1. **Training & Professional Development**

This project has produced training and professional development opportunities for many individuals involved. As our lab’s first neuroimaging study, it has been the means by which myself and my sponsor have trained all of our undergraduate research assistants in fMRI research techniques. This has most often taken the form of one-on-one instruction with research assistants as they both shadow and complete study tasks, but has also included recruitment, data maintenance, and management as well. For example, I worked very closely with one former research assistant, Tiara Bounyarith, to outline a full fMRI study pipeline, teaching her bash for file management, how to convert DICOM files to NiFTi files using heudiconv, BIDs formatting, how to use fMRIPrep in Docker, and how to analyze the data in both Python and R. Tiara used this to lead an independent project examining associations between OCD-related symptoms and responses to ambiguity using our data. She used those skills to acquire a lab manager job in an fMRI / EEG lab at Drexel University upon graduating. A second research assistant, Caroline George, had won a grant to conduct independent research and wished to use some of the naturalistic fMRI analytic techniques I had been using to study fear responses to threatening stimuli. We worked together to identify cerebellar and limbic structures which differentially activated in response to personal space violations and then again once more to identify trends in the free recalls of subjects who participated in our study. In total, approximately twelve or more graduate and undergraduate students received training in conducting fMRI research because of this project.

Additional training came in the form of my sponsorship team offering insight and direction. Drs. Helion and Chein had been invaluable in instructing my use of the fMRI hardware available in our facility TUBRIC, but also in the application of analyses for which I previously had no experience with, including dynamic sliding window analysis and generalized estimating equations. Dr. Smith has also greatly supplemented my knowledge of FSL and its many options through as-needed guidance, especially as I aimed to explore neural associations of rating itself, but without knowing how best to model it.

I had ample opportunities for professional development over this period, which included attending and presenting at the SPSP and SANS conferences in 2024. At SPSP, I had completed a computational psychology pre-conference attended by many leading figures in social neuroscience. At SANS, I had also participated in an early career meet-and-greet in which graduate attendees were paired by interests with specific faculty to discuss goals and acquire advice. I had also been a part of an APS symposium in 2024 but was forced to present remotely due to a lack of available funds. Additional opportunities for professional development included being awarded fellowships in 2023 to attend both the Summer Institute for Social and Personality Psychology (SISSP) and Methods in Neuroscience at Dartmouth (MIND) Computational Summer School, which are both approximately 2-week long programs attended by many promising graduate students dedicated to teaching specific skills, techniques, and findings relevant to social psychology and neuroscience.