

John Thomas West, M.A.

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EDUCATION

PhD, Cognitive Psychology

University of North Carolina at Chapel Hill

Advisor: Neil W. Mulligan

2020 – 2023

Dissertation Title: Are emotionally granular individuals emotion experts? Evidence from an experiment of true and false emotional memory

M.A., Cognitive Psychology

University of North Carolina at Chapel Hill

2017 – 2020

B.S., Psychology, magna cum laude with honors in major

George Mason University

2012 – 2016

RESEARCH

Interests: Memory, Emotion, Cognitive Aging, Metacognition

T32 Postdoctoral Research Fellow in the Cognitive Aging and Neuroimaging

Lab at The Pennsylvania State University, Director: Dr. Nancy A. Dennis 2023 – Present

- Currently undergoing training related to fMRI acquisition and analysis related to true and false memory in younger and older adults

Graduate Student in the UNC Memory Laboratory,

Director: Dr. Neil W. Mulligan

2017 – 2023

- Designed and conducted psychological experiments using software such as E-Prime, PsychoPy, Qualtrics, Amazon Mechanical Turk, and Prolific
- Engaged in collaborative research projects with faculty at UNC-Chapel Hill, UNC-Greensboro, and Beijing Normal University, China
- Conducted research on a number of diverse topics, including: memory, emotion, eyewitness memory, metacognition, and attention

Legal Research Consultant

2019 – 2022

- Assisted graduate mentor in conducting applied research for the purpose of preparing expert testimony related to product liability and memory errors
 - Conducted a systematic literature review of empirical research related to false memory for brands and products
 - Oversaw a large-scale, longitudinal experiment investigating the effects of repeated misinformation on commercial product identification ($n = 1,049$)
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JOURNAL ARTICLES

West, J. T., Mulligan, N. W., Lindquist, K. A. (manuscript in preparation). Putting emotional memories in context: Psychological constructionism as a novel paradigm for emotional memory research.

West, J. T., Kuhns, J. M., Touron, D. R., & Mulligan, N. W. (under review). Increased metamemory accuracy with practice does not require practice with metamemory.

Mulligan, N. W., Spataro, P., & **West, J. T.** (2023). Memory and attention: A double dissociation between memory encoding and memory retrieval. *Cognition*, 238, 105509. <https://doi.org/10.1016/j.cognition.2023.105509>

Mulligan, N. W., Buchin, Z. L., & **West, J. T.** (2022). Attention, the testing effect, and retrieval-induced forgetting: Distraction dissociates the positive and negative effects of retrieval on subsequent memory. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 48, 1905-1922. <https://doi.org/10.1037/xlm0001097>

West, J. T., & Mulligan, N. W. (2021). Investigating the replicability and boundary conditions of the mnemonic advantage for disgust. *Cognition and Emotion*, 35, 753-773. <https://doi.org/10.1080/02699931.2020.1863187>

Mulligan, N. W., Buchin, Z. L., & **West, J. T.** (2020). Assessing why the testing effect is moderated by experimental design. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 46, 1293-1308. <https://doi.org/10.1037/xlm0000787>

West, J. T., & Mulligan, N. W. (2019). Prospective metamemory, like retrospective metamemory, exhibits underconfidence with practice. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 45, 2224-2238. <https://doi.org/10.1037/xlm0000708>

BOOK CHAPTERS

Goodman, F.R., Larrazábal, M. A., **West, J. T.**, Kashdan, T. B. (2019). Experiential avoidance across anxiety disorders. In B. O. Olatunji (Ed.), *Cambridge handbook of anxiety and related disorders* (pp. 255-281). Cambridge University Press.

PROFESSIONAL TALKS

Mulligan, N. W., Buchin, Z. L., **West, J. T.** (2022). *The testing effect with free recall: Organization, attention, and order effects*. Talk given at the 63rd Psychonomic Society Annual Meeting.

West, J. T. (2022). *Are emotionally granular individuals emotion experts? Evidence from an experiment of true and false emotional memory*. Talk given at Cognitive Tea, Chapel Hill, NC.

Mulligan, N. W., Buchin, Z. L., **West, J. T.** (2021). *The testing effect with free recall: Organization, attention, and order effects*. Talk given at the 62nd Psychonomic Society Annual Meeting.

West, J. T. (2021). *Putting emotional memories in context: Psychological constructionism as a novel paradigm for emotional memory research*. Talk given at Cognitive Tea, Chapel Hill, NC.

West, J. T. (2020). *Investigating the replicability and boundary conditions of the mnemonic advantage for disgust*. Talk given at Cognitive Tea, Chapel Hill, NC.

West, J. T. (2019). *Are learners sensitive to the mnemonic effects of disgust when predicting their memory performance?*. Talk given at Cognitive Tea, Chapel Hill, NC.

West, J. T. (2018). *Comparing metacognition during retrospective and prospective memory: Insights from the underconfidence with practice effect*. Talk given at Cognitive Tea, Chapel Hill, NC.

West, J. T. (2018). *Anxious people with the looming cognitive style are more likely to remember novel threats as approaching*. Talk given at the North Carolina Cognition Conference, Chapel Hill, NC.

HONORS/AWARDS

- Received research funding from Graduate Student Opportunity Fund offered by the Graduate School at UNC Chapel Hill 2022 – US\$3,000
 - Received Baughman Dissertation Research Award offered by the Department of Psychology & Neuroscience at UNC Chapel Hill 2022 – US\$6,000
 - Received Summer Research Fellowship offered by the Graduate School at UNC Chapel Hill 2022 – US\$5,000
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TEACHING AND MENTORING EXPERIENCE

- **Undergraduate Honor's Thesis Committee:** E. Brandon Kelly
Thesis: *Belief is the primary mediator of the font size effect on judgements of learning*
 - Instructional Assistant, *Research Methods in Psychology*
Professor: Patrick Harrison Fall 2020 – Fall 2022
 - Teaching Assistant, *Statistical Principles in Psychological Research*
Professors: Patrick Harrison, Elizabeth Jordan, Viji Sathy Fall 2018 – Spring 2020
 - Instructional Assistant, *Introduction to Cognitive Psychology*
Professors: Vicki Chanon, Joseph Hopfinger Fall 2017 – Spring 2018
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ACADEMIC SERVICE

- Peer-reviewed scientific manuscripts submitted to the publications *Cognition and Emotion* and *Consciousness and Cognition*
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QUANTITATIVE/TECHNICAL TRAINING

- Analyzed and visualized data using the programs R, SPSS, JASP, MPlus, and SAS
 - Completed the *Formal Concentration in Quantitative Psychology* during my graduate training, demonstrating extensive quantitative training beyond that required by UNC-Chapel Hill's Cognitive Psychology curriculum
 - Developed expertise in conducting systematic reviews and meta-analyses using the software programs EndNote and Covidence
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