

Research, Student Scholarship and Beyond: My Academic Journey

Liam Hart

Department of Psychology
Grand Valley State University

Why is Research Experience Important?

Master's: unfunded, 2-3 years

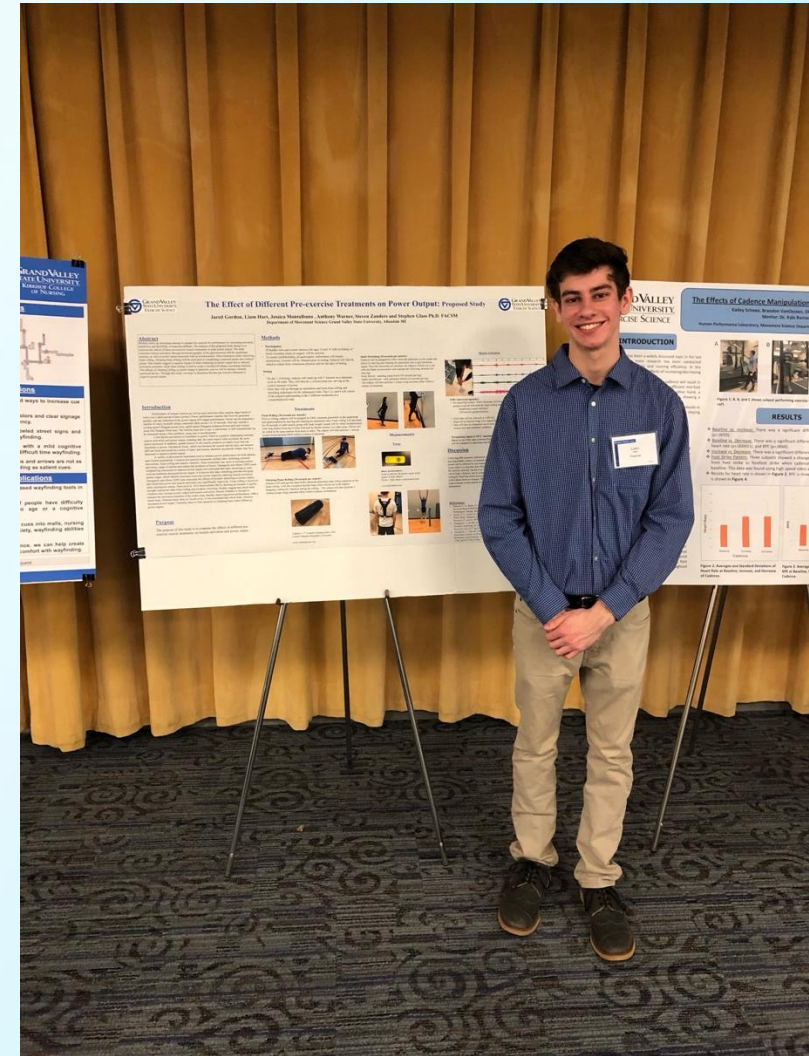
- Goal: psychology **professional**
 - Work experience is more important than research experience
 - Get an internship (Psychology Practicum: PSY 490)

PhD: funded, 4-6 years

- Goal: psychology **researcher**
 - Research experience is extremely important
 - Mentorship from faculty is invaluable

Freshman

- Professor Steven Glass's exercise science research lab
 - Measured muscle activation during exercise
 - IRB proposal, data collection, study protocols
- Found interest in psychology through YouTube videos, Ted Talks, and podcasts
 - Psychology, neuroscience, and philosophy of mind
 - Meditation and psychedelics
 - Very broad



Sophomore

- Perspectives on Aging with Professor Jing Chen
 - Wisdom
 - Meditation
 - Intermittent fasting
- PSY 499 and PSY 399
 - Work on research project for course credit
 - 1-on-1 meetings with professor and email



Art and Science of Aging Conference

- First oral presentation!



COVID-19!

Meditation study ended ☹️

New project: Can a course on aging with a service-learning component change students' attitudes toward aging?

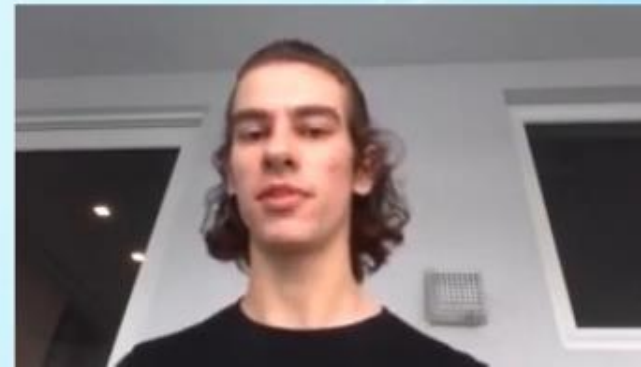
Junior

- Psi Chi student board
- Social Cognition Lab (Professors Michael Wolfe and Todd Williams)
 - Watched Ted Talk
 - Read their most recent article
 - Sent email indicating interest (and that I did my homework on their work)
- Professor Wolfe sent articles to read
 - McNamara and Magliano (2009)

Can Ageism be reduced by service learning built in a lecture-based aging course?

Liam Hart

**Department of Psychology
Grand Valley State University**



Student Summer Scholars (S3)

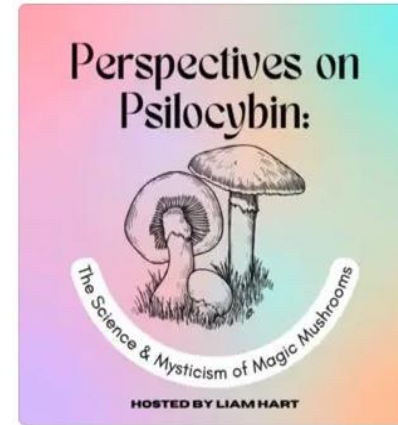
- Office of Undergraduate Research and Scholarship (OURS)
- \$5000 stipend to work on research during the summer
- 30 hrs/wk
- Final research paper and presentation
- **Solidifies relationship with mentor(s)**



Senior

- Honors Senior Project
 - Podcast discussing research on psychedelic substances
 - Enabled by research experience
- Continued psychology research

Apple Podcasts Preview



5 episodes

Promising preliminary research on psilocybin, the active ingredient in magic mushrooms, has led to mainstream attention and acceptance. Through discussions with experts in relevant areas such as neuroscience, clinical psychology, pharmacology, and mycology, this podcast takes the listener on a journey of becoming well-informed about the research, culture, and history surrounding psilocybin.

Art by Holly Heathfield

Song : M87 - Backing Track [Creative Commons]

Music provided and produced by LonePeakMusic

Perspectives on Psilocybin: The Science and Mysticism of Magic Mushrooms

Liam Hart

Education

★★★★★ 4.8 • 18 Ratings

[Listen on Apple Podcasts](#)

JAN 10, 2022

Mycologist:

In this episode, I talk with a mycologist that is a part of the "underground" psilocybin community, and the general mushroom community. As an amateur scientist, she provides a different perspective on psilocybin and it's potential uses than academics.

[▶ PLAY](#) 59 min

JAN 10, 2022

Pharmacist: Dr. Chris Kotsones

Dr. Chris Kotsones presented a review of studies showing potential for psilocybin as a treatment for cancer patients with anxiety from a life-threatening diagnosis in a doctoral presentation while he was still in pharmacy school. We talk about current directions in the research, aspects of the experience,...

[▶ PLAY](#) 1 hr 3 min

JAN 10, 2022

Neuroscientist: Professor Glenn Valdez

Professor Valdez was the instructor for my behavioral neuroscience course while I made this podcast. During office hours, I met with him to discuss his understanding of how psilocybin works in the brain and interpretations of the preliminary studies. We also look at the comparison of psilocybin and SSR...

[▶ PLAY](#) 1 hr 1 min

JAN 10, 2022

Clinical Psychologist: Dr. Robin Billings

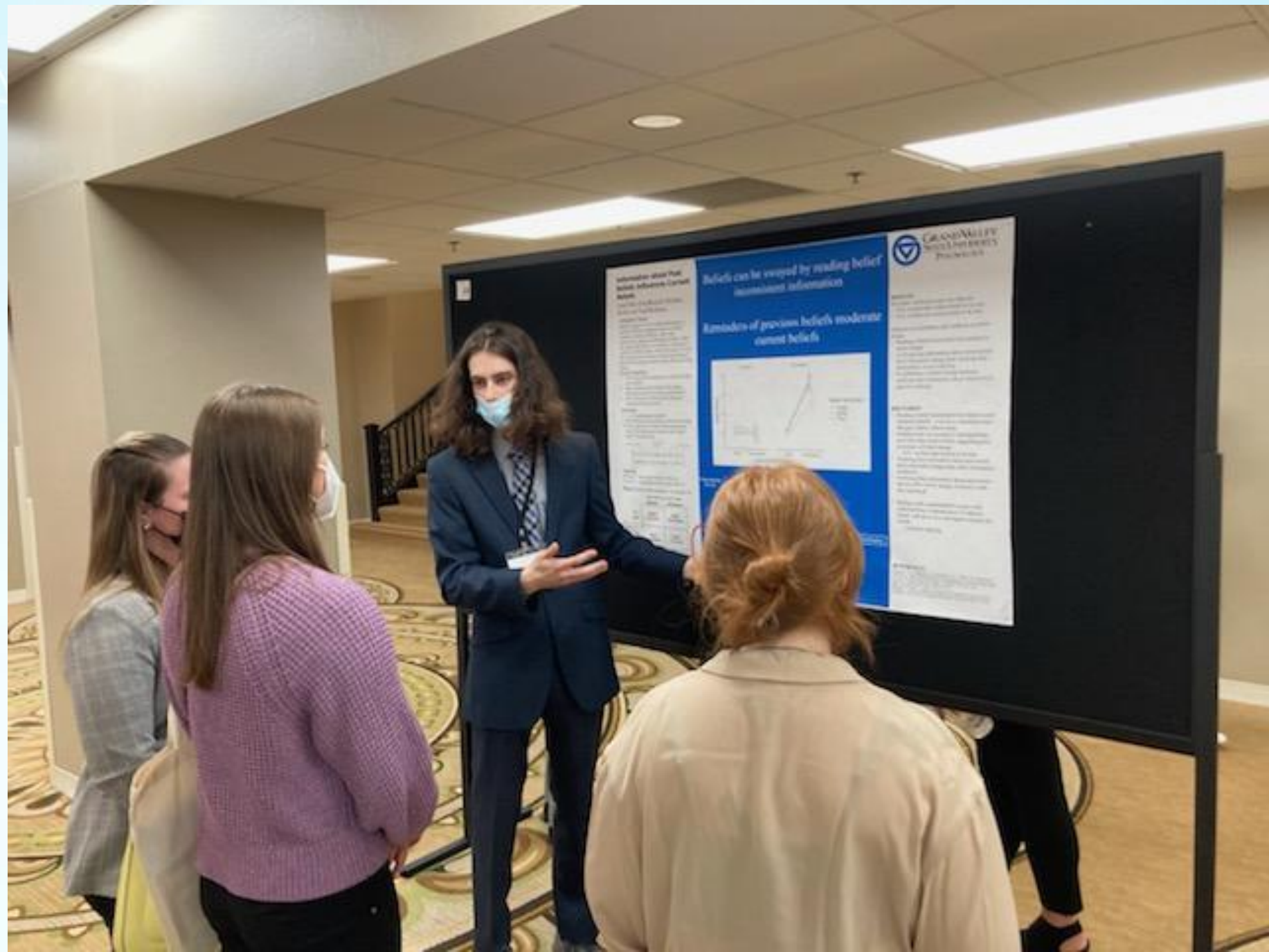
In this episode, Dr. Robin Billings gives an overview of the historical use and regulations of psilocybin, both in the US and indigenous cultures. He also provides his perspective on how psilocybin can be used in the future.

[▶ PLAY](#) 1 hr 10 min

Gap Year(s)

- Worked at Planet Rock Climbing Gym *Jan 2022*
- **Poster presentation** at Midwest Psychological Association *Apr 2022*
- **Oral presentation** at Society for Text and Discourse *Jul 2022*
- **First authorship** on manuscript published in Educational Gerontology *Jan 2023*
- **Author** on manuscript submitted to Acta Psychologica *Feb 2023*
- **First authorship** on manuscript submitted to Instructional Science *Apr 2023*
- Starting as research project coordinator at Henry Ford Health *Apr 2023*
- Applying to Human Factors Psychology PhD Programs *Dec 2023*

MPA



Society for Text & Discourse

Belief Change After Reading Predicts Argumentative Essay Content

Liam Hart, Michael Wolfe, Greg Russell, and Todd
Williams

Psychology Department
Grand Valley State University



First authorship



Educational Gerontology >
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Research Article

Can a course on aging with a service-learning component change students' attitudes toward aging?

Liam Hart & Jing Chen 

Published online: 15 Feb 2023

[Download citation](#) <https://doi.org/10.1080/03601277.2023.2178171> 

[Full Article](#) [Figures & data](#) [References](#) [Supplemental](#) [Citations](#) [Metrics](#) [Reprints & Permissions](#) [Get access](#) 

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ABSTRACT

Ageism can negatively affect everyday interactions with older adults, social policies, healthcare practices, and the physical and cognitive outcomes of aging. Reducing ageism among young adults can improve the lives of older adults and allow for optimal aging. The current study investigates whether a psychology course on aging with a service-learning component can reduce ageism in undergraduate students as measured by the Fraboni Scale of Ageism (FSA). The course is designed to build a comprehensive understanding of aging through in-depth examinations of the aging process and by tying the course objectives to the goals of liberal education. In the service-learning component, students participated in activities with retirement home residents and wrote a literature review on intergenerational interactions along with a reflection on their experience with the residents. Results showed an overall reduction in ageism measured by FSA as well as a significant reduction on each of the three FSA subscales (Antilocution, Discrimination, and Avoidance). This study demonstrates that this holistic approach of teaching aging along with intergenerational interaction can be an effective approach used to change undergraduate students' attitudes toward aging.

Related research 

Recommended articles

Cited by

Intergenerational Service Learning within an Aging Course and Its Impact on Undergraduate Students' Attitudes about Aging >

Ann Bailey Yoelin
Journal of Intergenerational Relationships
Published online: 31 Jan 2021

Attitudes Toward Ageing in Two Groups of Occupational Therapy Students >

Clare F. Jamieson
World Federation of Occupational Therapists Bulletin
Published online: 6 Oct 2016

Racial differences in attitudes toward aging, aging knowledge, and contact >

PDF

Help

Research Project Coordinator



Key Takeaways

Watch Talk, Read Paper, Indicate Interest

- Want to join a research lab?
 - It is on YOU to show your worth
- GVSU is not ivy league
 - Opportunities to take a larger role in research
 - Network with faculty
- First authorship
 - Single best thing you can have on PhD application
 - Work hard on one project for a long time (~2 years)

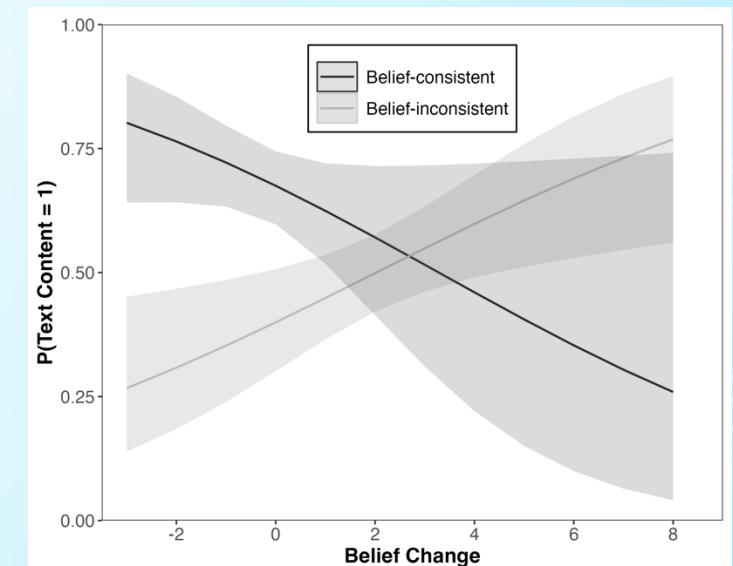
Statistics are Important

- Essential part of research (in any discipline)
- Statistical computing and programming
 - SPSS, Jamovi, R
- Recommended classes
 - Computing and Graphics with R (STA 418)
 - Multivariate Data Analysis (STA 426)
 - Applied Regression Analysis (STA 321)

Table 3

Regression slopes of belief change predicting essay characteristics as a function of belief consistency

	Belief Consistent				Belief Inconsistent				Belief Consistency*Belief Change			
	Estimate	95% CI	Z/t	p	Estimate	95% CI	Z/t	p	Estimate	95% CI	Z/t	p R ²
Claim	-0.34	[-0.65, -0.03]	-2.20	.03	0.07	[-0.09, 0.23]	0.80	.42	0.40	[0.06, 0.75]	2.32	.02 .054
# Reasons	-0.13	[-0.28, 0.02]	-1.76	.08	0.09	[0, 0.17]	1.96	.052	0.22	[0.05, 0.39]	2.52	<.01 .091
Text Content	-0.22	[-0.49, 0.03]	-1.70	.09	0.20	[0.05, 0.36]	2.61	<.01	0.42	[0.13, 0.73]	2.79	<.01 .065
Statement About Belief Change	-0.11	[-0.92, 0.46]	-0.30	.77	0.31	[0.09, 0.55]	2.66	.008	0.42	[-0.20, 1.26]	1.11	.27 .043
Evaluative	-0.01	[-0.59, 0.42]	-.05	.96	-0.23	[-0.44, -0.04]	-2.22	.03	-0.21	[-0.70, 0.40]	-0.77	.44 .070
Consider both sides	0.15	[0.02, 0.27]	2.26	.03	0.06	[-0.03, 0.14]	1.36	.17	-.09	[-0.25, 0.06]	-1.17	.24 .016
Supported by facts	-0.20	[-0.35, -0.05]	-2.58	.01	0.07	[-0.01, 0.14]	1.68	.09	.26	[0.10, -0.42]	3.17	<.01 .019



Struggling is Learning

- Try hard!
- Academic writing
 - Revise, rewrite, persevere
- Reading research articles
 - Every section is important
- Statistics
 - I dropped STA 418 and had to take it again in the summer

Narrowing Interests

- Which subfield of psychology are you interested in?
 - Clinical
 - Cognition
 - Neuroscience
 - Social
 - Developmental
 - And many more...
- Eventually you need to pick one
 - Read research articles (outside of lab/class!)
 - Specialize in an area (ie., text comprehension)

Thank You and Good Luck!

Please feel free to contact me with any questions

hartli@mail.gvsu.edu

Research is Hard, Perseverance is Key!

- Academic writing
 - Revise, rewrite, persevere 5x or more
- Reading research articles
 - Often takes me 3+ hours to read 25-page paper, still don't fully understand it
- Statistics
 - Messed up a “simple” t-test at least 5 times, drastically changing results
 - Dropped STA 418 and took again in summer (sorry Professor Bradford)
- You are still learning
 - Try hard

GVSU is not Ivy League

- Is this a disadvantage?
- Less competition
- More opportunities for
 - Faculty mentorship
 - Undergraduate research experience
 - Taking a larger role in research projects
 - Getting involved in research culture
- Networking
 - A few cold emails led to many opportunities

Becoming Involved with Research

- Engage with faculty
 - Talk to professors after class about your interests
 - Look at faculty and their research on GVSU website
- Steps to joining a research lab
 - Watch talk
 - Read paper
 - Indicate interest
- Psychology degree is what you make of it
 - Classes (statistics)
 - Research/internships

First authorship

- Gets most of the credit for a publication
- Responsible for most of the work that goes into a manuscript
 - Writing and final organization
 - Literature review
 - Involved in initial conception of experiment
- Work closely with one professor for a long time
 - Ideally, beginning to end of research project
 - Meaningfully contribute
 - Understand the study, relevant literature
 - Be able to talk about the study clearly and concisely

Outline

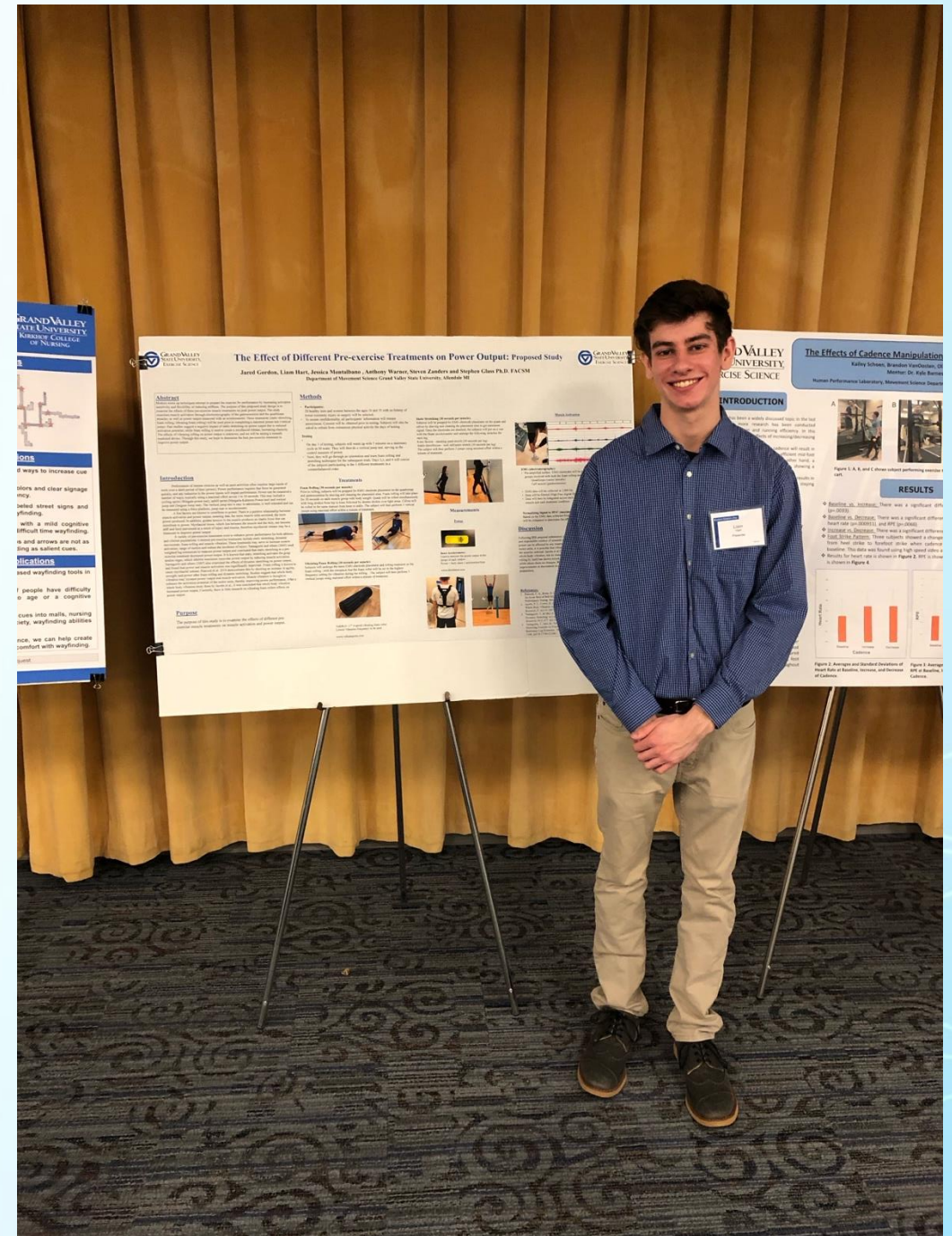
- My academic journey
 - Dr. Steven Glass's exercise science lab
 - Dr. Jing Chen meditation and aging research
 - Drs. Michael Wolfe and Todd Williams Social Cognition Lab
 - Student Summer Scholar (S3)
- Why is research experience important?
 - PhD vs. Masters

Student Summer Scholars (S3)



Student Scholars Day

- “The Effect of Different Pre-exercise Treatments on Power Output”



Art and Science of Aging Conference

- First poster presentation!



The Effect of Mindfulness Meditation on Life Satisfaction and Self-Esteem

Liam Hart Department of Psychology Grand Valley State University

Introduction

Mindfulness meditation has seen a surge in popularity in recent years as a simple practice to improve mental health. As a result, there is an increasing amount of research studies being conducted to determine the actual psychological effects of mindfulness.

Mindfulness meditation has many advantages over other interventions. It is cost-effective, simple to practice, and convenient; it can be practiced at virtually any time and place. The purpose of meditation is to train a specific type of attention and way of thinking, called mindfulness.

Older adults have the highest rates of health care needs of any age group. Consequently, many are prescribed a large amount of pharmaceutical drugs which has only increased over time. Mindfulness meditation offers a non-pharmacological approach to treating psychological negative affect older adults.

What is Mindfulness?

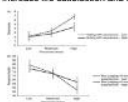
- Mindfulness is a way of thinking
- Originates from the teachings of Buddha and Eastern culture
- Defined as the awareness that arises through intentionally attending to one's moment-to-moment experience in a nonjudgmental and accepting way (Shapiro et al. 2008)
- An enhanced attention and awareness of the present moment (Brown & Ryan 2004)
- Meditation is the practice of cultivating mindfulness
- Simply noticing both internal and external sensations without judgement, openly noticing what is there
- Mindfulness-based programs for stress reduction and cognitive therapy are often used in research studies and for clinical applications

Benefits of Mindfulness Meditation

On Life Satisfaction and Self-Esteem in Younger Adults

There are not many studies focusing on life satisfaction and self-esteem in an aging population, so we had to generalize the results from studies on younger adults. Both MBSR and MBCT have been shown to be effective interventions to improve life satisfaction and self-esteem

Mindfulness was also found to be associated with lower neuroticism and higher self-esteem, life satisfaction, optimism, and self-actualization. This supports that the cultivation of mindfulness through meditation can increase life satisfaction and self-esteem. (Brown & Ryan 2003)



Large random sample (N=1000) of Swedish individuals aged 18-60 (Brannstrom et al. 2011). Increases in well-being and decreases in stress and anxiety showed strong associations with facets of mindfulness

MBCT was shown to increase life satisfaction in adolescents with suicidal ideation (Raj et al. 2019). Significant improvements were found in all measured psychological constructs.

Construct	Pre-test	Post-test	Effect Size	p-value
Life Satisfaction	1.10	1.40	0.40	0.001
Self-Esteem	1.10	1.40	0.40	0.001
Stress	1.10	1.40	0.40	0.001
Anxiety	1.10	1.40	0.40	0.001
Depression	1.10	1.40	0.40	0.001

Mindfulness-Based Programs

Mindfulness-Based Stress Reduction (MBSR)

- 8 weeks of weekly 2.5 hour mindfulness training sessions with one 6-hour retreat
- Sessions include body scan, meditation, and yoga
- Moderately effective at reducing depression, stress, anxiety and pain (Khouri et al. 2015)

Mindfulness-Based Cognitive Therapy (MBCT)

- 8 weeks of weekly 2.5 hour mindfulness training sessions with one 6-hour retreat
- Sessions include cognitive behavioral therapy and mindfulness practices
- Effective at treating for anxiety (Hermes & Ward 2017) and preventing depressive relapses (White 2015)
- Aims to train participants to distance themselves from thoughts and emotions rather than being controlled by them

The cultivation of mindful awareness is the foundation for both programs

Proposed Study: The Effect of Mindfulness Meditation on Life Satisfaction and Self-Esteem in Retirement Home Residents

Rationale

- Limited studies on the effect of meditation in an aged population
- Less intensive and more accessible to retirement home residents than MBSR and MBCT

Participants:

Residents at Lincoln Square Independent Living Center

Pre-test

- Satisfaction With Life Scale (SWLS)
- Rosenberg Self-Esteem Scale (RSES)
- Mini-Mental Status Exam (MMSE): Participants with similar scores on the MMSE will be paired then randomly assigned to the experimental or control group.

Intervention

- Experimental group meets for 8 weeks with 3 weekly session consisting of a 10-minute guided meditation
- Daily meditation will be encouraged
- Control group will be told they are on a waitlist to receive the intervention at a later date

Post-test

- Life satisfaction and self-esteem will be measured again at the end of the intervention with the SWLS and RSES
- Intervention group responses on pre- and post-tests will be compared to examine for significant changes in life-satisfaction and self-esteem
- Score differences will also be compared from the intervention group to the control group to assess the effectiveness of meditation as an intervention

Implications of Pilot Study

- Adds to the growing research on mindfulness-based interventions
- Assess the effectiveness of a less intensive mindfulness program than MBSR and MBCT
- Experimental design to determine cause and effect relationship of meditation on life satisfaction and self-esteem, not correlational
- Quick guided meditation sessions could be a convenient, non-pharmacological and cost-effective treatment for retirement home residents that have anxiety, depression, or low self-esteem
- Potential to be implemented in any retirement home without much difficulty

Future Studies

- Need for active control groups that receive clinical treatment
- More long term studies - most data is taken within 3 months (Chiesa & Serretti 2009)
- Larger sample sizes - most studies have small samples (n=40)
- Long-term follow up assessments to examine whether the effects are transient or long-lasting
- Samples of experienced meditators
- Different types of meditation - Zen, loving-kindness, transcendental, and mindfulness are only a few of the many meditation techniques

Contact Information

Liam Hart (586) 915-7424 or hartli@mail.gvsu.edu

MPA

Information about Past Beliefs Influences Current Beliefs

Liam Hart, Greg Russell, Michael Wolfe and Todd Williams

INTRODUCTION

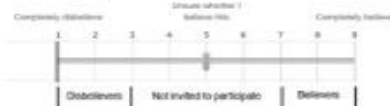
Research suggests easily available information in memory influences judgments about our selves. Examples: attitudes (Schwarz, 2007), and metacognitive judgments (Benjamin & Bjork, 1998). We propose that beliefs are similarly constructed in context and influenced by salient information. We test this hypothesis by examining whether knowledge of prior beliefs influences current beliefs following belief change.

Research Questions:

1. Will we elicit belief change on a contentious topic (gun control)?
2. When verifying initial beliefs, will subjects distinguish accurate from false initial beliefs?
3. Will verification of initial beliefs influence reporting of current beliefs?

METHODS

- N = 324 undergraduate students
- Initial beliefs assessed during on-line prescreening: "To what extent do you believe that increased gun control will reduce gun violence in the United States?" (9-point scale)



Materials:

"Pro text" – argues gun control is effective.
 "Con text" – argues gun control is not effective.

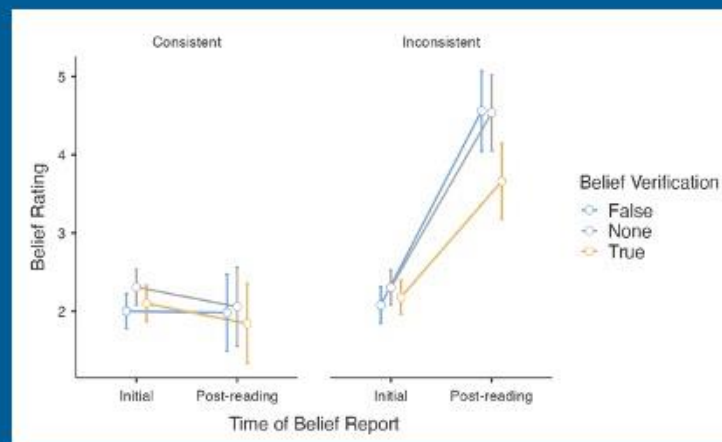
Design: Reading belief consistent / inconsistent text

Text position	Initial subject gun control beliefs	
	Believer	Disbeliever
Pro text	Belief Consistent	Belief Inconsistent
Con text	Belief Inconsistent	Belief Consistent

Belief verification: After reading, participants verified true or false information about past beliefs, or did not verify past beliefs.

Beliefs can be swayed by reading belief inconsistent information

Reminders of previous beliefs moderate current beliefs



RESULTS

The belief verification task was effective

- 82% verified false initial beliefs to be true
- 91% verified true initial beliefs to be true

Influence of consistency and feedback on belief change

- Reading a belief inconsistent text resulted in belief change.
- Verifying true information about initial beliefs led to less belief change than verifying false information, or not verifying.
- No difference in belief change between verifying false information about initial beliefs and not verifying

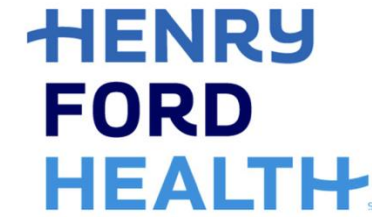
DISCUSSION

- Reading a belief inconsistent text leads to more moderate beliefs – even on a contentious topic like gun control effectiveness
- Subjects were not accurate in distinguishing true from false initial beliefs, suggesting poor awareness of belief change.
 - 82% verified false beliefs to be true
- Verifying true information about past beliefs led to less belief change than other information conditions
- Verifying false information about past beliefs did not affect belief change, however it was also unnoticed
- Ratings of the argumentative essays were collected from a separate pool of subjects, which will serve as a convergent measure for beliefs
 - Analyses ongoing

REFERENCES

Benjamin, A. S., Bjork, R. A., & Schwartz, B. L. (1998). The Mismeasure of Memory: When retrieval fluency is misleading as a metamnemonic index. *Journal of Experimental Psychology: General*, 127(1), 55-68. <https://doi.org/10.1037/0096-3445.127.1.55>
 Schwarz, N. (2007). Attitude construction: Evaluation in context. *Social Cognition*, 25(5), 638-656. <https://doi.org/10.1521/soco.2007.25.5.638>

Beyond



- **Worked at Planet Rock Climbing Gym**
- Poster presentation at Midwest Psychological Association
- Oral presentation at Society for Text and Discourse
- First authorship on manuscript published in Educational Gerontology
- Author on manuscript submitted to Acta Psychologica
- First authorship on manuscript submitted to Instructional Science
- Starting as research project coordinator at Henry Ford Health

Jan 2022

Apr 2022

Jul 2022

Jan 2023

Feb 2023

Apr 2023

Apr 2023

The Research Process

- Hypothesis
- Study design
- Collecting data
- Cleaning and analyzing data
- Presenting results at conferences
- Writing manuscript
- Submission to academic journals (peer review)
- Publication!

Formulation of hypothesis

- Formulation of hypothesis
 - Usually after a literature review (but sometimes before)
 - Professors are experts of a specific area
 - For example, text comprehension
 - As an undergrad or grad student, you've got some reading to do
 - Pick the area you want to become an expert in

Study design

- Experimental conditions
- Materials (can involve lots of writing and/or programming)
- Measurement
- Procedure

Collecting data

- Obtain IRB approval for study
- Lots of logistics, planning, and organization
- In psychology, PSY 101 students are usually the subject pool
 - Otherwise, some incentive must be given for subjects (\$\$\$)

Clean and Analyze Data

- Cleaning and analyzing data using statistical software
 - Excel, SPSS, R, Python, Jamovi
- Technical and important “hard” skill
- Statistics are used for research in ALL disciplines
- Academia likes RStudio



FileEditCodeViewPlotsSessionBuildDebugProfileToolsWindowHelp

Go to file/function

Addins

argument_coding_analysis.Rargument_rating_analysis.Rdata

Source on Save

Run

Source

140

```
141 # average belief change by belief consistency
142 formodels %>%
143   group_by(Belief_consistency) %>%
144   summarise(mean(Belief_chg))
145
146 # Pre and post beliefs by belief consistency plot
147 foraoov %>%
148   group_by(Belief_consistency, time) %>%
149   summarise(belief = mean(belief)) %>%
150   ggbarplot(x = "Belief_consistency", y = "belief", fill = "time",
151             xlab = "Belief Consistency",
152             ylab = "Belief",
153             legend.title = "Time of Belief Report",
154             palette = "aaas", position = position_dodge())
155
156 #=====
157 #  MODELING  ----
158 #=====
159
160 ## Binomial Logistic Regressions  ----
161
162 ### Text x Beliefs  ----
163
164 txb.code <- formodels %>%
165   select(Claim, Counterargument, Text_Content, Other_Claim, Metacognitive,
166          Evaluative, Eval.pos, Eval.neg, Eval.neut) %>%
167   map(~ glm(.x ~ Text_Condition*Belief_cond, data = formodels, family = "binomial"))
168 txb.code %>% map(~ summary(.))
169
170 print(txb.code %>% map_dfr(~ tidy(. , exp = TRUE, conf.int = T, conf.level = .95), .id = 'source'), n = 24)
171 txb.code %>% map_dfr(~ anova(.), .id = 'source')
172 print(txb.code %>%
173       map(~ emmeans(. , c("Text_Condition", "Belief_cond"), type = "response")) %>%
174       map_dfr(~ tidy(. , conf.int = T, conf.level = .95), .id = 'source'), n = 36)
175
176 ### Text x Beliefs x Belief Change  ----
177
178 txbxb.code <- formodels %>%
179   select(Claim, Counterargument, Text_Content, Other_Claim, Metacognitive
180
520:1 PANAS analyses
```

ConsoleTerminalBackground Jobs

R 4.2.2 · ~/

Attaching package: 'lmerTest'

The following object is masked from 'package:lme4':

lmer

The following object is masked from 'package:stats':

step

Loading required package: emmeans

EnvironmentHistoryConnectionsTutorial

Import Dataset103 MiB

List

RGlobal Environment

Data

a	1 obs. of 9 variables
agelong	324 obs. of 1 variable
ageperc	14 obs. of 3 variables
bcxc.code	Large list (6 elements, 2.6 MB)
bcxc.rating	Large list (6 elements, 988.7 kB)
Claim.plot	List of 10
Claim.plot.mea...	24 obs. of 6 variables
claimpred	324 obs. of 19 variables
claimpredmodel	List of 30
cnsy.code	Large list (6 elements, 2.6 MB)
cnsy.rating	Large list (6 elements, 818.8 kB)
coding	324 obs. of 99 variables
consistent	1581 obs. of 84 variables

FilesPlotsPackagesHelpViewerPresentation

Home

	Name	Size	Modified
<input type="checkbox"/>	.RData	5 MB	Mar 29, 2023, 3:5
<input type="checkbox"/>	.Rhistory	23 KB	Mar 29, 2023, 3:5
<input type="checkbox"/>	argument_rating_data.xlsx	950 KB	Mar 29, 2023, 3:2
<input type="checkbox"/>	argument_coding_data.xlsx	202.6 KB	Mar 29, 2023, 3:2
<input type="checkbox"/>	Applications		
<input type="checkbox"/>	Desktop		
<input type="checkbox"/>	Documents		
<input type="checkbox"/>	Downloads		
<input type="checkbox"/>	Dropbox		
<input type="checkbox"/>	Library		
<input type="checkbox"/>	Movies		
<input type="checkbox"/>	Music		
<input type="checkbox"/>	OneDrive		
<input type="checkbox"/>	Pictures		
<input type="checkbox"/>	PycharmProjects		
<input type="checkbox"/>	Sites		
<input type="checkbox"/>	Zotero		



LIAM HART

Hello!

I am an experimental psychologist living in Macomb, Michigan. I will be applying to psychology PhD programs in the fall. I am currently working with Drs. Michael Wolfe and Todd Williams investigating beliefs under the hypothesis that beliefs are constructed using salient information at the time of report.

Outside of academics, I am an avid rock climber - the two places I spend the most time at are the climbing gym and at my desk, typing away on my computer. Check out my podcast "Perspectives on Psilocybin: The Science and Mysticism of Magic Mushrooms" on any streaming service.

Interests

- Metacognition
- Attention
- Learning

Education

🎓 B.S. (Hons) in Psychology,
2018-2021
Grand Valley State
University, Allendale, MI



Presentations

July 22, 2022

Belief Change Predicts Argumentative
Essay Content After Reading



April 13, 2021

Can Ageism Be Reduced by Service
Learning Built in a Lecture-Based
Aging Course?



Feb. 26, 2020

Proposed Study (Discontinued
because of COVID-19): Effect of
Mindfulness Meditation on Life
Satisfaction and Self-Esteem in
Retirement Home Residents



Can Ageism Be Reduced by Service Learning Built in a Lecture-Based Aging Course?

I gave a talk at the 25th annual Student Scholars Day at Grand Valley State University in Allendale, Michigan. I present preliminary evidence on an ongoing study that found a significant decrease in ageism in college students following a lecture-based psychology course on aging that included a service-learning project.

Abstract

Ageism, or prejudicial attitudes about individuals based on age, is pervasive in society. Theories such as terror management theory, social identity theory, and stereotype embodiment theory have been used to explain what may give rise to ageism. Research also suggests that education about aging and reciprocal intergenerational interactions can reduce ageism and a combination of these two could be most effective. The present study investigated whether college student's perception of old age can be influenced by taking a psychology class on aging, a lecture and discussion-based course with a project that requires students to participate in activities with residents at a local retirement home. The Fraboni Scale of Ageism (FSA) was administered to the students at the beginning and end of the course. The results showed a significant reduction in the overall score and two out of three subscales of FSA (stereotype and separation but not affective attitudes).

Talk



More about the course: Service-learning Project

Can Ageism Be Reduced by Service Learning Built in a Le...

- Groups of 3 students visited a local independent living center
- Intergenerational interaction through activities designed by students based on reviewing of previous research
- Samples of activities: Painting, r... dhouses, creating a playlist
- Final paper involving a review of relevant literature, a reflection of their experience, and a critical discussion of issues surrounding intergenerational integration.

Watch on  YouTube

Dissemination of Findings (part 1)

- Presenting results at conferences
 - Abstract
 - Poster
 - Slideshow for a talk
- Conference presentations are like a rough draft of a manuscript
 - Summarizes findings
 - May not be as fleshed out as the final product (ie., title change)
 - Sometimes don't even make it to the publication stage

Dissemination of Findings (part 2)

- Writing and submission of the manuscript
 - The most difficult and tedious part (in my opinion)
 - Like writing a research paper for class but it has to be 100% perfect
- APA format
- Cover letter to the editor
- Anonymous and non-anonymous copies
- Peer review takes a long time
 - ~ 2 months after submission, then 2 months to revise...
 - Took 6 months to publish
- Then, hopefully publication!

PhD vs. Master's

- PhD trains you to be a researcher (funded, 3-7 years)
- Master's trains you to apply knowledge in a job (unfunded, 1-3 years)
- IF GOAL IS TO GET A WELL-PAYING JOB QUICKLY
 - Master's
 - Get an internship
 - Work experience is more important than research experience
- IF GOAL IS RESEARCH
 - PhD
 - Undergraduate research experience is extremely important
 - Mentorship from faculty is invaluable

THANK YOU!

Please feel free to contact me with any questions

hartli@mail.gvsu.edu