

Faculty Research Inventory

(last updated November 2016)

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Dr. Kevin Apple

Current Research

Investigating impact of pluralistic ignorance on hazing in fraternities and sororities.

Typical responsibilities/experiences of research assistants

	Often (All students experience this multiple times each semester)	Sometimes (Most students experience this each semester)	Rarely/Optional (Students may engage in these experiences but it is not typical)	Never (Students will never engage in this experience)
Data Collection	X			
Data Entry	X			
Article Discussion	X			
Study Development		X		
Writing Group		X		
Post Hoc studies			X	
Literature Review		X		
IRB Preparation		X		
Study preparation		X		
Research Assistant Training		X		
Participant recruitment		X		
Data cleaning		X		
Data management		X		
Data analysis	X			
Lab meetings	X			
Manuscript preparation/publications submitted or accepted		X		
Grant writing			X	
Conference attendance		X		
CV development				
Professional development	X			
Conduct research with non-human subjects				X
Have direct contact with human participants	X			

Things to know before getting involved

- **Is there an application to join the lab?** No, students are welcome to email me (applekj@jmu.edu) to see if I am seeking research students.
- **Website:** No.
- **Is there a minimum commitment for this lab?** No.
- **Are 203 students accepted?** Yes.
- **Are there required prerequisites?** No.
- **Are there preferred prerequisites?** No.
- **Do you mentor honors thesis projects?** Yes.

Recent Publications (within the past 12 months)

Apple, K. J. (in press). Evaluating Learning: Designing Effective Quizzes, Tests, and Final Exams for Psychology Courses. In *D. S. Dunn (Ed.) Oxford Handbook of Psychology Education*. Oxford University Press.

Van Patten, R., Irons, J. G., & Apple, K. J. (2015). Contingency management to increase grade point average among fraternity members: A feasibility study. *Journal of College Student Development*, 56 (2), 176-180. DOI: 10.1353/csd.2015.0020.

Beers, M. J. & Apple, K. J. (2015). Advising students interested in social psychology. In J.G. Irons & R.L. Miller (Eds.). *Academic advising: A handbook for advisors and students volume 2: A guide to the sub-disciplines*. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/academic-advising-2015-vol2>

Barron, K. E. & Apple, K. J. (2014). Debating curricular strategies for teaching statistics and research methods: What does the current evidence suggest? *Teaching of Psychology*, 41 (3), 187-194.

Dr. Suzanne Baker

Current Research

In my lab, students work on studies of animal behavior. We study deer mice, a native North American species. Students learn basic animal care and handling skills, and learn how to collect observational research data. I am also interested in projects related to human attitudes toward animals, and other studies of animal behavior in general.

Typical responsibilities/experiences of research assistants

	Often (All students experience this multiple times each semester)	Sometimes (Most students experience this each semester)	Rarely/Optional (Students may engage in these experiences but it is not typical)	Never (Students will never engage in this experience)
Data Collection	X			
Data Entry		X		
Article Discussion	X			
Study Development		X		
Writing Group		X		
Post Hoc studies			X	
Literature Review		X		
IRB Preparation			X	
Study preparation				
Research Assistant Training				
Participant recruitment				X
Data cleaning		X		
Data management		X		
Data analysis			X	
Lab meetings	X			
Manuscript preparation/publications submitted or accepted			X	
Grant writing			X	
Conference attendance		X		
CV development				X
Professional development		X		
Conduct research with non-human subjects	X			
Have direct contact with human participants			X	

Things to know before getting involved

- **Is there an application to join the lab?** No. Interested students should contact me to discuss their interests in being part of the research team.
- **Website:** No.
- **Is there a minimum commitment for this lab?** No.
- **Are 203 students accepted?** Yes.
- **Are there required prerequisites?** No.
- **Are there preferred prerequisites?** Yes. Taken or enrolled in Psyc/Bio 395 or other animal-behavior-related experiences.
- **Do you mentor honors thesis projects?** Yes. Students need to be working on an animal-behavior related project.

Dr. Jeff Dyche

Current Research

Involved in two different labs, one dealing with rodent models of sleep deprivation, alcohol consumption and drug administration while examining behavioral patterns via operant chambers or mazes. Also currently examining, in consultation with Prof Shoup-Knox, the molecular substrates of the experimental manipulations. Secondly, he has a lab that is focusing on sleep and circadian rhythms in humans across various scenarios from survey administration to tracking drug use of participants to impact of napping on impulsivity. Many of his students are interested in the biological basis of behavior and behavioral analysis. Often will collaborate with Professor Holt, Professor Fogler, and Professor Shoup-Knox.

Specific Studies

“Rat lab”— investigates a number of behavioral and biological phenomena using various strains of Norway Rats

“Sleep and Actigraphy Lab” (SAL)—studies sleep patterns and circadian rhythms in humans.

Typical responsibilities/experiences of research assistants

	Often (All students experience this multiple times each semester)	Sometimes (Most students experience this each semester)	Rarely/Optional (Students may engage in these experiences but it is not typical)	Never (Students will never engage in this experience)
Data Collection	X			
Data Entry	X			
Article Discussion	X			
Study Development	X			
Writing Group		X		
Post Hoc studies			X	
Literature Review		X		
IRB Preparation	X			
Study preparation	X			
Research Assistant Training		X		
Participant recruitment		X		
Data cleaning			X	
Data management		X		
Data analysis		X		
Lab meetings	X			
Manuscript preparation/publications submitted or accepted		X		
Grant writing		X		

Conference attendance		X		
CV development		X		
Professional development	X			
Conduct research with non-human subjects	X			
Have direct contact with human participants	X			

Things to know before getting involved

- **Is there an application to join the lab?** Yes.
- **Website:** No.
- **Is there a minimum commitment for this lab?** 2 semesters.
- **Are 203 students accepted?** Yes.
- **Are there required prerequisites?** Biopsychology, or a background in biology (exceptions are made).
- **Are there preferred prerequisites?** Interest in science!
- **Do you mentor honors thesis projects?** Not usually.

Recent Publications (within the past 12 months)

- Couturier, K.C. and Dyche, J. (2015). “Phase Locking” in transmeridan operations: Sleep and circadian rhythm implications. Technical Report submitted to the Naval Submarine Medical Research Laboratory, Groton, CT.
- Dickinson, D.L, Drummond, S.P.A., & Dyche, J. (2015). Voluntary sleep choice and its effects on Bayesian decisions. *Behavioral Sleep Medicine*, in press
- Whitehurst, L., Fogler, K.A.J., Hall, M.K., Hartmann, M., & Dyche, J. (2015). The Effects of Chronic Marijuana Use on Circadian Entrainment. *Chronobiology International*, 32, 561–567. doi: 10.3109/07420528.2015.1004078
- Dyche, J., Couturier, K.C., & Hall, M.K. (2015). Neurophysiology of sleep and circadian rhythms. In K.A. Babson & M.T. Feldner (Ed.) *Sleep and Affect: Assessment, Theory, and Clinical Implications*. (pp. 4-18) Amsterdam, NL: Elsevier.
- Soutiere, S.E., Shemery, A., Couturier, K.C., & Dyche, J. (2014). *Scientific rationale for the “All Hands Awake” 24-hour watchstanding schedule*. (NSMRL Technical Report No. 1280) Naval Submarine Medical Research Laboratory. Groton, CT.
- Soutiere, S.E., Shemery, A., & Dyche, J. (2014). *Implementation of the 24-hour duty cycle aboard U.S. Submarines: Initial guidance for the “All-Hands-Awake” watchbill*. (NSMRL Technical Report No. 1279) Naval Submarine Medical Research Laboratory. Groton, CT.

Recent Conferences (within the past 12 months)

- Ponder, K.N, Sequeira, S.N., Dyche, J., & Shoup-Knox, M.L. (2015). *Sleep Deprivation and Voluntary Alcohol Consumption: The Neuroplasticity of Chronic Behavior*. Abstract submitted for presentation at Society for Neuroscience conference, Chicago, IL.
- Cooke, C., Benedetto, R., Byer, A., Rugel, C., Schultz, A., Wigley B., Dyche, J., & Holt, D. (2015). The impact of brief naps on delay and probability discounting. *Sleep*, 37, 0225.
- Sequeira, S.N., Ponder, K.N., Williams, D., Bastes, E., Cowan, C., Mack, N., Holt, D., & Dyche, J. (2015). Effects of sleep deprivation on alcohol consumption: evidence for a bidirectional relationship. *Sleep*, 37, 0326
- Bates, E.A., Bivens, D., Carnes, A., Cowan, C.M., Howard, K., Mangalmurti, N., Meccariello, M., Pointon, G., Rutter, D.M., Stewart, M.E., Ponder, K.N, Sequeira, S.N., Dyche, J., & Holt, D. (2015). *Sleep deprivation and voluntary alcohol consumption in adolescent rats*. Poster session presented at the L. Starling Reid Undergraduate Psychology Conference, Charlottesville, VA. (April)
- Vassallo, M., Meccariello, M, Bates, E. & Dyche, J. (2014) *Effects of d-amphetamine sensitization on Sprague-Dawley and Spontaneously Hypertensive Rat acquisition and preferred strategy of learning*. Paper presented at National Conference for Undergraduate Research (NCUR), Lexington, KY. (April)
- O'Malley, JJ, Shemery, A., Sequeira, S., Ponder, K., Dyche, J., Holt, D., & Gray. L. (2014). Auditory masking in the SHR rat: An examination of the continuum of impulsivity. *Society for Neuroscience Abstracts*. 330.12
- Cooke, C., Hartman, M., Hall, M.K., & Dyche, J. (2014). Sleep habits, cell phone use, and perceived stress in traditional-age college students. *Sleep*, 36, 0196.
- Shemery, A., Sequeira, S., O'Malley, J.J., Moss, H., Holt, D., & Dyche, J. (2014). The effects of chronic, partial sleep deprivation on risk-taking behavior in rats. *Sleep*, 36, 0250.

Dr. Kethera Fogler

Current Research

My current research interests include memory, false memory, proper name learning, language comprehension, and cognitive aging. I am also interested in sleep and cognition research.

Typical responsibilities/experiences of research assistants

	Often (All students experience this multiple times each semester)	Sometimes (Most students experience this each semester)	Rarely/Optional (Students may engage in these experiences but it is not typical)	Never (Students will never engage in this experience)
Data Collection	X			
Data Entry		X		
Article Discussion	X			
Study Development	X			
Writing Group		X		
Post Hoc studies		X		
Literature Review	X			
IRB Preparation	X			
Study preparation	X			
Research Assistant Training		X		
Participant recruitment			X	
Data cleaning		X		
Data management		X		
Data analysis		X		
Lab meetings	X			
Manuscript preparation/publications submitted or accepted		X		
Grant writing			X	
Conference attendance		X		
CV development	X			
Professional development	X			
Conduct research with non-human subjects				X
Have direct contact with human participants	X			

Things to know before getting involved

- **Is there an application to join the lab?** yes
- **Website:** no
- **Is there a minimum commitment for this lab?** Yes, 1 year
- **Are 203 students accepted?** yes
- **Are there required prerequisites?** Yes, PSYC 210 and 211 are prerequisites (with high Bs or As in both)
- **Are there preferred prerequisites?** An interest in cognitive psychology is preferred.
- **Do you mentor honors thesis projects?** Yes

Recent Publications (within the past 12 months)

Whitehurst, L. N., Fogler, K. A., Hall, K., Hartmann, M., & Dyche, J. (2015). The effects of chronic marijuana use on circadian entrainment. *Chronobiology International*, 1-7. doi: 10.3109/07420528.2015.1004078

Recent Conferences (within the past 12 months)

Williamson, C., Fogler, K.A., Sullivan, C., Feldman, A., & Hicks, N. (2015, June). *The effect of sleep consolidation on detailed false memory*. Poster presented at Associated Professional Sleep Societies, Seattle, WA.

Fogler, K.A., Thoreson, K., Zumas, B., & Dyche, J. (2014, November). *Subjective vs. objective sleepiness: Does just feeling sleepy affect cognitive performance?* Poster presented at the 55th Annual Meeting of the Psychonomic Society, Long Beach, CA.

Dr. Pam Gibson

Current Research

I research the life impacts of having a "contested" illness (i.e., one that is not well understood) multiple chemical sensitivity on those who experience it.

Specific Studies

Students may view my research site at www.mcsresearch.net and look at the page on mcs research studies. I have looked at social support, hope, unmet healthcare needs, community access, etc.

Typical responsibilities/experiences of research assistants

	Often (All students experience this multiple times each semester)	Sometimes (Most students experience this each semester)	Rarely/Optional (Students may engage in these experiences but it is not typical)	Never (Students will never engage in this experience)
Data Collection		X		
Data Entry		X		
Article Discussion	X			
Study Development		X		
Writing Group		X		
Post Hoc studies				X
Literature Review		X		
IRB Preparation		X		
Study preparation		X		
Research Assistant Training			X	
Participant recruitment		X		
Data cleaning		X		
Data management		X		
Data analysis		X		
Lab meetings	X			
Manuscript preparation/publications submitted or accepted		X		
Grant writing				X
Conference attendance		X		
CV development		X		
Professional development		X		
Conduct research with non-human subjects				X
Have direct contact with human participants			X	

Things to know before getting involved

- **Is there an application to join the lab?** No.
- **Website:** N/A
- **Is there a minimum commitment for this lab?** 1 Year
- **Are 203 students accepted?** No.
- **Are there required prerequisites?** PSYC 211
- **Are there preferred prerequisites?** Good student who is interested in environmental issues.
- **Do you mentor honors thesis projects?** Yes.

Recent Publications (within the past 12 months)

Gibson, P.R. (in press). Surviving with environmental sensitivities in the long emergency. *Ecopsychology*.

Gibson, P.R., Kovach, S., & Lupfer, A. (2015). Unmet healthcare needs for persons with environmental sensitivity. *Journal of Multidisciplinary Healthcare*, 8, 59–66.
http://www.dovepress.com/articles.php?article_id=20122

Gibson, P.R. (2014). Life Indicators, illness characteristics, and psychosocial concomitants of self-reported multiple chemical sensitivity: A two-year longitudinal study. *Journal of Nursing Education and Practice*, 4(3), 204-216.

Recent Conferences (within the past 12 months)

Chan, K.Y., Gibson, P.R., Smith, E. Akyla, J., & Zinn, T. (2015). *Student engagement and diversity climate in the psychology major at James Madison University*. Poster to be presented at Eastern Conference on the Teaching of Psychology, June 26-27, Staunton, VA.

Gibson, P.R., Kovach, S., & Lupfer, A. (2013). *Unmet healthcare needs for persons with chemical sensitivity*. Paper delivered at the Southwest Conference on Disability, October 8-11, Albuquerque, New Mexico.

Dr. Michael Hall

Current Research

The Auditory Perception Laboratory is interested in identifying and understanding general perceptual principles that govern the recognition of common auditory events, including speech (e.g., phonemes), nonspeech (e.g., musical instruments), and environmental noises. These interests extend to the perceptual organization of events in complex auditory arrays/scenes, including attention to perceptual attributes that are critical to distinguishing sound sources.

Typical responsibilities/experiences of research assistants

	Often (All students experience this multiple times each semester)	Sometimes (Most students experience this each semester)	Rarely/Optional (Students may engage in these experiences but it is not typical)	Never (Students will never engage in this experience)
Data Collection	X			
Data Entry	X			
Article Discussion	X			
Study Development		X		
Writing Group		X		
Post Hoc studies		X		
Literature Review		X		
IRB Preparation		X		
Study preparation		X		
Research Assistant Training		X		
Participant recruitment		X		
Data cleaning		X		
Data management		X		
Data analysis	X			
Lab meetings	X			
Manuscript preparation/publications submitted or accepted		X		
Grant writing			X	
Conference attendance		X		
CV development				
Professional development	X			
Conduct research with non-human subjects				X
Have direct contact with human participants	X			

Things to know before getting involved

- **Is there an application to join the lab?** No, students are welcome to email me (hallmd@jmu.edu) to see if I am seeking research students.
- **Website:** Yes; <http://www.psyc.jmu.edu/undergraduate/auditoryperception/index.html>
- **Is there a minimum commitment for this lab?** no
- **Are 203 students accepted?** No.
- **Are there required prerequisites?** No.
- **Are there preferred prerequisites?** No.
- **Do you mentor honors thesis projects?** Yes.

Contact Dr. Hall for a list of publications and presentations.

Dr. Jessica Irons

Current Research

Our lab, called the CASH (changing activity, substance use, and health) lab, studies health choices and health risk behavior interventions. We study what factors may influence health choices and we use that information to inform intervention strategies. We also develop and implement interventions in order to best understand under what conditions they may be effective and for whom. Our primary interests in health include substance use, inactivity, sleep, sugar consumption, and interactions between and among these variables. We also engage in validity testing for novel measures or novel uses of existing measures. Finally, our lab is often engaged in scholarship of teaching and learning in collaboration with Dr. Irons' teaching lab.

Specific Studies

Please see website: cashlab.wix.com/cashlab

Typical responsibilities/experiences of research assistants

	Often (All students experience this multiple times each semester)	Sometimes (Most students experience this each semester)	Rarely/Optional (Students may engage in these experiences but it is not typical)	Never (Students will never engage in this experience)
Data Collection	X			
Data Entry	X			
Article Discussion	X			
Study Development	X			
Writing Group	X			
Post Hoc studies		X		
Literature Review		X		
IRB Preparation		X		
Study preparation	X			
Research Assistant Training		X		
Participant recruitment		X		
Data cleaning		X		
Data management		X		
Data analysis		X		
Lab meetings	X			
Manuscript preparation/publications submitted or accepted			X (optional)	
Grant writing		X		
Conference attendance		X		

CV development		X		
Professional development	X			
Conduct research with non-human subjects				X
Have direct contact with human participants	X			

Things to know before getting involved

- **Is there an application to join the lab?** Yes (on the website)
- **Website:** cashlab.wix.com/cashlab
- **Is there a minimum commitment for this lab?** 2 semesters.
- **Are 203 students accepted?** No.
- **Are there required prerequisites?** No.
- **Are there preferred prerequisites?** PSYC 180
- **Do you mentor honors thesis projects?** Yes—requires 4 semesters in the lab.

Recent Publications (within the past 12 months) (bold indicates student collaborator)

Henslee, A. M., Irons, J.G., & Bonn-Miller, M. O. (2016). A comparison of college student drinking across campuses and events. *Journal of Psychoactive Drugs*. Doi:10.1080/02791072.2016.1151575

Irons, J. G., **Bassett, D. T., Prendergast, C. O.**, Landrum, R. E., & Heinz, A. J. (2016). Development and initial validation of the Caffeine Consumption Questionnaire-Revised (CCQ-R). *Journal of Caffeine Research*, 6, 20-25. Doi:10.1089/jcr.2015.0012 [*Fast-tracked; High Impact Article*]

Babson, K. A., Heinz, A., Ramirez, G., Puckett, M., Irons, J. G., Bonn-Miller, M. O., & Woodward, S. H. (2015). The interactive role of exercise and sleep on veteran recovery from symptoms of PTSD. *Mental Health and Physical Activity*, 8, 15-20. Doi: 10.1016/j.mhpa.2014.12.002

Henslee, A. M., Irons, J. G., & Buckner, J. D. (2015). Campus differences in predictors of heavy episodic drinking during specific events. *Addictive Behaviors*, 45, 180-183. Doi: 10.1016/j.addbeh.2015.01.033

Van Patten, R. A., Irons, J. G., Apple, K. J. (2015). Contingency management to increase grade point average among fraternity members. *College Student Development*, 56, 176-180.

Irons, J. G., & Miller, R. L. (Eds.) (2015). *Academic Advising: A Handbook for Advisors and Students Volume II. Society for the Teaching of Psychology e-book.*

Recent Conferences (within the past 12 months)
(bold indicates student collaborator; * indicates presenter)

Oral:

*Irons, J. G., ***Camargo, M. E., & *Owens, K. R.** (April, 2016). *A primer on the effects of health risk behaviors on clinical outcomes for anxiety disorders*. Paper presented at the annual meeting of the Virginia Academy of Clinical Psychologists, Newport News, VA.

Bassett, D. T., Kayser, K. E., Jarvis, B. P., Davis, A. K., Kurtz, M. O. Choi, C. H., Owens, K. R., Bannan, A. J., Camargo, M. E., Baucom, M. D., Bernazani, A. F., Huynh, K. H., *Irons, J. G. (March, 2015). *Independent and simultaneous effects of alcohol and caffeine on alcohol choice*. Paper to be presented at the annual meeting of the Southeastern Psychological Association, Hilton Head, SC.

*Irons, J. G., **Bassett, D. T., Baucom, M. D., Choi, C. H., Davis, A. K., Isakowitz, C.** (March, 2015). *Development and initial validation of a Revised-Caffeine Consumption Questionnaire (CCQ-R)*. Paper to be presented at the annual meeting of the Southeastern Psychological Association, Hilton Head, SC.

Posters:

Henslee, A. M., **Isakowitz, C. D., Choi, C. H., & Irons, J. G.** (November, 2015). *Drinking Motives and Protective Strategies Predict Crossover Point in a Multiple Choice Procedure*. Poster submitted to the annual convention of the Association of Behavioral and Cognitive Therapies, Chicago, IL.

Isakowitz, C., Choi, C., Kayser, K., Owens, K., Evans, M., & Irons, J. G. (April, 2014). The effects of alcohol priming on subsequent preferences for alcohol and other drugs. Poster presented at the 35th annual meeting and scientific sessions of the Society of Behavioral Medicine, Philadelphia, PA.

Dr. Krisztina V. Jakobsen

Current Research

We study the development of face perception in infants, children, and adults. More specifically, we are interested in learning more about how humans become human face specialists (i.e., they process human faces more efficiently than the faces of other species). I am also interested in studying the effectiveness of teaching practices, particularly team-based learning.

Specific Studies

We are currently testing infants, children, and adults in various studies to determine the factors that contribute to efficient human face processing, for example, we are manipulating things such as the color and orientation of faces, as well as the direction to which the eyes look (direct or averted). We are working on currently collecting data and preparing new studies to assess effective teaching practices.

Typical responsibilities/experiences of research assistants

	Often (All students experience this multiple times each semester)	Sometimes (Most students experience this each semester)	Rarely/Optional (Students may engage in these experiences but it is not typical)	Never (Students will never engage in this experience)
Data Collection	X			
Data Entry		X		
Article Discussion	X			
Study Development	X			
Writing Group		X		
Post Hoc studies			X	
Literature Review	X			
IRB Preparation	X			
Study preparation	X			
Research Assistant Training		X		
Participant recruitment			X	
Data cleaning		X		
Data management		X		
Data analysis	X			
Lab meetings	X			
Manuscript preparation/publications submitted or accepted		X		
Grant writing		X		
Conference attendance		X		

CV development	X			
Professional development	X			
Conduct research with non-human subjects				X
Have direct contact with human participants	X			

Things to know before getting involved

- **Is there an application to join the lab?** Cognitive Development Lab: Yes; Effective Teaching Practices: No lab application; please speak with me if you are interested
- **Website:** Cognitive Development Lab: <http://sites.jmu.edu/cogdevlab/for-students/>
- **Is there a minimum commitment for this lab?** 2 semesters.
- **Are 203 students accepted?** No.
- **Are there required prerequisites?** No.
- **Are there preferred prerequisites?** GPSYC 160 or PSYC 365
- **Do you mentor honors thesis projects?** Yes.

Recent Publications (within the past 12 months)

Jakobsen, K. V., & Knetemann, M.* (in press). Putting structure to flipped classrooms using Team-Based Learning. *International Journal of Teaching and Learning in Higher Education*. [PR]

Simpson, E. A., **Jakobsen, K. V.**, Damon, F., Suomi, S. J., Ferrari, P. F., & Paukner, A. (in press). Face detection and the development of own-species bias in infant macaques. *Child Development*. [PR]

Jakobsen, K.V., Umstead, L.*, & Simpson, E. A. (2015). Efficient human face detection in infancy. *Developmental Psychobiology*. doi:210.1002/dev.21338 [PR]

Recent Conferences (within the past 12 months)

Simpson, E. A., **Jakobsen, K. V.**, Damon, F., Suomi, S., Ferrari, P., & Paukner, A. (2016, May). *Face detection, attention capture, and holding*. Paper presentation to be presented at the International Congress of Infant Studies, New Orleans, Louisiana. [International]

Larkin, R.*, Pellegrino, H.*, & **Jakobsen, K.V.** (2016, March). *Recognition memory across teaching methods: A lab study*. Oral presentation to be presented at the Team-Based Learning Collaborative Conference, Albuquerque, New Mexico. [National]

Dr. Claire Lyons

Current Research

Increasing engagement in large classes - effective teaching in large classes, emerging adulthood as a developmental phase and its impact on teaching and engagement, and impact of study abroad on identity development (no specific study on this yet, but an area I wish to explore)

Specific Studies

I have collaborated with the Center for Faculty Innovation regarding the use of groups in large classrooms, and I also collected data on the effectiveness of class activities based on the emerging adulthood phase. I will be building on these research studies in the future. We are now working on a paper regarding an intervention in our large classes to increase cognitive flexibility.

Typical responsibilities/experiences of research assistants

	Often (All students experience this multiple times each semester)	Sometimes (Most students experience this each semester)	Rarely/Optional (Students may engage in these experiences but it is not typical)	Never (Students will never engage in this experience)
Data Collection	X			
Data Entry	X			
Article Discussion	X			
Study Development		X		
Writing Group		X		
Post Hoc studies	X			
Literature Review	X			
IRB Preparation	X			
Study preparation		X		
Research Assistant Training		X		
Participant recruitment	X			
Data cleaning	X			
Data management	X			
Data analysis	X			
Lab meetings	X			
Manuscript preparation/publications submitted or accepted	X			
Grant writing			X	
Conference attendance		X		
CV development				X

Professional development			X	
Conduct research with non-human subjects				X
Have direct contact with human participants	X			

Things to know before getting involved

- **Is there an application to join the lab?** No.
- **Is there a minimum commitment for this lab?** 1 semester.
- **Are 203 students accepted?** Yes.
- **Are there required prerequisites?** PSYC 210 and PSYC 211
- **Are there preferred prerequisites?** PSYC 160
- **Do you mentor honors thesis projects?** Yes but only a limited number.

Recent Publications (within the past 12 months)

Lyons, C.W. & Higgins, A. (2014). The role of emotions and interpersonal relationships in educational reform: a behavior management case study. In Zandvliet, D., den Brok, P., Mainhard, T. & van Tartwijk, J. (Eds.), *Interpersonal relationships in education: from theory to practice*. Rotterdam, The Netherlands: Sense Publishers. (Advances in Learning Environments series, Vol 5.), pp 111-132.

Lyons, C.W. (2014) "I don't really have time to think do I feel happy or sad?": the role of self-awareness as a change mechanism in stress management interventions. In Gates, G., S. (Ed), *Mindfulness for educational practice*. Charlotte, N.C.: Information Age Publishing. (As part of the Research on Stress and Coping in Education series. Series editors G.S. Gates, W.H. Gmelch & C. Schwarzer. See <http://www.infoagepub.com/products/Mindfulness-for-Educational-Practice>)

Lyons, C.W. (2014). Applying the developmental perspective of emerging adulthood to understanding identity development of diverse college students. In O'Donnell, A., *The inclusion delusion? Reflection on democracy, ethos and education*. Switzerland: Peter Lang.

Recent Conferences (within the past 12 months)

Lyons, C.W. & Harris, C.E. (2014, June). *A developmental approach to the design of class activities for a large-enrollment lifespan human development class*. Poster at the Eastern Teaching of Psychology Conference, Staunton, Virginia, USA.

Lyons, C.W., Rogers Good, M., & Hurney, C.A. (2014, October). *Behavioral measurement of student engagement in introductory psychology*. Poster at the Society for the Teaching of Psychology, Annual Conference on the Teaching of Psychology, Atlanta, Georgia, USA.

Harris, C., Jakobsen, K. & Lyons, C.W. (2014, October). *The Madison Collaborative: Ethical reasoning in action*. Society for the Teaching of Psychology, Annual Conference on the Teaching of Psychology, Atlanta, Georgia, USA.

- Lyons, C.W., Evans, W.F., Lee, M.R., & Kurtz, J. (2015, Feb). *Raising sociocultural awareness through study abroad*. Symposium at the South Eastern Teaching of Psychology Conference, Atlanta, Georgia, USA.
- McGovern, D., Payabyab, G., Pointon, G., & Lyons, C.W. (2015, June). *The effect of cognitive flexibility practice on explaining human behavior*. Poster at the Eastern Teaching of Psychology Conference, Staunton, Virginia, USA.
- Lyons, C.W. (2015, August). *Teaching about identity through study abroad*. American Psychological Association, Toronto, Canada.

Dr. Kala Melchiori

Current Research

My research questions falls into two broad areas:

- (1) Intergroup relations: How people respond to prejudice? How does our social world impact stereotypical thinking? How does counterstereotypic behavior provoke discriminatory backlash?
- (2) Applied Issues: What motivates people to pro-environmental action? How can we increase positive attitudes towards vaccination?

Specific Studies

Over the next few semesters, I plan to focus on how intersecting identities (e.g., race, gender, political orientation, sexual orientation) impact prejudice and discrimination.

Typical responsibilities/experiences of research assistants

	Often (All students experience this multiple times each semester)	Sometimes (Most students experience this each semester)	Rarely/Optional (Students may engage in these experiences but it is not typical)	Never (Students will never engage in this experience)
Data Collection	X			
Data Entry	X			
Article Discussion		X		
Study Development		X		
Writing Group			X	
Post Hoc studies			X	
Literature Review			X	
IRB Preparation			X	
Study preparation	X			
Research Assistant Training		X		
Participant recruitment		X		
Data cleaning			X	
Data management			X	
Data analysis			X	
Lab meetings	X			
Manuscript preparation/publications submitted or accepted		X		
Grant writing			X	
Conference attendance		X		
CV development	X			

Professional development	X			
Conduct research with non-human subjects				X
Have direct contact with human participants	X			

Research assistants in my lab will assist with high-impact lab studies where they may be asked to engage in deception (e.g., serve as a research confederate). RAs will also assist with data collection via online non-student participant pools (e.g., Amazon Mechanical Turk).

Things to know before getting involved

- **Is there an application to join the lab?** Yes.
- **Website:** Yes. <http://goo.gl/forms/qQvXwqtKu5vCXA0L2>
- **Is there a minimum commitment for this lab?** Yes, two semesters as long as work is satisfactory.
- **Are 203 students accepted?** Yes.
- **Are there required prerequisites?** Yes. Psyc 210 and 211 are prerequisites with either high A or B grades in both.
- **Are there preferred prerequisites?** An interest in social psychology and social justice issues is preferred.
- **Do you mentor honors thesis projects?** Yes, if in lab for at least two semesters.

Recent Publications (within the past 12 months)

Mallett, R. K., & Melchiori, K. J. (2016). Creating a water-saver identity reduces water use in residence halls. *Journal of Environmental Psychology, 47*, 223-229.

Melchiori, K. J., Mallett, R. K., Durnbaugh, A. N., & Pham, H. D. (2016). Material values, goals, and water use: Results from a campus residence hall survey. In Filho, W. L., & Zint, M. (Eds), *The Contribution of Social Sciences to Sustainable Development at Universities* (pp. 273-287). Cham, Switzerland: Springer.

Melchiori, K. J., & Mallett, R. K. (2015). Using Shrek to teach about stigma. *Teaching of Psychology, 42*, 260-265.

Recent Conferences (within the past 12 months)

Melchiori, K. J., Mallett, R. K., & Simpson, R. H. (October 2016). Backlash against working parents. Paper presented at the 52nd annual meeting of the Society of Experimental Social Psychology, Santa Monica, CA.

Melchiori, K. J., Mallett, R. K., & Simpson, R. H. (June 2016). Gender, Parenthood, and Race Impact Workplace Help and Harm. In G. Twose (Chair), *Women in the workplace: Intersectional*

perspectives and integrative policy solutions. Symposium for the annual meeting of the Society for the Psychological Study of Social Issues, Minneapolis, MN.

Melchiori, K. J., & Mallett, R. K. (June 2016). Creating a Water-saver Identity Reduces Water Use. In S. Clayton (Chair), Mobilizing psychology to strengthen public engagement with climate change. Symposium for the annual meeting of the Society for the Psychological Study of Social Issues, Minneapolis, MN.

Melchiori, K. J., Beckman, J., & Mallett, R. K. (May 2016). Competing Goals of Conservation and Comfort in Water Conservation Efforts. Poster presentation for the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Simpson, R. H., Melchiori, K. J., & Mallett, R. K. (May 2016). Target Gender and Parenthood Status Affect Perceptions of Target Race. Poster presentation for the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Melchiori, K. J., Beckman, J., & Mallett, R. K. (March 2016). Collective identity promotes water conservation on campus. Poster presentation for the Climate Change Conference at Loyola University Chicago, Chicago, IL.

Melchiori, K. J., & Mallett, R. K. (January 2016). Ramblers Conserve Water: Using University Identity to Reduce Water Consumption. Poster presentation for the Sustainability Psychology SPSP preconference, San Diego, CA.

Dr. Bryan Saville

Current Research

The focus of my lab is passion for activities. More specifically, we are focused on studying passion along with its causes and effects (i.e., what causes people to become passionate about some activities and how does being passionate about those activities affect their lives). Most recently, we have been studying students' passion for academic activities and whether it is related to different subjective and objective outcomes. For instance, we have found that being passionate about academics is related to lower stress and greater academic achievement. Our long-term goal is to help students find and pursue their passions so they can live happy and enjoyable lives.

Specific Studies

We have about a dozen studies ongoing right now. Most are focused on passion for academics (although a few others are examining how passion for such activities as dieting and other health activities are related to both good and bad psychological outcomes). For instance, we have been studying passion for academics and how it is related to (a) academic success, (b) life stress, (c) academic entitlement, (d) social support, and (e) academic dishonesty.

Typical responsibilities/experiences of research assistants

	Often (All students experience this multiple times each semester)	Sometimes (Most students experience this each semester)	Rarely/Optional (Students may engage in these experiences but it is not typical)	Never (Students will never engage in this experience)
Data Collection	X			
Data Entry	X			
Article Discussion	X			
Study Development	X			
Writing Group	X			
Post Hoc studies			X	
Literature Review	X			
IRB Preparation	X			
Study preparation	X			
Research Assistant Training	X			
Participant recruitment		X		
Data cleaning	X			
Data management	X			
Data analysis	X			
Lab meetings	X			

Manuscript preparation/publications submitted or accepted	X			
Grant writing			X	
Conference attendance		X		
CV development	X			
Professional development	X			
Conduct research with non-human subjects				X
Have direct contact with human participants		X		

Things to know before getting involved

- **Is there an application to join the lab?** Yes.
- **Website:** No.
- **Is there a minimum commitment for this lab?** Two semesters, although there is no demand if students have other obligations or if they're not doing their job in my lab
- **Are 203 students accepted?** No.
- **Are there required prerequisites?** No.
- **Are there preferred prerequisites?** Prefer if students had Psyc 211 and either Psyc 180 or Psyc 390.
- **Do you mentor honors thesis projects?** Yes, best if in lab for at least two semesters.

Recent Publications (within the past 12 months)

Saville, B. K. (in press). Teaching research methods. In D. S. Dunn (Ed.), *Oxford handbook of undergraduate psychology education*. New York: Oxford University Press.

Saville, B. K. (2015). Using interteaching to increase student engagement. Published on Noba Project website (<http://nobaproject.com/blog/2015-08-11-using-interteaching-to-increase-student-engagement>)

Saville, B. K., **Bureau, A., **Eckenrode, C., **Fullerton, A., **Herbert, R., **Maley, M., **Porter, A., & **Zombakis, J. (2014). Interteaching and lecture: A comparison of long-term recognition memory. *Teaching of Psychology, 41*, 325-329. (R)

Recent Conferences (within the past 12 months)

- Saville, B. K. (2015, September). *Interteaching: Using the psychology of learning to improve the learning of psychology*. Invited address given at the biannual Atlantic Coast Teaching of Psychology conference. Red Bank, NJ.
- Saville, B. K. (2015, May). *Passion for academic activities: The good, the bad, and the ugly*. Invited address given at the 22nd annual APS-STP Teaching Institute. New York, NY.
- Saville, B. K. (2015, February). *Passion for activities: The good, the bad, and the ugly*. Invited address given at the 27th annual Southeastern Teaching of Psychology conference. Atlanta, GA.
- Saville, B. K., Asdourian, D., & Cairns, B (2015, May). *Interteaching: The impact of prep guides on quiz scores*. Poster presented at the 22nd annual APS-STP Teaching Institute. New York, NY.
- Bethke, V., & Saville, B. K. (2015, May). *Interteaching: The impact of pair discussions on quiz performance*. Poster presented at the 22nd annual APS-STP Teaching Institute. New York, NY.
- Saville, B. K., & Killian, S. (2015, May). *We support you!: Autonomy support from teachers predicts passion for academic activities in college students*. Poster presented at the 22nd annual APS-STP Teaching Institute. New York, NY.
- Saville, B. K., Cairns, B., & Hadden, B. (2015, May). *The relation between student-teacher rapport and passion for academic activities in college students*. Poster presented at the 22nd annual APS-STP Teaching Institute. New York, NY.

Dr. Trevor Stokes

Current Research

Parent child interaction therapy for young children with disruptive behavior disorders and developmental disorders.

Typical responsibilities/experiences of research assistants

	Often (All students experience this multiple times each semester)	Sometimes (Most students experience this each semester)	Rarely/Optional (Students may engage in these experiences but it is not typical)	Never (Students will never engage in this experience)
Data Collection	X			
Data Entry	X			
Article Discussion		X		
Study Development		X		
Writing Group			X	
Post Hoc studies		X		
Literature Review		X		
IRB Preparation			X	
Study preparation			X	
Research Assistant Training		X		
Participant recruitment			X	
Data cleaning		X		
Data management		X		
Data analysis		X		
Lab meetings		X		
Manuscript preparation/publications submitted or accepted			X	
Grant writing				X
Conference attendance			X	
CV development			X	
Professional development			X	
Conduct research with non-human subjects				X
Have direct contact with human participants		X		

Things to know before getting involved

- **Is there an application to join the lab?** No.
- **Website:** No.
- **Is there a minimum commitment for this lab?** Yes, 2 semesters.
- **Are 203 students accepted?** Yes.
- **Are there required prerequisites?** No.
- **Are there preferred prerequisites?** Yes, preferably courses in learning and applied behavior analysis
- **Do you mentor honors thesis projects?** Yes.

Contact Dr. Stokes for a list of publications and presentations.

Dr. David Szwedo

Current Research

The Social Relationships Lab seeks to understand how social relationships with family members, friends, and romantic partners contribute to meaningful qualities of future relationships and individual adjustment. We study social relationships in both online and offline contexts.

Specific Studies

Current lab interests include (a) how family and peer relationship factors promote healthy vs. unhealthy romantic relationships, (b) how observed peer interactions on social networking websites such as Facebook impact individuals, friendships and well-being over time, and, (c) how individual differences in emotion regulation and coping responses may influence the quality of romantic relationship development and online social relationships.

Students will have the opportunity to work with an ongoing (17+ year) study data set of adolescent social development assessing youth annually from age 13 to 27+. Students will be expected to develop their own research hypotheses and to subsequently test these hypotheses using the data set. Students will ultimately complete a research project (and poster) that they can present at the JMU Psychology Student Research Symposium as well as other state and national conferences.

Typical responsibilities/experiences of research assistants

	Often (All students experience this multiple times each semester)	Sometimes (Most students experience this each semester)	Rarely/Optional (Students may engage in these experiences but it is not typical)	Never (Students will never engage in this experience)
Data Collection			X	
Data Entry			X	
Article Discussion	X			
Study Development	X			
Writing Group			X	
Post Hoc studies	X			
Literature Review	X			
IRB Preparation			X	
Study preparation			X	
Research Assistant Training			X	
Participant recruitment			X	
Data cleaning		X		
Data management		X		
Data analysis	X			
Lab meetings	X			

Manuscript preparation/publications submitted or accepted		X		
Grant writing			X	
Conference attendance	X			
CV development	X			
Professional development	X			
Conduct research with non-human subjects				X
Have direct contact with human participants			X	

Things to know before getting involved

- **Is there an application to join the lab?** Yes (email szwedode@jmu.edu to request)
- **Website:** No.
- **Is there a minimum commitment for this lab?** Two semesters.
- **Are 203 students accepted?** No.
- **Are there required prerequisites?** Yes.
- **Are there preferred prerequisites?** Completion of PSYC 210-211 or 212-213 is required.
- **Do you mentor honors thesis projects?** Yes.

Recent Publications (within the past 12 months)

Szwedo, D.E., Chango, J.M., & Allen, J.P. (2016). Supportive romantic relationships during the transition to emerging adulthood predict resilience against adolescent maternal negativity. *Journal of Youth and Adolescence*.

Szwedo, D.E., Chango, J.M., & Allen, J.P. (2015). Adolescent romance and depressive symptoms: The importance of positive coping and perceived friendship competence. *Journal of Clinical Child and Adolescent Psychology*, 44, 538-550.

Szwedo, D.E., Mikami, A.Y., & Allen, J.P. (2012). Social networking site use predicts changes in youths' psychological adjustment. *Journal of Research on Adolescence*, 22, 453-466.

Szwedo, D.E., Mikami, A.Y., & Allen, J.P. (2011). Qualities of peer relations on social networking websites: Predictions from negative mother-teen interactions. *Journal of Research on Adolescence*, 21, 595-607.

Schad, M.M., Szwedo, D.E., Antonishak, J., Hare, A., & Allen, J.P. (2008). The broader context of relational aggression in adolescent romantic relationships: Predictions from peer pressure and links to psychosocial functioning. *Journal of Youth and Adolescence*, 37, 346-358.

Recent Conference Presentations (within the last 12 months)

- Mikami, A.Y., Szwedo, D.E., Jia, M., Hong, I.K., & Desai, C. (2014). Online peer interactions predict academic success, emotional adjustment, and institutional attachment during transition to college. Poster presented at the Biennial Meetings of the Society for Research in Adolescence, Austin, TX.
- Szwedo, D.E., Allen, J.P., Chango, J.M., Schad, M.M., Hare, A., Miga, E., Spilker, A., White, C., LeTard, A.J., & Higgins, K. (2012, March). Adolescent peer and romantic predictors of youths' emotion regulation in early adulthood. Poster presented at the Biennial Meetings of the Society for Research in Adolescence, Vancouver, B.C.
- Szwedo, D.E. & Allen, J.P. (2011, March). Experiences with parents, peers, and romantic partners during adolescence as predictors of youths emotion regulation strategies. Paper presented at the Biennial Meetings of the Society for Research on Child Development, Montreal, Quebec, Canada.
- Szwedo, D.E., Chango, J., Miga, E.M., Schad, M., & Allen, J.P. (2010, March). Unique contributions of attachment security and emotional awareness for predicting adolescent romantic relationship functioning. Poster symposium presented at the Biennial Meetings of the Society for Research on Adolescence, Philadelphia, Pennsylvania.
- Szwedo, D.E., Mikami, A.Y., & Allen, J.P. (2010, March). Psychological and interpersonal implications of peer interactions on social-networking websites for troubled youth. Paper presented at the Biennial Meetings of the Society for Research on Adolescence, Philadelphia, Pennsylvania.

Dr. Ashton Trice

Current Research

I am interested in aspects of the transition to college, particularly for students with disabilities. I am also interested in research on the psychology of movies, particularly on how personality, mood, and social context influences what we watch and how we watch movies.

Specific Studies

This semester, we are doing a study of how relatively simple educational interventions may change negative attitudes in college peers toward granting accommodations to students with disabilities. We are particularly interested in the finding that even psychology majors view depression as unworthy of special assistance.

Typical responsibilities/experiences of research assistants

	Often (All students experience this multiple times each semester)	Sometimes (Most students experience this each semester)	Rarely/Optional (Students may engage in these experiences but it is not typical)	Never (Students will never engage in this experience)
Data Collection	X			
Data Entry			X	
Article Discussion	X			
Study Development	X			
Writing Group				
Post Hoc studies				X
Literature Review	X			
IRB Preparation	X			
Study preparation	X			
Research Assistant Training	X			
Participant recruitment			X	
Data cleaning				X
Data management			X	
Data analysis	X			
Lab meetings	X			
Manuscript preparation/publications submitted or accepted	X			
Grant writing				X
Conference attendance		X		
CV development				X

Professional development			X	
Conduct research with non-human subjects				X
Have direct contact with human participants	X			

Things to know before getting involved

- **Is there an application to join the lab?** No.
- **Website:** No.
- **Is there a minimum commitment for this lab?** Yes, 2 semesters
- **Are 203 students accepted?** Yes.
- **Are there required prerequisites?** No.
- **Are there preferred prerequisites?** Yes, statistics courses
- **Do you mentor honors thesis projects?** Yes.

Recent Publications (within the past 12 months)

Kipps-Vaughan, D., & Trice A. (2014) High anxiety: How teachers can help ease their students' fear when taking tests. *Virginia Journal of Education*, 107, 8-12.

Curtis, N. A., & Trice, A. D. (2014) A revision of the Academic Locus of Control Scale for College Students. *Perceptual and Motor Skills*, 116, 817-829.

Recent Conference Presentations (within past 12 months)

[Curtis, N. A., & Trice, A. D. *Aspiring to College: Transitioning Students with Learning Disabilities to Postsecondary Education*. Virginia Psychological Association, Richmond, VA, October, 2015

Kipps-Vaughan, D. & Trice, A. D. Test anxiety interventions using a three-tiered approach. National Association of School Psychologist, Orlando, FL. February, 2015.

Curtis, N. A., Warner, P. A., Gilligan, T. D., & Trice, A. D. The Madison Assessment of Cultural Competence in school psychology. National Association of School Psychologists, Washington, DC, February, 2014

Dr. Tracy Zinn

Current Research

Primary: Behavioral approaches to teaching/training, specifically, investigations of interteaching.
 General: University systems as an organization; applications of I/O concepts to the university environment, including concept of procedural justice, perceptions of diversity and affirmative action, and student/faculty interactions. Other: Perceptions of birth and breastfeeding; specifically, perceptions of and support for working mothers, family-friendly policies

Specific Studies

Fall 2014: Investigation of aspects of prep guide questions in interteaching in order to improve pair discussion quality / Fall 2014: Are black pregnant women penalized more than white women for drinking during pregnancy? Other projects are on hold.

Typical responsibilities/experiences of research assistants

	Often (All students experience this multiple times each semester)	Sometimes (Most students experience this each semester)	Rarely/Optional (Students may engage in these experiences but it is not typical)	Never (Students will never engage in this experience)
Data Collection		X		
Data Entry		X		
Article Discussion	X			
Study Development		X		
Writing Group		X		
Post Hoc studies			X	
Literature Review		X		
IRB Preparation		X		
Study preparation		X		
Research Assistant Training			X	
Participant recruitment				X
Data cleaning			X	
Data management		X		
Data analysis	X			
Lab meetings	X			
Manuscript preparation/publications submitted or accepted			X	
Grant writing			X	
Conference attendance		X		

CV development		X		
Professional development		X		
Conduct research with non-human subjects				X
Have direct contact with human participants		X		

Things to know before getting involved

- **Is there an application to join the lab?** Yes.
- **Website:** yes; http://jmu.co1.qualtrics.com/SE/?SID=SV_8BAqfYdVXchafo8
- **Is there a minimum commitment for this lab?** Usually 2 semesters, but I don't hold fast to that rule.
- **Are 203 (formerly 203) students accepted?** Yes.
- **Are there required prerequisites?** No.
- **Are there preferred prerequisites?** Prefer if students had Psyc 211 or Psyc 213.
- **Do you mentor honors thesis projects?** Yes.

Contact Dr. Zinn for a list of publications and presentations.