

PSYCHOLOGICAL RESEARCH AT CABRINI UNIVERSITY

Psychology majors and minors enrolled in the Cabrini University Psychology Department have the unique opportunity to engage in undergraduate research. Students will partake in research study as part of required coursework for the major, but also have the opportunity to expand their research interests and delve deeper into studying topics alongside faculty mentors. Please see Psychology Department full-time faculty research interests below, and how to engage in research opportunities in our department.

Psychology Research Pool

To provide students experience with both sides of the research process, any/all students enrolled in a psychology (PSY) course, regardless of academic major, are required to participate in the Research Participant Pool (unless students are under 18 or conducting the research themselves). Participants are required to attend one research session or complete an alternative assignment. Psychology majors and faculty run the Research Participant Pool.

PSYCHOLOGY FACULTY – RESEARCH INTERESTS

Dr. Ruta Clair

Dr. Clair studies issues related to health-related quality of life. She developed a measure to examine pediatric quality of life issues during recovery from concussion (Pediatric Life After Concussion Evaluation Scale). Recently, she has been studying the impact of physical distancing and social isolation on adult populations that have not been studied before the pandemic. Dr. Clair is interested in the intersection between mind, health, and behavior. Methodology includes both quantitative and qualitative formats. Students have the opportunity to work on their own projects or participate in ongoing research in her lab.

Selected Publications:

Clair, R., Gordon, G., Kroon, M., & Reilly, C. (2021). The effects of social isolation on life satisfaction and quality of life during COVID-19, *Humanities and Social Sciences Communications*, *8*, 28 (2021). <https://doi.org/10.1057/s41599-021-00710-3>

Clair, R., Goodman, A., McCloskey, G., & Levin Allen, S. (2019). Pediatric Life After Concussion Evaluation Scale (PLACES): Utility of a survey of quality of life during recovery from concussion. *International Journal of Psychological and Brain Sciences*, *4*(6), 56-64.

Clair, R., Levin Allen, S., Goodman, A., & McCloskey, G (2019). Gender differences in quality of life during recovery concussion. *Applied Neuropsychology: Child*, DOI: [10.1080/21622965.2018.1556102](https://doi.org/10.1080/21622965.2018.1556102)

Selected Presentations:

Cities of service self-care during pandemic VISTA webinar (April 2020). Virtual presentation to Cities of Service VISTA workers. Presented by Carlson, M., Moore, J., Dippel, A., &

Moore, H. Created in consultation.

Clair, R., Reed, A., Kelly, L. & Prisker, J. (2019, July). *Regaining Memory After a Second Hit and Other Misconceptions About Concussion in College Athletes and Non-Athletes*. Poster Session presented at American Academy of Neurology Sports Concussion Conference, Indianapolis.

Murray, K. and Clair, R. (2018). *Key issues and updates in concussion management*. Seminar presented at the University Orthopaedic Associates Sports Medicine Seminar, Somerset, NJ.

Dr. Chris Holland

Dr. Holland is a social psychologist (and aspiring evolutionary psychologist) interested in studying a variety of topics, including attitudes and other topics in social cognition, human romantic relationship/mate selection, and research on fundamental motivations. In particular, on-going research includes attitude differences due to motivation, self-radicalization, and new topics will hopefully include collaboration in the areas of health and psychology with a focus on LGBT issues. Methodology involves pretest and posttest quantitative/Likert-scale surveys, experimental designs using online samples from places like Amazon Mechanical Turk, data coding and analysis in Excel or SPSS. Dr. Holland's research program at Cabrini University is currently in formation, so there is much room for growth in his area.

Selected Publications:

Lord, C. G., Hill, S. E., Holland, C. J., Yoke, K., & Lu, T. (2015). Attitudes: An evolutionary perspective. In V. Zeigler-Hill, L. M. Welling, & T. K. Shackelford (Eds.), *Evolutionary Perspectives on Social Psychology*. New York: Springer.

Lord, C. G., Holland, C. J., & Hill, S. E. (2018). Individual differences in the effects of baby images on attitudes toward getting married. *Personality and Individual Differences*, 121, 106 – 110.

Lord, C. G., Lu, T., Holland, C. J., & Decker, K. A. (2020). Self-Radicalization: Effects of extrapolation on negative attitudes toward groups (manuscript in preparation).

Selected Presentations:

Holland, C. J., Elaine, S., Hill, S. E., & Lord, C. G. (2018, March). Do Babies Beget Marriage?: The Effects of Baby Images on Attitudes Toward Getting Married. Accepted for presentation at the annual meeting of the Society for Personality and Social Psychology, Atlanta, GA February 2018.

Holland, C., Jones, N. W., & Lord, C. G. (2017, April). The Fundamental Nature of Attitudes: Evaluation, Education, and Other Influences. Talk presented at the annual meeting of the Southwestern Psychological Association, San Antonio, TX.

Holland, C., Rodeheffer, C., Hill, S. E., & Lord, C. G. (2016, April). If you like it, keep a ring on it: The impact of wedding ring absence on relationship perception. Talk presented at the annual meeting of the Southwestern Psychological Association, Dallas, TX.

Dr. Emily Slonecker

Dr. Slonecker is a developmental psychologist specializing in the study of autobiographical memory performance across diverse populations and contexts. Current areas of interest include cross-cultural differences in memory development, caregiver-child conversations and interactions, memory-based interventions and health disparities, and child eyewitness testimony. Methodology involves online and in-person experimental work, text analysis and qualitative coding, and quantitative data analysis in Excel, SPSS, R, and Stata. As Dr. Slonecker's research agenda at Cabrini begins to develop, students will be able to develop their own projects, work with existing data, and contribute to research projects with extramural collaborators.

Selected Publications:

Slonecker, E. M., Olaguez, A., Taffe, R., & Klemfuss, J. Z. (in press). Memory, suggestibility, and disclosure processes: Implications for children in legal settings. In A. D. Redlich & J. A. Quas (Eds.), *The Oxford Handbook for Developmental Psychology and the Law*.

Klemfuss, J. Z., Slonecker, E. M., Akhavein, K., & Dhruve, D. (2021). Subcultural, ideological, and valence-based differences in caregiver reminiscing goals. *Memory*, *29*(2), 210-223. doi: 10.1080/09658211.2021.1879153.

Slonecker, E. M., & Klemfuss, J. Z. (2020). Caregiver-child reminiscing and recounting across contexts. *Cognitive Development*, *56*, 100947. doi: 10.1016/j.cogdev.2020.100947.

Selected Presentations:

Slonecker, E. M., & Klemfuss, J. Z. (2022, March). Caregiver autonomy support, conversation goal, and children's disclosure of memory information. Talk presented at 2022 American Psychology-Law Society Conference, Denver, CO.

Kamliot, D. Z., Slonecker, E. M., Klemfuss, J. Z., & Wang, Q. (2021, May). Remember when? Earliest childhood memories in Black and White American emerging adults. Poster presented at 2021 Association for Psychological Science Virtual Convention and Poster Showcase.

Slonecker, E. M., & Klemfuss, J. Z. (2019, March). Yes, no, maybe so: Using evaluative feedback across contexts during parent child reminiscing. Poster presented at 2019 Society for Research in Child Development, Baltimore, MD.

Dr. Melissa Terlecki

Dr. Terlecki studies metacognition, or self-awareness, in undergraduate students as a result of direct instruction/intervention in the classroom. Learning about strengths and areas for improvement in learning, memory, motivation, and other areas of life-satisfaction lead to academic success. Methodology involves pretest and posttest quantitative/ likert-scale surveys, data coding and analysis in Excel or SPSS. Instruments used include the Metacognitive Awareness Inventory (revised, Terlecki and McMahon, 2018).

Selected Publications:

Terlecki, M. (2020). Revising the Metacognitive Awareness Inventory (MAI) to be more user-friendly. Blog. improvewithmetacognition.com.

Terlecki, M. & McMahon, A. (2018). A call for metacognitive intervention: Improvements due to curricular programming and training. *Journal of Leadership Education*, 17(4), doi:10.12806/V17/I4/R8

Moy, B., O'Sullivan, G., Terlecki, M. & Jernstedt, C. (2014). Building faculty capacity through the learning sciences. *Change: The Magazine of Higher Learning* (Mar/Apr), doi: <http://www.tandfonline.com/doi/full/10.1080/00091383.2014.896710>

Selected Presentations:

Terlecki, M. (2020, March). Metacognition for Everyone. Faculty Development 2-part series, Florida Gulf Coast University, FL.

Terlecki, M. (2019, November). The effects of instruction and maturity on metacognition. Poster. First in the World Conference, Spelman College, GA.

Terlecki, M. & McMahon, A. (2017, July). A call for metacognitive intervention: Improvements due to curricular programming and training. Research talk presented at the Association of Leadership Educators Conference. Charleston, SC.

RESEARCH FOR CREDIT

All Psychology majors are required to take Research Methods I and II. Independent research through R-466 is elective. If interested in conducting independent research alongside a faculty mentor, please make an appointment to discuss your research ideas with that faculty member in order to sign up for an R-466 (the topics they study are listed above). Please note, not every faculty member conducts research every semester, so please discuss your ideas in advance (and also let your academic advisor know of your interest).

PSY 341 - Research Methods I

Students are introduced to research procedures in the behavioral and social sciences. Topics discussed in the first semester include using reference resources, writing literature reviews, reliability, validity of measurement, writing research proposals, and the validity of research designs. Heavy emphasis is given to related computer applications and the development of a student-authored research proposal.

Prerequisites: PSY 271 and Co-Requisite: PSY 272. Offered fall. 3 credits

PSY 342 - Research Methods II

Second semester topics include univariate and multivariate statistical analyses as they relate to the preparation and interpretation of quantitative research data and the preparation of research reports for journal presentation. Heavy emphasis is given to related computer applications, report writing and the

completion of a student-authored research study. Prerequisites: PSY 271 and 272, and Co-requisite: PSY 341. Offered spring. 3 credits

R-PSY 466 - Undergraduate Research and/or Honors Research Practicum

Undergraduate research offers an independent but directed collaborative course of study involving a specific research agenda in the discipline under departmental faculty supervision. Research projects typically require a review of the literature, a paper developing and defending a hypothesis, and a poster or an oral presentation of the completed research project. Honors Practicum offers an independent but directed course of study leading to the completion and presentation of undergraduate research.

Students select projects of interest, typically already underway, involving empirical research under supervision of a department faculty liaison. Projects typically require a comprehensive report written in APA style and suitable for publication and/or presentation at a local or regional conference.

Prerequisite: Department approval and PSY 341, 342. Offered as needed. Variable credit; repeatable for credit