



J. P. Guilford Undergraduate Research Awards

Deadline » **May 1**
Prize » **Amount varies**

Cash awards will be presented to the winners as follows:
1st place \$1,000 | 2nd place \$650 | 3rd place \$350
In addition, each winner and faculty research advisor will receive an award certificate.

UNDERGRADS

GRADS

FACULTY



PURPOSE

To recognize the best overall research paper



ELIGIBILITY

All Psi Chi undergraduate members are eligible to submit their research for the J. P. Guilford Undergraduate Research Awards.

Each first author must:

- be a Psi Chi member and
- only submit one paper for this award.

Authors may submit the same paper to Guilford and Allyn & Bacon Award competitions, but the same paper cannot win more than one award.



STYLE / STANDARDS

1. Papers must be an electronic document written in English conforming strictly to the instructions in the *Publication Manual of the American Psychological Association (APA)*.
2. The text of the paper is limited to 12 pages in 12-point font (double-spaced). In addition to the 12 pages of text, the paper should include a title page, an abstract (up to 120 words), references, and any necessary tables, figures, or notes.
3. Poor spelling and grammar will penalize otherwise sound research papers. Faculty sponsors are encouraged to review papers for high quality of research.
4. All papers must be masked. Your Psi Chi member ID number will serve as a unique identifier for your submission. The only item not masked is the submission form.



SUBMISSION PROCEDURES

1. Submit online at www.psichi.org under the AWARDS/GRANTS section. The link for submissions is available at least one month prior to the submission deadline.
2. Submissions are accepted online until midnight local time on May 1. Late entries will not be accepted.
3. Submission form (next page).

APPLY NOW



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SUBMISSION FORM

Download and complete the submission form below, save your information to the file, and upload with your proposal.

First author's [project director] name	
Phone	Email
Psi Chi member ID number	
School affiliation	
Title of paper	
Faculty supervisor	
Faculty supervisor's phone	Faculty supervisor's email

Previous Guilford Undergraduate Research Award winners:

First Place:

Stacy Mathis | Southwestern University (TX)
Perceived Effectiveness of Self-Presentation Strategies Designed to Improve Perceptions of Shy Individuals

Little research has explored how shy individuals can combat others' negative perceptions of them. To address this gap, the present study was conducted to examine the effectiveness of several self-presentation strategies (i.e., acknowledgment, future corrective action, and assured liking) for shy individuals. Participants completed an online survey in which they rated their perceptions of a shy student in a hypothetical conversation. The results indicated that acknowledging shyness resulted in a better overall impression than not acknowledging shyness, and indicated that the strategies of future corrective action and assured liking resulted in better overall impressions of shy individuals compared to acknowledgment alone. Importantly, the strategies highlighted in the present study may help shy individuals to make the best possible impressions.

Second Place:

Madeleine G. Moser | Earlham College (IN)
The Malleability of Memory for Actions and Objects

This study examined whether a misinformation effect could be found for actions and objects. The effect was defined as more errors being made about certain items by participants exposed to misinformation than control participants. Participants (N = 97) were college students between 18 and 23 years of age. Participants viewed photographs containing action and object critical items. In sentences describing them, some participants were misinformed about actions, others about objects, and others were not misinformed. Errors, confidence ratings, and reaction times for critical items were recorded from a final recognition memory test. A misinformation effect was found for objects. Participants misled about objects made more errors and gave higher confidence ratings for objects than control participants.

Third Place:

Tracey Miser | Ohio State University at Newark Campus
Variations in SES, Home Environment, and Childcare on Child Language Abilities

The present study investigated the relationship between SES, home environment, and amount of childcare on the language of 3-, 4-, and 5-year-old children. This study also developed a parental report measure of the home environment. Results confirm the positive relationship between language and SES. Findings on the positive relationship between language and home environment, as measured with the new Home Environment Questionnaire (HEQ), are consistent with previous research using exhaustive observational and interview measures. Furthermore, results show that hours per week of childcare are not related to language after controlling for SES and home environment. This study confirms the validity of the new HEQ, which offers greater utility in measuring home environment than other more rigorous measures.

Read about the authors on p. 34 in the *Digital Eye* at the following link:
<http://www.ourdigitalmags.com/publication/?i=49534&page=1>.