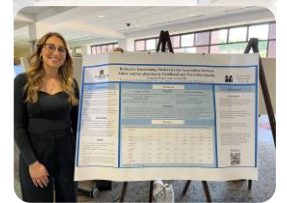
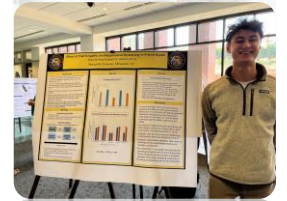
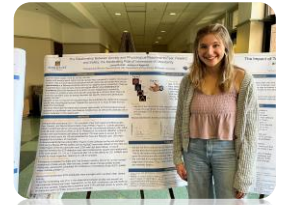


# Honors in Psychology Information Session

TUESDAY, FEBRUARY 18, 2025



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# Introductions



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**YOU DO NOT NEED TO BE IN CORE HONORS PROGRAM TO APPLY**

## Requirements

- Spring Junior year; must be enrolled at Marquette all of your senior year
  - MATH 1700H/PSYC 1700H is encouraged
  - PSYC 2050H is highly recommended
  - Cumulative GPA of 3.000 or better
  - Identifying a psychology department faculty mentor
- 
- PSYC 4954H: Honors Psychology Research Seminar
    - 2 credits x 2 semesters = 4 credits\*
  - PSYC 4956H: Honors Advanced Undergraduate Research
    - 1 credit x 2 semesters = 2 credits\*

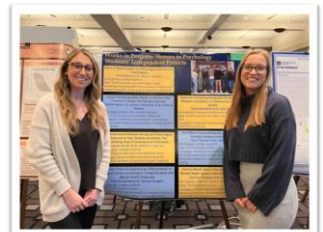


\*Can count towards psychology elective credits

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## What to Expect in Honors in Psychology

- Meet individually with research mentor (PSYC 4956): develop individual research project and may work in research lab
- Meet for weekly seminar (PSYC 4954): support in preparing proposal and completing project, professional development, and cohort support
- By the end of fall semester: attend Klingler College of Arts and Sciences Celebration of Research and submit proposal
- By the end of spring semester: submit final research paper and present poster 1-2 times



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## Independent Research

- Build on the skills learned in PSYC 2050
- Match with faculty member's research interests
- Develop proposal
- Collect data or use previously-collected data
- Write up results
- Prepare and present poster at department poster session



Marquette University Klingler College of Arts and Sciences

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In the psychology department, research studies are given animal names when they are advertised to students for participation. Senior Honors Psychology/Economics major, Katie Slater named her study "French Bulldog" after her dog Stella (Katie, Stella, and Katie's data pictured above). Katie's Honors in Psychology independent research project aims to examine the ways in which the COVID-19 pandemic has affected Marquette University students' family relationships and mental and physical well-being. The honors program has given Katie the opportunity to explore research, find community with a small group of other students who share similar career aspirations and interests, and to connect with faculty mentors. After graduation, Katie plans to attend graduate school for clinical psychology. @marquetteu @muadmissions



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## CURRENT PROJECTS

### Works in Progress: Honors in Psychology Students' Independent Projects



<b>Erin Burke</b> (mentor: Dr. Amy Van Hecke)	<ul style="list-style-type: none"> <li>• <b>The Role of Gender in the Manifestation of Autism Spectrum Disorder (ASD) Symptomatology and Mental Health Outcomes</b></li> <li>• Though a wealth of research exists on ASD symptomatology and negative mental health outcomes, very little has been done to explore how being female affects the presentation of these factors.</li> </ul>
<b>Josie Figueroa</b> (mentor: Dr. Aabria Kugan)	<ul style="list-style-type: none"> <li>• <b>Academic Accommodations Among College Students with Type 1 Diabetes</b></li> <li>• Within the type 1 diabetes community, there is a lack of knowledge surrounding academic accommodations and the barriers that college students may encounter.</li> </ul>
<b>Alexandria Mercado Parades</b> (mentor: Dr. John Grych)	<ul style="list-style-type: none"> <li>• <b>Learning About the Relationship Between Immigrant Parent Resources and Their Children's Mental Well-Being</b></li> <li>• There is not a lot of information using a mixed methods approach on how parent resources can impact their kids.</li> </ul>
<b>Sarah Rogers</b> (mentor: Dr. Kristy Hekman)	<ul style="list-style-type: none"> <li>• <b>Differing Frontal Lobe Regional Activation While Completing Inhibitory Tasks of APOE ε4 Individuals Have Greater Activation in Frontal Lobe Regions Compared to APOE ε4- Individuals, These Findings Could Contribute to Our Understanding of Potential Predictors of Alzheimer's Disease.</b></li> </ul>
<b>Colleen Rooney</b> (mentor: Dr. Kristy Hekman)	<ul style="list-style-type: none"> <li>• <b>Neurotypical and Executive Functioning During the Go/No-Go Inhibitory Task</b></li> <li>• We are looking at auditory and executive functioning in a non-anxious context, which this research has looked at.</li> </ul>
<b>Jenna Ruggie</b> (mentor: Dr. Heide Gordon)	<ul style="list-style-type: none"> <li>• <b>Wellness in the Black Community: Spiritual Wellness for Black Undergraduate Students</b></li> <li>• This study specifically focuses on spirituality and how it is related to community connectedness, which is often not included in holistic wellness programs.</li> </ul>
<b>Elyse Smith</b> (mentor: Dr. Lindsey Holtz)	<ul style="list-style-type: none"> <li>• <b>Understanding Parents' Self-Stigma: Exploring Associations with Sociodemographic Factors and Mental Health Literacy</b></li> <li>• This study examines factors related to parental self-stigma to inform stigma-reduction programming for parents with the goal of increasing youth mental health and engagement.</li> </ul>
<b>Hannah Smith</b> (mentor: Dr. Kristy Hekman)	<ul style="list-style-type: none"> <li>• <b>The Role of the 5A Allele and Working Memory Ability on Frontal and Parietal Lobe Activation During a Go/No-Go Task</b></li> <li>• Although there are well-established connections between the APOE ε4 gene and cognitive decline, there remains a significant gap in the literature concerning its effects on cognitively healthy older adults.</li> </ul>
<b>Kristina Swanson</b> (mentor: Dr. Jenna Hestfeldt)	<ul style="list-style-type: none"> <li>• <b>Thinking and Feeling: The Impact of Emotional Distress on Cognitive Functioning in College Students</b></li> <li>• While it is documented that emotional functioning impacts cognition and college students experience high levels of stress, it is unknown how experiences of anxiety and depression may impact college students' performance on cognitive measures.</li> </ul>
<b>Ellie Thoreson</b> (mentor: Dr. Jeannine Fitzgerald)	<ul style="list-style-type: none"> <li>• <b>Exploring the Relationship Between Psychotherapy and Reward Responsibility in Young Adults with Major Depressive Disorder</b></li> <li>• While much research focuses on a single therapeutic intervention, this study examines psychotherapy in broad terms, providing information on how various interventions may impact reward processing.</li> </ul>
<b>Victoria Zelag</b> (mentor: Dr. Jenna Hestfeldt)	<ul style="list-style-type: none"> <li>• <b>Comparisons of Human- and Computer-Processed Vigna Oculis Test Performance</b></li> <li>• This unique study facilitates development of a novel performance validity measure, the Vigna Oculis Test, and adds to an emerging literature on computerized psychological testing.</li> </ul>

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# Admission

Applications will be due **Wednesday, March 19<sup>th</sup> by 5:00 pm.**



Answer the following questions. Each answer should be approximately 200-300 words. Admissions decisions will be made in part based on the answers to these questions.

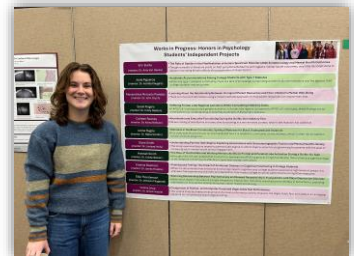
- (1) Describe your research experience, including your experiences in PSYC 2050/PSYCH 2050H. How have these experiences influenced your scientific development?
- (2) Why do you want to complete an Honors Project? How does this fit with your academic and career goals?
- (3) Identify faculty member(s) who might serve as your honors advisor. You may list more than one person. Please be sure to discuss this with them prior to submitting your application. An e-mail from the faculty member indicating her/his agreement to serve as an honors project advisor is strongly encouraged.

Please submit an unofficial copy of your Marquette University transcript.

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# Admission

- Admission is not guaranteed by meeting the requirements
- Admission is also determined by the number of faculty members available to supervise research projects
  - It is critical to get a faculty member's approval **before** applying
- Decisions will be made before registration for Fall courses – which begins March 31<sup>st</sup>



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# Research Opportunities

- How do you find a research lab?
  - Faculty Research Labs webpage
  - Email faculty member and ask for a research assistant (RA) application
  - PSYC 4956 credit



KLINGLER College of Arts & Sciences MARQUETTE UNIVERSITY		PSYCHOLOGY
ABOUT	UNDERGRADUATE PROGRAM	GRADUATE PROGRAMS
<p>Marquette.edu / Psychology / FACULTY RESEARCH LABS</p> <p><b>Research Assistant Opportunities</b></p> <p>Some of the faculty research labs listed below also serve as research assistant opportunities available to our students. Please contact our faculty researchers to get more information about their research and the assistant positions available.</p>		
Lab	Head Researcher	
Personality Development	Dr. Ed de St. Aubin	
Translational Affective Neuroscience Lab	Dr. Jacklynn Fitzgerald	
ADHD, Latino Mental Health & Wellness Lab	Dr. Alyson Gerdes	
Inquiries in Affective Science Lab	Dr. Nakia Gordon	
Resilience and Relationships Lab	Dr. John Grych	
Chaos and Complexity Theory	Dr. Stephen Guastello	

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# Honors in Psychology Cohorts



Class of 2018



Class of 2019



Class of 2021



Class of 2023



Class of 2022



Class of 2025



Class of 2024

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