



**Summer Undergraduate Psychology Experience in Research
2023 FAQ Webinar
January 25, 2023**

Derek Snyder: Good afternoon, everyone. My name is Derek Snyder, and I am Senior Director for Science Partnerships and Outreach at the American Psychological Association. It is really a pleasure to be here today to speak with all of you about one of our most exciting new programs, SUPER.

We are thrilled to be developing this program that celebrates undergraduate achievement and undergraduate potential in psychology. We are hoping to encourage as many of you as possible to apply. Being that it is our first year, we are still working out some of the details, and because of that, we are taking an extremely broad approach to issues such as diversity, equity, and inclusion.

We want you to describe your story to us. We want to help you find a foothold in this field that we love so much, and to find success as a researcher and as a young psychologist. I am joined here today by Mia Smith Bynum, APA Senior Director for Science Equity, Diversity, and Inclusion. Mia, would you like to say hello?

Mia Smith Bynum: Hello, everybody. Happy to be here.

Derek Synder: I know that some of you may be just learning about SUPER. I wanted to take the opportunity to tell you a little about the program and some of what we're looking for in applicants. Then, later on in the program, we'll give some questions that have come in from viewers like you, and then we'll also have time for some questions from the audience.

We have some of our lovely staff here today to monitor the webinar chat, and so we'll be trying to answer questions there as well. This webinar is being recorded, so there will also be an opportunity to review the webinar later on. We will send a link to the webinar as soon as it becomes available.

Without further ado, let me talk a little bit about the program. SUPER, first of all, stands for Summer Undergraduate Psychology Experience in Research, SUPER. It is designed to provide summer research funding directly to students from underserved backgrounds, particularly those who have not had the opportunity to access research experiences in the past.

SUPER fellows are required before they apply to have a relationship with a faculty mentor, and that relationship can be brand new. All we ask is that you take the time to find a faculty mentor who you're interested in and who has the time and the bandwidth to spend time with you this summer in their research labs.

The project that you work on should be led by you, but we understand this is new territory for most of you. We expect that you will have significant mentorship and guidance from your faculty host and from the staff and other students in their laboratory.



We recognize it as a learning experience, and we just want to know that you're really interested in the work that you're going to be doing for the summer.

We envision that you'll spend a minimum of nine weeks over the summer in the host research lab, and those weeks should be at least 20 hours a week. We're trying to build in time for if you need to have a part-time job or if you have other commitments that you need to work through during the summer. We want to give you time to accommodate those, but also to have some protected time to work in the lab.

You are free to choose the nine weeks that you work in the lab, and you'll work with your faculty hosts to develop that schedule together. There will be some regularly scheduled Zoom meetings where you'll meet with other SUPER fellows and learn more about their experiences. We'll be presenting some helpful information to you about the process of becoming a research psychologist.

Maybe some information about how to apply to graduate school, or where does your fellowship journey take you next? If you want to continue working in our research lab, what does that look like? What careers in psychological science look like? We want to present information for you that helps you to make informed choices as you explore psychology as a career.

We haven't figured out yet what the schedule is for those meetings, but they'll probably be on weekday afternoons to accommodate people in different time zones, and to accommodate people's work requirements.

A few notes about eligibility for the program. We want this to be a program that launches you into a research career and into a research experience as an undergrad. One of our formal requirements is that you go back to school in the fall, even if that's first semester. We want this program to help you develop a relationship and develop some experience with psychological science that you can then build on as you plan your next steps.

Any major is accepted and eligible for this program, but we want your summer research experience to be firmly in psychology. We understand that psychology takes many forms, and lots of institutions have different ways of housing psychology research in their institutions. We're very open to what your formal course of study is, but we want your summer experience to be based in psychology.

For legal reasons, we need you to be a student who's studying at an APA-accredited undergraduate degree-granting institution, either in the US or Canada. Now, when I say that, I mean that if you are an international student who's attending school in the US or Canada, you're still eligible. We welcome our international partners, but as I said, for some legal reasons, and some tax reasons, we're restricted to US or Canadian institutions as the site of the research and as your home site.

On that note, the research that you do also has to be performed at an accredited degree-granting institution in the United States or Canada, but it doesn't have to be the same one that you're attending. If your summer plans take you home, or to another



location for the summer that's in the US or Canada, you can feel free to develop a relationship and work in a research lab there.

As for funding, you'll receive \$4,000 for a stipend during your summer. We really intend for that money to be used to help cover your basic living expenses, food, housing, and whatnot. We don't expect you to use that money for research costs, or laboratory equipment, or anything like that. This is money to help you live during the summer so that you can afford to spend time working in the research lab.

You'll receive \$2,000 of that at the beginning of the summer, and then \$2,000 at the end after the requirements of the program are met. You are allowed to have a job or take classes concurrently with the fellowship. Our expectation is only that you spend 20 hours a week for 9 weeks on your research project. Mia, do you have anything you'd like to add to that?

Mia Smith Bynum: I think that the only thing that I would add would be if you've been reading about someone in one of your textbooks, and you would really like to go and learn from that person at another school, this is an opportunity to do that.

Most of the programs that are available for underrepresented students are based at the school where a student may be enrolled. SUPER gives you the opportunity to think outside the box and look at other places. To my understanding, we cannot cover travel to those places, and in terms of thinking about housing, many of the research universities, in particular, will have summer housing on campus that you want to be looking into those options if you are planning to live somewhere that you're not from or that you're not attending school.

Derek Synder: Those are really good points. As many of you know, rents are expensive these days, and so we want to be generous with our funding, but \$4,000 goes pretty quickly, so we do encourage you to find economical sources of food and housing, but we also want those options to be safe. There you go.

If you want to apply, what do you do? Our application deadline is February 15th at 11:59 PM, so by that point, you need to have gone to our application portal, and there are four components on that application that you'll need to complete prior to submitting it.

You can start an application on the portal and go back to it later. Many students start and decide that they want to think a little bit about the questions on the application, and that's totally fine. Other students go on and realize that they don't have a critical piece of information or one of the pieces of the application ready, and it's totally fine to come back to that so long as you submit your final version of the application by 11:59 PM on February 15th.

What are those four components? The first is the project proposal, which we expect to be written by you. That proposal is a maximum of 1,200 words, so we aren't expecting big, grandiose statements. We're simply asking you to tell us a little bit about what you want to do in the lab, why it's scientifically valuable, what methods you plan to use, the



outcome that you think might result from the work that you do, and what makes you the right researcher for this project.

Now, some of those questions are somewhat speculative, and some of them require a little bit of introspection on your part, and that's really what we're looking for. We're looking for clear and well-thought-out discussions of what you want to do for the summer and why you are a great applicant for this program.

Where possible, we want you to write this proposal in APA format with regard to references, et cetera. References don't count toward the 1,200 words. One of the last points that I want to raise there is that most research projects in psychological science involve some institutional board review and approval. That's something that you'll want to discuss with your faculty host, IRB or IACUC approval. That's what those bodies are usually called, IRB for human research, IACUC for animal research.

That approval is not required at the point where you're applying. It will be required before you begin the research and receive your first stipend check. We expect that your research may be part of a larger research program conducted by your faculty host.

We wanted to point out that if your faculty host already has IRB or IACUC approval for the work that is included in your application, you don't have to go and get it again. The second part of the application is a diversity statement, and we've had a lot of questions about what we're looking to see in the diversity statement. Mia, did you want to weigh in on that?

Mia Smith Bynum: I've been furiously typing in the chat. Sorry about that. Questions about this diversity statement. When we mean diversity, we're thinking big tent. Think about any life experiences that may be relevant to your passion for psychology, to your experiences perhaps of putting yourself through school and having to work jobs during that time, which is very common for first-generation college students.

One of the things I've noticed in my teaching career prior to coming to APA is that students who are working to put themselves through school, they often have lower GPAs, but that's actually an asset because when given the freedom to actually focus on your studies, you already have the discipline in mind in order to be able to excel. We are looking for you to tell a story with that diversity statement about how the SUPER program might benefit you, and also how you have managed any type of adversity related to marginalized identities.

That can be race and ethnicity, immigrant background, socioeconomic status, hidden or visible disability, or LGBTQ plus identities, or, intersectionally, combination of those. You don't have a huge word count there. I'm sure essays can be harder to write than longer ones. Take some time, draft it, get some feedback from some trusted peers in that faculty mentor, and then send it in.

Derek Synder: Thanks, Mia. I wanted to reiterate that we are defining diversity as broadly as possible. In addition to the various categories that Mia discussed, if there's any area in which you find yourself to identify with an underserved community or with



some form of diversity, please share it with us. We are eager to learn, and we are eager to accommodate all forms of diversity wherever they may arise.

As Mia mentioned, it's only a 200-word statement, so 200 words go quickly. You'll need to be brief and concise and be direct about where you've come from and how you found us, and what you think this program might do for you.

The next piece is we want an unofficial college transcript, in PDF format. Again, it doesn't need to be an official transcript. We know those cost money. We know those involve offices sending things that don't always get to where they need to be when they need to be there. We are simply looking for some evidence that you are enrolled in school and that you are engaged in psychology.

We have encountered a number of questions about things like GPA and class rank. We want you to know that our evaluation process for this fellowship is trying to avoid most of the traditional metrics of success. We know that those metrics aren't always the best predictors of success. We know that some of those metrics are marked by bias, and we are much more interested in knowing where you are in your educational journey and your research journey and how you got to us and what about your journey has brought you here and prepared you for what you're about to embark on.

Finally, there is the letter of support from your faculty host. Again, it's really up to you to identify a faculty host whose interests match with yours and to speak with them before applying about whether they have the bandwidth and the ability to have you in their lab for the summer and whether they are able to spend time with you, mentoring you on your project.

We really want buy-in from mentors, and because of that, we are offering mentors a \$1,000 stipend to host you and for their time and effort in supporting your development. Their letter of support is also due at 11:59 PM Eastern on February 15th. As with most letters of recommendation and support, we encourage you to start early and have that conversation well in advance of the deadline.

We would love for you to have a committed relationship with your research mentor before you even apply for the program. We want that relationship to build over the course of your summer.

You will be able to upload their letter, or you can send an automated request through our portal for them to upload it themselves. What we're really looking for in that letter is some sense that they've met you and they see potential in you, and that they are willing and able and excited to interact with you during the summer.

Mia, did you have anything else to add to anything that I've said so far? That's my overview of the program, and from here, we lead into some Q&A.

Mia Smith Bynum: No. I think the Q&A would be fine. We're at 3:22. I have been seriously typing answers in the chat. For those of you that are following along, I think we got nine that I haven't gotten to, but I've answered, I don't know, six or seven.



Some of the questions that you are likely to have, I'm answering physically in the chat, and then I believe we have some questions that were submitted ahead of the session as well that we may want to get to as well, so take it away.

Derek Synder: We've had a number of questions about the types of experiences that we're looking for, both in terms of what your summer should look like and in terms of what experiences have you had before this that have led you to our program.

There aren't easy answers to those questions because all of you come from different backgrounds, and really what we want to know is if you are coming from a non-traditional background, and maybe that's affected your grades in some way, or maybe that's affected your ability to move through your education smoothly. Maybe there have been times that you've had to take off or responsibilities that you've had in your life that have caused you to interrupt your training, we want to know a little about that.

We want to know how your background has affected you both in good ways and in challenging ways, and how that has brought you to want to be a psychologist and want to do research. This program is intended to help you find psychological science, and so we understand that for many of you, you're still figuring out what you want to do with your lives, and that's okay. That's why we keep the statements in the application relatively short.

We know that you are all works in progress, as are we all, and we want to hear in your words how you got here. We are open to psychology, writ large, so we're not looking specifically for research projects that are in, say, neuroscience or clinical psych or developmental, or any of the main areas of psychology. They can be in those areas. We encourage scholarship in those areas, but psychology is a huge field, and we want people to be exploring it.

We're open to any project that involves behavioral science, and that has you working in a research lab to understand how research works and to apply it to a project. Mia, anything to add to that?

Mia Smith Bynum: There's one question related to the diversity statement that I'm answering, I'll do it in the chat, but I'm also going to do it live. Madeline Stokes asks, "Does lived experience have to relate to academic experience, or can it be about how it affected our lives in general?" I think either or. Because it's only 200 words, you want to think about telling a story that's coherent. Let me give another good example.

Say you're a student who thought, "I'm pre-med. I'm pre-med all the way," and you jump into those pre-med courses as a first-semester freshman, and you're like, "Woo-hoo, not for me. My brain is moving towards the social sciences, psychology, psychological sciences."

If you have a rough semester like that, that to me is something that's useful to stay in a diversity statement because if you look at the overall record of an applicant like that, you should be able to see, "Oh, look at those hard sciences courses," but the student is doing well otherwise, we're going to still give that applicant a close look. If you went



through the death of a parent, we are in the pandemic. All of those things, I think, matter and allows us to see the whole applicant.

Derek Synder: That is a great answer to that question. Thank you so much, Mia. Another important question that was raised is, what are the requirements of the fellowship? What are you looking for us to achieve? To answer that question, I'm going to say a few things. We've already talked about working in the lab for 9 weeks with a minimum of 20 hours a week.

We want you to participate in our semi-frequent chats with SUPER fellows, where we talk about career pathways and professional development. Then as your summer draws to a close, we will be expecting you to write an abstract of your work that's suitable for submission to the APA Convention. The reason I say it exactly like that is because we will fund you to attend the APA Convention next year to present that work if you so choose.

We want this summer's experience to culminate in a research abstract that you may then choose to submit to the APA Convention. If it's accepted, you will then be paid by us to go to the APA Convention and present that work. We want to celebrate the work that you do this summer, and we feel that the best way to do that is to do so in a way that helps to launch your scholarly career.

As you're probably aware at this point, one scholarly career is measured by a lot of things, but one of the very first things that is influential in determining a young person's career success in research is interacting with other researchers and learning how to share your work. For that reason, we are providing support to help you present this work that you'll be doing this summer.

Mia Smith Bynum: Can I answer one question live? I started typing that, but I think it'll be easier to explain it. We're getting some questions-- gotten two now from students who live in Mexico and are interested in working with US or Canadian-based mentors in this parallel.

Say, if you're at a community college or at an institution where there's not a lot of research opportunities going on, the first thing to do is to think realistically about whether or not you can relocate or if you can perhaps work with someone virtually. This is for my attendees who are in Mexico and those who are also here in the United States or Canada.

One of the best ways is to first figure out what you want to ask a question about, and so if you're really interested in, like I was as an undergraduate, I would want to learn about black psychology, anything black psychology. I ended up working with a mentor who allowed me to work on issues of academic achievement for African American kids and families.

I was able to look at the effects of parenting on that. Think about a question that drew you to our field. Do a quick lit search and then if you cannot relocate, you need to put together a little cover letter that says something about who you are. Tell them about the



SUPER program. Put a little web link in there because they may not know about it and tell that person why you'd like to work with them and with the PsycInfo piece, read an actual study or two.

Given that, it shows that person that, "Hey, I've been paying attention to your work. I would love to come and study with you." The application window, we've got about three weeks and so if you've not made that inquiry yet, I'd be trying to go ahead and make that connection within the next few days.

Send them a little bit about your academic background. Again, as I said earlier, if you've gone through some adverse experience, like you chose pre-med, but you really belong in our club, say that in the letter. Have a trusted mentor on your campus. Read it and make sure it's nice, clear, and coherent. Then send that letter off. You may need to send off a few different ones because faculty members are busy.

Sometimes they think that you're sitting there looking at that phone all day long. Alas, we are not, so if you don't hear something back in about three days, do a little reply all and say, "Hi, I'd really like to work with you." If contact dies out then, then you know that's probably not the person. Move on to someone else or ask your mentors at your home institution or the academic advisor for your department for some assistance.

A couple of other things I want to say that I remember that we had talked about in preparing for this. For a summer research program like this, it's best if you have had some exposure to our field. Three or four undergraduate courses I have found when I've worked with students is a good sweet spot to start, my students who've just declared that they've only had psyc 101, introductory psychology, I've been able to mentor those students, but if you're just getting started in a major, feel free to apply this year but if you don't get selected, don't personalize it. Come back and reapply next year because oftentimes, the mentor, we can build on those skills once you got a little bit more psychology under your belt.

The other thing that we recommend but is not required are some exposure to either statistics or research methods in our department or similar department, sociology, family science, so on and so forth. It's not impossible to succeed, but boy, oh boy, it's just a further distance to travel, and we want you to come through SUPER feeling like it's a success experience and not having any of those self-doubts that often occur for students from underrepresented backgrounds.

Getting a little bit more preparation is going to be ideal, but who knows what the pool will look like this year? If you're burning to give it a shot, go ahead and submit. Does that help?

Derek Synder: That's really great, Mia. That's wonderful advice. I would add to that for our international viewers that I just want to reiterate that for legal reasons and for reasons involving finance, at least for this year, students need to be in good academic standing at an undergraduate institution in the US or Canada. Their research mentor also has to be at a US or Canadian institution.



Those two institutions need not be the same, but there is an attendance and a workplace requirement. As I said, that isn't so much because we want to restrict opportunities. It's more because of the legal and the financial ramifications associated with the award.

Let's see what else we have here. There's a question here about using this research as part of other future projects. Is that allowed? Absolutely. A scientist career is basically a chain of research projects that are linked in time and linked by concept, and over the course of one's career, your research interests move in different directions, but the previous work almost always informs the future work.

You should consider this your first research experience, and it may be the research experience that launches you into a particular topic or a particular domain of psychology, and we welcome that.

We would love for these fellowships to continue after the fellowship period. If you find common cause with your research host and really enjoy the lab and it's possible for you to continue working in the lab during the school year, we'd love to see that happen. We'd love to see this be a catalyst for your engagement in psychological science. Mia, are there any other questions that you wanted to answer?

Mia Smith Bynum: Sure. I'll mention this live just in case it's a concern. One, I've got a couple of questions from students who are part-time. That's what we're thinking about with SUPER because part-time students usually have other lives. They're raising families, they're putting themselves through school. Don't consider that a barrier at all in terms of our selection process. Do look carefully at the SUPER program criteria to make sure SUPER is something that you can fit in realistically in summer of 2023.

The other question here that I have from, I believe, Mylene Humbrol, apologize if I mispronounce your name. The question says, "Do faculty advisors need to meet specific criteria? Are certain professors designated as faculty advisors by the APA, or is a faculty advisor any professor researcher who's involved in psychology and, most importantly, willing to be an advisor?"

The answer is part two. Someone who is a professor or researcher who is involved in psychological research and willing to be an advisor. Let me say a word about this as a woman of color who trained in this field in that way. You want, ideally-- this doesn't always happen. I don't know that I would tell a student to turn down SUPER if this is not the case, but-- and this is aside from the selection process, this is just me giving advice.

Ideally, you want to work with someone who's passionate about mentoring undergraduates because those are the ones who are going to ensure that you have a great experience over the course of the summer, and those are people who will likely stay in touch with you after the summer.

That's just a little bit of advice in terms of if you're-- say, if you're looking in your department, and I would say, say there's a field of study that you're not particularly passionate about within our discipline, but you love the professor, and they're great with



students, stretch a little bit and consider working in that person's lab because those are the kinds of faculty instructors who really love working with undergraduates and they're going to make sure you have a great research experience, and any research experience will make you competitive for grad school.

Just a little advice on picking the mentor. We do want someone who has the capacity to actually oversee the work, and so they'll be talking about that in the letter. Someone says-- let's see. Here's a long question here. I'll take this one offline.

Derek Synder: It's really great advice, Mia. One question that I'm seeing here from our submitted questions is, "What do you find is the challenge for candidates throughout this process?" This is our first year, so we're seeing the challenges arise in real time. I would say that, thus far, one of the biggest challenges that we've observed is people overthinking the process.

We want this to be a very user-friendly application, and we are really sincere when we're saying we want to hear about you. In your own words, we want to hear your story, we want to hear what your plans look like.

There are no preconceived words that we want to hear other than that you're excited about psychological science and that you have some sense of how your journey has prepared you for this experience and what you hope to get out of it. We're keeping it very broad in terms of what we expect beyond that because we know you all have different stories to share.

There are some questions here about the research design itself. "Does the research program also extend to qualitative and interdisciplinary research that involves psychology?" Yes, it does. As I said, we consider psychology from a very broad perspective. We understand that psychology intersects with a lot of other disciplines on college campuses and in the research area at large.

We welcome all kinds of research, but you should ask the question, is what you're doing actual research? Will you be working in a lab? We will tend to favor lab-based experiences or field-based experiences where you're actually out there collecting data and analyzing it, and engaging in the scientific process. We will favor those experiences over, say, an experience where you go to the library all summer and write a research paper.

We really designed this program to get you into the lab or into the field under the mentorship of somebody who already is an expert at research, because we understand that gaining that access is critical for going on to graduate school and to a career in Psychological Science, but it's also sometimes hard to get.

Especially at this rather tender stage of your careers, you may have a lot of questions about how to gain that access and how do you start talking to a professor. What I can say about that is that most professors love to talk about their research, and if you get them started, they will talk your ear off about it, and they will be enthusiastic about it, and they will want to engage your interest.



I've never seen a professor not want to talk about the work that they do every day that consumes them and gives them passion and purpose. Go and look on your university's website for researchers in psychology and behavioral science.

Look at their interests. If there's an opportunity, read some of their papers. It always helps when you initiate that conversation to have done a little homework and to be able to say something back to the professor about their work that indicates that you've taken some time to get to learn about them and to know what they do and that what you want to do is join them on their already existing journey.

I would advise you to go out on that limb. Many of us are shy, and many of us have imposter syndrome, where we think that we're going to ask dumb questions or people are going to make fun of us. I suspect you won't find that's the case when you contact a psychology researcher to talk about their work. Mia, any thoughts?

Mia Smith Bynum: Yes, we are seeing-- I think some of the text looks identical to questions that were asked earlier. Let's talk a little bit about virtual options because we're getting some of those questions. Virtual options part-time. If you're in Mexico, please be sure to scan the question and answer because we're starting to get some repeat questions. I want to make sure I'm addressing some additional ones.

Just to bring you up to speed, Derek. Some of the students are talking about virtual mentoring, which is something we couldn't have really talked about realistically in 2019, but that is perfectly fine. You should be collaborating with that faculty mentor now about what that work is going to look like and how they're going to plug you into their team.

I can imagine some virtual mentoring things being fantastic and others being a little disappointing. Vet those options carefully, and you should be having conversations with the mentor and feeling that support even across the digital airways or your screen, so that because sometimes when you can't go down the hall and knock on the graduate student's door, who's working with that professor or get a hold of that professor, you can feel a little out in the woods, especially if this is your first time doing research.

I miss being able to sit down next to my proteges and walk them through certain activities. Some folks may say no to that option, but if you've done research before or you love working alone, virtual could be great for you. Talk with the mentor and nail down the details about what that mentorship is going to be. Because what we'll be looking for is, "Is this student going to have a great experience," or, "Oh, it looks a little thin for someone at this stage." That's the thing to really think about. It's not either or, but is the case there for a successful experience for you?

Derek Synder: That's really great advice, Mia. We want this to be a substantive experience. We want you to walk away from this feeling like you gained something that you wouldn't have gotten otherwise had you spent your summer doing something else. As Mia said, there are perfectly valid and valuable forums for doing online research and working virtually, and we recognize that, and we look forward to reading applications



that open our eyes and help us learn more about some of the innovative ways that people are doing that kind of research.

However, we don't want you to end up in a situation where you aren't getting the support and mentorship that we hope you'll get this summer. We really--

Mia Smith Bynum: Derek, good question. I think we've got some-- as folks are perhaps logging on and getting more confident, can you talk a little bit more about the research project proposal? There's a requirement for the IRB piece, but that you have some particulars in terms of the sequencing. We could go over that right quick.

Derek Synder: Sure. I can go back and discuss that some more. The project proposal has a 1,200-word limit, so it's not terribly long, but it's long enough for you to be able to briefly describe what do you want to do in the lab and why should people care about that? Why should scientists care about that? Why is it an interesting question?

You should have some conversations with your faculty hosts to gain their perspective on why these questions are interesting. You will find that research scientists tend to work in some areas that, if you just look at them on their face, seem pretty obscure, esoteric, but in fact, they have deep importance for how we process information and for how our brains function and how we behave.

You should talk with your faculty host about why they study what they study and why they receive funding to study it. Those are really important questions that you can incorporate into your research proposal.

In addition to that background, we want to know what you're actually going to do and how you're going to do it. What are you going to study? What are the tools you're going to use to study it? How are you going to work with the data that you collect? Perhaps most importantly, what do you expect is going to happen? Much of research is about generating hypotheses about what you think things are and how they work, and we want to promote that here.

We don't expect you necessarily to have the right answer. People hypothesize things that tend to go differently sometimes, and that's okay. It's just as important to be wrong in psychology as it is to be right. The same goes for research.

We want you to have a sense, and we want to be able to sense for ourselves that you've thought about the work you want to do sufficiently, that you have an idea of what's going to happen in the experiment or experiments that you run during the summer.

Finally, after telling us about what you want to do, we want you to write a few sentences about why you, what makes you special. There's something that makes you special. There's something that makes all of us special, but we want to know what you think makes you special and what you think makes you a great applicant for this program. As far as formatting goes, we're APA, so we love to see things in APA format.



We would like for you to write this in APA format. We want you to cite references where appropriate. If you're citing somebody else's work or somebody else's ideas, we want you to give those people credit. Your references don't count toward the word limit. The word limit is just the text of your document.

As far as IRB or IACUC forms of institutional approval for the research, we don't expect you to have that certification in hand when you apply, but we do expect you to have that approval by the time you start the work.

If this is a brand new project that your research host hasn't worked on before, you have a few months to navigate the IRB or IACUC process with them so that when you start the work you have institutional approval. If this is a new project for your research host, they'll be working on getting institutional approval anyway. I guess the other point there is that, if they already have it or if they are getting it, as long as they have it by the time you start, you don't have to get it again.

Mia Smith Bynum: We got one question. I'm going to put this to you, Derek. It says-- this is from Brianna Vaughn. "I'm currently a psyc undergrad doing behavioral research with pigeons at my university. Is this something we can continue and have a general idea for what summer research will be about? We tend to continue on what we are currently doing."

Then related to this, this is from Anjali Patel. "Does the research project have to be new, or could it be working on a current study more?"

Derek Synder: Yes, it can be extending existing work. This doesn't have to be a brand-new laboratory experience. For many of you, it will be. You'll be developing that relationship for the first time. Some of you have already been fortunate enough and have already built a relationship with a research mentor, and you may already be working on a research project. That's great.

We would love for you to continue that work and extend it as a SUPER fellow. We see possibilities for this program, both for brand new people to psychological science and people who have been around for a year or two and have started to go down the path of becoming a psychological scientist. We want you to develop your portfolio as well, and perhaps you've never presented at a meeting before.

This would be a great opportunity to take your work and maybe expand a little on it during the summer. Then you have an opportunity toward the end to turn that work into an abstract for our convention. When next year's convention rolls around, we will pay your travel expenses to go to convention, meet us, meet the other SUPER fellows, and share the work that you've done.

In that respect, we're really hoping that you want to continue working in your research host lab after the fellowship ends. The opportunity to prepare an abstract gives you a stopping point for the summer, but also a way to stop and reflect on what could happen if you choose to work in the lab some more.



Choosing to continue that journey is one of the things we're hoping for. It's also something that can help you develop your ideas further as you prepare to present your research.

[silence]

Derek Synder: See, do we have some other questions in the Q&A?

Mia Smith Bynum: Just finishing up. Let me check and see what we've got here. I think we've answered that question. Let's see.

Derek Synder: "Would we possibly be allowed to begin data collection before the start of the nine weeks?" Again, the answer is yes, provided that you and/or your faculty host have the appropriate clearance from the institution to start the research. Most research in psychological science requires this kind of institutional approval, and that is an important part of becoming a researcher.

There are lots of things that you will learn how to do that aren't specifically part of an experiment. There's running a lab, there's all sorts of paperwork and budgets and infrastructure to learn about, and it might not be the most exciting stuff in the world, but it matters. Learning more about that is also part of becoming a research scientist because eventually, you will have to interact with it. Let's get started with that right now.

Mia Smith Bynum: One quick-- Just a mechanical question here that, Derek, you may have the answer to or Alison or one of our team members to clarify will the application be submitted by the faculty host or the student.

Derek Synder: Great question. Most of the parts of the application will be submitted by you. The project proposal, the diversity statement, and your transcripts of your training. You may also, with your faculty host's approval, submit their letter of support. However, if your faculty host feels more comfortable doing that anonymously or doing that in a way that is separate from your application, you can also within our portal tell us who they are, and the portal will send an email to remind them and give them a link to upload their letter.

"When exactly is the APA Convention?" That's a great question as well. The APA Convention is usually in early August, so this is something that we've been working through in developing this program. We understand that most people's summer experiences will end sometime in August before the fall semester starts.

We realize that there may not be sufficient time for you to develop a research proposal for that August convention, which is why we've decided to have the culminating event of your fellowship be an abstract that you would then submit to next year's convention and then present your work. That also is some subtle encouragement by us to continue your research trajectory and keep learning more.

Mia Smith Bynum: Let's see. We got a question. Be sure to put your questions with these last few moments in the Q&A chat. There are some good comments in the



messages directly to us as the host that everyone is not seeing, so I'm just now seeing your question now.

Someone says, "It was mentioned that we should broaden our horizons." Let me clarify what that means. The comment says, "It was mentioned we should broaden our horizons. However, what if our passions lie with developmental cognitive psychology?" Let me clarify.

Say, for example, the work that you would love to pursue as a graduate student and as a professional is in cognitive or developmental psych, but you have problems finding a mentor at the undergraduate level to guide you in that area. That is a very common thing I see with undergrads. They're like, "Oh, well, I'm only going to ask what I want to ask," and I get it because passion is what drives what we do.

That is not always feasible. Perhaps the persons at your host or target institution is not available. Their lab is full. This is what we mean by broaden your horizon. Is don't let the perfect be the enemy of the good. If you can't find a mentor in your passion area, find someone who will mentor you, and then the graduate program, that's where you go after the passion. That's the area where you cannot compromise.

You want to work with an expert in cognitive or developmental psych if that's your heart's desire. What we're saying is to be flexible, but if you can get a win-win and get that topic match as an undergraduate, I say go for it.

Derek Synder: That's great advice. There is so much to learn about how to be a scientist, how to work in a research lab that applies regardless of the research that you're doing. You may be at an early enough point in your research training that you just need experience working in a research lab.

Maybe you want that to be a general area that you're interested in, even if you can't find a specific person to look at the specific thing that you're interested in because chances are, over time, those things will change anyway, but the broader area of psychology that you're working in will probably stay fairly close to where you are, although that may change, too.

Well, everyone, it is three o'clock now. I'm sorry, four o'clock on the East Coast. I'm on Texas time, so I'm a little bit earlier. I want to take this moment to thank our team here, Mia Smith Bynum, you're, as always, an incredible co-host, and Alison Spannaus and Angela Shuback, who have been running point with the Q&A and with the running of the webinar, Shandol Hoover, who has been offering valuable technical and marketing support.

As you develop further questions, Alison Spannaus will be your point of contact for all things SUPER. She is delightful to work with, and she knows so much about student affairs and student experience and will be able to give you some fantastic advice.



I hope to see applications from all of you. I am really looking forward to looking at your work and to learning about all of you, and to having you join us as SUPER fellows. On behalf of APA, I thank you so much, and I bid you good day. Take care.

Mia Smith Bynum: Good luck, everybody.

[00:59:44] [END OF AUDIO]