

Curriculum Vitae

Margaret Tabb Lynn

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Education:

M.A., Psychology Research (Mind, Brain, & Behavior Program)
San Francisco State University, 2008 - 2010 (*expected*)
Graduate Researcher, Action and Consciousness Lab

B.A., Mary Baldwin College, Staunton, VA (May 2003)
Program for the Exceptionally Gifted
Major: Psychology, Minor: Philosophy
Experimental Thesis: The Nonverbal Sensitivity of Introverts and
Extraverts
Major GPA: 3.62

Chapters:

Morsella, E., Lynn, M. T., Riddle, T. A. (in press). Voluntary action and the illusion of conscious will. In H. Pashler (Ed.), *The encyclopedia of the mind*. New York: Sage.

Morsella, E., Molapour, T., & Lynn, M.T. (in press). The three pillars of volition: phenomenal states, ideomotor processing, and the skeletal muscle system. In H. S. Terrace & J. Metcalfe (Eds.), *Joint action and agency*. New York: Oxford University Press.

Manuscripts Under Review:

Lynn, M. T., Berger, C. C., Riddle, T.A., & Morsella, E. (under review). Mind control? Creating illusory intentions through a phony brain-computer interface.

Lynn, M. T., Riddle, T.A., & Morsella, E. (under review). The phenomenology of quitting.

Poster Presentations:

Berger, C. C., Lynn, M. T., Riddle, T. A., & Morsella, E. (2010). The 'what' of doing: Lay perceptions of action and illusory intentions to act. Accepted to be presented at the Convention of the Society for Personality and Social Psychology, Las Vegas, Nevada.

Molapour, T., Lynn, M. T., Riddle, T. A., & Morsella, E. (2010). Valence from conflict:

Its influence on likeability of perceptible and subliminal stimuli. Accepted to be presented at the Convention of the Society for Personality and Social Psychology, Las Vegas, Nevada.

Manuscripts in Preparation:

Perceptual and Motor Components of Subvocalization versus Auditory Imagery

Current Data Collection:

The Neural Correlates of Digging Deep

Distinguishing the Three Forms of Cortical Binding

Awards:

Math-Science Leadership Scholarship 1998 – 2002

Teaching Experience:

Teaching Assistant for Experimental Psychology (includes lab)

Teaching Assistant for Introduction to Philosophy

Tutor for Behavioral Statistics and Opera

Peer Advisor for the 2000-2001 school year

Current Research Interests:

My primary interests involve agency, volition, decision making, self-regulation (including goal selection, motivation & willpower), action production, ideomotor processing, and cognitive conflict. I am also interested in the ways that contemporary psycholinguistic findings can inform theories about the interplay between conscious and unconscious processing in human action production. One of my studies focuses on the role of proprioceptive feedback in the sense of agency, another on the perceptual and motor components of subvocalization, and a third on the various processes that occur during the urge to quit. I am also involved in two electrophysiology studies (one on persisting beyond the point of perceived depletion, another on the various forms of cortical binding). In the future, I hope to use neuroimaging techniques to study the neural underpinnings of conscious and nonconscious processes.

Professional Memberships:

Cognitive Neuroscience Society

Society for Personality and Social Psychology

Association for Psychological Science

Psi Chi International Honor Society

Software Used and Elective Graduate Courses:

PsyScope

SuperLab

AcqKnowledge

Cognitive Neuroscience

Psychophysiology with Lab

fMRI Methods (taken at UC Berkeley)

Relevant Work Experience:

Educational Services, Inc. in support of the Substance Abuse and Mental Health Services Association, Department of Health and Human Services, Rockville, MD
(October 2006 – June 2008): Research Analyst/Project Coordinator, Suicide Prevention Team and Safe Schools/Healthy Students Team

Provided programmatic support and technical assistance to 103 Garrett Lee Smith Memorial Act grantees, including the State, Tribal, and Campus programs, and the Suicide Prevention Resource Center, as well as the National Suicide Prevention Lifeline and Adolescents at Risk programs. Provided programmatic support and technical assistance to 110 school violence grantees with the Safe Schools/Healthy Students program in collaboration with the Department of Education. Worked closely with suicide prevention team Government Project Officers and others, supporting and helping to coordinate internal team meetings and trainings. Planned and organized annual grantee meetings. Coordinated and conducted collection and input of data from grantee progress reports into databases. Maintained databases; developed forms to facilitate input, downloading, and data entry. Prepared summary analyses of data and made recommendations for refinement of ongoing data collection efforts. Developed tracking systems and coordinated collection of data within the suicide prevention team. Assisted in preparation of federal Requests for Applications and other grants management duties.

Rappahannock Area Community Services Board, Fredericksburg, VA
(September 2005 – June 2006): Mental Health Residential Specialist

Provided residential services to the SMI population of the area, training them to live independently in the community. Residential Services included locating housing, teaching independent living skills, coordinating recreational, social, and leisure programs, providing crisis intervention, developing service plans, advocating on behalf of consumers, providing budget support, providing medication management skills and medical appointment support, providing transportation, assessing potential consumers, providing documentation, teaching safety precautions, communicated with related agencies on the consumer's behalf, and conducting substance abuse training.

Rappahannock Area Community Services Board, Fredericksburg, VA
(August 2004 – September 2005): Mental Health Residential Counselor II, Bridgewater Supervised Apartment Program

Planned, implemented, and evaluated individualized social and living skills development programs for residents with serious mental illness in a residential facility. Performed supportive level counseling and training functions and communicated with related agencies on the client's behalf. Provided supervisory duties for a month while supervisor was out of state.

Valley Community Services Board, Day Treatment Program at Beverley Manor Elementary, Staunton, VA
(March 15, 2004 – July 15, 2004): Mental Health Therapeutic Behavioral Specialist

Treated SED/at-risk students in multiple settings, including the school, home, and center-based day treatment. Worked collaboratively with child and family clinicians and case managers to promote community adjustment and enhance the child's functioning capacity at home and in school. During the school year, I conducted individual and group therapy sessions with clients

in the school, made myself available to assist teachers in times of crisis, and conducted home visits with the client families. During the summer, we ran a center-based Day Treatment Program, which primarily took the form of group therapy, covering issues such as trust, communication skills, empathy, identifying feelings, impulse control and anger management, problem-solving and cooperation skills, and self-esteem/self-awareness. This program was created in February of 2004, and hence I was also able to be a part of creating and implementing a very successful new program.

Commonwealth Center for Children and Adolescents, affiliated with Western State Mental Hospital, Staunton, VA
(full-time: September 2002 – February 2003, September 2003 – March 2004, part-time: March 2004 – June 2004): Direct Services Associate II

Worked on the adolescent units supervising up to 12 adolescents with mental health and behavioral problems. Implemented active treatment interventions and provided supervision, counseling, support, and encouragement to adolescents. Assisted adolescents in the activities of daily living in this 24-hour state-run mental health facility. Also ran groups, assisted in the school area, and provided therapeutic support to adolescents.

References:

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