**EDUCATION**

Bachelor of Arts, University of Nebraska-Lincoln Anticipated Graduation May 2018

Major: Psychology

Minor: Biological Sciences

Overall GPA: xxx/4.00

Psychology GPA: xxx/4.00

**ACADEMIC HONORS AND AWARDS**

Psi Chi, International Honor Society in Psychology, University of Nebraska-Lincoln December 2015 - Present

Ruth Leverton Scholarship, University of Nebraska-Lincoln August 2014 - Present

*$9,000 for tuition each academic year*

William E. Hall Leadership Award Nominee, Nebraska Human Resources Institute (NHRI) April 2017

**GRANT FUNDED RESEARCH**

**Grant**: Undergraduate Creative Activities and Research Experience (UCARE) May 2017 - August 2017

**Title:** Neural Activation of Metacognition in Moderate to Severe Traumatic Brain Injury

**Advisor:** Kathy S. Chiou, Ph.D.

**Program Description:** UCARE is a competitive program that provides funding for undergraduate researchers at the University of Nebraska-Lincoln. The program allows the opportunity for students to work one-on-one with a faculty mentor on a project in order to develop skills and knowledge. The project concludes with a poster presentation at the university’s undergraduate research fair.

**Major Projects:** Which neural structures are active during metacognition in traumatic brain injury (TBI), and how is this activation and functional network different between TBI participants and healthy controls?

* Completed HIPAA compliance and confidentiality, MRI safety training
* Annotated research articles on metacognition, traumatic brain injuries, and designing fMRI studies
* Designed and coded experimental paradigm using OpenSesame software
* Currently recruiting participants and collecting data
* Will preprocess and analyze neuroimaging data using FSL software

**RESEARCH EXPERIENCE**

**Laboratory:** Clinical Neuroscience and Neuropsychology Laboratory August 2016 - Present

**Advisor:** Kathy S. Chiou, Ph. D.

**Position:** Research Assistant, University of Nebraska-Lincoln

**Research Area:** Functional networks and neural activation involved in metacognition after traumatic brain injury

**Neuroimaging:**

* Contributed to three studies involving neural-correlates:

1. Emotion recognition metacognition
2. Language Assessment and Treatment Following Acquired Brain Injury
3. Neural Activation of Metacognition in Moderate to Severe Traumatic Brain Injury

* Designed and coded the experimental paradigms with OpenSesame software
* Adapted experimental paradigms for ERP/EEG, fMRI, and out of scanner testing
* Protocol development for participant testing
* Peer mentor for other lab members. Train in software, coding, net application
* Currently implementing participant recruitment and data collection

Electroencephalography (EEG)

Functional magnetic resonance imaging (fMRI)

* Net application
* Controlling net impedances
* Paradigm administration
* Practical understanding of Net Station
* Paradigm administration
* Initial preprocessing with FSL
* I

**Neuropsychological and Functional Outcomes:**

* Entered previous neuropsychological measures and medical records into database
* Organization of database, aggregate entries from other lab members into master database

**Other:**

* Lead or contribute to weekly journal article review and discussion with other lab members

**Laboratory:** Survey Research and Methodology Laboratory January 2017 - Present

**Advisors:** Kristen M. Olson, Ph. D., Jolene Smyth, Ph. D.

**Position:** Behavior Coder, University of Nebraska-Lincoln

**Research Area:** Examining interviewer and respondent interactions during telephone surveys

**Contributions:**

* Subjectively code lines of transcripts from interviewers and respondents
* Input onset and offset times to indicate the interviewer and respondent starting or finishing talking
* Run *Waveform* software to examine sound, tone, and vocal changes

**Laboratory:** Child Neurodevelopment Research Laboratory June 2016 - August 2016

**Advisor:** Bonnie Klein-Tasman, Ph. D.

**Position:** Research Assistant, University of Wisconsin-Milwaukee

**Research Area:** Longitudinal study that examines attention, social, and academic functioning for children aged 9-13 with neurofibromatosis-1

**Contributions:**

* Scored, entered, and checked 19 neuropsychological measures received from parents, teachers, and school aged participants.
* Welcomed participant and families, recorded observations during testing sessions through video footage

**Laboratory:** Tiger Behavior Analysis Research Laboratory June 2016 - August 2016

**Advisor:** Jeffery H. Tiger, Ph D.

**Position:** Research Assistant, University of Wisconsin-Milwaukee

**Research Area:** Improving the education, care, and treatment of children with intellectual and developmental disabilities through clinical and translational research

**Contributions:**

* Coded client behavior during in-home Applied Behavior Analysis (ABA) therapy sessions
* Calculated the presence of problem behaviors and graphed the results each day
* Established relationships with the families of our clients to gain trust and inform them how therapy was going, discussed any concerns

**RESEARCH PRESENTATIONS**

**Student, S.**, Molfese, D. L., Zosky, J., & Chiou, K.S. (2018, April). *Neural activation of metacognition in moderate to severe traumatic brain injury.* Poster to be presented at Undergraduate Research Conference, University of Nebraska-Lincoln, Lincoln, NE.

Tibbs, J.J., **Student, S.,** Snell, J. & Chiou, K.S. (2018, February). *Exploring the role of alcohol and substance use on neuropsychological status during post-acute rehabilitation in survivors of traumatic brain injury.* Poster to be presented at 46th Annual Meeting at the International Neuropsychological Society, Washington, District of Columbia.

**Student, S.** (2017, November). *Differences in social intimacy and interpersonal trust based on gender, self-confidence, and emotional reliance***.** Poster presented at Nebraska Psychological Society Conference, York College, York, NE.

**CLINICAL EXPERIENCE**

**Title:** Child Care Specialist I; Relief Youth Specialist January 2016 - November 2016

**Organization:** CEDARS Youth Services, Lincoln, NE

**Description:** The non-profit’s mission is to help children who have been abused, neglected, and homeless achieve safety, stability, and enduring family relationships

**Contributions:**

* Provided care and nurturing to clients aged 3 months to 12 years enrolled in the center
* Prepared lessons each week to encourage academic development, art, and physical play
* Created and maintained a safe, encouraging, and culturally appropriate environment
* Encouraged the development of problem solving skills and emotional regulation

**Trainings:**

* Mandt System Training
* Health Insurance Portability and Accountability Act (HIPAA)
* Adult and Pediatric CPR & First Aid
* Trauma Informed Care
* Medical administration
* Child and Youth Development
* Diversity Awareness and Cultural Competence
* Safe With You: Child Abuse & Neglect, Mandatory Reporting, Statutory Rape, Shaken Baby Syndrome, Safe Sleep for Infants
* Car Seat Safety

**TEACHING EXPERIENCE**

**Title:** Teaching Assistant August 2017 - Present

**Organization:** Nebraska Human Resources Institute (NHRI)

**Course:** Interpersonal Skills for Leadership

**Supervisor:** Lindsay Hastings, Ph.D.

**Description:** NHRI is a highly competitive strengths-based leadership and mentoring program. The program pairs outstanding college student leaders with outstanding K-12 students in one-on-one investment relationships.

**Contributions:**

* Collaborate with Dr. Hastings during large lecture class of 60 and provide out of class help to all students
* Facilitate activities and discussions with my own small group of 7 students following each lecture
* Objectively grade and supply rich feedback on 21 reaction journals each week

**Title:** Teaching Assistant January 2017 - Present

**Organization:** Psychology Department

**Course:** Career Planning for Psychology Majors

**Supervisors:** Marybeth Helmink, M.A., Alexis Lehman, M.A., Joanna Seley, M.A.

**Contributions:**

* Facilitate weekly recitation sections with 15-40 undergraduate students on topics related to career planning
* Assist students on assignments and guide in-class discussions by modeling engagement and dialogue
* Evaluate previous recitation strengths and weaknesses to continually develop and revise future recitations

**MENTORING**

**Position:** Senior Counselor August 2016 - Present

**Organization:** Nebraska Human Resources Institute (NHRI)

**Contributions:**

* Invest in my eighth grade junior counselor for about two hours each week
* Nurture consistency, vulnerability, and friendship early in the relationship to establish empathy and trust
* Identify and communicate strengths I observe in my junior counselor to specifically challenge her to use those strengths in order to become a stronger leader in her communities

**COMMUNITY OUTREACH**

**Mission Trips**

Served on five 7-10 day mission trips: Warrensburg, New York 2014; New Orleans, Louisiana 2015; Port-au-Prince, Haiti 2016, Los Fresnos, Texas 2017; Port au-Prince, Haiti 2017

* Formed impactful relationships with families, children and adults with disabilities through love and compassion, insisting their story is valued and should be heard
  + *Interactive Opportunities:* Taught in local schools, organized children’s games, facilitated conversation about respect in relationships, assisted graduating orphans with their business plans
  + *Hard Labor:* Painted, organized, gardened, transferred bricks, framed, dry-walled, built wall

**Position:** Community Service Sunday Intern August 2016 - Present

**Organization:** University Lutheran Chapel

**Contributions:**

* Consult with organizations or community members to offer our help and discuss what needs to be done
* Organize chapel members into teams and explain the service project expectations for each team
* Form the communication between the community and church members, answer questions from both parties

**Position:** Assistant Coach January 2017 – August 2017

**Organization:** Lancaster Youth Softball Association

**Contributions:**

* Create a positive and encouraging learning environment to build character and develop the players’ respect
* Improve the fundamentals, strategies, and attitude of 9 and 10-year-old girls on the fast pitch softball team

**COMPUTER SOFTWARE OR TECHNOLOGY**

* Statistical Package for the Social Sciences (SPSS)
* OpenSesame paradigm software
* Electroencephalogram set up and net application
* Practical knowledge in FSL
* Practical knowledge in Net Station
* Microsoft Word, Excel, PowerPoint