> This CV is tailored for a research position. If applying for a teaching position, include teaching-related activities first.

Michael Sample

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Include a summary of key research skills developed and current research interests. It is advisable to align this to the requirements of the vacancy that you are applying for. Keep this section short (2-3 sentences) and include more detail within a covering letter.

Education

2017-2020   **PhD Neuroscience**   **University of Aberdeen**

Thesis title: "Neural correlates of age differences in anger and sadness recognition within multiple sensory modalities". Supervisors: Professor X, Dr Y and Dr Z.

See Appendix A for a detailed synopsis.

2012-2016   **First class honours BSc Neuroscience with Psychology**   **University of Aberdeen**

Thesis title: "Age differences in visually-evoked event-related potentials when viewing emotional stimuli". Applied EEG techniques to uncover biological markers of age-related discrepancies in facial emotion recognition. Received First class grade.

Courses included: Biological Psychology, Perception and Cognitive Neuroscience.

Subsidiary passes include: Chemistry and Physics.

2006-2012   **Inverurie Academy**

Six Highers, including: English (B), Psychology (A) and Physics (B).

Research Experience

2017-2020   **Doctoral Researcher**   **University of Aberdeen**

- Recruited and tested young and older participants in a timely and efficient manner.
- Administered the Montreal Cognitive Assessment (MoCA) to screen older adults for mild cognitive impairment.
- Programmed experiments in MATLAB software.
- Applied EEG techniques to investigate the effects of ageing on anger and sadness recognition.
- Extracted event-related potentials (ERPs) associated with the display of visual and auditory emotional stimuli.
- Conducted signal processing and data analysis in MATLAB.

Summer 2016   **Research Assistant**   **University of Aberdeen**

- Assisted a PhD student in their research on the brain activation correlates of engaging in risk-seeking behaviours.
- Recruited and tested participants using Functional Magnetic Resonance Imaging (fMRI) techniques.
- Applied working knowledge of extracting and analysing BOLD signal data.

Summer 2015   **Research Assistant**   **University of Aberdeen**

- Assisted Dr X in their cutting-edge research on using Transcranial Magnetic Stimulation (TMS) techniques to investigate aspects of human cognition, namely working memory and attention.
- Recruited and tested participants using TMS methods.
- Developed knowledge of designing appropriate control conditions to address the limitations associated with TMS methodology, including the interference of concurrent auditory and somatosensory stimulation that may influence task performance.

Publications

Sample, M., Dr Y., Dr Z & Professor X. (2019). Age differences in the neural correlates of anger and sadness recognition. *Journal of Neuroscience Research, Vol* (Issue Number), Page Numbers.

Sample, M., Dr Y., Dr Z & Professor X. (2019). The neuroscience of emotion: how EEG techniques can inform affective science. *Neuroscience & Behavioural Reviews, Vol* (Issue Number), Page Numbers.

Dr X., Professor Y, **Sample, M.** & Dr Z. (2017). Supressing activity in the dorsomedial prefrontal cortex via TMS influences risk taking behaviour among young adults. *Frontiers in Neuroscience, Vol* (Issue Number), Page Numbers.

Oral and Poster Conference Presentations

Sample, M., Dr Y., Dr Z & Professor X. (2019). Age differences in the neural correlates of anger and sadness recognition | Oral presentation conducted in the Geneva Ageing Series, Geneva, Switzerland.

Sample, M., Dr Y., Dr Z & Professor X. (2018). Age differences in the neural correlates of anger and sadness recognition | Poster presentation conducted in the Psychology Postgraduate Affairs Group (PsyPAG), University of York, York.

Sample, M., Dr Y., Dr Z & Professor X. (2019). Exploring age discrepancies in auditory-evoked event related potentials following the display of emotional stimuli | Experimental Psychology Society, University College London, London.

Peer-Reviewer Experience

Acted as peer-reviewer for several manuscript publications submitted to the following journals:

Journal of Cognitive Neuroscience | Neuroscience Letters | Behavioural Brain Research.

Professional Memberships

British Psychological Society (BPS): Member since 2012.

The British Neuroscience Association: Member since 2017.

Experimental Psychology Society: Member since 2018

Teaching Experience

2018 – Present   Postgraduate Demonstrator   University of Aberdeen

Tutor for the following courses: Introductory Psychology 1 and 2 and Neurophysiology Research Topics. Duties include:

- Running Level 1 and 3 tutorials, enhancing students' knowledge gained from lectures and teaching students how to perform advanced statistical analyses using EEG techniques.
- Provided constructive feedback on formative assignments using Turnitin software.

2018-2019   Undergraduate Thesis Supervisor   University of Aberdeen

Secondary supervisor for a Level 4 undergraduate thesis student. Duties included:

- Provided training on data collection, research design, statistical analyses and constructive advice on the thesis.

Grants and Awards

Grindley Grant (£500) | Awarded by Experimental Psychology Society (2019) to support conference attendance.

British Neuroscience Federation (£300) | Awarded to support conference attendance (2018).

Biotechnology and Biological Sciences Research Council (BBSRC) PhD Studentship | University of Aberdeen (2016)

Public Engagement

"Exploring brain activity associated with processing emotions in young and older adults" | Public engagement talk presented at the Café Scientifique seminar series organised by the University of Aberdeen, 2019

"Explore the Brain" workshop: included fun interactive activities designed to enhance learning among primary school aged children | TechFest, Aberdeen (2017).

Key Skills

Data Analysis: Advanced knowledge of programming and analysing data in MATLAB as a result of my PhD. Skilled at extracting ERP data from conducting a series of EEG studies. Working knowledge of identifying BOLD signals from fMRI data and using TMS. Experienced at conducting complex statistical tests as a result of my educational background and research roles.

Communication: Skilled in preparing and presenting written and verbal communications tailored to a range of audiences, including academics, students of mixed abilities/levels and the general public. Enhanced oral presentation skills from presenting project findings in an inter-disciplinary environment within both local and European conferences.

Leadership: Experienced in supervising undergraduate thesis students, including delivering on-going training on data collection, research design and statistical analyses to undergraduate students as a result of my experience as an Undergraduate Thesis Supervisor and Postgraduate D demonstrator (University of Aberdeen).

Time Management: Excellent time management skills: during my PhD research experience and research roles, I ensured that participants were tested in a timely and efficient manner. Skilled at meeting project deadlines and submitting revisions to peer-review manuscripts and grant applications within a predefined timescale.

Collaboration: Experienced in working within a highly collaborative team for group projects both during my undergraduate and postgraduate degrees. Due to the interdisciplinary nature of my PhD topic, I have worked in consultation with academics from both Neuroscience and Psychology disciplines.

Interests & Achievements

STEM Ambassador: Help to organise various activities, including talks and workshops, designed to engage young people in Science, Technology, Engineering and Mathematics.

Sport: Member of the University of Aberdeen's Rugby Team.

References available upon request.

Appendix A

PhD Abstract

Prior research has established age differences in the ability to recognise emotions: older adults are particularly worse at recognising facial expressions of anger and sadness. However, previous studies have primarily examined age-related discrepancies in labelling facial expressions of emotion using behavioural methods. Furthermore, most studies to date have investigated age differences in recognising emotions by asking participants to label static images of facial expressions. The studies presented in this thesis applied EEG methods to investigate whether there are age differences in neural correlates associated with anger and sadness recognition. Both auditory and visual stimuli were presented in separate studies. Visually and auditory evoked event-related potentials (ERPs) were recorded from the scalp over cortical regions associated with visual and auditory processing, respectively. Findings are discussed in relation to previous research findings. Implications of the results are presented and suggestions for future work provided.