PSYCHOLOGY STUDENT RESEARCH CONFERENCE EVENT PROGRAM

Zoom Meeting Registration Link
https://csusm.zoom.us/meeting/register/tZMrfu-hqDwsEtWBmy4J01A_YmOncF-wHsaQ
Poster Sessions A
Poster Session B

Zoom Webinar Registration Link
https://csusm.zoom.us/webinar/register/WN_uqzauuxdTzyMxcsQx4NlOw
Keynote Address
Graduate School in Psychology Panel
Careers in Psychology Panel
Student Blitz Talks and Awards
<table>
<thead>
<tr>
<th>Committee</th>
<th>Members</th>
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</thead>
<tbody>
<tr>
<td>Faculty Advisors</td>
<td>Nate C. Carnes, Ph.D.  Sasha Y. Kimel, Ph.D.</td>
</tr>
<tr>
<td>Marketing Committee</td>
<td>Pooja Punjabi</td>
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<tr>
<td>Advisory Committee</td>
<td>Jarwyn Cruz  Ashley Bonilla</td>
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<tr>
<td>Awards Committee</td>
<td>Larry Boman  Jacob Maga</td>
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<td>Jennifer Figueroa  Marielle Castaneda</td>
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<tr>
<td></td>
<td>Kiana Bertrand</td>
</tr>
</tbody>
</table>
# Table of Contents

Welcome ........................................................................................................................................... 4

Schedule of Events .............................................................................................................................. 5

Graduate School in Psychology Panel .............................................................................................. 6

Careers in Psychology Panel ............................................................................................................ 7

Keynote Address ............................................................................................................................ 8

Student Poster Session A .................................................................................................................. 9

Student Poster Session B ................................................................................................................ 14

Student Blitz Talks ............................................................................................................................ 19

Previous Keynote Speakers ............................................................................................................. 20
Welcome to the 27th Annual Psychology Student Research Conference sponsored by the CSUSM Psychology Student Organization and the Psychology Department. Exceptional students from different institutions in Southern California submit their research for the opportunity to present at our event. This year, we had 26 submissions from several institutions (including California State University San Marcos and the University of California San Diego). We are excited for you to have the opportunity to see their outstanding efforts in research.

This fair would not be possible without the hard work and support of several individuals and organizations. We wish to thank the members of the Research Conference Committee and all the student volunteers. They have spent the last year working diligently to bring this research conference together. Additionally, we would like to thank the CSUSM Psychology Department faculty and staff for their support of student research and this event in particular.

We also wish to thank the individuals who have generously donated their time to make the day’s festivities possible, most especially our keynote speaker and many panelists.

Finally, we would like to offer a special thank you to Betsy and Dr. Richard Fitzpatrick, whose very generous endowment and subsequent contributions help to ensure that psychology students for years to come will have the opportunity to participate in this wonderful learning experience and celebration of student research.

We hope that you enjoy our research conference and that you will make plans to join us next April for our 28th Annual Psychology Student Research Conference.

Nate C. Carnes, Ph.D.
Sasha Y. Kimel, Ph.D.
Schedule of Events

Zoom Meeting Registration Link:
https://csusm.zoom.us/meeting/register/tZMrfu-hqDwsEtWBmy4JO1A_YmOncF-wHsaQ

9:00am-10:00am
Poster Session A

10:00am-11:00am
Poster Session B

Zoom Webinar Registration Link:
https://csusm.zoom.us/webinar/register/WN_uqzauuxdTzyMXcsQx4NlOw

11:30am-12:30pm
Keynote Address

12:30pm-1:30pm
Graduate School in Psychology Panel

1:30pm-2:30pm
Careers in Psychology Panel

2:30pm-3:30pm
Student Blitz Talks and Awards
Graduate School in Psychology Panel
12:30pm-1:30pm – Zoom Webinar

Oriana R. Aragón, Ph.D.
Assistant Professor, Marketing Department
Clemson University

Shawn Bates, Ph.D.
Assistant Professor, Department of Psychology
California State University, Chico

Samantha Mertens
Doctoral Student, Environment and Natural Resources
The Ohio State University

Conner Whitten
Doctoral Student, Neuroscience and Behavior, Experimental Psychology
University of Tennessee Knoxville

Amir Alayoubi
Doctoral Student, Molecular, Cellular, and Integrative Neuroscience
Colorado State University

Zachary Varnam
Masters Student, Psychological Science
California State University San Marcos
Careers in Psychology Panel
1:30pm-2:30pm – Zoom Webinar

Amala Shetty, Ph.D.
Forensic Psychologist
Northwest Forensic Institute

Camilla Williams, Ph.D.
Clinical Psychologist
Waves, A Psychological Corporation

Jessica Preciado
Research Assistant
Scripps Whittier

Nida Chouhan & Lyndsi Patton
Board Certified Behavior Analysts
People’s Care Behavioral Health

Lisa Perez
Housing Resource Specialist
Families Forward
At some point, most people encounter stressful events that can have a major impact on the course and direction of their lives. Decades of research have demonstrated that these traumatic experiences can have both acute and long-term mental and physical health consequences. This presentation will describe a program of research on coping with community disasters such as mass violence (e.g., terrorist attacks) and infectious diseases (e.g., Ebola, COVID-19) and the important role played by the media in psychological response to these collective traumas. I will report findings demonstrating how repeated exposure to news coverage of these events is linked to acute and posttraumatic stress responses and physical health problems over time. Data also suggest the effects of this media coverage may be cumulative: trauma-related media exposure perpetuates a cycle of high distress and media use over time. Finally, I will focus on the unique combination of stressors experienced by individuals across the U.S. in 2020 and discuss how to facilitate resilience in the face of COVID-19 and its aftermath.
A-01. Social Skills Interventions for Individuals with ASD: Analysis of Strengths and Weaknesses

Jordan Gaeta & Janice Phung PhD

California State University San Marcos (CSUSM)

The following research analyzed the literature for various clinician-, peer-, and parent-mediated social skills interventions for children and adolescents with Autism Spectrum Disorder (ASD). The method and results of each research study was thoroughly observed to determine their individual strengths and weaknesses, presenting an expansive variety of each. The strengths varied widely, revealing that no one intervention or mediating force is superior to another. Rather, each intervention and mediating force may appeal to a particular child or adolescent with ASD more or less based on various situational and individual factors. The weaknesses found in each portion of research tended to mirror each other, with the most common of weaknesses being generalization of skills and small and non-diverse samples. Ultimately, this analysis has demised that future research should aim to include generalization testing and focus on gathering larger and more diverse samples; no one intervention is universally superior to another.

A-02. How Much are Young Willing to Help When it May Cost You?: A Study on Willingness to Help

Katarina Young

California State University San Marcos (CSUSM)

This study sought to examine the relationship between the perceived cost of the action and a participant’s willingness to help. One hundred and sixty-six undergraduate students were asked to read a hypothetical scenario: an acquaintance asked the participant to help with homework well the participant was studying for an upcoming examination. The cost of helping was varied; either the examination was to take place the next day (high cost) or the examination was to take place later in the week (low cost). The questionnaire also had a manipulation check for the cost variable. The results showed that the participants that were in the high-cost condition offered to spend significantly less time helping the acquaintance than the participants in the low-cost condition. However, one methodological weakness of this study was that analysis of the manipulation check showed that the manipulation of cost did not have the intended effect.
A-03. Does mindfulness training promote empathy towards dissimilar others?

Karissa Tran & Daniel Berry PhD

California State University San Marcos (CSUSM)

Social psychology has long found that perceived similarity accounts for variation in prosocial responsiveness toward strangers. Brief mindfulness training has been found to increase compassion and helping behavior toward strangers, and we extend these findings in an experiment testing if mindfulness increases compassion toward dissimilar others. Participants were randomized to listen to audio-recorded mindfulness or attentional control instructions prior to witnessing a stranger being excluded. Participants also received false information about their personality overlap with the exclusion victim (high vs. low similarity). Mindfulness trainees reported higher compassion for the excluded player and wrote them comforting emails. Participants reported higher compassion for high similarity victims compared to low similarity. Training did not interact with the similarity manipulation. The discussion focuses on limitations of mindfulness training for overcoming empathy deficits, and we report two ongoing systematic replications of this work. Replications leverage similarity manipulations less likely to produce antipathy toward dissimilar others.

A-04. Stress Experiment Study in Mice

William Silvar & Kimberly D'Anna Hernandez PhD

California State University San Marcos (CSUSM)

The experiment conducted measured the relationship between stress and behaviors expressed in mice. Different types of stress were applied to mice during the experiment to measure their stress-like behaviors. Physiological indicators and stress-like behaviors such as marble burying, were measured after the stressors were applied. The mice were either isolated as a stressor or restrained using an apparatus. Stress by isolation produced higher cortisol levels than the control group but not more than the restraint group. The experiment measured known stress-like behavior in mice such as marble burying. The method included placing mice in an apparatus that restricted their movement. Then they were placed in an environment filled with bedding and exposed marbles to observe if any marbles were buried. The results indicated that when restraint stress applied, marble burying occurred in mice. The blood collection and stress biomarker results indicated that stress by restraint produced the highest cortisol average out of all the groups.
A-05. Does brief mindfulness training promote prosocial emotions toward racial outgroup members?

Katelyne Delos Reyes & Daniel Berry PhD

California State University San Marcos (CSUSM)

Recent research has found that brief mindfulness training can promote compassion and helping behavior toward strangers. We conducted one experiment (N=142) to extend this finding by asking whether mindfulness would foster compassion in a social context marked by a more serious social division—that based on race. Self-identifying White participants were randomized to listen to a brief mindfulness, relaxation, or inactive control audio-recorded instructions prior to observing a White or Black person being excluded (exclusion victim race randomized between subjects). Mindfulness trainees reported higher empathic anger and sadness than the average controls, but only toward racial ingroup members. Inconsistent with previous research, mindfulness training did not predict compassion toward ingroup or outgroup members. These results indicate that mindfulness only promotes empathic emotions toward ingroup members. Discussion focuses on the limitations of using mindfulness interventions to intergroup relations.

A-06. The Effect of Childhood Trauma on Mental Health Outcomes Moderated by Numbing

Nicholas Salcedo & Justin Mejia

California State University San Marcos (CSUSM)

Although a plethora of research exists on outcomes related to childhood trauma broadly (e.g., Van Nierop et al., 2015), the influence on childhood betrayal trauma (CBT) on mental health outcome in young adulthood has been less studied. Betrayal trauma is defined as lingering pain and turmoil at the hands of a parent or childhood caregiver. This is important to study given the current, potentially triggering context of the COVID-19 pandemic. Further, research on emotional numbing suggests a connection between childhood betrayal trauma and later development (Grabow & Becker-Blease, 2021). In this study, we examined the influence of previous CBT on current depressive and anxiety symptoms experience during the pandemic, using survey data from 78 undergraduate students. To analyze our data, we will conduct multiple regression with moderation. We hypothesize that higher CBT will predict more current symptoms, and that emotional numbing will moderate this relationship.
A-07. A Taste of Foreign Culture: Attitudes Toward Americanized Foreign Foods

Brianna Salazar

California State University San Marcos (CSUSM)

Rising globalization has steadily increased opportunities for elements of diverse cultures to intermix, bringing about many forms of cultural influence and cultural fusion. Indeed, food and eating practices have served as frequent illustrations of this fusion. The present study aimed to investigate attitudes toward the fusion of American and outgroup culture (i.e., Aymara) among participants (N=443) in the U.S. Participants were assigned to one of four conditions depicting an Aymara dish as ethnically authentic or “Americanized” and consisting of guinea pig or cow meat. Results indicated a significant Fusion Style x Meat Type interaction, whereby participants responded more positively toward the Americanized fusion dish made of guinea pig meat than the authentic Aymara dish. A significant main effect for symbolic threat also emerged, such that levels of perceived threat were greatest when exposed to the authentic Aymara dishes. These findings demonstrate that responses to culturally mixed elements are favorable when perceived as belonging to the ingroup.

A-08. Males use fewer affect-related words on mental health social media posts.

Evan Weidele, Autumn Gates, & Heather Herrmann

California State University San Marcos (CSUSM)

In this study, we assessed if males were more likely to use objective words than affective-related words while posting about mental health on social media. Data was collected using hashtag filters on the Instagram search function. The hashtags were #mentalhealth, #depression, #anxiety, and #positivity. To operationalize affective-related words, we looked for words in the caption of the post from the Affective Norms for English Words (ANEW) list. A total of 119 posts were collected data between the hours of 12 PM to 4 PM to maintain experimental control. Out of the males that met our criteria, 42% did not post any affective-related words while 57.9% of males used positive objective words that incited beneficial and/or prosocial life outcomes. We were able to find data suggesting how males might be less likely to use affective-related words when posting about mental health on Instagram.
A-09. Children’s Understanding of Selective Trust and Theory of Mind

Jarwyn Cruz, Ashley Mota Ortega, & Kimberly Vanderbilt PhD

California State University San Marcos (CSUSM)

It is imperative that children understand when it is necessary to doubt what they are being told because children are susceptible to believing that all information given to them is true. The present research investigated whether children use mental state information to distrust unreliable informants. In this study, 3-6-year-olds (N=20) played a searching game with each of two different informants that provided unreliable information about where to look for a hidden toy—one informant gave unreliable information due to ignorance and the other intended to be deceptive. Children’s theory of mind was also measured via the Theory of Mind scale. Data collection is ongoing, but is expected to show more distrust of ignorant informants compared to deceptive informants. In addition, it is expected that children’s theory of mind will be correlated with their distrust of ignorant and deceptive informants.
B-01. The Rhythm of the Mind, Music Tempos and Mental Health

Taylor Chamberlain

California State University San Marcos (CSUSM)

The purpose of this study is to show a positive relationship between forms of music listened to in relation to different levels of anxiety, depression and attention span rates. Four hypotheses were analyzed throughout this study. First, pairing faster paced forms of music can be attributed to an increase in heightened levels of anxiety. Second, when a calming more relaxing stimulus is introduced, can this cause a reduction in anxiety. Third, when a faster paced musical stimulus is introduced, participants will report a lesser ability to concentrate rather than when being exposed to slower paced musical stimulus. Lastly, when participants are exposed to faster paced music they will get fewer items correct, then when they are exposed to slower paced music. A total of 35 participants (11 males; 24 females) average age was 23 years. Participants were instructed to answer questions regarding their current state of mind. A survey was divided into 3 sections, each section contained questions and musical links. Implications of findings and results of hypotheses are discussed.

B-02. Age-gap Differences in Life Outlook and Relationship Quality in Adults with a Sibling with Autism

Kayla DiLullo, Lakkana Jennie Kong, Evan Weidele, Jacob Maga, & Janice N. Phung PhD

California State University San Marcos (CSUSM)

This study examined age-gap differences in life outlook and sibling relationship quality among adults with a sibling with ASD. Participants were neurotypical adults with at least one sibling with ASD, categorized into one of three groups: participants younger, older, and much older (7 years) than their sibling with ASD. Participants responded to questionnaires that measured life outlook and sibling relationship quality. One-way ANOVAS were conducted to examine differences in these measures across the three levels of age-gap differences. Preliminary results revealed that participants in the younger group reported significantly more pessimistic life outlook, and lower sibling relationship quality relative to the older and much older groups. These results support our hypotheses that participants who are younger will have a more pessimistic life outlook and lower sibling relationship quality. This study contributes to a better understanding of sibling relationship quality in adulthood among families affected by ASD.
B-03. Me=Math: A New Writing Intervention to Promote Math Identity Among Women

Mckenzie Blake, Diana Gutierrez, Anna Woodcock, & Wesley Schultz PhD

California State University San Marcos (CSUSM)

Women are underrepresented in STEM (Science, Technology, Engineering, Mathematics). Research suggests that it’s partially due to conflict between gender (e.g., I’m a woman) and the domain identity (e.g., I’m good at math). The current study was conducted with female undergraduate students (N = 255) to test if a value-affirmation writing strategy would reduce that conflict. Using Implicit Association Tests (IATS), we measured implicit math-gender identities and math-gender stereotypic associations for each writing condition: Control, Affirmation of self, Math identity, and Math-gender stereotype. We hypothesized that the math-identity condition would significantly increase math identity and that the math-gender stereotype condition would significantly decrease the Math=Men associations. Consistent with our hypotheses, writing about why math is important to women significantly decreased women’s stereotypical association that Math=Men. Additionally, the affirmation-self condition significantly increased females' math identity. These results suggest that writing interventions could improve female STEM identity, ultimately helping to address issues of underrepresentation.

B-04. Positive mood affects on false recognition for critical lures

Breana Corona & Carrick Williams PhD

California State University San Marcos (CSUSM)

Previous research indicates that mood affects memory; specifically, a positive mood results in higher rates of false memory compared to a negative mood (Storbeck & Clore, 2005). The current study used a Qualtrics online survey to examine the difference in memory recall for presented word lists and critical lures in three different mood conditions: positive mood induced by a recall of a positive memory, positive mood induced by reading a positive story, and a neutral group. We expected that the memory recall group would have the highest rates of false recognition for the critical lures. The results showed that there is no significant difference in true memory or critical lure recognition across all three conditions. There also showed to be no significant difference in overall positive emotion between groups, but all three conditions did show a decline in positive emotion throughout the experiment.
B-05. Real World Objects in the Attentional Blink

Xinran Zhang, Jonathan Keefe, Timothy Brady

University of California, San Diego (UCSD)

Attention allows us to selectively process information, and the attentional blink (AB) phenomenon illustrates its processing capacity limits. The AB occurs when attending to a second target becomes difficult 200-500 milliseconds after attending to an initial target. Here, we ask whether target information loss in the AB is discrete or graded. Subjects attended to a sequence of images, with two colored object targets amongst many grayscale distractors. They reported each target by choosing between four objects with varied feature similarity to the target. We found that subjects were less accurate when there were 1 or 2 distractors between the targets vs. 8 distractors, indicating that they experienced an AB. Critically, subjects chose objects with similar features to the target more often than completely different objects when incorrect. This indicates that subjects have information about the target even when they experience an AB, suggesting that target information loss is graded.

B-06. The Relationship Between Sleep Quantity and the Fearfulness of Dreams

Demi Castro

California State University San Marcos (CSUSM)

Poor sleep habits are an issue on college campuses. The purpose of this research study is to examine a possible association between the amount of sleep college students get and the dreadfulness of their dreams. It is hypothesized that there would be a negative correlation between sleep quantity and dream fearfulness. A total of 80 college students from participated in this study by completing a voluntary online survey. There was a significant negative correlation between sleep quality and how often dreams were eerie. Students who said “yes” to experiencing eerie dreams had lower sleep quality than those who said “no.” The average amount of sleep had no significant effect on how often dreams were eerie. The results of this study do not support the hypothesis and instead are more consistent with the notion that more relevant factors in determining eeriness of dreams would be sleep quality and waking experiences.
B-07. Looks Can Be Deceiving: How Children Weigh Face-Trait and Past Behavior Cues to Trustworthiness

Emily Esquivel, Jennifer Ruckoldt, & Kimberly Vanderbilt PhD

California State University San Marcos (CSUSM)

Do young children weigh trustworthiness based on facial cues or past behaviors? This study investigates how children infer someone’s trustworthiness based on past behavior and face-trait cues when they conflict. Eighteen children (3-6-year-olds) were guided through a searching game with two informants. This included viewing two pairs of faces (i.e., trustworthy face and untrustworthy face) based on one cue (e.g., face-traits) and then again after receiving another conflicting cue of the opposite type (e.g., past behavior). We hypothesized that when given both face-trait and past behavior information children would rely more on past behavior information to make trust judgements. Data is currently ongoing, and a clear pattern is still emerging. This investigation will contribute to the knowledge about how children make decisions about their social world and the cognitive processes they use.

B-08. Gender Differences Regarding Mental Health Use on Instagram

Autumn Gates, Evan Weidele, & Heather Herrmann

California State University San Marcos (CSUSM)

A study was conducted to see if gender influences mental health usage on Instagram. Researchers focused on gender differences in positive affect and objecting wording on participant’s posts. Data was collected through the use of the hashtag filter on the Instagram search engine. A total of 119 posts were evaluated for this study. After performing two separate chi-square tests for independence, gender is associated with the type of affect-related words, $\chi^2(3, n = 119) = 8.76, p = .033$, and type of objective words, $\chi^2(3, n = 119) = 8.11, p = .04$. These findings are important to future research because it showcases how little males are being represented and forthcoming about their mental health. Future research should continue to identify how males report about their mental health, as well as look for any other possible gender differences in how people are sharing their mental health status through other media platforms.
B-09. Sense of Belonging During Covid 19 for Engineering Majors

Rachael Jarrell, & Anna Woodcock

California State University San Marcos (CSUSM)

A STEM student’s sense of belonging contributes to their persistence and success in their major. Given the move to virtual instruction I investigated sense of belonging among engineering majors at California State University San Marcos (CSUSM) during the COVID-19 pandemic. I hypothesized there would be a significant difference in belonging between Hispanic and non-Hispanic engineering majors and a low sense of belonging overall. CSUSM engineering majors were asked to participate in an online survey to rate their sense of belonging in their major and at CSUSM. I conducted independent sample t-tests to compare sense of belonging between Hispanic and non-Hispanic students. I found no significant difference in scores between the groups, and sense of belonging in major and at CSUSM was relatively high for both groups. In future research, I will investigate whether these findings are limited to the engineering department or experienced by all CSUSM students.
Student Blitz Talks
2:30pm-3:30pm – Zoom Webinar

Talk-01. Perceived Offensiveness of Profanity and Word Use Frequency with Google Ngram

Donglai Zhang & Ben Bergen
University of California, San Diego (UCSD)

Talk-02. Social Media During a Pandemic: Trauma Symptoms and Substance Abuse

Ashley Mota, Pooja Punjabi, & Aleksandria Grabow PhD
California State University San Marcos (CSUSM)

Talk-03. Utility of remote mindfulness interventions to enhance empathic emotions toward exclusion victims

Theresa Ngan Nguyen & Daniel Berry
California State University San Marcos (CSUSM)

Talk-04. Children’s inferences about what is socially valued

Alison Compton, Gail Heyman, Jamie Amemiya, Sohee Ahn, & Shuai Shao
University of California, San Diego (UCSD)

Talk-05. Associations Between Parentification, Cultural Values, and Depressive Symptoms Among Adults with a Sibling with Autism

Evan Weidele, Kayla DiLullo, Jennie Kong, Jacob Maga, & Janice Phung PhD
California State University San Marcos (CSUSM)
Previous Keynote Speakers

1994  Mark Snyder, University of Minnesota—The Psychology of Stereotypes, Prejudice and Discrimination

1995  Nancy Adler, University of California, San Francisco—Adolescent Decision Making and Contraception Use

1996  Philip Zimbardo, Stanford University—On the Psychology of Evil: How to Seduce Good Folks to do Bad Things

1997  Paul Ekman, University of California, San Francisco—Why Don’t We Catch Liars?

1998  Larry Squire, University of California, San Diego—Memory and the Brain

1999  Elizabeth Loftus, University of Washington—Creating False Memories

2000  Marc Schuckit, University of California, San Diego—A 20 Year Prospective Study of Children of Alcoholics

2001  Robert Cialdini, Arizona State University—The Power of Persuasion

2002  Robert Rosenthal, University of California, Riverside—Interpersonal Expectations and Nonverbal Behavior

2003  Claude Steele, Stanford University—The Contingencies of Social Identity

2004  Ebbe Ebbeson, University of California, San Diego—Psychology and the Law

2005  Mihaly Csikszentmihalyi, Claremont Graduate University—The Creative Person and the Creative Context

2006  Diane Halpern, Claremont McKenna—Sex Differences in Cognitive Abilities

2007  Ross Parke, University of California, Riverside—Fatherhood: Remembering the Past and Imagining the Future

2008  Christina Maslach, University of California, Berkeley—Research Adventures in Job Burnout
2009  Jean Twenge, San Diego State University—Generation Me: Why Today’s Young Americans are More Confident, Assertive, Entitled -- and More Miserable than Ever Before

2010  Michael Hogg, Claremont Graduate University—The Trouble with Identity: How Uncertainty Breeds Extremism

2011  Steven Hayes, University of Nevada, Reno—The Importance of Psychological Flexibility

2012  Paul Abramson, University of California, Los Angeles—Smells Like Teen Spirit: The Conundrum of Kids, Sex, and the Law

2013  Howard Friedman, University of California, Riverside—Healthy Models and Pathways to Longevity

2014  Sylvia Hurtado, University of California, Los Angeles—Success in STEM: Recent Research at Different Stages of the Pipeline

2015  Jonathan Schooler, University of California, Santa Barbara—The Three “R”s of Mindwandering: Ramifications, Rewards, and Regulation

2017  John P. Elder, San Diego State University—Child Obesity and the Hispanic Health Paradox

2018  Dr. John Wixted, University of California, San Diego—Eyewitness Memory: A New Perspective

2019  Dr. Bella DePaulo, University of California, Santa Barbara—Happily Ever After: The Surprising Science of Single Life