

Anthony Cruz

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London, Ontario

Education

Master of Science in Cognitive, Developmental, and Brain Sciences

Western University, London, Ontario, Canada

Ongoing

GPA: 93.25

Bachelor of Arts in Mathematics & Psychology

Ohio University, Athens, Ohio, United States

May 2020

GPA: 3.93

Research Experience

The Minda Lab

Western University, London, Ontario, Canada

September 2020 – Ongoing

PI: Dr. John Paul Minda

For my thesis, I am investigating the effect of training schedule and context on artificial category learning. I am also investigating neural evidence for stimulus representational change following category learning in a systematic review. I have pre-registered this review in an effort to support open science and to reduce bias in my research.

Factors of Emotional and Affective Risk Lab

Ohio University, Athens, Ohio, United States

November 2016 – May 2020

PI: Dr. Nicholas Allan

I conducted fidelity checks on EEG data to ensure experimental protocols had been followed and to note any significant issues in the data; I also served as a supervisor for new trainees conducting EEG. Prior to this I assisted with studies involving ecological momentary assessment, virtual reality, and electrocardiography, as well as various cognitive tasks.

Behavioral Decision-Making Lab

University of Missouri, Columbia, Missouri, United States

May 2019 – July 2019

PI: Dr. Clinton Davis-Stober

I completed this research internship funded by a grant from the National Institute on Alcohol Abuse and Alcoholism (NIH/NIAAA, R25AA023687, PI: Kenneth J. Sher) under the mentorship of Dr. Clinton Davis-Stober. I conducted an exploratory analysis of alcohol-impaired driving behaviors using a *k*-medoids clustering algorithm on data acquired from ignition interlocks.

Ohio University Baseball Data Analytics Team

Ohio University, Athens, Ohio, United States

January 2019 – April 2019

I used sabermetric tools to evaluate and improve player performance. One such tool was a visual perception training program, which we used to train players to identify the style and trajectory of a pitch in a shorter window of time.

Psychotherapy and Interpersonal Processes Lab

Ohio University, Athens, Ohio, United States

October 2018 – December 2018

PI: Dr. Timothy Anderson

I acted as a pseudoclient involved in therapy sessions for clinical psychologists in training, evaluating each of the psychologist's body language and emotionality. I critically evaluated my interpersonal interactions and formally discussed social behaviors following sessions.

Relationships and Physiology Lab

August 2017 – May 2018

Ohio University, Athens, Ohio, United States

PI: Dr. Brett Peters

I measured the physiological correlates of stress in dyadic social situations. I set up electrodermal activity sensors, photoplethysmography sensors, electrocardiography electrodes, and blood pressure cuffs. I organized spreadsheets and communicated with subjects during data collection.

Teaching Experience

Graduate Teaching Assistant

September 2021 – Ongoing

Western University, London, Ontario, Canada

Psychol 2820E

I organize a weekly lab session in which I provide students with feedback on ongoing projects. I mark student assignments and maintain a course website in which I compile important deadlines and lectures into easy-to-read tables.

Graduate Teaching Assistant

January 2021 – April 2021

Western University, London, Ontario, Canada

Psychol 3139B

I facilitated weekly discussions about academic papers and assessed student engagement. I also provided feedback on assignments and created exam questions.

Supplemental Instruction Leader

January 2019 – May 2020

Academic Achievement Center, Ohio University, Athens, Ohio, United States

I hosted review sessions for students enrolled in *Survey of Calculus* and *Statistics for the Behavioral Sciences*. I attended class and prepared materials in parallel. I built rapport and made students excited to come study and complete discussion-based questions.

Peer Tutor

August 2018 – May 2020

Academic Achievement Center, Ohio University, Athens, Ohio, United States

I tutored students in mathematics and psychology courses, predominantly consisting of elementary statistics and calculus courses. I most often worked with clients in need of special instruction.

Professional Experience

Assistant Center Manager

July 2020 – September 2020

Mathnasium, Ramsey, New Jersey, United States

I created learning plans for students aged from kindergarten through high school. I facilitated online learning while simultaneously maintaining an orderly in-person learning environment. I also kept families fully engaged in their children's learning process.

Peer Mentor

August 2018 – May 2020

OMSAR, Ohio University, Athens, Ohio, United States

I mentored students from traditionally underrepresented cultural groups at Ohio University. I began each year by building rapport and developing a supportive communication climate. I then met with my mentees regularly to ensure that they were succeeding socially, emotionally, and academically in their new environment.

Quality Assurance Intern

July 2018 – August 2018

Geringe Group, Wayne, New Jersey, United States

I digitized documents and generated search queries in TrackWise to help expedite document search procedures. I also examined archival data and noted discrepancies and unaddressed issues in documents related to FDA regulations and company policies.

Poster Presentations

Cruz, A., Saulnier, K. G., Huet, A. & Allan, N. P. (2020, May). *Attentional control as a potential mechanism linking worry and error monitoring: An event-related potential study*. Annual meeting of the Cognitive Neuroscience Society (CNS), Boston, MA.

Cruz, A. (2019, July). *Understanding patterns of interlock use based on failure times, failure rates, invalid test rates, and rolling retest rates*. University of Missouri Summer Undergraduate Research & Creative Achievements Forum, Columbia, MO.

Cruz, A. & Sharrock, A. (2018, April). *National suicide trends and suicide trends in Southeast Ohio*. Ohio University Student Research and Creativity Expo, Athens, OH.

Open Science

Cruz, A., & Minda, J. P. (2021, June 9). Neural representations of stimulus category membership across modalities: A systematic review.
<https://doi.org/10.17605/OSF.IO/5DMAU>

Cruz, A., & Minda, J. P. (2021, August 3). Reliability of a domain-general adaptation of the Downs-Black (1998) tool: Pre-analytic plan. <https://doi.org/10.17605/OSF.IO/8YCJ9>

Honors and Scholarships

Western Graduate Research Scholarship	September 2020
David Kucharski Graduating Senior Award	April 2020
Phi Beta Kappa	April 2019
Psychology Research and Teaching Endowment Scholarship	April 2018
Psi Chi, The International Honor Society in Psychology	April 2018
Appalachian Rural Health Initiatives, First Prize	April 2018
Golden Key International Honour Society	November 2017
National Society of Collegiate Scholars	November 2017
Dean's List, Ohio University College of Arts & Sciences	December 2016 – May 2020
Templeton Scholarship	August 2016
Ohio Trustee Award	August 2016

Campus Involvement

Vice President, Math Club

May 2019 – May 2020

Morton Hall, Athens, Ohio, United States

I recruited new members, advertised meetings, orchestrated speaker presentations, and managed group communications via email. Talk topics included infinitesimals in elementary calculus and derivatives of Boolean functions.

Certifications

Basic Life Support & Heartsaver First Aid

January 2020

Volunteer Experiences

Tech Savvy

May 2019

PSY 2110 Peer Tutor Lab

August 2018 – November 2018

STEMStart Supplemental Instruction Leader

August 2018

Athens Beautification Day

April 2017

Programming and Language Skills

Python programming

I am proficient in Numpy, Pandas, and Matplotlib libraries. I also have a working knowledge of neural networks in Pytorch and interactable plots in Bokeh.

R programming

I am skilled at web scraping, data visualization, data cleaning, and statistical analysis with base packages and Tidyverse. I also have experience pushing R markdown to Rpubs and knitting markdown documents to other file formats.

French reading and writing proficiency