

**CURRICULUM VITAE**  
**Jessica M. Cressen**

**Permanent Address:**

89 Birch Drive  
Shrewsbury, NJ 07702-4122

**Telephone:** (908) 489-4726

**E-mail:** jmc836@nyu.edu

**Birthplace:** Red Bank, NJ

**Citizenship:** United States of America

**Education:**

*New York University* (New York, NY), Steinhardt School of Culture, Education, and Human Development, Department of Applied Psychology, Doctoral Program in Developmental Psychology

Cumulative GPA: 3.95/4.0

*Bucknell University* (Lewisburg, PA), B.A., January 2009, *Summa Cum-Laude*

Majors: Psychology & Spanish

Cumulative Grade Point Average: 3.96/4.0

Psychology (in major) Grade Point Average: 4.0/4.0

**Academic Honors and Awards:**

*New York University*

Steinhardt Doctoral Student Funding Package

*Fall 2010-Spring 2014*

Doctoral Student Travel Fund Award

*February 2012*

*Bucknell University*

Phi Beta Kappa

*elected Spring 2009*

Psi Chi, The National Honor Society in Psychology

*elected Fall 2007*

President's Award for Distinguished Academic Achievement

*2006, 2007*

Alpha Lambda Delta, National Academic Honor Society

*elected Spring 2006*

Lucent Technologies Academic Awards Program Scholarship

*2005-2008*

Dean's List, all semesters

*Fall 2005-Fall 2008*

**Foreign Language Competence:**

Spanish (reading/writing/speaking, moderate)

**Professional Societies:**

Society for Research in Child Development

*2012-2013*

Critical Race Studies in Education Association

*2012-2013*

Society for Research on Adolescence

*2010-2011*

International Society on Infant Studies

*2009-2010*

Eastern Psychological Association

*2009-2010*

International Society of Developmental Psychobiology

*2008-2010*

## **Graduate Coursework:**

### Course

Advanced Developmental Psychology  
Psychological Research in Infancy  
Adolescent Development: Theory & Research  
Transition to Adulthood in Immigrant-Origin Populations  
Cognitive Development  
Child Language Development  
Emotional Development in Childhood  
Social Psychology  
Academic Achievement Gaps: Socio-Psychological Dynamics  
Theories of Change in Applied Psychology: Department Seminar  
Theories of Culture & Context  
Grant Writing & Management  
Gender & Inequality: The Role of Schools  
Interview & Observation  
Advanced Listening Guide  
Research Design & Method in the Behavioral Sciences  
Cross-Cultural Research Methods  
Statistics for Behavioral & Social Sciences II  
Intermediate Quantitative Methods  
Advanced Quantitative Methods  
Multi-Level Models: Nested Data  
Multi-Level Models: Growth Curves  
Multi-Level Models: Growth Curves Practicum  
Classification & Clustering  
Missing Data

### Professor

Catherine Tamis-LeMonda  
Catherine Tamis-LeMonda  
Niobe Way  
Carola Suárez-Orozco  
Catherine Tamis-LeMonda  
Gigliana Melzi  
Clancy B. Blair  
Joshua Aronson  
Joshua Aronson  
Pamela Morris  
Niobe Way  
Sandee McClowry  
Janet Alperstein  
Niobe Way  
Carol Gilligan  
C. Cybele Raver  
Selçuk R. Sirin  
Sharon Weinberg  
Sharon Weinberg  
Sharon Weinberg  
Marc Scott  
Marc Scott  
Marc Scott  
Marc Scott  
Jennifer Hill

## **Undergraduate Coursework in Psychology:**

General Psychology  
Developmental Psychology  
Abnormal Psychology  
Learning  
Sectarian Conflict in Northern Ireland  
Social Psychology  
Advanced Developmental Psychology: Social Development  
Language Development  
Undergraduate Research: Relational Aggression  
Children's Studies Capstone  
Psychological Statistics  
Applied Research Methods: Seminar  
in Developmental Psychology

John T. Ptacek  
Chris J. Boyatzis  
David W. Evans  
Kevin P. Myers  
Bill Flack  
T. Joel Wade  
Chris J. Boyatzis  
Ruth J. Tincoff  
Chris J. Boyatzis  
Chris J. Boyatzis  
John T. Ptacek  
Chris J. Boyatzis

## **Related Undergraduate Coursework:**

Sociology of Race & Ethnicity  
Cultural Anthropology

Elizabeth Durden  
Edmund Searles

## Research Experience:

- Sep 2010-present* Graduate Assistant, The Center for Research on Culture, Development and Education (CRCDE), Early Adolescent Cohort Study, New York University  
Principal Investigators: Niobe Way, Diane L. Hughes
1. Manage Dr. Way's research group that is examining the development of resistance among adolescents through a collaborative, in-depth analysis of qualitative interviews, which were collected as part of a larger longitudinal, mixed-method study of the social, emotional, and academic development of urban adolescents
  2. Mentor Master's students who are working on their theses, primarily assisting them with study design, quantitative analyses, and interpretation of results
  3. Assisted in organization and cleaning of electronic data files
  4. Developed a codebook of all the measures implemented to the adolescent sample across five waves of data collection
  5. Participated in a semester-long interviewer training course and collected qualitative data from 11<sup>th</sup>-grade adolescents and their mothers
  6. Contributed to the development and implementation of an online, follow-up survey designed to collect additional outcome data from the adolescent participants
- Sep 2010-present* Graduate Assistant, New York City Academic School Engagement Study (NYCASES), New York University  
Principal Investigator: Selçuk R. Sirin
1. Manage a qualitative research team comprised of doctoral, Master's, and undergraduate students analyzing the qualitative interview data that had been collected as part of a longitudinal study of academic engagement among urban high school students.
  2. Co-authored several empirical papers and currently working on writing my initial first-authored paper (to be presented at the Cross-University Mentoring Conference, May 31, 2013).
  3. Learned how to run and interpret multi-level models using HLM software as a methodological supplement to parallel analyses I have ran using STATA as part of Dr. Marc Scott's Multi-level Models, Nested Data course.
  4. Mentor undergraduate students who are working on their theses, primarily assisting them with study design, quantitative analyses, and interpretation of results.
  5. Conducted multiple imputation using R on the longitudinal dataset using the skillset developed in Dr. Jennifer Hill's Missing Data course.
- Jan 2009-April 2010* Research Assistant (full-time), The Rutgers' Early Learning Project  
Department of Psychology, Rutgers University  
Director/Principal Investigator: Dr. Carolyn Rovee-Collier

1. Tested independent groups with the day-1 or day-2 train cue after increasing delays. After 1 week, infants recognized only the day-1 train. (See below for description of study.)
2. Collaboratively designed and pilot-tested the exposure and test parameters for a study of associative learning using a sensory preconditioning paradigm with 3-month-olds. Another researcher and I simultaneously exposed infants to two different hand puppets for 1hr/day for 3 days, demonstrate three target actions on one of the puppets on day 4, and test infants with the other puppet on day 5. Older infants imitate the modeled actions on the other puppet if they had previously associated the paired puppets but, because 3-month-olds are motorically incapable of imitating, we instead asked if they look longer at the paired puppet than at a novel puppet. We hypothesized they will do so only if the familiar test puppet is predictive or meaningful, which would occur only if an association enabled the memory of demonstration to transfer to it. Current parameters have yielded results of associative learning in every infant. These data will (1) document that very young infants spontaneously learn the relationships in their environment, (2) have public policy implications for early stimulation programs, and (3) lead to a simple, standardized test that visiting nurses can use to screen young infants for cognitive deficits—currently, such screening is not implemented until infants reach one year of age.
3. Attended weekly meetings to discuss research articles that led to ongoing studies in the lab.

*Fall 2008*

Independent Study Project, Department of Psychology, Bucknell University, Supervisor: Dr. Chris J. Boyatzis.

1. Designed and implemented a cross-sectional study of the quantity and quality of relational aggression demonstrated by middle-school girls and college women. Study included a correlational analysis examining the relationship between time spent watching television shows with a concentrated amount of relationally-aggressive behavior with self-reported relational aggression. This relationship was found to be statistically significant for both cohorts.
2. Poster presented at the meeting of the Society for Research on Adolescence, Philadelphia, PA.

*June-August 2008*

Research Assistant (full-time), The Rutgers Early Learning Project Director/Principal Investigator: Dr. Carolyn Rovee-Collier

1. Learned formal lab procedures, including interacting on the phone with mothers of participants to explain our studies, answer questions, and schedule at-home visits.
2. Successfully passed the federally-mandated Rutgers Human Subjects Institutional Review Board exam on the protection and ethical treatment of human research subjects.
3. Conducted a retroactive interference study with 6-month-olds: Infants were trained using an operant conditioning paradigm with the same cue in one room on day 1 and in a second room on day 2. Retention of

the task was tested in the original room, the day-2 room, or a third room on day 3. Day-2 training impaired retention in the original context but facilitated retention in other two contexts.

4. Assisted with a parallel study: Groups were trained in the same context with a different cue (toy train) on each day and tested with train 1, train 2, or novel train 3. The retention data were parallel.

*Summer 2007* Implemented contemporary techniques for improving children's intellectual abilities, cognition, memory, evaluation, and convergent and divergent production as an instructor at the *Reutter & Riddle Institute for Empowered Learning* (Eatontown, NJ)

*Spring 2007* Designed and conducted an empirical study of children's toy preferences for course, Applied Research Methods: Seminar in Developmental Psychology. Supervised by Dr. Chris J. Boyatzis, Bucknell University

*Fall 2006* Analyzed children's behavioral and verbal development for course, Developmental Psychology. Supervised by Dr. Chris J. Boyatzis, Bucknell University

*Spring 2006* Collected and analyzed observational data of patients at Danville State Psychiatric Hospital (Danville, PA) for course, Abnormal Psychology. Supervised by Dr. David W. Evans, Bucknell University

### **Teaching Experience:**

*Fall 2013-Present* *Instructor*, New York University, Applied Psychology Undergraduate Program, Fieldwork in Applied Psychology II

*2012, September* *Guest Lecturer*, New York University: Invited to give a guest lecture in a graduate-level seminar (Name of course: Adolescent Development, Professor: Stacey Alicea, Enrollment: 15), Title of lecture: "Racial/Ethnic Identity Development & Stereotypes"

*Fall, Spring 2012* *Grader*, New York University: Served as grader for Dr. Sharon Weinberg for quantitative methods courses (RESCH-GE.2001 & RESCH-GE.2002)

*Fall 2008* *Teaching Assistant*, Bucknell University: Assisted Dr. Chris Boyatzis as exam grader for Developmental Psychology course

*Fall 2008* *Tutor*, Lewisburg, PA: Provided after-school tutoring and implemented physically- and intellectually-engaging activities for children at two low-income housing communities

*Fall 2006, Fall 2007* *ESL Tutor*, Milton, PA: Assisted ESL (English as a Second Language) students in a 4<sup>th</sup> grade classroom, translated teachers' directions and study materials, and tutored individual high-school students in mathematics and science

## **Publications:**

1. Cressen, J., & Sirin, S. R. (in preparation). Dynamism of ethnic self-identification among immigrant adolescents.
2. Cressen, J., Way, N., Gupta, T., Santos, C., & Hughes, D. L. (in preparation). The development and validation of the *Adherence to Gender-typed Behavior in Relationships Scale (GBRS)* and the *Attitudes toward Adherence to Gender-typed Behavior in Relationships Scale (AGBRS)*.
3. Way, N., Cressen, J., Nelson, J., Bodian, S., Preston, J., & Hughes, D. (in preparation). “It might be nice to be a girl...then you wouldn’t have be emotionless”: Boys' resistance to norms of masculinity during adolescence.
4. Rogers-Sirin, L., Cressen, J., Gupta, T., Sirin, S., Ahmed, S., & Novoa, F. (in preparation). The relationship between discrimination-related stress and psychological well-being outcomes among Latino youth.
5. Rogers-Sirin, L., Gupta, T., & Cressen, J. (under review). School based supports and the role of discrimination on behavioral engagement for African American and Latino Urban Youth.
6. Aronson, J., Gupta, T., Sirin, S.R., & Cressen, J. (in preparation). Validation of the Academic Self-concept Clarity Scale: Evidence from high school and college students.
7. Gupta, T., Rogers-Sirin, L., Sirin, S. R., Ahmed, S., Cressen, J. (under review). Gender and generation status variations in the role of bicultural identification on academic engagement.

## **Conference Presentations:**

1. Poon, D., Cressen, J., & Sirin, S. (2014, August). *Ethnic Identity of Asian American Youth: The Role of Generational Status in Predicting Mental Health*. Poster to be presented at the annual meeting of the American Psychological Association, Washington, D. C.
2. Cressen, J., & Sirin, S. (2013, May). *Dynamism of ethnic self-identification among immigrant adolescents*. Paper presented at the annual meeting of the Cross-University Collaborative Mentoring Conference, New York, NY.
3. Cressen, J., Rogers-Sirin, L., Sirin, S. R., Gupta, T., Greene, A., & Novoa, A. (2013, April). *Discrimination-related stress and behavioral engagement: The moderating effect of school relationships*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
4. Rogers-Sirin, L., Cressen, J., Gupta, T., Ahmed, S., Novoa, A., Sirin, S. R., & Ruiz, M. (2013, April). *Discrimination-related stress and psychological well-being outcomes among Latino adolescents*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

5. Garver, R., Cressen, J., Way, N., & Hughes, D. L. (2012, May). *The Impact of School Context on the Intersection of Whiteness and Academic Identity*. Paper presented at the meeting of the Critical Race Studies in Education Association, New York, NY.
6. McGill, R. K., Cressen, J., Hughes, D. L., & Way, N. (2012, March). *Peer Racial/Ethnic Socialization: Associations with Adolescent Social and Emotional Adjustment*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Vancouver, BC.
7. Cressen, J., McGill, R. K., Way, N., Blount, B. N., Kalkan, B., Paul, V. J., Rasheed, D. S., & Hughes, D. L. (2012, February). *Peer Racial/Ethnic Socialization: A Preliminary Investigation of Friends' Repetition of Stereotypes*. Poster presented at the Society for Research in Child Development, Themed Meeting: Positive Development of Minority Children, Tampa, FL.
8. Cressen, J. M., Hsu-Yang, V., & Rovee-Collier, C. (2010, March). *Interpolated context change effects in 6-month-old human infants*. Poster presented at the meeting of the Eastern Psychological Association, New York, NY.
9. Bostwick, E., Cressen, J., & Boyatzis, C. (2010, March). *Viewing "Mean Girls" TV programs predicts relational aggression in middle school girls and college women*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.
10. Cressen, J. M., V. C. Hsu, & Rovee-Collier, C. (2009, October). *Effects of interpolated context changes on retention in 6-month-old infants*. Poster presented at the meeting of the International Society for Developmental Psychobiology, Chicago, IL.
11. Zjawin, B. E., Cressen, J. M., Hsu, V. C., & Rovee-Collier, C. (2008, November). *Facilitation or interference by interpolated cues and contexts at 6 months?*\*Poster presented at the meeting of the International Society for Developmental Psychobiology, Washington, D.C.  
\*Received award for best student poster.

### **Grants and Other Awards:**

NYU Steinhardt Doctoral Student Travel Award. February, 2012. Received \$500 to present at the Society for Research in Child Development, Themed Meeting: Positive Development of Minority Children, Tampa, FL.

## References:

Niobe Way, Professor of Applied Psychology  
New York University  
Department of Applied Psychology  
Kimball Hall  
246 Greene Street, 8<sup>th</sup> Fl.  
New York, NY 10003  
(212) 998-5563  
niobe.way@nyu.edu

Selçuk R. Sirin, Professor of Applied Psychology  
New York University  
Department of Applied Psychology  
Kimball Hall  
246 Greene Street, 8<sup>th</sup> Fl.  
New York, NY 10003  
(212) 998 5364  
sirins@nyu.edu

Gigliana Melzi, Professor of Applied Psychology  
New York University  
Department of Applied Psychology  
Kimball Hall  
246 Greene Street, 8<sup>th</sup> Fl.  
New York, NY 10003  
(212) 998-9023  
gigliana.melzi@nyu.edu

Carolyn Rovee-Collier, Professor of Psychology  
Rutgers, The State University of New Jersey  
Department of Psychology  
152 Frelinghuysen Road  
Piscataway, NJ 08854-8020  
(732) 445-3364  
rovee@rci.rutgers.edu

Chris Boyatzis, Professor of Psychology  
Bucknell University  
Department of Psychology  
Lewisburg, PA 17837  
(570) 577-1696  
boyatzis@bucknell.edu