

# MARIA EUGENIA PANERO

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## EDUCATION

- Ph.D. Psychology 2018  
Social psychology concentration  
Boston College, Chestnut Hill, MA · Advisor: Ellen Winner  
Dissertation: *Dissociation, Flow, and Empathy after a Monologue Performance*
- Certificate of Apprenticeship in College Teaching 2018  
Boston College Center for Teaching Excellence, Chestnut Hill, MA
- M.A. Psychology 2015  
Developmental psychology concentration  
Boston College, Chestnut Hill, MA · Advisor: Ellen Winner  
Thesis: *Unpacking the Link between Dissociation and Acting*
- M.S. Psychology, *Summa cum laude* 2012  
General psychology concentration  
Nova Southeastern University, Ft. Lauderdale, FL · Advisor: Steven N. Gold
- Certificate of Completion of two-year Professional Workshop 2008  
Musical theatre concentration  
Circle in the Square Theatre School, New York, NY
- B.A. English, *Cum laude* 2006  
Certificate in Film Studies · Honors College  
Florida International University, Miami, FL

## PUBLICATIONS

- Panero, M. E.**, Weisberg, D. S., Black, J., Goldstein, T. R., Barnes, J. L., Brownell, H., & Winner, E. (2017). No support for the claim that literary fiction uniquely and immediately improves theory of mind: A reply to Kidd and Castano's commentary on Panero et al. (2016). *Journal of Personality and Social Psychology*, 112(3), e5-e8, <http://dx.doi.org/10.1037/pspa0000079>
- Panero, M. E.**, Weisberg, D. S., Black, J., Goldstein, T. R., Barnes, J. L., Brownell, H., & Winner, E. (2016). Does reading a single passage of literary fiction really improve theory of mind? An attempt at replication. *Journal of Personality and Social Psychology*, 111(5), e46-e54. <http://dx.doi.org/10.1037/pspa0000064>
- Panero, M. E.**, Goldstein, T. R., Rosenberg, R., Hughes, H., & Winner, E. (2016). Do actors possess traits associated with high hypnotizability? *Psychology of Aesthetics, Creativity, and the Arts*, 10(2), 233-239. <http://dx.doi.org/10.1037/aca0000044>
- Panero, M.E.**, Michaels, L., & Winner, E. (in preparation). Becoming a character: Unpacking the link between dissociation and acting.
- Panero, M.E.** (in preparation). Convergence of emotion theories and acting.
- Panero, M.E.** & Winner, E. (in preparation). Literature through different mediums.

**Panero, M.E.** (in preparation). What is acting?

**Panero, M.E.** (in preparation). Rating the acting moment: Dissociation, flow, and empathy after a monologue performance.

## AWARDS

Division 10 Convention Travel Award American Psychological Association	\$400	2017
Conference Presentation Funding Boston College Psychology Department	\$600	2017
Travel Award for The Spring School Georg-August-Universität Göttingen	\$1400	2017
Student Travel Award American Psychological Association	\$300	2016
Diversity Fund Travel Award Honorable Mention Society for Personality and Social Psychology	\$250	2014
Summer Research Funding Boston College Department of Psychology	\$6,000	2014, 2016, 2017
Poster Presentation Honorable Mention Award International Society Study of Trauma and Dissociation		2013
Conference Presentation Funding Boston College Graduate School of Arts and Sciences	\$350	2013, 2015, 2016
Professional Development Grant Boston College Provost's Office	\$250	2013, 2015, 2016
Grant Funds Boston College Graduate Student Association	\$125	2013, 2015
Teaching Assistantship Stipend Boston College Graduate School of Arts and Sciences	\$114,050	2013-2018
Tuition Scholarship Boston College	\$55,860	2013-2018

## EDITORIAL POSITION

Invited member Student Editorial Board American Psychological Association 2015-present  
Division 10 - *Psychology of Aesthetics, Creativity, and the Arts*

## MEDIA APPEARANCES

Phillips, S. (2017, July 17). Sorry, reading Jane Austen doesn't make you a better person. *Zócalo Public Square*. <http://www.zocalopublicsquare.org/feature/empathy-20th-century-powerful-invention/>

Featured in Winerman, L. (2017, January). In brief: Literary fiction. *Monitor on Psychology*, 11.

Frankel, J. (2016, December 2). Reading literature won't give you superpowers. *The Atlantic*. <https://www.theatlantic.com/science/archive/2016/12/should-psychologists-study-fiction/509405/>

Featured in Begley, S. (2016, November 7). Read a novel: it's just what the doctor ordered. *Time*

*Magazine*, 58-59.

Featured in Begley, S. (2016, October 27). Read a novel: it's just what the doctor ordered. *Time Magazine* online publication. <http://time.com/4547332/reading-benefits/>

Featured in Lamon, M. (2016, October 19). A Penn study failed to find a link between reading fiction and improved social cognition. *The Daily Pennsylvanian*.  
<http://www.thedp.com/article/2016/10/mind-reading-study-connection>

Interviewed in NTN24 News TV. (2016, October 17). *Las noticias de la ciencia, la salud y la tecnología (Science, health and technology news)*. New York, NY: RCN International Channels.

Blog responding to *Failed replication study shows reading literary fiction doesn't boost social Cognition* (over 600 comments). [https://www.reddit.com/r/books/comments/55z756/failed\\_replication\\_study\\_shows\\_reading\\_literary/](https://www.reddit.com/r/books/comments/55z756/failed_replication_study_shows_reading_literary/)

University of Pennsylvania. (2016, October 4). Failed replication study shows reading literary fiction doesn't boost social cognition. *PsyPost*. <http://www.psypost.org/2016/10/failed-replication-study-shows-reading-literary-fiction-doesnt-boost-social-cognition-45214>

University of Pennsylvania. (2016, October 4). Failed replication study shows reading literary fiction doesn't boost social cognition. *ScienceDaily*.  
<https://www.sciencedaily.com/releases/2016/10/161004140502.htm>

## PRESENTATIONS

**Panero, M.E.** (2017, May). Rating the acting moment: Dissociation, flow, and empathy after a monologue performance. Unpublished data presented at the Boston College Graduate Research Day.

**Panero, M. E.**, Weisberg, D. S., Black, J., Goldstein, T. R., Barnes, J. L., Brownell, H., & Winner, E. (2017, March). Does reading a single passage of literary fiction really improve theory of mind? Paper presented at The Spring School University of Göttingen, Germany.

**Panero, M. E.**, Michaels, L., & Winner, E. (2016, August). Becoming a character: Dissociation and acting. In S. Pritzker & S. N. Gold (Chairs), *Skills and personality traits of performing artists*. Symposium conducted at the American Psychological Association annual convention, Denver, CO.

**Panero, M. E.**, Weisberg, D. S., Black, J., Goldstein, T. R., Barnes, J. L., Brownell, H., & Winner, E. (2016, May). Paper presented at the Boston College Graduate Research Day.

**Panero, M.E.** (2015, May). Becoming a character: Unpacking the link between dissociation & acting. Unpublished data presented at the Boston College Graduate Research Day.

**Panero, M. E.**, Goldstein, T. R., Rosenberg, R., Hughes, H., & Winner, E. (2015, February). *Do actors possess traits associated with high hypnotizability?* Poster presented at the Society for Personality and Social Psychology annual convention, Long Beach, CA.

Monde, K., **Panero, M. E.**, Kim, J., Simeon, D., & Luine, V. (2014, November). *The relationship between oxytocin and cortisol during acute psychosocial stress in a non-clinical undergraduate sample*. Poster presented at the Society for Neuroscience annual meeting, Washington, D.C.

Monde, K., **Panero, M. E.**, Kim, J., & Simeon, D., Luine, V. (2014, November). *Differential*

*oxytocin response as a function of dissociation during recall of an interpersonal stressful event in an undergraduate sample.* Poster presented at the Society of Biological Psychiatry meeting, New York, NY.

Invited Panelist (2014, October) Unmasking Mental Health: On stereotypes of people with mental illness in the arts. Co-sponsored by the Gabelli Presidential Scholars Program and the Boston College Dramatics Society, Chestnut Hill, MA.

**Panero, M. E.** (2014, May; 2014, March). *Dissociation and flow in acting students.* Poster presented at the Boston College Psychology Department Graduate Research Day, Chestnut Hill, MA; Poster presented at the Eastern Psychological Association annual meeting, Boston, MA.

**Panero, M. E.,** Monde, K., & Simeon D. (2013, November) *Dissociation and cortisol response to recall of a stressful interpersonal event in non-clinical college students.* Poster presented at the International Society for the Study of Trauma and Dissociation annual conference, Baltimore, MD. \*Winner Poster Presentation Honorable Mention

**Panero, M. E. &** Michaels, L. (2013, November). *Correlation of the Activity Experiences Scale with the Dissociative Experiences Scale and the Cambridge Depersonalization Scale.* Poster presented at the International Society for the Study of Trauma and Dissociation annual conference, Baltimore, MD.

Monde, K., Simeon, D., **Panero, M. E.,** & Luine, V. (2013, March). *The 'Stressful Event Speech': Preliminary evidence for a new social stressor for laboratory settings.* Poster presented at the Eastern Psychological Association annual meeting, New York, NY.

## TEACHING EXPERIENCE

PSYC2237 Psychology of the Actor (~15 students) Summer 2015  
Boston College Woods College of Advancing Studies  
Designed new pilot course curriculum and syllabus; Arranged and led interactive lectures for two three-hour sessions per week; Planned, administered, and graded assignments  
Overall course rating: 3.43 / 5.00, Overall instructor rating: 4.14 / 5.00

## TEACHING ASSISTANTSHIPS

Boston College Department of Psychology  
Attended lectures, held office hours, graded assignments and exams

PSYC 2274 Sensation and Perception (~50 students) Spring and Fall 2017

PSYC1120 Intro Behavioral Statistics and Research Methods I (~100 students) Fall 2016  
Led two weekly discussion sections  
Overall section rating: 2.99 / 5.00, Overall T.A. rating: 3.46/ 5.00

PSYC1032 Emotion (~80 students) Spring 2016

PSYC1120 Intro Behavioral Statistics and Research Methods I (~150 students) Fall 2015  
Led two weekly discussion sections  
Overall section rating: 2.65 / 5.00, Overall T.A. rating: 2.46 / 5.00

PSYC333601 Clinical Psychology (~40 students) Spring 2015  
Guest lecture: *Dissociation in Actors*

PS241 Social Psychology (~80 students) Fall 2014

PS110 Psychology as a Natural Science (~200 students)	Spring 2014
PS260 Introduction to Developmental Psychology (~80 students)	Fall 2013
Guest lecture: <i>Creativity and Development</i>	

## RESEARCH EXPERIENCE

<p>Technical Working Group · P.I.: Jay Greene  National Endowment for the Arts Research Lab, University of Arkansas  Assisted in longitudinal evaluation of effects of multiple arts field trips on elementary school students in Atlanta public schools. Measured outcomes: interest in frequenting or participating in the arts in the future, social perspective taking, tolerance, school engagement, and academic achievement, among others.</p>	2017-present
<p>Arts and Mind Lab · P.I.: Ellen Winner  Boston College Department of Psychology  Completed graduate research by exploring the effects of entering into fictional worlds - examined personality traits of actors and studied people who engage in make-believe through reading fiction or watching performances. Measured outcomes: depression, anxiety, imaginative suggestibility, fantasy proneness, creative experiences, dissociation, flow, absorption, narrative transportation, perspective/experience-taking, engagement, comprehension, memory, empathy, and theory of mind, among others.</p>	2013-present
<p>Institute on Aging · P.I.: Christina Matz-Costa  Boston College School of Social Work  Instituted online participant recruitment through Amazon's Mechanical Turk; Enforced recruitment quota accuracy</p>	2014
<p>Emotion Development Lab · P.I.: James Russell  Boston College Department of Psychology  Adapted the Facial Action Coding System (FACS) for encoding photographs of individual facial muscle movements; Implemented FACS to pose for basic emotions facial expressions photographs; Self-recorded emotion vocal expressions; Coded non-vocal emotion expressions of mime artists</p>	2013-2016
<p>The Behavioral Endocrinology Laboratory · P.I.: Vicky Luine  Hunter College Biopsychology and Behavioral Neuroscience Department  Administered experimental laboratory stressor test called Stressful Event Speech; Collected salivary samples and tested for cortisol and oxytocin levels; Provided referrals for participants with elevated levels of distress or depression</p>	2012-2013
<p>MathemAntics · P.I.: Herbert P. Ginsburg  Teachers College Human Development Department  Collected data on achievement study of MathemAntics software, a comprehensive and challenging mathematics software for children in pre-kindergarten; Administered Head-Toes-Shoulders-Knees task to measure executive function skills of pre-kindergarten students; Coded pre-</p>	2012

<p>kindergarten participants' math strategies and mistakes, using determined recording sheets</p> <p>Loss, Trauma, and Emotion Lab • P.I.: George A. Bonanno Teachers College Counseling and Clinical Psychology Department Completed certification for FACS; Encoded video recorded individual facial muscle movements from slight instant changes in facial appearance; Aided in recruitment of minority research participants coping with loss, potential trauma, and other extreme life events</p>	2012-2013
<p>Eating Disorders Psychology Research Group • P.I.: Kathleen Pike Columbia University and The New York State Psychiatric Institute Conceptualized a study aimed at analyzing dissociative experiences of eating disordered patients within the context of a multi-site clinical population; Utilized the DSM-5 Dissociative Disorders criteria and Dissociative Experiences Scale to create ratings of patient symptoms; Cooperated in "Treatment Fidelity and Analysis of Components of Treatment" study directed at evaluating treatment fidelity for Cognitive Behavioral Therapy within the context of a multi-site clinical trial of Anorexia Nervosa; Participated as an invited student assistant for peer review publications in scientific journals</p>	2012-2013
<p>Trauma Resolution and Integration Program • P.I.: Steven N. Gold Nova Southeastern University Center for Psychological Studies Designed and executed a study on dissociation in acting students: obtained Internal Review Board approval, selected self-report measures, recruited and tested participants, analyzed data, presented results in scientific conferences; Entered data of client trauma measures</p>	2012-2013
<p>Music Dynamic Laboratory • P.I.: Edward W. Large Florida Atlantic University Center Complex Systems and Brain Sciences Compiled literature reviews on perception and cognition of music; Utilized MatLab to create analysis of music composition</p>	2010

## LEADERSHIP

<p>Student Representative Member Boston College Graduate Academic Integrity Committee</p>	2017-present
<p>Student Representative American Psychological Association, Division 10</p>	2016-present
<p>Senior Thesis Co-Advisor Boston College Department of Psychology, Arts and Mind Lab Morgan Hamill: <i>Theory of Mind in Television Dramas</i></p>	2015-2016
<p>Mentor Psi Chi International Honor Society in Psychology, Boston College chapter</p>	2015-2016
<p>Graduate Student Social Committee member Boston College Department of Psychology</p>	2014-2016
<p>Undergraduate Research Conference Committee member Boston College Department of Psychology</p>	2014-2016

Research Mentor (~15 Research Assistants) 2013-present  
Boston College Department of Psychology, Arts and Mind Lab

## PROFESSIONAL AFFILIATIONS

Psychonomic Society	2016-2017
Association for Psychological Science	2016-2017
Society for Personality and Social Psychology	2014-2015
Eastern Psychological Association	2013-2014
American Psychological Association (APA)	2011-present
APA Graduate Students	2011-present
APA Division 10 – Society for Psychology of Aesthetics, Creativity, and Arts	2011-present
International Society for the Study of Trauma and Dissociation	2011-2013
Florida Psychological Association	2011-2012
Psi Chi International Honor Society in Psychology	2010-lifetime
Delta Epsilon Iota Academic Society	2005-lifetime
Golden Key International Honor Society	2004-lifetime

## ADDITIONAL WORK EXPERIENCE

Rapporteur	2012-2013
Columbia University, University Seminars, New York, NY Assembled speaker information; Recorded seminar minutes; Prepared presentation summaries to serve as official reports	
Volunteer Translator	2012-2013
New York State Psychiatric Institute 4 South, New York, NY Translated and interpreted English ↔ Spanish for interdisciplinary clinical treatment team during family meetings and individual sessions; Co-led, translated, and interpreted group sessions regarding medication, discharge planning, relapse prevention, time management, and mind/body awareness	
Communications Operator II	2010-2011
Broward Sheriff's Office, Pompano Beach, FL Processed the receipt of emergency and non-emergency communications	
Analytical Linguist / Supervisor / Trainer	2006-2012
AllWorld Language Consultants, Inc., Weston, FL Effectively led and managed teams of linguists, ensuring quality analytical services for federal and local law enforcement agencies; Trained employees on software use; Managed work-related conflicts; Composed training materials; Held sensitive level security clearance	
Work Study Student	2004-2006
Florida International University, Miami, FL Composed and reviewed letters, reports, and grant proposals for completeness and accuracy; Performed clerical and administrative duties	

## ADDITIONAL SKILLS

RStudio environment for programming statistical computing and graphics  
Statistical Package for Social Science (SPSS) statistical software package  
Qualtrics survey design software  
Mechanical Turk online participant recruitment tool  
Facial Action Coding System (FACS) certification  
Native level fluency in Spanish – Certificate of Proficiency from ALTA Language Services  
Acting and singing – member of Boston College Chamber Music Society