

Research

Courses and Practica

Independent Study

Graduation with Distinction

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Support

Invitation

Students interested in the field of psychology have a variety of opportunities to explore psychological research. Most of the opportunities listed in this brochure are open to all undergraduate students, whether they are pursuing a degree in psychology or not. The only exception is the Honors Thesis (also known as Graduation with Distinction), which is only open to students pursuing a major in psychology or a psychology-related IDM.

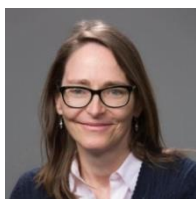
Psychology is a science strongly supported by research. Students who develop research skills during their undergraduate careers will be in a better position to enter the job market or compete for spots in high quality graduate programs. Engagement with psychological approaches to research is an integral part of the psychology major.

All psychology majors must complete courses covering statistical and research methods concepts by the end of their junior year. However, students who are interested in pursuing research in psychology are encouraged to complete this requirement earlier as these concepts are essential for understanding how psychological studies work and critically evaluating primary research literature.

We invite you to explore the research opportunities offered through our department and reach out to us if you have further questions. The Office of Undergraduate Studies in Psychology is located in the Reuben-Cooke building, R.235. You can also reach us via email at psychologyDUS@duke.edu or phone at (919) 660-5719.



Bridgette Hard, PhD
Director



Angie Vieth, PhD
Associate Director



Natália Silva Harwood, MEd
Career Specialist &
Program Coordinator

QR codes are included at the bottom of each page of this brochure for quick access to shared websites. You will need to zoom in with your phone for it to work. Here we link the main page for information on research in psychology: bit.ly/PSY_UG_Research.



Getting Started

How do students figure out if they want to pursue research in psychology?

Many students find it helpful to start conversations with students, faculty, and program staff about what research is like.

Undergraduate students engage with research at different levels depending on prior experience. A good place to start is by taking PSY 101, a course designed to introduce students to the field and acquaint them with the variety of research studies currently taking place on Campus. From there, students interested in actively engaging in research are encouraged to seek guidance from members of their academic network to explore topics, identify possible mentors, and understand the process of applying for the different research experiences available to them. Members of students' academic network include: college advisors, directors of academic engagement, peers, deans, and faculty members. Students are encouraged to start these conversations early.

Finding Research Opportunities

Students are encouraged to read through professors' bios on our website to learn about the work they do, identify a few professors whose work interests them most, and reach out to faculty members directly to inquire if they anticipate offering research opportunities. A list of P&N faculty members' expertise is listed at the end of this brochure with full bios available at bit.ly/PSY_Faculty, follow dropdown for primary, secondary, joint, and instructional faculty members.

Research Opportunity Listings

Students can search the following links for advertised research opportunities.

<https://psychandneuro.duke.edu/undergraduate/research-opportunities-jobs>

<http://dukelist.duke.edu/>

<https://muser.duke.edu/>



Courses and Practica

Engaging in Research through Classes

In addition to the statistics and methods courses required for the AB and BS degrees, the psychology program offers 4 to 5 research-intensive courses each semester. These courses carry the Trinity R code and are designed to help students engage in the discovery, critical evaluation and/or application of knowledge and understanding in the discipline.

Engaging in Research through Practica

PSY 203 is a half-credit, Satisfactory/Unsatisfactory graded course where students get the opportunity to learn about a professor's work or laboratory and assist with research. This is a good place to start for students who have a limited knowledge of how labs work in the study of psychology. Important points to keep in mind about practica:

- Students must coordinate their practicum work directly with faculty members or their designated lab manager/graduate students.
- To enroll in the class, students must submit an application and receive a permission number from the Office of Undergraduate Studies in Psychology. Access form here: bit.ly/DukePSY-Practicum-Form.
- Practicum credits do not count towards the major or minor degrees in psychology.

AVERAGE NUMBER OF STUDENTS ENGAGING IN PSYCHOLOGICAL RESEARCH EACH YEAR (2017-2021)



Independent Study

The Psychology program at Duke offers Independent Study courses that allow students the opportunity to work individually with faculty members on projects that can be either research-oriented or project-oriented. **Research-Based Independent Study (RIS)** culminates with a written paper and may lead to Graduation with Distinction. The final product of a **Project-Based Independent Study** (referred to simply as IS) depends on the nature of the project and does not qualify for Graduation with Distinction.

The application process is the same for both courses. Students should make sure they understand the expectations for each course by reviewing the guidelines listed by each course below.

RESEARCH-BASED INDEPENDENT STUDY (RIS)

PSY 393 Fall and PSY 394 Spring

PSY 493 Fall and PSY 494 Spring (seniors only)

See guidelines here: bit.ly/DukePSY-RIS

PROJECT-BASED INDEPENDENT STUDY (IS)

PSY 391 Fall and PSY 392 Spring

PSY 491 Fall and PSY 492 Spring (seniors only)

See guidelines here: bit.ly/DukePSY-IS



Visible Thinking Poster Session, 2019. Left, Victoria Trimm, AB'19. Right Khaila Ramey- Collier, BS'19.
Photos by P&N staff, Matt Mielke.



Independent Study

Step 1

Discuss your interest in pursuing independent study with faculty members and staff in the Department. The Office of Undergraduate Studies in Psychology is a good place to start. Students are strongly encouraged to reach out directly to professors whose work interests them.

Step 2

Read the guidelines to make sure you understand what will be expected of you as you pursue independent study in psychology.

Step 3

Use the links below to submit your application and receive a permission number from the Office of Undergraduate Studies in Psychology.

RIS: bit.ly/DukePSY-RIS-Application

IS: bit.ly/DukePSY-IS-Application

Step 4

Specify on your application what the final product of your work will be. At the end of each semester students submit their final product to their faculty mentor for grading and to the Office of Undergraduate Studies for record keeping.



Graduation with Distinction



GwD Graduates, Class of 2019. Photo by Evan Wynmor /Photo Specialties

Graduation with Distinction or GwD (also called Honors Thesis) is a University-wide program that recognizes students who demonstrate academic excellence through the successful completion of a substantial written project evaluated by a committee of three faculty members. Like all other majors at Duke, the Psychology program has a specific set of requirements for students considering this program.

This program is open only to students graduating with a major in psychology. Non-psychology majors will be considered part of the GwD Outside the Major program, which include students pursuing a minor degree in psychology as well as those pursuing IDM or Program II degrees associated with psychology.

Specific details are described on our website at bit.ly/PSY_GwD.

REQUIREMENTS

To apply, students must expect to have an overall GPA of 3.0 and major GPA of 3.5 by end of fall of senior year.

Course requirements include the PSY 496 Distinction Thesis Workshop taught only during the spring semester, and two semesters of independent study (PSY 493/ 494).

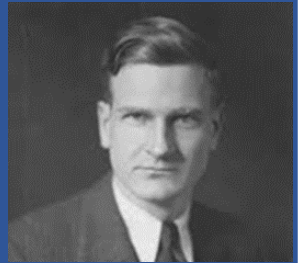
GwD eligibility is evaluated by the quality of the final written report and an oral defense in front of a three-member committee. GwD students are also expected to present the results of their work at Visible Thinking, Duke's annual undergraduate research symposium.



Awards

The Karl E. Zener Award is given annually to an undergraduate psychology major at Duke University who has shown outstanding performance in scholarship. The Award is based on the quality of the student's honors thesis as judged by a faculty committee. This thesis may be a report of original research or it may be an analysis of a problem with a relevant literature review. Nomination for the Award is made by members of the Psychology faculty. The award consists of a monetary prize and inclusion by name on a memorial plaque in the Zener Auditorium (Room 130 in the Sociology-Psychology Building).

Dr. Zener (1903-1964) came to Duke University in the late 1920s. He served as Director of Graduate Studies for many years and later as the Chairman of the Department of Psychology. At Duke, Dr. Zener performed research related to conditioned response, problems of motivation, and the psychology of perception, amongst other topics. In an article from 1962, Dr. Zener described psychology as a science in which "the workforce is comprised of individuals not only of high intellectual capacity but marked openness and sensitivity to their experience" (Sigmund Koch, 1999: Psychology in Human Context).



The Jerome S. Bruner Award for Excellence in Undergraduate Research recognizes a student who displays excellence in intellectual curiosity with an emphasis on research experience and the potential for future scholarly activity. The award consists of a monetary prize and inclusion by name on a memorial plaque in the Zener Auditorium (Room 130 in the Sociology-Psychology Building).



Dr. Bruner (1915-2016) was a distinguished Duke alumnus who graduated as part of the class of 1937. An eminent psychologist, Dr. Bruner described an undergraduate education marked by brilliant faculty, intellectual friends, reading Russian novels, and courses in anthropology, psychology, and sociology. His work was crucial to the establishment of cognitive psychology as a discipline, but was also remarkable for its breadth, with major contributions to learning theory, developmental psychology, and education.

Funding

Office of Undergraduate Research Support

Undergraduate research in psychology is strongly supported by Trinity College of Arts and Sciences through the Office of Undergraduate Research Support (URS). The faculty and staff at URS (undergraduateresearch.duke.edu) are available to help students think about their research interests and better understand the variety of opportunities for research at Duke along with a growing list of financial support in the form of grants, fellowships, and scholarships.

“Duke is a top-10 research university with more than \$1 billion in annual research expenditures. More than 50% of all Duke undergraduate students complete a mentored research experience with a professor before they graduate.” Duke URS

Summer Vertical Integration Program

VIP is an annual summer research program for Psychology majors sponsored by Trinity College of Arts and Sciences, the intent of which is to give participants a head start on work that may culminate in a senior thesis. VIP students conduct research with both a graduate student and faculty mentor, attend a semi-weekly seminar series, attend a biweekly statistics workshop, and finally present their work to their peers, mentors, and (via poster session) the wider University community. Program participants receive a stipend to assist with living expenses over the course of the program. The stipend for 2019 was \$3500. The call for applications normally goes out in February via the listserv for majors and minors.

URS Matching Grants and Small Supporting Grants

Through generous support from the Charles Lafitte Foundation, students pursuing majors in psychology and neuroscience are eligible to apply for URS matching grants or small departmental research grants of up to \$400, if they were not selected for a URS grant. Calls for application go out via listserv at the beginning of each semester pending the continuation of support.



Resources

Library

The Duke Library System provides a wide variety of resources to support undergraduate research including meeting rooms, access to previous undergraduate research to give prospective researchers ideas of topics to consider, and our own designated librarian, Ciara Healy. Contact Ciara at ciara.healy@duke.edu and check her website at <https://guides.library.duke.edu/psychology>.



Duke University Library Archives-Flickr

Social Science Research Institute – SSRI (ssri.duke.edu)

SSRI provides a variety of resources to support undergraduate research including:

- **Team rooms** available for reservation on a first-come-first-served basis.
- **Help Topics** on five categories of research: research fundamentals, data collection, statistical packages, data analysis, and qualitative research.
- **Mod-U**, a collection of over 150 videos on concepts and methods of research.
- **Connection Bar**, one-on-one help for students planning or conducting research.
- **Workshops**



Summer VIP Research Fellows 2019. Photo by Megan Golonka



Faculty Members

The faculty members listed here have worked with undergraduate students in the past. Contact information for them and the complete list of faculty members are available at psychandneuro.duke.edu, “people” tab.



ALISON ADCOCK

Memory, motivation, neuroscience, dopamine.



JOHN BLACKSHEAR

Clinical psychology, trauma, PTSD, forensic psychology, learning differences.



STEVE ASHER

Peer relations, friendship, social competence, loneliness, social cognition.



MELANIE BONNER

Cognitive evaluation/intervention, pediatrics, chronic illness, quality of life.



GARY BENNETT

Obesity, digital health, mHealth, population health, intervention, dissemination.



ROBERTO CABEZA

Brain imaging and stimulation of memory in young and older adults.



ELIKA BERGELSON

Language acquisition, word learning, cognitive development.



AVSHALOM CASPI

Development, epidemiology, genetics, health inequalities, personality.



STACI BILBO

Neuroimmune interactions, environmental neurobiology, microglia biology.



TANYA CHARTRAND

Social cognition, consumer behavior, automaticity, mimicry.





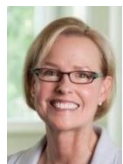
SCOTT COMPTON

Anxiety disorders, CBT, children and adolescents, trichotillomania.



GRAINNE FITZSIMONS

Organizational behavior, social cognition, interpersonal relationships.



GERALDINE DAWSON

Autism, screening/treatment, EEG, digital biomarkers.



MICHAEL GAFFREY

Autism spectrum disorder, mood disorders, preventive intervention.



RUTH DAY

Cognitive science, medical cognition, cognition and law, memory for movement.



SARAH GAITHER

Biracial and social identities, interracial interactions, racial categorizations.



KENNETH DODGE

Development/prevention of aggressive/violent behaviors, connections to policy.



JENNIFER GROH

Perception, vision, hearing, neuroscience, space, brain stimulation.



TOBIAS EGNER

Cognitive control, predictive coding, neuroimaging, neurostimulation, attention.



BRIDGETTE HARD

Psychology of teaching and learning, educational interventions.



GAVAN FITZSIMONS

Consumer behavior and marketing.



RICK HOYLE

Self-regulation, personality, adolescent problem behavior, research methods.



SCOTT HUETTEL

Decision making, behavioral economics, social cognition, executive function, fMRI.



JENNA MCHENRY

Optogenetics, neural circuits, social behavior, steroids and sex differences.



AARON KAY

System justification, religious beliefs, political ideology, attitudes, motivation.



CHRISTINA MEADE

Drug addiction and HIV infection as they impact executive functions.



FRANCIS KEEFFE

Efficacy of cognitive-behavioral treatments for arthritis pain.



TERRIE MOFFITT

Aging, developmental longitudinal cohorts, neuropsychology.



TAMAR KUSHNIR

Children, social choices, moral development.



THOMAS NEWPHER

Synaptic plasticity, learning and memory, neuroscience education.



KEVIN LABAR

Emotion, memory, fear, associative learning, brain imaging, psychophysiology.



MINNA NG

Neuroscience.



ELIZABETH MARSH

Memory, learning, knowledge, metacognition, education.



TOBIAS OVERATH

Perception of sound (including speech & music) in the human brain.



EVE PUFFER

Global/child mental health, family therapy, community-based interventions.



JAMES SHAH

Motivation, goal pursuit, social cognition, self-regulation.



MARTHA PUTALLAZ

Children's social competency/ relationships, parent/peer influences.



MORIA SMOSKI

Mindfulness, emotion regulation/reward processes in psychopathology.



ZACH ROSENTHAL

Emotion regulation, DBT, misophonia, borderline personality disorder.



TIMOTHY STRAUMAN

Self-regulation, depression, translational research.



DAVID RUBIN

Autobiographical memory, PTSD, oral traditions, neural basis of memory.



MICHAEL TOMASELLO

Children, great apes, social cognition, communication, cooperation, social learning.



GREGORY SAMANEZ-LARKIN

Individual/age influence on decision making across the life span.



ROBERT J THOMPSON JR.

Biological and psychosocial influences in human development and learning.



PAUL SELI

Mind wandering, attention, multitasking, cognitive control, creativity.



ANGELA VIETH

Self-regulation, personality, depression.



MAKEBA WILBOURN

Development, gesture, early word learning, socio-cultural factors, cognition/ language.



HENRY YIN

Reward, action, goal learning, habit, basal ganglia, brain, motivation.



CHRISTINA WILLIAMS

Lifestyle factors (e.g., physical activity nutrition,) effect on neural plasticity.



NANCY ZUCKER

Pediatric, adolescent, and adult eating disorders, psychosomatic disorders.



MARTY WOLDORF

Attention, perception, cognitive control, EEG, ERP, fMRI, perceptual awareness.



Office of Undergraduate Studies in Psychology

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Duke

TRINITY COLLEGE *of*
ARTS & SCIENCES

DEPARTMENT OF PSYCHOLOGY & NEUROSCIENCE