Psychology Program Handbook 2020–2021

Contents

Welcome

Dear Psychology Students:

Welcome to the Bard College Psychology Program!

This Psychology Handbook was created to serve as a general guide to use as you embark on your studies with us. Please read this Handbook carefully; this represents the most up-to-date guidelines and procedures for the Program. As you'll see, information is included about events, moderation, senior project, and psychology faculty. We hope you find this information useful.

The most recent version of this handbook, and more details about the Psychology Program, can always be found on the program website (https://psychology.bard.edu).

If you have any questions, please do not hesitate to contact any of the faculty in the Psychology Program.

We look forward to working with all of you, and we wish you the best for a productive and successful year.

Sincerely,
Sarah Dunphy-Lelii, PhD
Associate Professor of Psychology
Psychology Program Director

1

2020–2021 Psychology Program Calendar

Fall 2020

Event	Date
First Day of Classes	Monday, August 31
Welcome Back Social Event	Thursday, September 9 @ 4:45pm
Senior Project Statements Due (Senior Is)	Monday, September 28
Short Moderation Papers Due (Soph. IIs)	Friday, October 23
Moderation Days (Sophomore IIs)	Saturday, November 14 – Thursday, November 19
Senior Project Midway Papers Due (Senior Is)	Friday, November 20
Thanksgiving Recess	Saturday, November 21 – Friday, November 27
Board Days (Senior Is and Moderation)	Wednesday, December 2 & Friday, December 4
Senior Project Final Papers Due (Senior IIs)	Monday, December 7
Advising Day	Wednesday, December 9
Completion Days	Monday, December 14 – Friday, December 18
Last Day of Classes	Friday, December 18

Spring 2021

Event	Date
First Day of Classes	Monday, February 1
Senior Project Presentations (Senior IIs)	Thursday, February 11 & Thursday, February 18
Senior Project Statements Due (Senior Is)	Monday, March 1
Short Moderation Papers Due (Soph. IIs)	Friday, March 19
Spring Break	N/A
Senior Project Midway Papers Due (Sen. Is)	Friday, April 23
Moderation Week (Sophomore IIs)	Saturday, April 17 – Wednesday, April 21
Rising Senior Meeting	Thursday, May 6
Advising Days	Monday, May 3 – Tuesday, May 4
Senior Project Final Papers Due (Senior IIs)	Wednesday, May 5
Board Week	Wednesday, May 12 – Tuesday, May 18
Completion Days	Wednesday, May 19 – Tuesday, May 25
End of Year Social Event	Thursday, May 20
Senior Project Poster Session	TBD
Last Day of Classes	Tuesday, May 25
Senior Luncheon	Wednesday, May 26
Commencement	Saturday, May 29

2

Overview of the Psychology Program

The mission of Bard's Psychology Program is to serve a foundational role in engaging the College and broader community with the science of human behavior. We serve as a hub for the mind and behavioral sciences through our curricular and co-curricular offerings that augment the course of study for all students, especially those in the Divisions of Science, Mathematics, and Computing and Social Studies, as well as through our leadership in the Mind, Brain, and Behavior Program. Our excitement and our challenge stem from the field's enormous breadth, as we cover topics ranging from genes to social systems.

In all courses, we strive to:

1. introduce students to foundational content in psychology's subfields (social, cognitive, developmental, and abnormal psychology, as well as neuroscience);
2. take a multi-level approach to answering psychological questions;
3. engage students in integrative, critical thinking about the mechanisms underlying human thought and behavior;
4. educate students in the process of science as it applies to human behavior;
5. provide inclusive education for students of all backgrounds;
6. provide hands-on learning opportunities for students to engage in the above; and
7. prepare students to excel in their chosen field.

The Program cultivates an environment where teaching and research mutually inform one another by supporting faculty research, providing opportunities for students to become engaged in research during the academic year and summer and through the Senior Project (completed by all Bard students), encouraging students to gain internships and externships, and hosting speakers from other institutions.

3

Diversity, Equity, and Inclusion

The Psychology Program believes that Psychology is a major in which any Bard student can succeed, and we strive to make the Program one in which students in all courses feel like they belong. The Program believes that diversity is a vital foundation for innovation, leadership, and cultural awareness, and we strive to create an inclusive and accessible environment through continual efforts in pedagogy, curriculum, and advising. We aim to foster a welcoming environment that represents opportunities for all students through inclusive representation and promotion of voices historically marginalized because of such factors as race, ethnicity, sex, gender, sexual orientation, socioeconomic status, religion, nationality, immigration status, age, political affiliation, and physical ability.

We recognize that Bard College exists within systemic patterns of cultural and economic oppression that have denied certain groups equal access to education and power. To be a genuinely equitable community, we must welcome and enact change and transformation, and we commit to the continual creation and strengthening of opportunities for equal access both in and outside of the classroom. This commitment necessitates that we create a community that encourages the expression of diverse perspectives, supports learning and work that is free from discrimination and harassment, promotes inclusion and respect, and regularly evaluates progress toward meeting diversity goals.

Supporting a diverse and inclusive environment is everyone's responsibility. The Program takes seriously our own role in actively contributing to social equality, empowering individuals to share their unique experiences, challenging stereotypes, promoting critical thinking skills, and becoming engaged citizens.

- We will continue teaching courses highlighting systemic inequalities, integrating this content into our other courses, and introducing new courses that respond to the impact of racism, stigma, and inequality.

- We will incorporate inclusive teaching practices in our courses, and encourage students in all classes to treat one another with dignity and respect.
- We commit to auditing our syllabi to increase readings from researchers of all backgrounds.
- We work to create inclusive environments in our courses.

4

Areas of Study in the Psychology Program

The Psychology Program provides focused opportunities of learning in the areas of ab-normal psychology, cognitive psychology, developmental psychology, neuroscience, and social psychology. It provides a thorough foundation in empirical methodology and analysis, and offers opportunities to participate in meaningful research and laboratory experiences.

In brief, **Cognitive Psychology** is the empirical study of how concepts, knowledge, and language are acquired and represented, as well as how knowledge is engaged in human memory, action, perception, and reasoning. **Developmental Psychology** involves the study of change (both growth and decline) over the life span, including changes in cognition, social interaction, and brain development. **Abnormal Psychology** is a research-oriented science that pertains to the study of psychopathology (i.e., psychological disorders), personality, and treatment.

Neuroscience focuses on understanding the structure and function of the central and peripheral nervous systems as it investigates questions of brain and behavioral development, normal brain function, and disease processes. Finally, **Social Psychology** is the scientific study of people in their social contexts, emphasizing the study of behavior and social thought, preferences, and feelings about oneself, one's social groups, and others.

5

Faculty Descriptions and Publications

Justin Dainer-Best

Assistant Professor in Psychology

Education and Training

Degree	Institution
B.A.	Haverford College
Ph.D.	The University of Texas at Austin

Professor Dainer-Best is interested in how positive and negative emotions change the way people think about themselves and the world around them. More broadly, he is interested in the genesis and maintenance of depressed mood. His work focuses on identifying the best methods for understanding how people who are depressed think. Professor Dainer-Best's research continues to ask questions about how people who are depressed describe themselves—and how to increase positive self-description. For instance, past work showed that adults with low mood will learn to describe themselves more positively after imagining future positive social situations. The Affective Science Lab uses clinical research methods to identify the factors underlying mood disorders. Work in the lab uses samples of adults, online and in person, across the range of depressive symptoms.

Laboratory website: https://affectlab.bard.edu/

Selected Publications

- Dainer-Best, J., Shumake, J.D., & Beevers, C.G. (2018). Positive imagery training increases positive self-referent cognition in depression. *Behaviour*

Research and Therapy, *111*, 72–83. https://doi.org/10.1016/j.brat.2018.09.010

- Beevers, C.G., Mullarkey, M.C., Dainer-Best, J., Steward, R.A., Labrada, J., Allen, J.J.B., McGeary, J.E., & Shumake, J.D. (2019). Association between negative cognitive bias and depression: A symptom-level approach. *Journal of Abnormal Psychology*, *128*(3), 212–227. https://doi.org/10.1037/abn0000405
- Dainer-Best, J., Trujillo, L.T., Schnyer, D.M., & Beevers, C.G. (2017). Sustained attentional engagement is associated with increased negative self-referent decision-making in major depressive disorder. *Biological Psychology*, *129*, 231–241. https://doi.org/10.1016/j.biopsycho.2017.09.005

Sarah Dunphy-Lelii

Associate Professor in Psychology
Psychology Program Director

Education and Training

Degree	Institution
B.A.	Pennsylvania State University
M.A.	University of Michigan
Ph.D.	University of Michigan

Professor Dunphy-Lelii's undergraduate education focused on child cognitive development, after which she became project coordinator for the Cognitive Evolution Group at the University of Louisiana, Lafayette, studying cognition in chimpanzees. Professor Dunphy-Lelii then pursued graduate work with human preschoolers on very similar theoretical topics—for example, the ways that young individuals think about the minds of others, and how they reason about unseeable behaviors such as thoughts, beliefs, and desires. She became intrigued by how the specific case of autism might shed some light on these same topics—in particular, how different children learn to distinguish self from other in terms of perspective-taking, memory, and imitation. Professor Dunphy-Lelii spent a recent sabbatical in Kibale National Park, Uganda following wild chimpanzees; at Bard, her interests in young children's social cognition, children with autism, and non-human primates influence her ongoing research and teaching.

Laboratory website: http://cdp.bard.edu

Selected Publications

- Dunphy-Lelii, S. & Mitani, J. (2019). Wild chimpanzees show a decrease in pant grunting over their first 6 years of life. *Folia Primatologica*, *90*, 77–88.
- Dunphy-Lelii, S., Hooley, M., McGivern, L., Skouteris, H., & Cox, R. (2014). Can I reach that sticker? Preschoolers' practical judgments about their own and others' body size. *Journal of Cognition and Development*, *15*, 584–598.
- Dunphy-Lelii, S., LaBounty, J., Lane, J., & Wellman, H. (2014). The social context of infant intention understanding. *Journal of Cognition and Development*, *15*(1), 60–77.

Justin C. Hulbert

Assistant Professor in Psychology

Education and Training

Degree	Institution
B.A.	University of Pennsylvania
M.A.	University of Oregon
Ph.D.	University of Cambridge
Post-Doctoral Fellow	Princeton University

For nearly two decades, he has been investigating core memory processes—from encoding to forgetting—using the tools of cognitive neuroscience. Justin received his B.A. in psychology from the University of Pennsylvania, where he was supported by a full-tuition scholarship from the Walt Disney Company Foundation. From there, he went on to pursue his Ph.D. under the supervision of Michael C. Anderson with the support of a National Science Foundation Graduate Research Fellowship, a studentship from the Scottish Imaging Network (SINAPSE), and a Tom Slick Research Award in Consciousness from the Mind Science Foundation. After receiving his Ph.D. from the University of Cambridge, Justin completed a postdoctoral fellowship in Ken Norman's Computational Memory Lab at Princeton University. In 2015, Justin joined the Psychology Program at Bard College and established the Memory Dynamics Lab. Justin and his team of enthusiastic undergraduate researchers aim to harness and test strategies to support conscious control, allowing us to better remember what we wish to remember and forget what we wish to forget—even while we sleep.

Laboratory website: https://memlab.bard.edu

Selected Publications

- Anderson, M.C. & Hulbert, J.C. (In Press). Active forgetting: Adaptation of memory by prefrontal control. *Annual Review of Psychology*.
- Fawcett, J.M. & Hulbert, J.C. (2020). The many faces of forgetting: Toward a constructive view of forgetting in everyday life. *Journal of Applied Research in Memory and Cognition*, *9*(1), 1–18.
- Hulbert, J.C., Hirschstein, Z., Brontë, C. A. L., & Broughton, E. (2018). Unintended side effects of a spotless mind: Theory and practice. *Memory*, *26*(3), 306–320.
- Beier, E.J., Janata, P., Hulbert, J.C., & Ferreira, F. (In Press). Do you chill when I chill? A cross-cultural study of strong emotional responses to music. *Psychology of Aesthetics, Creativity, and the Arts*.

Tom Hutcheon

Assistant Professor in Psychology

Education and Training

Degree	Institution
B.A.	Bates College
M.S.	Georgia Institute of Technology
Ph.D.	Georgia Institute of Technology

Professor Hutcheon's research focuses on cognitive control, which is defined as the ability to se-lect relevant sources of information in the face of distracting or competing sources of information. As everyone has experienced, the efficiency of cognitive control varies. At times we find it easy to sit down at our computers and work on a paper. At other times we end up checking our email eve-ry three minutes. What causes this variability in performance? Professor Hutcheon's research seeks to understand the mechanisms that support cognitive control, the factors that influence the efficien-cy of cognitive control, and how these are influenced by healthy aging. To address these issues, Professor Hutcheon uses a variety of behavioral and statistical techniques including computational modeling and response time distribution analyses.

Laboratory website: https://bardattentionandperformancelab.com/

Selected Publications

- Hutcheon, T. G., & Spieler, D. H. (2017). Limits on the generalizability of context-driven control. *The Quarterly Journal of Experimental Psychology*, *70*, 1292–1304.
- Myar, U., Spieler, D.H., & Hutcheon, T.G. (2015). When and why do old adults outsource control to the environment? *Psychology and Aging*, *30*, 624–633.
- Hutcheon, T. G., Lian, A., & Richard, A. (2019). The impact of a technology ban on students' experience and performance in Introduction to Psychology. *Teaching of Psychology*, *46*, 47–54.

Kristin Lane

Associate Professor in Psychology

Education and Training

Degree	Institution
B.A.	University of Virginia
M.S.	Yale University
Ph.D.	Harvard University
Post-Doctoral Fellow	Harvard University

Professor Lane is interested in how social thought, feeling, and behavior operate in a social context. With robust empirical evidence from the last few decades demonstrating how much of mental life takes place outside our conscious awareness has come the realization that people may hold two sets of attitudes toward a given object. Professor Lane is interested in implicit attitudes and beliefs (those that exist outside the bounds of conscious awareness and cannot be verbally reported evidence). In particular, her research focuses on implicit attitudes toward and beliefs about members of different social groups (race, class, gender, etc.). She investigates the fundamental ways in which such attitudes, identities, and beliefs operate: How do they form, and how are they connected? At the same time, Professor Lane is interested in ways in which such cognitions operate in the real world, and how an understanding of them can be applied to domains outside of the lab. Recent research explores the role of implicit attitudes and stereotypes in the gender gap in science participation.

Laboratory website: https://psychexp.bard.edu/

Selected Publications

- Open Science Collaboration (2015). Estimating the reproducibility of psychological science. *Science*, *349*(6251).
- Lane, K. A., Goh, J. X., & Driver-Linn, E. (2012). Implicit science stereotypes mediate the relationship between gender and academic participation. *Sex Roles*, *66*, 220–234.
- Kang, J. & Lane, K.A. (2010). Seeing through colorblindness: Implicit bias and the law. *University of California (Los Angeles) Law Review*, 465–520.

Richard Lopez

Assistant Professor of Psychology

Education and Training

Degree	Institution
B.A.	Princeton University
Ph.D.	Dartmouth College
Post-Doctoral Fellow	Rice University

Professor Lopez's research seeks to elucidate a core aspect of our human experience, namely: the ways in which we negotiate our various emotions and cravings in order to achieve our goals and promote health and wellbeing. By incorporating psychological theories about emotion, motivation, and goal pursuit with methodological tools from experimental psychology and cognitive neuroscience, Professor Lopez examines individual difference factors underlying self-regulatory abilities in both the appetitive and affective domains. He and members of the Regulation of Everyday Affect, Craving, and Health (REACH) Lab are particularly interested in developing naturalistic models of self-regulation by characterizing and predicting people's moment-by-moment experiences of cravings and emotions in daily life—with an eye toward developing flexible, personalized interventions to improve various aspects of health and wellbeing.

Laboratory website: https://reachlab.bard.edu/

Selected Publications

- Lopez, R.B., Brown, R.L., Wu, E.L., Murdock, K.W., Denny, B.T., Heijnen, C., & Fagundes, C.P. (2020). Emotion regulation and immune functioning during grief: Testing the role of expressive suppression and cognitive reappraisal in inflammation among recently bereaved spouses. *Psychosomatic Medicine*, *82*(1), 2–9.
- Lopez, R.B., Courtney, A.L., & Wagner, D.D. (2019). Recruitment of cognitive control regions during effortful self-control is associated with altered brain activity in control and reward systems in dieters during subsequent exposure to food commercials. *PeerJ—Brain and Cognition*, 7:e6550.
- Lopez, R.B., Heatherton, T.F., & Wagner, D.D. (2019). Media multitasking is associated with higher risk for obesity and increased responsiveness to rewarding food stimuli. *Brain Imaging and Behavior*, *14*, 1050–1061.

Frank Scalzo

Associate Professor in Psychology

Education and Training

Degree	Institution
B.A.	St. Bonaventure University
M.A.	State University of New York at Binghamton
Ph.D.	State University of New York at Binghamton

Prior Faculty Position: University of Arkansas for Medical Sciences

The Bard Behavioral Neuroscience Laboratory provides research opportunities in several areas of neuroscience. These include invertebrate behavior, immunohistochemistry, behavioral pharmacology, neurobehavioral teratology, neuroanatomy and molecular biology. Laboratory research integrates the research interests of students and faculty and is focused on understanding the behavioral and neurobiological effects of exposure to chemical substances whose primary mechanism of action are through the nervous system. Research is conducted using developing zebrafish (*Danio rerio*) as an animal model. Zebrafish provide an excellent model system in which to investigate a variety of behavioral and pharmacological effects because of their rapid growth and transparency during the larval stage that allows for the visualization of neuronal and other structures. Current research is focused on understanding the functional role of n-methyl-d-aspartate (NMDA) receptor systems in zebrafish and how these systems can be perturbed by chemical insults. Behavioral, neuroanatomical, psychopharmacological and molecular techniques are used in these investigations.

Selected Publications

- Chen, B. & Scalzo, F. (2015). The effects of acute nicotine on larval zebrafish exploratory behavior in a complex environment. Presentation at Neurobehavioral Teratology Society, June 2015.
- Swain H.A., Sigstad, C. & Scalzo, F.M. (2006). Effects of dizocilpine (MK-801) on circling behav-ior, swimming activity and place preference in zebrafish. *Neurotoxicology and Teratology*, *26*, 725–729.
- Scalzo, F.M. & Levin, E.D. (2004). The use of zebrafish as a model system in neurobehavioral toxicology. *Neurotoxicology and Teratology*, *26*, 707–708.

In memoriam, Stuart Stritzler-Levine

We remember with great fondness Professor Stuart Stritzler-Levine, who passed away this past spring. Professor Levine joined the Psychology faculty at Bard in 1964, and for the next 56 years served the College and the Program with enormous enthusiasm and dedication.

He loved Bard, its mission, its people, its history, and its landscape. His passions included sports, fishing, opera, and photography. His teaching and research interests at Bard included social psychology, specifically obedience to authority, conformity, attitude measurement, and change; moral development; and experimental design. He was fascinated by the work of Stanley Milgram and contemporary theories of moral development.

Professor Levine was deeply engaged with students and teaching until the last moment, which is what he very much wanted. It is hard for us to imagine the College without him; his tireless encouragement, insight, and humor will be missed.

6

Requirements for the Psychology Major

Prior to Moderation, students entering the College are required to complete the following:

- *Introduction to Psychological Science* (PSY 141; a score of 5 on the AP Psychology exam may fulfill the requirement);
- a sophomore sequence of *Statistics for Psychology* (PSY 203) in the fall and *Research Methods in Psychology* (PSY 204) in the spring;
- and at least two additional 200-level courses in psychology.

PSY 204 and (a) 200-level course(s) may be in-progress during the semester of Moderation.

In order to graduate in Psychology, students must complete:

- a total of *four* 200-level courses in psychology (excluding 203 and 204);
- one four-credit course in biology, chemistry, computer science, mathematics, or physics (this excludes AP or IB classes, as well as Biostatistics, and courses listed primarily in Mind, Brain and Behavior);
- two 300-level courses following Moderation (at least one of which must be completed before beginning the Senior Project; taking both during the Junior year is strongly encouraged);
- and the Senior Project.

No more than a single 300-level course may be taken per semester, and taking these 300-levels with two different faculty members is strongly encouraged. At least one 200-level course must be completed from each of the following course clusters:

- **Cluster A**: Abnormal and Personality Psychology (course numbers in the 210s).

- **Cluster B**: Developmental and Social Psychology (course numbers in the 220s).
- **Cluster C**: Cognitive Psychology and Neuroscience (course numbers in the 230s).

Although the Psychology Program is housed in the Division of Science, Mathematics, and Computing, students decide at the time of Moderation whether they will pursue their degree in Psychology from the Division of Science, Mathematics, and Computing (SM&C) or the Division of Social Studies (SSt). These divisional degrees are distinguished by two features:

(a) an SSt degree entails at least two courses in one or more related disciplines in the Social Studies Division and
(b) the Senior Project for an SM&C degree must have an empirical focus, in which the student analyzes data, or presents a detailed plan for doing so. The SSt Senior Project does not carry this requirement, though it may of course do this.

If students wish to change their major division after moderation, they will submit a petition to the Program. This petition may be submitted at any time before the Add/Drop deadline of the Senior I semester to the Senior Project advisor, who will convene and chair the Board. *Students may not change divisions after the Add/Drop date of the Senior I semester.* Failure to meet the requirements of the major Division project requirements will result in a substantial reduction in the Senior Project grade.

Students may submit written petitions to the Program faculty to request deviations from the requirements. Enrolling in a 300-level prior to moderation counts as such a deviation, and students who wish to do so should petition the Program.

Students who wish to count classes completed at other institutions toward the major must send a course *syllabus* (not just a description) with a note about what requirement they hope to fulfill to the Program Director. We strongly urge students to do this *before* enrolling in courses elsewhere.

All courses required for the major (including the non-Psychology SM&C course) must be taken for a letter grade (i.e., not P/F).

For the 2020–2021 academic year, courses may be taken P/D/F where permitted by the registrar and approved by the professor. Taking this option will not affect the course's fulfillment of requirements for the major.

7

Joint and Double Majors

In the joint major a student completes all the requirements for each of Psychology and the other program, including two moderations (or a single joint moderation), but completes a single senior project that contains sufficient work in both disciplines to be considered a senior project in each. For example, a student might jointly major in Psychology and Human Rights. If at the end of a joint senior project the board decides that the project involves substantial work in only one of the disciplines, then the student will graduate as a single major in that program. At any time before the final board meeting, during the writing of the joint senior project, the student may elect to continue as a single major in either program with the consent of the advisors.

Joint majors are reserved for very strong students who have identified advisors in each of Psychology and the other program who are willing to supervise the project jointly, and who have been approved to do a joint major by both the Psychology Program and the Faculty Executive Committee. This decision must be approved at the time of the moderation board, and again before the first semester of senior project begins (specialized documentation at each timepoint). Additionally, ***an overall GPA of 3.0 or higher is required*** for approval by the Psychology Program. Simply moderating into Psychology and another program does not automatically make a student eligible for a joint major.

A moderated student who wishes to do a joint senior project combining Psychology and another program must do the following. First, the student must have a meeting with representatives of the two prospective programs to formulate a plan for a joint senior project. Second, the student must submit a proposal to do a joint senior project to the director of the Psychology Program by November 15 for senior projects to begin the following Spring, and by April 15 for senior projects to begin the following Fall; the proposal should include the names of possible advisors, a description of the proposed topic, and a discussion of how

the topic relates to both psychology and the other program, and a summary of relevant conversations with the other program. If the Psychology Program approves the proposal, the proposal must then be sent to the Faculty Executive Committee for final approval.

Students who intend to double major (or who are considering double majoring) should discuss their plans for the double major in depth at moderation (in their short papers and during the board meeting). They should have a clear plan for carrying out the charge of completing two Senior Projects. Double majors must have a ***minimum 3.0 overall GPA*** before beginning their Psychology Senior Project. In cases where the GPA at the start of Senior Project is less than 3.0, students will choose to major in *either* Psychology or their other planned major. We strongly encourage double majors to 'stagger' their projects, beginning one a full semester before the other.

8

Opportunities for Additional Learning

Students are strongly encouraged to pursue opportunities for research or community-based practicum experiences that complement their regular course work and that connect academic learning with practical applications. The program offers independent laboratory courses in abnormal psychology, cognitive psychology, developmental psychology, social psychology, and neuroscience under the direction of program faculty that provide ideal opportunities for learning how to conduct research in psychology. In addition, opportunities to gain experiences in applied settings exist in local communities in the realms of abnormal, developmental, and cognitive psychology. Students are also encouraged to gain experience through summer research opportunities in the Bard Summer Research Institute, and to pursue opportunities for obtaining summer research positions at other academic centers.

9

Moderation

9.1 Guidelines for Short Moderation Papers

For the Moderation Board (during the second semester of the sophomore year), the student prepares two short papers (Academic Past and Future) that describe their academic past experiences and future plans, and a longer paper that summarizes and analyzes an empirical article.

The short papers (about two or three pages each) are required for moderation College-wide. More information can be found on the registrar's website.

The following are meant to be guidelines only, not a rigid format. You should think of them as areas you should address. The format of the papers is up to you.

9.1.1 Academic Past

This paper should be an overview of your college education to date. It should include:

- a discussion of your coursework to date, including how your interest in psychology has evolved, particular courses taken, and so forth. Also, a discussion of academic experiences outside of psychology would be welcome
- a critical evaluation of your strengths and weaknesses as a student
- a discussion of how your objectives have evolved since coming to college
- any other issues which are relevant to an understanding of your academic work

9.1.2 Academic Future

This paper should be a discussion of your plans for Upper College work and post-college. We understand that the first and especially second of these may not be completely formed. In any case, the paper should include:

- anticipated areas of study within psychology and outside of the field
- your ideas about work after college, including plans for graduate or professional school, career plans, summers, intersessions, and so forth
- an indication of what you might like to study for your Senior Project

Please bear in mind that Moderation is a concentrated advising experience. We want, therefore, to learn as much as we can about you as student from your short papers.

9.2 Moderation Days

The Moderation days provide you with an opportunity to demonstrate your ability to evaluate an empirical research report in Psychology. Your goal is to write two papers over the course of a five-day period, together totaling approximately 10 pages, that summarize and analytically evaluate the article you have been assigned:

1. The first paper will be a concise and informative summary of the rationale, hypotheses, methods, and conclusions of the article; this first paper may not exceed three pages. Your summary must be in your own words and should include enough detail that someone who has not read your article will be able to accurately understand the content.

2. The second paper will focus on analysis of your assigned article. Your analysis of the article should provide constructive, analytic content regarding the data, methods, and conclusions of the re-searchers. This should make up a substantial portion of your paper. It need not be "critical" in the sense of being negative, but you should state whether, for example, the design of an experiment adequately tests the researchers' hypotheses (i.e., How does the experimental design, the stimulus set, or the task that the participants performed permit an adequate test of the hypothesis?). Your evaluation might also address the relationship between the actual experimental results and the implications of the results as described by the researchers. You may thoughtfully and creatively link the content of the article to other coursework, both inside and outside psychology, if relevant. Lastly, you may comment on future research or propose questions that may be addressed in subsequent studies. This second paper may not exceed seven pages.

A faculty member will be available in their office and/or via email at times throughout the day to provide guidance. There are limits to the amount of help we can provide. For example, we will not explain statistical methods in detail,

but we will direct you to resources so that you will be able to comment on the experimental results in a manner that reflects your level of understanding. You may not consult any individuals about your assigned article or your written response with the exception of faculty members in Psychology.

Students will upload their final papers for electronic submission at the end of the day.

Note: Students must have completed at least one semester at Bard before sitting for moderation (i.e., transfer students may not moderate in their first semester at the Annandale campus).

Students should bring copies of their short and long moderation papers, the source article assigned to them on Moderation Saturday, and a new short document that addresses the following questions:

- What are 2–3 things that you think you did well in your Moderation Saturday papers, especially in your analysis of the article?
- What are 2–3 things you could have improved in your summary and analysis Moderation Saturday papers?

10

Senior Project

In your junior year, you will describe your plans for your senior project taking into account your preparation, and the Psychology Program will match you with an appropriate advisor. For students receiving a degree in the Division of Science, Mathematics, and Computing, the project must take the form of (A) an empirical study (with associated paper) or (B) a detailed proposal for an empirical project. For the latter, the proposal should be on the model of a grant proposal (written in the future tense), and should include all potential measures, detailed data analytic plans, and predicted results section (see below for more detail). For students receiving a degree in the Division of Social Studies (SSt), the project must focus on answering a research question or series of questions using psychological sources including theory and empirical research. Seniors should plan to confirm the Division in which they intend to graduate by the end of the Add/Drop period of their Senior II semester.

10.1 Project Milestones

- **Weekly meetings** with Senior Project Advisor – You should consider your meetings with your project advisor as a regular class time. Attend meetings prepared!
- **Senior Project Statement** – You will submit an early, short description of your project (about 1 page) in which you: (1) State your research question and provide a brief summary of how you intend to answer it, (2) Indicate whether you plan to complete the SSt or SM&C model (and whether this is the division into which you are moderated – you can check on BIP if you're unsure), and (3) Indicate whether you plan to collect data, and if so, describe your plans for doing so and estimate your expenses.

- **Senior Project Midway Paper** – Your midway paper may emphasize different aspects of your project; discuss with your advisor which focus for writing will be most useful for you and your board members during your midway board discussion. Midway papers frequently are excerpts of the writing for a section of your project. Regardless of the particular focus you use, midway papers should be at least 10–12 double-spaced pages of text, and include: *your proposed project title, a 150–200 word abstract (including brief hypotheses, method, and results), and an annotated bibliography with at least 10 sources.*
- **Senior Project Midway Meeting** – Your meeting with your committee is an excellent opportunity for feedback – the more thoughtful and detailed your proposal is at this point, the better feedback the committee can offer. If necessary, you may submit (working closely with your advisor) an IRB proposal before your midway board, but you may not begin data collection until after the board meeting. This meeting must be timed so that faculty feedback can be integrated into any potential IRB revision. The board is comprised of at least one member of the psychology program and at least two other faculty from Bard. Additional persons, such as staff or persons from other institutions, may serve on the board.
- **Project pre-registration** (*SM&C projects only*) – You will, in the spirit and practice of Open Science, pre-register your empirical plan online (https://cos.io/prereg/) using the template at https://aspredicted.org/ or another suitable preregistration template. If you are doing a data collection project, this preregistration will be submitted after receiving approval from the IRB but can be prepared simultaneously with the IRB proposal. If you are doing a data proposal project, this preregistration will be done by Dec 15th at the latest.
- **Midway Senior Project PowerPoint Presentation** – You will deliver a 5-minute presentation to the program faculty and your peers. Spring Senior Is will either deliver this presentation to their board or at a Program colloquium.
- **Final Senior Project Poster Session** – Students graduating from the SM&C Division will present a poster with other SM&C majors at the end of the Senior II semester.
- **Final Senior Project Board** – You will meet with your board and discuss your submitted Senior Project. Students graduating in the SSt Division will deliver a 15–20 minute presentation to the board after completing the project.

10.2 Senior Project Grading

The Final Senior Project Grade will be determined by all members of the project board and will be based on the rubric provided below. Performance on all aspects of the project, including the final Senior Project Board and Senior Project Presentations, will be assessed. The Board will then discuss and finalize grades in conjunction with all faculty in the Psychology Program later in the week (or in the following weeks). Once the final grade is determined, advisors will contact advisees to share the grade and provide additional feedback.

The Psychology Program recognizes that the new realities of world and work call for more flexible and individualized systems of assessment. We offer two grading options for senior project – each student selects which works best for them and their project.

EITHER, the student chooses to proceed with the *traditional system of the full letter grade range* (A, A-, B+, B, B-, C+, C, C-, D, F)

OR the student chooses to proceed with the *A, Pass, D, Fail* option.

Note that in the second option above there are only 4 possible grades, versus the 10 possible grades in the traditional system. This second option offers what some students like about the P/D/F system, while also preserving the possibility of an A grade for a truly excellent project. And of course the first option preserves the traditional grading system for those who prefer it. Students will discuss with their advisor, before the final senior project board, in order to make their own decision about the grading system.

10.2.1 Senior Project Assessment Guidelines

Grades will be based both on the quality of the project and on the effort put into the project. ***Please note that final grade determination will be based on quality and effort demonstrated across both semesters!*** Thus, strong effort in the second semester cannot make up for poor effort during first semester, and consistent and prolific production of writing in second semester cannot make up for a lack of writing during first semester. Details are provided below. Not all of these guidelines may apply to Senior Projects in the Division of Social Studies (SSt). As such projects may take a variety of forms, it is important to work with your advisor and Midway Board members to establish clear assessment guidelines for the finished product by the end of Senior I. Given the more flexible nature of the SSt Project, students who would benefit from clear, pre-established grading criteria may find the model for a project in the Division of Science, Mathematics, & Computing described above a more comfortable fit.

10.2.2 Quality of Product

Research Question

- Novel
- Suitable for year-long project in Psychology

Literature Review

- Provides rationale for research question
- Comprehensive in scope, draws on relevant and contemporary academic sources
- Linearly organized
- Literature is reviewed critically (i.e., in addition to providing summaries of the literature, the benefits and limitations of such literature are noted)

Study Design and Execution (where appropriate)

- Free of significant confounds
- Uses valid measures

Results and Discussion (where appropriate)

- Appropriate statistics are used
- Study was preregistered
- Interpretations of evidence (student's own and/or empirical literature) are offered
- Discussion clearly follows from presented evidence and integrates the prior literature and the student's analysis
- Thoughtful suggestions for future work are made

Documentation (where appropriate)

- IRB application and approval in appendix
- Proposal or empirical projects: Informed consent, and debriefing, proposed budget, detailed statistical plan, and all measures and methods are described and/or included as an Appendix
- Preregistration is included in appendix

Process

- Raw data are retained (to the extent new data have been collected)
- Final project incorporates feedback from the midway (or provides a clear rationale for why such feedback was not incorporated)
- APA format is followed (except where College-wide policy contradicts APA format; in-text Figures and Tables may be used)
- A 250-word abstract is included
- The project follows the format described in the Bard Student Handbook
- The project is carefully proofread

Presentations

- Mastery over material is demonstrated during the final board meetings (e.g., student demonstrates awareness of relevant scholarly literatures and is able to integrate such literatures with their own work in meaningful and novel ways that were not necessarily already included in the project itself;

student demonstrates thoughtfulness and sophistication in conveying criticisms of own work)
- Powerpoint presentation and poster presentation are thoughtful and clear

10.2.3 Effort

Initiative and Independence

- Student took initiative to schedule and attend regular meetings with the advisor according to agreements established at the beginning of the semester, proposed additional consultation from other knowledgeable individuals in the field, including other members of the board, where appropriate
- Student attended meetings prepared with questions and demonstrated initiative of both thought (e.g., questions about material) and process (e.g., independently at-tempted statistical analyses and literature integration prior to asking for help)
- Independence in thought and work grew throughout the year. It is expected that students will need help with research question and thesis formulation, experi-mental design, and techniques early on, but by later in the year the student should be proficient in all aspects of the projects – able to understand research methodology, troubleshoot problems, and interpret results with little to no help

Working with Faculty

- Student responded well to and incorporated feedback (as demonstrated by continual additional work – both revised and novel – that is brought to meetings with advisor throughout the year)
- Individual advisors may have additional expectations (e.g., attendance at a weekly lab meeting)

Reliability and Consistency

- Students are expected to work a minimum of 12 hours per week on the project. Work during the January (or summer) break does not make up for low effort during the first semester of the project. As a general guideline to planning the year, for most projects in the first semester, students will be doing a lot of background reading, refining the research question, and developing the thesis and experimental design
- For projects that require collection of data, data collection should aim to begin by the end of the first semester. In the second semester, library research and writing should continue. Data collection should end at least 5–6 weeks prior to the due date for the final paper so that data analysis, data interpretation, and final report writing can proceed
- All deadlines outlined by Psychology Program are met

10.3 Senior Project Funding

Students may request funding from the Program to assist with their senior projects (e.g., to cover the cost of participant compensation). To make such a request, students should submit this form (while signed into your Bard email) to the Psychology Program Director by the end of their Senior I semesters. **You must discuss your plans with your senior project advisor before submitting this form.**

Those seniors intending to compensate participants must submit a participant compensation plan as part of the linked form above, before beginning data collection, to the Program Director. The plan must indicate the following:

(a) whether data collection will take place online or in-person,
(b) the targeted number of participants, with rationale for that number (e.g., an a priori power analysis),
(c) the expected length of the study (e.g., 40 minutes),
(d) the payment rate or how participants will be paid (e.g. pro-rated 20-minute study, or drawing every 20 participants),
(e) the total expected cost, and
(f) a budget.

In keeping with the Psychology Program's commitment to diversity, equity, and inclusion, we have developed a system so that seniors do not have to use their own money and wait for reimbursement. After approval of the participant compensation plan, a student will consult with the Program Director and their Senior Project advisor to (1) ensure there are sufficient monies available for electronic disbursement of funds in the case of online studies, or (2) prepare allotted petty cash payments for in-person studies. Whether paying participants online or in person, students should keep a detailed log of all funds distributed by: date, amount, and participant, and submit this log to their Senior Project advisor and the Program Director at the conclusion of data collection.

Some additional considerations:

In-person participants should be paid at New York minimum wage ($11.80/hr in 2020; $12.50/hr beginning in 2021), per quarter-hour. That is, if you are running a 15-minute study, you should pay approximately $3 for that quarter of an hour in 2020. Online studies should be paid at the Federal minimum wage ($7.25 in 2020). Seniors who expect to pay more than this minimum wage should include their reasoning in their participant compensation plan (see above). Drawings, raffles, and other alternate compensation methods may also be used where appropriate. Seniors who collect data online should consult with their advisor about possible fees charged by online payment systems.

Students are also encouraged to seek out additional funding opportunities, such as the Dean Stuart Stritzler-Levine Seniors-to-Seniors Scholarship.

11

Psi Chi

Psi Chi is the International Honor Society in Psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Psi Chi functions as a federation of chapters located at over 1,090 senior colleges and universities in the USA, Canada and Ireland. Membership is open to graduate and undergraduate students who are making the study of psychology one of their major interests, and who meet the minimum GPA qualifications. Psi Chi serves two major goals: first, to provide *academic recognition* to its inductees by the mere fact of membership. Second, to nurture the spark of that accomplishment by offering a climate congenial to members' creative development. For example, the chapters make active attempts to nourish professional growth through programs designed to enhance the regular curriculum and to provide practical experience and fellowship. In addition, Psi Chi holds Society and regional conventions annually in conjunction with the psychological associations, research award competitions, and certificate recognition programs. All moderated Psychology students are invited to apply!