

Example CV - Curriculum Vitae

JAMES TIBERIUS PICARD

Curriculum Vitae

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EDUCATION

Ph.D. in Social Psychology, **Duke University**, Expected: May 2013

Formal Concentration: Quantitative Psychology

Dissertation: *Complexity tolerance: Psychological effects of cognitive/social flexibility*

(Advisor: Dr. John W. McSimpkins)

Ph.D. in Biology, **Duke University**, Expected: May 2013

Major Area: Neurobiology

Dissertation: *Corticosterone accelerates hypoxia- and cyanide-induced ATP loss in cultured hippocampal astrocytes* (Advisor: Dr. Nigel Weigand)

M.A. in Social Psychology, **Duke University**, August 2010

Thesis: *The effects of order: Social implications of informational transmission*

(Advisor: Dr. John W. McSimpkins)

B.A. in Psychology and Biology, *summa cum laude*, **University of Notre Dame**, May 2008

AWARDS, FELLOWSHIPS, & GRANTS

Sumner Excellence in Neurobiology Award (2012)

Travel Grant for Conference Presentation, awarded by Duke Social Psychology program, Spring 2012 (\$200); Fall 2010 (\$200); Spring 2010 (\$200); Spring 2009 (\$250)

Teaching Recognition, Duke Psychology and Neuroscience Department, Spring 2012; Fall 2011; Fall 2010

Preparing Future Faculty Fellow, Duke University Graduate School, 2010-2011

National Science Foundation Pre-Doctoral Fellowship, 2009-2011 (\$90,000)

Graduate Mentor Support Grant, awarded by Duke University Office of Undergraduate Research, 2010 (\$500); 2008 (\$500)

Rhodes Scholarship Finalist (2008)

PUBLICATIONS

- Picard, J. T.**, & Weigand, N. (in press) Corticosterone accelerates hypoxia- and cyanide-induced ATP loss in cultured hippocampal astrocytes. *Brain Research*, 482:153-158.
- Picard, J. T.** (in press). The effect of order: Social Implications of informational transmission. *Social Psychology Bulletin*, 41, 234-241.
- Picard, J. T.**, & McSimpkins, J. W. (2012). Understanding the past by looking into the future. *Psychological Inquiry*, 66, 1-21.
- Picard, J. T.**, Hong, S., Anderson, R., & Weigand, N. (2011) Corticosterone exacerbates hypoxic and hypoglycemic hippocampal injury in vitro: biochemical correlates and a role for astrocytes. *Journal of Neurochemistry*, 48:139-148.
- McSimpkins, J. W., & **Picard, J. T.** (2011). Reframing past events: The lack of learning and its implications on future actions. *Journal of Personality and Social Psychology*, 78, 453-480.
- Hall, G. S., Wong, C., **Picard, J. T.**, & Saku, K. (2010). Cognitive learning varies based on emotional state. *Emotion*, 34, 330-345.
- McSimpkins, J. W., Popus, A. L., Yang, F. H., & **Picard, J. T.** (2009). Social judgments of ease in recall of familiar faces. *Journal of Experimental Social Psychology*, 23, 1020-1033.
- Campbell, C. Jr., Wainwright, T., Packard, D., **Picard, J. T.**, Naylor, M., & Weigand, N. (2008) Glucocorticoids inhibit glucose transport and glutamate uptake in hippocampal astro-cytes: implications for glucocorticoid neurotoxicity. *Journal of Neurochemistry*, 42: 1322-1327.

MANUSCRIPTS UNDER REVIEW

- Picard, J. T.**, Saku, K., Wong, C., Hemadi, A., & Hall, G. S. *Positive emotions and the effect on cognitive learning.*

CONFERENCE PRESENTATIONS

- Jenkins, J., **Picard, J. T.**, & Hall, G. S. (2012). *Can negative emotions spur on positive emotions?* Poster presented at the Duke University Psychology and Neuroscience Department Honors Poster Session, Duke, NC.
- Picard, J. T.** (2012). *Event order does matter: Social implications of informational transmission.* Poster presented at the 13th annual Meeting of the Society for Personality and Social Psychologists, San Diego, CA.
- Doby, P., **Picard, J. T.**, & Hall, G. S. (2011). *Positive emotions and others.* Poster presented at the 10th annual Duke University Research Day, Durham, NC.

Picard, J. T., & McSimpkins, J. W. (2011). *Does order matter? Rethinking order effects.* Poster presented at the 12th annual Meeting of the Society for Personality and Social Psychologists, San Antonio, TX.

Picard, J. T., & McSimpkins, J. W. (2011). *Reframing past events: The lack of learning and its implications on future actions.* Poster presented at the 6th annual Judgment and Decision Making Pre-Conference before the SPSP meeting, San Antonio, TX.

Picard, J. T., & Hall, G. S. (2010). *Positive Emotions and the effect on cognitive learning.* Poster presented at 33rd annual Meeting of the Society of Southeastern Social Psychologists, Charleston, SC.

Picard, J. T., Popus, A. L., & McSimpkins, J. W. (2010). *Understanding the past by looking into the future.* Poster presented at the 11th annual Meeting of the Society for Personality and Social Psychologists, Las Vegas, NV.

Popus, A. L., **Picard, J. T.**, McSimpkins, J. W., & Yang, F. H. (2010). *Social election-based changes in perception over time.* Poster presented at the 11th annual Meeting of the Society for Personality and Social Psychologists, Las Vegas, NV.

Picard, J. T., Popus, A. L., McSimpkins, J. W., & Yang, F. H. (2009). *Reinstating ease of retrieval in subjective experiences.* Poster presented at the 10th annual Meeting of the Society for Personality and Social Psychologists, Tampa, FL.

Popus, A. L., **Picard, J. T.**, McSimpkins, J. W., & Yang, F. H. (2009). *Ease of retrieval in past judgments and the effects on subjective perception.* Poster presented at the 10th annual Meeting of the Society for Personality and Social Psychologists, Tampa, FL.

Popus, A. L., **Picard, J. T.**, & McSimpkins, J. W. (2008). *Ease of retrieval in past judgments.* Poster presented at 30th annual Meeting of the Society of Southeastern Social Psychologists, Durham, NC.

TEACHING EXPERIENCE

Teaching Fellow, Introduction to Social Psychology; Introduction to Biology, Duke University
Fall 2008–Present (9 semesters)

- Designed and taught independent sections of two different undergraduate courses (45 students per semester).
- Established course objectives and effectively communicated through use of lectures, discussion, multimedia presentations, and in-class activities.

Research Advisor, Independent Research in Psychology, Duke University
Fall 2008–Present (8 semesters)

- Directly supervised undergraduate research assistants and undergraduate honors thesis.
- Coordinated lab meetings, assigned research tasks, and mentored students (2 students per semester).