# Sydney Whiteford

### Indiana University, Bloomington

### Department of Psychological and Brain Sciences

1101 10th Street Bloomington, IN 47405

(574) 250-1604 // [whitesyd@umail.iu.edu](mailto:whitesyd@umail.iu.edu)

**EDUCATION**

B.A., 2019 **Indiana University Bloomington**

General Honors Notation, *Hutton Honors College* Major: Psychology

Honors Thesis: *Stereotype Threat Amongst Asian Students in Online Contexts*

Certificate: Clinical Psychological Science

Minor: Public Health

### Overall GPA: 3.98/4.00 Psychology GPA: 4.00/4.00

# RESEARCH INTERESTS

Identifying risk factors and their social motivations for sexual health behavior, specifically for sexually transmitted infections.

Understanding how individuals perceive risk pertaining to their sexual health and rationalization of these risk

### Disseminating and implementing empirically supported treatments and interventions.

Examining barriers to treatment fidelity and the implementation of evidence-based practice in community implementation.

**RESEARCH EXPERIENCE**

2015 – 2018 **Research Assistant,** Mind and Identity in Context Lab

Advisor: *Mary C. Murphy, Ph.D.*

Honors Thesis (in progress): *Stereotype Threat Amongst Asian Students in Online Contexts:* Examining whether or not Asian students, particularly international students, experience stereotype threat in online classrooms. Investigation of performance consequences are being conducted in a follow-up study as well as comparison to threat experience in traditional classrooms.

* Responsibilities include:
  + Brainstorming research idea and collaborating with multiple professors in order to bring idea to fruition
  + Creating survey on Qualtrics in order to send out to over 600 students in Online Psychology 101 Course for both Fall 2017 and Spring 2018 semester
  + Collecting responses and inputting data received into SPSS dataset
  + Creating survey to send out to in mass testing
  + Pulling in outside datasets to bolster comparison value of results collected in this study (CAREER dataset)
  + Analyzing data collected via SPSS
  + Writing Honors Thesis for Psychology Department
  + Presenting various portions of thesis to other thesis students in class
  + Defend thesis in front of committee at the end of the year
  + Presenting work at various conferences and symposia

Project 1: CAREER: Creating Equitable STEM Environments: A Multi-Method Contextual Approach to Mitigating Social Identity Threat Among Women in STEM IU College Experiences Study: An NIH grant protect that focuses on how situational cues and mindset communicated by the professor in a classroom setting affects people’s cognition, motivation, performance, and physiology.

* + - * Responsibilities include:
        + Classroom observations (responsible for collecting audio and video materials)
        + Running participants through bio-measure sessions (Blood pressure, height, weight, waist & hip measurements)
        + Entering data collected from health information packed filled out by participants
        + Coding videos from classroom observations
        + Training undergraduate research assistants on entering data, filming/setting up classroom observations, and administering bio-measures
        + Acting as a liaison between the undergraduate research assistants and the post-doctorate fellows and Mary Murphy
        + Sending emails to students participating in the study in order to schedule time to come in for bio-measures
    - Project 2: Independent Project: Stereotype Threat in Online Psychology 101: Collaborated with instructor, Benjamin Motz, and Mary Murphy to investigate whether a disproportionate number of minority students are taking the online version of Psychology 101 in order to avoid stereotype threat as well as if stereotype is even present in this online classroom.
      * Created survey using Qualtrics to be sent to all students participating in an online section of Psychology 101 class
      * Write IRB protocol in order to access personal data on students
      * Clean-up data to be entered in SPSS (located student usernames, created scales, inverse score responses)
      * Performed statistical analyses on data received from surveys (ANOVA t-tests, reliability checks, correlations)
    - Project 3: Attitudes Towards Education II.
      * Performed the consent and research protocol for this study
      * Transcribed and coded collected data
    - Project 4: First Impressions and Interactions III.
      * Performed the consent and research protocol for this study
      * Transcribed and coded collected data
      * Sent emails to recruit participants for study
    - Other laboratory responsibilities include:
      * Engaging in weekly discussions on relevant scholarly articles
      * Adding to lab library online with journal articles relevant to the study topics of interest to the lab

2015 – 2018 **Undergraduate Researcher,** Murphy Lab Undergraduate Research Group

#### Engaged in voluntary bimonthly discussions of social psychology peer- reviewed research articles relevant to the Mind and Identity in Context lab.

2018 **Research Assistant,** Sexual Psychophysiology Lab

Advisor: *Julia Heiman, Ph.D.*

Project 1: DISC Study: This study examines how alcohol and sexual advancement signals from women affect men’s sexual aggression. We examine, via vignettes, how the level of intoxication of a female as well as if she is sending mixed signals vs. clear signals on her sexual intentions in turn affect or predict sexual aggression in men at numerous time points throughout the night that they are reading about.

* + - * Responsibilities include:
        + Entering data collected from online study
        + Creating coding scheme for qualitative responses that participants write
        + Reviewing results and hypothesizing why males reacted in the way that they did based on sexual aggression literature
        + Brainstorming future study ideas based on results in this study

**CLINICAL EXPERIENCE**

2018 **Prevention Specialist,** Community Capacity for Prevention and Education (CCPE)

Supervisor: *Matthew D. Clay.*

CCPE is a federal grant through SAMSHA that works to prevent the onset of substance abuse and HIV among 13-24 year olds. This is done utilizing two evidence-based practices that focus on the risk factors associated with one’s developing of a substance use disorder or contracting HIV. The three evidence-based programs implemented are: “Say It Straight” and Counseling, Treatment, Referral (CTR) with Rapid HIV testing.

* + - * Responsibilities include:
        + Implementing CTR while administering HIV RapidTest
        + Utilizing Motivational Interviewing when conducting HIV test to identify risk behaviors in clients
        + Help guide clients to create risk reduction plan as well as create a risk reduction step
        + Implementing the communication training “Say It Straight” in Bloomington Middle Schools
        + Designing education implementations for the community about various topics, such as the biology of birth control, coping strategies, and the importance of health empowerment
        + Giving educational presentations on HIV and Hepatitis C to inmates at Monroe County Jail
        + Training intern students on how to implement CTR as well as curate journal articles about our evidence based practices for them to read
        + Analyzing data collected from IPRC’s Indiana Youth Survey
        + Filming short interviews about various topics, such as mental health, with students on Indiana University’s campus to be used as education tools and gage an understanding of what information target population knows
        + Represent the grant project at various tabling events, such as local health fairs and safe sex awareness events
        + Implementing “Work It Out” intervention at Templeton Elementary school once a week
      * Populations:
        + Male Inmates in Bloomington Jail
        + At risk youth in Youth Services Bureau
        + Indiana University college students
        + Youth in Boys and Girls Club
        + Edgewood Middle School Students

# SCHOLARSHIPS

2017 **Dr. Summers Residence Scholarship,** by Residential Programs and Services in Bloomington, IN

*$1,000, residential scholarship awarded to one male and one female member of the Residence Halls Association who has rendered outstanding service to students in the residence halls during their freshman year on the Bloomington campus.*

2015 – 2019 **Provost Scholarship**, by Indiana University Bloomington

*$24,000, The Provost's Scholarship is an IU Academic Scholarship awarded to first-time incoming freshman Indiana resident students based on high academic performance.*

**AWARDS & HONORS**

2018 **Phi Beta Kappa Honor Society**

Criteria include sustained academic excellence with a 3.8 GPA minimum as well as nomination from faculty member.

## 2018 Psi Chi Honor Society

Criteria include sustained academic excellence with a 3.44 cumulative GPA minimum and a 3.58 Psychology GPA minimum.

## 2015 - 2017 Executive Dean’s List for six consecutive semesters

Recognizes undergraduates who completed at least 12 graded credit hours and received a semester GPA of 3.7+

2016 **IU Founders Scholar**

Awarded to undergraduates achieving sustained academic excellence (GPA of 3.8+)

## 2015 Hutton Honors College of Indiana University Bloomington

Invitations sent to undergraduates with a cumulative GPA of 3.7+

## 2015 Phi Eta Sigma Honor Society

Criteria included a cumulative grade point average of at least a 3.5 on a 4.0 scale at the end of first year of college.

# TEACHING EXPERIENCE

### Indiana University—Bloomington:

Spring 2018 **Undergraduate Teaching Assistant**, Psychology of Adolescent Girls

Advisor: *Linda Sinex, Ph.D.*

Fall 2017 **Undergraduate Teaching Assistant**, Introduction to Psychology Online Class

Advisor: *Benjamin Motz*

Fall 2017 **Undergraduate Teaching Assistant Trainee**, Undergraduate Teaching Assistant Program

Advisor: *Irene Vlachos-Weber*

# DISCUSSION FACILITATION

Summer 2017 **Orientation Leader**, Office of First Year Experience

### Led first year students through group discussion of various topics including sexual assault, consent, alcohol and drug use.

* Created thought provoking questions in order to spur student thought process and active involvement with materials presented to them*.*

# LEADERSHIP EXPERIENCE

Spring 2018 “**Work It Out” Facilitator,** implemented an intervention program at Templeton Elementary School in Bloomington Indiana that incorporated teaching 5th grade girls the value of positive self-talk and building health friendships with those around them.

2016 - 2018 **Academic Peer Advocate,** serve as an academic resource to students in the residence halls. Counseled students who were having academic difficulties as well as connected them with proper resources on campus. Tutored individuals when appropriate, held office hours, and would hold mediation sessions if students were having difficult with professors.

2017 – 2018 **President,** Indiana University—Bloomington Psychology Club

Spring 2018 **Rotation Group Leader**, Sigma Kappa Sorority—Bloomington Indiana

### 2017 **Co-director,** Psychological & Brain Sciences Undergraduate Student Leaders Board

Fall 2016 **Treasurer,** Indiana University—Bloomington Psychology Club

Spring 2016 **Fundraising Committee Chair,** Indiana University—Bloomington Psychology Club

Fall 2015 **Fundraising Committee Member,** Indiana University—Bloomington Psychology Club

2012 – 2015 **Freshman Mentor,** Penn High School—Mishawaka, Indiana

**COMMUNITY SERVICE**

2016 - 2018 **Volunteer,** Red Bud Hills Assisted Living Center in Bloomington Indiana

### 2015 - 2017 **Volunteer,** Middle Way House in Bloomington Indiana

**UNIVERSITY/DEPARTMENTAL SERVICES**

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| 2018 | **Student Representative for Clinical Psychological Science Certificate,** Indiana University—Bloomington Psychological and Brain Sciences Department Fall Involvement Fair |
| 2016 - 2017 | **Student Representative for Psychology Club,** Indiana University—Bloomington Psychological and Brain Sciences Department Spring Involvement Fair |
| 2017 | **Speaker,** Indiana University—Bloomington Psychological and Brain Sciences Direct Admit Brunch |
| 2015 | **Student Volunteer,** Indiana University—Bloomington Science Fest (Psychology) |

**CERTIFICATIONS**

2018 “This is (Not) About Drugs” Presenter Training

2018 NAPPIntervention Training

2018 Ethics in Prevention Training

2018 The Columbia Suicide Severity Rating Scale (C-SSRS) Screener

2018 CDC’s Rapid HIV Testing (CTR) Certification

2018 OraQuick HIV Test Training Certificate

2018 Health Insurance Portability and Accountability Act (HIPAA) Privacy and Security for Students Certificate

2016 - 2018 Sexual Misconduct Training Certificate

2017 Family Educational Rights and Privacy Act (FERPA)

2016 Social/Behavioral Researcher, Collaborative Institutional Training Initiative (CITI Program)

2015 Suicide Prevention Certificate, the School of Education at Indiana University—Bloomington

**PROFESSIONAL AFFILIATIONS**

2018 Society for Personality and Social Psychology

2017 Association for Psychological Science

2017 Society for a Science of Clinical Psychology

**CONFERENCES**

2018 *Attendee,* ISHN School Health Conference

2018 *Attendee,* Midwestern Psychological Association

**SKILLS**

Computer SPSS, Qualtrics, Microsoft Suite (i.e., Word, Excel, PowerPoint)

Health Care HIV testing

Clinical Motivational Interviewing, CTR