

Hae Yeon Lee

Curriculum Vitae

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ACADEMIC POSITIONS

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| July 2022 – present | Assistant Professor National University of Singapore, Department of Psychology |
| Jan 2021 – present | Assistant Professor Yale-NUS College, Division of Social Sciences (Psychology) |
| Sep 2019 – Dec 2020 | Postdoctoral Research Scholar Stanford University, Department of Psychology Advisors: Gregory Walton, Ph.D. and Carol Dweck, Ph.D. |

EDUCATION

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| 2019 | Ph. D. in Developmental Psychology , The University of Texas at Austin, U.S.A. Advisor: David S. Yeager, Ph.D. |
| 2015 | M. A. in Psychology , The University of Texas at Austin, U.S.A. |
| 2008 | B. A. in Psychology with <i>summa cum laude</i> , Seoul National University, South Korea |
| 2006 | International Exchange Student Program, The University of Melbourne, Australia |

RESEARCH INTERESTS

- Adolescent Development
- Role of Mindsets and Beliefs in Learning and Stress Resilience
- Developmental Effects of Inequality and Social Status in Stress Resilience, Mental and Physical Health, and Educational Outcomes During Adolescence and Early Adulthood
- Social-Emotional Learning Interventions for Youths
- Social Media and Youth Mental Health

FELLOWSHIPS & AWARDS

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| 2019 | Jacobs Foundation Young Scholars |
| 2019 | Student Travel Award, Society for Research in Child Development (SRCD) |
| 2018 | Dissertation Writing Fellowship, The Office of Graduate Studies, UT-Austin |
| 2018 | Dissertation Funding Award, Society for Research in Child Development (SRCD) Student and Early Career Council (SECC), one of ten awardees |
| 2018 | Holtzman Award for Leadership and Service in Developmental Psychology, UT-Austin |
| 2018, 2019 | Holtzman Award for Best Student Paper in Developmental Psychology, UT-Austin |
| 2016 – 2018 | Lobliner Student Travel Award, UT-Austin |
| 2015 – 2019 | Professional Development Travel Award, UT-Austin |
| 2015 – 2018 | Holtzman Student Travel Award, UT-Austin |
| 2015 | Summer Research Award Fellowship, UT-Austin |

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| 2015 | Student Travel Award, Society for Personality and Social Psychology (SPSP) |
| 2013 | Research Excellence Award, UT-Austin |
| 2008 | Summa cum laude, Seoul National University |
| 2006 | Global Frontier Research Proposal Finalist Award, Job Korea Inc. |
| 2005 | Habitat for Humanity Global Village Program Student Travel Grant |
| 2004 – 2008 | The Bang Il-Young Foundation Advanced Undergraduate Fellowship |
| 2003 | First-Year Undergraduate Fellowship, Seoul National University |

GRANTS FUNDING

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|-------------|---|
| 2022 – 2026 | National University of Singapore Start-Up Grant Top-up (\$80,000 SGD) |
| 2021 – 2023 | Yale-NUS College Centre for Teaching and Learning Teaching Innovation Grant (\$10,600 SGD) Co-PI with Dr. Smrithi Prasad, “ <i>Redesigning data science education in Psychology</i> ” |
| 2021 – 2024 | Yale-NUS College Start-Up Grant (\$100,000 SGD) |
| 2020 – 2022 | Jacobs Foundation COVID-19 Education Challenge Grant (\$100,000 CHF) Co-Investigator, “ <i>Ensuring learning continuity and reducing inequality during a global pandemic: A multi-site parent-focused intervention trial</i> ” |
| 2019 | Population Research Center Seed Grant, UT-Austin (\$13,000) Co-Investigator, “ <i>Parent’s mindsets and teenage stress coping</i> ” |
| 2018 | Society for Research in Child Development (SRCD) Student and Early Career Council (SECC) Dissertation Funding Award , (\$2,000), one of ten awardees Principal Investigator, “ <i>Status, social media, and mental health in adolescence</i> ” |
| 2016 – 2020 | The Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) R01 Grant awarded to David Yeager (PI) and Jeremy Jamieson, Robert Josephs, Christopher Beevers, & Harry Reis (Co-Is) Co-author and Lead Graduate Trainee, “ <i>Estimating and understanding effects of teaching teens that people can change</i> ” |

PUBLICATIONS

Google Scholar total citations = 1,560, *h-index* = 10, *i10-index* = 10, as of July 2022

Peer-Reviewed Journal Articles

1. Chafkin, J. E., O’Brien, J. M., Medrano, F. N., **Lee, H. Y.**, Yeager, D. S., & Josephs, R. A. (2022). Chemiluminescent immunoassay overestimates hormone concentrations and obscures testosterone sex differences relative to LC-MS/MS in a field study of diverse adolescents. *Comprehensive Psychoneuroendocrinology*, 100132. [Doi: 10.1016/j.cpnec.2022.100132](https://doi.org/10.1016/j.cpnec.2022.100132).
2. Seo, E., **Lee, H. Y.**, Jamieson, J. P., Reis, H. T., Josephs, R. A., Beevers, C. G., & Yeager, D. S. (2021). Trait attributions and stress appraisals explain why an entity theory of personality predicts greater internalizing symptoms during adolescence. *Development and Psychopathology*, 1-11. [Doi: 10.1017/S0954579420001832](https://doi.org/10.1017/S0954579420001832). (IF: 3.385)
3. O’Keefe, P., **Lee, H. Y.**, & Chen, P. (2021). Changing students’ beliefs about learning can unveil their potential. *Policy Insights from the Behavioral and Brain Sciences*, 8(1), 84-91. [Doi: 10.1177/2372732220984173](https://doi.org/10.1177/2372732220984173). (IF: 2.492)

4. Chafkin, J., Yeager, D. S., O'Brien, J., **Lee, H. Y.**, McAfee, C., & Josephs, R. A. (2021). Gonadal and adrenal hormones interact with pubertal maturation to predict depressive symptoms in a group of high school females. *Development and Psychopathology*, 1-15. [Doi: 10.1017/S0954579420001935](https://doi.org/10.1017/S0954579420001935). (IF: 3.385)
5. Grapsas, E., Denissen, J. J. A., **Lee, H. Y.**, Bos, P. A., & Brummelman, E. (2020). Climbing up or falling down: Narcissism predicts physiological sensitivity to social status in children and their parents. *Developmental Science*, e13062. [Doi: 10.1111/desc.13062](https://doi.org/10.1111/desc.13062). (IF: 3.722)
6. ten Brink, M., **Lee, H. Y.**, Manber, R., Gross, J., & Yeager, D. S. (2020). Stress, sleep, and coping self-efficacy in adolescents. *Journal of Youth and Adolescence*, 50, 485-505. [Doi: 10.1007/s10964-020-01337-4](https://doi.org/10.1007/s10964-020-01337-4). (IF: 3.121)
7. **Lee, H. Y.**, Jamieson, J. P., Reis, H. T., Beevers, C. G., Josephs, R. A., Mullarkey, M. C., O'Brien, J., & Yeager, D. S. (2020). Getting fewer "likes" than others on social media elicits emotional distress among victimized adolescents. *Child Development*, 91(6), 2141-2159. [Doi: 10.1111/cdev.13422](https://doi.org/10.1111/cdev.13422). (IF: 4.891)
 + This paper was featured in the UT Austin's 2020 Research Highlights.
 + Media coverage at *Futurity*, *Fox 7 News Good Day Austin*, *Ethical Editor*, *NewsWest9*, *University of Rochester News Center*, *UT Austin College of Liberal Arts News*.
8. Kaufman, K. M. L., **Lee, H. Y.**, Benner, A. D., & Yeager, D. S. (2020). How school contexts shape the relations among adolescents' beliefs, peer victimization, and depressive symptoms. *Journal of Research on Adolescence*, 30(3), 769-782. [Doi: 10.1111/jora.12558](https://doi.org/10.1111/jora.12558). (IF: 1.905)
9. **Lee, H. Y.**, Jamieson, J. P., Miu, A. S., Josephs, R. A., & Yeager, D. S. (2019). An entity theory of intelligence predicts higher cortisol levels when high school grades are declining. *Child Development*, 90(6), e849-e867. [Doi: 10.1111/cdev.13116](https://doi.org/10.1111/cdev.13116) (IF: 4.891)
 + Media coverage at *The Sydney Morning Herald*, *Future Ed*, *The Conversation*.
10. **Lee, H. Y.**, & Yeager, D. S. (2019). Adolescents with an entity theory of personality are more vigilant to social status and use relational aggression to maintain social status. *Social Development*, 29(1), 273-289. [Doi: 10.1111/sode.12393](https://doi.org/10.1111/sode.12393) (IF: 1.552)
11. Dainer-Best, J., **Lee, H. Y.**, Shumake, J., Yeager, D. S., & Beevers, C. G. (2018). Determining optimal parameters of the Self Referent Encoding Task: A large-scale examination of self-referent cognition and depression. *Psychological Assessment*, 30(11), 1527-1540. [Doi: 10.1037/pas0000602](https://doi.org/10.1037/pas0000602) (IF: 2.825)
12. Jamieson, J. P., Hangen, E. J., **Lee, H. Y.**, & Yeager, D. S. (2017). Author reply: Arousal reappraisal as an affect regulation strategy. *Emotion Review*, 10(1), 74-76. [Doi: 10.1177/1754073917724878](https://doi.org/10.1177/1754073917724878) (IF: 4.258)
13. Jamieson, J. P., Hangen, E. J., **Lee, H. Y.**, & Yeager, D. S. (2017). Capitalizing on appraisal processes to improve social stress responses. *Emotion Review*, 10(1), 30-39. [Doi: 10.1177/1754073917693085](https://doi.org/10.1177/1754073917693085) (IF: 4.258)
14. Yeager, D. S., **Lee, H. Y.**, & Jamieson, J. P. (2016). How to improve adolescent stress responses: Insights from an integration of implicit theories and biopsychosocial model. *Psychological Science*, 27(8), 1078-1091. [Doi: 10.1177/0956797616649604](https://doi.org/10.1177/0956797616649604) (IF: 5.398)
 + Media coverage at *The New York Times*, *Greater Good Science Center*, *KQED News*, *Daily Texan*, *UT Austin College of Liberal Arts News*.
15. Yeager, D.S., Romero, C., Paunesku, D., Hulleman, C., Schneider, B., Hinojosa, C., **Lee, H. Y.**, O'Brien, J., Flint, K., Roberts, A., Trott, J., Walton, G., & Dweck, C. (2016). Designing social-psychological interventions for full-scale implementation: The case of growth mindset during the transition to high school. *Journal of Educational Psychology*, 108(3), 374-391. [Doi:10.1037/edu0000098](https://doi.org/10.1037/edu0000098) (IF: 5.028)
16. Yeager, D.S., Fong, C.J., **Lee, H. Y.**, & Espelage, D. (2015). Declines in efficacy of anti-bullying programs among older adolescents: A developmental theory and a three-level meta-analysis. *Journal of Applied Developmental Psychology*, 37, 36-51. [Doi: 10.1016/j.appdev.2014.11.005](https://doi.org/10.1016/j.appdev.2014.11.005) (IF: 2.00)
 + This paper received the 2015 APA Division 7 (Developmental Psychology) Early Career

Outstanding Paper Award.

Selective Journal Articles Under Review & In Preparation

Gonzalez, M. S., Seo, E. J., **Lee, H. Y.**, Jamieson, J. P., Josephs, R. A., Beevers, C. G., Reis, H. T., & Yeager, D. S. (2nd round R&R under review). A “heterogeneity replication” examines where and for whom a scalable psychological intervention prevents internalizing symptoms during adolescence.

Sabhlok, A., Malanchini, M., Engelhardt, L. E., **Lee, H. Y.**, Tucker-Drob, E. M., Harden, P. K. (under review). Executive functions and socioeconomic disparities in student performance on high-stakes standardized tests.

Lee, H. Y., Brady, S. T., Ospina, J., Hirschi, Q., Yeager, D. S., & Walton, G. M. (in prep). A brief social-belonging intervention reduces health center visits in college among socially disadvantaged students.

Lee, H. Y., Jamieson, J. P., Josephs, R. A., Reis, H. T., Beevers, C. G., Dobias, M., ... & Yeager, D. S. (in prep). An incremental theory of personality promotes stress resilience in adolescence: Evidence from a pre-registered replication study. Planned analyses pre-registered at <https://osf.io/d2ua7/>

Lee, H. Y., Brummelman, E., Yeager, D. S., & Dweck, C. S. (in prep). Promoting stress resilience in adolescence: The role of parent mindsets as a psychological context.

Lee, H. Y., Jamieson, J. P., Josephs, R. A., Beevers, C. G., Reis, H. T., & Yeager, D. S. (in prep). Adolescents’ implicit theories of personality shape their responses to social media stressors.

Lee, H. Y., & Yeager, D. S. (in prep). Understanding adolescents’ sensitivity to social status: Toward an integrative developmental model.

Book Chapters & Op-Ed Articles

Yeager, D. S., & **Lee, H. Y.** (2020). The incremental theory of personality intervention. In G. M. Walton, & A. J. Crum (Eds.), *Handbook of wise interventions: How social-psychological insights can help solve problems*. Guilford Press: New York, NY.

Lee, H. Y., & Yeager, D. S. (Nov 2018). Reducing the toxic stress of starting high school. *Future Ed.* <https://www.future-ed.org/reducing-the-toxic-stress-of-starting-high-school/>

Yeager, D. S., **Lee, H. Y.** (Aug 2018). The start of high school doesn’t have to be stressful. *The Conversation.* <https://theconversation.com/the-start-of-high-school-doesnt-have-to-be-stressful-101294>

Yeager, D. S., **Lee, H. Y.**, & Dahl, R. E. (2017). Competence and motivation in adolescence. In A. J. Elliot, C. S. Dweck, & D. S. Yeager (Eds.), *Handbook of competence and motivation (2nd Edition): Theory and application*. Guilford Press: New York, NY.

MEDIA COVERAGE

- “Too few social media ‘likes’ can amp up teen depression” (September 2020) *Futurity*.
- “The psychological effects of not getting enough validation on social media” (September 2020) *GoodDay Austin, Fox 7 News*.
- “Getting fewer ‘likes’ on social media elicits emotional distress among adolescents (September 2020) *Ethical Editor*.
- “Lack of ‘likes’ leads to emotional distress among teens, UT researchers say” (September 2020) *NewsWest9: Education*.
- “Getting fewer ‘likes’ on social media can make teens anxious and depressed (September 2020) *University of Rochester Newscenter*.

- “Getting fewer ‘likes’ on social media elicits emotional distress among adolescents” (September 2020) *The University of Texas at Austin College of Liberal Arts News*.
- “The teen brain: How schools can help students manage emotions and make better decisions” (October 2018) *Education Week*.
- “How your outlook can affect exam performance” (August 2018) *The Sydney Morning Herald*.
- “The top 10 insights from the science of a meaningful life in 2016” (December 2016) *Greater Good Science Center*.
- “Could a growth mindset help teens cope with stress?” (October 2016) *KQED News*.
- “Teaching teens to cope with social stress” (September 2016) *The New York Times*.
- “Can a change in mindset help teens de-stress?” (August 2016) *Greater Good Science Center*.
- “Study shows teaching teens about social, personality changes helps cope with stress” (July 2016) *Daily Texan*.
- “Lessons on personalities help teens cope with social stressors” (June 2016) *The University of Texas at Austin College of Liberal Arts News*.

CONFERENCE PRESENTATIONS

Chaired Group Symposia

Lee, H. Y. (April 2017). *The new science of adolescent behavioral change: Psychological and hormonal methods for leveraging social motivation*. Group paper symposium at the 2017 SRCD biennial meeting, Austin, TX.

Paper Symposium Talks

Brummelman, E., **Lee, H. Y.**, & Dweck, C. S. (April 2021). *Do you value me for who I really am? Daily experiences of conditional regard in adolescence*. Paper presented at the 2021 SRCD virtual biennial meeting.

Lee, H. Y., Jamieson, J. P., Reis, H. T., Beevers, C. G., Josephs, R. A., Mullarkey, M. C., O’Brien, J. M., & Yeager, D. S. (March 2019). *Insufficient likes on social media elicit negative self-referent cognitions and emotions during adolescence*. Paper presented at the 2019 SRCD biennial meeting, Baltimore, MD.

Lee, H. Y., Jamieson, J. P., Josephs, R. A., & Yeager, D. S. (April 2018). *Insufficient likes on social media elicit distress associated with depressive symptoms in adolescence*. Paper presented at the 17th SRA biennial meeting, Minneapolis, MN.

Hooper, S., **Lee, H. Y.**, Crosnoe, R. & Yeager, D. S. (April 2018). *The cognitive cost of high school popularity*. Paper presented on behalf of the first author at the 17th SRA biennial meeting, Minneapolis, MN.

Lee, H. Y., Jamieson, J. P., Josephs, R. A., & Yeager, D. S. (May 2017). *Worldview referendum: Correspondence between an adolescent’s worldview and a winning campaign’s worldview predicted testosterone responses to the 2016 election*. Paper presented at the 29th APS annual meeting, Boston, MA.

Lee, H. Y., Jamieson, J. P., Beevers, C. G., Josephs, R. A., Reis, H. T. & Yeager, D. S. (April 2017). *No “likes?” That’s okay: Buffering adolescents from social media rejection by changing implicit theories of personality*. Paper presented at the 2017 SRCD biennial meeting, Austin, TX.

Lee, H. Y., & Yeager, D. S. (July 2016). *Adolescents’ sensitivity to social hierarchy comes from beliefs and predicts testosterone and relational aggression*. Paper presented at the 22nd ISRA world meeting, Sydney, Australia.

Lee, H. Y., & Yeager, D. S. (May 2016). *Who pursues status most vigorously in high school? Implicit theories of personality underlie individual differences in status goal pursuit*. Paper presented at the 28th APS annual meeting, Chicago, IL.

Lee, H. Y., Yeager, D. S. & Jamieson, J. P. (March 2016). *Changing a simple belief alters adolescents’ physiological responses to social stress*. Paper presented at the 16th SRA biennial meeting, Baltimore, MD.

Yeager, D. S., **Lee, H. Y.**, & Jamieson, J. P. (January 2016). *What can be done about social stress during adolescence? Effects of an incremental theory of personality intervention on naturalistic responses to daily stressors*. Paper presented on behalf of the first author at the 17th SPSP annual meeting, San Diego, CA.

Lee, H. Y., & Yeager, D. S. (March 2015). *Dynamic relation between social and academic competence during adolescent transitions*. Paper presented at the 2015 SRCD biennial meeting, Philadelphia, PA.

Poster Presentations

* = denotes undergraduate student mentees

*Lepcha, Y. & **Lee, H. Y.** (May 2022). Who benefits from online social media feedback?: The moderating effects of global self-esteem. Poster to be presented at the 34th APS annual meeting, Chicago, IL.

Lee, H. Y., Dobias, M., Jamieson, J. P., Beevers, C. G., Josephs, R. A., Reis H. T., & Yeager, D. S. (October 2018). *A randomized field trial of an incremental theory of personality intervention improves adolescents' daily stress appraisals*. Poster presented at the 2018 SRCD special topic meeting on Character Development, Philadelphia, PA.

*Egger, D., **Lee, H. Y.**, & Yeager, D. S. (May 2017). *Negative interpretation bias's effects on stress and depression in adolescents*. Poster presented at the 29th APS annual meeting, Boston, MA.

Lee, H. Y., Miu, A. S., Jamieson, J. P., & Yeager, D. S. (April 2017). *Beliefs about intelligence shape adolescents' acute and chronic HPA-axis responses to academic difficulty*. Poster presented at the 2017 SRCD biennial meeting, Austin, TX.

Lee, H. Y., Bigler, R. S., & Yeager, D. S. (March 2016). *Too heavy to be popular?: Adolescents' lay theories about weight and social status shape weight control behavior*. Poster presented at the 16th SRA biennial meeting, Baltimore, MD.

Lee, H. Y., Bigler, R. S., & Yeager, D. S. (January 2016). *The "thin=popular" cognitive bias is motivated by social status goals and predicts weight control behavior*. Poster and data blitz presented at the 17th SPSP annual meeting, San Diego, CA.

*Broaddus, S. M., **Lee, H. Y.**, Bigler, R., & Yeager, D. S. (October 2015). *Bearing the weight: Weight concerns hinder cognitive functioning among adolescents and college students*. Poster presented at 9th SSHD biennial meeting, Austin, TX.

Lee, H. Y., Yeager, D. S., & Hooper, S. (March 2015). *The social cognitive roots of peer exclusion in high school: Dynamics in social goals, cognitive styles and hormonal reactivity*. Poster presented at the 2015 SRCD biennial meeting, Philadelphia, PA.

Lee, H. Y., Yeager, D. S., & Hooper, S. (February 2015). *The social cognitive roots of relational bullying in high school: Correlational and experimental evidence from a longitudinal study*. Poster presented at the 16th SPSP annual meeting, Long Beach, CA.

Lee, H. Y., Hooper, S., & Yeager, D. S. (March 2014). *Guess who?: Adolescents' sensitivity to social status and information seeking behavior in a novel social cognition game*. Poster presented at the 15th SRA biennial meeting, Austin, TX.

Lee, H. Y., Hooper, S., & Yeager, D. S. (March 2014). *A tendency to quickly sort the social world in terms of social status predicts high school bullying*. Poster presented at the 15th SRA biennial meeting, Austin, TX.

*Simmons, C., Hooper, S. **Lee, H. Y.**, & Yeager, D. S. (March 2014). *Sensitivity to hierarchy as a social motivator for facial recognition, moderated by perceived social status*. Poster presented at the 15th SRA biennial meeting, Austin, TX.

INVITED TALKS & PANELISTS

“Mindsets and resilience: Raising resilient adolescents from everyday social context.” (August 2022). National University of Singapore, ODPRT Humanities and Social Sciences Webinar Symposium on Child Development Research in Singapore.

“Targeting mindsets to improve adolescents’ stress resilience and health under ubiquitous status threats.” (April 2022). National University of Singapore, Department of Psychology Brownbag Series.

“Rethinking stress and resilience in everyday lives of young people.” (March 2022). Yale-NUS College Saga College Conversation Series.

“Parenting Series: Educating our next generation for their future, not ours.” (December 2021). Asia Institute of Mentoring, Singapore. *Invited Panelists.*

“An incremental theory of personality promotes stress resilience in adolescence: Evidence from a pre-registered replication study.” (March 2020). Stanford Psychophysiology Laboratory lab meetings, Stanford University, USA.

“Struggling with status in adolescence: Targeting mindsets to promote stress resilience.” (February 2020). Department of Psychology, The University of Hong Kong, Hong Kong.

“Struggling with status in adolescence: Targeting mindsets to promote stress resilience.” (January 2020). Department of Psychology, Division of Social Sciences, Yale-NUS College, Singapore.

“Struggling with status in adolescence: Targeting mindsets to promote stress resilience.” (December 2019). Department of Psychology, Queen’s University, Canada.

“Promoting stress resilience in adolescence: The role of parents’ implicit theories of personality.” (October 2019). The Dweck-Walton Lab, Stanford University, USA.

“Social media, sensitivity to status threats, and mental health during adolescence.” (June 2019). Research Institute of Child Development and Education, The University of Amsterdam, The Netherlands.

TEACHING EXPERIENCE

Courses Taught

Adolescent Development, *Yale-NUS College* *Spring 2021, Fall 2021*

- A 4000-level elective seminar in Psychology major

Statistics and Research Methods for Psychology, *Yale-NUS College* *Fall 2021*

- A 2000-level core module in Psychology major

Lab in Social and Educational Interventions, *Yale-NUS College* *Spring 2022*

- A 3000-level lab module in Psychology major

Psychology Capstone Thesis, *Yale-NUS College* *Fall2021–Spring2022*

- A 4000-level module for Psychology honors thesis

Guest Instructor

Success and Resilience in College, *Yale-NUS College* *Fall 2021, Fall 2022*
 Adolescent Development, *UT-Austin*, *Spring 2016, Spring 2018*
 Intro to Developmental Psychology, *UT-Austin* *Fall 2018*

Teaching AssistantInfant Development, *UT-Austin**Spring 2014***STUDENT SUPERVISION EXPERIENCE**

Dissertation Thesis Committee

Teo Qiao Kang (PhD candidate, NUS Dept. of Psychology)

*AY2022-present***Undergraduate Honors Thesis Advisor**

Soh Lin Min (Yale-NUS Class of 2023, Psychology)

AY2022-23

Teoh Yi Jing (Yale-NUS Class of 2023, Psychology)

AY2022-23

Nicole Anoushka Nazareth (Yale-NUS Class of 2022, Psychology)

AY2021-22

Stefan Liew Jing Rui (Yale-NUS Class of 2022, Psychology)

AY2021-22

Yu Chi Ying Meryl (Yale-NUS Class of 2022, Psychology)

AY2021-22

Belinda Yan Shu Cheung (Yale-NUS Class of 2021, Psychology)

AY2020-21

Yashmit Lepcha* (Yale-NUS Class of 2021, Psychology)

AY2020-21

* won the Psychology Capstone Excellence Award

Saniya Hirani (UT-Austin Class of 2017, Health and Society)

AY2016-17

Dominique Egger (UT-Austin Class of 2015, Psychology)

*AY2014-15***Undergraduate Research Internship Mentor**

Stefan Liew Jing Rui, Yale-NUS Independent Research Learning Module

AY2021-22

Catherine Gonzalez, UT-Austin Bridging Disciplines Program Mentee

AY2018-19

Shelby Broadus, UT-Austin IE Pre-Graduate School Internship Mentee

AY2014-15

Cortney Simmons, UT-Austin SURE Program Summer Internship Mentee

*AY2013-14***PROFESSIONAL MEMBERSHIPS**

Association for Psychological Science (APS)

Society for Research in Child Development (SRCD)

Society for Research on Adolescence (SRA)

Society for Personality and Social Psychology (SPSP)

REVIEW EXPERIENCE

Ad-hoc Journal Review*Child Development**Journal of Experimental Social Psychology**Emotion**Social Development**Journal of Educational Psychology**Learning and Individual Differences**Journal of Personality and Social Psychology**Social Psychological and Personality Science**Motivation Science**Journal of Early Adolescence**Contemporary Educational Psychology**International Journal of Bullying Prevention***Conference Abstracts Review***The Society for Research on Adolescence (SRA)**The Society for Research on Educational Effectiveness (SREE)*

Grant & Research Proposals Review

Time-Sharing Experiments for the Social Sciences (TESS)
The Hong Kong Institute of Education Grant Proposals

ADVANCED ANALYTIC SKILLS

Structural equation modeling (SEM) and multilevel mixed-effects modeling (HML) with intensive event sampling data (i.e., daily diary) and multi-site, multi-wave longitudinal school field study data.
Proficient in using *R*, *MPlus*, *HLM*, *Inquisit*, *LIWC*, *Qualtrics*, *MindWare*.

REFERENCES

David S. Yeager, Ph.D., Associate Professor of Psychology, The University of Texas at Austin
dyeager@utexas.edu

Gregory M. Walton, Ph.D., Associate Professor of Psychology, Stanford University
gwalton@stanford.edu

Carol S. Dweck, Ph.D., Lewis and Virginia Eaton Professor of Psychology, Stanford University
dweck@stanford.edu

Jeremy P. Jamieson, Ph.D., Associate Professor of Psychology, University of Rochester
jeremy.jamieson@rochester.edu