

Sonja Hunter

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EDUCATION

Current; Masters in Psychology

University of Rutgers, Camden, New Jersey
Expected Graduation: May 2021

Overall GPA: 4.0

Bachelor of Science in Psychology

University of North Texas (UNT), Denton May 2019
Undergraduate Honors Thesis: "Neurocognitive Executive Functioning and De-Centering Narratives"

Bachelor of Arts in French

University of North Texas (UNT), Denton, May 2019

Cumulative GPA -- 3.69 / 4.00
Psychology Major GPA -- 4.00 / 4.00
French Major GPA -- 3.37 / 4.00

GRANTS, HONORS & SCHOLARSHIPS

- Current Psychology Masters Fellow at Rutgers University, Camden
- Graduated Summa Cum Laude from University of North Texas(UNT)
- UNT Presidents and Deans List, College of Arts and Sciences
- Emerald Eagle Award for academic achievement
- UNT Tuition Grant and TEXAS Grant awarded to reflect academic success
- Awarded "Reward of Recognition" in the Community Action Project as author of OP-ED essay on recommended points to improve process of the Institutional Review Board; recognized in the top 5% best essays in North America, 2016
- Rotary Ambassador for a full year of study abroad in France, gaining fluency in the spoken French language and participating in campaigns to increase awareness of medical services

RESEARCH INTERESTS

- Generally interested in studying individual differences in social cognition and, to a further extent, social functioning and the possible origins for these differences
- Theory of Mind
- Autism Spectrum Disorder
 - Executive functions
 - Neuro-correlates
 - Gender differences

RESEARCH EXPERIENCE

Graduate Research Assistant (September 2019 to date)

EEG Distraction Lab, Department of Psychology

Lisa Payne, Ph.D.

Rutgers University Camden

Responsibilities:

- In progress: The proposal, data collection and eventual defense of a master's thesis exploring the effects of irrelevant speech in individuals who are bilingual.
- Provide instruction to undergraduate researchers in data collection
- Conduct EEG and behavioral studies according to established SOP.

Graduate Research Assistant (September 2020 – March 2020)

Department of Psychology

Kristen August, Ph.D.

Rutgers University Camden

Responsibilities:

- Recruitment, managing and contacting participants
- Conduct eligibility screening over the phone
- Create, improve and maintain system of contacting participants to improve participation in the entire study

Undergraduate Research Assistant (January 2018 – August 2019)

Neurocognitive Lab, Department of Psychology

Anthony Ryals, Ph.D.

University of North Texas

Responsibilities:

- Provide verbal instruction to more than 200 research participants to ensure successful completion of multiple studies, which included “Tip of the Tongue”, “Judgement of Learning” and “Complex Post-Traumatic Stress Disorder” experiments
- Identify opportunity for data integrity improvement, communicated recommendations to graduate assistant, and implemented procedures to improve quality assurance standards

- Gained extensive knowledge of data entry, integrity, and formatting procedures as well as reliability and consistent standards for evaluating eye tracking data
- Assist in the creation of the research design on eye tracking and de-centering narratives in collaboration with Sharon Jenkins, PhD.

Undergraduate Research Assistant (May 2018 – August 2019)

Teen Stress and Alcohol Research Lab(St.A.R),

Department of Psychology

Dr. Heidi Blumenthal, Ph.D

University of North Texas

Responsibilities:

- Recruiting hard-to-reach research participants, such as substance using teens, using established methodologies; outreach efforts included attending events for the distribution of flyers as well as managing participants' contact information
- Transcribe and accurately entered data, including the creation and quality assurance of each participant's recording
- Manage multiple databases that store participant data in all phases of research
- Provide quality assurance on newly created databases to ensure effectiveness and consistency

POSTER EXPERIENCE

- First Author- APS Virtual Conference 2020
Hunter, S.R., Bacci, J., Kraft, W., Jenkins, S.R., & Ryals, A.(2020, June 17–18). *Cognitive Flexibility, Interpersonal Decentering, and Eye Movements in Subclinical Autism* [Conference presentation]. APS 2020 Virtual Convention, Chicago, IL, United States.
- First Author – Eastern Psychological Association(EPA) Virtual Conference 2020
Hunter, S. R., D’Esposito, A., & Hart, D. (2020, June 17–18). *Autism awareness after Wakefield* [Conference presentation]. EPA 2020 Virtual Convention, Boston, MA, United States.
- Second Author- EPA virtual Conference 2020
Rudolph, B., Hunter, S. R., & Hart, D. (2020, June 17–18). *Political Hostility and Moralized Language in the Trump Era* [Conference presentation]. EPA 2020 Virtual Convention, Boston, MA, United States.
- Second Author- EPA virtual Conference 2020
D’Esposito, A., Hunter, S. R., Li, W., & Hart, D. (2020, June 17–18). *The possibility of emigrating to the United States after 2016 Election*[Conference presentation]. EPA 2020 Virtual Convention, Boston, MA, United States.
- Second Author- APA Conference 2019
Kearns, N. T., Hunter, S., Rafiuddin, H., Carey, C., Contractor, A. A., & Blumenthal, H. (2018). *Differential influence of stress induction on physiological and psychological reactivity between trauma-exposed daily and non-daily caffeine users*. Poster submitted to the annual American Psychological Association conference (Chicago, IL, 2019)
- Later Author- ABCT Conference 2019
Rafiuddin, H. Kearns, N.T., Contractor, A.A., Hunter, S., Carey, C. N., & Blumenthal, H. (2019). *Influence of Trauma-Related Stress Induction on Psychological and Physiological Reactivity Between Varying Levels of Suicidality*. Poster accepted to the annual Association for Behavioral and Cognitive Therapies, Atlanta, GA, 2019

TRAINING COMPLETED

Collaborative Institutional Training Initiative (CITI)

January, 2018

- Social & Behavioral Research

National Institute of Health (NIH)

January, 2018

- Protecting Human Research Participants

University of North Texas, Risk Management Training Required for Direct Contact with Biological Data

May, 2018

- Laboratory Waste Training
- Bloodborne Pathogen Safety Training Program
- Biosafety Level Two Safety Training Program

National Institute on Drug Abuse

July, 2018

- Assessment and Treatment of Adolescent Marijuana Abuse and Dependence

SOFTWARE EXPERIENCE

Eyelink 1000 Training (January, 2018)

Eye tracking participant set up, assurance of data quality, data extraction and analysis.

EEG Participant Set-Up (January, 2018)

Electroencephalogram participant set up and assurance of data quality.

E-prime 2 (January 2018)

- Creation of eye tracking study with de-centering narratives.
 - Conceptualization of study structure
 - Randomization of narrative stories, but not individual phrases
 - Input for open ended responses
 - Input for responses using a scale

E-prime 3 (September 2018)

- Creation of computer-based studies
 - Eyetracking integration
 - Input for open ended responses,
 - Integration of audio, videos and pictures

Inquisit training (September 2018)

- Creation of basic study
- Generating basic code to;
 - Input pictures, audio and video
 - Create text slides
 - Create scales for participant report

IBM Statistical Package for the Social Science

- Editing variables for clarity and easier analysis

- Entered and Checked Data for over 100 participants
- Analysis of data
 - ANOVAs
 - Correlations
 - Regressions
 - Descriptive statistics

R Studio

- Editing variables for clarity and easier analysis
- Causal Impact, Time series analysis
- Analysis of data
 - Regressions
 - Correlations
 - Descriptive statistics

PsychoPy and Pavlovia

- Creation of behavioral studies for online distribution
 - Basic Python and Java script coding
 - Microphone and text responses
 - Audio, visual and text based stimuli
 - Randomization
 - Sync participant ID with Qualtrics

WORKING EXPERIENCE

Graduate Research Assistant, Senator Walter Rand Institute, Camden NJ

(February 2020 – Current)

(Research and Evaluation and the Strategic Initiatives Team)

- Facilitate meetings on the implementation and execution of new ideas to improve the Vineland juvenile prevention program
 - Keep a record of previously discussed material
 - Create agendas for each meeting
 - Coordinate and facilitate discussion
- Ongoing statistical analyses for yearly analysis
 - Station House Adjustment program quarterly and yearly meetings
- Contact participants for retention efforts in a long term evaluation study
- Contributed to policy tracking for COVID-19 dedicated research in New Jersey
 - Data compiled for COVID-19 is used in the Walter Rand COVID-19 Daily Tracker.
- Participate in monthly meetings where new research ideas are shared and are reviewed by peers to ensure that the research is easily accessible to a more general audience.
 - Currently researching the impact of COVID- 19 on older adults' mental health
- Contributed in writing evaluation reports for school programs, veteran programs and COVID- 19 policy responses.

- Coded focus group responses for an evaluation
- Conducted and compiled related research into a coherent and accessible database

Lead Tutor, Learning Center, Denton (August 2017 – April 2019)

(Psychology, Statistics, French)

- Assessed student understanding of the subject, helped students to understand complex concepts, and maintained and improved subject-matter expertise
- Provided student instruction on statistics equations and SPSS
- Created and presented presentations to train volunteer tutors
- Demonstrated concepts to student in different ways to facilitate learning
- Applied psychological concepts in my instruction to promote effective tutor training
- Assisted in the interview process for hiring new lead tutors and volunteer tutors

Gideon Math and Reading, Frisco Texas (June – October 2017)

Instructor

- Provided instruction to K-12 students to assist in their learning, fostering math and reading skills
- Administered tests to evaluate student proficiency
- Collaborated and communicated with students, parents, teachers, school administrators, and / or counselors to identify student needs; developed tutoring plans and assessed progress
- Maintained accurate records of student progress and feedback, ensuring confidentiality of records
- Work with K-12 students to assist in their learning, fostering math and reading skills