

**Psychology
Majors
Handbook
2013**

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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, are asked to engage in library and “hands-on” research projects, and are given many opportunities to improve their abilities 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 because they seek 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

At the present time there are eleven faculty members in the Psychology Department:

KRISTEN ANDERSON (on sabbatical 2013-14)

Developmental psychopathology, addictive behaviors, clinical psychology

ENRIQUETA CANSECO-GONZALEZ

Psycholinguistics, neuropsychology, cognitive neuroscience, bilingualism

JENNIFER CORPUS

Developmental psychology, academic motivation

PAUL J. CURRIE

Neuroscience, neuropharmacology, appetitive behavior

TIM FLEMMING

Behavior analysis, comparative cognition

TIMOTHY HACKENBERG

Behavior analysis, comparative cognition, behavioral economics

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

DANIEL REISBERG (Department Chair)

Cognitive psychology, perception, memory, imagery, psychology and the law

DELL RHODES (Emerita)

Emotions, perception and attention, cognitive and social neuroscience

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://administration.reed.edu/registrar/schedule.taf>.

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

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 “Subscribe” 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. Divisional requirements: None
2. Departmental requirements: Eleven units (minimum) in psychology including:
 - a. Psy 121 and Psy 122
 - b. Four of the following eight “core” courses. *Note that you must complete at least two of the core courses before taking the Junior Qualifying Exam.* The core courses are:
 - Psy 322 (Social Psychology)
 - Psy 333 (Behavioral Neuroscience)
 - Psy 351 (Psychopathology)
 - Psy 361 (Developmental Psychology)
 - Psy 366 (Cognitive Processes)
 - Psy 373 (Learning)
 - Psy 381 (Sensation & Perception)
 - Psy 393 (Psycholinguistics)
 - c. Psy 470 (Thesis)
 - d. Psy 348 (Research Design and Data Analysis)
 - e. Six units in an allied field selected from the fields below, approved by the advisor when the major is declared. Cross-listed courses taught by psychology faculty may not be used to meet this requirement. Students can see an advisor for more details.
 - i. 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 (210, 220, 230), 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.
 - ii. Biological, Physical & 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.
 - iii. 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.
 - iv. Cross-cultural studies – six units to include a foreign language at the 200-level plus four additional units. The language requirement can be met by placement exam, in which case six additional units are required. Students should select from courses with an ethnic or international focus in history and social sciences or in literature and languages, Humanities 230, religion, a second foreign language at the 200-level (cannot be met by placement exam).
 - v. 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 (210, 220, 230), political science, religion, sociology.

THE JUNIOR QUALIFYING EXAMINATION

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 "2.b" above). In the psychology Junior Qual, students are asked to summarize and evaluate a research article, and to design research that will answer a question suggested by the research article.

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. 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.

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 at the beginning of the 5th week of the semester, each student submits a detailed thesis proposal to the Chair of the Division, via Kathy Kennedy, the Division's Administrative Assistant, 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.

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 Kathy Kennedy, the Division's Administrative Assistant, 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 can, in some cases, be combined with Results, and 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 121 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 for others an idea of what the student’s 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. Although participation in the poster session is optional, students report it 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 two 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 of 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, one to the advisor, and one to Joan Meyer, in Psy 116, for the Departmental collection. An electronic version also goes to Joan, in case the student needs a copy to be sent somewhere electronically in the future. The student decides whether to have any extra copies bound. Binding can be done by the college’s printing office.

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

We hold a meeting for seniors several weeks into the fall semester concerning graduate schools and career options. The Career Services Center 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 Career Services Center 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 emotionally disturbed children; alcohol and drug abuse counselor; laboratory assistant at Oregon Health Sciences University; college admissions counselor; child care worker for runaways; 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 Career Services 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 Career Services Center 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 Career Services Center. 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 Career Services

Center also maintains an alumni volunteer database in which alumni have offered to advise students about the graduate programs they attended or are attending.

Graduate Fellowship Programs

Also available through the Career Services Center 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.

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.)

- Anderson, K.G., **Briggs, K.**, & White, H.R. (2012). Personality, drinking motivations and consumption: Predictions across emerging adulthood. In M. Cleveland & H.R. White (Chairs), *Understanding alcohol use among non-college emerging adults*. Scientific Meeting of the Research Society on Alcoholism Annual Meeting. San Francisco, California.
- Anderson, K.G. & **Duncan, K.** (2011). The predictive validity of the C-SIDE: Using simulations to assess collegiate alcohol-related decision making. In N. Barnett (Chair), *Social networks and substance abuse*. 5th Conference on Emerging Adulthood. Providence, Rhode Island.
- Anderson, K.G., **Grunwald, I. & Grant, A.** (2010). *Motives not to drink in adolescence*. Poster presented at the College on Problems of Drug Dependence Annual Meeting, Scottsdale, Arizona, 2010.
- Anderson, K.G., **Wormington, S.V.** & Brown, S.A. (2011). Predictors of youth drinking: Should we consider the impact of cognitions associated with not drinking. In K.G. Anderson (Chair), *Weighing the pros and cons: Understanding the interplay of cognitions to drink and not to drink across development*. Scientific Meeting of the Research Society on Alcoholism Annual Meeting. Atlanta, Georgia.
- Brackenburg, L.** & Anderson, K.G. (2011). *Collegiate decision making about drug use*. 5th Conference on Emerging Adulthood. Providence, Rhode Island
- Brackenburg, L., Buras, M.** & Anderson, K.G. (2010). *Psychometric validation of the A-SIDE assessment of relapse risk for youth*. Poster presented at the College on Problems of Drug Dependence Annual Meeting, Scottsdale, Arizona, 2010.
- Briggs, K., Fyfe, A., Moss, A., Robboy, J., Snelling, J., & Corpus, J.H.** (2009, April). *Parent involvement and child enthusiasm in early literacy activities*. Poster presented at the annual meeting of the Western Psychological Association, Portland, OR.
- Canseco-Gonzalez, E., Brown-Schmidt, S., **Hammond, C., López, L., Nguyen, E., & Yiu, L.** (2012, February). *I know what you are thinking: a study of bilingualism and perspective-taking ability*. Paper presented at the 70th Annual Meeting of the Oregon Academy of Science, Psychology session, Portland, OR, February, 2012.
- Chapman, C.D., French, M.C., Dono, L.M., Gester, W.W., Weinberg, Z., & Currie, P.J.** (2010). Endocannabinoid signaling in the hypothalamic paraventricular nucleus (PVN) induces alterations in eating and carbohydrate oxidation. *Program No. 191.3. Abstract Itinerary Planner*. Washington, DC: Society for Neuroscience, Online. [Presented at the 40th annual meeting of the Society for Neuroscience, San Diego, 13-17 November].

- Chapman, C.D., Coles, R.S., Cooney, H.A., Hagen, M.W., Haimovitz, K., Hilbert, B.M., John, C.S., Krishnakant, K., Kurbanov, D.B., Luehrs, E.H., Realegeno, C.S., Springate-Combs, C.A.A., Sutherland, T.M.,** Vasselli, J.R. & Currie, P.J. (2010). *Insulin detemir attenuates the effects of ghrelin on food intake and respiratory quotient following direct injections into the hypothalamic paraventricular nucleus*. Presented at the annual meeting of the Faculty for Undergraduate Neuroscience/Society for Neuroscience, San Diego, 15 November.
- Chapman, C.D., Schuette, L.M., Dono, L.M., Goldberg, S.A.,** Currie, P.J. (2011). Oxytocin mediates ghrelin-induced eating in the ventromedial nucleus of the hypothalamus. Presented at the annual meeting of the Faculty for Undergraduate Neuroscience/Society for Neuroscience, Washington, 14 November.
- Corpus, J.H., **Haimovitz, K., & Wormington, S.V.** (2012, April). Creating rich portraits: A mixed-methods approach to understanding profiles of intrinsic and extrinsic motivations. In L. Linnenbrink-Garcia & J. H. Corpus (Chairs), *Considering the whole student: The use of person-centered approaches to characterize and study motivation*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.
- Corpus, J.H., & **Hayenga, A.O.** (2009, April). *Dangerous mindsets: Beliefs about intelligence predict motivational change*. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Corpus, J.H., & **Wormington, S.V.** (2011, April). *Profiles of intrinsic and extrinsic motivations in elementary school*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Currie, P.J., Anghel, A, **Chapman, C. Weinberg, Z, Jacoby, S., Sutherland, M.** (2010). Urocortin microinjection into the lateral septal area alters appetite and energy substrate utilization. *Appetite*, 54, 641. [Presented at the annual meeting of the Society for the Study of Ingestive Behavior, Pittsburgh, 13-17 July].
- Currie, P.J., **John, C.S., Wall, D.G., Gottschlich, A.,** Pi-Sunyer, F.X., & Vasselli, J.R. (2009). Alterations of energy expenditure following central administration of insulin detemir in rats. *Appetite*, 52, 824. [Presented at the annual meeting of the Society for the Study of Ingestive Behavior, Portland, 28 July- 1 August].
- Currie, P.J. **Khelemsky, R., John, C.S., & Higgs, S.** (2009). CB₁ receptor antagonism alters the anxiogenic and feeding-stimulant effects of ghrelin. *Appetite*, 52, 824. [Presented at the annual meeting of the Society for the Study of Ingestive Behavior, Portland, 28 July-1 August].
- Currie, P.J. **Nicholson, M.L., Conrad, V.K., Gottschlich, A., Leora, K.E., John, C.S., & Chapman, C.D.** (2009). Hypothalamic serotonin microinjections inhibit the effects of ghrelin on eating and energy substrate utilization. *Program No. 470.4. Abstract Viewer/Itinerary Planner*. Washington, DC: Society for Neuroscience, CD-ROM. [Presented at the 39th annual meeting of the Society for Neuroscience, Chicago, 17-21 October].

- Dono, L.M., Chapman, C.D., Schuette, L.M., Goldberg, S.A., & Currie, P.J.** (2011). The CB1 inverse agonist AM251 attenuates the orexigenic and metabolic effects of paraventricular nucleus anandamide. Presented at the annual meeting of the Faculty for Undergraduate Neuroscience/Society for Neuroscience, Washington, 14 November.
- Federow, M.** & Oleson, K.C. (January, 2012). Perceptions of academic advisors' implicit theories of intelligence, self-doubts about abilities, and achievement goals. Poster presented at the 13th Annual Meeting of the Society of Personality and Social Psychology, San Diego, CA.
- Federow, M.** & Oleson, K.C. (January, 2011). *Exploring achievement goals, self-handicapping and life satisfaction in a challenging mastery-oriented environment*. Poster presented at the 12th Annual Meeting of the Society of Personality and Social Psychology, San Antonio, TX.
- Goldberg, S.A., Todd, G.I.S., Schuette, L.M., & Currie, P.J.** (2012). Effects of systemic ghrelin and cocaine administration on ethanol consumption in the rat. Presented at the annual meeting of the Faculty for Undergraduate Neuroscience/Society for Neuroscience, 15 October.
- Goldberg, S.A., Todd, G.I.S., Schuette, L.M., & Currie, P.J.** (2012). Ghrelin antagonizes the stimulatory effect of cocaine on ethanol self-administration. *Appetite*, 59, e22. [Presented at the annual meeting of the Society for the Study of Ingestive Behavior, Zurich, 10-14 July].
- Grimaldi, E.M.** & Anderson, K.G. (2012). *The role of academic motivation and drinking motives in collegiate drinking*. Scientific Meeting of the Research Society on Alcoholism Annual Meeting. San Francisco, CA.
- Hackenberg, T.D., **Dennis, J., & Kappeyne van de Coppello, N.J.** (2011). *Self-awareness and metacognition in rats*. Paper presented at the Comparative Cognition Society Meeting, Seattle, WA.
- Haimovitz, K.** & Corpus, J.H. (2011, April). *Effects of praise on motivation in emerging adulthood*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Hayenga, A.O.**, & Corpus, J.H. (2009, April). *Profiles of intrinsic and extrinsic motivations: A person-centered approach to motivation and achievement in middle school*. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Ilyes, E.**, & Oleson, K.C. (2009, April). *The Heat Beneath the Melting Pot: The Implicit and Explicit Stereotyping of Immigrants*. Poster presented at the 89th Annual Meeting of the Western Psychological Association, Portland, OR.
- Jacoby, S.M., Weinberg, Z.Y., Davis, M.J., Coston, E.P., Dono, L.M., Fennelly, D.A., Fong, E.L., French, M.C., Gester, W.W., Gray, C.C., Johnson, A.G., Jukar, A.M., Moeller, M.L., Schuette, L.M., Hackenberg, T.P., & P. J. Currie, P.J.** (2011). Central nervous system effects of ghrelin on memory acquisition, reward, and anxiety-like behavior. *Program No. 266.23. 2011 Neuroscience Meeting Planner*. Washington, DC: Society for Neuroscience. Online. [Presented at the 41st annual meeting of the Society for Neuroscience, Washington DC, 12-16 November].
- Jensen, G.** & Neuringer, A. (May 2009). "Extending Generalized Matching," Society for Quantitative Analysis of Behavior, Phoenix, AZ.

- Kurbanov, D.B.**, Currie, P.J., & Elman, I. (2011). Opioidergic mechanism of body weight gain in olanzapine-treated rats. Presented at the 50th annual meeting of the American College of Neuropsychopharmacology, Waikoloa, Hawaii, 4-8 December.
- Kushlev, K., Federow, M., Cook, A., Grant, A., Moffitt, U., & Oleson, K. C.** (2009, April). *Observers' impressions of subjective overachievers and self-handicappers*. Poster presented at the 89th Annual Meeting of the Western Psychological Association, Portland, OR.
- Larisch, R.**, Wilkinson, G., & Hackenberg, T.D. (2012). *Free birds: Relations between individual and group behavior in a free-ranging social environment*. Poster presented at the Society for the Quantitative Analysis of Behavior Conference, Seattle, WA.
- Liddell, J.** & Oleson, K.C. (2010, January). *The black hole of motherhood: A decrease in perceived competence and hirability for female physics job candidates with children*. Poster presented at the 11th Annual Meeting of the Society of Personality and Social Psychology, Las Vegas, NV.
- Lewis, M.** & Pitts, M. (2013). *An open science electrophysiology study of anxiety and error monitoring*. Paper presented at the Oregon Academy of Sciences (OAS) Annual Meeting, March, Salem, OR.
- McMahon, J. M.** & Oleson, K. C. (January, 2013). *Mortality salience and the university worldview: Exploring the terror management benefits of an intrinsic orientation*. Poster presented at the 14th Annual Meeting of the Society of Personality and Social Psychology, New Orleans, LA.
- Moshontz de la Rocha, H., Call, A., Harati, A., Westgate, E., Wormington, S. & Oleson, K.C.** (January, 2011). *Predicting the desire to seek out one's grades when grade knowledge is optional*. Poster presented at the 12th Annual Meeting of the Society of Personality and Social Psychology, San Antonio, TX.
- Nash, W.N.**, & Corpus, J.H. (2009, April). *Curiosity and sensation seeking in middle school: Motivational profiles and academic achievement*. Poster presented at the annual meeting of the Western Psychological Association, Portland, OR.
- Nicholson, M.L., Conrad, V.K., Gottschlich, A., Leora, K.E., John, C.S., Chapman, C.D. & Currie, P. J.** (2009). *Paraventricular nucleus 5-hydroxytryptamine alters ghrelin metabolic signaling*. Presented at the annual meeting of the Faculty for Undergraduate Neuroscience, Chicago, 19 October.
- Oleson, K.C. (October, 2011). *Discussant*. In **B.J. Drury** & K.C. Oleson. (Chairs). *Psychological perspectives on recognizing and responding to racial inequalities in the age of Obama*. Panel presented at the 2nd Race and Pedagogy Conference, Tacoma, WA
- Oleson, K.C., **Booth, M., Grueneisen, A., Lynch, S., & Yen, T.Y.** (2009, February). *Concern for Performance or Ability: Differing Contingencies of Self-Worth for Subjective Overachievers and Self-Handicappers*. Poster presented at the 10th Annual Meeting of the Society of Personality and Social Psychology, Tampa, FL.
- Padwal, J., Pitts, M., **Fennelly, D.**, Martinez, A., & Hillyard, S. (2013). *Contour integration: Stimulus and task-based modulations of ERPs and gamma oscillations*. Poster presented at the Cognitive Neurosciences Society (CNS) Annual Meeting, April 12-16, San Francisco, CA.

- Powers, J.L.**, & Corpus, J.H. (2009, April). *The way the ball bounces: Mindfulness, motivation, and juggling*. Poster presented at the annual meeting of the Western Psychological Association, Portland, OR.
- Ramezani, K., Terdal, F., Pepper, N.** & Anderson, K.G. (2013). *Twitter: A window on alcohol use*. In J. Copeland & E.R. Pedersen (Chairs), "Tweetment" in the 21st Century. College on Problems of Drug Dependence Annual Meeting. San Diego, California.
- Ritchie, A.**, & Oleson, K.C. (2009, April). *Thoughtful and Nonthoughtful Stereotype Change and its Persistence Over Time*. Poster presented at the 89th Annual Meeting of the Western Psychological Association, Portland, OR.
- Schelonka, K., Grauly, C.**, Canseco-Gonzalez, E., & Pitts, M. (2013). *Event-related potentials elicited by sine-wave speech stimuli before and after speech recognition training*. Poster presented at the Cognitive Neurosciences Society (CNS) Annual Meeting, April 12-16, San Francisco, CA.
- Schuette, L.M., Gray, C.C., Wauson, S.E.R., Davis, K.R.**, & Currie, P.J. (2012). Mesotelencephalic ghrelinergic signaling in reward and limbic function. Program No. 707.18. 2012 Neuroscience Meeting Planner. New Orleans, LA: Society for Neuroscience. Online. [Presented at the 42nd annual meeting of the Society for Neuroscience, Washington DC, 13-17 October and jointly presented at the annual meeting of the Faculty for Undergraduate Neuroscience/Society for Neuroscience, 16 October].
- Shafto, J.**, & Pitts, M. (2013) Neural signatures of conscious face perception: The N170 is absent during inattention blindness. Association for the Scientific Study of Consciousness (ASSC) - July 12-15, San Diego.
- Sitney, M.**, Anderson, K.G., & White. H.R. (2013). *A longitudinal study of marijuana use motives across emerging adulthood*. College on Problems of Drug Dependence Annual Meeting. San Diego, California.
- Sosa, F., Berg, D., Eversz, D., Talbot, E.**, Tan, L., & Hackenberg, T.D. (2012). *Group and individual choice in a dynamic social environment*. Poster presented at the Society for the Quantitative Analysis of Behavior Conference, Seattle, WA.
- Siegel, C., Hoang, S.B., Conrad, V.K., Leora, K. Nicholason, M.L., Seigel, S., Gottschlich, A.**, & Currie, P.J. (2009). *Paraventricular nucleus injections of 5-hydroxytryptamine inhibit the orexigenic and metabolic action of ghrelin*. Presented at the Western Psychological Association 89th Conference, Portland, 22-26 April
- Talbot, E.**, Tan, L., & Hackenberg, T.D. (2012). *Group and individual behavior in a social foraging paradigm: Sensitivity to changes in resource ratios*. Poster presented at the Society for the Quantitative Analysis of Behavior Conference, Seattle, WA.
- Tan, L., **Canter, J.**, & Hackenberg, T.D. (2011). Group and individual foraging in a dynamic environment. Poster presented at the Society for the Quantitative Analysis of Behavior Conference, Denver.
- Vasselli, J.R. **Wall D.G., John C.S., Gottschlich A.**, Pi-Sunyer F.X., & Currie P.J. (2009). Reductions of food intake and body weight by central administration of insulin detemir in rats. *Diabetes*, 58 (S1), A396. [Presented at the annual meeting of the American Diabetes Association, New Orleans, 5-9 June].

- Volker, D.** & Oleson, K.C. (April, 2012). Self-complexity deconstructed: The role of integration and differentiation of the self-concept in resilience. Poster presented at the 92nd Annual Meeting of the Western Psychological Association, Burlingame, CA.
- Wall, D.G., John, C.S., Gottschlich, A.,** Pi-Sunyer, F.X., Vasselli, J.R. & Currie, P.J. (2009). *Central injections of insulin detemir suppress food intake and body weight in rats.* Presented at the Western Psychological Association 89th Conference, Portland, 22-26 April.
- Wauson, S.E.R., Voss, W.N., Davis, K.R., Schuette, L.M., Angeles, M.J., Bauer, P.E., Davidson, G.D., Heichman, S.L., Khawaja M., Kuziel, G.M., Naiman, M.S., Nguyen, E.T., Perry, J.G., Turvey, M.E., Yee, M.N.,** & Currie, P.J. (2012). Amygdalar urocortin and endocannabinoid modulation of ghrelin (rat acylated)-induced anxiety. Presented at the annual meeting of the Faculty for Undergraduate Neuroscience/Society for Neuroscience, 15 October.
- Weinberg, Z.Y., Nicholson, M.L., Dono, L.M.,** & Currie, P.J. (2011). Effects of ghrelin administration into the ventral tegmental area (VTA) on food-reinforced behavior in dopamine intact and depleted rats. *Appetite*, 57, S46. [Presented at the annual meeting of the Society for the Study of Ingestive Behavior, Clearwater, 12-16 July].
- Weinberg, Z.Y., Nicholson, M.L.,** & Currie, P.J. (2010). *The ability of ghrelin to elicit motivation when injected into the VTA and its dependence on dopamine.* Presented at the annual meeting of the Faculty for Undergraduate Neuroscience/Society for Neuroscience, San Diego, 15 November.
- Westgate, E.C., Wormington, S.V.,** Oleson, K.C., & Lindgren, K.P. (January, 2013). *Better late than never? The relationship between adaptive and maladaptive procrastination styles, alcohol use, and academic performance.* Poster presented at the 14th Annual Meeting of the Society of Personality and Social Psychology, New Orleans, LA.
- Wise, A.A.P.,** & Oleson, K.C. (January, 2013). *The contribution of belongingness uncertainty, self-doubt, and perceived effort expenditure to domain identification and persistence of women in STEM fields.* Poster presented at the 14th Annual Meeting of the Society of Personality and Social Psychology, New Orleans, LA.
- Wormington, S.V.** & Anderson, K.G. (2011). *Alcohol consumption in emerging adulthood: Considering motives not to drink.* 5th Conference on Emerging Adulthood. Providence, Rhode Island.
- Wormington, S.V.,** Anderson, K.G., & Brown, S.A. (2012). *Preventive and risk-related school factors affecting alcohol consumption: A developmental perspective.* Society for Research on Adolescence. Vancouver, BC, Canada.
- Wormington, S.V., & Casey, C.M.,** & Oleson, K. C. (January, 2012). Teaching the research process through a pluralistic ignorance project. Poster presented at the 13th Annual Meeting of the Society of Personality and Social Psychology, San Diego, CA.
- Wormington, S.V.,** & Corpus, J.H. (2012, March) *School engagement and academic performance: The mediating role of intrinsic motivation.* Poster presented at the biennial meeting of the Society for Research in Adolescence, Vancouver, BC.

- Wormington, S.V.**, & Corpus, J.H. (2011, April). *A person-centered investigation of academic motivation, performance, and engagement in a high school setting*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Wormington, S.V.**, & Corpus, J.H. (2010, February). *A person-centered approach to motivation and performance in a high school setting*. Paper presented at the Oregon Academy of Science, Psychology session, Portland, Oregon.
- Wormington, S.V., Westgate, E.C., Call, A., Harati, A.Y.P., Moshontz de la Rocha, H.A., & Oleson, K.C.** (January, 2011). *A person-centered investigation of academically-productive procrastination: Relations to self-doubt, concern with performance, and mastery-approach goals*. Poster presented at the 12th Annual Meeting of the Society of Personality and Social Psychology, San Antonio, TX.
- Wormington, S.V., Westgate, E.C., & Oleson, K.C.** (January, 2013). *How do college students approach difficult academic tasks? A qualitative investigation*. Poster presented at the 14th Annual Meeting of the Society of Personality and Social Psychology, New Orleans, LA.
- Yiu, L., Krisnabai-Gitanjali, K., Pitts, M., & Canseco-Gonzalez, E.** (2013). *An electrophysiological study on the time course of bilingual word recognition*. Poster presented at the Cognitive Neurosciences Society (CNS) Annual Meeting, April 12-16, San Francisco, CA.
- Ziegler, S.** & Oleson, K.C. (2010, January). *Ambivalent sexism and evaluations of positively and negatively sexually subtyped women*. Poster presented at the 11th Annual Meeting of the Society of Personality and Social Psychology, Las Vegas, NV.

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

(Students' names appear in bold type.)

- Anderson, K.G. & **Briggs, K.** (in press). Self-regulation and adolescent decision making about alcohol and other drug use. *Oxford Handbook of Adolescent Substance Abuse*.
- 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., **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., 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.
- Anderson, K.G., **Wormington, S.V.** & Brown, S.A. (2011). Predictors of youth drinking: Should we consider the impact of cognitions associated with not drinking? *Alcoholism: Clinical and Experimental Research*, 35(6), 275a.
- Berg, D.A.** & Corpus, J.H. (in press). Enthusiastic students: A study of motivation in two alternatives to mandatory instruction. *Other Education*.
- Bezemer, D.**, **Horsley, W.**, & Oleson, K.C. (2009.) Human Rights Campaign (HRC). In J. O'Brien (Ed.) *Encyclopedia of Gender and Society* (p. 446). Thousand Oaks, CA: Sage Publications.
- Brockmyer, B.I.**, & Oleson, K.C. (2007). Applied Social Psychology. In R. Baumeister & K. D. Vohs (Eds.) *Encyclopedia of Social Psychology*. (pp. 45-47). Thousand Oaks, CA: Sage Publications.
- Brown-Schmidt, S.**, & Canseco-Gonzalez, E. (2004). Who do you love, your mother or your horse? An event-related brain potential analysis of tone processing in Mandarin Chinese. *Journal of Psycholinguistic Research*, 33(2), 103-135.
- Buras, M.** & Anderson, K.G. (2010, Spring). Hazardous drinking in elder women could go unnoticed. *Women's Commission on Alcohol and Drug Issues- Oregon*.
- Canseco-Gonzalez, E., **Brick, C.**, **Brehm, L.**, Brown-Schmidt, S., **Fischer, K.**, & **Wagner, K.** (2010). Carpet or Cárcel: The effect of age of acquisition and language mode on bilingual lexical access. *Language and Cognitive Processes*, 25, 5, pp. 669-705.

- 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.
- 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.
- Cooper, C.A., & Corpus, J.H.** (2009). Learners' developing knowledge of strategies for regulating motivation. *Journal of Applied Developmental Psychology, 30*, 525-536.
- 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., **McClintic-Gilbert, M.S., & Hayenga, A.O.** (2009). Within-year changes in children's intrinsic and extrinsic motivational orientations: Contextual predictors and academic outcomes. *Contemporary Educational Psychology, 34*, 154-166.
- Corpus, J.H., **Ogle, C.M., & Love-Geiger, K.E.** (2006). The effects of social-comparison versus mastery praise on children's intrinsic motivation. *Motivation and Emotion, 30*, 335-345.
- 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., **John, C.S. Nicholson, M.L., Chapman, C.D., Loera, K.E.** (2010). Hypothalamic paraventricular 5-hydroxytryptamine inhibits the effects of ghrelin on eating and energy substrate utilization. *Pharmacology, Biochemistry & Behavior, 97*, 152-155.
- 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.
- 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.
- Duncan, K., Wormington, S.** & Anderson, K.G. (2011). C-SIDE: An audio simulation of high-risk collegiate drinking contexts. *Alcoholism: Clinical and Experimental Research, 35(6)*, 227a.
- Files, J.S., Casey, C.M., & Oleson, K. C.** (2010). Intergroup bias in children: Development and persistence. *European Journal of Social Psychology, 40*, 671 – 678.

- 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.
- Hayenga, A.O.**, & Corpus, J.H. (2010). Profiles of intrinsic and extrinsic motivations: A person-centered approach to motivation and achievement in middle school. *Motivation and Emotion, 34*, 371-383.
- 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.
- Hilarides B., Ziegler, S.**, & Oleson, K.C. (2009.) National Association for the Advancement of Colored People. In J. O'Brien (Ed.) *Encyclopedia of Gender and Society* (pp. 590 -591.) Thousand Oaks, CA: Sage Publications.
- 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.
- Jensen, G.** & Neuringer, A. (2009). Barycentric extension of generalized matching. *Journal of the Experimental Analysis of Behavior, 92*, 139-159.
- Jensen, G.** & Neuringer, A. (2008). Choice as a function of reinforcer "hold": From probability learning to concurrent reinforcement. *Journal of Experimental Psychology: Animal Behavior Processes, 34*, 437-460.
- 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.
- Kurbanov, D.B.**, Currie, P.J., Simonson, D.C., Borsook, D., & Elman, I. (2012). Effects of naltrexone on food intake and weight gain in olanzapine-treated rats. *Journal of Psychopharmacology, 26*, 1244-1251.
- Laney, C.**, Campbell, H., Heuer, F. & Reisberg, D. (2004). Memory for thematically-arousing events. *Memory & Cognition, 32*, 1149-1159.
- Lesko, A.C.**, & Corpus, J. H. (2006). Discounting the difficult: How high math-identified women respond to stereotype threat. *Sex Roles, 54*, 113-125.
- McClintic-Gilbert, M.S.**, Corpus, J.H., **Wormington, S.V.**, & **Haimovitz, K.** (in press). The relationships among middle school students' motivational orientations, learning strategies, and academic achievement. *Middle Grades Research Journal*.

- Neuringer, A. & **Jensen, G.** (2010). Operant variability and voluntary action. *Psychological Review*, 117, 972-993.
- Neuringer, A., **Jensen, G.** & **Piff, P.** (2007). Stochastic matching and the voluntary nature of choice. *Journal of the Experimental Analysis of Behavior*, 88, 1-28.
- Oleson, K.C. & **Horsley, W.** (2011). Human Rights Campaign (HRC). 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.
- Oleson, K.C. & **Steckler, M.T.** (2005). Instructor manual to accompany "An invitation to social psychology." Thousand Oaks, CA: Sage Publications.
- Oleson, K.C. & **Steckler, M.T.** (2010). The phenotypic expressions of self-doubt about ability in academic contexts: Strategies of self-handicapping and subjective overachievement. In R. M. Arkin, K.C. Oleson, & P. J. Carroll (Eds.) *Handbook of The Uncertain Self*. New York: Taylor and Francis.
- Oleson, K.C. & **Ziegler, S.** (2011.) White House Council on Women and Girls. 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.
- Quackenbush, M.** & Anderson, K.G. (2011). Attentional bias to alcohol and marijuana cues: Eye tracking and adolescent decision making. *Alcoholism: Clinical and Experimental Research*, 35(6), 225a.
- Robboy, J.M.** & Anderson, K.G. (2011). Intergenerational child abuse and coping. *Journal of Interpersonal Violence*, 26(17), 3536-3541.
- Robboy, J.M.** & Anderson, K.G. (2010, Spring). Intergenerational child abuse and coping. *Women's Commission on Alcohol and Drug Issues- Oregon*.
- Rothstein, J.B., Jensen, G.** & Neuringer, A. (2008). Human choice among five alternatives when reinforcers decay. *Behavioural Processes*, 78, 231-239.
- Steckler, M.T.** & Oleson, K. C. (2007). Discounting, in attribution. In R. Baumeister & K. D. Vohs (Eds.) *Encyclopedia of Social Psychology*. (p. 252). Thousand Oaks, CA: Sage Publications.
- Wagner, K.** & Neuringer, A. (2006). Operant variability when reinforcement is delayed. *Learning & Behavior*, 34, 111-123.
- Weinberg, Z.Y., Nicholson, M.L.** & Currie, P.J. (2011). 6-Hydroxydopamine lesions of the ventral tegmental area suppress ghrelin's ability to elicit food-reinforced behavior. *Neuroscience Letters*, 499, 70-73.
- Weiss, A. & Neuringer, A. (in press). Reinforced variability enhances object exploration in shy and bold rats. *Physiology & Behavior*.
- Wormington, S.V.**, Anderson, K.G. & Brown, S.A. (2011). The role of school-related social interactions in middle school students' alcohol use. *Alcoholism: Clinical and Experimental Research*, 35(6), 167a.

Wormington, S.V., Anderson, K.G., & Corpus, J.H. (2011). The role of academic motivation in high school students' current and lifetime alcohol consumption: Adopting a self-determination theory perspective. *Journal of Studies on Alcohol and Drugs*, 72(6), 965-974.

Wormington, S.V., Anderson, K.G., Tomlinson, K., & Brown, S.A. (2013). Alcohol and other drug use in middle school: Impact of gender, victimization and supportive social relationships. *Journal of Early Adolescence*, 33(5), 609-633.

Wormington, S.V., Corpus, J.H., & Anderson, K.G. (2012). A person-centered investigation of academic motivation and its correlates in high school. *Learning and Individual Differences*, 22, 429-438.

Appendix C:
A Representative List of Recent Senior Thesis Topics

- 2004 Early adolescents' learning behaviors in group situations: The impact of social goals and group composition
- 2004 Prejudice reduction and the salience effect: More than a black or white issue
- 2004 The affective component of cross-race faces in priming and visual search paradigms
- 2004 The psychophysics of voluntary behavior
- 2005 The taste of science: How sweet can it be?
- 2005 Acting in others' best interests: Self-handicapping and other-enhancement for friends and strangers
- 2005 Motivational regulation strategies in elementary school populations
- 2005 Combining concepts in language
- 2006 Individual differences in visualization: Not a binary categorization
- 2006 Ceiling effects in assessments of choice variables
- 2006 The interactive effect of regulatory focus and self-construal on global-local processing
- 2006 Heterosexism and attitudes toward same-sex parenting
- 2007 Investigating intolerance of uncertainty in social anxiety
- 2007 A time-course study of access to semantic vs. language information in English-Spanish bilinguals
- 2007 Social identity influence on advertising perception
- 2007 Profiles of intrinsic and extrinsic motivations: A holistic study of motivation and its correlates
- 2009 Serotonin attenuates the orexigenic and anxiogenic actions of ghrelin within the paraventricular nucleus of the hypothalamus
- 2009 Strategies for Regulating Motivation: The Role of Interest Expectations
- 2009 The black hole of motherhood: a decrease in perceived competence and hirability for female physics job candidates with children
- 2010 Eyewitness Identification Procedures in Oregon Policework and the Impact of the Appearance-Change Instruction on Identification Accuracy
- 2010 Metacognition in Rats
- 2010 Motivation, Incentive Sensitization and College Drinking: An Eye-Tracking Study of Attentional Processes
- 2011 An Investigation of Perceptual and Behavioral Confirmation within Friendship Dyads
- 2011 Discovering the key to unlocking tool-use in a non-tool-using species
- 2011 The Functionality of Cross-Modal Activation in Word Identification
- 2011 Thinking Through Change: The Effect of Implicit Trait Theories on Goals and Well-Being
- 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