

# CHRISTINA M. LECKFOR

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## EDUCATION

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- University of Georgia**, Athens, GA Aug. 2020–May 2025 (expected)  
**PhD**, Social Psychology, Quantitative Methods in Family Science Certificate  
Advisor: Richard B. Slatcher
- University of Pittsburgh**, Pittsburgh, PA Aug. 2018 –Apr. 2020  
**Master of Science**, Social Psychology  
Advisor: Edward Orehek
- Youngstown State University**, Youngstown, OH Aug. 2013–May 2017  
**Bachelor of Arts**, Psychology, minor in Philosophy, *Summa Cum Laude*

## GRANTS, HONORS, AND AWARDS

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- 2023 **Future Faculty Fellow**, Center for Teaching and Learning, University of Georgia, \$600
- 2022 **Marsh Mentoring Award**, Department of Psychology, University of Georgia, \$200
- 2022 **Walker Johnson Memorial Award**, Social Psychology Area, University of Georgia, \$500
- 2022 **Kernis Research Award**, Behavior and Brain Sciences Program, University of Georgia
- 2022 **Graduate Poster Award**, Society of Personality and Social Psychology, \$100
- 2022 **Graduate Travel Award**, Society of Personality and Social Psychology, \$500
- 2021 **Graduate Summer Research Grant**, University of Georgia, \$1,500
- 2020 **Graduate Research Grant**, Psi Chi International Society of Psychology, \$1,500
- 2019 **Travel Grant**, Konstanz International School on Motivation Science, \$1,554
- 2017 **Guterba Outstanding Psychology Student Award**, Youngstown State University, \$100
- 2016 **Jones Scholarship in Psychology**, Youngstown State University, \$1,625

## PUBLICATIONS (\* equal contribution)

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- Leckfor, C. M.\***, Wood, N. R.\*, Slatcher, R. B., & Hales, A. H. (in press). From close to ghost: Examining the relationship between the need for closure, intentions to ghost, and reactions to being ghosted. *Journal of Social and Personal Relationships*.
- Juergensen, J., & **Leckfor, C.** (2019). Stop pushing me away: Facebook addiction relates to automatic approach motivation for Facebook stimuli. *Psychological Reports*, 122(6), 2012-2025.

### Submitted or Under Review:

- Leckfor, C. M.**, Wood, N. R., Kwiatek, S. M., & Orehek, E. (revise & resubmit). Examining expectations and experiences of screen time, social interaction, and solitude.
- Wood, N. R., **Leckfor, C. M.**, Wicks, S. G., & Hales, A. H. (under review). Ghosting from the workplace: The impact of feedback (or lack thereof) on applicants' psychological needs satisfaction.

### In Preparation:

- Leckfor, C. M.**, Wood, N. R., & Orehek, E. (in prep.). Examining the Interpersonal Model of Intimacy in face-to-face and texting interactions.
- Wood, N. R., **Leckfor, C. M.**, Orehek, E. (in prep.). Relationship partners as catalysts and constraints to individual action: A people-as-means approach to goal pursuit.
- Wood, N. R., **Leckfor, C. M.**, & Orehek, E. (in prep.). Social isolation leads to implicit evaluation of extremism.

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## PRESENTATIONS (\* mentored project)

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- Leckfor, C. M.,** Wood, N. R., Hales, A. H., & Slatcher, R. B. (2022, February). *From close to ghost: The effects of ghosting and need for closure on psychological needs satisfaction*. [Data blitz, Poster]. Society of Personality and Social Psychology, Close Relationships Preconference.
- Graduate Poster Award Winner
- \*Badejoh, O., **Leckfor, C. M.,** Balzarini, R. N., Zoppolat, G., & Slatcher, R. B. (2022, February). *The harmful effects of COVID-19 information consumption on distress and the buffering role of social support*. [Poster]. Society of Personality and Social Psychology.
- Undergraduate Poster Award Finalist
- \*Brand, D., **Leckfor, C.M.,** Zoppolat, G., Slatcher, R. B., & Balzarini, R. N. (2022, February). *“What do we do now?”: Examining the interactive effects of time with partner and self-expansion on relational boredom during COVID-19*. [Poster]. Society of Personality and Social Psychology
- \*Holyoke, D., **Leckfor, C.M.,** Zoppolat, G., Slatcher, R. B., & Balzarini, R. N. (2022, February). *Trapped inside: The roles of attachment and relationship boredom on sexual and relationship quality during COVID-19*. [Data blitz, Poster]. Society of Personality and Social Psychology, Sexuality Preconference
- Leckfor, C. M.,** Bierstetel, S. J., Balzarini, R. N., Zoppolat, G., & Slatcher, R. B. (2021, November). *Do extraverts feel more gloom after Zoom? The interactive effects of personality and communication channel*. [Poster]. Technology, Mind, and Society (Virtual).
- Leckfor, C. M.,** Bierstetel, S. J., Balzarini, R. N., Zoppolat, G., & Slatcher, R. B. (2021, February). *Feeling gloom after Zoom: The psychological effects of video chat vs. face-to-face interactions*. [Data blitz]. Society of Personality and Social Psychology, Psychology of Media and Technology Preconference (Virtual).
- Leckfor, C. M.,** Wood, N. R., & Orehek, E. (2021, February). *“Tell me about it:” Intimate conversation promotes social connection in texting exchanges*. [Poster]. Society of Personality and Social Psychology (Virtual)
- Leckfor, C. M.,** Wood, N. R., Orehek, E. (2020, February). *Home alone: Investigating the motives that drive social isolation*. [Poster]. Society of Personality and Social Psychology, Motivation Preconference.
- Leckfor, C. M.,** Wood, N. R., Kwiatek, S. M., & Orehek, E. (2019, May). *Mistakenly seeking smartphones? Forecasted and experienced affect when alone, talking to a stranger, and using a smartphone*. [Poster]. Association for Psychological Science.
- Leckfor, C. M.,** & Juergensen, J. (2017, May). *Self-reported Facebook addiction is related to implicit approach behavior*. [Poster]. Association for Psychological Science.

## RESEARCH SKILLS AND PROFECIENCIES

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<b>Designs</b>	Experience Sampling • Laboratory Experiment • Online Experiment • Existing Data
<b>Methods</b>	Recall Paradigm • Behavioral Measures • Fast Friends Paradigm • Self-Report Measures
<b>Statistics</b>	ANOVA • Longitudinal • MLM • Regression • Quantitative • SEM
<b>Software</b>	MPlus • Prolific.co • Qualtrics • R (programming language) • SONA • SPSS

## PROFESSIONAL MEMBERSHIPS AND AFFILIATIONS

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Society of Personality and Social Psychology (SPSP) • Society for the Science of Motivation (SSM) • Association for Psychological (APS) • American Psychological Association (APA)

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## INVOLVEMENT AND SERVICE

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<b><u>Ad Hoc Reviewer</u></b>	Aug. 2022–Present
Journal of Personality and Social Psychology (JPSP)	
Graduate Travel Award, Society of Personality and Social Psychology (SPSP)	
<b><u>University of Georgia, Athens, GA</u></b>	
<b>Graduate Co-Advisor</b> , Psi Chi: International Honor Society of Psychology	May 2022–Present
<b>Mentor</b> , Psychology Undergraduate Mentoring Program	Jan. 2021–Present
<b>Mentor</b> , Psi Chi: International Honor Society of Psychology	Oct. 2020–Present
<b>Member</b> , Psychology Career Development Organization	Aug. 2020–Present
<b>Member</b> , Social and Personality Psychologists at the University of Georgia	Aug. 2020–Present
<b>Organizer</b> , Psychology Department Events Committee	Oct. 2021–Oct. 2022
<b>Facilitator</b> , Summer Undergraduate Research and Education Program	Jul. 2021–Aug. 2021
<b><u>University of Pittsburgh, Pittsburgh, PA</u></b>	
<b>Mentor</b> , Psychology Department Graduate Peer Mentoring Program	Aug. 2019–May 2020
<b>Manager</b> , Social Psychology Program Bulletin	Aug. 2019–May 2020
<b>Member</b> , Psychology Committee on Equity, Inclusion, and Community	Aug. 2018–May 2020
<b><u>Youngstown State University, Youngstown, OH</u></b>	
<b>Chapter President</b> , Psi Chi: International Honor Society of Psychology	Apr. 2016–Apr. 2017
<b>Chapter Treasurer</b> , Psi Chi: International Honor Society of Psychology	Apr. 2015–Apr. 2016

## TEACHING AND PEDAGOGICAL EXPERIENCE

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<b><u>University of Georgia, Athens, GA</u></b>	Aug. 2020–Present
<b>Instructor of Record</b>	
• Research Design in Psychology, 33 students (currently teaching)	
• Research Design in Psychology, 35 students, 4.70/5 average student evaluations	
<b>Teaching Assistant</b>	
• Introduction to Psychology • Human Sexuality • Psychology of Intimate Relationships • Research Design in Psychology • Research Analysis in Psychology	
<b>Summer Intern, Center for Teaching and Learning (2022)</b>	
• Developed a series of asynchronous, self-paced modules in D2L Brightspace to guide graduate students through the process of writing the first draft of their teaching philosophy statement	
<b><u>University of Pittsburgh, Pittsburgh, PA</u></b>	Aug. 2018–Jul. 2020
<b>Instructor of Record</b>	
• Introduction to Psychology (asynchronous online), 19 students, 4.56/5 average student evaluation	
• Learning and Motivation Lab, 3 sections, 71 total students, 4.54/5 average student evaluations	
<b>Teaching Assistant</b>	
• Introduction to Social Psychology (2 sections) • Learning and Motivation	

## TEACHING SKILLS AND PROFECIENCIES

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<b>Pedagogy</b>	Active Learning • Inclusive Teaching • Formative & Summative Assessment
<b>Technology</b>	Blackboard • Canvas • D2L Brightspace • Kaltura • Panopto