

PSYCHOLOGY MAJOR'S HANDBOOK



2023-24

www.reed.edu/psychology

ANTI-RACISM STATEMENT

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

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

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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 (Department Chair)

Developmental psychopathology, addictive behaviors, women's health, clinical psychology

JENNIFER CORPUS

Developmental psychology, academic motivation

MATTHEW M. FORD

Behavioral neuroscience, psychopharmacology, substance use disorders, neuroactive steroids

LEIA HARPER

Health psychology, health informatics, psychophysiology and the social determinants of health

KEVIN HOLMES (on sabbatical)

Cognitive science, language and thought, categorization, abstract concepts

GREG JENSEN

Comparative cognition, behavior analysis, quantitative methods

KATHRYN OLESON (Dean of Faculty)

Social psychology, interpersonal perception and relations, social cognition

MICHAEL PITTS

Cognitive neuroscience, sensation and perception, attention and consciousness

VASILIIY SAFIN

Cognitive psychology, judgment and decision-making, behavioral economics, cooperation and prosocial behavior

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

COLTON LYNN

Animal Research Manager

JOAN MEYER

Faculty Administrative Coordinator

SABRINA SCHROERLUCKE

Departmental Associate

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 <http://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/>.

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

DECLARING A MAJOR

Students must declare a major by the end of their sophomore year. Students are granted upper-class status once they have declared a major and completed at least 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).

REQUESTING TRANSFER CREDIT FOR PSYCHOLOGY COURSES TAUGHT ELSEWHERE

For students interested in transferring psychology courses from another institution to Reed, we ask you to complete the form on the departmental or Registrar’s website with the information required to process your request. The more complete the information provided, the more quickly your request can be processed.

Some information to keep in mind:

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

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

Ideally, psychology majors should take Psy 101 and the four 200 laboratories their first year and statistics (Psy 348) their second year to be ready for more advanced coursework in the department and the qualifying examination. While students can complete the major taking these courses later or out of sequence, it is not recommended.

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, computer science.
- c. Cognitive Science—six units in the following disciplines, to include at least two units from each of two separate disciplines: philosophy, linguistics, biology, anthropology, computer science.
- d. Cross-Cultural Studies—six units to include a foreign language at the 200 level plus four additional units. Students must complete six units even if the 200-level language requirement is met by placement exam. Students should select from courses focusing on ethnic or international history or social sciences, 300-level courses with ethnic or international focus in literature and languages, Humanities 231–232, religion, a second foreign language at the 200 level (cannot be met by placement exam).
- e. History and Social Sciences—six units in the following disciplines, to include at least two units from each of two separate disciplines: anthropology, economics, history, humanities (Humanities 220, or two units from Humanities 211, 212, 231, and 232), political science, religion, sociology.

THE JUNIOR QUALIFYING EXAMINATION

All students must 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). 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 their senior thesis. Occasionally, students petition the Department to do a library (non-empirical) thesis, providing a clear rationale. Library theses may include, for example, a meta-analysis or systematic review using PRISMA guidelines (<http://prisma-statement.org/>). In all cases, the library thesis must include a detailed empirical research proposal designed to clarify issues raised in the thesis.

There are several ways to identify a feasible research topic. Many psychology majors will have already begun an interesting line of research as part of a course project. 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* (<https://libguides.reed.edu/databases/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, 3rd, and 4th 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 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 Institutional Animal Care and Use Committee. 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 references must be submitted four weeks before the college-wide deadline for the final manuscript to the thesis advisor for submission to the Division Chair. 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.

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 members: the thesis advisor, usually one other member 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 approves the final submission to the registrar. If you are interested in having your own printed and bound copy, please review the information provided by the print shop. The final electronic version of the thesis goes to your advisor and Joan for the departmental collection (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.

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 youth with eating disorders; laboratory assistant at Oregon Health Sciences University; college admissions counselor; child care worker for children who have left home; and houseparent in a group home for single teenage parents. Non-psychology-related positions include: UX researcher, computer programmer; political aide; English teacher overseas; and entrepreneur.

The Job Search

Students should begin the job search process early! It is important that students alert the Center for Life Beyond Reed staff when commencing career exploration so they can be informed about 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. Announcements will be made on PsychList as new opportunities come to our attention.

Graduate Study

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

The Graduate Record Exam

Students 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. That said, graduate schools vary widely on this requirement; students should look carefully at individual graduate program requirements. Complete information can be obtained from the Center for Life Beyond Reed. We strongly recommend that students planning to take time off before applying to graduate school take the GRE before leaving college as 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-health adviser (see Reed's website for faculty names), and with Marwa Al Khamees in the Center for Life Beyond Reed.

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 themselves 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., 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.)

- Baker, H., Dzedzic, H., Easthausen, S., Egermeier, E., James F., Rook, E.,** & Corpus, J.H. (2022, April). *Predictors of paternal sensitivity: The role of infant gender and paternal support for gender equality*. Poster presented at the Society for the Study of Human Development 2021-22 Conference Series.
- Baker, N., Li, C., Madar, C.,** & Anderson, K.G. (2022). *Location and perceived gender match on willingness to use alcohol*. Poster presented at the Research Society on Alcohol Annual Meeting. Orlando, Florida.
- Barone, S.** & Pitts, M. (2022). *Investigating the appearance of perceptual richness: A systematic review*. Poster presented at the Association for the Scientific Study of Consciousness (ASSC) Annual Meeting, July, Amsterdam, Netherlands.
- 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.
- 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., & **Liu, Z.V.** (2022, April). *A Self-Determination Theory approach for understanding the impact of COVID-19 on college students' motivation*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Corpus, J.H., Robinson, K.A., & **Wormington, S.V.** (2020, April). *Trajectories of motivation and their academic correlates over the first year of college*. Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA. <http://tinyurl.com/szo48t7> (Conference Canceled.)
- Davis, L.,** Flusberg, S.J., & Holmes, K.J. (2021, May). *How victim framing shapes attitudes towards police violence*. Poster presented at the Association for Psychological Science Virtual Convention.
- DeFor, M.** & Oleson, K.C. (2020, February). *Why (don't) we talk about race: Exploring the relationship between academic social norms and faculty members' perceptions of conducting race talk in the college classroom*. Poster presented at the 21st Annual Meeting of the Society for Personality and Social Psychology, New Orleans, LA.
- Dembski, C., Ortego, K., Steinhilber, C.,** Cohen, M., & Pitts, M. (2022). *EEG bifurcation dynamics in a no-report visual awareness paradigm*. Poster presented at the Vision Sciences Society (VSS) Annual Meeting, May, St Pete Beach, FL.
- Fenner, M.,** Pitts, M., **Wen, E., Bennet, M.,** Sarig, A., Mudrik, L., & Schurger, A. (2022). *A no-report dichoptic color fusion EEG paradigm for isolating NCCs*. Poster presented at the Association for the Scientific Study of Consciousness (ASSC) Annual Meeting, July, Amsterdam, Netherlands.

- Franklin, A.** & Pitts, M. (2022). "Laurel & Yanny": *EEG neural correlates of an auditory bistable language stimulus*. Poster presented at the Association for the Scientific Study of Consciousness (ASSC) Annual Meeting, July, Amsterdam, Netherlands.
- Garrison, E., MacCalman, M.,** Clifton, R., Harper, L., Zapolski, T., & Anderson, K.G. (2020). *The effects of sex, gender identity, and dimensional gender expression on drinking behavior*. Poster presented at the Research Society on Alcoholism Annual Meeting (Virtual).
- 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.
- Harris, A.** & Oleson, K.C. (2020, February). *The effects of microaggressions on predictors of academic success*. Poster presented at the 21st Annual Meeting of the Society for Personality and Social Psychology, New Orleans, LA.
- Holmes, K.J., **Star-Lack, M.,** Elpers, N., Flusberg, S.J., & Thibodeau, P.H. (2021, November). *Factors predicting the metaphoricality of compound words*. Poster presented at the 62nd Annual Meeting of the Psychonomic Society (virtual).
- Kassin, L., Castellano, A.,** Canseco-Gonzalez, E., & Holmes, K.J. (2023, July). *Linguistic distancing and emotion regulation in English and Spanish*. Poster presented at the 45th Annual Conference of the Cognitive Science Society, Sydney, Australia.
- Krishnamurthy, R.,** & Holmes, K.J. (2022, November). *Verbal descriptions and graph-reading skills predict climate graph interpretation accuracy*. Poster presented at the 63rd Annual Meeting of the Psychonomic Society, Boston, MA.
- Krishnamurthy, R.,** Elpers, N., Thibodeau, P.H., Flusberg, S.J., & Holmes, K.J. (2022, July). *Exploring the role of pragmatic reasoning in linguistic framing effects*. Poster presented at the 44th Annual Conference of the Cognitive Science Society, Toronto, Canada and online (hybrid).
- 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.
- Li, C., Madar, C., Baker, N.,** & Anderson, K.G. (2022). *Use of gendered language in social drinking contexts*. Poster presented at the Research Society on Alcohol Annual Meeting. Orlando, Florida.
- Li, C.Y.,** Holmes, K.J., & Canseco-Gonzalez, E. (2022, November). *An unconscious effect of Chinese classifiers on object categorization*. Poster presented at the Society for Neuroscience Conference, San Diego, CA.
- Liu, A.** & Pitts, M. (2022). *Spatial attention control mechanism modulated by subliminal stimuli*. Society for Neuroscience (SfN) - November 12-16, San Diego CA.
- Liu, Z.V.** & Corpus, J.H. (2022, April). *A mixed-methods approach to understanding adaptive and maladaptive patterns of motivational change*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

- Liu, Z.V., Scherfling, N., & Corpus, J.H.** (2021, April). *Contingent self-worth as a predictor of motivational change over the first semester of college*. In A. Lavigne (Chair). *How beliefs about self relate to motivation and cognition*. Paper presented at the virtual annual meeting of the American Educational Research Association.
- MacCalman, M.** & Anderson, K.G. (2019). *The impact of gender match vs. mismatch on willingness to drink alcohol*. Poster presented at the Research Society on Alcoholism Annual Meeting, Minneapolis, Minnesota.
- Madar, C., Baker, N., Li, C., & Anderson, K.G.** (2022). *Thematic analysis of college student thoughts in simulated situations*. Poster presented at the Research Society on Alcohol Annual Meeting. Orlando, Florida.
- Madar, C.,** Elpers, N., Flusberg, S.J., & Holmes, K.J. (2022, July). *Mapping the structure of metaphorical concepts of undergraduate research mentoring*. Poster presented at the 44th Annual Conference of the Cognitive Science Society, Toronto, Canada and online (hybrid).
- Marghetis, T., Holmes, K.J., **Star-Lack, M.,** & Chacon, S. (2022, July). *A systematic investigation of spatial cognition around the globe*. Invited talk for the symposium on Dimensions of Diversity in Spatial Cognition: Culture, Context, Age, and Ability at the 44th Annual Conference of the Cognitive Science Society, Toronto, Canada and online (hybrid).
- Martinez-Picazo, P.,** & Corpus, J.H. (2019, October). *Self-efficacy and the regulation of motivation*. Poster to be presented at the biennial meeting of the Society for the Study of Human Development. Portland, OR.
- Montano, I., Rajendran, A., Allison, L., Nicolacoudis, A.,** Mudrik, L., Sarig, A., Schurger, A., & Pitts, M. (2022) *Triangulating neural correlates of consciousness*. Society for Neuroscience (SfN) - November 12-16, San Diego CA.
- Moran, H.,** & Corpus, J.H. (2020, February). *Mindset as a predictor of academic achievement and academic buoyancy*. Paper presented at the annual meeting of the Oregon Academy of Science, Portland, OR.
- 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 to be presented at the biennial meeting of the Society for the Study of Human Development. Portland, OR.
- Nicolacoudis, A., Allison, L., Montano, I., Rajendran, A., Fenner, M.,** Pitts, M., Sarig, A., Mudrik, L., & Schurger, A. (2022). *Triangulating consciousness: A no-report dichoptic color fusion EEG paradigm for isolating NCCs*. Society for Neuroscience (SfN) - November 12-16, San Diego CA.
- Ortego, K.,** Pitts, M., & Canseco-Gonzalez, E. (2019, March). *EEG signatures of perceptual reversals of bistable visual and linguistic stimuli*. Poster presented at the 32nd Annual CUNY Conference on Human Sentence Processing, Boulder, CO.

- 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., & Cohen, M. (2020). *Neural correlates of visual awareness and task-relevance in a no-report masking paradigm*. Talk presented at the Vision Sciences Society (VSS) Annual Meeting, June, online.
- Pitts, M. **Dembski, C.**, **Ortego, K.**, **Steinhilber, C.**, & Cohen, M. (2022). *Distinct EEG bifurcation dynamics in report and no-report conditions of a visual masking paradigm*. Talk presented at the Association for the Scientific Study of Consciousness (ASSC) Annual Meeting, July, Amsterdam, Netherlands.
- Scherfling, N.B.**, & Corpus, J.H. (2020, February). *Intelligence mindset, goal endorsement, and perceptions of feedback among college students*. Paper presented at the annual meeting of the Oregon Academy of Science, Portland, OR.
- Schimmel, E.**, **Madar, C.G.**, **Wu, S.H.**, **Shan, L.**, **Waldorf, N.**, Flusberg, S.J., & Holmes, K.J. (2023, July). *Does experiencing an “inner voice” predict language-driven categorical perception?* Poster presented at the 45th Annual Conference of the Cognitive Science Society, Sydney, Australia.
- Shan, L.**, **Greenwald, D.**, **Boldt, T.**, **Truong, B.**, **Gonzalez, G.**, **Chen, C.**, & Corpus, J.H. (2023, March). *Intrinsic and extrinsic motivation in bilingual school children*. Poster presented at the biennial meeting of the Society for Research in Child Development, Salt Lake City, UT.
- Willson, J.S.G.**, & Corpus, J.H. (2019, October). *Mindfulness, consent, gender identity, and sexual orientation: Health education in elementary school*. Poster to be presented at the biennial meeting of the Society for the Study of Human Development. Portland, OR.
- Wu, S.H.** & Corpus, J.H. (2023, March). *Understanding the perceived costs of academic engagement during the first year of college*. Poster presented at the biennial meeting of the Society for Research in Child Development, Salt Lake City, UT.
- Wu, S.**, Elpers, N., Doherty, E.M., Flusberg, S.J., & Holmes, K.J. (2021, July). *Pragmatic reasoning ability predicts syntactic framing effects on social judgments*. Poster presented at the 43rd Annual Conference of the Cognitive Science Society (virtual).
- Yin, B.**, Flusberg, S.J., & Holmes, K.J. (2021, May). *“I’m the real victim”: Self-victim framing and perceptions of sexual assault*. Poster presented at the Association for Psychological Science Virtual Convention.

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

(Students' names appear in bold type.)

- Alexander, J.D.**, Anderson, K.G., & Myers, M.G. (2020). Drinking refusal self-efficacy: Impacts on outcomes from a multi-site early intervention trial. *Journal of Child and Adolescent Substance Abuse*. doi: 10.1080/1067828X.2020.1766620.
- Anderson, K.G., **Garrison, E.**, Clifton, R.L., Harper, L., Zapolski, T., Khazvand, S., & Carson, I. (2023). Measures of self-reported identity associated with sex and gender: Relations with collegiate drinking. *Alcoholism: Clinical and Experimental Research*, 47, 501-511.
- Appelbaum, M.S.**, & Corpus, J.H. (2020). Assessing competing and combining motives to learn in college students: A Self-Determination Theory approach. *Future Review: International Journal of Transition, College, and Career Success*, 2, 15-28.
- Baumgartner, H., Grauly, 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., Grauly, C.**, Hillyard, S., & Pitts, M. (2018). Does spatial attention modulate the C1 component? The jury continues to deliberate. *Cognitive Neuroscience*, 9:1-2, 34-37.
- Bilaonova, A.**, Phillips, J.A., & Anderson, K.G. (2021). Comparison of CBD and cannabis use motives. *Cannabis*, 4(2), 60-68.
- Cohen, M., **Ortego, K., Kyroudis, A.**, & Pitts, M. (2020). Distinguishing the neural correlates of perceptual awareness and post-perceptual processing. *The Journal of Neuroscience*, 40(25), 4925-4935.
- Corpus, J.H. & **Good, K.A.** (2021). The effects of praise on children's intrinsic motivation revisited. In Brummelman, E. (Ed.), *Psychological Perspectives on Praise* (pp. 39-46). Abington, UK: Routledge.
- Corpus, J. H., Robinson, K. A., & **Liu, X.** (2022). Comparing college students' motivation trajectories before and during COVID-19: A Self-Determination Theory approach. *Frontiers in Education*, 7:848643. doi: 10.3389/educ.2022.848643.
- Corpus, J.H., Robinson, K.A., & **Wormington, S.V.** (2020). Trajectories of motivation and their academic correlates over the first year of college. *Contemporary Educational Psychology*, 63.
- Corpus, J.H. & **Wormington, S.V.** (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.

- Dembski, C.**, Koch, C., & Pitts, M. (2021). Perceptual awareness negativity: A physiological correlate of sensory consciousness. *Trends in Cognitive Sciences*, 25(8), 660-670.
- Franzwa, F.**, Harper, L., Anderson, K.G. (2022). Examination of social smoking classifications using a machine learning approach. *Addictive Behaviors*, 126, 107175. doi: 10.1016/j.addbeh.2021.107175.
- Garrison, E.**, Gilligan, C., Ladd, B.O., & Anderson, K.G. (2021). Social anxiety, cannabis use motives, and social context impact on willingness to use cannabis. *International Journal of Environmental Research and Public Health*, 18(9), 4882.
- Greenwald, D. G., Shan, L., Boldt, T. A., Truong, B. B., Gonzalez, G. S., Chen, C. H., & Corpus, J. H.** (2023). Comparing intrinsic and extrinsic motivation in bilingual children and their monolingual peers. *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.1022729>
- Jackson-Nielsen, M.**, Cohen, M., & Pitts, M. (2017). Perception of ensemble statistics requires attention. *Consciousness & Cognition*, 48, 149-160.
- Kim, M.**, & Corpus, C. (2023). Self-efficacy buffers against belonging loss for Hispanic students during the first semester of college. *European Journal of Psychology and Educational Research*, 6(2), 69-76. <https://doi.org/10.12973/ejper.6.2.69>
- MacCalman, M.**, Harper, L., & Anderson, K.G. (2020). Perceived gender match and accepting alcohol offers from peers in emerging adulthood. *Alcohol and Alcoholism*. doi: 10.1093/alcalc/agua054.
- Pitt, B., . . . Marghetis, T., Holmes, K. J., **Star-Lack, M.**, et al. (2022). Dimensions of diversity in spatial cognition: Culture, context, age, and ability. In J. Culbertson et al. (Eds.), *Proceedings of the 44th Annual Conference of the Cognitive Science Society* (pp. 24-25).
- Pitts, M., **Lutsyshyna, A.L.**, & Hillyard, S. (2019). Reply to Montemayor & Haladjian. *Philosophical Transactions of the Royal Society B: Biological Sciences*. 374:20190003.
- Pitts, M. & **Ortego, K.** (2019). Why "no report" paradigms are an important tool for consciousness research. Commentary on Michel & Morales "Minority reports: Consciousness and the prefrontal cortex." *Mind & Language Symposium*.
- Wu, S.H.**, & Corpus, J.H. (2023). The role of perceived cost in college students' motivational experiences and long-term achievement outcomes: A mixed-methods approach. *International Journal of Educational Research Open*, 4, Article 100229. <https://doi.org/10.1016/j.ijedro.2023.100229>

Appendix C:
A Representative List of Recent Senior Thesis Topics

- 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 Emotional Awareness and Emotional Tone: Temperamental Weather
- 2020 A traumagenic etiology of Major Depressive Disorders: implications of ketamine as a next-generation treatment for depression
- 2020 The Effects of Distinction and Color Congruence on Incidental Memory
- 2020 The Effect of Labels on Recognition of Visual Objects of Two Categories
- 2021 COVID-19 and Resilience in a Sample of Yoga Practitioners
- 2021 Cops Just Doing Their Jobs: Victim Framing of Media Representations of Police Violence
- 2021 Psychedelic Panacea: Investigating Influence of 5-HT_{2A} Receptor Activity on Cocaine Condition Place Preference
- 2021 Labeling emotions in a native and foreign language: An ERP study on emotion regulation in bilinguals via affect labeling
- 2022 Own- and Cross-Price Demand Elasticity with Specific and Generalized Conditioned Reinforcers in a Token Economy with Pigeons
- 2022 Examining the Relationship Between Intrinsic and Extrinsic Motivation in Black and White Students
- 2022 Showing Up and Showing Out: Predictors of Black Lives Matter Protest Endorsement and Protest Behavior in Portland, OR
- 2022 The Barycentric Method of a Rat's World
- 2022 Optogenetic Modulation of Dopamine Neurotransmission to Investigate Brain Reward Signaling
- 2023 Changing Perceptions: Investigating Novel Associations Between Stress Mindset and Academic Motivation
- 2023 The Land of Equal Opportunity: Changing Dehumanization Towards Latinx Immigrants Through Storytelling
- 2023 Development of a Solitary Drinking Measure
- 2023 Anthropomorphic Language and Reasoning about Political Entities
- 2023 Your Attention, Please: The Competition and Comparisons between Social Cues in Directing Attention
- 2023 Optogenetic Stimulation of Dopaminergic Neurons in the Ventral Tegmental Area Under Anxiety and Reward Related Paradigms
- 2023 "Money or River": A Bistable Approach to Investigating the Neural Correlates of Lexical Ambiguity