Spring 2023

Developing the *ucker Carlson Effect: Creating Space for Collective, Personal, and Professional Work in Cognitive Psychology

Zoe Gadbow

Damned If You Do, Damned If You Don´t:

Reflections on Feminism Within Applied Cognitive Psychology

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Author note:

This is a social-personal review of women's experiences in applied cognitive psychology research. Please note that this paper is intended to be read in conjunction with the PowerPoint slides included at the end of the paper and the research developed by the author occurring in the lab of Dr. Hyman. This paper is the social and emotional reflection of this project while the research and write-ups from the lab represent the academic component.

Abstract:

From the research previously conducted, being a woman in applied cognitive psychology means pushing through imposter syndrome and all it entails in order to pursue academia, as well as being critical and aware of the tendency of society to devalue your work. Lab members were recruited for an informal interview at the request of the author. During the interviews, all subjects discussed their feelings of imposter syndrome, their happiness with the ACOG lab environment, the impacts of gender on safety, and the frustration and doubt surrounding their various identities. Overall I´ve found I hold many shared experiences and feelings with my other ACOG lab members. When focusing specifically on the gender-guided research of this project it can be concluded that imposter syndrome is very real, even in majority female fields, and that disinformation can lead to the perpetuation of the phenomenon.

Damned if you do, damned if you don´t:

Reflections on Feminism Within Applied Cognitive Psychology

Few things make me more frustrated than people who do not consider psychology a science. This is especially true when the conversation shifts from clinical psychology (a field dominated by women) to cognitive psychology (a field dominated by men). When this shift happens, peoples' minds are "inexplicably" changed, and psychology is seen as a science. In order to dive deeper into this frustration and analyze it on a cultural level, I decided to investigate the demographics of current psychologists.

Between 1960 and 2002, the proportion of female recipients of doctorate degrees in psychology rose from 17.5% to 67.4% (Puryear Keita et al., 2006). However, this increase has not occurred equally in psychological subfields and leadership positions. In 2018, women still outnumbered men in both doctorate and master's levels of psychology programs by over 70%. However, cognitive psychology has the lowest proportion of women both in master's and doctorate programs, with 54% and 58% respectively (Fowler et al., 2018). Both of these proportions are still over 50%. At first glimpse, this tempts us to think that we have accomplished and even over-shot gender distribution equality. However, a more thorough examination leads us to other culprits.

These shadowy figures have equally sketchy names: pollution discrimination and male flight. Like many underlying causes, these phenomena walk hand in hand in their quest to continue gender and wage discrimination in the workplace. Pollution discrimination (Golden, 2015) explains why female domination of a field happens quickly and has adverse effects on the women entering the field. Golden explains that the influx of women is perceived as ¨polluting¨ the prestige and integrity of the field or profession. As noted earlier this phenomenon goes hand

in hand with male flight, which is observed when men abandon a ¨feminized¨ interest or career field. This terrifying feminine takeover is usually perceived when a field becomes over 25% women (Wade 137). The combination of these effects leads to a decrease in the salaries of jobs in the selected field, in this case, psychology, as it becomes more populated by women. This is due to many reasons, most notably the devaluation of female labor (Levanon et al., 2009).

Devaluation of female labor occurs across all fields and stems from the original devaluation of labor - homemaking. Unfortunately, this effect follows the flight of men from an area of work. The assumption is that women's work is worth less, so when men leave the field to women, the work must be worth less (Levanon et al., 2009). The belief that the work of women – and therefore the women themselves – is less than that of men also leads to other challenges within the workplace, such as imposter syndrome.

Imposter syndrome (Clance & Imes, 1978), is the feeling held by many people in academia and STEM fields that they are an imposter, and have somehow tricked their way into a position rather than earning it based on qualifications. Though this belief is held by many people, the burden is not distributed equally among genders. Across many fields of research, women exhibit an inequitable proportion of the phenomenon (Muradoglu et al., 2021).

The effects of imposter syndrome include not only self-doubt but also lower levels of belonging and self-efficacy (Muradoglu et al., 2021). As both attributes are directly linked to performance and productivity, it stands to reason that imposter syndrome in women in male-dominated workplaces leads to feelings of anxiety and self-doubt. These feelings may hamper productivity and create spaces where ¨weak emotions¨ such as anxiety or doubt are now more clearly present. Unfortunately, this perceived lowering of masculinity and productivity, whether real or projected, can affect the prestige of a career or field, leading to its decline. In

turn, this can kickstart the process of male flight. Making the entire scenario a lose-lose for female career-women and academics.

Keeping all of these phenomena in mind, and being aware that there are many more that have not occurred to me, I am investigating what it means to be a woman in applied cognitive psychology. From the research previously conducted, being a woman in applied cognitive psychology means pushing through imposter syndrome and all it entails to pursue academia, as well as being critical and aware of the tendency of society to devalue your work. In order to investigate these issues I interviewed 3 members of Dr. Hyman´s applied cognitive psychology lab about their experiences in cognitive psychology, psychology in general, and their intrapersonal relationships in relation to their chosen field.

Materials and Methods

Data were collected from 3 applied cognitive (ACOG) lab members. Participants were recruited for this informal interview at the request of the author. Interviews included the same questions, ordered according to the flow of the conversation. Each interview lasted between 15 and 30 minutes (M = 24.23, *SD* = 8.0). Participants were majority White (66%, Indian, 33%). No interviewees were dropped or elected to drop from the study.

The interview was composed of 13 interview questions, which were related both to the interviewees' own identity and their relationship to both the field of cognitive psychology as a whole and the ACOG lab specifically. All 13 questions were asked to each participant, however as the interview was informal, the questions were not asked in the same order.

Questions had open-response answers and no answer was required if the participant preferred not to answer. A sample question focused on evaluating an interviewee's experience in cognitive psychology as a whole is ¨How did you become involved in cognitive psychology?¨

Results

Although the subjects and their backgrounds varied immensely, all interviewees touched on similar points. All subjects discussed their feelings of imposter syndrome, their happiness with the ACOG lab environment, the impacts of gender on safety, and the frustration and doubt surrounding their various identities.

One of the questions asked in the interviews was "Do you feel like an imposter in your field?" to which the answer was unanimously yes. However, imposter syndrome appeared differently in different participants. Some associated it with their ethnicity rather than their gender, while others attributed it to mental health. All participants believed gender played some part in the feeling, but other identities were given in addition to femininity or womanhood. Multiple participants cited mental health conditions as contributing to their feelings of imposter syndrome, while also noting that the development of their mental health conditions was most likely partially influenced by their sex assigned at birth (SAAB) and socio-cultural socialization growing up.

Another question asked during the interview was about the lab environment, particularly as it is majority female. Answers were much more uniform in response to this question. All participants shared their feelings of comfort and safety in the lab, and all praised Dr. Hyman´s ability to criticize and deconstruct misogynistic ideals and ideas present in research and cognitive

psychology. All participants shared that a majority-female lab had a positive impact on their ability to self-advocate and ask questions during meetings. All participants also attributed the collaborative nature of the lab to Dr. Hyman´s leadership and noted the collaborative aspect provided them with feelings of support and belonging. One participant lamented the lack of men in the lab and articulated a desire for the varied opinions she believes the male perspective could bring, especially to lab explorations on the effect of gender and race on crime blindness.

In response to queries about feelings of safety and respect – associated with WWU and the psychology department or not – all participants noted some degree of fear surrounding campus, although none placed the blame specifically on the psychology department. In fact, multiple participants noted the psychology program as a safe space as compared to the rest of the campus, especially with the female majority within the major. One participant, of non-white ethnic origins, noted that her safety concerns sprouted from her ethnicity rather than her race.

The final theme of the interviews was answers showcasing frustration. One subject recalled her frustrations with assumptions made about her career path within psychology. She remarked that multiple times she had been met with assumptions that she would go into clinical psychology, rather than her actual focus of psychology within the court system and law enforcement. While none of the other participants mentioned similar interactions explicitly, they did display annoyance with the field of psychology being seen as almost entirely clinical, especially when it comes to women. This is especially significant because all participants plan on entering non-clinical fields.

Discussion

As this paper is unique in its personal nature this discussion will focus on my connections and lack thereof to the subjects interviewed. Overall, I have many shared experiences and feelings with my other ACOG lab members. Specifically, I also experience imposterism to some extent and struggle to feel like I deserve or should be sharing my knowledge even when logically I am aware I am the most educated on a subject in a room. Additionally, I also experience anxiety-inducing mental health conditions. I believe that my SAAB is a component in the development of those conditions, though not responsible for all of them.

In conjunction with the participants, I also rejoice in the environment of an all-female lab and find that a majority-female lab empowers me to speak my mind in relation to both opinions and questions. I am also very grateful for Dr. Hyman and his constant attention to and awareness of misogyny in the field of applied cognitive psychology and the world as a whole. The collaborative nature of the lab creates a support system and allows for the confrontation of anxieties related to lack of knowledge or impostorism. All in all, I adore the lab environment and am glad both I and the participants find the environment safe and enjoyable.

I find that the participants and I vary in our feelings of safety in and around WWU. I consider Western an exceptionally safe campus. I do have the awareness to state that as a white-passing person, I do not face any of the racial safety hazards that non-passing individuals do which surely contributes to my feelings of safety.

I relate on some level to feelings of frustration and safety but find that my individual experience is intensely influenced by my communication and presentation style. From an outside perspective, I present myself to the world as assertive, confident, and prepared, all of which are skills both practiced and handed down to me by my parents and various privileges. While some of the subjects share these privileges I do believe I present myself most assertively out of the

four of us. However, while my assertiveness has decreased my number of interactions with misogyny concerning psychology it has not completely eliminated them and I have been involved in multiple uncomfortable conversations with family members about my field of choice. Another reason I believe I have encountered less frustrating interactions relating to my career choice is that, unlike the labmates I interviewed, I do plan on going into clinical psychology.

Conclusion:

The implications of this paper and of the project as a whole are wide and intense but the ones that will stick with me the longest are from the social components of this experience. The leadership role I´ve taken on and the research related to gender in academia are experiences I will take with me into my career as some form of clinical psychologist.

When focusing specifically on the gender-guided research of this project it can be concluded that imposter syndrome is very real, even in majority female fields, and that disinformation can lead to the perpetuation of the phenomenon. By guiding women to believe they should go into and deserve lower-paying jobs in ¨feminine¨ fields we are giving women low expectations for when they break out of that mold. Women should be educated and provided with support systems, especially in traditionally masculine fields that empower them to seek out high-level high-paying jobs, if they so desire. Education should also be provided related to male flight and pollution discrimination in order to enable women to critically analyze their pay and its evolution as the demographics of their field change.

Interventions should not only be provided for women, and I believe education about masculinity and mental health should be created to decrease the stigma that surrounds femininity.

Many men opt out of or are bullied out of ¨feminine¨ fields such as psychology, including those who are passionate about it which is detrimental to the individual, the field of psychology, and our culture as a whole. We should strive for feminization to create diversity in the workplace, rather than a threat to masculinity. As long as there is toxic masculinity connected to mental health, men will be steered away from the field.

Specifically, I would be interested in seeing more research into toxic masculinity and fragility in the workplace. I would also like to see research focused specifically on developing interventions for women of color in cognitive psychology and in the workforce as a whole. Additionally, as I mention in the presentation, two of the most important components of my identity are my femininity and queerness, and after extensive research, I have found little to no literature on queer people in psychology and STEM fields. An additional suggestion for research would be to examine the relationship between queerness and imposter syndrome.

One limitation of this study is the abnormally small subject pool. Due to the research question, the size of the subject pool is logical but cannot and does not provide sufficient validity or reliability. Additionally, as the interview was informal, non-standardized, and conducted by a familiar interviewer, the interviewees' responses may have been influenced or biased. This research has been helpful for personal reflection but would require expansion as an academic paper. I would hope that any reader will approach this paper with skepticism as they should with all papers and that they utilize the references and slides attached to contextualize and analyze.

Despite the limitations of this study, it has provided me with a wealth of information both for my para-professional and personal components. As a complete reflection, my main focuses are the wonderful lab environment Dr. Hyman has and continues to curate and the support it provides to anxious undergraduates like myself to assist them in the pursuit of knowledge. I am

grateful for my lab work for letting me into the secret of research which is that it´s really just a ton of confusion and guessing until a pattern emerges. You then attempt to hone in on that pattern and figure out the influence behind it and its implications for future generations.

As far as implications for my career this project, essay included, has confirmed to me that while I do not want to pursue academia as a full career I believe that all psychologists should have some research and clinical experience in order to provide a full view on the people they are serving and the answers they are searching for. The practical experience from the lab combined with the knowledge gained throughout the writing process of this essay has given me the skills necessary to pursue my next course of action and has helped empower me and show me that there is always a community to support you.

Thank you to all the pieces of this ridiculously intricate puzzle of a project. Thank you Dr. Hyman for advising and supporting me. Thank you to my lab members for agreeing to be interviewed and for helping me constantly in the lab and out. Thank you to my family and friends for supporting my rants about the project on my worse days and listening to my infodumps on the better ones.

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Developing the *ucker Carlson Effect

Creating Space for Collective, Personal, and Professional Work in Cognitive Psychology

A slightly unhinged 490 presentation by Zoe Gadbow
Advised By DR. Ira hyman

- I present feminine and queer
- I love psychology!
- I started in Dr. Hyman´s ACOG Lab March of 2022

The Two Components:

1. **Para-professional**

2. **Social-Personal**

Part 1

Para-Professional Component

Subsections

- Whole Lab
- Taken The Lead
- Lone-wolfing
- Development of Professional/Academic skills

Whole Lab

Generation Effect Research Question:

Will the generation effect (Slamecka & Graf, 1978) increase the size of the illusory truth effect (Hasher et al., 1977)?

Just Asking Questions: Does the Generation Effect Increase the Illusory Truth Effect

Zoe Gadbow, Alexander Speer, Kelsey Otos, Mara Brewster, Sebastian Chrysafidis, Matthew Papaly, Sofia Rosales Makela, Mira Schutz, Alison Weber, Madeline Jalbert, & Ira E. Hyman, Jr

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A-COG LAB

INTRODUCTION

- The media often asks leading questions
  - Guiding audiences to generate implied answers
  - Can suggest misleading answer
  - Can guide people to construct disinformation
- This strategy/format utilizes the generation effect (Slamecka & Graf, 1978)
  - When people generate information, they remember it
- We are interested in whether this will contribute to an illusory truth effect (Hasher et al., 1977)
  - Repetition of a statement increases belief in the statement
  - Illusory truth effects work for true and false information
  - Illusory truth effects may be more robust with deeper processing (Pillai & Fazio, 2020)
- Disinformation campaigns through news and social media use:
  - Repeated exposure
  - Self-generation of material

RESEARCH QUESTION

- **Will the generation effect (Slamecka & Graf, 1978) increase the size of the illusory truth effect (Hasher et al., 1977)?**

STANDARDS FOR TRIVIA SELECTION

- Initial stage
  - 212 initial question and answers selected from existing trivia lists, false answers generated and reviewed by lab
- Pilot test one (truth evaluations)
  - 200 selected selected items based off of lab decisions on best questions
- Pilot test two
  - 99 questions selected selected items with > 70% uncertainty/incorrectness
- Final survey
  - 60 questions selected items with ≥ 90% generation ability

final draft

- Final format includes 40 questions in step one
  - Followed by truth judgments of all 60

	True or False Trivia Answers	
Exposure type during study	**True**	**False**
Read	10 items	10 items
Generate	10 items	10 items
New (not seen at study)	10 items	10 items

METHOD

Encoding

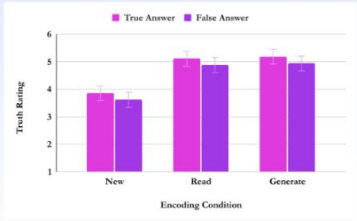
- Trivia questions with possible answers
- Participants are shown a total of 40 items
  - 10 Read and True
  - 10 Read and False
  - 10 Generate and True
  - 10 Generate and False
- Presented for 10 seconds each

Truth Judgments

- Participants are shown a total of 60 items
- Make truth judgments
- 6-point scale from definitely false to definitely true
- Limited to items that were successfully generated

	True	False
Read	What is the first event in a triathlon?	
	Swimming	Biking
Generate	The United States bought Alaska from which country	
	Rus _ _ _	Can _ _ _

PILOT TEST THREE RESULTS



	New	Read	Generate
True Answer	3.86	5.11	5.19
False Answer	3.62	4.88	4.94

- The true answers are consistently rated higher than their false counterparts
- That pattern stays consistent for the various encoding conditions
- The more deeply information is encoded the higher its associated truth ratings will be
- We need to "un-refine" our data in order to differentiate between the Read and Generate conditions

CONCLUSIONS

- Several factors beyond repetition influence memory
  - The generation effect implements active processing of information which leads to better memory
  - Is the effect of generated answers being rated true more often fueled only by this better memory?
- The level of trust in the source impacts how believable information is
  - Leading questions in the media may come from reputable sources despite not being accurate information

Whole Lab work

Pilot 1 → Pilot 2 → Mini Pilot 3 → The Actual Experiment

- Pilot for Believability of Trivia Answers
- 212 initial question and answers
  - 200 selected selected items based off of lab decisions on best questions
- 197 participants

Whole Lab work

Pilot 1 | Pilot 2 | Mini Pilot 3 | The Actual Experiment

- Formatted so that a single participant would not get both the true and false questions and answers.
- All questions were multiple choice:

Q: What is the term used to describe normal color vision?

A: Trichromacy

○ True ○ False ○ Unsure

Whole Lab work

Pilot 1 → **Pilot 2** → Mini Pilot 3 → The Actual Experiment

- Pilot for Completing Generations
- 99 questions selected from the Believability of Trivia Answers Pilot
  - Criteria for selected items was ≥ 70% uncertainty and/or incorrectness
    - Resulted in a total of 198 pairs
- 99 participants

Whole Lab work

Pilot 1 | **Pilot 2** | Mini Pilot 3 | The Actual Experiment

- All questions had open text responses
- An example question reads like this:

Q: The United States bought Alaska from which country:

A: Rus _ _ _

Whole Lab work

Pilot 1 → Pilot 2 → **Mini Pilot 3** → The Actual Experiment

- OMG another pilot???
  - 40 in the first phase
    - 20 ¨read¨ items
    - 20 ¨generate¨ items
  - 60 in the second phase
    - 20 new items
- 34 WWU undergraduate psychology students in Dr. Hyman´s 210 class

Whole Lab work

Pilot 1 | Pilot 2 | **Mini Pilot 3** | The Actual Experiment

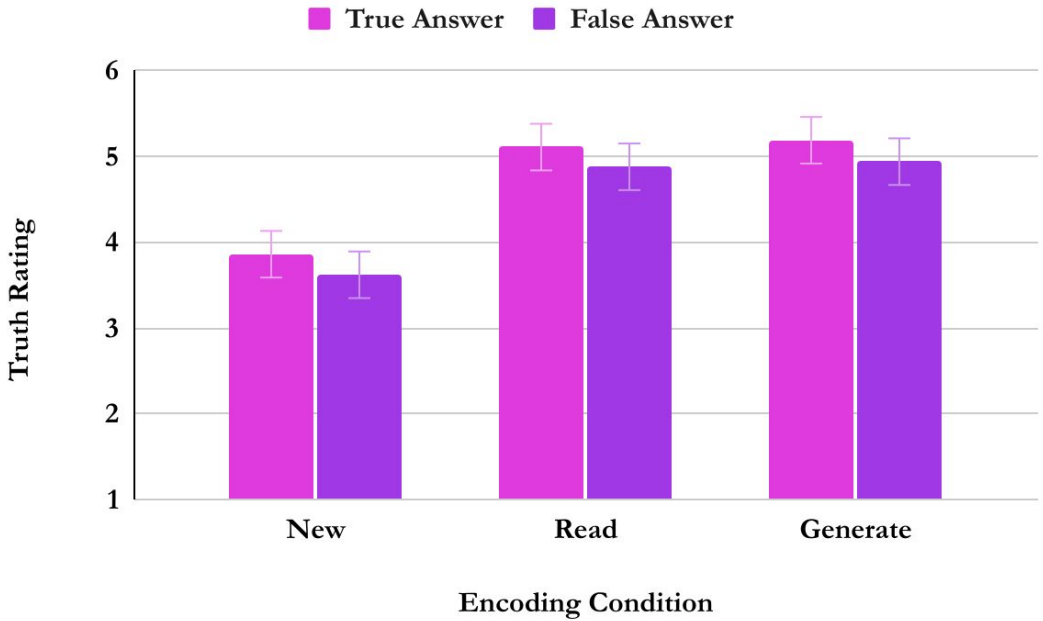
- Items were presented in one of two formats in stage one:
  - Open text responses (Generate condition)
  - No required physical interaction from participants (Read condition)
- Presented as truth judgments in Stage 2
- Items gathered from Pilots 1 and 2

Whole Lab work

Pilot 1 → Pilot 2 → Mini Pilot 3 → **The Actual Experiment**

- F*cking Finally Stage
- The same as the mini pilot but with **unrefined** questions
- Target of around 200 people

The actual experiment



Whole Lab Work

- *Side Quest*:
  - Planning for New Crime Blindness Video
    - Adding to pre-existing research by the ACOG lab
    - Generating script for next video with race as an IV

Whole Lab Work

- *Side Quest*:
  - Providing feedback on other lab projects
    - Our lab
      - Kiran and Sophia's presentations
      - Muddying the waters
    - Other labs
      - Hayley Cullen, University of Newcastle
        - Study on weapon focus and inattention blindness

Work I've Taken The Lead On

Work I've Taken The Lead On

Coordinating group meetings

- Lots of group chats
- We´re very busy
- Not everyone is based in Bellingham and/or is on campus most days
- Coordinating Qualtrics because its easily overwhelming

Work I've Taken The Lead On

Being the Point of Contact with Hyman on various projects

- Common Refrain during lab meetings:

  ¨Zoe I'll put you in charge of getting X to me¨

  OR

- Via email ¨Hey, Zoe

  Do you have the X ready?/Could you send it to me?

Work I've Taken The Lead On

Finalizing and sending in majority of the Qualtrics

- There are a lot of Qualtrics and a lot of versions of each one
- Each stage of the Pilot had at least 1 version of Qualtrics
  - Some had 2 or more

Work I've Taken The Lead On

¨Rough final¨ drafting the abstract

- I knew I had to send it in so I did the final look-over and was also the first one to open Dr. Hyman´s revisions
  - *Which was painful*

A BRIEF GLIMPSE AT THE ABSTRACT EDITS

~~We Are~~ Just Asking Questions: Does the Generation Effect Increase the Illusory Truth Effect

Zoe Gadbow, Alexander Speer, Kelsey Otos, Mara Brewster, Sebastian Chrysafidis, Matthew Papaly, Sofia Rosales Makela, Mira Schutz, Alison Weber, Madeline Jalbert, Ira Hyman.

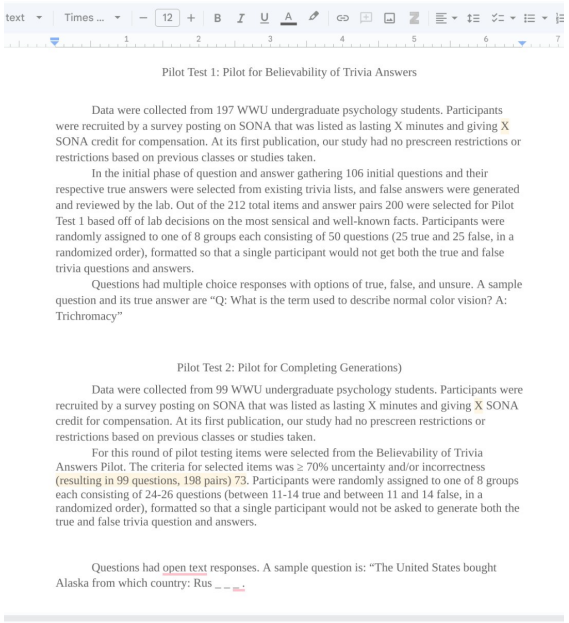
Option 1:

The media often asks leading questions, guiding audiences to generate implied answers. We investigated how this instance of ~~According to~~ the generation effect (Slamecka & Graf, 1978)~~, self-generated information undergoes deeper processing and is easier to recall than information that is exclusively read~~might increase the illusory truth effect (Hasher et al., 1977). ~~The media utilizes this effect via leading questions, guiding audiences to generate implied answers.~~People were exposed to trivia questions with either true or false answers. For some they simply read, but for others they were led to generate an implied answer. ~~Our research examines participants' ability to judge the accuracy of true or false trivia answers following exposure to various conditions.~~ Participants ~~will be asked to make~~made truth judgments for ~~items that are new to them~~trivia question answers that were new, previously read, ~~and items they have~~or previously generated. We hypothesize that participants will be more likely to rate self-generated answers as true compared to answers simply read.

Lone-wolfing

Lone-wolfing

- In the process of writing up the methods of pilot's 1 and 2 for OSF



Pilot Test 1: Pilot for Believability of Trivia Answers

Data were collected from 197 WWU undergraduate psychology students. Participants were recruited by a survey posting on SONA that was listed as lasting X minutes and giving X SONA credit for compensation. At its first publication, our study had no prescreen restrictions or restrictions based on previous classes or studies taken.

In the initial phase of question and answer gathering 106 initial questions and their respective true answers were selected from existing trivia lists, and false answers were generated and reviewed by the lab. Out of the 212 total items and answer pairs 200 were selected for Pilot Test 1 based off of lab decisions on the most sensical and well-known facts. Participants were randomly assigned to one of 8 groups each consisting of 50 questions (25 true and 25 false, in a randomized order), formatted so that a single participant would not get both the true and false trivia questions and answers.

Questions had multiple choice responses with options of true, false, and unsure. A sample question and its true answer are "Q: What is the term used to describe normal color vision? A: Trichromacy"

Pilot Test 2: Pilot for Completing Generations)

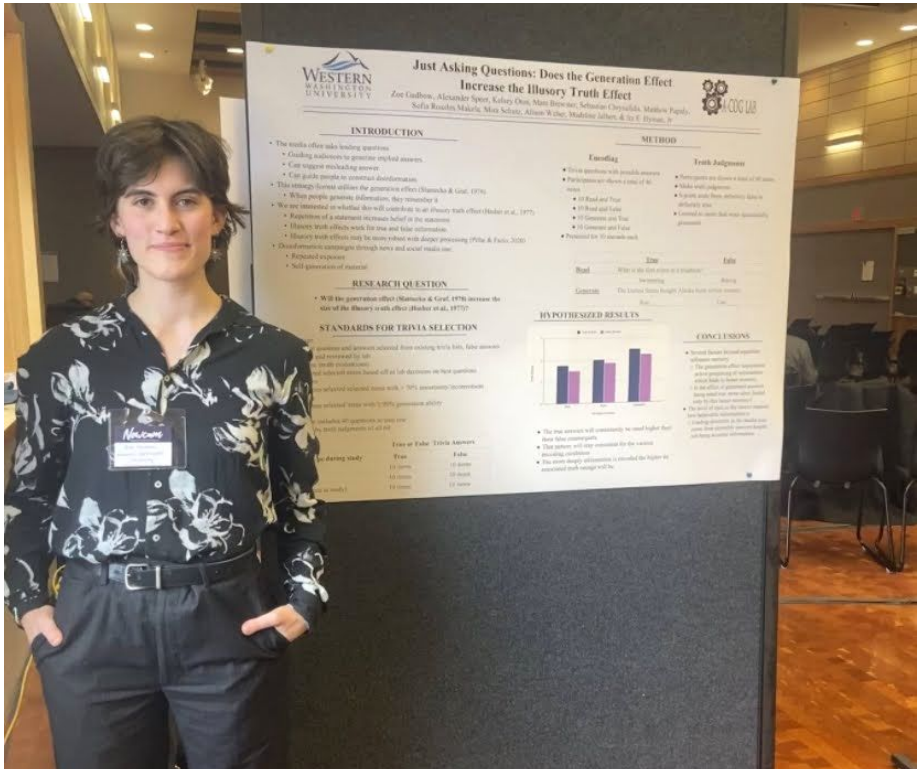
Data were collected from 99 WWU undergraduate psychology students. Participants were recruited by a survey posting on SONA that was listed as lasting X minutes and giving X SONA credit for compensation. At its first publication, our study had no prescreen restrictions or restrictions based on previous classes or studies taken.

For this round of pilot testing items were selected from the Believability of Trivia Answers Pilot. The criteria for selected items was ≥ 70% uncertainty and/or incorrectness (resulting in 99 questions, 198 pairs) 73. Participants were randomly assigned to one of 8 groups each consisting of 24-26 questions (between 11-14 true and between 11 and 14 false, in a randomized order), formatted so that a single participant would not be asked to generate both the true and false trivia question and answers.

Questions had open text responses. A sample question is: "The United States bought Alaska from which country: Rus _ _ _."

- Made and presented the lady herself at

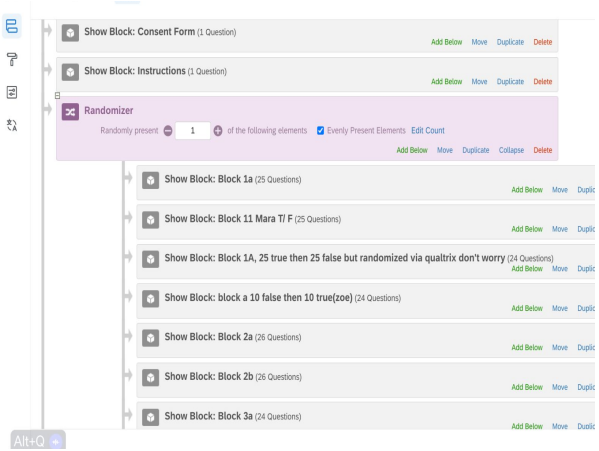
NOWCAM

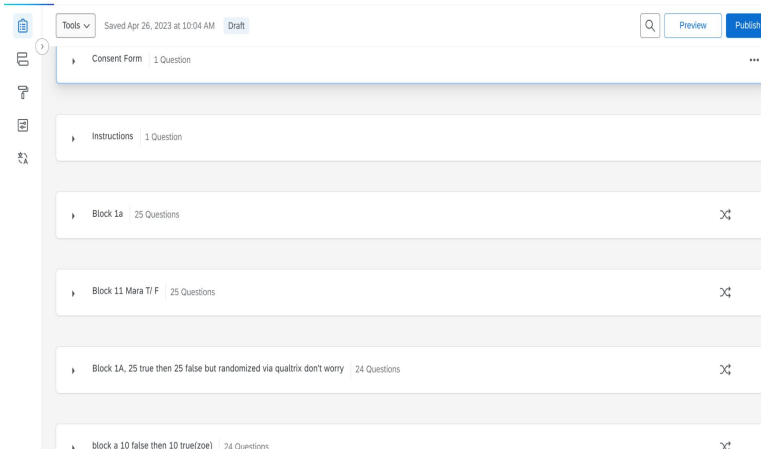


Development of Professional/Academic skills:

Development of Professional/Academic skills

- Qualtrics (set up and flow of online studies)
  - OMG What is Qualtrics?





Development of Professional/Academic skills

- **Finalizing and sending in majority of the Qualtrics**
  - Why wont importing text work???
  - It WILL work
  - Iraslabtrue??false??unsure??
  - Miracanyouseethis??
  - Please work. please

Development of Professional/Academic skills

- Sheets
  - Exel
    - only MY data
    - final incorrects
  - Google
    - Pleaseeee pleaseee
    - This better work
    - Did it work??

Development of Professional/Academic skills

- Conferences
  - Registration and coordination
  - Submitting abstracts

Part 2

(Its shorter don't worry)

The Social-Personal Component

Personal Research Question:

What does it mean to be a woman in applied cognitive psychology?

Intro

- Between 1960 and 2002 the proportion of women recipients of doctorate degrees in psychology has risen
  - 17.5% to 67.4%
- Unequal distribution across subfields
  - Cognitive psychology
- Imposter syndrome
  - Lower belonging and self-efficacy

Methods

- 3 ¨Participants¨
- 13 interview questions, questions were
  - related to the interviewees' own identity and
  - their relationship to both the field of cognitive psychology
    - a whole
    - ACOG lab specifically
- Questions had open-response answers

Results

- Common points
  - Imposter syndrome
  - Happy with the lab environment
    - Female majority
    - Dr. Hyman´s consideration/self-awareness
  - Impact of race on safety
  - Frustration and doubt

Discussion

- My experiences
  - Shared feelings
  - Surprisingly safe lab environment
    - Very joyful

Conclusion

- So what?
  - Imposter syndrome has intense implications
    - Support systems should be provided for members of marginalized communities
  - Dr. Hyman´s lab is an ideal example of a safe and encouraging research space
    - Actively combats imposter syndrome
    - Brings attention to sexism


The secret third component
Putting it all together

Putting it all together

- Incredible people
- Let me in to the secret of research:
  - It's really just a ton of confusion and guessing until a pattern emerges

Putting it all together

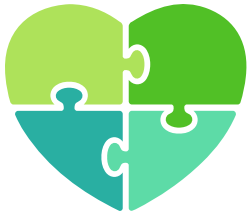
- Implications for my future career
  - Everyone studying psych should have some knowledge of both research and its applications
  - I do not want pursue on pursuing a career in academia **but** will take this experience into my future as a clinician

Shout out time!

- Come to PsychFest!
  - Next Friday (June 2nd)
    - Presentations begin at 9:30 and end at 5:00pm
    - In AW Skybridge

Shout out time!

- Big thanks to all the pieces of my puzzle:
  - Dr. Hyman
  - All ACOG lab members
  - Family and friends



Thanks for hangin out!

Any questions?

- ✗ Questions?
- ✗ Comments?
- ✗ Slam poetry?

Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by SlidesCarnival