APA Psychology Undergraduate Research Summer Program

CSU San Marcos

**DUE WED 4/24 11:59PM**

Please fill out this application and return to apasupre@csusm.edu. This application when filled out should be NO longer than 2 pages.

Name:

Address:

Phone:

Email:

Psychological Science or CHAD major \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Overall GPA\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PSYC or CHAD GPA \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. You must be able to commit to 14 hours/week for the full 4 weeks of the program (May 27th – June 28th). Schedule will vary by lab, though there is a mandatory Wed session 12-4. Can you make this commitment?
2. Completion of introductory statistics class and an introductory research methods class is a recommendation, but not a requirement. Have you completed these courses? Yes or no. If yes, where did you take these classes and what grades did you receive?
3. Estimated date of graduation (must be May 2020 or later to be eligible):\_\_\_\_\_\_\_\_\_\_\_
4. Have you received any **academic honors or awards** (including honorary society memberships and scholarships)? Note when/where received, and what the award was for.

**Goals and Interests**

1. What career goals do you have?
2. How do you think research experience will help you achieve these goals?
3. Please rank order your preferences for lab placement for ALL seven labs (first choice, second choice, etc.). See last page for details about each lab. Briefly describe your interest in your top two choices (you should rank the five other labs but you do not need to justify your interest in these choices).

**Additional Experience**

1. Describe experiences (e.g., classes, jobs, personal experiences) you have had and the skills you gained from those experiences that qualify you for a research position.
2. Please describe any experience(s) with the following populations:
3. Children:
4. Parents of young children:
5. Animals:
6. Spanish-speaking populations:
7. Adolescents:
8. Diverse populations:

**References**

Please list 2- 3 professional (i.e., professors, employers) references and their contact information. At least one reference must be from a professor.

1. Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ phone\_\_\_\_\_\_\_\_\_

Relationship to applicant\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**SUMMER RESEARCH LABORATORIES (please rank all 7)**

**Developmental Psychology:** In Dr. Vanderbilt’s laboratory, summer students will focus on how children learn to reason about the thoughts and behaviors of others, in particular, how young children learn to judge the reliability of sources who provide information. In this experience students will recruit and interact with young children and their families in a community museum setting. Students will be trained to conduct interviews with children (via fictional stories and characters), as well as to discuss science concepts with families. Students will also help to develop science awareness and involvement in a low-income community, via the lab’s community partners.

**Developmental Psychopathology:** In Dr. Bufferd’s Child Emotion laboratory, student work on clinical research in developmental psychopathology. The goal of our work is to better understand normative individual differences and patterns of behavior, family environment, and stress physiology that pertain to risk for anxiety and mood dysregulation in 3-5-year-old children. Students will assist with participant recruitment, enroll and consent participants, and train parents on study procedures. They will coordinate online data collection with parents, and assist with the assessment of emotional reactivity via structured laboratory observations with children. Note that the student selected for the summer research program will need to commit to volunteer in the lab for 10 hours/week after the summer program ends through May 2019.

**Social Neuroscience:** In Dr. Berry’s Social and Affective Psychophysiology laboratory, summer research trainees will investigate the neural bases of mindfulness and its training in promoting compassion toward racial and other various social outgroup members. Students will be trained on a variety of lab-based tasks in (social) neuroscience. Specifically, trainees will learn to record electroencephalographic (EEG) data, administer deception and debriefing protocols, collect and code behavioral and self-report data, and coordinate undergraduate participant recruitment. Students may also be trained in Matlab scripting for preparing and analyzing EEG frequency oscillations and event-related potentials.

**Developmental-Social Psychology:** In Dr. DeLuca Bishop’s Close Relationships in Adolescence and Young Adulthood laboratory, student researchers investigate predictors and consequences of friendships, romantic relationships, and sexual relationships and experiences. Summer students will assist with creating and coding online surveys, as well as coordinating online data collection. Students may also gain experience working with large-scale, longitudinal, archival data sets that explore the impact of childhood adversity on developing close relationships.

**Social Psychology & Intercultural Relations.** In Dr. Kimel’s laboratory, summer students will assist with conducting social psychological research on 1) the psychological processes that drive conflict between cultural groups (e.g. racial/ethnic, religious) and 2) how our diverse cultures shape the way we think, feel and behave. In this experience students will recruit diverse participants, help design research materials and experiments as well as conduct literature reviews. Students may also be involved in tasks such as running experiments, analyzing data, writing grants, using design editing software or doing computer programming.

**Behavioral Neuroscience:** In the D’Anna-Hernandez lab, students will be engaged inactivities focused on identifying the underlying neuromechanisms of maternal behavior in mice. Summer students will be involved in animal husbandry, intraperitoneal injections, performance and analysis of various behavioral tasks (pup retrieval, maternal motivation in a Tmaze, markers of maternal depression. Students may also be involved in removal, slicing and staining of brains.

**Cultural Psychobiology:** In the D’Anna-Hernandez Perinatal Mental Health laboratory summer research students will investigate the role of fetal exposure to cultural risk (acculturation, discrimination) and resiliency (traditional values) factors on infant outcomes related to physical and mental health in the Mexican-American population. Students will contact participants, perform visits in which EEG and tests of emotional regulation will be on infants. Students will also collect and enter survey data from mothers.