### Kaitlin Mae Fernandez

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EDUCATION	
2024-2029	University of California, Berkeley
	Social Psychology, Doctor of Philosophy
2021-2023	University of Nevada-Reno, Honors College
	Major: B.S. in Psychological Science   Minor: Ethnic Studies
	GPA: 3.915   Major GPA: 3.970
HONORS AND AWARDS	
Fall 2023	Nevada Undergraduate Research Award (\$2,250)
	Competitive undergraduate research grant to support the completion of an
	<ul> <li>extensive research project under the guidance of a faculty mentor.</li> <li>Research project: Intersectionality: Investigating parent-child</li> </ul>
	relationships from the perspectives of LGBTQIA+ children of
	immigrants
Spring 2023	Nevada Undergraduate Research Award
	(\$2,250)
	Competitive undergraduate research grant to support the completion of an
	extensive research project under the guidance of a faculty mentor.
	• Research project: <i>Testing the roles of inadequacy and responsible harmfulness in the differentiation of shame and guilt through the</i>
	attitudes and beliefs of college students
2022	Bridge to Graduate School
	(\$1,000)
	Bridge to Graduate School is a professional development program focused
	on equipping upper-level undergraduate students in Nevada with the tools
	they need to navigate the path to graduate school.
2022	Pack Research Experience Program Award
	(\$4,500)
	Aimed at providing undergraduate students with an academic
	standing of freshman and sophomore the opportunity to get paid to work on a research or creative activity project with the guidance of a University
	faculty mentor.
	Research project: Developing a Light Exposure Questionnaire
2021-2023	Dean's List Student
	Fall 2021; Spring 2022; Fall 2022; Spring 2023

<b>RESEARCH EXPE</b>	RIENCE
Summer 2023	Fellow, UC Irvine Summer Undergraduate Research Fellowship (\$4,000)
	<ul> <li>This program offers undergraduate and master's diversity students an opportunity to work closely with faculty mentors on research projects and provide an intense course of graduate preparation workshops. SURF is designed for students who plan to pursue a Ph.D. or M.F.A. degree and enter academic careers, and provides the tools needed to facilitate application, admission, and enrollment to graduate school. Research labs include:         <ul> <li>Child Narratives Lab</li> <li>Mentor: Dr. J. Zoe Klemfuss   Developmental Psychology</li> </ul> </li> </ul>
2023	Society for Personality and Social Psychology - Undergraduate Research Program (\$1,500)
	<ul> <li>The Social-Personality Undergraduate Research (SPUR) Program is a research internship from March to December for students interested in pursuing a graduate degree in social-personality psychology.</li> <li>Research project: <i>Investigating cultural and generational differences in emotion regulation strategies within East and South Asian Communities</i>   Mentor: Dr. Richard B. Lopez, Worcester Polytechnic Institute</li> </ul>
2022-2023	<b>UNR Scholar, Ronald E. McNair Scholars Achievement Program</b> This program prepares first generation, low income, and minority undergraduate students for graduate school through a series of preparatory courses, professional and academic development workshops, and a summer research program
2021-2023	<ul> <li>Research Assistant, University of Nevada, Reno Research projects include: <ul> <li>Intersectionality: Investigating parent-child relationships from the perspectives of LGBTQIA+ children of immigrants</li> <li>Mentor: Dr. Sarah Mitchell</li> <li>Testing the roles of inadequacy and responsible harmfulness in the differentiation of shame and guilt through the attitudes and beliefs of college students</li> </ul></li></ul>
	<ul> <li>Mentor: Kodai Kusano</li> <li>Developing a Light Exposure Questionnaire Mentor: Dr. Daniel S. Joyce</li> <li>The Center for the Dissemination and Implementation of Culturally Sensitive, Evidence-Based Psychological Services (DICE Center) Mentor: Dr. Lorraine Benuto</li> </ul>

#### **ACTIVE RESEARCH PROJECTS**

## Investigating cultural and generational differences in emotion regulation strategies within East and South Asian Communities

The purpose of this study is to investigate generational (age-related) and cultural differences in emotion regulation among East and South Asian individuals compared to White individuals. While previous research has explored some cultural differences in emotion regulation, there has been a lack of investigation into how generational and cultural differences may impact these processes. Mentor: Dr. Richard B. Lopez, Worcester Polytechnic Institute | Cognitive Neuroscience

• Contributions: independent project design, literature review, data collection, analysis

## Intersectionality: Investigating parent-child relationships from the perspectives of LGBTQIA+ children of immigrants

The aim of this study is to investigate the experiences of individuals who are a part of the LGBTQIA+ community as well as children of immigrants by examining the role of their intersecting identities and their relationships with their parents using a mixed-method approach to showcase the themes for LGBTQIA+ children of immigrants and tell the stories of individuals who currently have little representation in research and media.

Mentor: Dr. Sarah Mitchell | Human Development and Family Science

• Contributions: literature review, project design, qualitative data collection, thematic analysis

## Testing the roles of inadequacy and responsible harmfulness in the differentiation of shame and guilt through the attitudes and beliefs of college students

Scholars are acutely aware of the importance of distinguishing shame and guilt but know far less about specific conditions that give rise to the two emotions. The current study will test the emerging hypothesis on the distinction between shame and guilt by identifying the role of inadequacy and responsible harmfulness using survey methods.

Mentor: Kodai Kusano | Social Psychology

• Contributions: literature review, project design, quantitative survey design, data collection, analysis

#### PAST RESEARCH PROJECTS

# Developmental Shifts in Children's Interpretation of "When" Questions and Use of Temporal Language

This research explores how children aged 4-9 respond to "when" questions, investigating memory encoding bias. Through remote Zoom sessions, the study examines temporal information provision, timing interpretation, and term usage using coding and regression. Its findings enhance knowledge of children's temporal comprehension and language, guiding future research and question approaches. Mentor: Dr. J. Zoe Klemfuss | Developmental Psychology

• Contributions: data collection, interviewing child participants, transcriptions

#### **Developing a Light Exposure Questionnaire**

This project focuses on the relationship between light exposure and circadian rhythms as well as how accurately participants were able to predict their own light exposure by comparing self-reported surveys to objective actigraph measures.

Mentor: Dr. Daniel S. Joyce | Psychology

• Contributions: project design, facilitating informed consent process, running data collection and vision testing, coded data analysis process in MATLAB

### The Center for the Dissemination and Implementation of Culturally Sensitive, Evidence-Based Psychological Services (DICE Center)

Assisted multiple different projects all related to Latino/Latina/Latine mental health as a research assistant

Mentor: Dr. Lorraine Benuto | Clinical Psychology

• Contributions: literature review and assisting in data collection

### ACADEMIC PRESENTATIONS AND PUBLICATIONS

**Fernandez, M. K.,** & Kusano, K. (2023, November). Testing the roles of inadequacy and responsible harmfulness in the differentiation of shame and guilt through the attitudes and beliefs of college students. Poster abstract accepted at the Annual Biomedical Research Conference for Minoritized Scientists, Phoenix, AZ.

**Fernandez, M. K.**, & Klemfuss, Z. J. (2023, August). Developmental Shifts in Children's Interpretation of "When" Questions and Use of Temporal Language. Oral presentation at the University of California, Irvine Summer Undergraduate Research Fellowship Symposium, Irvine, CA.

Joyce, D., Fernandez, M. K., & Ricketts, J. E. (2023, June). Associations between functional vision and sleep performance. Poster presented at the SLEEP conference, Indianapolis, IN.

**Fernandez, M. K.,** & Kusano, K. (2023, May). Testing the roles of inadequacy and responsible harmfulness in the differentiation of shame and guilt through the attitudes and beliefs of college students. Poster presented at the University of Nevada, Reno Research Symposium, Reno NV.

**Fernandez, M. K., &** Joyce, D. (2022, December). Developing a Light Exposure Questionnaire. Poster presented at the University of Nevada, Reno Research Symposium, Reno NV.

**Fernandez, M. K.,** & Joyce, D. (2022, August). Developing a Light Exposure Questionnaire. Poster presented at the University of Nevada, Reno Research Symposium, Reno NV.

**Fernandez, M. K.,** & Joyce, D. (2022, June). Developing a Light Exposure Questionnaire. Oral presentation at the National McNair UCLA Conference, Los Angeles, CA.

**Fernandez, M. K., &** Joyce, D. (2022, May). Developing a Light Exposure Questionnaire. Poster presented at the University of Nevada, Reno Research Symposium, Reno NV.

Kusano, K., Jami, W. A., **Fernandez, M. K.** (in prep). Toward a parsimonious model of pride: Reassessing psychometric properties of Tracy and Robin's authentic-hubristic pride scales.

#### **PROFESSIONAL MEMBERSHIPS**

• Society for Personality and Social Psychology (SPSP)

#### SKILLS AND CERTIFICATIONS

- Proficiency in SPSS and R
- Survey Design
- Implementation in Qualtrics

- Qualitative Data Collection
  Transcriptions
  NASPA Certified Peer Educator Training
  Languages: Fluency in Tagalog and English

ACADEMIC INVOLVEMENT	
<i>Teaching Experience</i> Fall 2023	Teaching Assistant, Psychology 101 - Introduction to Psychology
Fall 2023	Teaching Assistant, Honors 215 - Honors First Year Experience
Extracurricular Involve	ment
2022-2023	Vice President, Honors College Student Council Co-lead a leadership committee designed to bridge the gap of communication between honors students and the Honors College and support the four mission pillars: resilience, ingenuity, equity, and stewardship. Developed and executed programs and initiatives that promoted a sense of community and academic excellence within the Honors College. Actively advocated for the needs and interests of honors students, resulting in improved resources and support systems.
2021-2022	<b>Director of Public Relations, Honors College Student Council</b> Collaborated with a team of members to produce high-quality content, including engaging weekly newsletters that highlighted notable events, opportunities, and student accomplishments. Co-created an innovative public relations and marketing honors course, equipping fellow students with valuable skills in strategic communication and brand management.
2021-2022	<b>Social Media Coordinator, Behavior Analysis Club</b> Created compelling and visually engaging social media content to effectively promote club activities, encourage outreach, and attract potential members.
WORK EXPERIENCE 2021-2023	<b>Library Student Service Assistant at Delamare Library</b> Responsibilities include: Providing exceptional customer service by assisting patrons in locating books, supplies, and navigating library resources effectively. Demonstrating a strong commitment to patron satisfaction by analyzing their needs and problem-solving to ensure a positive experience. Collaborating with library staff to address and resolve inquiries, concerns, and technical issues raised by patrons. Maintaining a welcoming and organized environment, contributing to the overall functionality and positive atmosphere of the library.
VOLUNTEER EXPER 2023	IENCE Volunteer, Domestic Violence Resource Center (Reno, NV) Participated in training programs to enhance knowledge of domestic violence dynamics, trauma-informed care, and crisis intervention techniques. Provide crucial support and assistance to survivors of domestic

	violence, offering empathy, compassion, and a safe space for individuals in need. Actively participate in hotline services, responding to crisis calls, providing emotional support, and offering information on available resources and options.
2022 - Present	Volunteer, Crisis Text Line
	Provide compassionate and nonjudgmental support to individuals in crisis through a text-based platform, offering immediate emotional assistance and resources. Engage in active listening and empathetic communication to help individuals navigate through challenging situations and emotions. Utilize crisis intervention techniques to assess and de-escalate crisis situations, promoting a sense of safety and stability for texters.
2022	Selection Board, McNair Scholars
	Participated in interviewing candidates for the Ronald E. McNair Scholars Program at the University of Nevada, Reno