Brittany McMillan
Department of Psychology
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Education: **The University of Georgia,** Athens, Georgia, May 2008
Bachelor of Science, Psychology
Minor, Sociology
Hope Scholarship Recipient
Relevant Courses: Psychopathology, Cognitive Psychology, Psychology of Sense and Perception, Psychology of Adjustment, Research Design, Research Analysis, Social Psychology, Developmental Psychology, Psychology of Human Sexuality, Sociology of Drug and Alcohol, Sociology of Education, Sociology of Gender, Sociology of Criminology, and Sociology of Social Problems.
Relevant Computer Skills: Microsoft Office, SPSS, e-Prime, Apple Computer programs

Research Experience:

Child and Family Emotions Lab, University Of Georgia, Athens, Georgia
Research Mentor: Cynthia Suveg, Ph.D.
Research Assistant (6/2007-5/2008)
- Conducting phone screenings for potential participants
- Recruiting families
- Administering WASI and KAI-R
- Collecting, organizing and entering data
- Transcribing collected data
- Effectively running adult and child participants

Working Memory and Attention Lab, University of Georgia, Athens, Georgia
Research Mentor: Nash Unsworth, Ph.D.
Research Assistant (6/2008-8/2009)
- Collecting, organizing and entering data
- Coding collected data
- Administering Raven Matrices, Stroop task, OSPAN, prosaccade and antisaccade task
- Scheduling and posting dates/times on Experimetrix
- Creating and implementing motivational strategies for effective participant retention
- Designing and utilizing an organized system to independently run a successful experiment
- Clearly communicating effective ideas with research mentor and fellow lab members

Work Experience:

Working Memory and Attention Lab, University of Oregon, Eugene, Oregon
Lab Director: Nash Unsworth, Ph.D.
Lab Manager (09/2010-Present)
- Manage the research assistants' recruitment and lab schedule
- Train research assistants on experimental tasks, research ethics, data organization, data collection, data entry and data coding
- Supervise the research assistants' and participants' daily performances
- Organize the lab's participant recruitment schedule and general workflow management
- Coding, collecting, and analyzing data from current research projects
- Collaborate with the lab director on current and future projects on a daily basis
- Assist lab director in creating and implementing experimental tasks

Current Lab Projects: **Task Unrelated Thoughts (T.U.T) in Academic Reading Comprehension**
In this project we are examining how mind wandering in the form of TUTs is related to reading comprehension in an academic setting. We hypothesize that low cognitive ability participants would demonstrate more mind wandering, during reading of a text, than high ability participants, which would result in lower performance on a subsequent reading comprehension test. To date, we have collected data on a large number of participants (N = 160), and we are currently in the data analysis phase. My essential role in this project includes assisting with the design of the experiment, aiding with the creation of the TUT tasks, coding the relevant data, and assist with the current data analyses.

Individual Differences in Real-world Attention Failures

In this project we are examining individual differences in participants' real-world failures of attention. Furthermore, we hypothesize that low cognitive ability participants will demonstrate more real-world attention failures than high cognitive ability participants. Participants performed a number of laboratory cognitive tasks and were required to carry a diary for a week in which they listed their specific attention failures. In turn, we have collected data on a large number of participants (N = 100), and we are currently in the data analysis phase. My crucial role in this project includes developing and creating a coding scheme that captures two important components of the data: (A.) The documentation of attention failures across participants and categorization of specific attention failure labels. (B.) The distribution of the participants' attention failures within the appropriate attention failure labels. Lastly, I am assisting with current analyses.

Past
Lab Projects: **Antisaccade Training**

In this project we examined how training and practice would influence performance on the antisaccade task. We hypothesized that extensive practice on the antisaccade task would result in the task being performed in an automatic fashion, similar to performance on the prosaccade task. Furthermore, we examined whether this training would transfer to other executive control tasks (i.e., Stroop, and Operation Span). Participants performed a large number of trials on the antisaccade task (i.e., 3,500 trials) over 4 days of testing. Subsequently, we found that after extensive training, on the antisaccade task, performance was fairly automatic and similar to performance on the prosaccade task. Importantly, this training on the antisaccade task did not transfer to the other executive control tasks. In addition, I previously presented these results at a local conference (See Professional Presentations), and the results are currently submitted for publication in the form of two manuscripts on which I am a co-author (See Manuscripts and Publications).

Publications: Unsworth, N., Spillers, G. J., Brewer, G. A. & **McMillan, B.** (2011). Attention control and the antisaccade task: A response time distribution analysis. *Acta Psychologica.*

Brewer, G. A., Spillers, G. J., **McMillan, B**. & Unsworth, N. (2011). Doubts on the generality of depleting executive control. *Psychonomic Bulletin & Review.*

Manuscripts: Unsworth, N., **McMillan, B**., Brewer, G.A., & Spillers, G.J. (in preparation). Individual differences in real-world attention failures.

Unsworth, N., **McMillan, B**., Brewer, G.A., & Spillers, G.J. (in preparation). Task Unrelated Thoughts (T.U.T) in academic reading comprehension.

Professional
Presentations: **McMillan, B.**, Brewer, G. A., Spillers, G. J., Unsworth, N. (March 2009). *Inabilities to Find Training after 3,500 Trials on an Executive Control Task*. Poster presented at PSI CHI 2009 Conference at the University of Georgia.

Relevant
Work
Experience: **Ruffalo CODY**, Athens, Georgia
Non-Profit Services Supervisor (05/2008-09/2010)
- Create and implement valuable strategies to attain the company's and the client's short and long term goals
- Generate and execute effective motivational strategies for the fundraiser representatives and clients
- Produce a nightly, statistical log for each client of the company
- Successfully train new members and current members of the company to become ideal employees
- Effectively run a nightly shift and oversee the work produced by the fundraiser representatives

Ruffalo CODY, Athens, Georgia
Lead Caller Fundraiser Representative (04/2006-05/2008)
- Communicate new and effective ideas to successfully achieve short and long term goals of the Ruffalo CODY
- Successfully train new members of the company to become ideal employees

- Contact and motivate alumnus of specific colleges and high schools to either join or remain involved in one's Alma Mater