

Faculty Research Inventory

(last updated October 2018)

Table of Contents

PROFESSORS

Dr. Apple	Page 3
Dr. Baker	Page 5
Dr. Dyche	Page 7
Dr. Fogler	Page 11
Dr. Gibson	Page 13
Dr. Hall	Page 15
Dr. Irons	Page 18
Dr. Jakobsen	Page 21
Dr. Kerr	Page 23
Dr. Kondrad	Page 25
Dr. Kurtz	Page 27
Dr. Lyons	Page 30
Dr. Melchiori	Page 32
Dr. Saville	Page 35
Dr. Shoup-Knox	Page 38
Dr. Stokes	Page 40
Dr. Szwedo	Page 42
Dr. Trice	Page 45
Dr. Upadhyay	Page 47
Dr. Zinn	Page 49

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?** Yes, prefer students to have completed the methodology sequence (PSYC 210/211 or PSYC 212/213)
- **Are there preferred prerequisites?** No
- **Do you mentor honors thesis projects?** Yes, but prefers to work with the student in class or research lab before working on a thesis with a student

Recent Publications

- Appleby, D. C., Apple, K. J., & Stoloff, M. L. (2018). Academic advising posters: A new method to deliver academic advising. *Psych Learning Curve: Where Psychology and Education Connect*. Retrieved from <http://psychlearningcurve.org/academic-advising-posters/>.
- Apple, K. J. (2015). Evaluating Learning: Designing Effective Quizzes, Tests, and Final Exams for Psychology Courses. In D. S. Dunn (Ed.) *Oxford Handbook of Psychology Education* (pp. 75-83). 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 also work with students on 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				
Data management				
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	
---	--	--	---	--

Since my students work with animals, they experience training related to working with animals and gain experience with IACUC procedures.

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, prefer students to have taken or be enrolled in PSYC/BIO 395 or other animal-behavior-related experiences
- **Do you mentor honors thesis projects?** Yes, but students need to be working on an animal-behavior related project.

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

Dr. Jeff Dyche

Current Research

I currently have two labs. The first lab is "Rat Lab" which is formally called the Sleep and Pharmacology Lab, investigates a number of behavioral neuroscience phenomena using various strains of Norway Rats. Many of my students are also interested in the biological basis of behavior and behavior analysis. In the second lab, the "Sleep and Actigraphy Lab" (SAL), we study human sleep patterns and circadian rhythms using surveys and a sleep monitoring device called actigraph that is worn on the wrist. I often collaborate with Dr. Holt and Dr. Fogler.

Specific Studies

Currently in Rat Lab, we are investigating how sleep deprivation impacts attentional tasks in Sprague-Dawley rats. Specifically, our current research project is to investigate the effect of chronic sleep restriction on a measure of sustained attention known as the rat psychomotor vigilance task (rPVT). The rPVT involves a two month training procedure followed by a one week baseline measurement. Once a baseline has been established, groups of three rats will undergo a week long, six hour/day sleep deprivation procedure while being tested daily on the rPVT. A second goal of this project is to investigate potential pharmacological interventions to mediate the effects of sleep loss on attention performance. Once baseline and sleep deprivation performance on the rPVT has been established, groups of three rats will undergo another week long sleep deprivation procedure and rPVT testing. During this week, rats will receive one of two drugs. Half of the rats (n=10) will receive 30 mg/kg caffeine, a non-selective adenosine antagonist, while the other half (n=10) will receive 1.2 mg/kg cyclopentyl-theophylline (CPT), a selective A1 adenosine receptor antagonist. More detail on the background and implementation of this project will occur during weekly lab meetings.

In the past, we have also done studies using cocaine and d-amphetamine. We have also tested different sleep deprivation chambers. In this lab, we look for undergraduates who are interested in studying natural science aspects of psychology. The lab is typically managed by a graduate student in the Psychological Sciences program but undergrads have leadership opportunities as well. Bio minors are common but not required.

Finally, in my second lab, (SAL) we have investigated how chronic marijuana use impacts circadian rhythms compared to non-users. We are also looking at how napping impacts impulsivity and how sleep deprivation alters inflammatory markers in student volunteers. This lab doesn't always meet each semester so please inquire whether we are collecting data in this lab.

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, I also look for students who take initiative, and I provide leadership opportunities if desired.
- **Website?** No
- **Is there a minimum commitment for this lab?** Yes, two semesters
- **Are 203 students accepted?** Yes
- **Are there required prerequisites?** Yes, students must have an interest in the biological basis of behavior
- **Are there preferred prerequisites?** No
- **Do you mentor honors thesis projects?** No

Recent Publications

Crewe, M., Fogler, K., Orr, W., & Dyche, J. (2018). Sleep assessment and cognitive performance in a military college population: A Measurement Comparison. *J of Sleep Research: Under first review*

Crewe, M., Holt, D., & Dyche, J. (2018). Rat psychomotor vigilance task performance following chronic sleep restriction and systemic caffeine. *Sleep: Under first review*

Chabal, S., Couturier, K.C., Dyche, J., Soutiere, S., Figueiro, M., & Plitnick, B. (2018) *Circadian rhythm phase locking for traveling special forces operators: Using light exposure to maintain time zone entrainment*. (NSMRL Technical Report No. 1318). Naval Submarine Medical Research Laboratory. Groton, CT.

Vincent, A.S., Bailey, C.M., Cowan, C., Cox-Fuenzalida, E., Dyche, J., Gorgens, K.A., Krawczyk, D., & Young, L. (2016). Normative Data for Evaluating Mild Traumatic Brain Injury with a Handheld Neurocognitive Assessment Tool. *Applied Neuropsychology: Adult*, 23, 1-11. doi: 10.1080/23279095.2016.1213263

Couturier, K.C. & Dyche, J. (2016). “Phase Locking” in transmeridan operations: *Sleep and circadian rhythm implications*. (NSMRL Technical Report No. 1290) Naval Submarine Medical Research Laboratory. Groton, CT.

Dickinson, D.L, Drummond, S.P.A., & Dyche, J. (2016). Voluntary sleep choice and its effects on Bayesian decisions. *Behavioral Sleep Medicine*, 14, 501-513. doi: 10.1080/15402002.2015.1028064

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.

Recent Conferences

Crewe, M., & Dyche, J. (2018). Relationship between sleep, academic, and emotional functioning in college students. *Sleep*, 40, 0259.

Donovan, E., Crewe, M., & Dyche, J. (2018). Cortisol levels in rat urine following chronic sleep deprivation in forced exercise wheels and gentle handling chambers. *Sleep*, 40, 0567.

Falk, Z., Cabrera, M., Crewe, M., Jalil, D., Okafor, Z., Reigel, C., & Dyche, J. (2018). Effects of a post-deprivation nap on peripheral levels of cortisol and interleukin-6 following 24-hour sleep deprivation. *Sleep*, 40, 0345

Cowan, C., Mack, N., Crewe, M., Donovan, E., Wallace, J., Gallagher, T., Dyche, J. (2017). Sleep Deprivation and Voluntary Alcohol Consumption in Adolescent Rats. *Society for Neuroscience Abstracts*. 1110.12

Mack, N., Cowan, C., Crewe, M., Wallace, J., Cole, C., Graham, S., Holt, D., Dyche, J. (2017). Long Term Effects of Chronic Cocaine Administration on Impulse Inhibition. *Society for Neuroscience Abstracts*. 530.11

Mack, N., Donovan, E., Wallace, J., Cowan, C., Holt, D., & Dyche, J. (April, 2017). Sleep deprivation and voluntary alcohol consumption in adult rats. Poster presented at Georgetown University Undergraduate Research Conference in Washington DC, April 23

Donovan, E., Mack, N, Wallace, J., Cowan, C., Khan, A., Leshock, O., Crewe. M., Holt, D. & Dyche, J (April, 2017). Long term effects of repeated cocaine exposure on impulse inhibition. Poster presented at Georgetown University Undergraduate Research Conference in Washington DC, April 23

Mack, N., McCullar, K., Wallace, J., Cowan, C., Sequeira, S., Ponder, K., Shoup-Knox, M., and Dyche, J. (April, 2016). Elucidating the Relationship Between Δ FosB, Alcohol Exposure, and Sleep Deprivation. Poster presented at Georgetown University Undergraduate Research Conference in Washington DC, April 14. *Won outstanding poster award

Crewe, M., Jalil, D., Riegel, C., Gonzalez, C., Campbell, B., Dyche, J., & Holt, D. (April, 2016). The effects of a short nap on impulsivity and risk-taking behavior. Poster presented at Georgetown University Undergraduate Research Conference in Washington DC, April 14.

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, two semesters
- **Are 203 students accepted?** Yes
- **Are there required prerequisites?** Yes, PSYC 210/211 (with high Bs or As in both)
- **Are there preferred prerequisites?** Yes, prefer students with an interest in cognitive psychology
- **Do you mentor honors thesis projects?** Yes

Recent Publications

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

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?** No
- **Is there a minimum commitment for this lab?** Yes, two semesters
- **Are 203 students accepted?** No
- **Are there required prerequisites?** Yes, PSYC 211
- **Are there preferred prerequisites?** Yes, good students who are interested in environmental issues
- **Do you mentor honors thesis projects?** Yes

Recent Publications

- 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

- 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?** Yes
- **Are there required prerequisites?** No
- **Are there preferred prerequisites?** No
- **Do you mentor honors thesis projects?** Yes

Representative Publications

- Peck, R. B., Hall, M. D., Gaston, J. R. & Dickerson, K. (2018). Evidence of change deafness with continuously moving targets. *Auditory Perception & Cognition*, 1(1).
<https://doi.org/10.1080/25742442.2018.1499002>
- Daly, H. R. & Hall, M. D. (2018). Not all musicians are created equal: Statistical concerns regarding the categorization of participants. *Psychomusicology: Music, Mind, and Brain*, 28(2), 117-126.
- Peck, Rachael B., Hall, M. D. (2017). Categorical perception: effects of the extent and rate of spectral change. *Journal of Cognitive Psychology*, 29(1), 3-22.doi: 10.1080/20445911.2016.1229704
- Chan, K. Y., Hall, M. D. & Assgari, A. (2017). The role of vowel formant frequencies and duration in the perception of foreign accent. *Journal of Cognitive Psychology*, 29(1), 23-34. doi: 10.1080/20445911.2016.1170746
- Becker, C. J. & Hall, M. D. (2014). Effects of fundamental frequency removal and low-pass filtering on pitch comparisons. *Psychomusicology: Music, Mind, and Brain*, 24(3), 195-206.
- Hall, M. D. (2012). Using student-based organizations within a discipline as a vehicle to create learning communities. In Barron, K. E. and Buch, K. (Eds.), *Discipline-Centered Learning Communities: Creating Connections among Students, Faculty, and Curricula*. Jossey-Bass.
- Hall, M. D. & Beauchamp, J. W. (2009). Clarifying spectral and temporal dimensions of musical

- instrument timbre. *Canadian Acoustics*, 37(1), 3-22. (**Recipient of 2009 Directors' Award, Canadian Acoustical Association, Best paper by non-student**)
- Watts, C. R. & Hall, M. D. (2008). Timbral influences on vocal pitch-matching accuracy. *Logopedics Phoniatrics Vocology*, 33, 74-82.
- Hall, M. D. & Blasko, D. G. (2005). Attentional interference in judgments of musical timbre: Individual differences in working memory. *The Journal of General Psychology*, 132(1), 94-112.
- Hall, M. D. & Wieberg, K. (2003). Illusory conjunctions of musical pitch and timbre. *Acoustic Research Letters Online (an affiliate of the American Institute of Physics and the Journal of the Acoustical Society of America)*.
- Hall, M. D., Pastore, R. E., Acker, B. E., & Huang, W. (2000). Evidence for auditory feature integration with spatially distributed items. *Perception & Psychophysics*, 62(6), 1243-1257.
- Hall, M. D., & Pastore, R. E. (1992). Musical duplex perception: Perception of figurally good chords with subliminal distinguishing tones. *Journal of Experimental Psychology: Human Perception and Performance*, 18(3), 752-762.

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)

Irons, J. G., **Joachim, Stanley, T. B., Rininger, A. M., Stanley, T. B.**, Jarvis, B. P. (accepted; October 2018). A Brief Abstinence Test for Caffeine Use: A Feasibility Study. *Journal of Caffeine and Adenosine Research*.

Butler, L.H., Irons, J.G., Bassett, D.T., & Correia, C.J. (2018). Using the Multiple-Choice Procedure to Measure the Relative Reinforcing Efficacy of Gambling: Initial Validity Evidence Among College Students. *Journal of Gambling Studies*.

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]

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 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 4-, 6-, and 11-month-old infants and adults using visual search tasks in which we manipulate various stimuli to determine the extent to which human faces capture attention.

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			

Students will have the opportunity to work with infant and child participants (in addition to adult participants).

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?** Yes, two semesters
- **Are 203 students accepted?** No
- **Are there required prerequisites?** No
- **Are there preferred prerequisites?** Yes, PSYC 160 or PSYC 365
- **Do you mentor honors thesis projects?** Yes

Recent Publications

Jakobsen, K. V., & Knetemann, M.*. 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

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. Natalie Kerr

Current Research

Currently, I am studying the effectiveness of social norm interventions and the induced hypocrisy paradigm to change undesirable behaviors (such as texting while driving).

Specific Studies

I conduct "field research" on the JMU campus and in the City of Harrisonburg. Anyone could be a participant in one of my studies so I cannot divulge specific details.

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, two semesters
- **Are 203 students accepted?** Yes
- **Are there required prerequisites?** Yes, PSYC 345
- **Are there preferred prerequisites?** No
- **Do you mentor honors thesis projects?** No

Recent Publications

Lawrence, N.K. (2013). Examining the benefits of cumulative exams. In V.A. Benassi, C.E. Overson & C.M. Hakala (Eds.) *Applying science of learning in education: Infusing psychological science into the curriculum*. Retrieved from the Society for the Teaching of Psychology website: <http://teachpsych.org/ebooks/asle2014/index.php>

Lawrence, N. K. (2013). The benefits of cumulative exams in the general psychology course. *Teaching of Psychology*, 40(1), 15-19.

Recent Conferences

Lawrence, N.K. (2014, February). The benefits of cumulative exams. Paper accepted for presentation at the Conference on Higher Education Pedagogy, Blacksburg, VA.

Lawrence, N.K., Buzinski, S. & Kurtz, J. (2013, June). A few of our favorite things: Activities and demonstrations for teaching psychology. Invited presentation at the Eastern Conference on the Teaching of Psychology, Staunton, VA.

Lawrence, N.K., Collins, E.*, & Rice, J.* (2013, May). The relationship between mothers' parenting practices and young adults' focus on the self. Poster presented at the annual meeting of the Association for Psychological Science, Washington, D.C.

Lawrence, N.K. & Andonyadis, D.* (2013, May). The relationship between concerted cultivation in childhood and narcissism in young adulthood. Poster presented at the annual meeting of the Association for Psychological Science, Washington, D.C.

Wiecheki, L.*, Vila, K.*, Kelly, H.*, Janser, S.*, Browne, R.*, Adams, T.*, Lawrence, N.K. (2013, April). A social norm intervention to reduce phone-related distracted driving. Paper presented at the Spring meet of the Virginia Psychological Association, Richmond, VA.

Dr. Robyn Kondrad

Current Research

Conducting research studies that explore how children evaluate and learn from the people with whom they interact, what qualities children consider when they make inferences about those individuals, and whether those interactions change depending on the medium (e.g., video chat vs. real life). I work with children and families in the community. Ideally students will have a schedule that is conducive to doing work with this population (a minimum of 2.5 hours in the morning between 8:30 and 12:30 or 2:30 and 5:00).

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. It is helpful to have transportation, since we often work off campus at preschools.
- **Website?** Yes
- **Is there a minimum commitment for this lab?** Yes, minimum of 2 credit hours per semester. No maximum commitment.
- **Are 203 students accepted?** Yes
- **Are there required prerequisites?** No
- **Are there preferred prerequisites?** Yes. It is helpful to have transportation, since we often work off campus at preschools. Having experience with children and being comfortable working with children between the ages of 3-6 and their caregivers and other professionals is important. This may not be the best fit if you have never worked with children in any capacity.
- **Do you mentor honors thesis projects?** Yes, but they must work with me at least one semester as a traditional research assistant prior to asking for honors mentorship.

Recent Publications

- Palmquist, C.P., Kondrad, R.K., & Norris, M.N. (2018). Follow my point? Preschoolers' expectations about veridicality disrupt their understanding of deceptive points. *Cognitive Development*, 48, 190-202. <https://doi.org/10.1016/j.cogdev.2018.08.009>
- Jaswal, V.K., Kondrad, R.L. (2016). Why Children Are Not Always Epistemically Vigilant: Cognitive Limits and Social Considerations. *Child Development Perspectives*, 10(4), 240-244. <https://doi.org/10.1111/cdep.12187>

Dr. Jaime Kurtz

Current Research

I am currently investigating the decisions people make that impact their daily happiness and appreciation. I am especially interested in nonobvious or counterintuitive paths to happiness, and why making sustainable changes to happiness is often so difficult.

Specific Studies

One current study is examining whether reflecting back on an incredible life experience can actually raise your standards, to the point where a positive but more routine experience is spoiled. For example, does thinking about a recent vacation in the Swiss Alps take away from your everyday view of the Blue Ridge? Does thinking back to a delicious gourmet meal make dining hall food less pleasant?

A second line of research is looking at the effect of essentially playing tour guide to a JMU newcomer. Does sharing your JMU experiences with a newcomer help you see it fresh, "through new eyes"? Does this enhance your appreciation of JMU?

Other ongoing projects include the development of a survey to assess appreciation of college life

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?** No
- **Are 203 students accepted?** Yes
- **Are there required prerequisites?** Yes, PSYC 211
- **Are there preferred prerequisites?** Yes, PSYC 345
- **Do you mentor honors thesis projects?** Yes, prefer students who have worked in my lab previously

Recent Publications

- Kurtz, J. L. (in press). Positive psychology. In D. S. Dunn (Ed.) Oxford Handbook of Psychology Education. Oxford University Press.
- Smith, J. L., Harrison, P. R., Kurtz, J. L., & Bryant, F. B. (in press). Interventions for enhancing the capacity to savor positive experience. In A.C. Parks (Ed.), Handbook of positive psychological interventions. Oxford: Wiley-Blackwell.
- Nelson, K., Kurtz, J. L. & Lyubomirsky, S. (in press). What psychological science knows about achieving happiness. In S. J. Lynn, W. O'Donohue, and S. Lilienfeld (Eds.). Better, Stronger, Wiser: Psychological Science and Well-Being.
- Klein, R. A., Ratliff, K. A., Vianello, M., Nosek, B. A. et al. (in press). Investigating variation in replicability: A “many labs” replication project. *Social Psychology*.
- Kurtz, J. L. (2013). Finding joy in the journey: A review of The Myths of Happiness. *Journal of Social and Clinical Psychology*, 32, 700702.

Recent Conferences

- Deitrick, C. & Kurtz, J. L. (February, 2014). The beliefs of the everyday happiness-seeker: Do lay people know how to improve their happiness? Poster presented at the Society for Personality and Social Psychology, Austin, TX.

- Kurtz, J. L. (June, 2013). Student Snoopers: Assessing the Big Five in Bedrooms. Eastern Teaching of Psychology, Staunton, VA.
- Chretien, A. M. & Kurtz, J. L. (May, 2013). Depression and Attitudes Towards Depression. Poster presented at the Association for Psychological Science, Washington, DC.
- Deitrick, C., Kurtz, J. L. Dooley, B., & Jones, V. (May, 2013). Restorative Yoga Improves Psychological Well-Being and Physical Health. Poster presented at the Association for Psychological Science, Washington, DC.
- Wilkinson, C. B., Muller, L. A. & Kurtz, J. L. (May, 2013). Sex-Role Stereotypes on Freshman Roommate Relationship Expectations. Poster presented at the Association for Psychological Science, Washington, DC.
- Muller, L.A., Wilkinson, C. B., & Kurtz, J. L. (May, 2013). The Relationship between Personality, Capitalization, and Freshman Roommate Relationship Satisfaction. Poster presented at the Association for Psychological Science, Washington, DC.

Dr. Claire Lyons

Current Research

Increasing engagement in large classes, such as effective teaching in large classes; emerging adulthood as a developmental phase and its impact on teaching and engagement

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
- **Website?** No
- **Is there a minimum commitment for this lab?** Yes, one semester
- **Are 203 students accepted?** Yes
- **Are there required prerequisites?** Yes, PSYC 210/211
- **Are there preferred prerequisites?** Yes, PSYC 160
- **Do you mentor honors thesis projects?** Yes, but only a limited number

Recent Publications

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

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.

Dr. Kala Melchiori

Current Research

My research questions falls into two broad areas:

Intergroup relations: How people respond to prejudice? How does our social world impact stereotypical thinking? How does counterstereotypic behavior provoke discriminatory backlash?

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 210/211 with high Bs or As in both
- **Are there preferred prerequisites?** Yes, 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

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

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?** Yes, two semesters, although it is not demanded 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?** Yes, PSYC 211 and either PSYC 180 or PSYC 390.
- **Do you mentor honors thesis projects?** Yes, but best if in lab for at least two semesters

Recent Publications

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

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. Melanie Shoup-Knox

Current Research

Human research lab: We examine changes in physiology in response to female fertility cues. These changes include measures of galvanic skin response, heart rate, salivary hormones, and brain EEG.

Animal research lab: We use a rat model to examine behavioral forms of thermoregulation. We perform stereotaxic surgery to implant a temperature sensitive electrode into the brains of animals and monitor behaviors or manipulate conditions that coincide with variation in central nervous system temperatures.

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				
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		
---	--	---	--	--

Students will also be responsible for daily animal care and weekly vivarium cleaning duties. Students need CITI Training to work with humans and animals.

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, two semesters
- **Are 203 students accepted?** Yes
- **Are there required prerequisites?** Yes, PSYC/BIO 385
- **Are there preferred prerequisites?** Yes, A or B in PSYC 210/211 or PSYC 212/213
- **Do you mentor honors thesis projects?** Yes, but prefer one semester in lab before beginning honors thesis credits

Recent Publications

- Shoup-Knox, M. L., Ostrander, G., & Pipitone, R. N. (under revision). Menstrual cycle variation in intrasexual competition among females: Endocrine and perceptual responses to vocal fertility cues, *Hormones and Behavior*.
- Shoup-Knox, M. L., Ostrander, G., *Reimann, G., & Pipitone, R. N. (under review). Do you hear what I hear? A multi-sample assessment of changes in vocal acoustics across the menstrual cycle, *The Journal of Voice*.

Recent Conferences

- Ostrander, G. M. & Shoup-Knox, M. L. (2017, Nov.) Physiological responses to intrasexual competition. Poster presentation at Society for Neuroscience Conference, Washington D.C.
- Shoup-Knox, M. L., *Keiter, M. D., *Falk, Z. (2017, Nov.) Yawning as a thermoregulatory response to manipulations of brain temperature. Poster presentation at Society for Neuroscience Conference, Washington D.C.
- Shoup-Knox, M. L., Ostrander, G. M., *Reimann, G., & Pipitone, R. N. (2017, May) The female voice: Cyclical and contextual variations in acoustics. Paper presentation at Human Behavior and Evolution Society Conference, Boise, ID.
- *Jalil, D. M. & Shoup-Knox, M. L. (2017, May). The roles of race and empathy on contagious yawning. Poster presentation at Human Behavior and Evolution Society Conference, Boise, ID.

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, two 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 Szvedo

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.

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	

Students are invited to participate in all aspects of the research process including literature review, hypothesis generation, data coding/analysis, and poster presentation and/or manuscript preparation.

Things to know before getting involved

- **Is there an application to join the lab?** Yes, interested students are invited to review the course syllabus and submit an application. Email Dr. Szwedo (szwedode@jmu.edu) with questions and/or for an electronic copy of the application and syllabus.
- **Website?** Yes, <https://www.facebook.com/download/1403766569892215/Social%20Relationships%20Lab%20Application.docx>
- **Is there a minimum commitment for this lab?** Yes, two semesters
- **Are 203 students accepted?** No
- **Are there required prerequisites?** Yes, completion of PSYC 210/211 or PSYC 212/213
- **Are there preferred prerequisites?** No
- **Do you mentor honors thesis projects?** Yes

Recent Publications

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 Conferences

- 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'm interested in how boredom is experienced and what people do about it. I'm currently interested in college students, middle-aged adults, and the elderly. I have a grad student who will be looking at this in adolescents.

We are interested in the stigma surrounding disability, particularly depression; and how to impact it positively.

I continue to be interested in the transition to college by students with disabilities.

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, two semesters
- **Are 203 students accepted?** Yes
- **Are there required prerequisites?** No
- **Are there preferred prerequisites?** Yes, if students have not completed PSYC 211, they should complete a readings course
- **Do you mentor honors thesis projects?** Yes, but three semester commitments work best

Recent Publications

- Greer, H. W., & Trice, A. D. (2017). Connecting the introductory course with the lives of peers with disability. In W. S. Altman, L. Stein, L., & W. Westfall (Eds.), *Essays from E-xcellence in Teaching*, Vol. 16. (pp. 39-44). Washington DC: American Psychological Association.
- Trice, A. D., & Greer, H. W. (2017). Theories of career development in childhood and early adolescence. In M. Watson and M. McMahon (Eds.), *Career exploration and development in childhood*. London: Routledge.
- Warburton, D. S., Powell, S. L., & Trice, A. D. (2016). Fonts and screens: Quick fixes for students with SLD? *School Psychology in Virginia*, 8, 5-6.

Recent Conferences

- Trice, A. D., & Curtis, N. A. Aspirations of students with disabilities in an uncertain world. *International School Psychology Association: Manchester, UK, July, 2017.*
- Trice, A. D. When avocation trumps vocation: The career development of avid golfers. *Conference on Sport and Society: London, UK, June, 2017.*
- Powell, S., Warburton, D., & Trice, A. Font fails to improve reading on assessment tasks. *National Association of School Psychologists. San Antonio, TX, February, 2017.*

Dr. Sri Siddhi N. Upadhyay

Current Research

As a cognitive psychologist, Dr. Upadhyay's research focuses on understanding the cognitive processes that inform reading. Discourse processing - or text and narrative comprehension - involves more than simply understanding the individual words on a page. Our mental representations for what we read build from the smallest units of language to the broadest higher-order representations, and include word and sentence level comprehension, memory, attention, and social and pragmatic information. Several broad questions guide Dr. Upadhyay's research: We know our memory for the information we read is not infinite; what captures our attention as readers? Are readers guided by a story character's experience? To what extent does a reader's "inner voice" reflect a character's voice?

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. Available at: <https://sriupadhyay.wixsite.com/dreamlab/dr-upadhyay-s-dream-lab>. Please be prepared to discuss your research interests in the Research Assistant application as well as with Dr. Upadhyay. Prior to completing a Research Assistant Application, or contacting Dr. Upadhyay, it is helpful for you to review sample publications to make sure your research interests align with the lab.
- **Is there a minimum commitment for this lab?** Yes, two consecutive semesters preferred.
- **Are 203 students accepted?** Yes
- **Are there required prerequisites?** Yes. An interest in cognitive psychology, specifically reading, language, and memory. Completion of the methodology core and completion of PSYC 380 Cognitive Psychology (preferably with Dr. Upadhyay).
- **Are there preferred prerequisites?** No.
- **Do you mentor honors thesis projects?** Yes, but students need to be in the lab for at least one semester and have taken PSYC 380 Cognitive Psychology (preferably with Dr. Upadhyay).

Recent Publications

Upadhyay, S. S. N., Houghton, K., & Klin, C. M. Do Readers Represent Story Characters' Accents? Talk presented at the 27th Annual Meeting of the Society for Text and Discourse, August 2017, Philadelphia, PA.

Houghton, K.J., Upadhyay, S. S. N., & Klin, C. M. Do Readers Remember What Story Characters Remember? Poster presented at the 27th Annual Meeting of the Society for Text and Discourse, July 2017, Philadelphia, PA.

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

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 two semesters, but some exceptions are made
- **Are 203 (formerly 203) students accepted?** Yes
- **Are there required prerequisites?** No
- **Are there preferred prerequisites?** Yes, prefer if students have completed PSYC 211 or PSYC 213
- **Do you mentor honors thesis projects?** Yes, but prefer students to have completed PSYC 402 with me if they are going to do an honor's thesis

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