Psychology Majors Handbook

20-21

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HANDBOOK FOR PSYCHOLOGY MAJORS

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 improve 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 school 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, addictive behaviors, women's health, clinical psychology

GLENN BAKER
Social psychology, social cognition judgment, decision-making

ENRIQUETA CANSECO-GONZALEZ
Psycholinguistics, neuropsychology, cognitive neuroscience, bilingualism

CRYSTAL CARR
Behavioral neuroscience, drugs of abuse, translational methods

JENNIFER CORPUS
Developmental psychology, academic motivation

PAUL J. CURRIE (on sabbatical 2020-21)
Neuroscience, neuropharmacology, appetitive behavior, drug-receptor interactions

TIMOTHY HACKENBERG (Department Chair)
Behavior analysis, comparative cognition, behavioral economics

LEIA HARPER (Scholar in Residence)
Health psychology, social determinants of health and health disparities, health informatics and computational methods

KEVIN HOLMES
Cognitive science, language and thought, categorization, abstract concepts

ALLEN NEURINGER (Emeritus)
Behavioral variability, volition, self-experimentation, self-control

KATHRYN OLESON
Social psychology, interpersonal perception and relations, social cognition

MICHAEL PITTS
Cognitive neuroscience, sensation and perception, attention and consciousness

The psychology professors at Reed are involved in a wide range of research areas, and 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

JOAN MEYER
Faculty Administrative Coordinator

SABRINA SCHOERLUCKE
Departmental Associate

GREG WILKINSON
Animal Colony Lab Technician

COMMUNICATIONS REGARDING DEPARTMENTAL EVENTS

We maintain an email list 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 the Psych email list, go to academic.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: http://academic.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/.

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 thirteen 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: http://www.reed.edu/registrar/forms.html. These forms must be signed by a faculty member in psychology and returned to the Registrar (Eliot 311).

REQUIREMENTS FOR A PSYCHOLOGY MAJOR

1. At least 11 units in psychology, including:
    a. Foundations in Psychological Science (Psychology 101).
    b. Four Psychological Science Labs (201-209).
    c. Four of the following eight courses: Social Psychology (322), Behavioral Neuroscience (333), Psychopathology (351), Developmental Psychology (361), Cognitive Processes (366), Learning (373), Sensation & Perception (381), Psycholinguistics (393).
    d. Research Design and Data Analysis (348).
    e. Thesis (470).

    All students must take the junior qualifying examination before entering the senior year. Ordinarily, the qualifying exam is 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 core courses (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.
    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 courses in mathematics.
    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

Students taking the Junior Qualifying Examination in psychology are asked to summarize and evaluate a research article, and to design research that will answer a question suggested by the research article. The goals of the qualifying exam are varied: to evaluate a student's mastery of psychology; to serve as a diagnostic aid in identifying weaknesses in student preparation for advanced study or thesis work in psychology; to assist students in unifying their knowledge of a major field; and to assist the department in assessing the effectiveness of our own program.

All students must take the Junior Qualifying Examination before entering their senior year. Ordinarily, the exam is taken in the second semester of the student's junior year. Students are eligible to take the exam in our department only if they have already completed five units in Psychology, at least two of which are core courses (listed in "1.c" above).

The Junior Qualifying Examination is administered during an announced period in the spring semester, and during the second quarter of the fall semester for students who will begin a mid-year thesis. Each exam is assigned to two faculty readers who initially grade the exam separately according to the learning competencies described in the table below. If the student is asked to resubmit the Qual, the revision must be turned in before the end of the same semester in which the Qual was taken. A student must have passed the Qual before registering for the senior thesis. Note: Interdisciplinary programs generally require taking a Qual from each participating discipline or a single special qualifying examination prepared by the two departments.

Competency Area	**Specific Learning Objective**
Knowledge Base in Psychology	Demonstrate broad understanding of subject area and working knowledge of appropriate terminology
	Identify alternative interpretations in target articles
	Apply ethical standards to evaluate psychological science and practice
Research Skills & Critical Thinking	Deconstruct and evaluate an empirical article
	Understand statistical results in target article
	Generate an innovative and integrative extension to target article
	Demonstrate ability to develop cogent, testable hypotheses
	Demonstrate an ability to formulate logical research designs
	Apply ethical standards to proposed research
	Articulate appropriate comparisons based on design
	Identify strengths & weaknesses in proposed design
	Articulate generalizability of findings for diverse set of populations (human or non-human)
	Revise/resubmits: respond appropriately to constructive feedback
Communication: Written Expression	Demonstrate proofreading
	Refine clear & concise scientific writing style
	Critically analyze existing literature
	Present arguments using a logical structure
	Convey coherent ideas to non-experts
	Strike an appropriate balance between too much and too little detail
	Demonstrate application of APA style or scientific equivalent

THE SENIOR YEAR

Thesis

Getting Started

We strongly encourage students to carry out an empirical research project for the senior thesis. Occasionally, students petition the Department to do a library (non-empirical) thesis, providing a clear rationale. Non-empirical theses may include, for example, a library research review of previous studies in a difficult-to-research area or a theoretical analysis of a major psychological problem. 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. It is a good idea to establish and maintain a file of interesting research questions starting with your first psychology course. Online databases (such as *PsycINFO*) can be perused to find an interest area, names of researchers in the particular field, and periodicals that often publish articles about the particular topic. Psychology periodicals in the Reed Library can also stimulate good research ideas. Also consult the volumes of *The Annual Review of Psychology*. Chapters in the *Annual Review* summarize and evaluate significant research of the preceding year on a wide range of current topics in psychology and provide excellent suggestions for next steps in research and very good references.

Finally, we are glad to discuss ideas with students who have completed the Junior Qual and are searching for a topic. It is frequently possible to collaborate with one or more of us in our ongoing research as part of the Senior Thesis. 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., at OHSU, the Primate Center, or in a clinical setting).

For some titles of recent Reed Senior Theses, see Appendix C.

During the 1st 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. It is a good idea for students to talk with faculty about possible senior thesis topics at the end of the junior year, during orientation week, or during the 1st week of classes. Sometime between the end of the 1st and 2nd week of classes, we will ask each senior to submit in writing a 1st, 2nd, and 3rd choice for both thesis topic and advisor. We do our best to provide each senior with his or her 1st choice of advisor, but this is sometimes not possible (e.g., if too many students request a single advisor). In all cases, though, we are committed to providing each senior with an advisor able to supervise research in the domain in which the senior will be working.

Deadlines

Early in the senior year, usually the first Wednesday in October, each student submits a detailed thesis proposal to the Chair of the Division, via Mary Sullivan, the Division's Administrative Coordinator, and to the thesis advisor (this is a deadline imposed by the Division). 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

Most senior thesis projects will require review and approval by either Reed's Institutional Review Board or by the Animal Care Committee. Although review procedures vary from year to year, the Institutional Review Board (http://web.reed.edu/irb) has a series of deadlines and return dates for research proposals. Students should consult with their advisor as soon as possible about whether a project will require review. Seniors are also encouraged to talk with their thesis advisers about opportunities for additional funding for thesis projects.

The Psychology Department also requires that a draft of the first chapter of the thesis be submitted to the thesis advisor by the last day of classes of the first semester. Requirements for this chapter should be discussed with the thesis advisor.

A first draft of the completed thesis, including abstract, figures, statistics where appropriate, and bibliography must be submitted four weeks before the college-wide deadline for the final manuscript to the Chair of the Division, via Mary Sullivan, the Division's Administrative Coordinator, and to the thesis advisor. These drafts are normally returned within one week with suggestions for revision. A senior in our Division not meeting this first draft deadline may not graduate at the end of the semester.

Writing the Thesis

It is not unusual to encounter interrelated problems in undertaking thesis work: 1) time budgeting 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 this 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 and Review of the Literature, 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. A website with links to guides to APA style is: http://www.apastyle.org/. Students may also want to ask faculty advisors 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. These are described in a document distributed to seniors by the Registrar's Office, and an electronic "thesis template" is available at http://web.reed.edu/cis/help/thesis. Students are strongly urged 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.

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 finish Departmental and College Distribution requirements before the senior year so that, as a thesis student, you are free to take electives in other fields.

Thesis Poster Session

Soon after the thesis first draft deadline (usually the following Friday), we host a Senior Thesis Poster Session. Poster formats are informal, including, for example: a statement of purpose and summary of expected findings or conclusions; a diagram showing stimulus displays, testing apparatus, or a copy of a questionnaire; a figure displaying preliminary results. The goal is to provide others an idea of what the students have been working on to promote conversation. We understand that theses will be at various stages of completion, and we do not require elaborate mountings and artwork. Students report the poster session to be a helpful way to organize their thinking about their thesis in preparation for the oral examination.

Oral Examination

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, usually two other members of the Psychology Department, and one other faculty member from outside the Division of Philosophy, Religion, Psychology, and Linguistics. Departmental members of the Orals Board are selected by the faculty, although student preferences can be voiced through their advisor. The "outside" Board member is selected and invited by the candidate. 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 appreciate the chance to see what a senior Oral in psychology is really like.

Often, candidates begin the Oral Exam by stating how they became interested in the topic and then summarize the thesis project. The student may be asked questions both during and after this summary. Members of the Orals Board may also ask questions on any aspect 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 student is then informed by the Board the results of its "deliberations." The student makes whatever changes or corrections are requested in the thesis as a result of the Oral Examination, and the advisor confirms these and signs the thesis copies before they are bound. Two bound copies go to the library and one to the advisor. Binding can be done by the college's printing office. An electronic version goes to Joan for the departmental collection and in case the student needs a copy to be sent somewhere electronically in the future. We strongly encourage students to submit their theses to the Reed Library Electronic Thesis Archive at http://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.

Thesis performance is evaluated relative to the criteria outlined in the table of competencies below. Whereas some aspects of performance are accessible to all members of the committee (e.g., oral and written communication), other aspects are accessible to the adviser alone (e.g., working collaboratively, openness to feedback). The thesis grade is therefore ultimately the decision of the adviser, but with noteworthy input from committee members, and in particular, the two other psychologists on the committee. In an attempt to better calibrate grades across advisers and areas of research, the psychology faculty discuss thesis grades at the final department meeting of the spring term.

Competency Area	**Specific Learning Objective**
Knowledge Base in Psychology	Demonstrate expertise in subject area
	Understand broader context/application of own research
	Make appropriate connections between own research and different areas within psychology
	Clearly articulate implications of psychological science for diverse groups of individuals and species
	Demonstrate knowledge of basic translational approaches (basic <-> applied)
Research Skills & Critical Thinking	Demonstrate innovative and integrative extension of previous literature
	Attention to detail in design and implementation
	Apply ethical standards to research
	Apply technical and bench skills to research project
	Demonstrate time management and organization
	Conduct appropriate data analysis (quantitative/qualitative)
	Critically evaluate own research (strengths/limitations)
Communication: Written Expression	Master clear & concise scientific writing style
	Exhibit correct use of technical terminology (theoretical, statistical)
	Master critical analysis of existing literature
	Demonstrate logical argument structure
	Communicate results in coherent manner to non-experts
	Strike an appropriate balance between too much and too little detail
	Respond appropriately to feedback
	Master APA style and/or scientific equivalent
Communication: Oral Expression	Demonstrate ability to organize and present arguments
	Demonstrate understanding of questions and feedback
	Engage in collegial debate and discussion
Process	Demonstrate organizational skills & time management
	Demonstrate growth in skills necessary for project completion
	Work collaboratively with mentor to develop research plan
	Show openness and responsiveness to mentor feedback

GRADUATE SCHOOLS AND EMPLOYMENT IN PSYCHOLOGY

We hold a meeting for seniors several weeks into the fall semester 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, 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 mailing list, and this is an important reason why we urge students to subscribe to this list.

With a B.A. in psychology, you are 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 socially-emotionally impaired children; alcohol and drug abuse counselor; 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. Non-psychology-related positions include: computer programmer; political aide; English teacher overseas; and insurance company employee.

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 seminars and workshops that will be of assistance. Also, a strong alumni network exists to support students and soon-to-be graduates in their job search strategies. Scheduling employment interviews with recruiters visiting campus is beneficial as well.

Students should periodically check the Psychology Department bulletin boards for announcements of job and fellowship opportunities. Fellowship and award materials can be found in the Center for Life Beyond Reed office and on the Web.

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 & support, biology, neuroscience, public health, medicine, nursing. The emphasis on independent research at Reed provides excellent preparation for graduate school.

The Graduate Record Exam

Students wanting to attend 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. Complete information can be obtained from the Center for Life Beyond Reed. We strongly recommend that students planning to take time off before applying to graduate school take the GRE before leaving college, because students who do so usually do better.

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, and later in the semester should fill out and submit the application forms. A few schools have application deadlines in December; most are at 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 graduate programs that may be 2nd and 3rd choices. The APA website provides a good set of links to graduate schools, as does http://www.psychwww.com/index.html. Students can determine how competitive particular programs are by comparing information in Graduate Study in Psychology (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 in which alumni have offered to advise students about the graduate programs they attended or are attending. Students interested in pursuing medicine are strongly encouraged to speak with a pre-med adviser (Paul Currie, Arthur Glasfeld, Jay Mellies or Janis Shampay).

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 Awards program. The Fellowships and Awards Committee holds an informative meeting early in the fall semester. Deadlines for fellowship programs are usually earlier than those for graduate schools, so you need to obtain the necessary information early in the fall semester if you plan on applying for these fellowships.

Letters of Recommendation

Students should request letters of recommendation as early as possible in order to give professors plenty of time. It will help professors formulate the most helpful letter if they are provided a relevant statement of goals and are clear about what attracts students to the relevant programs, jobs, or fellowships. Many professors will request a CV or resume from the student, and a (perhaps rough) draft of the student's application essay. These resources will help the professor to write a rich, detailed letter that is in tune with how the student is presenting himself or herself in the application process. In addition to any forms that must be filled out, students should provide a stamped, addressed envelope for each recommendation letter. Given that many programs now use an online application process, faculty should be provided with a complete list of application sites and deadlines. Instructions for students requesting letters of recommendation letters from faculty can be found here: http://academic.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., Psychopathology, Developmental Psychology, Clinical Psychology) or as a part of the senior thesis.

We encourage students to get a broad background in psychology as well as in other areas in order to enhance career options. Computer 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 determine their own future direction long before graduation.

Appendix A: Talks 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.)

Abtahi S., **Howell E.**, Currie, P.J. (2017). Accumbal ghrelin and glucagon-like peptide 1 modulation of ethanol reward and ingestive behavior in female rats. Program No.76.08. 2017 Neuroscience Meeting Planner. Washington, DC: Society for Neuroscience. Online. [Presented at the 47th annual meeting of the Society for Neuroscience, Washington, DC, 11-15 November].

Alexander, J. & Anderson, K.G. (2018). *Alcohol related problems, motivation to quit, and drink refusal self-efficacy in an adolescent alcohol intervention setting.* Poster presented at the Research Society on Alcohol Annual Meeting. San Diego, California.

Alexander, J. & Anderson, K.G. (2017). *Associations between drink refusal self-efficacy, self-esteem, and drinking reduction efforts in a brief alcohol prevention program for adolescents.* Poster presented at the Research Society on Alcohol Annual Meeting. Minneapolis, Minnesota.

Anderson, K.G., **Lewis, C.R.**, Larsen, H., Samelink, E., & Wiers, R.W. (2017). *Drinking motives, willingness to drink, and alcohol consumption: Cross-cultural comparisons using simulated situations*. In H. Larsen & K.G. Anderson (Co-Chairs), Associations between cognitive-motivational processes and alcohol outcomes in macro-contexts and micro-contexts. International Conference for Psychological Science. Vienna, Austria.

Appelbaum, M.S., **Buttrill, S.E.**, **Troxell Whitman, Z.M.**, & Corpus, J. H. (2017, April). *Trajectories of motivational change across the first semester of college.* Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Appelbaum, M.S., & Corpus, J.H., (2018, April). *Academic motivation in undergraduates: A person-centered mixed-methods analysis.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Bastacky, J.M.R., **Dunn, D.P**., **Halperin, M.C**., **Killen, H.S.,** Margolis, E.B., & Currie, P.J. (2019). *VTA kappa opioid receptor stimulation paired with CRF elicits conditioned place aversion, but kappa stimulation alone does not.* Program No.151.13. 2019. Neuroscience Meeting Planner. Washington, DC: Society for Neuroscience. Online. [Presented at the 49th annual meeting of the Society for Neuroscience, Chicago, IL, 19-23 October].

Beck, K., **Daniel, E.**, **DeFor, M.**, **Hayworth, K.**, **Peterson, M.**, & Oleson, K.C. (2019). *Politics in the classroom: Exploring faculty self-disclosure of political ideology.* Poster presented at the 15th Meeting of the Society for the Psychological Study of Social Issues, San Diego, CA.

Cairati, R., **DeFor, M.**, **Ge, X.**, **Marsh, K.**, **Yang, T.**, & Oleson, K. C. (2018). *The effects of classroom dynamics on participation in difficult dialogues.* Poster presented at the 14th Meeting of the Society for the Psychological Study of Social Issues, Pittsburgh, PA.

Chesley, O., **Graulty, C.**, Canseco-Gonzalez, E., & Pitts, M. (2016). *Synesthetic grapheme-color associations are processed early in time and can guide attention during visual search.* Poster presented at the Society for Neuroscience (SfN), San Diego, CA.

Corpus, J.H., **Appelbaum. M.S.**, & **Buttrill, S.E.** (2018, April). *Trajectories of autonomous motivation over the first semester of college: Links to shifts in self-efficacy and belonging.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Corpus, J.H., & **Biesanz, C.H.** (2019, April). *Shifts in motivation and belonging as predictors of college student retention: A mixed-methods approach.* Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

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.

Dash, G., Garcia, T., & Anderson, K.G. (2016). Therapeutic alliance and participant satisfaction in a high school-based group alcohol intervention program. *Alcoholism: Clinical and Experimental Research, 40s1,* 64a. Presented at the Research Society on Alcoholism Annual Meeting. New Orleans, LA.

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 of Personality and Social Psychology, New Orleans, LA.

Dickinson, M.B., **Bastacky, J.M.R.**, **Meyerhoff, D.**, **Dunn, D.P.**, **Howell, E.**, **Kahn, N.P.**, **Borrego, M.B.**, **Brodesser, S.M.**, **Hammerslough, S.S.**, **Harvey, S.T.**, **Heichman, J.L.**, **Kelly, L.J.**, **Krenik, D.R.**, **Lake, J.S.**, **Tibbetts, L.M.**, **Abtahi, S.**, & Currie, P.J. (2017). The ghrelin antagonist JMV 2959 and the GLP-1 agonist exendin-4 reduce alcohol-induced conditioned place preference in female rats. Presented at the annual meeting of the Faculty for Undergraduate Neuroscience/Society for Neuroscience, Washington, DC, 12 November.

Dunn, D.P., **Bastacky, J.M.R.**, **Abtahi, S.**, **Howell, E.**, & Currie, P.J. (2018). Requirement of brain ghrelin signaling in the acquisition of cocaine reward. Program No.687.02. 2018 Neuroscience Meeting Planner. Washington, DC: Society for Neuroscience. Online. [Presented at the 48th annual meeting of the Society for Neuroscience, San Diego, CA, 3-7 November].

Dunn, D.P., **Engel, L.**, **Dao, O.**, **Gee, S.**, **Halperin M.C.**, **Hayworth, K.**, **Kanter, M.E.**, **Kessler, K.K.**, **Killen, H.S.**, **Kohn, J.**, **Leif, E.B.**, **O'Kelley-Bangsberg, M.**, **Walworth, C.**, **Wong, D.**, & Currie, P.J. (2019) *Central ghrelin 1a and glucagon-like peptide-1 receptor activation modulates D-amphetamine conditioned place preference.* Program No.156.12. 2019. Neuroscience Meeting Planner. Washington, DC: Society for Neuroscience. Online. [Presented at the 49th annual meeting of the Society for Neuroscience, Chicago, IL, 19-23 October].

Dunn, D.P., **Gray, C.C.**, **Howell, E.**, **Vivek, A.**, **Abtahi, S.**, & Currie, P.J. (2017). Mesolimbic ghrelin augments cocaine-induced conditioned place preference. Presented at the annual meeting of the Faculty for Undergraduate Neuroscience/Society for Neuroscience, Washington, DC, 12 November.

Engel, L., **Howell, E.**, & Currie, P.J. (2019). *Estrogen receptor α and β modulation of ethanol withdrawal induced anxiety in female rats.* Program No.237.18. 2019. Neuroscience Meeting Planner. Washington, DC: Society for Neuroscience. Online. [Presented at the 49th annual meeting of the Society for Neuroscience, Chicago, IL, 19-23 October].

Engel, L., **Salvucci, J.**, **Howell, E., Derochoonee, J.**, **Feldthouse, M.**, **Gutowsky, K.**, **Johnson, M.**, **King, A.**, **Laird-Raylor, C. R.**, **Radetsky, N.**, **Sheiman, J.**, **Vivek, A.**, **Wyer, J.**, **Zoller, M.**, **Holland, J.**, & Currie, P.J. (2018). Ghrelinergic Signaling in Appetitive Motivation and EtOH Reward: Focus on Neural Circuits in the CNS. Presented at the annual meeting of the Faculty for Undergraduate Neuroscience/Society for Neuroscience, San Diego, CA, 4 November.

Franceschini, C., **Vanderhooft, L.**, **Schulingkamp, R.**, **Heumann, C.**, **Gutowsky, K**., & Hackenberg, T. D. (2018). Social coordination in a public goods game setting with rats. Paper presented at the Association for Behavior Analysis Convention, San Diego.

Garcia, T.A., Bacio, G.A., Taylor, A.L., **Appelbaum, M.**, **Hansson, J.**, & Anderson, K.G. (2016). Examining group process, satisfaction, and change talk in a voluntary intervention program for adolescents. *Alcoholism: Clinical and Experimental Research, 40s1,* 93a. Presented at the Research Society on Alcoholism Annual Meeting. New Orleans, LA.

Garcia, T.A., **Dash, G.**, & Anderson, K.G. (2016). *Drinking motives and willingness to drink alcohol in peer drinking contexts.* In K.G. Anderson (Chair), From lab to intervention: situational influences on substance use decision making. Scientific Meeting of the Research Society on Alcoholism Annual Meeting. New Orleans, Louisiana.

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. *Alcoholism: Clinical and Experimental Research, 44s1*, 174a.

Goldstein, C. & Oleson, K.C. (2019). *I think you think: Perceived entity theory, gender, and undergraduates' sense of school belonging across academic majors.* Poster presented at the 20th Annual Meeting of the Society for Personality and Social Psychology, Portland, OR.

Good, K., & Corpus, J.H. (2017, October). *The effect of praise type and linguistic cues on parents' beliefs about their children.* Poster presented at the biennial meeting of the Cognitive Development Society, Portland, OR.

Graulty, C., **Chesley, O.**, Canseco-Gonzalez, & Pitts, M. (2016). *The timing of synesthetic color processing and its influence on attention during visual search.* Twenty first Annual Meeting of the Cognitive Science Association for Interdisciplinary Learning (CSAIL), Hood River, OR, July 28-August 1.

Gregory, R.J., **Lewis, C.R.**, Anderson, K.G., & Ladd, B.O. (2017). Social drinking motives moderate the relationship between client language during a simulation task and alcohol use at 8-month follow-up. *Alcoholism: Clinical and Experimental Research, 41s1*, 164a.

Hackenberg, T. D, **Vanderhooft, L., Miller, L. B., Schweitzer, E., Porkar-Aghdam**, S., & Tan, Lavinia, L. C. M. (2016). The role of familiarity in preference for social reinforcement in rats. Paper presented at the Association for Behavior Analysis Convention, Chicago.

Hendry, C., Hough, A., Chesley, O., Graulty, C., Pitts, M., & Canseco-Gonzalez, E. (2018). Synesthesia, visual search, and the N2pc. Poster presented at the Society for Neuroscience (SfN), November 3-7, San Diego, CA.

Hendry, C., Hough, A., Chesley, O., Graulty, C., Pitts, M., & Canseco-Gonzalez, E. (2018). Synesthesia, visual search, and the N2pc. Paper presented at the Cognitive Science Association for Interdisciplinary Learning (CSAIL), July 26-30, Hood River, OR.

Howell, E., Abtahi, S., Driscoll, R.M.H., Preising, G. A., Williams, F.L., Borrego, M. B., Renn S.C.P., Anderson, K.G., & Currie, P.J. (2018). Ghrelin and Alcohol Reward: A Meta-analysis and Gene Expression Investigation. Presented at the annual meeting of the Faculty for Undergraduate Neuroscience/Society for Neuroscience, San Diego, CA, 4 November.

Howell, E., **Vivek, A.**, **Abtahi, S.**, **Dunn, D.P.**, **Canseco-Gonzalez, E.**, & Currie, P.J. (2017). Brain-cannula mapping investigations of appetitive motivation: Focus on ghrelinergic signaling. Presented at the annual meeting of the Faculty for Undergraduate Neuroscience/Society for Neuroscience, Washington, DC, 12 November.

Huang, J., **Porkar-Aghdam, S.**, **Miller, L.B.**, **Schweitzer, E.**, **Vanderhooft, L**., & Hackenberg, T.D. (2016). *No sense of stranger danger: Rats preferentially respond for unfamiliar rats compared to familiar rats.* Poster presented at the Association for Behavior Analysis Convention, Chicago.

Johnson, M.S., **Kanter, M.J.**, Corlett, A.G., **Halperin, M.C.**, **Kessler, K.K.**, **Killen, H.S.**, **Leif, E.B.**, Markowitz, N.M., Pastor, R., & Currie, P.J. (2019). *Brain-Cannula Mapping: Effects of Ghrelin on Metabolic, Limbic, and Mesolimbic Reward Signaling.* Presented at the annual meeting of the Faculty for Undergraduate Neuroscience/Society for Neuroscience, Chicago, IL, 20 October.

Kenchel, J., Reisberg, D. & **Dodson, C.S.** (2016). "In your own words, how certain are you?" *Post-identification feedback powerfully distorts verbal expressions of witness confidence.* Paper to be presented at the annual meeting of the American Psychology-Law Society, Seattle, WA.

Killen, H.S., **Halperin, M.C.**, Corlett, A.G., **Engel, L.**, **Johnson, M.S.**, **Kanter, M.E.**, **Kessler, K.K.**, **Leif, E.B.**, Markowitz, N.M., & Currie, P.J., (2019). *Hypothalamic GLP-1 Signaling in Energy Metabolism.* Presented at the annual meeting of the Faculty for Undergraduate Neuroscience/Society for Neuroscience, Chicago, Il, 20 October.

Kyroudis, A., Cohen, M., & Pitts, M. (2018). Neural activity linked with visual awareness and task-relevance in a novel 2x2 design. Poster presented at the Society for Neuroscience (SfN), November 3-7, San Diego, CA.

Kyroudis, A., Cohen, M., & Pitts, M. (2018). Neural activity linked with visual awareness and task-relevance in a novel 2x2 design. Paper presented at the Cognitive Science Association for Interdisciplinary Learning (CSAIL), July 26-30, Hood River, OR.

Kyroudis, A., **Ortego, K.**, Hillyard, S., Cohen, M., & Pitts, M. (2019). Neural correlates of visual awareness and task relevance in a no-report masking paradigm. Poster presented at the Association for the Scientific Study of Consciousness (ASSC) Annual Meeting, June, London Ontario, CA.

Lewis, C.R., & Anderson, K.G. (2017). Adolescents' use- and abstention-related cognitions in a prevention context: associations with change intentions. *Alcoholism: Clinical and Experimental Research, 41s1, 172a.*

MacCalman, M., **Marsico, N.** & Anderson, K.G. (2017). Adolescents' use- and abstention-related cognitions in a prevention context: associations with change intentions. *Alcoholism: Clinical and Experimental Research, 41s1*, 172a.

Maita-Keppeler, T., **Chavez, A.E.**, & Corpus, J.H. (2016). A Self-Determination Theory approach to understanding motivational profiles: Links to academic emotions and substance use. In L. Linnenbrink-Garcia & S. V. Wormington (Chairs), *Person-centered research: A methodological answer to motivation theory's most critical questions.* Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

Marsico, N., **MacCalman, M.**, & Anderson, K.G. (2017). Underage marijuana and alcohol use in recreational legal states: situational contexts of use. *Alcoholism: Clinical and Experimental Research, 41s1,* 241a.

Martinez-Picazo, P., & Corpus, J.H. (2019, October). *Self-efficacy and the regulation of motivation.* Poster presented at the biennial meeting of the Society for the Study of Human Development. Portland, OR.

Miller, L.B., & Hackenberg, T.D. (2016). *The impact of exchange fixed-ratio requirements on token accumulation in a self-control paradigm.* Poster presented at the Association for Behavior Analysis Convention, Chicago.

Moctezuma, C.B., Currie, P.J., & Hackenberg T.D. (2016). Central amygdala endocannabinoid neurotransmission alters emotional memory processes in female rats. Oregon Academy of Science, 74th Annual Meeting, Forest Grove, OR, 27 February.

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.

Morris, B.C., & Corpus, J.H. (2016). *Preschool children's learning and motivation in game-based learning contexts.* Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

Murphy, R., **Hammerslough, S.**, **Kaufman, S.**, **MacCalman, M.**, **Pearlman, S.**, **Shrader, A.**, & Oleson, K.C. (2018). *Bias-aware critical self-reflection predicts university student and faculty prejudice-confrontation beliefs.* Poster presented at the 14th Meeting of the Society for the Psychological Study of Social Issues, Pittsburgh, PA.

Murphy, R.R., **Hammerslough, S.**, **Kaufman, S.**, **MacCalman, M.**, **Pearlman, S.**, **Shrader, A.**, & Oleson, K.C. (2018). *Working through and confronting bias: The link between bias confrontations and Bias-Aware Critical Self-reflection*. Poster presented at the 2018 Indiana Psychological Association conference, Noblesville, IN.

Murphy, R.R. & Oleson, K.C. (2019). *When awareness isn't enough: Joint effect of bias awareness and perceived changeability on prejudice.* Poster presented at the 20th Annual Meeting of the Society for Personality and Social Psychology, Portland, OR.

Naveed, T., & Corpus, J.H. (2019, October). *Academic self-handicapping and its correlates in early adolescence*. Poster presented at the biennial meeting of the Society for the Study of Human Development. Portland, OR.

Oleson, K.C., **Vinton, E.**, **Buttrill, S.**, **Murphy, R.**, & **Harris, A.** (2018). *Faculty and student misperceptions about safety, challenge, and discomfort in higher education classrooms.* Poster presented at the 19th Annual Meeting of the Society of Personality and Social Psychology, Atlanta, GA.

Oleson, K.C., **Vinton, E.**, **Buttrill, S.**, **Murphy, R.**, **Harris, A.**, & **Yang, T.** (2018). *Faculty and student perceptions of discomfort in higher education classrooms.* In C. Weisz & K. C. Oleson (Co-chairs) Engaging diversity and community in the liberal Arts classroom. Paper presented at the 14th Meeting of the Society for the Psychological Study of Social Issues, Pittsburgh, PA.

Ortego, K., Canseco-Gonzalez, E., & Pitts, M. (2019). EEG signatures of perceptual reversals of bistable visual and linguistic stimuli. Poster presented at the Association for the Scientific Study of Consciousness (ASSC) Annual Meeting, June, London Ontario, CA.

Ortego, K., Pitts, M., & Canseco-Gonzalez, E. (2019). EEG signatures of perceptual reversals of bistable visual and linguistic stimuli. Poster presented at the 32nd Annual CUNY Conference on Human Sentence Processing, March 2019, Boulder, CO.

Ortego, K., Pitts, M., & Canseco-Gonzalez, E. (2018). Neural signatures of perceptual reversals of bistable visual and linguistic stimuli. Poster presented at the Society for Neuroscience (SfN), November 3-7, San Diego, CA.

Ortego, K., Pitts, M., & Canseco-Gonzalez, E. (2018). Neural signatures of perceptual reversals of bistable visual and linguistic stimuli. Paper presented at the Cognitive Science Association for Interdisciplinary Learning (CSAIL), July 26-30, Hood River, OR.

Pitts, M. & **Baumgartner, H.** (2016). *Does spatial attention modulate afferent activity in primary visual cortex?* Poster presented at the Society for Neuroscience (SfN), November 12-16, San Diego, CA.

Pitts, M., Cohen, M., & **Jackson-Nielsen, M.** (2016). *Inattentional blindness to color ensemble statistics.* Poster presented at the Vision Sciences Society (VSS), St. Pete Beach, FL.

Pitts, M., **Davidson, G.**, & **Bauer, P.** (2016). *Isolating neural signatures of conscious perception with perceptually bistable stimuli.* Cognitive Science Association for Interdisciplinary Learning (CSAIL), Hood River, OR.

Pitts, M., **Glass, J.**, Dykstra, A., & Canseco-Gonzalez, E. (2018). *Isolating neural signatures of conscious speech perception with a "no report" sine-wave speech paradigm.* Poster presented at the Association for the Scientific Study of Consciousness (ASSC), June 26-29, Krakow, PL.

Pitts, M., **Hendry, C.**, **Glass, J.**, Dykstra, A., & Canseco-Gonzalez, E. (2018, November). *EEG differences between perceiving speech versus noise in physically identical sine-wave speech stimuli.* Poster presented at the Society for Neuroscience (SfN) Annual Meeting, San Diego, CA.

Porkar-Aghdam, S., Franceschini, A.T., & Hackenberg, T.D. (2016). T*oken economies in pigeons: Analyzing economic demand and indifference curves.* Poster presented at the Association for Behavior Analysis Convention, Chicago.

Salvucci, J.T., **Abtahi, S.**, **Howell, E.**, **Dunn, D.P.**, **Bastacky, J.M.R.**, & Currie, P.J. (2018). *Exendin-4 pretreatment inhibits the effects of PVN ghrelin and neuropeptide Y on energy substrate oxidation.* Presented at the

annual meeting of the Faculty for Undergraduate Neuroscience/Society for Neuroscience, San Diego, CA, 4 November.

Scarpetta, M., Pitts, M., & Canseco-Gonzalez, E. (2016). *Neural correlates of auditory attention in an exogenous orienting task.* Twenty first Annual Meeting of the Cognitive Science Association for Interdisciplinary Learning (CSAIL), Hood River, OR, July 28-August 1.

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.

Schweitzer, E., Renn, S.P., & Hackenberg, T.D. (2016). *Effects of oxytocin on social reinforcement in rats: A dose-response analysis.* Poster presented at the Association for Behavior Analysis Convention, Chicago.

Taylor, A.L., Garcia, T.A., **Sheskier, M.**, **Sutherland, N.**, & Anderson, K.G. (2016). *Ethnic and racial variations in adolescents peer drinking norms. Alcoholism: Clinical and Experimental Research, 40s1,* 110a. Presented at the Research Society on Alcoholism Annual Meeting. New Orleans, LA.

Troxell Whitman, Z., & Oleson, K.C. (2016). *Disability disclosure: Strategy for academic and interpersonal success among American college students.* Poster presented at the 7th ICEEPSY The International Conference on Education and Educational Psychology, Rhodes, Greece.

Troxell Whitman, Z., & Oleson, K.C. (September, 2016). *Motivated disclosure patterns: Disability identity management in the higher education environment.* Paper presented at the 2016 International Disability Studies Conference, Lancaster, UK.

Vanderhooft, L., Neuringer, A., Franceschini, A.T., & Hackenberg, T.D. (2016). *Resource exploitation in a modified public-goods game with rats*. Poster presented at the Association for Behavior Analysis Convention, Chicago.

Vinton, E., & Oleson, K.C. (2017). *Safety and discomfort in the classroom: Naïve realism and productive discomfort in higher education.* Poster presented at the 18th Annual Meeting of the Society of Personality and Social Psychology, San Antonio, TX.

Wagar, M., & Hackenberg, T.D. (2016). *Companionship or solitude? Rats' preferences for social or non-social alternatives.* Poster presented at the Association for Behavior Analysis Convention, Chicago.

Willson, J.S.G., & Corpus, J.H. (2019, October). *Mindfulness, consent, gender identity, and sexual orientation: Health education in elementary school.* Poster presented at the biennial meeting of the Society for the Study of Human Development. Portland, OR.

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

(Students' names appear in bold type.)

Abtahi, S., Mirza, A., Howell, E., & Currie, P.J. (2017). Ghrelin enhances food intake and carbohydrate oxidation in a nitric oxide dependent manner. *General and Comparative Endocrinology, 250*, 9-14.

Abtahi, S., **VanderJagt, H.L.**, & Currie, P.J. (2016). The glucagon-like peptide-1 analog exendin-4 antagonizes the effect of acyl ghrelin on the respiratory exchange ratio, *NeuroReport, 27,* 992-996.

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

Anderson, K.G.**, Brackenbury, L.**, **Quackenbush, M.**, **Buras, M.**, Brown, S.A., & Price, J. (2014). A-SIDE: Alcohol and marijuana use simulation for teens. J*ournal of Studies on Alcohol and Drugs, 75*(6), 953-957.

Anderson, K.G. & **Briggs, K.E.L.** (2016). Self-regulation and decision making. In S.A. Brown & R. Zucker (Eds.), *Oxford Handbook of Adolescent Substance Abuse.* New York, NY: Oxford University Press.

Anderson, K.G., **Briggs, K.M.**, & White, H.R. (2013). Motives to drink or not to drink: Longitudinal relations among personality, motives and alcohol use across adolescence and early adulthood. *Alcoholism: Clinical and Experimental Research, 37*(5), 860-867.

Anderson, K.G., **Duncan, K.**, **Buras, M.**, Packard, C., & Kennedy, C. (2013). C-SIDE: Longitudinal outcomes from a drinking simulation for college students. *Journal of Studies on Alcohol and Drugs*, *74(*1), 94-103.

Anderson, K.G., Garcia, T.A., & **Dash, G.F.** (2017). Drinking motives and willingness to drink alcohol in peer drinking contexts. *Emerging Adulthood, 5*(1), 16 -26.

Anderson, K.G., **Grunwald, I.**, Bekman, N.M., Brown, S.A, & **Grant. A.** (2011). To drink or not to drink: Motives and expectancies for use and nonuse in adolescence. *Addictive Behaviors, 10,* 972-979.

Anderson, K.G., **Sitney, M.** & White, H.R. (2015). Marijuana motivations across adolescence: Impacts on use and consequences. *Substance Use & Misuse*, *50*(3), 292-301.

Anderson, K.G., Tomlinson, K.L., **Robinson, J.M**., & Brown, S.A. (2011). Friends or foes: social anxiety, peer affiliation, and drinking in middle school. *Journal of Studies on Alcohol and Drugs*, *72(1),* 61-69.

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.*

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.

Berg, D.A. & Corpus, J.H. (2013). Enthusiastic students: A study of motivation in two alternatives to mandatory instruction. *Other Education, 2*, 42-66.

Brackenbury, L.M., Ladd, B.O., & Anderson, K.G. (2015). Marijuana use/cessation expectancies and marijuana use in college students. *American Journal of Drug and Alcohol Abuse*, doi: 10.3109/00952990.2015.1105242.

Brockway, E.T., **Davis, K.R.**, **Selva, J.A.**, **Wauson, S.E.R.**, & Currie, P.J. (2016). Impact of [D-Lys3]-GHRP-6 and feeding status on hypothalamic ghrelin-induced stress activation. *Peptides, 79*, 95-102.

Casey, C.M., **Wormington, S.V.**, & Oleson, K.C. (2012). Promoting comfort and confidence with conducting research through a pluralistic ignorance project. *Teaching of Psychology, 39*, 293-296.

Cepko, L.C.S., **Selva, J.A.**, **Merfeld, E.B**., **Fimmel, A.I.**, **Goldberg, S.A.**, & Currie, P.J. (2014). Ghrelin alters the stimulatory effect of cocaine on ethanol intake following mesolimbic or systemic administration. *Neuropharmacology, 85*, 224-231.

Chapman, C.D., **Dono, L.M.**, **French, M.C.**, **Weinberg, Z.Y.**, **Schuette, L.M.**, & Currie, P.J. (2012). Paraventricular nucleus anandamide signaling alters eating and substrate oxidation. *NeuroReport*, *23*, 425-429.

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. (2020). 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., **Haimovitz, K.,** & **Wormington, S.V.** (2012). Understanding intrinsic and extrinsic motivation: Age differences and meaningful correlates. In N. M. Seel (Ed.), *Encyclopedia of the Sciences of Learning*. New York: Springer

Corpus, J.H. & **Wormington, S.V.** (2014). Profiles of intrinsic and extrinsic motivations in elementary school: A longitudinal analysis. *The Journal of Experimental Education*, *82,* 480-501.

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.

Currie, P.J., **Coiro, C.D.**, **Duenas, R.**, Guss, J.L., **Mirza, A.**, & **Tal, N.** (2011). Urocortin I inhibits the effects of ghrelin and neuropeptide Y on feeding and energy substrate utilization, *Brain Research*, *1385*, 127-134.

Currie, P.J., **Khelemsky, R.**, **Rigsbee, E.M.**, **Dono, L.M.**, **Coiro, C.D.**, **Chapman, C.D.**, & **Hinchcliff, K.** (2012). Ghrelin is an orexigenic peptide with anxiogenic activity in discrete regions of the hypothalamus, *Behavioural Brain Research*, *226*, 96-105.

Currie, P.J., **Mirza, A.**, **Dono, L.M.**, **John, C.S.**, & **Wall, D.G.** (2011). Anorexigenic action of nitric oxide synthase inhibition in the raphe nucleus. *NeuroReport*, *22,* 696-699.

Currie, P.J., **Schuette, L.M.**, **Wauson, S.E.R.**, **Voss, W.N.**, & **Angeles, M.J.** (2014). Activation of urocortin 1 and ghrelin signaling in the basolateral amygdala induces anxiogenesis. *NeuroReport*, *25,* 60-64.

Currie, P.J., **Zallar, L.J.**, **Garling, E.E.**, & **Cepko, L.C.S.** (2017). Cocaine, ghrelin and the mesolimbic system. In V.R. Preedy (ed.), *The Neuroscience of Cocaine: Mechanisms and Treatment*, Academic Press: London, (pp. 279-286).

Dash, G.F. & Anderson, K.G. (2015). Marijuana use, motives, and change intentions in adolescents. *Journal of Psychoactive Drugs, 47*(2), 100-106.

Davidson, G. & Pitts, M. (2014). Auditory event-related potentials associated with perceptual reversals of bistable pitch motion. *Frontiers in Human Neuroscience, 8:572,* 1-10.

Dono, L.M. & Currie, P.J. (2012). The cannabinoid receptor CB1 inverse agonist AM251 potentiates the anxiogenic activity of urocortin I in the basolateral amygdala. *Neuropharmacology, 62,* 192-199.

Evans, O., Rodríguez-Borillo, O., Font, L., Currie, P.J., & Pastor, R. (in press). Alcohol binge drinking and anxiety-like behavior in socialized versus Isolated C57BL/J mice. Alcoholism: Clinical and Experimental Research.

Fimmel, A.I., **Dono, L.M.**, **Yee, M.N.**, & Currie, P.J. (2014). Exogenous urocortin 1 alters the respiratory exchange ratio after administration into the lateral septum. *Journal of Behavioral and Brain Science, 4*, 99-104.

Graulty, C., Papaioannou, O., Bauer, P., Pitts, M., & Canseco-Gonzalez, E. (2018). Hearing Shapes: Event-related potentials reveal the time course of auditory-visual sensory substitution. *Journal of Cognitive Neuroscience, 30:4*, 498-513.

Grimaldi, E.M., Ladd, B.O., & Anderson, K.G. (2016). Drinking, abstinence, and academic motives: Relationships among multiple motivational domains and alcohol use in college students. *Addictive Behaviors, 55*, 1-4.

Haimovitz, K., & Corpus, J.H. (2011). Effects of person versus process praise on student motivation: Stability and change in emerging adulthood. *Educational Psychology, 31,* 595-609.

Haimovitz, K., **Wormington, S.V.**, & Corpus, J.H. (2011). Dangerous mindsets: How beliefs about intelligence predict motivational change. *Learning and Individual Differences, 21*, 747-752.

Hilarides. B. & Oleson, K.C. (2011). Coming Out. In M. Zeiss Stange, C.K. Oyster, & J.G. Golson (Eds.) *The Multimedia Encyclopedia of Women in Today's World.* Thousand Oaks, CA: Sage Publications.

Hiura, L., Tan, L., & Hackenberg, T.D. (2018). To free or not to free: Social reinforcement effects in the social-release paradigm with rats. *Behavioural Processes*, *152*, 37-46.

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

Jacoby, S.M. & Currie, P.J. (2011). SKF 83566 attenuates the effects of ghrelin on performance in the object location memory task. *Neuroscience Letters*, *504,* 316-320.

Jensen, G., **Miller, C.**, & Neuringer, A. (2012). Truly random operant responding: Results and reasons. In E. Wasserman & T. Zentall (Eds), *The Oxford Handbook of Comparative Cognition* (pp. 652-673). Oxford University Press.

John, C.S. & Currie, P.J. (2012). N-arachidonoyl-serotonin in the basolateral amygdala increases anxiolytic behavior in the elevated plus maze. *Behavioural Brain Research*, *233*, 382-388.

Kafka, A.F., **Heinz, D.A.**, Flemming, T.M., & Currie, P.J. (2014). Effect of chronic DL-amphetamine exposure on brain volume, anxiogenic, locomotor, and social behaviors in male SD rats. *Journal of Brain and Behavioral Science, 4*, 375-383.

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Appendix C:
A Representative List of Recent Senior Thesis Topics

2012 Detecting Deception and False Memories in Transcripts and Videos
2012 The Effects of Auditory Bandwidth and Spatial Congruence on Early Audiovisual Interactions
2012 Every American's Goal: A Self-Determination Approach to Promoting Healthy Eating Behavior
2012 The Contribution of Belongingness Uncertainty, Self-Doubt, and Perceived Effort Expenditure to Domain Identification and Persistence of Women in STEM (Science, Technology, Engineering, and Math) Fields
2012 Evaluating the Transdiagnostic Cognitive-Behavioral Model of Eating Disorders with Student Athletes
2013 An Open Science Electrophysiology Study of Anxiety and Error Monitoring
2013 Anxiety, Bodily Awareness, and Substance Use
2013 The Effect of Social Identity Threat on College Students with ADHD
2013 The Effects of Motivation on False Memory Adoption
2013 Exposure to the Nonnutritive Sweetener Saccharin Promotes Weight Gain in Adolescent Rats and Disrupts in Caloric Intake in Adults
2014 A Person-Centered Investigation of Academic Motivation, Emotions, and Drinking in a High School Setting
2014 Conscious and Non-Conscious Visual Processing of Shape and Color Depends on Task-Oriented Attention
2014 Even Educated Fleas Do It: An Achievement Goal Theory for Sex Education
2014 Influences of Gender and Sexual Orientation Identity Salience on Group Dynamics
2014 Overprescribed and Under-researched: A Look into the Effect of Chronic, low-dose, oral exposure to DL Amphetamine in the Developing Male Sprague-Dawley
2014 The Effects of Pre-Call Instructions and Voice Distinctiveness on Earwitness Identification
2014 The Neural Correlates of Word Perception during Inattentional Blindness
2014 To Free, or Not to Free: The Relative Reinforcing Values of Food Reward vs. Social Contact in Rats
2015 Assigned Achievement Goals and Self-Handicapping
2015 Awareness Doesn't Come for Free: The Attentional Costs of Gist Perception
2015 Blame It On The Alcohol: Effects of Perpetrator Alcohol Use on Implicit and Explicit Attributions of Blame for Sexual Assault
2015 Developing an Animal Model of the Balloon Analog Risk Task (BART)
2015 Differential Involvement of Dopamine and Opioid Signaling in Food Preference and Effort-Related Decision-Making in Rats
2015 Don't read the comments: Online comment sections as prejudicial pretrial publicity
2015 The Figure is in the Brain of the Beholder: Neural Correlates of Individual Percepts in the Bistable Face-Vase Image
2015 Investigating possible anxiety effects of anandamide administration into the Edinger-Westphal nucleus
2015 Neuronal Dynamics of Grapheme-Color Synesthesia
2015 Preschool Children's Learning and Motivation in Game-Based Learning Contexts
2016 Academic Motivation in Undergraduates: A Person-Centered, Mixed-Methods Analysis
2016 Ghrelinergic and Endocannabinoid Signaling in the Amygdala and Ethanol Reward
2016 Motivated Disclosure Patterns: Disability Identity Management in the Higher Education Environment
2016 Neural Correlates of Auditory Attention in an Exogenous Orienting Task
2016 Resource Exploitation in a Modified Public Goods Foraging Game with Rats
2016 The Effect of Internet-Based Pretrial Publicity on Potential Capital Jurors
2016 The Role of Attention in Grapheme-Color Synesthesia
2016 Worry, Risk Perception, and Motivation to Quit Smoking

2017 The Effect of Praise Type and Linguistic Cues on Parents' Perceptions of Traits and Behaviors Associated with Achievement
2017 Cross-modal Perceptual Learning: A Novel Shape Tasting Method for Sensory Discrimination of Wine
2017 Accumbal Ghrelin and Glucagon-Like Peptide 1 Modulation of Ethanol Reward and Ingestive Behavior in Female Rats
2017 Eyewitness Lineup Identifications: The Impact of Suspect Stereotypicality, Crime Type, and Victim Race
2017 Self-Esteem and Drink Refusal Self-Efficacy in an Adolescent Prevention Context
2017 How does Imitation Promote Pro-Sociality? The Effects of Contingency and Similarity on Pro-Social Behavior using Natural and Artificial Stimuli
2017 Instilling a generalized resistance to persuasion
2018 Social Enrichment Effect on Demand and Preference for Certain and Uncertain rewards
2018 GLP-1 Receptor Activation in the Lateral Hypothalamus Reduces Food and Ethanol Consumption
2018 Visualization Ability and Autobiographical Memory
2018 For Whom is Androgyny Relevant?
2018 The Synergistic Influence of Bias Awareness and Implicit Theories of Prejudice on Racial Prejudice
2018 The Influence of Gang Affiliation and Race of the Defendant on Juror Decision Making
2018 The Effects of an Incremental Theory Intervention on Algebra Students' Motivation and Performance in Mathematics
2018 The Effects of Lighting Design on Mood, Attention, and Stress
2018 Perceptions of Gender and Behavioral Willingness in a Social Context Simulation
2019 An Interdisciplinary Approach to Psychedelic Therapy
2019 Mindfulness, Consent, Gender Identity, and Sexual Orientation: Health Education in Elementary School
2019 Intentions to Use Alcohol After Alcohol Prevention Participation: Impacts of Race and Ethnicity
2019 Out in Left Field: A Mixed Methods Approach to Understanding the Experience of LGBTQ+ Women in Sports
2019 Synesthesia and Sensory Substitution
2019 No Light: A Comparative Study of First-Time and Experienced Float Tank Users
2019 Academic Self-Handicapping and its Correlates in Early Adolescence
2020 Sounds Suspiciously like Something a Pigeon Would Say: Reward Associations do not Explain Transitive Inference in Pigeons
2020 Pronouns Good or Bad: Attitudes and Relationships with Gendered Pronouns in Gender-Diverse Undergraduates
2020 A Comparison of Use Motives and Patterns among CBD-Only Users, Cannabis-Only Users, and Co-Users
2020 Assessing Consciousness Theory: A Systematic Scoping Review of 25 Years of Empirical Evidence for Neuroscientific Theories of Consciousness
2020 False Empathy in Intergroup Interactions
2020 The Double-Edged Sword: Mindset, Goals, and Feedback Recipience in a Narrative Feedback System
2020 Socio-Emotional Factors and Academic Achievement from Childhood to Adolescence
2020 Ghrelin, Dopamine, and Incentive Salience.