


SEAN HUGHES

Curriculum Vitae

Department of Experimental Clinical and Health Psychology

Ghent University, Henri Dunantlaan 2, Ghent, Belgium

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RESEARCH INTERESTS

Social Psychology: AI-Generated Media, Attitudes, Implicit Social Cognition, Belief Formation & Change

Learning Psychology: (Social) Learning, Behavior Modification and Change

Open Science: Research and Measurement Practices in Psychological Science

ACADEMIC CAREER

2021	Associate Professor <i>Minerva University, San Francisco, USA</i>
2020- Present	Assistant Professor <i>Ghent University, Belgium</i>
2019	Visiting Scholar <i>Cornell University, USA</i>
2017	Visiting Scholar <i>Harvard University, USA</i>
2014	Postdoctoral Researcher <i>Ghent University, Belgium</i>
2013 – 2014	Government of Ireland Research Fellow <i>National University of Ireland Maynooth, Ireland</i>
2012 – 2013	Postdoctoral Researcher, <i>Ghent University, Belgium</i>
2009 – 2012	Doctor of Philosophy (Ph.D.), Psychology <i>National University of Ireland Maynooth, Ireland</i>
2008	Certificate Teaching and Learning <i>National University of Ireland Maynooth, Ireland</i>
2005 - 2008	Bachelor of Arts (B.A.), Honors Psychology <i>National University of Ireland Maynooth, Ireland</i>

BOOKS

1. De Houwer, J., & **Hughes, S.** (2020). *The Psychology of Learning: An Introduction from a Functional-Cognitive Perspective*. Boston, MA: MIT Press.

JOURNAL ARTICLES

In Preparation

2. **Hughes, S.**, Van Dessel, P., Hussey, I., Smyth, C., & De Houwer, J. (*in prep*). Not All Attitudes Are Created Equal: A Comparative Investigation of Seven Different Evaluative Learning Pathways and Their Implications for Implicit and Explicit Attitude Change.
3. Hussey, I., & **Hughes, S.** (*in prep*). V-Hacking: Undisclosed Flexibility in Data Analysis Allows One to Present Anything as Valid.
4. Hussey, I., **Hughes, S.**, & Nosek, B. (*in prep*). Attitudes 2.0: A Large Dataset for Investigating Relations among Implicit and Explicit Attitudes and Identity.
5. **Hughes, S.**, Unkelbach, C., Rougier, M., & De Houwer, J. (*in prep*). Changing Person Perceptions via the Shared Features Paradigm.

Under Review

6. De Houwer, J., & **Hughes, S.** (*under review*). Learning in Individual Organisms, Genes, Machines, and Groups: A New Way of Defining and Relating Learning in Different Systems. *Perspectives in Psychological Science*.
7. **Hughes, S.**, Soubry, A., & De Houwer, J. (*under review*). Genetic Learning: A New Conceptual Framework For Studying the Impact of the Environment on Changes in Genetic Behavior. <https://psyarxiv.com/yufj8/>
8. Van Dessel, P., Boddez, Y., & **Hughes, S.** (*under review*). Nudging societally relevant behavior by promoting cognitive inferences. *Scientific Reports*.
9. Kurdi, B., Hussey, I., Stahl, C., **Hughes, S.**, Unkelbach, C., Ferguson, M., & Corneille, O. (*under review*). Unaware attitude formation in the surveillance task? Revisiting the findings of Moran et al. (2020). *International Review of Social Psychology*.
10. **Hughes, S.** Cummins, J., & Hussey, I. (*under review*). Effects on the Affect Misattribution Procedure are Strongly Moderated by Awareness. *Behavioral Research Methods*. <https://psyarxiv.com/d5zn8/>
11. **Hughes, S.**, Fried, O, Ferguson, M., Hughes, C., Hughes, R., Yao, X., & Hussey, I. (*under review*). Deepfaked Online Content is Highly Effective in Manipulating People's Attitudes and Intentions. *Journal of Experimental Psychology: General*. <https://psyarxiv.com/4ms5a/>

Published

** Shared First Authorship*

12. Moran, T., **Hughes, S.**, Van Dessel, P., & De Houwer, J. (2022). The role of trait inferences in evaluative conditioning. *Collabra: Psychology*.
13. Kasran, S., **Hughes, S.**, & De Houwer, J. (2022). Learning via Instructions about Observations: Exploring Similarities and Differences with Learning via Actual Observations. *Royal Society Open Science*.
14. Kasran, S., **Hughes, S.**, & De Houwer, J. (*in press*). Observational Evaluative Conditioning is Sensitive to Relational Information. *Quarterly Journal of Experimental Psychology*.
15. Greenwald, A., et al. (*in press*). Best Research Practices for Using the Implicit Association Test. *Behavioral Research Methods*. doi: 10.3758/s13428-021-01624-3
16. Beeckman, M., **Hughes, S.**, Van der Kaap-Deeder, J., Plasschaert, F., Michielsen, J., Moens, P., & Goubert, L. (2021). Risk and Resilience Predictors of Recovery After Spinal Fusion Surgery in Adolescents, *The Clinical Journal of Pain*, (11), 789-802.

17. Moran, T., * **Hughes, S.**, Hussey, I., Vadillo, M. A., Olson, M. A., Aust, F., ... & De Houwer, J. (2021). Incidental attitude formation via the surveillance task: A preregistered replication of the Olson and Fazio (2001) study. *Psychological Science*, *32*, 120–131.
18. Hussey, I., & **Hughes, S.** (2020). Hidden Invalidity in 15 Commonly Used Measures in Social and Personality Psychology. *Advances in Methods and Procedures in Psychological Science*, *3*, 166-184.
19. Van Dessel, P., Cummins, J., **Hughes, S.**, Kasran, S., Cathelyn, F., & Moran, T. (2020). Reflecting on 25 Years of Research Using Implicit Measures: Recommendations for Their Future Use. *Social Cognition*, *38*, 223–242.
20. **Hughes, S.**, Mattavelli, S., Hussey, I., & De Houwer, J. (2020). The influence of extinction and counterconditioning procedures on operant evaluative conditioning and intersecting regularity effects. *Royal Society Open Science*, *7*, 192085.
21. Kissi, A., **Hughes, S.**, Van Ryckeghem, D., De Houwer, J., & Crombez, G. (2020). When pain becomes uncontrollable: an experimental analysis of the impact of instructions on pain-control attempts. *Pain*. DOI: 10.1097/j.pain.0000000000002088.
22. De Houwer, J., & **Hughes, S.** (2020). Learning to Like or Dislike: Revealing Similarities and Differences Between Evaluative Learning Effects. *Current Directions in Psychological Science*, *29*, 487-491.
23. Ebersole, C., et al. (2020). Many Labs 5: Testing Pre-Data Collection Peer Review as an Intervention to Increase Reproducibility. *Advances in Methods and Practices in Psychological Science*, *3*, 309-331.
24. Kissi, A., Harte, C., **Hughes, S.**, De Houwer, J., & Crombez, G. (2020). The rule-based insensitivity effect: a systematic review. *PeerJ*, *8*, e9496.
25. **Hughes, S.**, De Houwer, J., Mattavelli, S., & Hussey, I. (2020). The shared features principle: If two objects share a feature, people assume those objects also share other features. *Journal of Experimental Psychology: General*, *149*, 2264–2288.
26. Landy, J. F., Jia, M., Ding I. L., Viganola, D., Tierney, W., ... Uhlmann, E. L. (2020). Crowdsourcing Hypothesis Tests: Making Transparent How Design Choices Shape Research Results. *Psychological Bulletin*, *146*, 451-479.
27. Hussey, I., & **Hughes, S.** (2020). Evaluative Conditioning without awareness: Replicable effects do not equate replicable inferences. See (<https://psyarxiv.com/4gzsp/>).
28. Beeckman, M., Simons, L., **Hughes, S.**, Loeys, T., & Goubert, L. (2020). A Network Analytic Study of the Potential Antecedents and Consequences of Pain-Related Avoidance and Engagement in Adolescents. *Pain Medicine*, *21*, e89-e101.
29. Liefoghe, B., **Hughes, S.**, Schmidt, J., & De Houwer, J. (2020). Stroop-like effects of derived stimulus–stimulus relations. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *46*, 327-349.
30. Beeckman, M., Hughes, S., Kissi, A., Simons, L., & Goubert, L. (2019). How an Understanding of our Ability to Adhere to Verbal Rules can Increase Insight into (Mal)adaptive Functioning in Chronic Pain. *The Journal of Pain*, *10*, 1141-1154.
31. Smith, C.T., Calanchini, J., Van Dessel, P., **Hughes, S.**, & De Houwer, J. (2019). The Impact of Instruction and Experience-Based Evaluative Learning on IAT Performances: A Quad Model Perspective. *Cognition & Emotion*, *34*, 21-41.
32. De Houwer, J., Richetin, J., **Hughes, S.**, & Perugini, M. (2019). On the Assumptions that We Make About the World Around Us: A Conceptual Framework for Feature Transformation Effects. *Collabra: Psychology*, *5*, 43. DOI: <https://doi.org/10.1525/collabra.229>
33. Van Dessel, P., De Houwer, J., **Hughes, S.**, & Hussey, I. (2019). An analysis of the scientific status and limitations of the attitudinal entropy framework and an initial test of some of its empirical predictions. *Psychological Inquiry*, *29*, 213-217.
34. Van Dessel, P., **Hughes, S.**, & De Houwer, J. (2019). How Do Actions Influence Attitudes? An Inferential Account of the Impact of Action Performance on Stimulus Evaluation. *Personality and Social Psychology Review*, *23*, 267-284.
35. De Houwer, J., & **Hughes, S.** (2019). Toward a Cumulative Science of Emotion: A Functional-Cognitive Framework for Emotion Research. *Cognition & Emotion*, *33*, 61-66.

36. Beeckman, M., **Hughes, S.**, Van Ryckeghem, D., Van Hoecke, E., Dehoorne, J., Joos, R., & Goubert, L., (2019). Resilience factors in children with Juvenile Idiopathic Arthritis and their parents: the role of child and parent psychological flexibility. *Pain Medicine*, 20, 1120-1131.
37. **Hughes, S.**, Ye, Y., Van Dessel, P., & De Houwer, J. (2019). When People Co-occur With Good or Bad Events: Graded Effects of Relational Qualifiers on Evaluative Conditioning. *Personality and Social Psychology Bulletin*, 45, 196-208.
38. **Hughes, S.**, Mattavelli, S., & De Houwer, J. (2018). Examining the Impact of Distance as a Contextual Cue in Evaluative Conditioning. *PlosOne*, 13(10): e0204855. <https://doi.org/10.1371/journal.pone.0204855>
39. **Hughes, S.**, Barnes-Holmes, D., Van Dessel, P., de Almeida, J. H., Stewart, I., & De Houwer, J. (2018). On the Symbolic Generalization of Likes and Dislikes. *Journal of Experimental Social Psychology*, 79, 365-377.
40. Van der Kaap-Deeder, J., De Houwer, J., Soenens, B., **Hughes, S.**, Vansteenkiste, M. (2018). The Development and Validation of an Implicit Measure of Competence Need Satisfaction. *Motivation and Emotion*, 42(5), 615-63.
41. Van Dessel, P., **Hughes, S.**, & De Houwer, J. (2018). Consequence-Based Approach-Avoidance Training: A New and Improved Method for Changing Behavior. *Psychological Science*, 29(12), 1899-1910.
42. Kissi, A., **Hughes, S.**, De Schryver, M., De Houwer, J., & Crombez, G. (2018). Examining the Moderating Impact of Plys and Tracks on the Insensitivity Effect: A Preliminary Investigation. *The Psychological Record*, 68(4), 431 – 440.
43. Van Dessel, P., Eder, A., & **Hughes, S.** (2018). Mechanisms Underlying Effects of Approach-Avoidance Training on Stimulus Evaluation. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 44(8), 1224-1241.
44. **Hughes, S.** (2018). A brief introduction to philosophy of science as it applies to clinical psychology. In S. C., Hayes & S. G., Hofmann (Eds.), *Process-based CBT: the science and core clinical competencies of cognitive behavioral therapy* (pp. 23-45). Oakland, CA: New Harbinger Publications.
45. De Houwer, J., **Hughes, S.**, & Brass, M. (2017). Toward a unified framework for research on instructions and other messages: An introduction to the special issue on the power of instructions. *Neuroscience & Biobehavioral Reviews*, 81, 1-3.
46. De Houwer, J., **Hughes, S.**, & Barnes-Holmes, D. (2017). Bridging the Divide Between Functional and Cognitive Psychology. *Journal of Applied Research in Memory and Cognition*, 6(1), 47-50.
47. **Hughes, S.**, Barnes-Holmes, D., & Smyth, S. (2017). Implicit Cross-Community Attitudes Revisited: Evidence for In-Group Favoritism but not for Out-Group Derogation in Northern Ireland. *The Psychological Record*, 67(1), 97– 107.
48. Kissi, A., **Hughes, S.**, Barnes-Holmes, D., De Houwer, J., & Crombez, G. (2017). Conceptual Advances in Studying Rule-Governed Behavior: A Systematic Review of Pliance, Tracking and Augmenting. *Behavior Modification*, 41(5), 683-707.
49. De Houwer, J., **Hughes, S.**, & Barnes-Holmes, D. (2017). Psychological Engineering: A Functional-Cognitive Perspective on Applied Psychology. *Journal of Applied Research in Memory and Cognition*, 6(1), 1-13.
50. De Houwer, J., & **Hughes, S.** (2017). Environmental Regularities as a Concept for Carving up the Realm of Learning Research. *Journal of Contextual Behavioral Science*, 6(3), 343-346.
51. Stewart, C., **Hughes, S.**, & Stewart, I. (2016). A Contextual Behavioral Approach to the Study of (Persecutory) Delusions. *Journal of Contextual Behavioral Science*, 5(4), 235-246.
52. De Houwer, J., **Hughes, S.**, & Barnes-Holmes, D. (2016). Associative Learning as Higher-Order Cognition: Learning in Human and Nonhuman Animals from the Perspective of Propositional Theories and Relational Frame Theory. *Journal of Comparative Psychology*, 130, 215-225.
53. **Hughes, S.**, De Houwer, J. & Barnes-Holmes, D. (2016). The Moderating Impact of Distal Regularities on the Effect of Stimulus Pairings: A Novel Perspective on Evaluative Conditioning. *Experimental Psychology*, 63, 20-44.

54. Hussey, I., Ní Mhaoileoin, D., Barnes-Holmes, D., Ohtsuki, T., Kishita, N., **Hughes, S.**, & Murphy, C. (2016). The IRAP is Non-Relative but Not A-Contextual: Changes to the Contrast Category Influence Men's De-humanization of Women. *The Psychological Record*, *66*, 291–299.
55. De Houwer, J., & **Hughes, S.** (2016). Evaluative conditioning as a symbolic phenomenon: On the relation between evaluative conditioning, evaluative conditioning via instructions, and persuasion. *Social Cognition*, *34*, 480–494.
56. **Hughes, S.**, De Houwer, J., & Perugini, M. (2016). Expanding the Boundaries of Evaluative Learning Research: How Intersecting Regularities Shape Our Likes and Dislikes. *Journal of Experimental Psychology: General*, *145*, 731-754.
57. **Hughes, S.**, Hussey, I., Corrigan, B., Jolie, K., Murphy, C., & Barnes-Holmes, D., (2016). Faking Revisited: Exerting Strategic Control over Performance on the Implicit Relational Assessment Procedure. *European Journal of Social Psychology*, *46*, 632–648.
58. McKenna, I., **Hughes, S.**, Barnes-Holmes, D., Yodar, R., & O'Shea, D. (2016). Obesity, Food Deprivation and Implicit Attitudes to Healthy and Unhealthy Foods: Lessons Learned from the Implicit Relational Assessment Procedure. *Appetite*, *100*, 41-54.
59. **Hughes, S.**, & Barnes-Holmes, D. (2016). Relational Frame Theory: An Overview. In S. Hayes, D. Barnes-Holmes, R. Zettle, and T. Biglan (Eds.), *Handbook of Contextual Behavioral Science*. New York: Wiley.
60. **Hughes, S.**, & Barnes-Holmes, D. (2016). Relational Frame Theory: Implications for the Study of Human Language and Cognition. In S. Hayes, D. Barnes-Holmes, R. Zettle, and T. Biglan (Eds.), *Handbook of Contextual Behavioral Science*. New York: Wiley.
61. **Hughes, S.**, De Houwer, J., & Perugini, P. (2016). The Functional-Cognitive Framework for Psychological Research: Controversies and Resolutions. *International Journal of Psychology*, *51*, 4–14.
62. Perugini, M., Costantini, G., **Hughes, S.**, & De Houwer, J. (2016). A Functional Perspective on Personality. *International Journal of Psychology*, *51*, 33–39.
63. De Schryver, M., **Hughes, S.**, Rosseel, Y., & De Houwer, J. (2015). Unreliable Yet Still Replicable: A Comment on LeBel and Paunonen (2011). *Frontiers in Psychology*.
64. De Houwer, J., Heider, N., Spruyt, A., Roets, A., & **Hughes, S.** (2015). The Relational Responding Task: Toward a New Implicit Measure of Beliefs. *Frontiers in Psychology*, *6*, 319. doi: 10.3389/fpsyg.2015.00319
65. **Hughes, S.**, Lyddy, F., Dukes, K., Saad, C., Miller, H., Kaplan, R., Lynch, A., Lee Nichols, A., (2015). Highly Prevalent but Not Always Persistent: Undergraduate and Graduate Student's Misconceptions about Psychology. *Teaching of Psychology*, *42*(1), 34-42.
66. **Hughes, S.**, & Barnes-Holmes, D. (2014). Associative Concept Learning, Stimulus Equivalence, and Relational Frame Theory: Working out the Similarities and Differences Between Human and Non-Human Behavior. *Journal of Experimental Behavior Analysis*, *101*(1), 156-160.
67. McAuliffe, D., **Hughes, S.**, & Barnes-Holmes, D. (2014). The Dark-Side of Rule Governed Behavior: An Experimental Analysis of Problematic Rule-Following in an Adolescent Population with Depressive Symptomology. *Behavior Modification*, *38*(4), 587-613.
68. Remue, J., **Hughes, S.**, De Houwer, J., & De Raedt, R. (2014). To Be or Want to Be: Disentangling the Role of Actual versus Ideal Self in Implicit Self-Esteem. *PLoS ONE*. doi: 10.1371/journal.pone.0108837
69. Barnes-Holmes, D., & **Hughes, S.** (2013). A Functional Approach to the Study of Human Emotion: The Centrality of Relational/Propositional Processes. In D. Hermans, B. Rimé, & B. Mesquita, (Eds). *Changing Emotions*. Psychology Press.
70. **Hughes, S.**, & Barnes-Holmes, D. (2013). A Functional Approach to the Study of Implicit Cognition: The IRAP and the REC model. In B. Roche & S. Dymond. (Eds.). *Advances in Relational Frame Theory & Contextual Behavioural Science: Research & Applications*.
71. **Hughes, S.**, Lyddy, F., & Kaplan, R. (2013). The Impact of Language and Format on Student Endorsement of Psychological Misconceptions. *Teaching of Psychology*, *40*, 31-37.

72. **Hughes, S.,** Lyddy, F., & Lambe, S. (2013). Misconceptions about Psychological Science: A Review. *Psychology Learning & Teaching, 12*, 20-31.
73. **Hughes, S.,** Barnes-Holmes, D., & Vahey, N. (2012). Holding on to Our Functional Roots When Exploring New Intellectual Islands: A Voyage through Implicit Cognition. *Journal of Contextual Behavioral Science, 1*, 17-38.
74. Lyddy, F., & **Hughes, S.** (2012). Attitudes Towards Psychology as a Science and the Persistence of Psychological Misconceptions in Psychology Undergraduates. In V. Karandashev, & S. McCarthy, (Eds). *Teaching Psychology around the World (Vol. 3)*. Cambridge Scholars Publishing.
75. **Hughes, S.,** & Barnes-Holmes, D., (2011). On the Formation and Persistence of Implicit Attitudes: New Evidence from the Implicit Relational Assessment Procedure (IRAP). *The Psychological Record, 61*, 391–410.
76. **Hughes, S.,** Barnes-Holmes, D., & De Houwer, J. (2011). The Dominance of Associative Theorizing in Implicit Attitude Research: Propositional and Behavioral Alternatives. *The Psychological Record, 61*, 465–498.

CONFERENCE PRESENTATIONS

Over 60 national and international invited presentations at conferences in the USA, France, Spain, Japan, Germany, The Netherlands, Sweden, Ireland, Italy, Brazil, UK, Australia.

My work has been presented at the following conferences: Belgian Association for Psychological Sciences; Society of Experimental Social Psychology Annual Meeting; Person Memory Interest Group Meeting; Association for Contextual Behavioral Science World Conference; European Association of Social Psychology Annual Meeting; International Congress of Psychology; Association for Behavior Analysis International; Tagung experimentell arbeitender Psychologen (TeaP); Annual Meeting of the Psychonomic Society; International Convention of Psychological Science; Association for Behavioral Cognitive Therapies; European Congress of Psychology; Association for Psychological Science; Society of Personality and Social Psychology; Psychological Society of Ireland; British Psychological Society; International Conference on Psychology Education.

INVITED TALKS

- 2022 **University of Jena, Jena, Germany.** The Shared Features Principle as a Basic (Organizing) Principle in Psychological Science.
- 2018 **University of Cologne, Cologne, Germany.** Not All Attitudes Are Created Equal: A Comparative Investigation of Seven Different Evaluative Learning Pathways and Their Implications for Implicit and Explicit Attitude Change.
- 2017 **Harvard University, Boston, USA.** Not All Attitudes Are Created Equal: A Comparative Investigation of Seven Different Evaluative Learning Pathways and Their Implications for Implicit and Explicit Attitude Change.
- 2017 **Harvard University, Boston, USA.** A Functional-Cognitive Approach to the Study of Attitudes: Recent Insights and New Discoveries.
- 2017 **The Ohio State University, Ohio, USA.** Evaluative Conditioning as a Symbolic Phenomenon: On the Relation between EC, Instructions, and Persuasion.
- 2017 **Cornell University, New York, USA.** Are Certain First Impressions Updated More Quickly Than Others? The Role of Evaluative Learning Pathways in the Formation and Change of Implicit and Explicit Evaluations.
- 2017 **Bielefeld University, Bielefeld, Germany.** Not All Attitudes Are Created Equal: A Comparative Investigation of Seven Different Evaluative Learning Pathways and Their Implications for Implicit and Explicit Attitude Change.
- 2016 **Doshisha University, Kyoto, Japan.** Expanding the Boundaries of Evaluative Learning Research: How Intersecting Regularities Shape Our Likes and Dislikes.
- 2015 **European Congress of Psychology, Milan, Italy.** Evaluative Learning: Putting the Functional-Cognitive Framework to the Test.

University of Amsterdam, Netherlands. Implicit Cognition & Psychopathology Revisited: The (Hidden) Role of Propositional (Relational) Processes.

- 2014 **University of Milan, Italy.** The What, When and Why of Thinking Fast and Slow: New Insights from the Implicit Relational Assessment Procedure (IRAP).
- 2013 **European Congress of Psychology, Stockholm, Sweden.** Misconceptions about Psychological Science: Past Findings, Current Research and Future Directions.
- 2012 **Association for Psychological Science (APS) Washington, DC.** The Naked Truth: Surviving Graduate School.

SELECT MEDIA COVERAGE

Hughes, S. (2021). Deepfakes Can Be Used to Hack the Human Mind. *Psychology Today*.

<https://www.psychologytoday.com/intl/blog/spontaneous-thoughts/202110/deepfakes-can-be-used-hack-the-human-mind>

Hughes, S. (2021). Is It Possible for Our Genes to Learn? *Psychology Today*.

<https://www.psychologytoday.com/us/blog/spontaneous-thoughts/202103/is-it-possible-our-genes-learn>

O'Sullivan, C. (2010, November 13). Exposure to positive images can combat racial bias. *The Irish Examiner*. Retrieved from <http://www.irishexaminer.com/ireland/study-exposure-to-positive-images-can-combat-racial-bias-136359.html>

Association for Psychological Science. *Do Graduate Students Really Think Straight About Weird Things?* Retrieved from <https://aps.psychologicalscience.org/index.php/video/convention-video-blog-do-graduate-students-really-think-straight-about-weird-things.html>

Jarrett, C. (2012, December, 12). *Is The Widespread Belief in Neuromyths Itself a Myth?* Psychology Today. Retrieved from <http://www.psychologytoday.com/blog/brain-myths/201212/is-the-widespread-belief-in-neuromyths-itself-myth>.

FELLOWSHIPS AND AWARDS

- 2019 € 3200. FWO long stay abroad grant (Cornell University).
- 2019 € 1200. Ghent University long stay abroad grant (Cornell University).
- 2018-2022 € 202,000. Research Foundation- Flanders (FWO) research project (4 years): A propositional perspective on observational conditioning. Awarded to Sarah Kasran, Jan De Houwer, and Sean Hughes.
- 2017 € 6000. FWO long stay abroad grant (Harvard University).
- 2016 Short listed for a Research Foundation-Flanders (FWO) Post-Doctoral Fellowship
- 2015-2019 € 202,000. Ghent University (BOF) research project (4 years): Children's (mal)adaptive pain behaviors in context: A functional-cognitive perspective. Awarded to Liesbet Goubert and Sean Hughes.
- 2014 Short listed for a Marie-Curie Fellowship
- 2013 € 45,000. Government of Ireland Post-Doctoral Fellowship
- 2010 British Psychological Society Travel Bursary
Northern Ireland Branch of the British Psychological Society Award for Paper Presentation
- 2009-2012 € 72,000. Irish Research Council for Science Engineering and Technology (IRCSET) Research Scholarship
- 2008-2011 € 42,000. John and Pat Hume Postgraduate Research Scholarship from the National University of Ireland Maynooth
- 2008 W. J. Smyth Award for highest academic standing in B.A (Hons) Psychology

Carmel Staunton Award for highest ranked Honours Thesis Project

2005-2006

€ 1,000. National University of Ireland, Maynooth Entrance Scholarship

TEACHING & MENTORSHIP (MASTERS & BACHELORS)

- 2022 - *Ghent University (Belgium): Lecturer:* Behavior Modification and Change
- 2021 *Minerva University (USA): Lecturer:* Empirical Analyses
- 2019-2021 *Ghent University (Belgium): Lecturer:* Academic Skills: Critical Thinking
- 2014-2021 *Ghent University (Belgium): Lecturer:* The Psychology of Learning
Masters Research Supervisor: supervised 20 students through their master research project and thesis
- Bielefeld University (Germany): Masters Research Co-Supervisor:* Tanah Homann
- 2011-2012 *NUI Maynooth*
Lecturer: The Pseudoscience of the Supernatural, Psychics and Little Green Men: A Course in Critical Thinking.
Undergraduate Research Supervisor: Brian Deeley, Shane Murphy, Lisa Carmondy, and Paul Lewis.
- 2010 - 2011 *NUI Maynooth*
Lecturer: Computer Programming for Experimental Psychology; The Pseudoscience of the Supernatural, Psychics and Little Green Men: A Course in Critical Thinking.
Undergraduate Research Supervisor: Kelly Larkin, Susan Fitzpatrick, and Keith Lyons.
- 2009 - 2010 *Trinity College Dublin (School for Clinical Speech and Language Studies)*
Lecturer: Research Methodology and Statistics (M.Sc. course)
NUI Maynooth
Lecturer: Personality and Intelligence (*Psychometrics*), *Advanced Research Methods, Career Development*
Undergraduate Research Supervisor: Edel Doran
- 2008-2009 *NUI Maynooth*
Undergraduate Tutorial Coordinator: Biological & Developmental Psychology, Cognitive & Social Psychology, Biological Bases of Behaviour, Perception & Memory, Learning, Language & Development, Thought, Language & Social Cognition

MENTORSHIP (PHD STUDENTS)

Ama Kissi (Graduated: March 2019)

Melanie Beeckman (Graduated: 2020)

Sarah Kasran (Graduation: 2022)

PROFESSIONAL AFFILIATIONS

I am professionally affiliated with the following organizations: Association for Psychological Science (APS), Association for Contextual and Behavioral Science (ACBS), Society of Experimental Social Psychology (SESP); Society for Personality and Social Psychology (SPSP); Association for Behavioral and Cognitive Therapies (ABCT).

PROFESSIONAL SERVICE

Editorial Duties

I have served as a Guest Editor for the International Journal of Psychology (2014) and I am currently a guest editor for a multi-journal virtual special issue on registered replication reports (with Brian Nosek, Charlie Ebersole, Calvin Lai, Jordan Axt, and Ian Hussey).

Review duties

I have served as an ad hoc reviewer for the following outlets: Journal of Experimental Psychology: General; Journal of Experimental Social Psychology; Alcohol and Alcoholism; Emotion; Health Psychology; Acta Psychologica; Body Image; Social Cognition; The Quarterly Journal of Experimental Psychology; Educational Psychology Review; Scholarship of Teaching and Learning in Psychology; Journal of Economic Psychology; Journal of Experimental Psychopathology; Cognition & Emotion; Learning and Behavior; Learning and Individual Differences; Learning and Motivation; Teaching of Psychology; Journal of Contextual Behavioral Science; The Psychological Record; Social Psychological and Personality Science, Behavior Research and Therapy.

I have also served as a book reviewer for Sage publishing.

International Consultant

I have served as an advisor on an international, multi-disciplinary grant to the National Science Center (Ministry of Science and Higher Education; Poland), and as a grant reviewer for US-Israel Binational Science Foundation (Israel).

Community Roles

I have served as President of the Society of Personality and Social Psychology (SPSP) student committee, President of the Association of Psychological Science (APS) student committee, President of the Psychological Society at NUI Maynooth.

REFERENCES

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