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Psychology Division Newsletter
A Publication of a Division of the Council on Undergraduate Research
Spring 2023

The Psychology Division of the Council on Undergraduate Research provides networking opportunities, activities, and resources to assist psychology administrators, faculty members, students, practitioners, and others in advancing undergraduate research.

Chair: Karen L. Gunther (Wabash College)
Newsletter Team: Amy M. Buddie (Kennesaw State University);
Tsu-Ming Chiang (Georgia College & State University)

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Message from the Chair
Karen L. Gunther
Wabash College

Spring Greetings!

Ah, it is nice to be getting back to normal, post-COVID. Yet having a new basket of skills that we learned during the pandemic, for how to connect remotely with mentees and co-authors. (Photo is of me enjoying a chocolate-fondue-covered marshmallow at our annual Psychology Research Symposium – another benefit of in-person meetings!)

We hope that you enjoy this issue of the CUR Psychology Division newsletter. We have reports from this year's student research awardees about their projects. We will be awarding our bi-annual Mid-Career Mentor award again next year, application deadline October 16 (see below for more information).

We have included a teaching tip and a mentoring tip from two of our CUR councilors. Do you have tips that you would like to share with the division, on teaching, mentoring students in research, how to accomplish your own research with a heavy teaching load, how to conduct research remotely, or something else?

Stay well, and I wish you happy and productive mentoring of undergraduate researchers!

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Psychology Mid-Career Mentoring Award

The Psychology Division of the Council on Undergraduate Research requests nominations for the Mid-Career Mentoring Award. This award is for a CUR Psychology Division member who has influenced undergraduate research through their own research, through scholarly or creative projects with undergraduates, and/or through demonstrated leadership activities. The award consists of $500. In addition, the awardee will have the opportunity to present their research mentorship style and philosophy to the CUR community and the profile and accomplishments of the awardee will be featured on the Psychology Division's website. The deadline for submissions is October 16. **Award Details >>**

Teaching Tip: Open Practices for the CURE

Nestor Matthews
Dennison University

Many of us teach a Course-based Undergraduate Research Experience (CURE). In my CURE this semester, my students explored open practices. First, using the **Open Science Framework** (OSF) they read about **Open Science Badges**: "Preregistered"; "Open Materials"; "Open Data". Second, each student created their own free OSF account. Third, each research group established an OSF site that served as a repository for their project's stimuli and data. Fourth, for our semester-end poster fair, each group's poster included citations about reproducibility [**1,2,3**], and a scan code that directed viewers to the students' OSF site. In short, the students practiced...open practices for their CURE.

Sample Student-Generated OSF Websites from the Psychology of Music - CURE

>> The Effect of Gender-Stereotyped Instruments on the Perception of Musical Performers

>> Sensitivity and Specificity of Pitch Memory

>> Can you Ear the Difference? Exploring the Relationship Between Music Composition and Language

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Mentoring for Mentors: Sharing Frustrations and Solutions

Jennifer Coleman
Western New Mexico University

As a council, we have had occasion to discuss our varied experiences and frustrations with mentoring. We have been gathering some topics, and in this newsletter, we share one theme. We hope to continue this dialogue, raising issues in each newsletter next year. We also invite you to contribute items and solutions. Please reach out to your councilors at any time. If you have unique solutions to issues, we invite you to allow us to feature you!

As we prepare for a little break over summer – or at least a change of pace, here is a topic that can help to ease our challenges next year.

Theme: Training and Technology (Training with technology)

1. Establishing systems & protocols for frequent training
>> Frequent turnover of students due to graduation means we have new students to train on the same procedures. This takes time and requires consistency across many different individuals. There must be an easier way to do this than the traditional time-intensive personalized efforts!
>> How do you successfully get new research assistants on the same page as everyone else? Do you use standard readings for them to learn essential background knowledge? Do you have everyone participate in a reading group while the new students catch up? What about lab protocols and other standards of practice in your data collection efforts?
>> We see a role for technology here (see item below), but what other methods might be useful to consider as you prepare for the fall term?

2. Best technology tools to organize a lab that allow flexibility for asynchronous and synchronous work.
>> There is no one-size-fits-all here.
>> Google Spaces and Drive are convenient tools, but there are limits. For example, you can only assign a task to a single individual, and there's no system to double-check the work, so once they mark it as "complete", the task disappears. There should be an easily obtainable archive! Additionally, some universities don't support the use of Google at all. Microsoft's equivalents, such as OneDrive, SharePoint, and collaborative online Word documents are also imperfect collaborative tools.
>> Campus Learning Management Software, such as D2L, Moodle, and Canvas, are options to consider, especially for archiving training videos.
>> What we may learn is that we need different technology for a range of different tasks, and that brings us back to the issue of training. Bringing students into a lab that uses varied approaches means we have more items on which to train new students!
>> What other approaches do you find to be useful?

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Meet the 2022-2023 Student Funding Recipients

The CUR Psychology Division offers a limited number of research (e.g., supplies or expenses) or presentation (travel/conference registration) awards for undergraduate students conducting original psychological research (~$400-500). Watch the **CUR Psychology Division website** next fall for a call for proposals. Here are this year's winners.

Olivia Cutshaw
University of West Florida
Mentor: Karen Gouze

1. What was the nature of your project?
Over the summer of 2022, I worked with the Early Childhood team at the Center for Childhood Resilience within Lurie Children's Hospital of Chicago. My project examined outcomes of a trauma-informed care training program for Chicago Head Start teachers called the "Ready to Learn Through Relationships" program. We were interested in whether teachers reported more frequent use of 8 trauma-informed strategies in the classroom: viewing child behavior through a trauma lens, using a calming space in the classroom, implementing and using a morning routine, using de-escalation strategies, teaching emotion regulation strategies, using reflective listening, promoting healthy coping, and practicing self-care.

2. What was the most challenging thing about the work you did?

I was given the challenge of cleaning our dataset and running my own statistical analyses. I spent lots of time learning the basics of IBM SPSS, which has been enormously helpful transitioning into my senior year. Though learning these skills was initially challenging, I have gained a lot of practice since then, and have fallen in love with statistics!

3. What kinds of things did you learn? (about your topic, about scholarship, or about yourself)
Throughout my research project, it was important for me to learn a lot about the impact of trauma exposure on young children's development. However, I also found learning about protective factors absolutely fascinating. Specifically, I learned that children who have access to healthy and safe relationships are highly resilient, even in the face of trauma and adversity. To me, this highlighted the importance of early interventions for caregivers and teachers, and gave me a new outlook on my project.

4. Did you make any discoveries along the way?
I discovered that, despite a small sample size, teachers who were trained in the Ready to Learn Through Relationships program were significantly more likely to use a trauma lens when examining children's behavior, to use de-escalation strategies in the classroom, and to promote healthy coping skills for children. These results are very promising for future implementation of the program.

5. How has the project helped you in your career goals?
This project has helped me grow tremendously, both professionally and personally. Receiving support from the Council of Undergraduate Research Psychology Division allowed me to present my research in Chicago, IL at the Midwest Psychological Association. Here, I had the opportunity to hear about cutting-edge work in the field of psychology and network with distinguished researchers. I was thrilled to share the work being done by the Center for Childhood Resilience, and engaged in many meaningful conversations about the need for trauma-informed care in early childhood education settings.

6. What was the most meaningful part of your research experience?
To me, the most meaningful part of my research experience was speaking to my mentors and to other researchers about the enormous potential role educators play in promoting positive development for young children. Investing in teachers is a direct investment in children; as such, it was moving to see positive changes in the way teachers in the study responded and interacted with their students. One day, I hope to lead a program of research that has implications for teaching parents, teachers, and other caregivers how to promote healthy emotional development.

Sophie K Johnson
Carroll University
Mentor: Abigail Riemer

1. What was the nature of your project?
A new approach to sexual assault standards called affirmative consent is increasingly being adopted by colleges across the US. Affirmative consent standards utilize a "yes means yes" approach to consent which helps define consent as conscious, voluntary, and requiring multiple "yeses" throughout the interaction. We explored whether an affirmative consent, compared to a traditional "no means no" standard, shapes perceptions of sexual assault. 473 participants read a court transcript introducing the consent standard (affirmative vs. "no means no"), the victim and perpetrator (male-female vs. female-male), and ambiguity of provided consent (victim said "no" vs. nothing). Exposure to an affirmative standard was expected to increase assault perceptions in ambiguous and non-stereotypical scenarios.

Contrary to expectations, the affirmative standard increased perceptions of consent and victim blame relative to a non-affirmative standard. When exposed to the affirmative consent standard, participants did not perceive either the ambiguous or clear scenario as less consensual than participants exposed to the "no means no" standard evaluating the ambiguous scenario. Instead, participants evaluating a clear

scenario rated it as less consensual when exposed to the "no means no" standard. Although these findings contradict our hypotheses, we believe the results of this study are informative for states pushing to change consent standards in sexual assault cases. While research of this standard is slowly emerging in the literature, the current work suggests that an affirmative consent standard may actually prove to be more confusing in determinations of consent and blame relative to previously relied upon "no means no" standards.

2. What was the most challenging thing about the work you did?
There were a couple of challenges that I experienced during the completion of my first independent empirical study. One of these challenges that I faced during the completion of this study, was the unexpected results and findings during data analysis. These findings were analyzed over many hours to better understand what was discovered and how to disseminate it in a way that others could understand simply. American Psychology-Law Society (AP-LS) was the first ever conference that I attended and the first ever conference in which I presented research that I completed. Learning how to disseminate the data that I collected in a way that was easy to understand was another challenge that I faced and learned from.

3. What kinds of things did you learn? (about your topic, about scholarship, or about yourself)
With this psychology student award, I was able to understand and experience the research process in its entirety. I was able to experience presenting my work at a conference in my future career field of psychology and legal studies. An important component of research is the distribution of what was learned to others, which this grant allowed me to participate in this aspect. This helped me to learn from first-hand experience the entirety of the research process and get more comfortable with doing this work so in my future career as a researcher, I am more comfortable and capable in distributing the outcomes of my work.

4. Did you make any discoveries along the way?
The results of this study were one discovery that was unexpected. The findings showed that affirmative consent standards are not working as well as we had hoped and that there may be something else in play when considering a juror's perception of those on trial for sexual assault. This was my first ever independent empirical study, which allowed me to more fully be involved in the research process. There were many little discoveries along the way about the process of building and completing a research study. One of the biggest personal discoveries that I had during the research study and presentation at AP-LS was that this was the field that I want to be continuing research in and to make it my career.

5. How has the project helped you in your career goals?
This grant helped me travel to the AP-LS conference and allowed me to present the current study there. Traveling to this conference allowed me to present my work in front of current researched in the field that I am interested in pursuing a career in. Specifically, I am hoping to further my education in a social psychology and legal studies program. Being allowed to present and travel to AP-LS allowed me to be one step further to my goal of being a researcher in the field of law and psychology.

My research interests in my future career align with the work of current study very well. I am interested in how impactful juror perceptions and bias can be in court cases. This study was an application of this interest in that it explored how different sexual assault education standards could impact the perceptions that jurors have on sexual assault victims. The current study has, additionally, cemented my interest in this area and has caused me to develop additional research questions to investigate in the future.

6. What was the most meaningful part of your research experience?
One of the most meaningful parts for me was the ability that I had to complete research in an area that I am interested in. Ever since I was little I have been very interested in the legal system and how trials work. More recently as well, I have become interested in the interplay between psychology and the legal system. This was my first ever independent research experience which allowed me to investigate an area

of research I was interested in. I was able to take a leadership role in the creation of the research, the data analysis, and the dissemination of the results at the AP-LS conference.

Amy Pezoldt
University of Florida
Advisor: Marina Klimenko

1. What was the nature of your project?
The project I conducted was a content analysis on popular teen romantic drama movies. I selected the highest grossing teen romantic drama movies of all time, and my sample included 41 movies ranging from 1961 to 2019. In these films, I analyzed the frequency of verbal expressions of romantic ideals and challenges to romantic ideals. Examples of romantic ideals include "love at first sight" and "love conquers all", and they are defined as any expression of love and romance as powerful and perfect. A challenge is any expression that opposes an ideal, or offers a more realistic view of love and romance. As well as this, I analyzed the frequency of hookups and long-term relationships across the films. I also evaluated the endings of the films to either be positive, negative, or unclear/mixed. Once the films were coded for, I ran statistical tests to see if the gender or age of the characters affected the frequency of the other variables. The content analysis revealed that male characters express more romantic ideals than female characters in teen romantic drama movies. As well as this, female hookups predicted negative film endings, but this was not true for male characters. Finally, characters in high school engaged in more hookups than characters in college.

2. What was the most challenging thing about the work you did?
The most challenging aspect of my project was training two other research assistants to help code the films in my sample. This was a very tedious process that began with creating and sharing a coding scheme, and explaining the operational and conceptual definitions for each of my variables. I then coded an example film with them where we stopped and discussed each instance that needed to be coded for. After they had a sufficient understanding of the coding scheme and the coding process, we began reliability testing, and each of us coded 8 movies individually. The reliability was not adequate at first, so I had to make some clarifications and changes on the coding scheme to improve the reliability for some of the less agreed upon variables. Overall, this process took about two months and it required a lot of patience. However, I feel that I have learned a lot about the process of reaching reliability, and understanding that a lot of effort must go into ensuring that the variables being studied are sound and sufficiently understood.

3. What kinds of things did you learn? (about your topic, about scholarship, or about yourself)
One thing I learned about myself throughout this project was that I am very resilient, and that resilience is a characteristic that I, and others, need in order to succeed in undergraduate research. When I originally decided to begin this project, I had many different aspirations for what I wanted to study, most of which ultimately got turned down. For example, at first I really wanted to conduct a content analysis on Japanese romance shows, but my advisor and I came to realize that we did not have the resources to complete this project. Thus, I had to alter my research to American romance films instead, where I decided to analyze the specific genre of teen drama romance. Researchers are constantly having to change aspects of their projects, and even what they are specifically studying, as the resources, support, and the information available to conduct certain projects may not be achievable. Therefore, learning that I am resilient and will continue to achieve my research goals regardless of little bumps along the way is very important, and will aid me in my future research endeavors.

4. Did you make any discoveries along the way?
Throughout the process of completing this project I came to discover many things about the teen romantic drama movie genre. To begin with, I unfortunately found that this genre has historically not been very inclusive, and there have been very few characters belonging to minority groups in these films, until

recently. I had wanted to examine if there were differences in the frequencies of ideal and challenge expressions, hookups, and long-term relationships across the films in correlation to the race and ethnicity of the characters, but I was not able to due to the lack of non-white characters in the films. As well as this, I found that there were no non-heterosexual main love interests in any films in the sample. As there are many young viewers of these films belonging to different races, ethnicities, and sexualities, it is very important to recognize that the lack of inclusivity may impact these audiences. However, this genre is becoming more and more inclusive, and, thus, I aspire to conduct another content analysis on recent films in this genre to examine how these variables may influence the themes in these films, and ultimately the implications they may have on audiences belonging to minority groups.

5. How has the project helped you in your career goals?
Prior to this project, I was not entirely sure about what I wanted to do with my psychology degree after I graduated. I had considered going into therapy or counseling, but once I got involved in undergraduate research, I developed a passion for it, and knew that I wanted to continue research in my future education and career. Specifically, I am interested in social psychology, and studying the effects of and relationship between different types of media and close relationships, interests, beliefs, and personality. After I graduate, I aspire to get a Master's and PhD in social psychology, and later have a lifelong career in academia, where I can conduct research and teach. Working on this project has given me a lot of knowledge and experience which I can use in my future education and career endeavors.

6. What was the most meaningful part of your research experience?
The most meaningful part of my research experience was realizing the significance of my findings. The targeted audience of teen romantic drama movies are female adolescents who are at a very formative period in their development. The finding that male characters in these films express more romantic ideals may be quite harmful, as men are less likely to believe and endorse romantic ideals in real life. Thus, young girls may be set up to have unrealistic expectations for their future romantic relationships. As well as this, I found that female hookups predicted negative endings in the films, but male hookups had no effect on the type of ending that occurred. This finding suggests that there is a sexual double standard prevalent in the films, which may cause female viewers to believe that their sexual engagement will have harmful effects on them but not for their male counterparts. Altogether, this is extremely meaningful to me as I was once a teenage girl who watched these films, and I was not aware of how impactful they might have been on my beliefs about romantic relationships and hookups. I think it is important to educate people on the strong influence that these types of movies may have, and to encourage positive and healthy romantic and sexual beliefs and behaviors.

Brandon Watanabe

Texas A&M University
Mentor: Joseph Orr

1. What was the nature of your project?
My project aimed to investigate changes in neural activity that occur when people switch between tasks (i.e., task-switching), and if these neural representations are different when people have had practice with certain task stimuli. One key question this project aimed to answer was whether the carry over costs that typically occur when switching between two different tasks, known as task-set inertia, is altered when participants have already had practice with task stimuli. Using a combination of behavioral measures and EEG, I was able to process and analyze participant data, and present the subsequent results at the 2023 Annual Meeting of the Cognitive Neuroscience Society!

2. What was the most challenging thing about the work you did?
Although I had started the project with lots of practice collecting behavioral and EEG data, I only had limited experience actually analyzing and interpreting these datasets. Learning how to process and

analyze the data using MATLAB and R was definitely challenging, but was an incredibly rewarding experience that helped me learn to problem solve and think critically.

3. What kinds of things did you learn? (about your topic, about scholarship, or about yourself)
One of the most important things I learned from this experience was learning to communicate efficiently and effectively with others when I had questions or needed feedback. Since my previous research experiences had not looked at this research topic, I reviewed existing literature and consulted my advisor to better understand the fundamentals of task-switching and cognitive control. This experience has shown me the variety of ways that researchers can look at specific research topics using different methods and approaches.

4. Did you make any discoveries along the way?
Definitely! While I am still working on finishing up different data analyses with my advisor, there does appear to be some distinct differences in neural activity between novel and practiced stimuli. Although this does partly align with existing EEG literature, this initial work also shows that there may be differences in what frequency bands relate to processing novel and practiced task sets. Overall, this research further contributes to our understanding of how neural activity contributes to goal-oriented behavior and the ability to flexibly switch between tasks.

5. How has the project helped you in your career goals?
This project has been instrumental in helping me learn more about different methods employed in cognitive neuroscience research and the kinds of questions that cognitive neuroscience aims to answer. Since my long term goal is conduct my own independent research, this experience has helped me further understand the research process and how to interpret and connect results with existing literature. Additionally, this experience has helped me grow my networking skills and connect my own research with the research of others.

6. What was the most meaningful part of your research experience?
One part of this experience I found especially meaningful was the ways in which our current research connected with the research of others in field of cognitive neuroscience. When presenting this research at the Annual Meeting of the Cognitive Neuroscience Society, it was immensely rewarding to engage in conversations with other researchers and hear their perspectives and opinions on my research topic. I am also so grateful for the incredible mentorship that my advisor, Dr. Joseph Orr, has given me during this process. His investment into my own research interests and professional development has truly encouraged me to continue pursing research and see a place for myself in academia.

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Check Out the Psychology Division Page

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