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EDUCATION

2020 **Bachelor of Arts in Psychology**
Carleton College, Northfield, Minnesota
Senior Thesis: *When the Nature of 'Nature' is Inconsistent: Evaluating the Natural Environment in Attention Restoration Theory*
Supervisor: Professor Julia Strand
GPA: 3.5
Major GPA: 3.7

GRANTS, HONORS, & SCHOLARSHIPS

2020 John K. Bare Prize in Psychology from Carleton College
2020 Honors in Independent Study from Carleton College: *The Nature Buffer: The Missing Link in Climate Change and Mental Health Research*
2019 Woodside Endowed Internship Fund (\$4,200)
2018 Towsley Endowment for Student-Faculty Research (\$1,380)
2018 Woodside Endowed Internship Fund (\$2,500)

RESEARCH EXPERIENCE**Lab Manager***Perception Lab*

Carleton College

March 2020-Present

Responsibilities:

As Lab Manager, I assist Professor Julia Strand and the Perception Lab with study design and conceptualization, writing and reviewing data analysis code in R, and manuscript writing and editing, along with writing preprints and registered reports. Most of the research focuses on audiovisual spoken word perception and the effort needed to understand speech, and I am the lead or co-lead on multiple projects focusing on Listening Effort, Open Science, and the McGurk Effect. I also contribute to general lab upkeep, including scheduling of participants and lab members, organization, and data management.

Research Assistant*Perception Lab*

Carleton College

January 2018-March 2020

Responsibilities:

Working with Professor Julia Strand, I ran participants and studied the effects of audio and visual integration on speech perception for 15 hours per week. I helped write and received authorship one manuscript on individual differences in the McGurk Effect that was published in the journal PLOS ONE. I helped conceptualize other studies, read scientific articles, and wrote and revised other manuscripts for publication. Additionally, I presented three posters and gave a talk at psychology conferences.

Independent Research

Environment and Mental Health

Carleton College

December 2018-March 2020

Responsibilities:

I worked directly with Professor Deborah Gross on personal research questions that I had regarding the effects of nature and climate change on human mental health. In addition to writing literature reviews regarding current practices in the field and providing suggestions for future research, I wrote a paper for publication on the effects of nature and climate change on mental health and submitted the paper to the Journal of Environmental Studies and Sciences. This manuscript is currently in the peer-review process, and received the Honors in Independent Study award from Carleton College.

Summer Research Assistant

Sleep and Environmental Psychology Lab

CUNY Baruch

Summer 2019

Responsibilities:

Under the guidance of Professor Mindy Engle-Friedman, I conducted research on the gap between climate change beliefs and climate activism. I wrote multiple literature reviews and analyzed large datasets to determine pro-environmental behavior predictors in college-aged students. A focus project that I had was on the interactions between exposure to climate related lawsuits and climate support in college-aged youth. One project from this research was presented in online poster form at the annual Association for Psychological Science conference in the summer of 2020.

Summer Research Assistant

Bergelson Lab

Duke University

Summer 2018

Responsibilities:

I worked with Professor Erika Bergelson and studied the effects of infant word learning through visual, social, and environmental input for 40 hours a week. My duties included running infant participants in lab, coding data for linguistic input, and analyzing data in R. I conducted a focus project on differences in word learning for children with bilateral hearing disorders corrected by cochlear implants and hearing aids.

TEACHING EXPERIENCE

Teaching Assistant

PSYC 200 + Lab (Measurement and Data Analysis)

Carleton College

Winter 2020 term

Responsibilities:

I graded lab assignments and homework and provided written feedback for students, and answered questions that students had with specific assignments for class.

Prefect

PSYC 110

Academic Support Center, Carleton College

Winter, Spring, and Fall 2020 terms

Responsibilities:

While prefecting for Introduction to Psychology, I facilitated interactive, discussion-based meetings with students outside of class twice a week to solidify understanding of material. I created study sheets and practice quizzes for students to use for preparing for classes and assessments.

WORK EXPERIENCE

Technical Support Assistant and Assistive Technologist

Carleton College Information Technology Services

September 2016-June 2019

Responsibilities:

I identified technical issues and provided specialized support to students, faculty, and staff, including solving problems with network administration, hardware and software, and other IT problems. I also focused on training and providing support with Assistive Technology, particularly in support of students with physical or learning disabilities, and providing technologies such as Kurzweil and Firefly, Dragon NaturallySpeaking, and Smartpens.

Program and Community Assistant

Carleton College Summer Academic Programs (now Summer Liberal Arts Institute)

Summer 2017

Responsibilities:

I facilitated and organized events to keep students engaged and served as a dorm counselor for 23 high school students for three weeks. I served in an on-call capacity to manage logistical and student crises for the entire summer, and developed and provided handouts, materials, and binders for camp patrons using FileMaker and Mail Merge. Prior to the students' arrival on campus, I helped match roommates based on questionnaires.

CAMPUS INVOLVEMENT

Student Departmental Advisor

Carleton College Psychology Department

April 2019-March 2020

Responsibilities:

I held two discussion groups per term for students, faculty, and staff about topics in psychology, including illusions, nature and mental health, and the psychology of animals. I acted as a liaison between faculty and students for the major and held office hours once a term for questions about class registration.

PUBLICATIONS

Brown, V. A., Hedayati, M., Zanger, A., Mayn, S., Ray, L., **Dillman-Hasso, N.**, & Strand, J. F. (2018). What accounts for individual differences in susceptibility to the McGurk effect?. *PLoS ONE*, *13*, doi: 10.1371/journal.pone.0207160

PRESENTATIONS

- Dillman-Hasso, N.*,** Tiplado, J.*, Piskorski, N., Engle-Friedman, M. (Summer 2020). The attitude-action gap in sustainability: Connectedness to nature helps mediate the difference. Poster presented online at Association for Psychological Science 32nd Annual Convention. Hosted online due to COVID-19 pandemic.
- Ray, L., **Dillman-Hasso, N.**, Brown, V., Hedayati, M., Zanger, A., Mayn, S., Strand, J. (November 2019). What accounts for individual differences in susceptibility in the McGurk effect? Poster at Auditory, Perception, and Cognition Action Meeting at Psychonomics. Montreal, Canada.
- Ray, L., & **Dillman-Hasso, N.** (May 2019). What accounts for individual differences in susceptibility to the McGurk effect? Talk presented at the Minnesota Undergraduate Psychology Conference. St. Peter, Minnesota.
- Ray, L., **Dillman-Hasso, N.**, Curtis, A., Navratil, J., Brown, V., Strand, J. (May 2019). “Paying” attention to audiovisual stimuli: Do incongruent stimuli incur greater costs? Presented at the Minnesota Undergraduate Psychology Conference. Northfield, Minnesota.
- Mayn, S., Ray, L., **Dillman-Hasso, N.**, Finstuen-Magro, K., Frieden, A., Hedayati, M., Smith, J., Zanger, A., Wennberg, J., Brown, V., Strand, J. (April 2018). Talking points: A modulating circle reduces listening effort without improving speech recognition. Presented at the Minnesota Undergraduate Psychology Conference. Northfield, Minnesota.
- Hedayati, M., Smith, J., Zanger, A., Wennberg, J., Mayn, S., Ray, L., **Dillman-Hasso, N.**, Finstuen-Magro, K., Frieden, A., Brown, V., Strand, J. (April 2018). Changes in listening effort across difficulty condition are independent of working memory. Presented at the Minnesota Undergraduate Psychology Conference. Northfield, Minnesota.

* Indicates co-first authors

TECHNICAL SKILLS

Languages: Intermediate Spanish and Arabic; Beginning Czech

Software:

Proficient in: Microsoft Office Suite, Google Suite, R, ELAN, CLAN, datavyu, SPSS, OS X, Windows OS, website design, FileMaker, Mail Merge

Exposure to: Photoshop, InDesign, HTML, CSS, Ruby, python, and GIS Databases.

Music: Classical Piano (16 years), Orchestral Trombone (11 years)

PROFESSIONAL AFFILIATIONS

2019-Present Society for the Improvement of Psychological Sciences (SIPS) member