Neuroscience Lecture Series.
            College of Social and Behavior Sciences, and the College of Science and the Dumke College
            of Health Professions.
            Weber State University, Ogden, Utah
Apr 2023   *"Boom" in mental health crisis.* Public Seminar Series.
            The Social Science Education Center
            Weber State University, Ogden, Utah
Feb 2023   *Psychology of Climate Science.* Guest lecture for Climate Change class in Department of
            Geography. Instructor: Dr. Maria Groves
            Weber State University, Ogden, Utah
Apr 2021   *Unlock your brain: learning how to maximize your learning*.
            Salt Lake Community College, Salt Lake City, Utah
Mar 2017   *Social anxiety management.*
            Weber State University, Ogden, Utah
Nov 2015   *Stress management for music students.*
            Central Washington University, Ellensburg, WA

International:
July 2012   *We all have a home named "society"*
            Northwest Agricultural and Forestry University, Yangling, China

PROFESSIONAL ACCOLADES/MEMBERSHIP

2021-2022   OER (Open Educational Resources) Research Fellow (https://openedgroup.org/)
2019-2020   First year outstanding faculty award (SLCC)

American Psychological Association:
2023-Present Educational Psychology (Div. 15)
2011-Present   Asian American Psychological Association
2009-Present   Society for the Teaching of Psychology (Div. 2)

SCHOLARLY PRODUCT
*Denotes undergraduate student

*Peterson, C., *Barraza A., *Winder, G., *Earhart, J., *Dingman, C., *Russell, A., *Beard, A., &
        Zhao, X. (2023). *Effects of Gender in Ethnic Identity and Help Seeking Behaviors.* Poster presented
        at American Psychological Association (APA) Division 45 Research Conference, San Diego, CA.

*Peterson, C., *Barraza, A., *Dingman, C., *Winder, G., *Earhart, J., Russell, A., Brown, B., & **Zhao, X.** (2023). *Ethnic Centrality and Attitudes Toward Mental Health in Ethnic Minorities at a Regional University in the West*. Paper presented at 93rd annual Rocky Mountain Psychological Association Conference. Albuquerque, New Mexico.

*Saulsberry, A., *Cortez, A., Flynt, S. & **Zhao, X.** (2022). *Academic Self-Concept and Student Engagement: A Correlational Study Examining Success of Women in a Community College Setting*. Poster presented at Rocky Mountain Psychological Association Annual Convention. Salt Lake City, Utah.

*Love, A. & **Zhao, X.** (2022). *The chemical imbalance myth: Practical Applications for Calming the Amygdala in treating Anxiety & PTSD*. Paper presented at 1st Annual Undergraduate Projects & Research Conference, Salt Lake Community College, Salt Lake City, Utah.

*Chacon, G. & **Zhao, X.** (2022). *Understanding the Jungian Unconscious: A Guide to Individualization*. Paper presented at 1st Annual Undergraduate Projects & Research Conference, Salt Lake Community College, Salt Lake City, Utah.

*Epperson, B. & **Zhao, X.** (2021). *Expanding psychological perspectives-student-centered interview project*. Paper presented at the 6th Annual Bruin Brains Research Conference, Salt Lake Community College, Salt Lake City, Utah.

Zhao, X. (2020). *Curated video collection for OpenStax Psychology 2e.* (A. Palmoiotto, Ed.) OpenStax. https://openstax.org/details/books/psychology-2e?Instructor%20resources

Tofel-Grehl, C., Jex, E., Searle, K., Ball, D., **Zhao, X.**, & Bunnell, G. (2020). Electrifying: One teacher's discursive and instructional changes through engagement in e-textiles to teach science content. *Contemporary Issues in Technology and Teacher Education*, 20(2).

Zhao, X., Brass, J., Oreshnick, C., & Selden, J. (2017). *Brief and effective ADHD screening protocol at a university counseling center*. Paper presented at Annual Utah University and Counseling Centers Conference, Salt Lake City, Utah.

Zhao, X. & Bates, S. (2016). The development of Instructor Approachability Questionnaire (IAQ). Unpublished.

Brakke, K., Houska, J., **Zhao, X.**, Kinslow, S., Clinton, A., & Campbell, D. (2015). The Power of Story as an Instructional Strategy. In K. Brakke & J. A. Houska (Eds.). *Telling stories: The art and science of storytelling as an instructional strategy*. Retrieved from the Society for the Teaching of Psychology web site: http://teachpsych.org/ebooks/tellingstories.html

Feldon, D., Maahs-Fladung, C., **Zhao, X.**, & Sun, C. (2014). *Status of qualified science*

educators in Utah. Logan, Utah: Utah State University STE²M Center.

Zhao, X., & Bates, S. (April, 2012). *Warm and fuzzy makes a difference: Using syllabus tone to evaluate teaching.* Paper presented at the 2012 Intermountain Graduate Research Symposium, Logan, Utah.

Zhao, X., & Morse, G. (March, 2011). *Chinese parenting: A comprehensive review of literature.* Poster presented at 2011 Intermountain Graduate Research Symposium, Logan, Utah.

Zhao, X., McLeary, E., Stevens, T., Enno, A., Prout, K., Davies, S., Tafoya, M. & Morse, G. (Jan, 2011). *Quality of life, cultural identity, and PTSD in an American Indian sample.* Poster presented at National Multicultural Conference and Summit, Seattle, Washington.

Gilbertson, D., & **Zhao, X.** (June, 2009). *RTI multiple tiers reading strategy*. Paper presented at the 7th Annual Conference on Effective Practices in Special Education and Rehabilitation: Interventions across the Lifespan, Logan, Utah.

Drake, E. A., Davidson, K. S., Budowle, R. E., Geller, E. S., & **Zhao, X.** (May, 2009). *Positive vs. negative antecedent prompting for litter control: A community-based systematic investigation of relative effectiveness.* Paper presented at the 35th Annual Conference of the Association for Applied Behavior Analysis, Phoenix, Arizona.

Zhao, X., Drake, E. A., & Geller, E. S. (May, 2008). *A field evaluation of positive vs. negative litter prompts: Recycling behavioral research from the 1970's.* Paper presented at the 34th Annual Conference of the Association for Applied Behavior Analysis, Chicago, Illinois.

Drake, E. A., **Zhao, X.**, & Geller, E. S. (May, 2008). *A systematic approach to design litter control prompts: Do person factors make a difference?* Paper presented at the 34th Annual Conference of the Association for Applied behavior Analysis, Chicago, Illinois.

Zhao, X., Drake, E. A., & Geller, S. E. (October, 2007). *A community-based study of littering behavior and gender.* Poster presented at Virginia Academy of Science undergraduate research fall meeting, Richmond, VA.

Desouky, T. F., Lehman, P. K., Geller, S. E., & **Zhao, X.** (April, 2007). *Can the "Big Five" predict the behavior of introductory psychology students?* Poster presented at the Virginia Psychological Association Spring Convention, Richmond, VA.

Howard, E. H., Goodwin, C. L., Downing, C. O., & **Zhao, X.** (December, 2006) *Investigating and preventing identity theft: Intervening to increase identification-checking behaviors for credit-card purchases.* Poster presented at the annual meeting of the Maryland Association for Behavior Analysis, Baltimore, Maryland.

CLINICAL EXPERIENCES

Counseling and Psychological Services Center
Weber State University, Ogden, UT

     10/2018-07/2019   *Group Coordinator*
     11/2017-07/2019   *Staff Psychologist*
     10/2016-11/2017   *Psychology Resident*
                             Providing short-term model mental health counseling to college students with mental disorders, including: anxiety, depression, trauma, substance abuse, and couples therapy.
                             Providing group therapy programing including interpersonal process and didactic group counseling; and staff training on group therapy skills.
                             Administering and revising ADHD assessments protocols
                             <u>Supervisor</u>: Dianna Abel, Ph.D.

Student Medical and Counseling Clinic
Central Washington University, Ellensburg, WA

     9/2015-8/2016   *Doctoral Intern* (APA accredited)
                             Providing mental health care to college students in collaboration with university health center physicians and nurses
                             <u>Supervisor</u>: Cindy Bruns, Ph.D.