

**Methods**

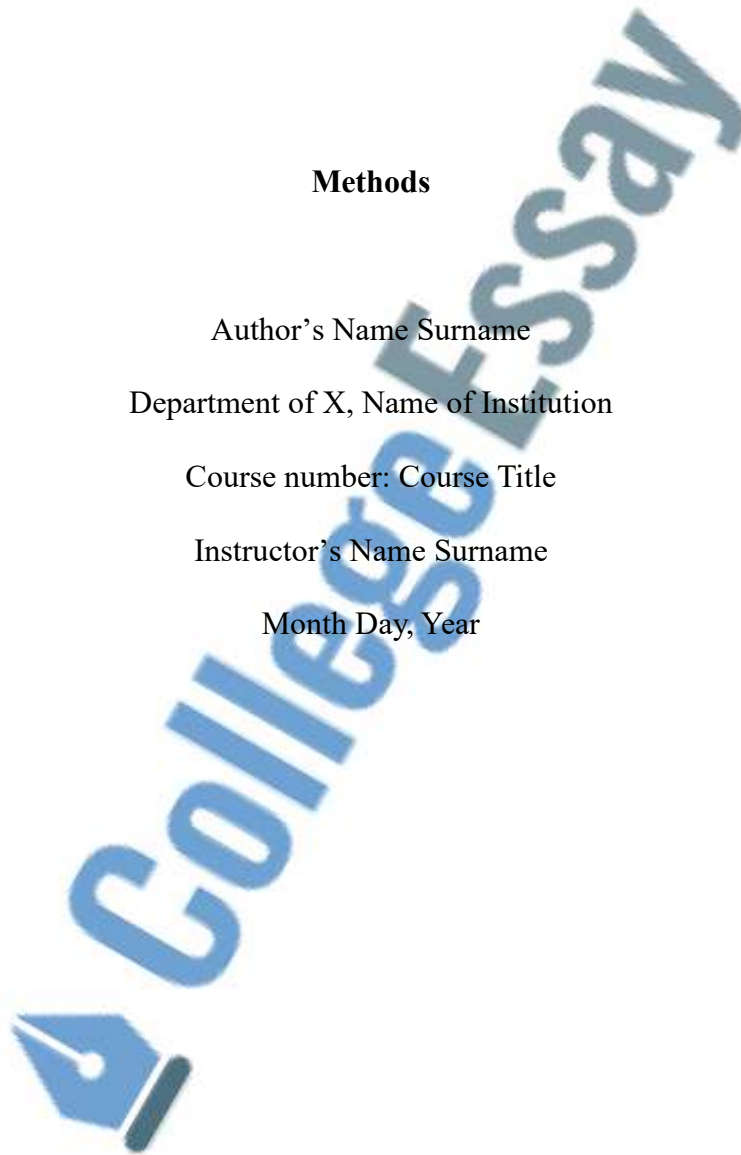
Author's Name Surname

Department of X, Name of Institution

Course number: Course Title

Instructor's Name Surname

Month Day, Year



## Methods

### Participants

Sixty undergraduate psychology students (M age = 20.3 years, SD = 1.8; 38 female, 22 male) were recruited via an online participant pool. Participants received course credit for participation. Exclusion criteria included current psychiatric diagnosis and non-native English speaker status.

### Materials

Attentional bias was measured using a dot-probe task administered via E-Prime 3.0. Stimuli consisted of 40 neutral–threat word pairs drawn from a validated normative database (M valence = 3.2/9, SD = 0.4 for threat words). The Spielberger State-Trait Anxiety Inventory (STAI; Form Y) was used to measure trait anxiety ( $\alpha = .91$  in this sample).

### Procedure

Participants completed the STAI and then the dot-probe task in a single 45-minute session conducted individually in a quiet testing room. Task presentation order was counterbalanced across participants. Sessions were conducted between 9 AM and 5 PM to control for time-of-day effects.

### Data Analysis

Attentional bias scores were computed as the difference in mean response time (RT) between threat-congruent and threat-incongruent probe trials. Participants with error rates above 20% or mean RTs outside 3 SDs of the group mean were excluded ( $n = 3$ ). Pearson correlations assessed the relationship between bias scores and trait anxiety. All analyses were conducted in R version 4.3.1;  $\alpha = .05$  for all tests.

### Ethics

This study was approved by the university's IRB (Protocol #2024-0118). All participants provided written informed consent. Data were anonymized and stored on a password-protected institutional server.

