

Research Opportunities for Psychology Undergraduates

What is Research Experience?

Research experience typically involves helping faculty members and/or graduate students in the broad areas of psychological study. Students may be involved in varied tasks such as helping search for and review scientific literature, running experiments or doing other data collection, helping to enter data into statistical computer programs, and analyzing and presenting research findings. Based on faculty and graduate student interest areas in this department, there are a WIDE range of activities presently going on.

Why Do Research?

- To learn more about psychology through a “hands-on” experience
- To enhance your chances of getting into graduate school or getting a job
- To get a taste of what graduate school or a future job might be like
- To establish a working relationship with faculty who can advise you on graduate schools, careers in psychology, write letters of reference for you, or provide job referrals
- It’s interesting!

Other Possible Outcomes

- Presentation of the research at the College of Arts and Sciences annual Undergraduate Symposium
- Presentation with a faculty member at an annual professional conference locally or nationally
- Publication with a faculty member in a professional journal

Academic Credit

- Credit hours can be earned from two different elective courses: 1) “Individual Reading” (Psy 397, 398, 399), and 2) “Individual Research” (Psy 497, 498, 499). Each course can be taken for up to 6 credits for a total maximum of 12 credits during your college career.
- The line between reading and research is vague, but reading most likely will involve a literature review while research will most likely involve helping to design or execute a study or data analysis.
- You must obtain permission from a faculty member in order to register for these courses. They can help you determine which course to sign up for.



Learning Beyond the Classroom Credit

- You may also earn Learning Beyond the Classroom credit (LBC) under Group F: Undergraduate Research, regardless of whether or not you receive academic credit as explained above for your research experiences. However, in order to receive LBC credit, you must publish your research **or** present your research, with support from a faculty member, at a conference such as the EMU Undergraduate Symposium.

How to get started

- Think about your classes, your own interests, and think about an area you want to learn more about. If this area is covered by a class, take it. If this area is not covered in a class, or you want to study it in more detail than is done in class, go to the professor who works in the area and talk with him or her. If you do not know who works in the area, consult the *Faculty Areas of Interest* handout or ask a faculty member. Then go see the person, and ask whether he or she has anything with which you might get involved.
- Also, consult the listing for current opportunities that goes along with this fact sheet. Here you will

see some examples and ideas of ongoing research in the department, as well as some specific information about those projects. Consider working with a graduate student, along with faculty members; graduate students provide excellent opportunities to learn about research, how to become a graduate student yourself, and what theses & dissertations involve.

- If there is a research project which you would like to be a part of, seek out a faculty member or graduate student with similar interests. You do not need to have a big plan or a finished project to talk to a faculty member. If you know your area of interest, and you are motivated to learn and apply yourself, you're ready to meet with somebody.
- Do not get frustrated and stop if you do not immediately locate an opportunity. Sometimes it takes a bit of checking around. Time of year also is important. More people are starting projects and looking for help in the Fall than in the Spring or Summer term. So think ahead, or ask the faculty what they are planning for the next term or year.
- Participate in a research study. There are many graduate students who need participants for their thesis or dissertation and you can earn extra credit in some psychology courses for participating. (Look for flyers on the 5th floor of Mark Jefferson).
- Do all of this early in your career at EMU. Don't wait until your senior year!!

Name, Office Number, Phone Number, and E-Mail Address	Areas of Interest	Current Projects	Potential Tasks for Assistant	Weekly Hours Required
<p>Dr. Dennis Delprato 522 Mark J. 734-487-1287 ddelprato@emich.edu</p>	<p>Human learning, cognition, and memory.</p>	<p>Cognitive interference processes, false recognition (memory distortions) induced by non-semantic or non-associative variables.</p>	<p>Data collection, protocol scoring, data entry and recruiting. Undergraduate Symposium presentations and honors theses.</p>	<p>5 and up</p>
<p>Dr. Steven Huprich 501 Mark J. 734-487-2037 shuprich@emich.edu</p>	<p>Personality Disorders, Depressive Personality, Mood Disorders, Personality Assessment, Projective Techniques</p>	<p>Studying the overlap of depressive personality disorder, dysthymia, and major depression in an outpatient sample. Supervising an honors thesis on self-injurious behavior and personality.</p>	<p>Data entries, run studies involving self-report measures, assist in data collection off site, and conduct library research. Also planning a study and doing an honors thesis.</p>	<p>3-6</p>
<p>Dr. Karen Saules 611 W. Cross (Psychology Clinic) 734-487-4987 ksaules@emich.edu</p>	<p>Eating behavior, binge eating, bulimia, obesity, self-schema, identity, addictive behaviors, cigarette smoking, binge drinking, pathological gambling, adult ADHD, self-injurious behavior, multicultural issues in training, supervision, and psychotherapy</p>	<p>Differentiates women who binge eat only versus abuse alcohol only versus engage in both behaviors? What is the best way to assess self-schema? How can we better understand the relationship between identity and eating behavior? Why is binge drinking sometimes regarded as a normative college experience? Under what conditions and for whom does it become particularly risky? What factors magnify versus protect against the risk of gaining weight during the college years?</p>	<p>Data collection, data entry, literature searches, and poster presentations. The details are worked out at our lab meetings and individually, thereafter. At present we have lab meetings on most Friday mornings, 9-10am, in the Clinic conference room.</p>	<p>Negotiable</p>
<p>Dr. Stephen Jefferson 504 Mark Jefferson 734-487-0097 sjeffer2@emich.edu</p>	<p>African American Racial Identity Theory, How Implicit Forms of Prejudice Influence the Personality and Behaviors of Victims and Perpetrators of Discrimination, Cross-Cultural/Multicultural Issues in Clinical Psychology.</p>	<p>Psychological impact of experiencing or engaging in discrimination.</p>	<p>Data collection, data entry, coordination of research participants, literature searches, library research, manuscript prep, presentation prep, and data analysis</p>	<p>5 and up</p>

<p>Dr. Freedman-Doan & Leanna Fortunato 537C Mark Jefferson 734-487-1155 cfreedman@emich.edu</p>	<p>Developmental Psychopathology, Child and Family Therapy, Parenting Factors, Personality Development, Abnormal Psychology</p>	<p>Administering surveys to adolescents in their churches/synagogues. Survey asks about sexual behaviors, beliefs, and attitudes.</p>	<p>Lab assistants needed for data collection.</p>	<p>Must be available Sundays; 5 and up</p>
<p>Dr. Huth-Bocks 511 Mark Jefferson 734-487-0112 ahuthboc@emich.edu</p>	<p>Early Developmental Psychopathology, Parenting and Attachment Relationships (e.g. mother-infant attachment, intergenerational transmission of attachment)</p>	<p>Parenting Project: We are examining risk factors in low-income pregnant and post-partum women. Mothers and their infants/toddlers are interviewed and then followed over time to assess mother and infant well-being.</p>	<p>Help conducting interviews, and doing visits with mothers and their babies from high-risk backgrounds. Gain experience with clinical interviews & assessment of clinically-relevant information. Particularly good for child-oriented students.</p>	<p>8-10 hours/week</p>
<p>Karen Stanley-Kime kstanley2@emich.edu</p>	<p>Dissertation project</p>	<p>Behavioral clinical interventions for treating phobias; anxiety disorders</p>	<p>Needs help recruiting subjects, administering questionnaires, and possibly with treatment techniques</p>	<p>Negotiable</p>
<p>Dr. Lauterbach 507 Mark Jefferson 734-487-0785 dlauterba@emich.edu</p>	<p>Posttraumatic Stress Disorder(s), Resilience/Vulnerability to Trauma, Assessment and Instrument Development, Natural Disasters, Child Abuse and Neglect</p>	<p>How personality traits mediate the relationship between childhood maltreatment and PTSD.</p>	<p>Data collection, data entry, coordination of research participants, literature searches, library research, manuscript prep, presentation prep, and data analysis</p>	<p>Negotiable but, the minimum would be 5-7 hours per week.</p>
<p>Kenneth W. Rusiniak 537R Mark Jefferson 734-487-2083 krusiniak@emich.edu</p>	<p>Behavioral Neuroscience and Conditioned Taste Aversion Learning, Eating, Odor and Taste processes, Learning and Memory, Motivation and Animal Behavior; Field applications; Labor-management relations</p>	<p>Roles of nmda-receptors and conditioned flavor learning; behavioral patterns in conditioned responses to flavors;</p>	<p>Data collection, behavioral scoring, possible surgical intervention</p>	<p>Same time daily, some weekend work may be required</p>