PSYCHOLOGY MAJOR'S HANDBOOK

2024-25

www.reed.edu/psychology

ANTI-RACISM STATEMENT

The Department of Psychology at Reed College is committed to building an inclusive and equitable community for our students, faculty, and staff. Central to this commitment is the expectation that every member of our community will work to recognize and actively oppose racism in our curriculum, research, and everyday practices. We understand that racism is deeply embedded in the structures of higher education and U.S. society at large, that our field has been complicit in perpetuating racial discrimination, and that racial bias often unwittingly guides the thoughts and actions of well-intentioned individuals. We also recognize that our department has much work to do to create an environment free of oppression and marginalization based on race.

Toward that end, we seek to establish anti-racism as foundational to our department culture. We see it as part of our responsibility as educators and community members to interrogate our own racial biases and to identify and change department norms, policies, actions, and inactions that sustain racial inequity. We know that becoming an actively anti-racist department will require hard work: ongoing critical examination, difficult conversations, and empathy for lived experiences we cannot fully comprehend. Everyone in our community, not just those who are most harmed by racism, must take ownership and be held accountable for this important work. In making anti-racism central to our department mission, we strive not only to offer our students a rigorous education in psychological science, but also to work toward creating a more just world.

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PSYCHOLOGY AT REED

The psychology program contributes to the liberal arts education of Reed students by emphasizing the application of empirical methods to the study of cognitive, affective, social, and behavioral processes. Students are exposed to the science of the mind, brain, and behavior. They are asked to engage in library and hands-on research projects, and are given many opportunities to develop their ability to read and evaluate research articles, to write, and to present materials orally.

Students choose courses in psychology for a variety of reasons. Some are interested in careers in clinical work, psychological research, or teaching. Many take psychology courses seeking to expand their knowledge of the behavioral, cognitive, biological, or social sciences in general. Applying the scientific method to the study of psychology provides a solid analytic background for meeting each of these objectives.

Majors choosing a career in psychology often go on to graduate school, as teaching, research, and most clinical work require an advanced degree. Graduate programs in every specialty in psychology favor applicants who have a broad, research-oriented background.

Although we expect majors to gain a broad overview and understanding of psychology, we do not want students to concentrate exclusively on psychology courses. In fact, we believe that the study of psychology often benefits from simultaneous study of related disciplines. We require 11 units in psychology (including the 2-unit senior thesis), but also require six units in an allied field supplementing and enriching the student's work in psychology (see REQUIREMENTS FOR A PSYCHOLOGY MAJOR for additional information).

PSYCHOLOGY FACULTY AND INTERESTS

KRISTEN G. ANDERSON
Developmental psychopathology, addictions, gender, clinical psychology
MEGAN BRUUN
Social psychology, prejudice reduction, stereotypes, anti-transgender bias
JENNIFER CORPUS (on sabbatical)
Developmental psychology, academic motivation
VALERIA GONZÁLEZ DIAZ
Behavioral neuroscience, animal learning and cognition, 'irrational' decision-making
PAULINE HO
Developmental psychology, identity development, qualitative and mixed methods
KEVIN HOLMES (Department Chair)
Cognitive science, language and thought, categorization, reasoning
GREG JENSEN
Behavior analysis, comparative cognition, applied statistics
KATHRYN OLESON (Dean of Faculty)
Social psychology, interpersonal relations, social cognition
MICHAEL PITTS
Cognitive neuroscience, sensation and perception, attention and consciousness
VASILIY SAFIN
Cognitive psychology, judgment and decision-making, behavioral economics, cooperation and prosocial behavior
ALEXANDER SCHIELKE
Cognitive neuroscience, visual perception, noninvasive neuromodulation
LISA VELKOFF
Clinical psychology, eating disorders, suicide, non-suicidal self-injury, ecological momentary assessment, intervention development

The psychology professors at Reed are involved in a wide range of research areas. This broad view of psychology is reflected in our courses. Refer to the Reed College Catalog for a list of courses and their descriptions at *http://www.reed.edu/catalog/programs/dept_majors/psy.html*.

Psychology professors have active research programs that frequently involve students. See Appendices A & B for recent presentations and publications co-authored by Reed students.

PSYCHOLOGY STAFF

COLTON LYNN
Animal Research Manager
JOAN MEYER
Faculty Administrative Coordinator
SABRINA SCHROERLUCKE
Departmental Associate

COMMUNICATIONS REGARDING DEPARTMENTAL EVENTS

We maintain an email list ("Psychlist") through which we post bulletins regarding departmental events, interesting local events, and job and internship opportunities. We strongly urge all psych majors to get their names on this list! To subscribe to Psychlist, go to *https://www.reed.edu/psychology* and click on the "Join the Psych Email List" link.

WEB RESOURCES FOR PSYCHOLOGY MAJORS

Be sure to bookmark the Psychology Department's website: *https://www.reed.edu/psychology*. You will find links to current events and departmental news, faculty CVs, and psychology links and resources.

The American Psychological Association maintains a website with many useful resources for psychology students: *http://www.apa.org/*

The Reed College Library provides web resources for psychology students and research and teaching support from our psychology librarian: *https://libguides.reed.edu/psychology*

DECLARING A MAJOR

Students must declare a major by the end of their sophomore year. Students are granted upper-class status once they have declared a major and completed at least 13 units of course work at Reed or elsewhere. Psychology students must complete both the Declaration of Major Form and the Declaration of Allied Field Form, which can be found on the Registrar's Office website: *https://www.reed.edu/registrar/forms.html*. These forms must be signed by a faculty member in psychology and returned to the Registrar (Eliot 311).

REQUESTING TRANSFER CREDIT FOR PSYCHOLOGY COURSES TAUGHT ELSEWHERE

For students interested in transferring psychology courses from another institution to Reed, we ask you to complete the form on the department website with the information required to process your request (*https://www.reed.edu/psychology/transfer-credit.html*). The more complete the information provided, the more quickly your request can be processed.

Some information to keep in mind:
1. We rarely approve requests to use an introductory psychology course taught elsewhere to fulfill the introductory psychology courses required for our major. Our introductory series is unique and includes laboratory experiences not commonly included in introductory psychology courses.
2. Advanced Placement (AP) and International Baccalaureate (IB) credits cannot be substituted for psychology requirements.
3. The bar is relatively high for substituting a psychology course from another institution for one of our major core courses. Many of these courses have a required laboratory component with data collection and analysis that is not common at other institutions.
4. For psychology courses to be applied to the Group 3 requirements, please make sure to include a copy of the syllabus for review. We need to be assured that the course meets the learning outcomes for the Group 3 designation, especially requests for a 3+ course (data collection and analysis).

REQUIREMENTS FOR THE PSYCHOLOGY MAJOR

1. At least 11 units in psychology, including:

   a. Foundations in Psychological Science (Psychology 101)
   b. Four Psychological Science Labs (200–210)
   c. Four of the following eight courses: Social Psychology (322), Health Psychology (324), Behavioral Neuroscience (333), Psychopathology (351), Developmental Psychology (361), Cognitive Processes (366), Learning (373), Sensation and Perception (381)
   d. Statistical Analysis for Psychology (348)
   e. Thesis (470)

   We recommend that psychology majors take PSY 101 and the four 200-level laboratories in their first year and statistics (PSY 348) in their second year to be prepared for more advanced coursework in the department and the qualifying examination. Although students can complete the major by taking these courses later or out of sequence, it is not recommended.

   All students must complete the junior qualifying examination before entering their senior year. This exam is ordinarily taken in the second semester of the student's junior year. Students are eligible to take the qualifying exam only if they have already completed five units in psychology, at least two of which are at the 300 or 400 level and at least one of which is a core course (listed in "c" above).

2. Six units in an allied field selected from the fields below, approved by the adviser when the student declares the major. Cross-listed courses taught by psychology faculty may not be used to meet the requirements of an allied field.

   a. Arts and Literature — six units in the following allied disciplines, to include at least two units from each of two separate disciplines: art, creative writing, dance, humanities (Humanities 220, or two units from Humanities 211, 212, 231, and 232), music, literature, theatre. No more than four applied courses (i.e., studio art, creative writing, applied courses in dance and music, acting and design courses in theatre) may be counted.
   b. Biological, Physical, and Computational Sciences — six units in the following disciplines, to include at least two units from each of two separate disciplines: biology, chemistry, physics, mathematics, economics, computer science.
   c. Cognitive Science — six units in the following disciplines, to include at least two units from each of two separate disciplines: philosophy, linguistics, biology, anthropology, computer science.
   d. Cross-Cultural Studies — six units to include a foreign language at the 200 level plus four additional units. Students must complete six units even if the 200-level language requirement is met by placement exam. Students should select from courses focusing on ethnic or international history or social sciences, 300-level courses with ethnic or international focus in literature and languages, Humanities 231–232, religion, a second foreign language at the 200 level (cannot be met by placement exam).
   e. History and Social Sciences — six units in the following disciplines, to include at least two units from each of two separate disciplines: anthropology, economics, history, humanities (Humanities 220, or two units from Humanities 211, 212, 231, and 232), political science, religion, sociology.

THE JUNIOR QUALIFYING EXAMINATION

All students must complete the Junior Qualifying Examination before entering their senior year. This exam is ordinarily taken in the second semester of the student's junior year. Students are eligible to take the qualifying exam in our department only if they have already completed five units in psychology, at least two of which are at the 300 or 400 level and at least one of which is a core course (listed in "1.c" above). In the psychology qualifying exam, students are asked to summarize and evaluate a research article by answering questions about key concepts, research design, data analysis, and interpretation.

Starting in the 2024-25 academic year, the qualifying exam is administered as a sit-down, in-person assessment at the beginning and end of each semester. The article on which the exam questions are based is provided to students in advance of the exam. Students with disability accommodations should communicate with the exam administrators well before the exam date to arrange implementation of their accommodations.

Students who do not demonstrate proficiency in skills assessed by the exam may be asked to retake portions of the exam at the next administration, answering questions on a new research article. If proficiency is not evidenced at the next administration, the student will have failed the exam. Students must have passed the qualifying exam before registering for the senior thesis. Note: Interdisciplinary programs generally require taking a qualifying exam from each participating discipline or a single special qualifying exam prepared by the two departments.

THE SENIOR YEAR

Thesis

Getting Started

We strongly encourage students to carry out an empirical research project for their senior thesis. Occasionally, students petition the department to complete a library (non-empirical) thesis, providing a clear rationale. Library theses may include, for example, a meta-analysis or systematic review using PRISMA guidelines (*https://prisma-statement.org/*). In all cases, the library thesis must include a detailed empirical research proposal designed to clarify issues raised in the thesis.

There are several ways to identify a feasible research topic. Many psychology majors will have already begun an interesting line of research as part of a course project or while working in a faculty member's lab. We recommend maintaining a list of interesting research questions starting with your first psychology course. Online databases such as PsycINFO *(https://libguides.reed.edu/databases/psycinfo)* can be perused to find an interest area, names of researchers who study a particular topic, and journals that often publish articles about the topic. Psychology journals in the Reed Library can also stimulate good research ideas. Another source of ideas is the *Annual Review of Psychology*, which consists of articles that summarize and evaluate significant developments in many subfields of psychology. These articles provide excellent suggestions for future research and good reference lists.

Finally, we are happy to discuss thesis ideas with students who have completed the Junior Qualifying Examination and are searching for a topic. For their thesis, students often collaborate with one of us in our ongoing research. We may also be able to help a student form a collaborative

relationship with a laboratory or research program at another facility in Portland (e.g., OHSU, the Primate Center, or a clinical setting).

For some titles of recent Reed senior theses, see Appendix C.

During the first week of the fall semester, we hold a meeting with seniors to discuss the process of choosing a thesis advisor, thesis deadlines, and tips for writing a senior thesis. In the days following this meeting, students are required to attend at least three lab orientation sessions held by faculty members. During the second week of classes, each senior is required to submit their top three choices of both thesis topic and advisor. We do our best to assign each senior to their first-choice advisor, but this is not always possible due to the need to balance thesis loads across faculty. In all cases, though, we are committed to providing each senior with an advisor capable of supervising research in the domain in which the senior will be working.

Deadlines

Early in the senior year, usually in mid-October, each student must submit a detailed thesis proposal to the thesis advisor. The proposal should include:

a. statement of the research problem
b. design of the investigation
c. necessary equipment, facilities, and subjects, including a preliminary budget
d. data to be collected
e. data analysis to be employed
f. brief annotated bibliography
g. calendar setting projected deadlines for completing each portion of the thesis

Seniors are also required to complete four training modules in research ethics, compliance, and safety through the CITI (Collaborative Institutional Training Initiative) Program. For students conducting research with human subjects, instructions for accessing the required modules are on Reed's Institutional Review Board (IRB) website: *https://www.reed.edu/irb/investigator-training/*. Students conducting research with nonhuman animals should complete analogous modules for animal research. A CITI completion certificate is due to the thesis advisor by the thesis proposal deadline.

Most senior thesis projects will require review and approval by either the IRB or Reed's Institutional Animal Care and Use Committee (IACUC). The IRB (*https://www.reed.edu/irb*) has a series of deadlines for research protocols. Students should consult with their advisor as soon as possible about whether their project will require review, as well as about opportunities for additional funding for their project.

The Psychology Department requires that a full draft of the introduction and methods of the thesis be submitted to the thesis advisor by the last day of classes of the first semester. Specific requirements for this draft should be discussed with the thesis advisor.

A first draft of the completed thesis (all but the discussion section) is due to the thesis advisor four weeks before the college-wide deadline for the final, Orals-ready manuscript. These drafts are normally returned within one week with suggestions for revision. Seniors not meeting this draft deadline may not graduate at the end of the semester.

Finally, the department holds an annual Senior Thesis Poster Session in April. All graduating seniors are expected to prepare a poster and present it at this celebratory event. Presenting thesis findings to a general audience serves as excellent preparation for Orals.

Writing the Thesis

It is not unusual to encounter two interrelated problems when undertaking thesis work: 1) budgeting time and designing a manageable thesis that can be completed in two semesters; and 2) making efficient use of library resources. A common error is to spend too long at the beginning of the year gathering references instead of beginning the research project itself. Don't forget that a thesis is not a doctoral dissertation, and that research always takes much longer than expected.

Psychology theses are written in the general format of journal articles as established by the American Psychological Association. There must be an Abstract, Introduction (including literature review), a Methods chapter (Participants, Materials, Procedure), Results, and Discussion. The latter section should include consideration of sources of error and limitations of the research, suggestions for future research, and a conclusion. Consult the Publication Manual of the American Psychological Association and the "Guide to Writing Empirical Research Reports" usually distributed in PSY 101 but also available from Joan Meyer in Psy 116. The following website contains guides to APA style: *https://www.apastyle.org/*. Students may also wish to ask their advisor to suggest previous theses to use as examples.

In writing a thesis, students should remember that a non-psychologist will be on the Orals Board, and should therefore define technical terms carefully.

There are strict formatting requirements for the thesis document. Electronic thesis templates are available at *https://www.reed.edu/it/help/thesis*. Some advisors encourage their students to write their thesis within the template from the start, rather than taking the more difficult step of converting the thesis into the template's form later on. Other advisors prefer that students write their thesis in a format that enables feedback to be provided efficiently (e.g., Google doc), while still leaving plenty of time to move the thesis into the template.

The College requires seniors to take at least 6 units during the two semesters of their final year and no fewer than 2 units in either semester. The best plan is 4-2 or 3-3. It is advisable to take a relatively light course load when writing a thesis. It is also a good idea to plan ahead and complete major and group distribution requirements before the senior year so that, as a thesis student, you are free to take electives in other fields.

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Oral Examination

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The Oral Examination focuses on the thesis, but is not necessarily confined to it. It normally occurs during Reading Week for a period of 1.5 hours. The examining committee usually consists of three or four members: the thesis advisor, one or two other members of the Psychology Department, and one other faculty member from outside the Division of Philosophy, Religion, Psychology, and Linguistics (PRPL). Psychology members of the Orals Board are selected by the faculty, although student preferences can be voiced through their thesis advisor. The "outside" Board member is selected and invited by the candidate. Students who believe that a faculty member from another department in the PRPL Division would provide a valuable perspective on their project may request permission from their thesis advisor for this individual to serve as their outside member. The schedule of psychology Orals is

posted approximately three weeks before the end of the semester to provide adequate time for students to invite their outside member.

With the approval of the faculty advisor, the candidate may also invite an individual from off-campus (for example, a clinical professional with whom the student has worked). When the participation of such an individual is important, the candidate should obtain the schedule of the off-campus individual before the department schedules Orals and communicate the schedule to the faculty advisor. This individual does not replace the outside member of the Orals Board.

Also, *with the approval of the faculty advisor*, candidates may invite one or two student guests, especially psychology juniors who may appreciate the opportunity to observe a senior Oral in psychology firsthand.

Often, candidates begin the Oral Exam by stating how they became interested in the topic and then proceed to summarize the thesis project. We recommend that this summary take the form of a slide presentation that would take 10-15 minutes if delivered uninterrupted. In practice, however, members of the Orals Board will almost always ask questions during the presentation. The ensuing discussion may form the majority of the exam. Members of the Board are likely to ask wide-ranging questions about the thesis project, some of which diverge substantially from the presentation content. They may also ask questions on other aspects of the student's academic experience at Reed.

At the end of the examination, the student is asked to leave the room for a brief period so that the Board can discuss the thesis and the examination. The Board then informs the student of the results of its deliberations. Members of the Board may ask the student to make changes or corrections to the thesis document following the Oral Examination. The advisor reviews these changes and approves the final submission to the Registrar. If you are interested in having your own printed and bound copy, please review the information provided by the print shop. The final electronic version of the thesis is submitted to the advisor and to Joan for the departmental collection. We strongly encourage students to submit their theses to the Reed Library Electronic Thesis Archive at *https://library.reed.edu/etheses/*

Some apprehensiveness about the thesis Orals is unavoidable; however, most seniors find the Orals to be stimulating and enjoyable, at least after the first few minutes. Rarely does a candidate fail the Oral Examination.

GRADUATE SCHOOLS AND EMPLOYMENT IN PSYCHOLOGY

In some years, we hold a meeting for seniors concerning graduate schools and career options. The Center for Life Beyond Reed is an excellent source of information concerning career possibilities. The office maintains a library that contains a wide array of career and internship directories, as well as national job listings.

Internship and Employment Opportunities

For psychology majors who have not yet graduated (or who plan to take time off before going to graduate school) there are many summer internships available that provide useful experience. Some offer stipends, and some do not. Files and directories in the Center for Life Beyond Reed list a wide range of opportunities. The websites of professional societies and of funding agencies such as the NSF and NIH often provide links to summer internship information as well. Note that many of these

opportunities are announced via the department's email list. This is an important reason why we encourage students to subscribe to this list.

With a B.A. in psychology, you will be qualified for a number of job opportunities in the private and public sector. Psychology-related jobs held by recent Reed alums include: teacher in a Montessori school; research assistant at NIH; counselor in a group home for youth with eating disorders; laboratory assistant at Oregon Health Sciences University; college admissions counselor; child care worker for children who have left home; and houseparent in a group home for single teenage parents. Other positions for which your psychology training may provide indirect preparation include: UX researcher, computer programmer; political aide; English teacher overseas; and entrepreneur.

The Job Search

Students should begin the job search process early! It is important that students alert the Center for Life Beyond Reed staff when commencing career exploration so they can be informed about relevant seminars and workshops. Also, Reed has a strong alumni network to support students and soon-to-be graduates in their job search strategies. Scheduling employment interviews with recruiters visiting campus is beneficial as well.

Fellowship and award materials can be found in the Center for Life Beyond Reed office and online. Announcements will be made on Psychlist as new job and fellowship opportunities come to our attention.

Graduate Study

Students intending to go into psychology as a profession generally need graduate training. Other fields for which psychology is a desirable background include social work, counseling, education, sociology, criminology, international relations, law, business administration, public administration, journalism, computer administration and support, biology, neuroscience, public health, medicine, and nursing. The emphasis on independent research at Reed provides excellent preparation for graduate school.

The Graduate Record Exam

Students who wish to pursue graduate school should take the Graduate Record Exam (GRE) at the end of their junior year or early in the fall of their senior year. That said, graduate schools vary widely on this requirement; students should look carefully at individual graduate program requirements. Complete information can be obtained from the Center for Life Beyond Reed. We strongly recommend that students who plan to take time off before applying to graduate school complete the GRE before leaving college, as students generally perform better when they are in the habit of taking exams.

Application Timeline and Process

Students who plan to attend graduate school immediately after leaving Reed should spend time early in the fall semester obtaining information and applications. Later in the semester, they should fill out and submit the application forms. A few schools have application deadlines in December; most deadlines range from the end of December through the middle of January.

There is no rule concerning how many programs students should apply to; however, they should consider applying not only to preferred programs, but also to programs that may be second and third choices. The APA website provides a good set of links to graduate schools, as does *https://www.psychwww.com/index.html*. Students can determine how competitive particular programs are by comparing information in <u>Graduate Study in Psychology</u> (available for checkout from Joan Meyer in Psy 116) about applications/acceptance ratios, number of openings, and GPA requirements. The Center for Life Beyond Reed also maintains an alumni volunteer database listing alumni who have offered to advise students about graduate programs they have attended. Students interested in pursuing medicine are strongly encouraged to speak with a pre-health adviser (<u>see Reed's website for faculty names</u>), and with Marwa Al Khamees in the <u>Center for Life Beyond Reed</u>.

Graduate Fellowship Programs

Also available through the Center for Life Beyond Reed is information about competitive graduate fellowship programs such as the National Science Foundation Graduate Research Fellowships Program. Reed's <u>Fellowships and Awards Committee</u> holds an informative meeting early in the fall semester. Deadlines for fellowship programs are usually earlier than those for graduate schools, so it is important to obtain the necessary information early in the fall semester if you plan to apply for these fellowships.

Letters of Recommendation

Students should request letters of recommendation as early as possible to give faculty members plenty of time to complete them. To enable your recommenders to write the most helpful letter they can, you are encouraged to provide them with a relevant statement of goals and explain what attracts you to the programs, jobs, or fellowships you are pursuing. Many faculty members will request a CV or resume from the student, as well as at least a rough draft of the student's application essay. These resources will help the recommender write a rich, detailed letter that aligns with the student's own application materials. Students should provide their recommenders with a complete list of application websites and deadlines. Instructions for students requesting letters of recommendation letters from faculty can be found here: *https://www.reed.edu/psychology/docs/Instructions_letters_ref.pdf*.

Preparing for Your Career and for Graduate School

Doing fieldwork in clinical settings (with children, adolescents, or adults), whether as a volunteer or for pay, is extremely helpful for gaining admission to graduate programs in clinical psychology or human development. Fieldwork can also sometimes be done either as a project for a psychology course (e.g., Developmental Psychology, Clinical Psychology) or as a part of the senior thesis.

We encourage students to gain a broad background in psychology and in other areas to enhance career options. Computational skills, for example, often make a psychology major very attractive to prospective employers as well as to graduate schools. So, too, do statistical skills. The psychology faculty can be very helpful in providing graduate school and job counseling, but students should give careful consideration to their own future direction long before graduation.

Appendix A: Talks and Posters Co-Presented by Reed Psychology Students and Current Faculty Within the Last Five Years at Professional Meetings and Conferences

(Students' names appear in bold type.)

Baker, H., **Dziedzic, H.**, **Easthausen, S.**, **Egermeier, E.**, **James F.**, **Rook, E.**, & Corpus, J.H. (2022, April). *Predictors of paternal sensitivity: The role of infant gender and paternal support for gender equality*. Poster presented at the Society for the Study of Human Development 2021-22 Conference Series.

Baker, N., **Li, C.**, **Madar, C.**, & Anderson, K.G. (2022). *Location and perceived gender match on willingness to use alcohol.* Poster presented at the Research Society on Alcohol Annual Meeting. Orlando, Florida.

Barone, S. & Pitts, M. (2022). *Investigating the appearance of perceptual richness: A systematic review.* Poster presented at the Association for the Scientific Study of Consciousness (ASSC) Annual Meeting, July, Amsterdam, Netherlands.

Beitchman, C., & Corpus, J. H. (2024, April). *Implications of social media audience ideation in young women.* Poster presented at the biennial meeting of the Society for Research in Adolescence, Chicago, IL.

Corpus, J. H., Robinson, K.A., & **Liu, Z.V**. (2022, April). *A Self-Determination Theory approach for understanding the impact of COVID-19 on college students' motivation.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Corpus, J.H., Robinson, K.A., & **Wormington, S.V.** (2020, April). *Trajectories of motivation and their academic correlates over the first year of college.* Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA. http://tinyurl.com/szo48t7 (Conference Canceled.)

Davis, L., Flusberg, S.J., & Holmes, K.J. (2021, May). *How victim framing shapes attitudes towards police violence*. Poster presented at the Association for Psychological Science Virtual Convention.

DeFor, M. & Oleson, K.C. (2020, February). *Why (don't) we talk about race: Exploring the relationship between academic social norms and faculty members' perceptions of conducting race talk in the college classroom.* Poster presented at the 21st Annual Meeting of the Society for Personality and Social Psychology, New Orleans, LA.

Dembski, C., **Ortego, K.**, **Steinhilber, C.**, Cohen, M., & Pitts, M. (2022). *EEG bifurcation dynamics in a no-report visual awareness paradigm.* Poster presented at the Vision Sciences Society (VSS) Annual Meeting, May, St Pete Beach, FL.

Dillon, E., **Dziedzic, H.**, & Anderson, K.G. (2024). *Perception of risk and gender match on alcohol-related decision making.* Poster presented at Research Society on Alcohol Annual Scientific Meeting, Minneapolis, Minnesota.

Dziedzic, H., & Anderson, K.G. (2024). *Solitary drinking contexts and motives in youth.* Poster presented at Research Society on Alcohol Annual Scientific Meeting, Minneapolis, Minnesota.

Dziedzic, H., Anderson, K.G., & Creswell, K. (2023). *Contexts of use before and after the onset of the covid-19 pandemic: solitary and social drinking in youth.* Poster presented at Research Society on Alcohol Annual Scientific Meeting, Bellevue, Washington.

Fenner, M., Pitts, M., **Wen, E.**, **Bennet, M.**, Sarig, A., Mudrik, L., & Schurger, A. (2022). *A no-report dichoptic color fusion EEG paradigm for isolating NCCs.* Poster presented at the Association for the Scientific Study of Consciousness (ASSC) Annual Meeting, July, Amsterdam, Netherlands.

Flusberg, S. J., **Hakobyan, G.**, **Wolcott, K.**, & Holmes, K. J. (2024, July). Linguistic framing in large language models. Poster presented at the 46th Annual Conference of the Cognitive Science Society, Rotterdam, Netherlands.

Franklin, A. & Pitts, M. (2022). "Laurel & Yanny": *EEG neural correlates of an auditory bistable language stimulus.* Poster presented at the Association for the Scientific Study of Consciousness (ASSC) Annual Meeting, July, Amsterdam, Netherlands.

Garrison, E., **MacCalman, M.**, Clifton, R., Harper, L., Zapolski, T., & Anderson, K.G. (2020). *The effects of sex, gender identity, and dimensional gender expression on drinking behavior.* Poster presented at the Research Society on Alcoholism Annual Meeting (Virtual).

Gersh, D., & Corpus, J. H. (2024, February). *Examining strategic self-presentation through clothing as a means of belonging for fat-identified students.* Poster presented at the annual meeting of the Society for Research in Social and Personality Psychology, San Diego, CA.

Harris, A. & Oleson, K.C. (2020, February). *The effects of microaggressions on predictors of academic success.* Poster presented at the 21st Annual Meeting of the Society for Personality and Social Psychology, New Orleans, LA.

Holmes, K. J., **Kassin, L.**, **Buchillon-Almeida, D.**, & Canseco-Gonzalez, E. (2024, July). *How language use reflects emotion regulation: Evidence from Spanish.* Poster presented at the 46th Annual Conference of the Cognitive Science Society, Rotterdam, Netherlands.

Holmes, K. J., **Kassin, L.**, & Flusberg, S. J. (2024, July). *When does suggestive language shape memory for car accidents? Assessing the role of elaboration and pragmatics in a classic framing effect.* Poster presented at the 46th Annual Conference of the Cognitive Science Society, Rotterdam, Netherlands.

Holmes, K.J., **Star-Lack, M.**, Elpers, N., Flusberg, S.J., & Thibodeau, P.H. (2021, November). *Factors predicting the metaphoricity of compound words.* Poster presented at the 62nd Annual Meeting of the Psychonomic Society (virtual).

Jensen, G., **Harvey, S.**, Anderson KG. (2023). Robust Bayesian estimation of delay discounting curves using Stan.Poster presented at the annual conference of the Society for Quantitative Analysis of Behavior, Denver, CO.

Kassin, L., **Castellano, A.**, Canseco-Gonzalez, E., & Holmes, K.J. (2023, July). *Linguistic distancing and emotion regulation in English and Spanish.* Poster presented at the 45th Annual Conference of the Cognitive Science Society, Sydney, Australia.

Krishnamurthy, S., & Holmes, K.J. (2022, November). *Verbal descriptions and graph-reading skills predict climate graph interpretation accuracy.* Poster presented at the 63rd Annual Meeting of the Psychonomic Society, Boston, MA.

Krishnamurthy, S., Elpers, N., Thibodeau, P.H., Flusberg, S.J., & Holmes, K.J. (2022, July). *Exploring the role of pragmatic reasoning in linguistic framing effects.* Poster presented at the 44th Annual Conference of the Cognitive Science Society, Toronto, Canada and online (hybrid).

Li, C.Y., Holmes, K.J., & Canseco-Gonzalez, E. (2022, November). *An unconscious effect of Chinese classifiers on object categorization.* Poster presented at the Society for Neuroscience Conference, San Diego, CA.

Li, C., **Madar, C., Baker, N.**, & Anderson, K.G. (2022). *Use of gendered language in social drinking contexts.* Poster presented at the Research Society on Alcohol Annual Meeting. Orlando, Florida.

Liu, A. & Pitts, M. (2022). *Spatial attention control mechanism modulated by subliminal stimuli.* Society for Neuroscience (SfN) - November 12-16, San Diego CA.

Liu, Z.V. & Corpus, J.H. (2022, April). *A mixed-methods approach to understanding adaptive and maladaptive patterns of motivational change*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Liu, Z.V., **Scherfling, N**., & Corpus, J.H. (2021, April). *Contingent self-worth as a predictor of motivational change over the first semester of college*. In A. Lavigne (Chair). *How beliefs about self relate to motivation and cognition.* Paper presented at the virtual annual meeting of the American Educational Research Association.

Madar, C., Baker, N., Li, C., & Anderson, K.G. (2022). *Thematic analysis of college student thoughts in simulated situations.* Poster presented at the Research Society on Alcohol Annual Meeting. Orlando, Florida.

Madar, C., Elpers, N., Flusberg, S.J., & Holmes, K.J. (2022, July). *Mapping the structure of metaphorical concepts of undergraduate research mentoring.* Poster presented at the 44th Annual Conference of the Cognitive Science Society, Toronto, Canada and online (hybrid).

Marghetis, T., Holmes, K.J., **Star-Lack, M.**, & Chacon, S. (2022, July). *A systematic investigation of spatial cognition around the globe.* Invited talk for the symposium on Dimensions of Diversity in Spatial Cognition: Culture, Context, Age, and Ability at the 44th Annual Conference of the Cognitive Science Society, Toronto, Canada and online (hybrid).

Montano, I., **Rajendran, A.**, **Allison, L.**, **Nicolacoudis, A**., Mudrik, L., Sarig, A., Schurger, A., & Pitts, M. (2022) *Triangulating neural correlates of consciousness.* Society for Neuroscience (SfN) - November 12-16, San Diego CA.

Moran, H., & Corpus, J.H. (2020, February). *Mindset as a predictor of academic achievement and academic buoyancy.* Paper presented at the annual meeting of the Oregon Academy of Science, Portland, OR.

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Nicolacoudis, A., **Allison, L.**, **Montano, I.**, **Rajendran, A.**, **Fenner, M.**, Pitts, M., Sarig, A., Mudrik, L., & Schurger, A. (2022). *Triangulating consciousness: A no-report dichoptic color fusion EEG paradigm for isolating NCCs.* Society for Neuroscience (SfN) - November 12-16, San Diego CA.

Ortego, K., Pitts, M., & Cohen, M. (2020). *Neural correlates of visual awareness and task-relevance in a no-report masking paradigm.* Talk presented at the Vision Sciences Society (VSS) Annual Meeting, June, online.

Pitts, M. **Dembski, C.**, **Ortego, K.**, **Steinhilber, C.**, & Cohen, M. (2022). *Distinct EEG bifurcation dynamics in report and no-report conditions of a visual masking paradigm.* Talk presented at the Association for the Scientific Study of Consciousness (ASSC) Annual Meeting, July, Amsterdam, Netherlands.

Safin, V., and **Capurso, L.** (2024, May). *Social Distance, Affection, and Social Discounting of Time and Money.* Poster presented at the 46th Annual Conference of the Society for Quantitative Analysis of Behavior in Philadelphia, PA.

Scherfling, N.B., & Corpus, J.H. (2020, February). *Intelligence mindset, goal endorsement, and perceptions of feedback among college students.* Paper presented at the annual meeting of the Oregon Academy of Science, Portland, OR.

Schimmel, E. & Anderson, K.G. (2024). *Sexual orientation moderates relations between risk perception and drinking outcomes.* Poster presented at Research Society on Alcohol Annual Scientific Meeting, Minneapolis, Minnesota.

Schimmel, E., **Madar, C.G.**, **Wu, S.H.**, **Shan, L.**, **Waldorf, N.**, Flusberg, S.J., & Holmes, K.J. (2023, July). *Does experiencing an "inner voice" predict language-driven categorical perception?* Poster presented at the 45th Annual Conference of the Cognitive Science Society, Sydney, Australia.

Shan, L., **Greenwald, D.**, **Boldt, T.**, **Truong, B.**, **Gonzalez, G.**, **Chen, C**., & Corpus, J.H. (2023, March). *Intrinsic and extrinsic motivation in bilingual school children.* Poster presented at the biennial meeting of the Society for Research in Child Development, Salt Lake City, UT.

Weiss AR, Liguore W, Schwartz D, **Rajendran A**, Jensen G, Piantino J, Karpf J, Chernov MM, Kohama SG, Silbert LC. (2024) Quantifying perivascular spaces in ages rhesus macaques with magnetic resonance imaging (MRI).Poster presented at the annual conference of the Society for Neuroscience, Chicago, IL.

Wu, S.H. & Corpus, J.H. (2023, March). *Understanding the perceived costs of academic engagement during the first year of college*. Poster presented at the biennial meeting of the Society for Research in Child Development, Salt Lake City, UT.

Wu, S., Elpers, N., Doherty, E.M., Flusberg, S.J., & Holmes, K.J. (2021, July). *Pragmatic reasoning ability predicts syntactic framing effects on social judgments.* Poster presented at the 43rd Annual Conference of the Cognitive Science Society (virtual).

Yin, B., Flusberg, S.J., & Holmes, K.J. (2021, May). "*I'm the real victim": Self-victim framing and perceptions of sexual assault.* Poster presented at the Association for Psychological Science Virtual Convention.

Appendix B: Publications Co-Authored by Reed College Students and Current Faculty Within the Last Ten Years

(Students' names appear in bold type.)

Alexander, J.D., Anderson, K.G., & Myers, M.G. (2020). Drinking refusal self-efficacy: Impacts on outcomes from a multi-site early intervention trial. J*ournal of Child and Adolescent Substance Abuse.* doi: 10.1080/1067828X.2020.1766620.

Anderson, K.G., **Garrison, E**., Clifton, R.L., Harper, L., Zapolski, T., Khazvand, S., & Carson, I. (2023). Measures of self-reported identity associated with sex and gender: Relations with collegiate drinking. *Alcoholism: Clinical and Experimental Research, 47,* 501-511.

Appelbaum, M.S., & Corpus, J.H. (2020). Assessing competing and combining motives to learn in college students: A Self-Determination Theory approach. *Future Review: International Journal of Transition, College, and Career Success, 2, 15-28.*

Baker, N. , Li, C., Madar, C., & Anderson, K.G. (2022). Location and perceived gender match on willingness to use alcohol. A*lcoholism: Clinical and Experimental Research, 46s1,* 212a. https://doi.org/10.1111/acer.14833.

Baumgartner, H., **Graulty, C.**, Hillyard, S., & Pitts, M. (2018). Does spatial attention modulate the earliest component of the visual evoked potential? Cognitive Neuroscience, 9:1-2, 4-19.

Baumgartner, H., Graulty, C., Hillyard, S., & Pitts, M. (2018). Does spatial attention modulate the C1 component? The jury continues to deliberate. *Cognitive Neuroscience, 9:1-2*, 34-37.

Bilaonova, A., Phillips, J.A., & Anderson, K.G. (2021). Comparison of CBD and cannabis use motives. *Cannabis, 4*(2), 60-68.

Cohen, M., **Ortego, K.**, **Kyroudis, A**., & Pitts, M. (2020). Distinguishing the neural correlates of perceptual awareness and post-perceptual processing. *The Journal of Neuroscience, 40*(25), 4925-4935.

Corpus, J.H. & **Good, K.A.** (2021). The effects of praise on children's intrinsic motivation revisited. In Brummelman, E. (Ed.), *Psychological Perspectives on Praise* (pp. 39-46). Abington, UK: Routledge.

Corpus, J. H., Robinson, K. A., & **Liu, X.** (2022). Comparing college students' motivation trajectories before and during COVID-19: A Self-Determination Theory approach. *Frontiers in Education, 7*:848643. doi: 10.3389/feduc.2022.848643.

Corpus, J.H., Robinson, K.A., & **Wormington, S.V.** (2020). Trajectories of motivation and their academic correlates over the first year of college. *Contemporary Educational Psychology, 63.*

Corpus, J.H., **Wormington, S.V.** & **Haimovitz, K.** (2016). Creating rich portraits: A mixed methods approach to understanding profiles of intrinsic and extrinsic motivations. *The Elementary School Journal, 116*, 365-390.

Dembski, C., Koch, C., & Pitts, M. (2021). Perceptual awareness negativity: A physiological correlate of sensory consciousness. *Trends in Cognitive Sciences, 25(8),* 660-670.

Franzwa, F., Harper, L., Anderson, K.G. (2022). Examination of social smoking classifications using a machine learning approach. *Addictive Behaviors, 126, 107175.* doi: 10.1016/j.addbeh.2021.107175.

Garrison, E., Gilligan, C., Ladd, B.O., & Anderson, K.G. (2021). Social anxiety, cannabis use motives, and social context impact on willingness to use cannabis. *International Journal of Environmental Research and Public Health, 18(9)*, 4882.

Gorkin, A. & Anderson, K.G. (2024). Intolerance of uncertainty, drinking motives, and alcohol consumption in a community sample of emerging adults. *Cognitive Therapy and Research.* https://doi.org/10.1007/s10608-024-10512-x

Greenwald, D. G., **Shan, L**., **Boldt, T. A**., **Truong, B. B**., **Gonzalez, G. S**., **Chen, C. H**., & Corpus, J. H. (2023). Comparing intrinsic and extrinsic motivation in bilingual children and their monolingual peers. *Frontiers in Education, 7.* https://doi.org/10.3389/feduc.2022.1022729

Harvey, S., Jensen, G., Anderson, K.G. (2024). Gamification and motivation: Impact on delay discounting performance. *PLoS ONE 19*(4), e029951. https://doi.org/10.1371/journal.pone.0299511

Holmes, K. J., **Kassin, L.**, & Flusberg, S. J. (2024). When does suggestive language shape memory for car accidents? Assessing the role of elaboration and pragmatics in a classic framing effect. In L. K. Samuelson et al. (Eds.), *Proceedings of the 46th Annual Conference of the Cognitive Science Society*.

Jackson-Nielsen, M., Cohen, M., & Pitts, M. (2017). Perception of ensemble statistics requires attention. *Consciousness & Cognition, 48*, 149-160.

Kim, M., & Corpus, C. (2023). Self-efficacy buffers against belonging loss for Hispanic students during the first semester of college. *European Journal of Psychology and Educational Research*, *6*(2), 69-76. https://doi.org/10.12973/ejper.6.2.69

MacCalman, M., Harper, L., & Anderson, K.G. (2020). Perceived gender match and accepting alcohol offers from peers in emerging adulthood. *Alcohol and Alcoholism.* doi: 10.1093/alcalc/agaa054.

Pitt, B., . . . Marghetis, T., Holmes, K. J., **Star-Lack, M.**, et al. (2022). Dimensions of diversity in spatial cognition: Culture, context, age, and ability. In J. Culbertson et al. (Eds.), *Proceedings of the 44th Annual Conference of the Cognitive Science Society* (pp. 24-25).

Pitts, M., **Lutsyshyna, A.L.**, & Hillyard, S. (2019). Reply to Montemayor & Haladjian. *Philosophical Transactions of the Royal Society B: Biological Sciences.* 374:20190003.

Pitts, M. & **Ortego, K.** (2019). Why "no report" paradigms are an important tool for consciousness research. Commentary on Michel & Morales "Minority reports: Consciousness and the prefrontal cortex." *Mind & Language Symposium.*

Rook, E. D., & Holmes, K. J. (2023). How language shapes anti-fat bias: Comparing the effects of disease and fat-rights framing. *Frontiers in Communication*, *8*, 1284074. https://doi.org/10.3389/fcomm.2023.1284074

Wong, D. & Anderson, K.G. (in press). Life course models of child maltreatment: Effects on general psychopathology outcomes in a longitudinal sample. *Child Maltreatment.*

Wu, S.H., & Corpus, J.H. (2023). The role of perceived cost in college students' motivational experiences and long-term achievement outcomes: A mixed-methods approach. *International Journal of Educational Research Open, 4,* Article 100229. https://doi.org/10.1016/j.ijedro.2023.100229

Zhu, Y., Li, C., **Hendry, C.**, **Glass, J.**, Canseco-Gonzalez, E., Pitts, M., & Dykstra, A. (2024). Isolating neural signatures of conscious speech perception with a no-report sine-wave speech paradigm. T*he Journal of Neuroscience, 44(8)*, 1-12.

Appendix C:
A Representative List of Recent Senior Thesis Topics

2020   Emotional Awareness and Emotional Tone: Temperamental Weather
2020   A traumagenic etiology of Major Depressive Disorders: implications of ketamine as a next-generation treatment for depression
2020   The Effects of Distinction and Color Congruence on Incidental Memory
2020   The Effect of Labels on Recognition of Visual Objects of Two Categories
2021   COVID-19 and Resilience in a Sample of Yoga Practitioners
2021   Cops Just Doing Their Jobs: Victim Framing of Media Representations of Police Violence
2021   Psychedelic Panacea: Investigating Influence of 5-HT2A Receptor Activity on Cocaine Condition Place Preference
2021   Labeling emotions in a native and foreign language: An ERP study on emotion regulation in bilinguals via affect labeling
2022   Own- and Cross-Price Demand Elasticity with Specific and Generalized Conditioned Reinforcers
        in a Token Economy with Pigeons
2022   Examining the Relationship Between Intrinsic and Extrinsic Motivation in Black and White Students
2022   Showing Up and Showing Out: Predictors of Black Lives Matter Protest Endorsement and Protest Behavior in Portland, OR
2022   The Barycentric Method of a Rat's World
2022   Optogenetic Modulation of Dopamine Neurotransmission to Investigate Brain Reward Signaling
2023   Changing Perceptions: Investigating Novel Associations Between Stress Mindset and Academic Motivation
2023   The Land of Equal Opportunity: Changing Dehumanization Towards Latinx Immigrants Through Storytelling
2023   Development of a Solitary Drinking Measure
2023   Anthropomorphic Language and Reasoning about Political Entities
2023   Your Attention, Please: The Competition and Comparisons between Social Cues in Directing Attention
2023   Optogenetic Stimulation of Dopaminergic Neurons in the Ventral Tegmental Area Under Anxiety and Reward Related Paradigms
2023   "Money or River": A Bistable Approach to Investigating the Neural Correlates of Lexical Ambiguity
2024   Got Gossip? Examining Gossip Tendencies and the Effects of Gossip on Trustworthiness
2024   Gender Differences in Risk Perception and Motives for Alcohol Use
2024   Cultural Diversity and Social Essentialism
2024   A Construct-First Based Approach to a Selective Unification of Theories of Consciousness
2024   Exploring Dog Cognition and their Bonds with Humans- A Systematic Review
2024   Tripping Over Sobriety: Examining the Potential of 2,5-Dimethoxy-4-iodoamphetamine on Alcohol Relapse Behavior in Rat Models of Addiction
2024   We Don't Read About Dinosaurs: investigating the unique motivational struggles of students at Reed with ADHD