

University of Oregon – Department of Psychology

Doctoral Program Description

Revised 8/28/17

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THE UNIVERSITY OF OREGON AND THE EUGENE COMMUNITY

The University

The [University of Oregon](#) is a medium sized, state university that enrolls over 24,000 students. The University's 295-acre campus is an arboretum of more than 500 species and more than 3,000 specimens of trees -- an appropriate symbol for a state where beauty and economy are based on the forest. The University is a member of the American Association of Universities and possesses strengths in a number of areas outside psychology that are of interest to psychologists. The [Institute of Neuroscience](#) and [Institute of Molecular Biology](#) are internationally recognized as major research centers. Several other local research institutes enhance the atmosphere for psychological research. Applied developmental and clinical work is performed at the [Child and Family Center](#), [Oregon Social Learning Center](#), and [Oregon Research Institute](#). Activities at [Decision Research](#) are relevant for both cognitive and social psychologists.

Eugene

With a population of about 157,000, [Eugene](#) is large enough to have a full range of cultural and recreational opportunities but small enough to retain a friendly and open atmosphere. Eugene serves as the county seat for [Lane County](#) and is the site of several federal, state, and local government agencies.

Located near the confluence of the Willamette and McKenzie Rivers, Eugene is known for beauty and vitality, with fir-covered hills and nearby mountains. The University of Oregon's enthusiasm for track and field has permeated the region, making it a runner's paradise. The University's famous Hayward Field is the site of numerous competitive track events, many open to participants of all ability levels. Cultural and recreational opportunities include such annual activities as the [Oregon Bach Festival](#) and the [Prefontaine Classic Track and Field Meet](#); annual state attractions include Ashland's [Oregon Shakespearean Festival](#) and Portland's [Rose Festival](#). The city boasts the [Hult Center for the Performing Arts Center](#), beautiful parks, superb running and cycling trails, and a mild climate throughout the year. Within an hour's drive, the Cascade Mountain Range offers mountain trails and lakes for outdoor recreation, including winter sports. At the coast, one hour to the west, are sand dunes, rugged beach walks, and out-of-the way camping. Even closer are several large lakes for water skiing and other sports. For a wider range of metropolitan services, the city of Portland is just two hours to the north.

DESCRIPTION OF THE PHD PROGRAM

The Department of Psychology offers graduate work leading to the Ph.D. degree in clinical, cognitive, cognitive/neuroscience, social and personality, and developmental psychology. The graduate program has a student to faculty ratio of less than 2:1 and the admissions process is very selective. Graduates of the Oregon programs are currently professors at the Universities of California at Berkeley, Davis, Santa Barbara, Los Angeles, and San Francisco, Colorado, Columbia, Houston, Illinois, Massachusetts, Minnesota, Stanford, Utah, Washington, and many others. Other graduates hold positions in public or private research organizations, medical schools, government, and human service agencies.

As in most psychology departments, faculty members with common interests have tended to cluster together into "areas." Nevertheless, the department encourages students to develop research programs that combine interests across different areas within psychology. The faculty want to help students become independent scientists who can use the ideas and techniques in their fields to pursue important scientific questions. The following "area" descriptions indicate the types of experiences and facilities available to students and list the relevant faculty. Following these area descriptions are more detailed descriptions of the faculty's current research interests and projects.

The Child & Family Center

The Child and Family Center (CFC) is an innovative research institute within the University of Oregon that focuses on developing and disseminating science-based mental health services to children and families in many communities and settings. The overall research and service mission of CFC involves conducting basic and applied research about children and families, focusing on how to effectively serve culturally and ethnically diverse families, training tomorrow's researchers and clinicians, and supporting the mental health of our communities by designing improved prevention and treatment strategies that have a positive public health impact on children and families. CFC emphasizes research on social-emotional development from infancy through adolescence and strives toward innovation in assessment, prevention, and intervention services for children and families. CFC seeks to collaborate with local, tribal, state, national, and international organizations and researchers engaged in similar efforts to understand and promote mental health in children and families. Various programs within the CFC are funded through agencies such as the National Institute on Drug Abuse, National Institute on Alcoholism and Alcohol Abuse, National Institute of Mental Health, and the MacArthur Foundation. You can also visit the Child and Family Center's web page at <http://cfc.uoregon.edu>.

Robert and Beverly Lewis Integrative Science Building (LISB)

The Robert and Beverly Lewis Integrative Science Building opened in October 2012. It is home to strategic research clusters centered around interdisciplinary and integrative research missions that are not defined by departmental boundaries. LISB brings world-class researchers together under one roof from a range of different disciplines. UO biologists, chemists, psychologists and other researchers are working alongside one another to tackle society's grand challenges, from cellular processes to improving communities. LISB's website is <http://uoresearch.uoregon.edu/content/lewis-integrative-science-building-high-performance-hub-sciences>.

The Robert and Beverly Lewis Center for Neuroimaging

The Robert and Beverly Lewis Center for Neuroimaging was established to support the requirements of the University of Oregon and affiliated Oregon University System institutions of higher education and research for magnetic resonance imaging (MRI) and spectroscopy (MRS). The primary focus of the Lewis Center is functional magnetic resonance imaging (fMRI) for human cognitive neuroscience research. Other focuses include diffusion MRI, structural brain imaging, and in-vivo multinuclear spectroscopy. In addition to supporting research, the Lewis Center is a resource for undergraduate and graduate student education in the physical principles of magnetic resonance imaging and data analysis. Primary objectives include the development of new and advanced methods in MRI and MRS for cognitive neuroscience and human physiology, and the creation of software tools and informatics systems to aid in the analysis of magnetic resonance data. Our website is <http://lcn.uoregon.edu>.

Clinical Psychology Training Program

The Clinical Psychology program has been continuously accredited by the American Psychological Association since 1958 (Commission on Accreditation, American Psychological Association, 750 First Street NE, Washington DC 20002-4242, 202-336-5979), and is a member of the Academy of Psychological Clinical Science. In May of 2013, our clinical program became accredited by the Psychological Clinical Science Accreditation System.

The program endorses a clinical scientist model for graduate training. This model emphasizes multi-level conceptualizations of psychopathology, comprising neurobiological, developmental, psychosocial, and multicultural perspectives. Doctoral students receive training in infant, child, and adult psychopathology, culture and diversity, infant, child, family and adult assessment, and neuropsychology. In all practica and clinical training experiences, there is a strong focus on evidence-based treatments. Students receive training in the clinical techniques and practices, as well as in the methodology for development, implementation, and evaluation of these interventions. Both psychotherapeutic interventions and prevention programs are included in the training.

The major goal of doctoral training is to support promising doctoral students in developing careers as scientist/practitioners. Students interested primarily in clinical practice would most likely prefer a program less research-oriented than the Oregon Clinical Psychology Training Program.

The research and clinical opportunities available to doctoral students depend on current activities of the clinical and departmental faculty, and may also encompass ongoing projects in research institutes located in the Eugene community that are affiliated with the clinical program. These institutions include the Oregon Research Institute, Oregon Social Learning Center, Decision Research, and Electrical Geodesics.

Please note: All clinical students must submit an FBI criminal background check and, when participating in external practica, must carry their own liability insurance. Newly admitted students must complete a background check prior to enrolling in the program.

INTELLECTUAL AND RESEARCH COMMUNITIES

The Psychology Department has approximately 30 full time faculty members. This size allows the department to function “as a whole” rather than as a set of insulated areas. Thus there are no rigid boundaries between biological, cognitive, developmental, personality, and clinical psychology. Although students admitted into the clinical psychology training program do have specialized requirements for the Ph.D. degree, they are free to pursue research problems with clinical or non-clinical faculty. In the sections below we describe some of the research foci using the more traditional and long-standing research communities of clinical, cognitive, development, social, personality, and neuroscience. Numerous additional intellectual communities draw students and faculty together in a collaborative way that is more distinctly interdisciplinary, and these are described in a separate section at the end.

Clinical Psychology

Clinical faculty and other faculty with clinical interests have ongoing research in several areas, including: the neurobiology of early stress, brain development and neural plasticity, behavior and molecular genetics, infant mental health, emotion and attention, prevention science, school readiness, child welfare system research, pubertal development and the transition to adolescence, depression, anxiety, personality measurement and theory, cognitive therapy, child and family assessment, social and emotional adjustment of children and adolescents, drug and alcohol abuse, cross-cultural psychology, sexual aggression, interpersonal violence, child abuse, institutional betrayal, and traumatic stress.

The department places a particularly high priority on translational research, encouraging multidisciplinary collaborations with colleagues from other areas of psychology and other academic departments. Currently, faculty research is funded by the National Science Foundation, National Institute of Mental Health, National Institute of Drug Abuse, National Institute on Child Health and Development, and the Institute of Education Sciences.

Resident Clinical Professors:

Jennifer Ablow, PhD, (Associate Professor - UC Berkeley). Clinical, developmental, infant-parent attachment, maternal brain, influence of familial risk and protective factors to development of stress, physiological, and emotion regulation.

Nicholas B. Allen, PhD, (Professor – U of Melbourne). Clinical, Adolescent Development and Mental Health, Mood Disorders, Developmental Social and Affective Neuroscience, Family Processes, Prevention Research.

Melynda Casement, PhD, (Assistant Professor – U Michigan). Clinical, Developmental Psychopathology, Affective Processing, Sleep, Stress Neurobiology, Translational Neuroscience.

Phil Fisher, PhD, (Professor – U Oregon). Clinical, Prevention Research, Stress Neurobiology, Executive Functioning, Video Coaching, Translational Neuroscience, Public Policy, Child Maltreatment, Foster Care.

Jennifer Freyd, PhD, (Professor – Stanford). Clinical, Traumatic Stress; Awareness and Memory for Trauma; Developmental Traumatology; Feminist Psychology; Ethics.

Gordon C. Nagayama Hall, PhD, (Professor – Fuller Theological Seminary). Clinical, Sociocultural Context of Psychopathology, Sexual Aggression.

Maureen Zalewski, PhD, (Assistant Professor - U Washington). Clinical, Developmental Psychopathology, Parental Psychopathology, Maternal Borderline Personality Disorder, Emotion Regulation, HPA-axis, Dialectical Behavior Therapy.

NonResident/Affiliated Professors:

Ulrich Mayr, Ph.D. (Psychology – cognitive neuroscience). Cognitive control systems, life-span cognitive development and functioning, neuroeconomics.

Jeff Measelle, PhD, (Psychology - developmental). Developmental, developmental stress biology, caregiving support for early brain development, pediatric global health.

Beth Stormshak, PhD, (Counseling Psychology). Child and family, peer and sibling contributions to child and adolescent problem behavior, family interventions, prevention.

Don Tucker, PhD, (Psychology – clinical). Emotion, cognition, psychopathology, neuropsychology.

Associated Scientists and Supervisors - The following scientists may not be available to supervise students:

Lew Bank, PhD, Oregon Social Learning Center. Antisocial behavior, methodology, contributions of siblings to social development.

Anthony Biglan, PhD, Oregon Research Institute. Relational Frame theory, acceptance and commitment therapy.

Jay Buckley, PhD, Directions Counseling Service. Cognitive behavior therapy.

Deborah Capaldi, PhD, Oregon Social Learning Center. Longitudinal research, development of antisocial behavior, romantic/intimate relationships.

John Mark Eddy, PhD, Oregon Social Learning Center. Prison populations.

Hy Hops, PhD, Oregon Research Institute. Depression in adolescence, peer and family interaction, adolescent substance use.

Barbara Perry, PhD, Private practice. Marital therapy.

Lisa Sheeber, PhD, Oregon Research Institute. Depression in children and adolescents.

Eric Stice, PhD, Oregon Research Institute. Obesity, eating disorders prevention.

Psychology Emeriti - The following professors may not be available to supervise students.

Lewis Goldberg, PhD, (Professor Emeritus). Personality assessment.

Edward Lichtenstein, PhD, (Professor Emeritus). Smoking cessation and prevention, health psychology, community psychology.

Michael Posner, PhD, (Professor Emeritus). Attention, emotion, neuropsychology.

Mary Rothbart, PhD, (Professor Emerita). Distinguished Professor. Child temperament, attention, child psychopathology and normative social emotional development.

Robert Weiss, PhD, (Professor Emeritus). Marriage therapy, emotion in interpersonal behavior, behavioral assessment in interactions.

Cognitive Neuroscience

The Department of Psychology at the University of Oregon has played an important role in the development of the field of Cognitive Neuroscience, and current researchers are continuing that tradition. Research areas include the cognitive and neural basis of perception, visual cognition, selective attention, working memory, long-term memory, executive control, action, language processing, and brain plasticity. We also investigate how these processes are altered by development in impoverished environments, aging, traumatic brain injury, autism, and other conditions. Studies employ a wide range of methods, including behavioral experiments, analyses of individual differences, functional imaging, electrophysiology, and transcranial magnetic and direct current stimulation.

The research efforts of the Cognitive Neuroscience labs benefit from the collaborative atmosphere at the University of Oregon, both within Psychology and across other departments, allowing for an exploration of cognitive processes at many levels of analysis. Labs are located within the state-of-the-art facilities of the Robert and Beverly Lewis Integrative Science Building (<http://uoresearch.uoregon.edu/content/lisb>), in close proximity to the many other labs of the Institute of Neuroscience (<http://www.neuro.uoregon.edu>). The building also houses the Lewis Center for Neuroimaging (<http://lcn.uoregon.edu>), a research-dedicated facility with a 3T MRI scanner that supports ongoing research and training with functional and structural MRI.

One of the most important aspects of the Cognitive Neuroscience graduate program is its informal, cooperative atmosphere; people are eager to collaborate in research and to share ideas. At the same time, there is an emphasis on the development of imagination and intellectual independence. Students are encouraged to explore their research ideas from many different perspectives, with the assistance of the expertise from several labs within the Department of Psychology, the Institute of Neuroscience, etc.

Core Cognitive, Cognitive Neuroscience, Systems Neuroscience Professors (CNS):

Paul Dassonville, PhD, (Associate Professor – UCLA). Sensorimotor integration.

Brice Kuhl, PhD, (Assistant Professor – Stanford). Cognitive neuroscience, memory, cognitive control, fMRI methods.

Ulrich Mayr, PhD, (Professor – Free University Berlin). Cognitive and neural basis of executive control, cognitive aging, decision making

Margaret Sereno, PhD, (Associate Professor – Brown). Behavioral, computational, and neuroimaging studies of perception and cognition.

Matt Smear, PhD, (Assistant Professor – UC San Francisco). Neural mechanisms of olfactory function in mice.

Nash Unsworth, PhD, (Associate Professor – Georgia Tech). Experimental and differential studies of memory and attention.

Mike Wehr, PhD, (Associate Professor – California Institute of Technology). Neural coding and computation by cortical circuitry in mice.

Dasa Zeithamova Demircan, PhD, (Assistant Professor – U Texas at Austin). How we use different memory systems to build complex knowledge representations.

Associated Professors:

Dare Baldwin, PhD, (Psychology). Developmental, language acquisition, event processing, cognitive and social-cognitive development.
Elliot Berkman, PhD, (Psychology). Social and Affective Neuroscience, Self-Regulation, Goals, Motivation, Quantitative Methods for fMRI, and Translational Neuroscience.
Jennifer Freyd, PhD, (Psychology). Clinical, Traumatic Stress; Awareness and Memory for Trauma; Developmental Traumatology; Feminist Psychology; Ethics.
Louis Moses, PhD, (Psychology). Developmental, social cognitive development, theory of mind, executive functioning, prospective memory, moral reasoning, autism, quantitative methods.
Jennifer Pfeifer, PhD, (Psychology). Developmental, adolescence, developmental social and affective neuroscience, self, social cognition, and emotion
Paul Slovic, PhD, (Psychology). Judgment, decision-making, risk perception, genocide and human rights.
Kent A. Stevens, PhD, (Computer Science). Visual perception, artificial intelligence.
Russell S. Tomlin, PhD, (Linguistics). Discourse analysis, second language acquisition.
Don M. Tucker, PhD, (Psychology). Emotion, psychopathology, cognition, neuropsychology.
Mike Wehr, PhD, (Psychology). Local circuits in the cerebral cortex encode and transform sensory information

Emeriti - The following professors may not be available to supervise students.

Douglas Hintzman, PhD, (Psychology, Emeritus). Human learning and memory, cognitive processes.
Ray Hyman, PhD, (Psychology, Emeritus). Perception, cognitive distortion and errors, anomalous beliefs, illusions.
Richard Marocco, PhD, (Psychology, Emeritus). Neurobiology of visual attention.
Helen Neville, PhD, (Psychology, Emerita). Cognitive neuroscience, development, neuroplasticity.
Michael Posner, PhD, (Psychology, Emeritus). Attention, cognition, neuropsychology, human engineering.
Myron Rothbart, PhD, (Psychology, Emeritus). Social cognition, social behavior.
Marjorie Taylor, PhD, (Psychology, Emerita). The development of imagination, pretend play, the fantasy/reality distinction, mind wandering, creativity, children's imaginary companions.
Marjorie Woollacott, PhD, (Human Physiology, Emerita). Motor performance and control.

Developmental Psychology

The Department of Psychology at the University of Oregon has recently expanded the scope of its Developmental Psychology program with the addition of new faculty and new emphases in the graduate curriculum. Our department as a whole offers extensive coverage of development during infancy, childhood, and adolescence, with some additional interest in aging. Several areas of research are strongly represented including cognitive development, socioemotional development, developmental psychopathology, and developmental social and affective neuroscience.

There are several exciting clusters of expertise within these broad areas. Research on theory of mind and perspective-taking, as well as imagination and creativity, connects with research on the development of executive functioning and self-regulation. This cluster also connects with research on self-evaluation; affective and appetitive motivations; and decision-making. Yet another active and vibrant area of work looks at infant processing of action; language; and the statistical properties of everyday visual, linguistic, and musical environments. Finally, many of us share a strong interest in social contextual effects on infant, child, and adolescent well-being, ranging from the "micro" (familial and peer influences, early adversity) to the "macro" (cultural and global contexts of development).

Developmental Psychology faculty also have strong collaborative links with the Oregon Social Learning Center (<http://www.oslc.org>), Prevention Science Institute (<http://psi.uoregon.edu>), and Oregon Research Institute (<http://www.ori.org>). Current and previous funding sources for faculty and students in Developmental Psychology at the University of Oregon include NSF, NIDA, NICHD, NIMH, ONR, John Merck Scholars Fund, McDonnell Foundation, Templeton, GRAMMY Museum, and the Oregon Medical Research Foundation. Graduates from our program are in faculty and postdoctoral positions at the University of Minnesota, Swarthmore, Queens University, Vanderbilt, UC Davis, University of Michigan, Hamilton College, Brock University, Williams, University of Utah, Oregon Health Science University, Oregon Social Learning Center, University of Oregon, Villanova, Brown, University of Regina, Otterbein University, Wabash College, and College of Idaho.

Core Developmental Professors:

Jennifer Ablow, PhD, (Associate Professor - Berkeley). Clinical, Developmental, infant-parent attachment, maternal brain, influence of familial risk and protective factors to development of stress, physiological, and emotion regulation.
Dare Baldwin, PhD, (Professor - Stanford). Developmental, language acquisition, event processing, cognitive and social-cognitive development.
Caitlin Fausey, PhD, (Assistant Professor - Stanford). Developmental, cognitive development, language and cognition, big data experience sampling in infancy, cross-linguistic variation, and the statistical properties of everyday visual, linguistic, and musical environments.

Jeff Measelle, PhD, (Associate Professor - Berkeley). Developmental, developmental stress biology, caregiving support for early brain development, pediatric global health.

Louis Moses, PhD, (Professor - Stanford). Developmental, social cognitive development, theory of mind, executive functioning, prospective memory, moral reasoning, autism, quantitative methods.

Jennifer Pfeifer, PhD, (Associate Professor - UCLA). Developmental, adolescence, developmental social and affective neuroscience, self, social cognition, and emotion

Psychology Emeriti - The following professors may not be available to supervise students:

Mary Rothbart, PhD, (Professor Emerita). Infant temperament, child and adult temperament, development of attention, social-emotional development.

Marjorie Taylor, PhD, (Professor Emerita). The development of imagination, pretend play, the fantasy/reality distinction, mind wandering, creativity, children's imaginary companions.

Associated Professors:

Nick Allen, PhD, (Psychology). Clinical, adolescence, developmental psychopathology, developmental neuroscience, family processes, early intervention and prevention.

Phillip Fisher, PhD, (Psychology). Clinical, Prevention Research, Stress Neurobiology, Executive Functioning, Video Coaching, Translational Neuroscience, Public Policy, Child Maltreatment, Foster Care.

Jennifer Freyd, PhD, (Psychology). Clinical, Traumatic Stress; awareness and memory for trauma; developmental traumatology; feminist psychology; ethics.

Ulrich Mayr, PhD, (Psychology). Cognitive neuroscience.

Helen Neville, PhD, (Professor Emerita). Cognitive neuroscience, development, neuroplasticity.

Michael Posner, PhD, (Psychology Emeritus). Development of attention, cognition, neuropsychology.

Don Tucker, PhD, (Psychology). Clinical, development of self-control, human neuropsychology, hemispheric specialization of emotion, brain electrophysiology, arousal and attention.

Maureen Zalewski, PhD, (Psychology). Clinical, developmental psychopathology, parental psychopathology, maternal borderline personality disorder, emotion regulation, HPA-axis, Dialectical Behavior Therapy.

Social and Personality Psychology

Research in social and personality psychology at the University of Oregon reflects an intellectually diverse approach to understanding intrapersonal and interpersonal processes and individual differences. The primary goal of our program is to train outstanding researchers, and our program stands apart for its high quality of research and training combined with substantive and methodological breadth. Our faculty conduct research spanning a broad spectrum of human behavior using innovative approaches. Areas of particular focus include:

- **Emotion and motivation:** nature of emotions, emotion regulation, social functions of emotions, self-regulation, goal pursuit, self-control
- **Self, identity, and social cognition:** self-perception and interpersonal perception, perspective-taking and empathy, self-other comparisons
- **Groups, networks, and organizations:** status hierarchies, social power, psychology of war and sociopolitical violence, group dynamics, online social networks
- **Culture, values, and worldviews:** moral psychology, culture and belief systems, psychology of religion
- **Personality structure and development:** structure of personality attributes, culture and personality description, lifespan development
- **Decision making and risk perception:** human judgment, individual and group decision making, decision making in applied contexts (e.g., legal, aviation), risk perception, communication, and assessment

Research in these areas draws upon a wide range of methods, including individual, dyadic, and group methods, psychophysiology, neuroimaging, neuroendocrinology, experience sampling, longitudinal studies, surveys, computational methods, and field studies. Students have the opportunity to develop their skills through coursework and through collaboration with faculty mentors.

Our program encourages an interdisciplinary approach, and training exposes students to a wide range of topics through small seminars, informal brownbag series, lab meetings, and a variety of other opportunities. Students often work with multiple faculty, including faculty from other areas of psychology, from other departments and units on campus, and from other institutions. Each student can flexibly tailor his or her own graduate program under the guidance of faculty advisors, making the social and personality psychology program a distinctive training experience for each graduate student.

Core Social/Personality Professors:

Holly Arrow, PhD, (Professor - Illinois). Small Group Dynamics, Psychology of War.

Elliot Berkman, PhD, (Associate Professor – UCLA). Social and Affective Neuroscience, Self-Regulation, Goals, Motivation, Quantitative Methods for fMRI, and Translational Neuroscience.

Robert Chavez, PhD, (Assistant Professor – Dartmouth). Social Neuroscience, Self, Interpersonal Perception, Personality & Individual Differences, Multimodal Neuroimaging Methods.

Sara Hodges, PhD, (Professor - Virginia). Comparison and Judgment Processes, Perspective Taking, and Empathy.

Robert Mauro, PhD, (Associate Professor - Stanford). Human Emotions, Decision Making, Aviation Psychology, Psychology and Law.

Pranjal Mehta, PhD, (Assistant Professor – Texas at Austin). Social Neuroscience, Status Hierarchies, and Social Decision-Making (on leave).

Gerard Saucier, PhD, (Professor - Oregon). Personality, Values, Cultural Psychology, Moral Psychology, Political Psychology.

Paul Slovic, PhD, (Professor - Michigan). Judgment, Decision-Making, Risk Perception, Genocide and Human Rights.

Sanjay Srivastava, PhD, (Associate Professor – California-Berkeley). Emotion, Interpersonal Perception, Personality Development, Self, Social Media.

Associated Professors:

Lynn Kahle, PhD, (Marketing, Emerita). Consumer behavior, communications.

John Orbell, PhD, (Political Science, Emeritus). Evolutionary psychology, decision making, cooperative behavior.

Systems Neuroscience

Systems Neuroscience at the University of Oregon spans both the Psychology and Biology departments, and is strongly connected with the Institute of Neuroscience. Research areas span levels from genes to circuits to behavior, with a focus on understanding how neuronal computations underlie behavior. Current faculty study both the sensory systems — such as the olfactory, visual, and auditory systems — as well as how these interact with neural systems for memory, attention, and decision-making. Graduate students studying Systems Neuroscience join the Cognitive and Systems Neuroscience graduate program, which provides an interdisciplinary training program that includes cross-rotations in different laboratories, multi-lab group meetings, research seminars, journal clubs, and retreats. Students combine a core neuroscience curriculum with a customized course of study designed to fit their interests. Systems Neuroscience labs at Oregon are highly collaborative both within the Systems area, as well as with Biology labs studying synaptic, cellular, and molecular neuroscience, and with Cognitive Neuroscience labs using fMRI and EEG to study working memory and attention in humans. Research uses a range of innovative approaches, including optogenetics, electrophysiology, imaging, and theory, placing Systems Neuroscience at the heart of a highly cooperative and collaborative intellectual community.

Support for graduate students can be in the form of teaching, training grant, or research fellowships, depending on qualifications and interest.

Core Cognitive, Cognitive Neuroscience, Systems Neuroscience Professors:

Paul Dassonville, PhD, (Associate Professor – UCLA). Sensorimotor integration.

Brice Kuhl, PhD, (Assistant Professor – Stanford). Cognitive neuroscience, memory, cognitive control, fMRI methods.

Ulrich Mayr, PhD, (Professor – Free University Berlin). Cognitive and neural basis of executive control, cognitive aging, decision making.

Margaret Sereno, PhD, (Associate Professor – Brown). Behavioral, computational, and neuroimaging studies of perception and cognition.

Matt Smear, PhD, (Assistant Professor – UC San Francisco). Neural mechanisms of olfactory function in mice.

Nash Unsworth, PhD, (Associate Professor – Georgia Tech). Experimental and differential studies of memory and attention.

Mike Wehr, PhD, (Associate Professor – California Institute of Technology). Neural coding and computation by cortical circuitry in mice.

Dasa Zeithamova Demircan, PhD, (Assistant Professor - U Texas at Austin). How we use different memory systems to build complex knowledge representations.

Associated Professors:

Dare Baldwin, PhD, (Psychology). Developmental, language acquisition, event processing, cognitive and social-cognitive development.

Elliot Berkman, PhD, (Psychology). Social and Affective Neuroscience, Self-Regulation, Goals, Motivation, Quantitative Methods for fMRI, and Translational Neuroscience.

Tom Givon, PhD, (Linguistics). Discourse processing, semantics, syntax.

Louis Moses, PhD, (Psychology). Developmental, social cognitive development, theory of mind, executive functioning, prospective memory, moral reasoning, autism, quantitative methods.

Jennifer Pfeifer, PhD, (Psychology). Developmental, adolescence, developmental social and affective neuroscience, self, social cognition, and emotion

Paul Slovic, PhD, (Psychology). Judgment, decision-making, risk perception, genocide and human rights.

Kent A. Stevens, PhD, (Computer Science). Visual perception, artificial intelligence.

Russell S. Tomlin, PhD, (Linguistics). Discourse analysis, second language acquisition.

Don M. Tucker, PhD, (Psychology). Emotion, psychopathology, cognition, neuropsychology.

Emeriti - The following professors may not be available to supervise students.

Douglas Hintzman, PhD, (Psychology, Emeritus). Human learning and memory, cognitive processes.

Ray Hyman, PhD, (Psychology, Emeritus). Perception, cognitive distortion and errors, anomalous beliefs, illusions.

Richard Marrocco, PhD, (Psychology, Emeritus). Neurobiology of visual attention.

Helen Neville, PhD, (Psychology, Emerita). Cognitive neuroscience, development, neuroplasticity.

Michael Posner, PhD, (Psychology, Emeritus). Attention, cognition, neuropsychology, human engineering.

Myron Rothbart, PhD, (Psychology, Emeritus). Social cognition, social behavior.

Marjorie Taylor, PhD, (Psychology, Emerita). The development of imagination, pretend play, the fantasy/reality distinction, mind wandering, creativity, children's imaginary companions.

Marjorie Woollacott, PhD, (Human Physiology, Emerita). Motor performance and control.

Interdisciplinary Collaboration

We are very fortunate to have a tradition of research collaboration and intellectual communities that brings students and researchers together across traditional boundaries. These collaborations constitute neither concentrations nor organizational divisions within the department, but awareness of them may help some applicants in envisioning more fully their program of study at the university. Some of the more salient of these ongoing interdisciplinary collaborations are the following:

- Drs. Fisher and Berkman lead the Center for Translational Neuroscience within the Prevention Science Institute, and Drs. Pfeifer, Allen, & Sabb are members of the CTN Research within the CTN uses basic social, developmental and affective neuroscience knowledge to develop and enhance interventions for a range of risk behaviors and psychological disorders.
- The psychology of war is a focus of Dr. Arrow's research and Dr. Saucier is doing related work on beliefs and values associated with sociopolitical violence. Dr. Slovic is studying psychological factors underlying indifference to genocide and mass atrocities and is co-chair of a university-wide initiative to address this topic through courses, research, and activism.
- Social computing and online social networks are a new growth area in psychology, combining both traditional psychological methods and "big data" approaches. Dr. Srivastava is collaborating with researchers from computer science, sociology, business, and other departments to study social behavior online.
- Psychology graduate students are often involved in the work of the [Neuroinformatics Center \(NIC\)](#), coordinated by Dr. Tucker and including computer science faculty and other psychology faculty.
- Another intellectual community shares an interest in human decision-making, with a focus on the role of emotion in decision-making, how people process and integrate information in making decisions, persuasive messages that influence decisions, and decision-making in applied contexts (e.g., aviation safety, consumer behavior, environmental protection, health, law, social justice, spaceflight). Drs. Hodges, Mauro, and Slovic are major contributors to this community as are Drs. Troy Campbell, Lynn Kahle and Dave Boush from the university's business school.
- The Gesture Interest Group involves linguists and psychologists focusing on understanding the role of gesture in human cognition and communication, as well as ways in which the knowledge systems engaged in gesture processing and production overlap with, or are distinct from, other processing systems such as those subserving language and action. Dare Baldwin's research group in Psychology meets regularly with Eric Pederson's research group in linguistics to explore these and related issues.
- Enhanced attention to an event systematically induces pupil dilation. This fact makes it possible to utilize the pupillary dilation response to observe attentional changes that arise as observers detect, discriminate, and learn. A team in the Biology Department (including Terry Takahashi and Chris Niell) are working in conjunction with psychologists (including Dare Baldwin, Caitlin Fausey, and Ulrich Mayr) to develop a new PDR technology that can be readily utilized with infants to investigate emerging perceptual and cognitive processing skills.
- A group of developmental psychologists (both faculty and students) is partnering with children's museums (The Science Factory of Eugene, the Oregon Museum of Science and Industry, the Bay Area Discovery Museum), under the auspices of a National Science Foundation-funded organization, National Living Laboratory, to promote activities and exhibits at children's museums that both inform developmental science and educate the public about the goals and methods of developmental science.
- The study of the brain's responses to fractal patterns is a focus of Dr. Sereno's research in collaboration with Dr. Richard Taylor from the Physics Department and student collaborators from Psychology, Physics, and Biology.

- Legal decision-making is a central interest of Robert Mauro in Psychology and of Liz Tippett and Erik Girvan in the Law School. The “Law Laboratory” meets regularly to discuss related topics and on-going research.
- Graduate students and postdoctoral fellows often receiving research assistant and other positions at Philips EGI, a medical device company headquartered in Eugene that specializes in advanced neuroscience technologies, including dense array electroencephalography and electrical neuromodulation.

Research Projects and Interests

Jennifer Ablow (Clinical, Developmental, Infant-Parent Attachment, Maternal Brain, Influence of Familial Risk and Protective Factors to Development of Stress, Physiological, and Emotion Regulation)

Dr. Ablow's research interests are in the area of social development and developmental psychopathology, with an emphasis on understanding how psychobiological and family factors combine to influence individual adaptation. Specifically, her work focuses on understanding how the psychological and physiological properties of emotional arousal and styles of emotional regulation in one sub-system of the family shape similar processes in other familial sub-systems. From a developmental psychopathology and family research perspective, she has examined how emotional arousal and the regulation of arousal in the marital relationship can "spill-over" to and shape children's psychological and emotional development. An important aspect of this work has been the development of ways to assess how young children perceive and make sense of their family environment. More recently, her work incorporates biologically-based perspectives to further examine inter-personal emotional regulation and child development. In current research, she is exploring the relation between parental internal working models of attachment, physiological arousal, and behavioral sensitivity in response to infant emotional communication (e.g., attachment cues). For further information, please visit Dr. Ablow's [website](#).

Ablow, J.C., Measelle, J.R., Cowan, P.A., & Cowan, C.P. (2009). Linking marital conflict and children's adjustment: The role of young children's perceptions. *Journal of Family Psychology, 23*, 485-499.

Conradt, E., & Ablow, J.C. (2010). Infant physiological response to the Still-Face Paradigm: Contributions of maternal sensitivity and infants' early regulatory behavior. *Infant Behavior and Development, 33*, 251-265.

Graham, A.M., Ablow, J.C. & Measelle, J.R. (in press). Interparental relationship dynamics and cardiac vagal functioning in infancy. *Infant Behavior and Development*.

Laurent, H.K. & Ablow, J.C. (in press). A cry in the dark: Depressed mothers show reduced neural activation to their own infant's cry. *SCAN*.

Laurent, H.K., Ablow, J.C. & Measelle, J.R. (in press). Risky shifts: How the timing and course of mothers' depressive symptoms across the perinatal period shape their own and infant's stress response. *Development and Psychopathology*.

Nicholas B. Allen (Clinical, Adolescent Development and Mental Health, Mood Disorders, Sleep, Developmental Social and Affective Neuroscience, Family Processes, Digital Mental Health, Assessment and Intervention, Prevention Research)

Throughout the lifespan there are certain developmental transitions that appear to be particularly important for determining a person's mental health. The transition from childhood to adolescence is especially important, as many serious mental health problems, such as depression and substance abuse, emerge for the first time during or after this transition. In my research group, we use a developmental psychopathology approach to understand how children and adolescents are affected by the environments in which they grow up. We have especially focussed on how family interactions and other aspects of the child's environment that have been shown to increase risk for mental health problems (e.g., stress, abuse, socio-economic disadvantage) influence the child or adolescent's emotional functioning and the development of the biological systems that undergird these emotions. The aim of this work is to not only shed light on the underlying causes of mental health and ill-health during these stages of life, but also to inform developmentally targeted approaches to prevention and early intervention, including studies focusing on sleep, parenting, and teen sexual and romantic relationships as modifiable risk factors for poor mental health. Through the Center for Digital Mental Health our work also focuses on using mobile and wearable devices, and social media, to unobtrusively track and analyse behaviour in order to detect mental health needs and provide adaptive, personalized interventions exactly when users need them. For further information, please visit Dr. Allen's ADAPT Lab [website](#) or Center for Digital Mental Health [website](#).

Dr. Allen will not be accepting new graduate students for Fall 2018.

Selected Books:

Allen, N.B. & Sheeber, L.B. (2008). Adolescent emotional development and the emergence of depressive disorders. Cambridge, UK: Cambridge University Press.

Woods, S., Allen, N.B., & Pantelis, C. (2009). *The neuropsychology of mental illness*. Cambridge, UK: Cambridge University Press.

Selected Refereed Journal Articles:

Whittle, S., Vijayakumar, N., Simmons, J.G., Dennison, M., Schwartz, O.S., Pantelis, C., Sheeber, L., Byrne, M.L., & Allen, N.B. (2017). Positive parenting buffers the effects of neighborhood socioeconomic disadvantage on brain development. *JAMA Psychiatry*. doi:10.1001/jamapsychiatry.2017.1558

Patton, G. C., Sawyer, S. M., Santelli, J. S., Ross, D. A., Afifi, R., Allen, N. B., ... & Viner, R. (2016). Our future: A Lancet commission on adolescent health and wellbeing. *The Lancet, 387* (10036), 2423-2478.

- Blake, M.J., Waloszek, J., Schwartz, O., Raniti, M., Simmons, J.G., Blake, L., Murray, G.W., Dahl, R., Bootzin, R., Dudgeon, P., Trinder, J., & Allen, N.B. (2016). The SENSE Study: Post intervention effects of a randomized controlled trial of a cognitive-behavioral and mindfulness-based group sleep improvement intervention among at-risk adolescents. *Journal of Consulting and Clinical Psychology, 84*(12), 1039-1051.
- Whittle, S., Lichter, R., Dennison, M., Vijayakumar, N., Schwartz, O., Byrne, M., Simmons, J.G., Yücel, M., Pantelis, C., McGorry, P.D., & Allen, N.B. (2014). Structural brain development and depression onset during adolescence: A longitudinal, prospective study. *American Journal of Psychiatry, 171*, 564-571.
- Schwartz, O.S., Byrne, M.L., Simmons, J.G., Whittle, S., Dudgeon, P., Yap, M.B.H., Sheeber, L.B., & Allen, N.B. (2014). Parenting during early adolescence and adolescent onset Major Depression: A six-year prospective longitudinal study. *Clinical Psychological Science, 2*(3), 272-286.
- Pfeifer, J. H., & Allen, N. B. (2012). Arrested development? Reconsidering dual-systems models of brain function in adolescence and disorders. *Trends in Cognitive Sciences, 16*(6), 322–329.
- Kuppens, P., Allen, N.B. & Sheeber, L. (2010). Emotional inertia and psychological maladjustment. *Psychological Science, 21*, 984-991.
- Yap, M.B.H., Whittle, S., Yücel, M., Sheeber, L., Pantelis, C., Simmons, J., & Allen, N.B. (2008). Interaction of parenting experiences and brain structure in the prediction of depressive symptoms in adolescents. *Archives of General Psychiatry, 65*, 1377-1385.
- Whittle, S., Yap, M.B.H., Yücel, M., Fornito, A., Barrett, A., Sheeber, L., & Allen, N.B. (2008). Prefrontal and amygdala volumes are related to adolescents' affective behaviors during parent adolescent interactions. *Proceedings of the National Academy of Sciences, 105*(9), 3652-3657.
- Davey, C.D., Yücel, M. & Allen, N.B. (2008). The emergence of depression in adolescence: Development of the prefrontal cortex and the representation of reward. *Neuroscience and Biobehavioral Reviews, 32*, 1-19.
- Allen, N.B., & Badcock, P.B.T. (2003). The social risk hypothesis of depressed mood: Evolutionary, psychosocial, and neurobiological perspectives. *Psychological Bulletin, 129*, 887-913.
- See also:
<https://scholar.google.com/citations?user=ksVPCBsAAAAJ&hl=en>
<http://orcid.org/0000-0002-1086-6639>
https://www.researchgate.net/profile/Nicholas_Allen

Holly Arrow (Social/Personality, Small Group Dynamics, Psychology of War)

Dr. Arrow has two major research interests: the formation and development of small groups as complex dynamic systems and the psychology of war, in particular the evolution of social capacities that help men and women cope with the challenges to survival and reproductive success posed by war. For further information, please visit Dr. Arrow's [website](#).

Dr. Arrow will not be accepting new graduate students for Fall 2018.

- Sutcliffe, A.J., R.I.M. Dunbar, R.I.M. Binder, J. & Arrow, H. (2014). Relationships and the social brain hypothesis: Integrating evolutionary and psychological perspectives. In R. I. M. Dunbar, Clive Gamble, and J. A. J. Gowlett (Eds.), *Lucy to Language: The Benchmark Papers* (pp. 129-150). Oxford, UK: Oxford University Press.
- Wolfe, A., & Arrow, H. (2013). Military influence tactics: Lessons learned in Iraq and Afghanistan. *Military Psychology, 25* (5), 428–437. doi: 10.1037/mil0000009
- Hannagan, R.J., & Arrow, H. (2011). Reengineering gender relations in modern militaries: An evolutionary perspective. *Journal of Trauma and Dissociation, 12*, 1-19.
- Arrow, H., & Henry, K.B. (2010). Using complexity to promote group learning in health care. *Journal of Evaluation of Clinical Practice, 16*, 861-866.
- Arrow, H. (2010). Cliques, coalitions, comrades, and colleagues: Sources of cohesion in groups. In R. Dunbar, C. Gamble & J. Gowlett (Eds.) *Social Brain, Distributed Mind*. Proceedings of the British Academy (158), 269-281. Oxford University Press.
- Smirnov, O., Arrow, H., Kennett, D., & Orbell, J. (2007). Ancestral war and the evolutionary origins of 'heroism.' *Journal of Politics, 69* (4), 927-940.
- Arrow, H. (2007, October 26). The sharp end of altruism. *Science, 318*, 581.

Dare Baldwin (Developmental, Language Acquisition, Event Processing, Cognitive and Social-Cognitive Development.)

Dr. Baldwin's research concerns mechanisms that make possible the profound human capacity for learning. Much of her research focuses on infants and young children, given the phenomenal rate at which knowledge acquisition occurs so early in life. Dr. Baldwin's research clarifies that early-emerging social skill is foundational for children's powerful learning capacity, and she investigates learning mechanisms that in turn underlie the emergence of such early social skill. In a new line of research, Dr. Baldwin examines causes and

consequences of malnutrition on infants' cognitive and socio-emotional development. For further information, please visit Dr. Baldwin's [website](#).

Baldwin, E., & Kosie, J. (in press). Intersubjectivity and joint attention. Entry to appear in *The encyclopedia of anthropology*. Wiley & Sons.

Buchsbaum, D., Griffiths, T. L., Gopnik, A., & Baldwin, D. (2015). Learning from actions and their consequences: Inferring causal variables from continuous sequences of human action. *Cognitive Psychology*, 76, 30-77.

Ross, R., & Baldwin, D., (2015). Event processing as an executive enterprise. In R.A. Scott & S.M. Kosslyn (Eds.), *Emerging Trends in the Social and Behavioral Sciences*, Hoboken, NJ: John Wiley & Sons.

Elliot Berkman (Social-Personality, Social and Affective Neuroscience, Translational Neuroscience, Self-Regulation, Goals, Motivation)

How do we pursue long-term goals? What are the cognitive and motivational processes that contribute to our success or failure, and how do those processes interact at the neural level? The central aim of the research in Dr. Berkman's Social and Affective Neuroscience Laboratory is to understand how knowledge from psychology and neuroscience can inform interventions to improve goal outcomes. To achieve this aim, his work combines the distinct strengths of several research methods including functional magnetic resonance imaging (fMRI), cross-sectional and longitudinal survey methods, and laboratory experiments. Examples of his research include fMRI studies of basic goal-relevant processes such as self-regulation and inhibitory control, experimental studies on how value and motivation relate to goal outcomes, and longitudinal studies on real-world goals such as smoking cessation and dieting. For further information, please visit Dr. Berkman's [website](#).

Recent representative publications

Berkman, E.T., Livingston, J.L., & Kahn, L.E. (in press). Finding the "self" in self-regulation: The identity-value model. *Psychological Inquiry*.

Berkman, E.T., Hutcherson, C.A., Livingston, J.L., Kahn, L.E., & Inzlicht, M. (in press). Self-control as value-based choice. *Current Directions in Psychological Science*.

DeStasio, K.L., Hill, A.P., & Berkman, E.T. (in press). Efficacy of an SMS-based smoking intervention using message self-authorship: A pilot study. *Journal of Smoking Cessation*.

Beauchamp, K.G., Kahn, L.E., & Berkman, E.T. (2016). Does inhibitory control training transfer? Behavioral and neural effects on an untrained emotion regulation task. *Social Cognitive & Affective Neuroscience*, 11, 1374-1382.

Calcott, R.D. & Berkman, E.T. (2015). Neural correlates of attentional flexibility during approach and avoidance motivation. *PLoS ONE*, 10, e0127203-19.

Giuliani, N.R., Tomiyama, A.J., Mann, T., & Berkman, E.T. (2015). Prediction of daily food intake as a function of measurement modality and restriction status. *Psychosomatic Medicine*, 77, 583-590.

Giuliani, N.R., Mann, T., Tomiyama, A.J., & Berkman, E.T. (2014). Neural systems underlying the reappraisal of personally-craved foods. *Journal of Cognitive Neuroscience*, 26(7), 1390-1402.

Calcott, R.D. & Berkman, E.T. (2014). Attentional flexibility during approach and avoidance motivational states: The role of context in shifts of attentional breadth. *Journal of Experimental Psychology: General*, 143(3), 1393-1408.

Berkman, E.T., Kahn, L.E., & Merchant, J.S. (2014). Training-induced changes in inhibitory control network activity. *Journal of Neuroscience*, 34(1), 149-157.

Berkman, E.T. & Falk, E.B. (2013). Beyond brain mapping: Using the brain to predict real-world outcomes. *Current Directions in Psychological Science*, 22(1), 45-50.

Berkman, E.T., Graham, A.M., & Fisher, P.A. (2012). Training self-control: A domain-general translational neuroscience approach. *Child Development Perspectives*, 6(4), 374-384.

Falk, E.B., Berkman, E.T., & Lieberman, M.D. (2012). From neural responses to population behavior: Neural focus group predicts population-level media effects. *Psychological Science*, 23(5), 439-445.

Berkman, E.T., Falk, E.B., & Lieberman, M.D. (2011). In the trenches of real-world self-control: Neural correlates of breaking the link between craving and smoking. *Psychological Science*, 22(4), 498-506.

See a complete list of Dr. Berkman's publications at: <http://www.ncbi.nlm.nih.gov/myncbi/browse/collection/40864077>

Melynda Casement (Clinical Science, Developmental Psychopathology, Affective Processing, Sleep, Stress Neurobiology, Translational Neuroscience)

I am a clinical scientist who is interested in the neurocognitive mechanisms by which homeostatic stressors (e.g., stressful life events, insufficient sleep) contribute to depression and other forms of psychopathology. As a leading cause of disease burden, depression is particularly devastating and critical to understand. Over the last decade of research, I have studied affective processing biases as a

key neurocognitive mechanism of depression. I am driven to understand how these affective biases develop and how they can be remediated.

My ongoing work tests a neurodevelopmental model in which stressful life events and insufficient sleep during adolescence increase risk for depression by disrupting neural reward processing. Stressful life events and insufficient sleep are both robust predictors of depression onset and both are linked to reward circuit disruption. Furthermore, adolescence is characterized by increases in stressful life events and habitual sleep deprivation. In combination, homeostatic stressors and stress-related reward circuit disruption may form a 'perfect storm' for depression during adolescence. These data also lead to the intriguing hypothesis that extending sleep duration in adolescents could buffer neural reward circuitry from the impact of stressors and thereby decrease risk for depressive symptoms.

Dr. Casement is accepting new graduate students for Fall 2018.

Selected Publications:

- Casement, M. D. & Swanson, L. M. (2012). A meta-analysis of imagery rehearsal for post-trauma nightmares: Effects on nightmare frequency, sleep quality, and posttraumatic stress. *Clinical Psychology Review*, 32(6), 566-574.
- Casement, M. D., Guyer, A. E., Hipwell, A. E., McAloon, R. L., Hoffmann, A. M., Keenan, K. E., & Forbes, E. E. (2014). Girls' challenging social experiences in early adolescence predict neural response to reward and depressive symptoms. *Developmental Cognitive Neuroscience*, 8, 18-27.
- Casement, M. D., Shaw, D. S., Sitnick, S.L., Musselman, S. & Forbes, E. E. (2015). Life stress in adolescence predicts early adult reward-related brain function and alcohol dependence. *Social Cognitive & Affective Neuroscience*, 10(3), 416-423.
- Hall, T. H., Casement, M. D., Troxel, W. M., Matthews, K. A., Bromberger, J., Kravitz, H. M., Krafty, R. T., & Buysse, D. J. (2015). Chronic stress is prospectively associated with sleep in midlife women: The SWAN sleep study. *SLEEP*, 38(10), 1645-1654.
- Casement, M. D., Keenan, K. E., Hipwell, A. E., Guyer, A. E., & Forbes, E. E. (2016). Neural reward processing mediates the relationship between insomnia symptoms and depression in adolescence. *SLEEP*, 39(2), 439-447.

Robert Chavez (Social/Personality, Social Neuroscience, Self, Interpersonal Perception, Personality & Individual Differences, Multimodal Neuroimaging Methods)

Among the most defining characteristics of our species is our capacity for a rich sense of self and depth of our social cognition. How does the human brain build models of ourselves and other people, and how do we use this information to guide our behavior in the real world? My research aims to better understand the biological mechanisms and individual differences in these domains of psychology. Specifically, I am interested in the shared and dissociable psychological processes that underlie self-representation and interpersonal perception and their representation in the brain. Employing methods such as multimodal neuroimaging (e.g., fMRI and DTI) and machine learning, my work investigates how these processes are reflected in the structure and function of specific networks of the brain and how these they predict individual differences in each domain. As such, work in my lab broadly draws on theoretical and methodological approaches from personality and social psychology, cognitive neuroscience, evolutionary theory, and data science. Website: <https://csnl.uoregon.edu/>

Selected Publications:

- Chavez, R.S., Heatherton, T.H., & Wagner, D.D. (in press). Neural population decoding reveals the intrinsic positivity of the self. *Cerebral Cortex*.
- Chavez, R.S. & Heatherton, T.H. (2017). Structural integrity of frontostriatal connections predicts longitudinal changes in self-esteem. *Social Neuroscience*. 12(3), 280-286.
- Chavez, R.S. & Heatherton, T.F. (2015). Multimodal frontostriatal connectivity underlies individual differences in self-esteem. *Social Cognitive and Affective Neuroscience*, 10(3), pp. 364-370.
- Chavez, R.S. & Heatherton, T.H. (2015). Representational similarity of social and valence information in the medial pFC. *Journal of Cognitive Neuroscience*, 27(1), pp. 73-82.

Paul Dassonville (Cognitive Neuroscience)

Dr. Dassonville is interested in the brain's ability to form mental representations of the world using sensory cues. In particular, his research uses behavioral techniques and functional magnetic resonance imaging (fMRI) to examine the spatiotemporal patterns of neural activity that underlie perceptual awareness, while using various perceptual phenomena (e.g., visual masking, figure-ground segregation, binocular rivalry) to directly manipulate the contents of awareness. In addition, his laboratory examines the many possible frames of reference used by the brain to map the location of an object in three-dimensional space. By assessing the performance of human subjects responding to sensory stimuli presented under various conditions, these experiments provide insights into the sensorimotor processes that allow the eye or hand to be moved accurately to the location of an object.

Selected Publications (click [here](#) for a full listing).

- Lester, B.D., Dassonville, P. (2013). Shifts of visuospatial attention do not cause the spatial distortions of the Roelofs effect. *Journal of Vision*.
- Lester, B.D., Dassonville, P. (2011). Attentional control settings modulate susceptibility to the induced Roelofs effect. *Attention, Perception & Psychophysics*, 73:1398-1406.
- Walter, E., Dassonville, P. (2011). Activation in a frontoparietal cortical network underlies individual differences in the performance of an Embedded Figures Task. *PLoS ONE*, 6:e20742.
- Walter, E., Dassonville, P., Bochsler, T. (2009). A specific autistic trait that modulates visuospatial illusion susceptibility. *Journal of Autism and Developmental Disorders*, 39:339-349.
- Walter, E., Dassonville, P. (2008). Visuospatial contextual processing in the parietal cortex: An fMRI investigation of the induced Roelofs effect. *NeuroImage*, 42:1686-1697.
- Dassonville, P., Bala, J.K. (2004). Action, perception and the Roelofs effect: A mere illusion of dissociation. *PLoS Biology*, 2(11):e364(web) or 1936-1945 (print).
- Dassonville, P., Bridgeman, B., Bala, J.K., Thiem, P., Sampanes, A. (2004). The induced Roelofs effect: Two visual systems or the shift of a single reference frame? *Vision Research*, 44:603-611.
- Dassonville, P., Zhu, E.-H., Ugurbil, K., Kim, S.-G., & Ashe, J. (1997). Functional activation of motor cortex reflects the direction and extent of handedness. *Proceedings of the National Academy of Sciences*, 94:14015-14018.
- Dassonville, P. (1995). Haptic localization and the internal representation of the hand in space. *Experimental Brain Research*, 106, 434-448.
- Dassonville, P., Schlag, J., & Schlag-Rey, M. (1995). The use of egocentric and exocentric location cues in saccadic programming. *Vision Research*, 35:2191-2199.

Caitlin M. Fausey (Developmental, Cognitive Development, Language and Cognition, Big Data Experience Sampling in Infancy, Cross-Linguistic Variation, and the Statistical Properties of Everyday Visual, Linguistic, and Musical Environments)

I conceptualize human experience as a stream in time of words and co-occurring visual events. The goal of my research is to understand the structure of that stream, how statistical and temporal properties engage learning mechanisms and potentially tune the developing system. The conjecture is that structure in everyday activities - at multiple timescales, and changing over the course of development - drives change in the cognitive system. Current research in my lab focuses on three questions: (1) What are the basic properties of infants' visual environments and do these properties change with age? (2) What are the distributional properties of instances with the same name in infants' early experience? (3) How do the dynamics of play (words and objects clustered in time) matter for early learning? For further information, please visit Dr. Fausey's [website](#).

- Fausey, C.M., Jayaraman, S., & Smith, L.B. (in prep). The changing rhythms of life: Activity cycles in the first two years of everyday experience.
- Fausey, C.M., Jayaraman, S., & Smith, L.B. (2016). From faces to hands: Changing visual input in the first two years. *Cognition*.
- Jayaraman, S., Fausey, C.M., & Smith, L.B. (2015). The faces in infant-perspective scenes change over the first year of life. *Plos One*.
- Smith, L.B., Yu, C., Yoshida, H., & Fausey, C.M. (2015). Contributions of head-mounted cameras to studying the visual environments of infants and young children. *Journal of Cognition and Development*.
- Fausey, C.M., & Matlock, T. (2011). Can grammar win elections? *Political Psychology*, 32(4), 563-574. doi: 10.1111/j.1467-9221.2010.00802.x.
- Fausey, C.M., & Boroditsky, L. (2011). Who dunnit? Cross-linguistic differences in eye-witness memory. *Psychonomic Bulletin & Review*, 18(1), 150-157. doi: 10.3758/s13423-010-0021-5.
- Fausey, C.M., Long, B.L., Inamori, A., & Boroditsky, L. (2010). Constructing agency: The role of language. *Frontiers in Cultural Psychology*. doi: 10.3389/fpsyg.2010.00162.
- Fausey, C.M., & Boroditsky, L. (2010). Subtle linguistic cues influence perceived blame and financial liability. *Psychonomic Bulletin & Review*, 17(5), 644-650. doi: 10.3758/PBR.17.5.644.
- Marian, V., & Fausey, C.M. (2006). Language-dependent memory in bilingual learning. *Applied Cognitive Psychology*, 20(8), 1025-1047. doi: 10.1002/acp.1242.

Philip A. Fisher (Clinical, Prevention Research, Stress Neurobiology, Executive Functioning, Video Coaching, Translational Neuroscience, Public Policy, Child Maltreatment, Foster Care)

Dr. Fisher is Philip H. Knight Chair and Professor of Psychology. His research focuses on developing and evaluating early childhood interventions in socially and economically marginalized communities, and on translating scientific knowledge regarding healthy development under conditions of adversity for use in social policy and programs. His lab is currently focusing primarily on studies involving FIND video coaching intervention that he developed with colleagues. Dr. Fisher is particularly interested in the effects of early stressful experiences on children's neurobiological and psychological development, and in prevention and treatment programs for improving maltreated children's functioning in areas such as attachment to caregivers, relationships with peers, and functioning in

school. He is also interested in the brain's plasticity in the context of therapeutic interventions. Dr. Fisher is the director of the UO Center for Translational Neuroscience (<http://ctn.uoregon.edu>). His laboratory, the Stress Neurobiology and Prevention (SNAP) lab (<http://www.uoregon.edu/~snaplab/SNAP>), includes graduate students, post-doctoral fellows, and other researchers with similar interests. Dr. Fisher also directs the Translational Science Initiative and is the Science Director for the National Forum on Early Childhood Policy and Programs, both based at Harvard University's Center on the Developing Child. He is Co-Principal Investigator, with Patti Chamberlain, on the NIDA-funded Translational Drug Abuse Prevention (TDAP) Center, working to increase understanding of the effects of early adversity and risk in decision-making and behavior on policy and practice in child welfare systems. Dr. Fisher is the recipient of the 2012 Society for Prevention Research Translational Science Award. He obtained his Ph.D. from the University of Oregon in 1993.

Selected Publications (* Denotes graduate student/postdoc first-authored publications)

- Fisher, P. A. (in press). Translational neuroscience as a tool for intervention development in the context of high-adversity families. In F. Hoeft (Ed.), *New directions for child and adolescent development*.
- *Graham, A. M., Pfeifer, J. H., Fisher, P. A., Carpenter, S., and Fair, D. A. (in press). Early life stress is associated with default system integrity and emotionality during infancy. *Journal of Child Psychology and Psychiatry*.
- Jankowski, K.F., Bruce, J., Beauchamp, K.G., Roos, L.E., Moore, W.E. III, & Fisher, P.A. (in press). Preliminary evidence of the impact of early childhood maltreatment and a preventive intervention on neural patterns of response inhibition in early adolescence. *Developmental Science*.
- Roos, L. E., Fisher, P. A., Shaw, D. S., Kim, H. K., Neiderhiser, J. M., et al. (in press). Inherited and environmental influences on a childhood co-occurring symptom phenotype: Evidence from an adoption study. *Development and Psychopathology*.
- Schindler, H. S., Fisher, P. A., Shonkoff, J. P. (in press). From innovation to impact at scale: Lessons learned from a cluster of research-community partnerships. *Child Development*.
- Fisher, P. A., Leve, L. D., Delker, B., Roos, L., Cooper, B. (2016). A developmental psychopathology perspective on foster care research. In D. Cicchetti (Ed.), *Developmental Psychopathology*. Hoboken, NJ: Wiley. Advance online publication. DOI 10.1002/9781119125556.devpsy312
- *Delker, B. C., Hyoun, K. K., Fisher, P. A. (2015). Maternal problem drinking in the year prior to a child's birth among women at risk for child maltreatment: The role of maternal abuse history, *Journal of Studies on Alcohol and Drugs*, 75, 973-981. (PubMed Central – in progress).
- Lynch, F. L., Dickerson, J. F., Saldana, L., & Fisher, P. A. (2014). Incremental net benefit of early intervention for preschool-aged children with emotional and behavioral problems in foster care. *Children and Youth Services Review*, 36, 213-219. (PubMed Central – in progress).
- *Roos, L. E., Pears, K., Bruce, J., Kim, H., Fisher, P. (2014). Impulsivity and the association between the feedback-related negativity and performance on an inhibitory control task in young at-risk children. *Psychophysiology*. (PubMed Central – in progress).
- *Graham, A.M., Fisher, P.A., Pfeifer, J.H. (2013). What Sleeping Babies Hear: An fMRI Study of Interparental Conflict and Infants' Emotion Processing. *Psychological Science*, 24, 782-789. PMC3674876
- Shonkoff, J. P. & Fisher, P.A. (2013). Rethinking evidence-based practice and two-generation programs to create the future of early childhood policy. *Development and Psychopathology*, 25, 1635-1653. (PubMed Central – in progress).
- *Bryck, R. L., & Fisher, P. A. (2012). Training the brain: Practical applications of neural plasticity from the intersection of neuroscience, developmental psychology, and prevention science. *American Psychologist*, 67, 87-100. PMC3335430
- Fisher, P. A., Gunnar, M. R., Dozier, M., Bruce, J., & Pears, K. C. (2006). Effects of a therapeutic intervention for foster children on behavior problems, caregiver attachment, and stress regulatory neural systems. *Annals of the New York Academy of Sciences*, 1094, 215-225.
- Gunnar, M. R., Fisher, P. A., & the Early Experience, Stress, and Prevention Network. (2006). Bringing basic research on early experience and stress neurobiology to bear on preventive intervention research on neglected and maltreated children. *Development and Psychopathology*, 18, 651-677.

Jennifer J. Freyd (Clinical, Psychology of Trauma)

Dr. Freyd and her students investigate the causes and impact of interpersonal violence and institutional betrayal on mental and physical health, behavior, and society. Freyd's research with adult and child participants investigates predictions made by [betrayal trauma theory](#). Analysis of evolutionary pressures and developmental needs suggests that victims of abuse may remain completely or partially unaware of abuse and betrayal, not to reduce suffering, but rather to maintain an attachment with a person (or institution) vital to survival, development, and thriving. Highlighting social relations and trust as central to traumatic stress has challenged existing beliefs about the psychology of trauma and generates novel testable predictions. Current projects include studies of betrayal trauma as it relates to child abuse, domestic violence, campus sexual violence, minority discrimination, gender and sexual orientation, appraisals of traumatic events, [disclosures of abuse](#), physical and mental health distress, and [institutional betrayal](#).

Dr. Freyd will not be accepting new graduate students for Fall 2018.

Sample of Recent Publications ([Full Set Here](#)):

- Harsey, S., Zurbriggen, E., & Freyd, J.J. (2017). [Perpetrator Responses to Victim Confrontation: DARVO and Victim Self-Blame](#). *Journal of Aggression, Maltreatment, & Trauma*.
- Rosenthal, M.N., Smidt, A.M., & Freyd, J.J. (2016). [Still second class: Sexual harassment of graduate students](#). *Psychology of Women Quarterly*, 40, 364-377.
- Platt, M.G., & Freyd, J. J. (2015). [Betray my trust, shame on me: Shame, dissociation, fear, and betrayal trauma](#). *Psychological Trauma: Theory, Research, Practice, & Policy*, 7, 398-404.
- Smith, C.P., & Freyd, J.J. (2014). [Institutional betrayal](#). *American Psychologist*, 69, 575-587.
- Freyd, J.J., & Birrell, P.J. (2013). [Blind to Betrayal](#). John Wiley & Sons.

Gordon C. Nagayama Hall (Clinical)

Dr. Hall is interested in the sociocultural contexts of clinical science, health issues in immigrant populations, and Asian American psychology.

Dr. Hall will not be accepting new graduate students for Fall 2018.

- Ibaraki, A. Y., Hall, G. C. N., & Sabin, J. A. (2014). Asian American cancer disparities: The potential effects of model minority health stereotypes. *Asian American Journal of Psychology*, 5, 75-81. doi: 10.1037/a0036114
- Ibaraki, A. Y., & Hall, G. C. N. (2014). The components of cultural match in psychotherapy. *Journal of Social and Clinical Psychology*, 33, 936-953. doi: 10.1521/jscp.2014.33.10.936
- Hall, G.C.N., Yip, T., & Zárate, M.A. (2016). On becoming multicultural in a monocultural research world: A conceptual approach to studying ethnocultural diversity. *American Psychologist*, 71, 40-51. doi: 10.1037/a0039734
- Braje, S.E., & Hall, G.C.N. (2016). Coping as a mediator between losing face and internalizing symptoms among Asian Americans. *Journal of Cross-Cultural Psychology*, 47, 1114-1129. doi: 10.1177/0022022116658244
- Hall, G.C.N., Ibaraki, A.Y., Huang, E.R., Marti, C.N., & Stice, E. (2016). A meta-analysis of cultural adaptations of psychological interventions. *Behavior Therapy*, 47, 993-1014. doi: 10.1016/j.beth.2016.09.005

Sara Hodges (Social/Personality, Perspective Taking, Empathic Accuracy, Comparison and Judgment Processes, and Social Comparison)

Dr. Hodges studies how people form an understanding of other people. She's interested in the role that the self, context, and other sources of information play in forming that understanding. One of her primary research interests is in people's attempts to construct someone else's perspective—what motivates them, how accurate they are, how strategies such as social comparison and projection are used in the process, and what consequences result from taking someone else's perspective. In another line of work, Dr. Hodges investigates social comparisons, with a focus on how people use information about themselves in making these comparisons. In her work, Dr. Hodges seeks to acknowledge both the cleverness and shortcomings of human cognitive strategies. For further information, visit Dr. Hodges' [website](#).

Dr. Hodges will not be accepting new doctoral students for Fall 2018.

Selected Publications:

- Sassenrath, C., Hodges, S.D., & Pfattheicher, S. (2016). It's all about the self: When perspective taking backfires. *Current Directions in Psychological Science*, 25, 405-410.
- Hodges, S.D., Lewis, K.L., & Ickes, W. (2015). The matter of other minds: Empathic accuracy and the factors that influence it. In P. Shaver, M. Mikulincer (Eds.), J.A. Simpson, & J. Dovidio (Assoc. Eds.), *APA handbook of personality and social psychology: Vol 2. Interpersonal relations and group processes* (pp.319-348). Washington, DC: American Psychological Association.
- Christian, C., Lee, I., & Hodges, S.D. (2014). From East to West: Accessibility and bias in self-other comparative judgments. *Personality and Social Psychology Bulletin*, 40, 1391-1405.
- Smith, J.L., Lewis, K.L., Hawthorne, L., & Hodges, S.D. (2013). When trying hard isn't natural: Women's belonging with and motivation for male-dominated STEM fields as a function of effort expenditure concerns. *Personality and Social Psychology Bulletin*, 39, 131-143.
- Myers, M.W., & Hodges, S.D. (2012). The structure of self-other overlap and its relationship to perspective taking. *Personal Relationships*, 19, 663-679.
- Lewis, K.L., Hodges, S.D., Laurent, S.M., Srivastava, S., & Biancarosa, G. (2012). Reading between the minds: The use of stereotypes in empathic accuracy. *Psychological Science*, 23, 1040-1046.

Hodges, S. D., Kiel, K. J., Kramer, A. D. I. K., Veach, D., & Villanueva, R. (2010). Giving birth to empathy: The effects of similar experience on empathic accuracy, empathic concern, and perceived empathy. *Personality and Social Psychology Bulletin*, 36, 398-409.

Brice Kuhl (Cognitive Neuroscience, Memory, Cognitive Control, fMRI Methods)

Dr. Kuhl is interested in how our perceptual experiences are transformed into memories and how we recreate and selectively recall these experiences. Research in Dr. Kuhl's lab makes use of behavioral and neuroimaging methods (fMRI, EEG) with an emphasis on applying machine learning algorithms and multivariate pattern analyses in order to understand how memories are represented and transformed in distributed patterns of brain activity.

Some of the specific topics his lab addresses include: What are the cognitive and neural mechanisms that cause forgetting? How is competition between memories signaled and resolved in the brain during retrieval? How do we reduce interference between memories during encoding? Addressing these questions involves understanding the interactions and relative contributions of fronto-parietal cortex and medial temporal lobe structures.

Selected Publications:

- Favila SE, Chanales AJH, & Kuhl BA (2016) Experience-dependent hippocampal pattern differentiation prevents interference during subsequent learning. *Nature Communications*. *Doi:10.1038/ncomms11066*
- Richter FR, Chanales AJH, & Kuhl BA (2016) Predicting the integration of overlapping memories by decoding mnemonic processing states during learning. *NeuroImage*, 124 323-335.
- Kuhl BA, Chun MM (2014) Successful remembering elicits event-specific activity patterns in lateral parietal cortex. *Journal of Neuroscience*, 34 8051-8060.
- Cowen AS, Chun MM, & Kuhl BA (2014) Neural portraits of perception: Reconstructing face images from evoked brain activity. *NeuroImage*, 94 12-22.
- Kuhl BA, Johnson MK, & Chun MM (2013) Dissociable neural mechanisms for goal-directed versus incidental memory reactivation. *Journal of Neuroscience*, 33 16099-16109.
- Kuhl BA, Rissman J, Chun MM, & Wagner AD (2011). Fidelity of neural reactivation reveals competition between memories. *Proceedings of the National Academy of Sciences: USA*, 108 5903–5908.
- Kuhl BA, Shah AT, DuBrow S, & Wagner AD (2010). Resistance to forgetting associated with hippocampus-mediated reactivation during new learning. *Nature Neuroscience*, 13 501–506.
- Kuhl BA, Dudukovic NM, Kahn I, & Wagner AD (2007). Decreased demands on cognitive control reveal the neural processing benefits of forgetting. *Nature Neuroscience*, 10 908-914.

Robert Mauro (Social/Personality)

Dr. Mauro teaches and conducts research in applied decision-making and human emotion. Dr. Mauro's applied work is focused on topics in psychology and law and aviation. His psychology and law work includes studies of capital sentencing, the drug courier profile, and expert testimony. His work in aviation includes laboratory and field work on pilot decision-making, training, cockpit procedures, and automation. His work in human emotions includes studies of the cognitive models of emotion, opponent-process theory, and the relations between cognition and emotion. Dr. Mauro's research utilizes experimental, survey, and observational methods and psychological and physiological measures. For more information, visit Dr. Mauro's [website](#).

- Connors, M., Mauro, R., & Statler, I. (in press). Measuring Safety-Related Trends in the National Airspace System: Description and Validation of a Survey Methodology. *International Journal of Aviation Psychology*.
- Mauro, R., Degani, A., Loukopoulos, L., & Barshi, I. (2012). The operational context of procedures and checklists in commercial aviation. *Proceedings of the 56th Annual Meeting of the Human Factors and Ergonomics Society* (pp. 758-762). Boston, MA: Human Factors Society.
- Mauro, R. (1992). Affective dynamics: Opponent processes and excitation transfer. In M. Clark (Ed.) *Review of personality & social psychology*. Newbury Park, CA: Sage.
- Gross, S. & Mauro, R. (1988). *Death and Discrimination: Racial Disparities in Capital Sentencing*. Northeastern University Press: Boston, MA.

Ulrich Mayr (Cognitive Neuroscience)

Dr. Mayr's primary research focus is on the relationship between memory, attention, and cognitive control, both from a general and a developmental/life-span perspective. His research methods include behavioral experiments, eye-tracking, and EEG or fMRI neuroimaging. As a secondary focus he also examines complex, social decision processes (e.g., whether or not to enter a competition or to give money to charity). For further information, please visit Dr. Mayr's [website](#).

- Hubbard, J., Harbaugh, W.T., Srivastava, S., Degras, D., & Mayr, U. (2016). A general benevolence dimension that links neural, psychological, economic, and life-span data on altruistic tendencies. *Journal of Experimental Psychology: General*, 145(10), 1351.
- Mayr, U., Kuhns, D., & Hubbard, J. (2014). Long-term memory and the control of attentional control. *Cognitive Psychology*, 71, 1-26.
- Mayr, U., Kuhns, D., Rieter, M. (2013). Eye-movements reveal dynamics of task control. *Journal of Experimental Psychology: General*, 14, 489-509.
- Mayr, U. (2009). Sticky plans: Inhibition and binding during serial task control. *Cognitive Psychology*, 59, 123-153.
- Harbaugh, B.T., Mayr, U., & Burghart, D. (2007). Neural responses to taxation and voluntary giving reveal motives for charitable donations. *Science*, 316, 1622-1625.
- Mayr, U., Awh, E., & Laurey, P. (2003). Does conflict adaptation require executive control? *Nature Neuroscience*, 6, 450-452.

Jeffrey Measelle (Developmental, Developmental Stress Biology, Caregiving Support for Early Brain Development, Pediatric Global Health)

My research seeks to identify early sources of psychopathology in childhood, in particular, family processes that adversely influence the development of very young children's psychobiology. A major focus of our work currently is parental sensitivity, which plays a critical role in shaping infants' earliest development – both prenatally and neonatally -- through processes of biological and behavioral synchrony. Along with colleagues at [Friends without A Border](#), I am currently conducting health and well-being research in Laos and Cambodia. This new direction for our lab explores children's development around the world through both basic science and applied research activities in South East Asia. For further information, please visit Dr. Measelle's [website](#).

- Conradt, E., Ablow, J.C., & Measelle, J. (2013). Poverty, problem behavior and promise: Differential susceptibility among infants reared in poverty. *Psychological Science*, 36, 255-267.
- Oppenheimer, J.E., Ablow, J.C., Laurent, H.K., & Measelle, J.R. (2013). Emotion Suppression and Maternal Vagal Regulation During the Still-Face Paradigm. *Infant Behavior & Development*.
- Laurent, H.K., Ablow, J.C., & Measelle, J.R. (2012). Taking stress response out of the box: Stability, discontinuity, and temperament effects on HPA and SNS across social stressors in mother-infant dyads. *Developmental Psychology*, 48, 35-45.
- Musser, E.D. & Ablow, J.C. & Measelle, J.R. (2012). Predicting maternal sensitivity: The roles of postnatal depression and respiratory sinus arrhythmia. *Infant Mental Health*, 34, 350-359.

Pranjal Mehta (Social/Personality, Social Neuroscience, Status Hierarchies and Social Decision-Making)

Dr. Mehta's primary area of research examines the psychological and biological processes that influence the development and maintenance of status hierarchies in social groups: who rises to positions of leadership and power within their group, and how? What are the psychological and biological mechanisms that explain status-seeking behaviors (e.g., aggression, social dominance, leadership behavior, competitive behavior)? How is status related to stress and overall health? A second related line of research explores how people make decisions in social interactions. Topics include the combined roles of status and fairness in decision-making, the effects of emotion and stress on negotiation and bargaining, and the mechanisms of risky decision-making. To examine these questions, Dr. Mehta's research integrates methods and approaches from the psychological sciences (behavioral observation in dyads and groups, self and peer reports of affect, cognition, and behavior) with neuroendocrinology methods (hormone measurement and administration). His research program combines well-controlled laboratory studies with naturalistic field studies to investigate how social and biological processes play out in the "real world". A core focus of Dr. Mehta's research is understanding how hormone systems interact with one another, with the social context, and with the brain to regulate status-seeking behaviors and social decision-making. For further information, please visit Dr. Mehta's [website](#).

Dr. Mehta will not be accepting new graduate students for Fall 2018.

Selected Publications:

- Mehta, P.H., Prasad, S. (2015). The dual-hormone hypothesis: A brief review and future research agenda. *Current Opinion in Behavioral Sciences*.
- Welker, K.M., Gruber, J., Mehta, P.H. (2015). A positive affective neuroendocrinology (PANE) approach to reward and behavioral dysregulation. *Frontiers in Psychiatry*, 6, 1-13.
- Mehta, P.H., van Son, V., Welker, K.M., Prasad, S., Sanfey, A.G., Smidts, A., & Roloefs, K. (2015). Exogenous testosterone in women enhances and inhibits competitive decision-making depending on victory-defeat experience and trait dominance. *Psychoneuroendocrinology*, 60, 224-236.
- Mehta, P.H., Mor, S., Yap, A., Prasad, S. (2015). Dual-hormone changes are related to bargaining performance. *Psychological Science*, 26, 866-876.

- Hamilton, L.D., Carré, J.M., Mehta, P.H., Olmstead, N., & Whitaker, J.D. (2015). Social neuroendocrinology of status: A review and future directions. *Adaptive Human Behavior and Physiology*, 1-29.
- Mehta, P.H., Welker, K.M., Zilioli, S., & Carré, J.M. (2015). Testosterone and cortisol jointly modulate risk taking. *Psychoneuroendocrinology*, 56, 88-99.
- Zilioli, S., Mehta, P.H., & Watson, N.V. (2014). Losing the battle but winning the war: Uncertain outcomes reverse the usual effect of winning on testosterone. *Biological Psychology*, 103, 54-62.
- Mehta, P.H., Snyder, N.A., Knight, E.L., & Lassetter, B. (2014). Close versus decisive victory moderates the effect of testosterone change on competitive decisions and task enjoyment. *Adaptive Human Behavior and Physiology*.
- Knight, E.L., & Mehta, P.H. (2014). Hormones and hierarchies. In J. Cheng, J. Tracy, & C. Anderson, *Psychology of Social Status*. New York: Springer. 269-302.
- Boksem, M.A.S., Mehta, P.H., Van den Bergh, B., van Son, V., Trautmann, S.T., Roelofs, K., Smidts, A., & Sanfey, A.G. (2013). Testosterone inhibits trust, but promotes reciprocity. *Psychological Science*, 24, 2306-2312.
- Denson, T.F., Mehta, P.H., & Ho, T.D. (2013). Endogenous testosterone and cortisol jointly influence reactive aggression in women. *Psychoneuroendocrinology*, 38, 416-424.
- Mehta, P.H., Goetz, S.M., & Carre, J.M. (2013). The social neuroscience of human aggression: Genetic, hormonal, and neural underpinning. In D. Frank and J. Turner. *Handbook of Neurosociology*. New York: Springer.

Louis Moses (Developmental, Social Cognitive Development, Theory of Mind, Executive Functioning, Prospective Memory, Moral Reasoning, Autism, Quantitative Methods)

Dr. Moses studies children's developing appreciation of mental states like belief, desire, and intention. He is particularly interested in how advances in executive functioning (e.g., inhibitory control, working memory) affect the emergence and expression of early theories of mind. Much of his research is conducted with preschool children but he has also examined the early foundations of social cognition in infancy and the onset of constructivist theories of mind later in childhood. For further information, please visit Dr. Moses' [website](#).

Dr. Moses will not be accepting new graduate students for Fall 2018.

- Carlson, S.M., & Moses, L.J. (2001). Individual differences in inhibitory control and children's theory of mind. *Child Development*, 72, 1032-1053.
- Malle, B.F., Moses, L.J., & Baldwin, D.A. (Eds.) (2001). *Intentions and intentionality: Foundations of social cognition*. Cambridge, MA: MIT Press.
- Sabbagh, M. A., Xu, F., Carlson, S. M., Moses, L. J., & Lee, K. (2006). The development of executive functioning and theory of mind: A comparison of Chinese and U.S. preschoolers. *Psychological Science*, 17, 74-81.
- Mahy, C.E.V., & Moses, L.J. (2011). Prospective memory and executive function in young children. *Cognitive Development*, 26, 269-281.
- Mahy, C.E.V., Moses, L.J., & Kliegel, M. (in press). The development of prospective memory in children: An executive framework. *Developmental Review*.
- Tahiroglu, D., Moses, L.J., Carlson, S.M., Olofson, E., Mahy, C.E.V., & Sabbagh, M.A. (in press). The Children's Social Understanding Scale: Construction and Validation of a Parent-Report Theory-of-Mind Scale. *Developmental Psychology*.

Jennifer Pfeifer (Developmental, Adolescence, Developmental Social and Affective Neuroscience, Self, Social Cognition, and Emotion)

The transition from childhood through adolescence is characterized by changing brains and bodies, affect and motivation, peer relationships and conceptions of self – many strands which combine to shape behavior during this critical period. Dr. Pfeifer is interested in how affect, motivation, regulation, self-evaluation, and social perception interact across contexts, are instantiated at the neural level, as well as influence adolescent choices and well-being. She studies the development of these related phenomena at multiple levels, with the goal of enabling healthy transitions from childhood through adolescence and into adulthood. Her research is focused on i) building a foundational knowledge base about normative and atypical trajectories of functional brain development supporting these social, affective/motivational, and regulatory processes - in particular, integrating the contributions of social processes and social cognitive brain function to our neurobiological models of adolescent development; and ii) using fMRI as a tool to advance our understanding of neurobiological mechanisms that put some adolescents at risk for adverse outcomes, or serve as protective factors for others. She is also interested in how functional brain development is affected by various endogenous and exogenous factors such as pubertal development and early adversity. Her work has been funded by the National Institute on Drug Abuse, National Institute of Mental Health, National Institute of Child Health and Human Development, National Science Foundation, and the Oregon Medical Research Foundation. For further information, please visit Dr. Pfeifer's [website](#).

- Giuliani, N.R., & Pfeifer, J.H. (2015). Age-related changes in reappraisal of appetitive cravings during adolescence. *Neuroimage*, 108, 173-181.

- Kahn, L. E., Peake, S. J., Stormshak, B., Dishion, T., & Pfeifer, J. H. (2015). Learning to play it safe (or not): Stable and evolving neural responses in adolescent risky decision-making. *Journal of Cognitive Neuroscience*, 27, 13-25.
- Graham, A.M., Pfeifer, J.H., Fisher, P.A., Lin, W., Gao, W., & Fair, D.A. (2014). The potential of infant fMRI research and the study of early life stress as a promising exemplar. *Developmental Cognitive Neuroscience*, 16, 12-39.
- Sherman, L.E., Rudie, J.D., Pfeifer, J.H., Masten, C.L., McNealy, K., & Dapretto, M. (2014). Development of the Default Mode and Central Executive Networks across early adolescence: A longitudinal study. *Developmental Cognitive Neuroscience*, 10, 148-159.
- Mahy, C.E.V., Moses, L.J., & Pfeifer, J.H. (2014). How and where: Theory-of-Mind in the brain. *Developmental Cognitive Neuroscience*, 9, 68-81.
- Jankowski, K.F., Moore, W.E. III., Merchant, J.S., Kahn, L.E., & Pfeifer, J.H. (2014). But do you think I'm cool? Developmental differences in striatal recruitment during direct and reflected social self-evaluations. *Developmental Cognitive Neuroscience*, 8, 40-54.
- Moore, W. E. III, Merchant, J. S., Kahn, L. E., & Pfeifer, J. H. (2014). 'Like me?': Ventromedial prefrontal cortex is sensitive to both personal relevance and self-similarity during social comparisons. *Social Cognitive and Affective Neuroscience*, 9, 421-6.
- Peake, S. J., Dishion, T., Stormshak, B., Moore, W. E. III, & Pfeifer, J. H. (2013). Risk-taking and social exclusion in adolescence: Behavioral and neural evidence of peer influences on decision-making. *Neuroimage*, 82, 23-34.
- Pfeifer, J. H., Kahn, L. E., Merchant, J. S., Peake, S. A., Veroude, K., Masten, C. L., Lieberman, M. D., Mazziotta, J. C., & Dapretto, M. (2013). Longitudinal change in the neural bases of adolescent social self-evaluations: Effects of age and pubertal development. *Journal of Neuroscience*, 24, 7415-7419.
- Masten, C.L., Eisenberger, N.I., Pfeifer, J.H., & Dapretto, M. (2013). Neural responses to witnessing peer rejection after being socially excluded: fMRI as a window into adolescents' emotional processing. *Developmental Science*, 16, 743-759.
- Graham, A. M., Fisher, P. A., & Pfeifer, J. H. (2013). What sleeping babies hear: An fMRI study of interparental conflict and infants' emotion processing. *Psychological Science*, 24, 782-789.
- Masten, C.L., Eisenberger, N.I., Pfeifer, J.H., Colich, N. L., & Dapretto, M. (2013). Associations among pubertal development, empathic ability, and neural responses while witnessing peer rejection in adolescence. *Child Development*, 84, 1338-54.
- Pfeifer, J. H., Merchant, J. S., Colich, N., Hernandez, L., Rudie, J., & Dapretto, M. (2013). Neural and behavioral responses during self-evaluative processes differ in youth with and without autism. *Journal of Autism and Developmental Disorders*, 2, 272-285.
- Pfeifer, J. H., & Allen, N. (2012). Arrested development? Reconsidering dual-systems models of brain function in adolescence and disorders. *Trends in Cognitive Sciences*, 16, 322-329.
- Pfeifer, J. H. & Peake, S. J. (2012). Self-development: Integrating cognitive, social, and neuroimaging perspectives. *Developmental Cognitive Neuroscience*, 2, 55-69.
- Pfeifer, J. H., & Blakemore, S.-J. (2012). Adolescent social cognitive and affective neuroscience: Past, present, and future. *Social Cognitive and Affective Neuroscience*, 7, 1-10.
- Moore, W. E. III, Pfeifer, J.H., Masten, C.L., Iacoboni, M., Mazziotta, J.C., & Dapretto, M. (2012). Facing puberty: Associations between pubertal development and neural responses to affective facial displays. *Social Cognitive and Affective Neuroscience*, 7, 35-43.
- Pfeifer, J.H., Masten, C.L., Moore, W.E. III, Oswald, T.M., Iacoboni, M., Mazziotta, J.C., & Dapretto, M. (2011). Entering adolescence: Resistance to peer influence, risky behavior, and neural changes in emotion reactivity. *Neuron*, 69, 1029-1036.
- Masten, C.L., Eisenberger, N.I., Borofsky, L.A., McNealy, K., Pfeifer, J.H., & Dapretto, M. (2011). Subgenual anterior cingulate responses to peer rejection: A marker of adolescents' risk for depression. *Development and Psychopathology*, 23, 283-292.
- Masten, C.L., Eisenberger, N.I., Pfeifer, J.H., & Dapretto, M. (2010). Witnessing peer rejection during adolescence: Neural correlates of empathy for experiences of social exclusion. *Social Neuroscience*, 2, 1-12.
- Pfeifer, J. H., Masten, C. L., Borofsky, L. A., Dapretto, M., Lieberman, M. D., & Fuligni, A. J. (2009). Neural correlates of direct and reflected self-appraisals in adolescents and adults: When social perspective-taking informs self-perception. *Child Development*, 80, 1016-1038.
- Masten, C.L., Eisenberger, N., Borofsky, L.A., McNealy, K.S., Pfeifer, J.H., Mazziotta, J.C., & Dapretto, M. (2009). Neural correlates of social exclusion during adolescence: Understanding the distress of peer rejection. *Social Cognitive and Affective Neuroscience*, 4, 143-157.
- Pfeifer, J.H., Iacoboni, M., Mazziotta, J.C., & Dapretto, M. (2008). Mirroring others' emotions relates to empathy and social abilities during childhood. *Neuroimage*, 39, 2076-2085.
- Pfeifer, J.H., Lieberman, M., & Dapretto, M. (2007). "I know you are but what am I?": Neural bases of self- and social knowledge retrieval in children and adults. *Journal of Cognitive Neuroscience*, 19, 1323-1337.

Gerard Saucier (Social/Personality, Values, Cultural Psychology, Moral Psychology, Political Psychology)

Dr. Saucier leads a research group, often involved in international collaborations, that focuses on the following research questions:

- What is the most cross-culturally generalizable structure of personality attributes? What is the best (especially, the most valid) way to measure this structure? How do the dimensions in this structure relate to the mindset or affective-motivational 'personality system' of the individual, and to larger cultural systems? What are the sources of personality change (including sources related to beliefs and values)?
- Particularly in terms of most cross-culturally generalizability, how is structure for inter-individual variation in belief and value systems ordered and structured? What kinds of beliefs and values have the largest effects on patterns of behavior and emotion, and are the most integral components of culture and have the most important effects in the spheres of politics and religion? Which patterns of beliefs and values are associated with optimal human development, and which patterns encourage psychosocial dysfunction (e.g., alienation, corruption, militant extremism, genocide)?

The approach is "top-down" in the sense that we begin by defining the most important dimensions of dispositional variation and then seek to identify mechanisms that most importantly account for that variation. Dr. Saucier has been a leader in developing and refining dimensional models for personality (the Big Five, and upgrading from the Big Five to a more comprehensive Big Six model and a broader, more universal 'Big Two') and beliefs and values (e.g., dimensions of 'isms'). Theoretically, our approach emphasizes the contribution of cultural dynamics to psychological tendencies.

- Saucier, G., Kenner, J., Iurino, K., Bou Malham, P., Chen, Z., Thalmayer, A.G., & Altschul, C. (2015). Cross-cultural differences in a global 'Survey of World Views'. *Journal of Cross-Cultural Psychology, 46*, 53-70.
- Saucier, G. (2013). Isms dimensions: Toward a more comprehensive and integrative model of belief-system components. *Journal of Personality and Social Psychology, 104*, 921-939.
- Saucier, G., Akers, L. G., Shen-Miller, S., Knezevic, G., & Stankov, L. (2009). Patterns of thinking in militant extremism. *Perspectives on Psychological Science, 4*, 256-271.
- Saucier, G. (2009). Recurrent personality dimensions in inclusive lexical studies: Indications for a Big Six structure. *Journal of Personality, 77*, 1577-1614.
- Saucier, G., & Skrzypinska, K. (2006). Spiritual but not religious? Evidence for two independent dispositions. *Journal of Personality, 74*, 1257-1292.
- Saucier, G., Georgiades, S., Tsaousis, I., & Goldberg, L. R. (2005). The factor structure of Greek personality adjectives. *Journal of Personality and Social Psychology, 88*, 856-875.
- Saucier, G. (2000). Isms and the structure of social attitudes. *Journal of Personality and Social Psychology, 78*, 366-385.

For additional publications, see

<http://www.uoregon.edu/~gsaucier/gsau3.htm>

Margaret E. Sereno (Cognitive Neuroscience)

Dr. Sereno studies the representation of shape and space in the primate brain using experimental and computational approaches. Her recent work has focused on investigating the neural basis of 3D form perception using functional magnetic resonance imaging (fMRI) in humans and monkeys, the relationship between shape constancy and the artistic skill of drawing, spatial navigation and map use, and responses to nature's patterns (fractals). Additional collaborative projects focus on the representation of space from eye-position modulated neural signals and the interaction between perception and language.

- Bies, A.J., Blanc-Goldhammer, D.R., Boydston, C.R., Taylor, R.P., & Sereno, M.E. (2016). Aesthetic responses to exact fractals driven by physical complexity. *Frontiers in Human Neuroscience, 10*:210.
- Sereno, A.B., Sereno, M.E., Lehky, S.R. (2014). Recovering stimulus locations using populations of eye-position modulated neurons in dorsal and ventral visual streams of nonhuman primates. *Frontiers in Integrative Neuroscience, 8*:28.
- Lehky, S.R., Sereno, M.E., & Sereno, A.B. (2013). Population coding and the labeling problem: extrinsic versus intrinsic representations. *Neural Computation, 25*, 2235-2264.
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Paul Slovic (Social/Personality, Judgment and Decision Making, Risk Perception, Affect and Information Processing, Genocide and Human Rights, Behavioral Economics)

Dr. Slovic studies judgment and decision processes with an emphasis on decision making under conditions of risk. His work examines fundamental issues such as the influence of affect on judgments and decisions. He also studies the factors that underlie perceptions of risk and attempts to assess the importance of these perceptions for the management of risk in society. His most recent research examines psychological factors contributing to apathy toward genocide. He no longer does classroom teaching but does advise students in their research. For further information visit Dr. Slovic's website: www.decisionresearch.org.

Dr. Slovic will not be accepting new graduate students for Fall 2018 but is willing to serve as a member on advising committees.

Slovic, P. (2007). "If I look at the mass I will never act": Psychic numbing and genocide. *Judgment and Decision Making*, 2, 79-95. Available at www.decisionresearch.org

Slovic, P., Finucane, M., Peters, E., & MacGregor, D. (2002). The affect heuristic. In T. Gilovich, D. Griffin, & D. Kahneman, (Eds.), *Intuitive Judgement: Heuristics and Biases*. Cambridge University Press.

Slovic, P. (2000). *Perception of risk*. London: Earthscan.

Slovic, P. (1995). The construction of preference. *American Psychologist*, 50, 364-371.

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Matt Smear (Systems Neuroscience)

Dr. Smear studies the neural mechanisms of olfactory function in mice. Mice have an excellent sense of smell – much of their genome encodes odorant receptors (over 1000 genes), and a large portion of their brain processes olfactory information. These neural features support a rich repertoire of olfactory behaviors. The Smear lab interrogates olfactory function with a battery of psychophysical tests, while manipulating and recording neuronal activity with genetics, electrophysiology, and imaging. From these studies, the lab will pursue general principles of how neural circuits generate behavior.

Smear, M.C. (2015). Beyond localization of function: Using optogenetics to dissect a neural code. In *New techniques in systems neuroscience*, 271-292.

Smear, M.C., Resulaj, A., Zhang, J., Bozza, T.C., and Rinberg, D. (2013). Multiple perceptible signals from a single olfactory glomerulus. *Nat. Neurosci*, 16:1687-1691.

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Moore, J.D., Deschenes, M., Huber, D., Smear, M.C., Demers, M., and Kleinfeld, D. (2013). A common brainstem oscillator coordinates whisking with breathing in rodents: Evidence for a master clock in orofacial behaviors. *Nature* 497:205-210.

Smear, M.C., Shusterman, R., O'Connor, R., Bozza, T.C., and Rinberg, D. (2011). Perception of sniff phase in mouse olfaction. *Nature* 479: 397-400.

Shusterman, R., Smear, M.C., Koulakov, A.A., and Rinberg, D. (2011). Precise olfactory responses tile the sniff cycle. *Nat. Neurosci*. 14:1039-1044.

Sanjay Srivastava (Social/Personality, Emotion, Interpersonal Perception, Personality Development, Self, Social Media)

How does someone's personality affect their social environment? And how does the social environment affect personality? I study the dynamics of personality in social contexts from a variety of perspectives. In my lab we define "personality" broadly to include traits, identities, roles, emotions, and motivations. And we study personality in many social contexts, including among strangers, in couples, in small groups, and in online societies. We study what people do, how people perceive what people do, and how people perceive one another's perceptions. We look at the dynamics of personality on time scales ranging from the first impressions people form in seconds to personality development that takes place over decades. And we use a variety of research methods to answer these questions, including laboratory experiments and observations, ecological assessments, longitudinal studies, surveys, and both laboratory-based and automated analyses of digital data, including "big data" methods for large-scale research in social media. For further information, please visit Dr. Srivastava's [website](#).

Lawless DesJardins, N., Srivastava, S., Küfner, A. C. P., & Back, M. D. (in press). Who attains status? Similarities and differences across social contexts. *Social Psychological and Personality Science*.

- Saucier, G., & Srivastava, S. (2014). What are the most important dimensions of personality? A review and critique of studies of descriptors in diverse languages. In L. Cooper & R. Larsen (Eds.), *Handbook of Social and Personality Psychology*. Washington: APA
- English, T., John, O. P., Srivastava, S., & Gross, J. J. (2012). Emotion regulation and peer-rated social functioning: A 4-year longitudinal study. *Journal of Research in Personality, 46*, 780-784.
- Srivastava, S., Guglielmo, S., & Beer, J. S. (2010). Perceiving others' personalities: Examining the dimensionality, assumed similarity to the self, and stability of perceiver effects. *Journal of Personality and Social Psychology, 98*, 520-534.
- Srivastava, S., John, O. P., Gosling, S. D., & Potter, J. (2003). Development of personality in early and middle adulthood: Set like plaster or persistent change? *Journal of Personality and Social Psychology, 84*, 1041-1053.

Don Tucker (Clinical, Cognitive Neuroscience, EGI)

Dr. Tucker is interested in how cognition is regulated by emotional arousal. His research uses methods of cognitive psychology to assess the influence of specific forms of emotional arousal, such as anxiety and depression. To assess the neural activity associated with emotional states and cognitive operations, this research includes computerized analysis of the electrical activity of the brain with dense array EEG measures, developed at Electrical Geodesics, Inc (EGI).

A particular interest now is mechanisms of the limbic system that seem to regulate learning and memory according to strategic motivational controls. For example, anxiety may engage the amygdala and ventral limbic networks that not only focus immediate attention, but facilitate continuing consolidation of threat-related information.

Another line of research examines the disruption of limbic control of cerebral excitability in epilepsy. The same limbic and thalamic mechanisms that regulate the excitability of the cerebral hemisphere in memory consolidation seem to become abnormal when a person develops a seizure disorder.

For more information, visit Dr. Tucker's websites: [Brain Electrophysiological Lab](#) and [Electrical Geodesics, Inc.](#)

- Luu, P., Caggiano, D. M., Geyer, A., Lewis, J., Cohn, J., & Tucker, D. M. (2014). Time-course of cortical networks involved in working memory. *Front Hum Neurosci, 8*, 4. doi: 10.3389/fnhum.2014.00004
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- Salman, A., Malony, A., Turovets, S., Volkov, B., Ozog, D., & Tucker, D. M. (2014). Future human brain neuroimaging and high-performance computing. *Concurrency and Computation: Practice and Experience*, 1-23.
- Waters, A. C., & Tucker, D. M. (2013). Positive and negative affect in adolescent self-evaluation: psychometric information in single trials used to generate dimension-specific ERPs and neural source models. *Psychophysiology, 50*(6), 538-549. doi: 10.1111/psyp.12035
- Tucker, D.M., & Luu, P. (2012). *Cognition and Neural Development*. New York, Oxford University Press.
- Luu, P., Jiang, Z., Poulsen, C., Mattison, C., Smith, A., & Tucker, D.M. (2011). Learning and the development of contexts for action. *Front Hum Neurosci, 5*, 159. doi:10.3389/fnhum.2011.00159.
- Tucker, D.M., & Holmes, M.D. (2010). Fractures and bindings of consciousness. *American Scientist, 99*, 32-39.
- Luu, P., Geyer, A., Fidopiastis, C., Campbell, G., Wheeler, T., Cohn, J., et al. (2010). Reentrant processing in intuitive perception. *PLoS One, 5*(3), e9523.
- Tucker, D. M., Waters, A. C., & Holmes, M. D. (2009). Transition from Cortical Slow Oscillations of Sleep to Spike-Wave Seizures. *Clinical Neurophysiology, 120*, 2055-2062.
- Tucker, D., Luu, P., & Poulsen, C. (2009). Neural mechanisms of recursive processing in cognitive and linguistic complexity. *Syntactic complexity: diachrony, acquisition, neuro-cognition, evolution*, 461.
- Tucker, D. M. (2007). *Mind From Body: Experience From Neural Structure*. New York: Oxford University Press.
- Tucker, D. M., & Moller, L. (2007). The Metamorphosis: Individuation of the adolescent brain. In D. Romer & E. F. Walker (Eds.), *Adolescent psychopathology and the developing brain: Integrating brain and prevention science*. New York: Oxford.
- Tucker, D. M., & Luu, P. (2006). Adaptive Binding. In H. Zimmer, A. Mecklinger & U. Lindenberger (Eds.), *Binding in Human Memory: A Neurocognitive Approach*. New York: Oxford University Press.
- Tucker, D. M., Luu, P., & Derryberry, D. (2005). Love hurts: The evolution of empathic concern through the encephalization of nociceptive capacity. *Dev Psychopathol, 17*(3), 699-713.

Nash Unsworth (Cognitive Neuroscience, Memory and Attention)

Research in Dr. Unsworth's laboratory combines experimental and differential approaches to cognition in order to examine basic memory and attention processes and their role in higher-order cognition. Specifically, we are interested in individual differences in memory and attention capabilities and their relation to higher-order cognitive processes (such as intelligence and reasoning). Our current work explores two functional characteristics of working memory: the need to actively maintain information in the face of distraction and the need to retrieve information that could not be maintained. It is argued that both functions are needed in a host of cognitive activities, but to differing degrees based on task demands. Finally, work in the laboratory is aimed at better understanding search and retrieval dynamics in recall. For further information, please visit Dr. Unsworth's [website](#).

- Unsworth, N., & Robison, M.K. (in press). A locus Coeruleus-Norepinephrine account of individual differences in working memory capacity and attention control. *Psychonomic Bulletin & Review*.
- Unsworth, N., Fukuda, K., Awh, E., & Vogel, E.K. (2014). Working memory and fluid intelligence: Capacity, attention control, and secondary memory. *Cognitive Psychology*, 71, 1-26.
- Unsworth, N., Brewer, G.A., & Spillers, G.J. (2012). Variation in Cognitive Failures: An Individual Differences Investigation of Everyday Attention and Memory Failures. *Journal of Memory & Language*, 67, 1-16.
- Unsworth, N., & Spillers, G.J. (2010). Working memory capacity: Attention, Memory, or Both? A direct test of the dual-component model. *Journal of Memory and Language*, 62, 392-406.
- Unsworth, N., Heitz, R.P., & Parks, N.A. (2008). The importance of temporal distinctiveness for forgetting over the short-term. *Psychological Science*, 19, 1078-1081.
- Unsworth N., & Engle, R.W. (2007). On the division of short-term and working memory: An examination of simple and complex spans and their relation to higher-order abilities. *Psychological Bulletin*, 133, 1038-1066.
- Unsworth, N., & Engle, R.W. (2007). The nature of individual differences in working memory capacity: Active maintenance in primary memory and controlled search from secondary memory. *Psychological Review*, 114, 104-132.

Mike Wehr (Systems Neuroscience)

Dr. Wehr studies how local circuits in the cerebral cortex encode and transform sensory information. His laboratory uses mouse auditory cortex as a model system to investigate how cellular and network properties shape cortical responses to a continuous and temporally complex stream of sensory data. Research in his lab combines aspects of both cellular, systems, and theoretical neuroscience, by using the tools of molecular biology and cellular physiology to address systems-level questions. By using a variety of methods including optogenetics, *in vivo* whole-cell and single-unit electrophysiology, quantitative behavior, and imaging, the laboratory is trying to identify the cellular and synaptic mechanisms with which cortical circuits process auditory information, leading ultimately to our perceptual experiences of acoustic streams, such as music and speech.

To learn more about current research, and to download publications, please visit Dr. Wehr's [website](#).

Selected recent publications:

- Yavorska, I., Wehr, M. (2016). Somatostatin-Expressing Inhibitory Interneurons in Cortical Circuits. *Frontiers in Neural Circuits*. Sept 29:10:76.
- Hoy, J.L., Yavorska, I., Wehr, M., Niell, C.M. (2016). Vision Drives Accurate Approach Behavior during Prey Capture in Laboratory Mice. *Curr Biology* Nov 21:26(22):3046-3052.
- Gao, X., and Wehr, M. (2015). A coding transformation for temporally structured sounds within auditory cortical neurons. *Neuron*, Mar 25.
- Weible, AP., Liu, C., Niell, CM., Wehr, M. (2014). Auditory cortex is required for fear potentiation of gap detection. *J Neurosci.*, Nov 12;34(46):15437-45.
- Weible, A., Moore, A., Liu, C., deBlander, L., Wu, H., Kentros, C., and Wehr, M. (2014). Perceptual Gap Detection is Mediated by Gap Termination Responses in Auditory Cortex. *Current Biology* 24(13):1447-55.
- Kyweriga, M., Stewart, W., Cahill, C., and Wehr, M. (2014). Synaptic mechanisms underlying interaural level difference selectivity in rat auditory cortex. *J. Neurophysiol.* 15;112(10):2561-71.
- Kyweriga, M., Stewart, W., Wehr, M. (2014). Neuronal interaural level difference response shifts are level-dependent in the rat auditory cortex. *J Neurophysiol.* 111(5):930-8.
- Moore, A., and Wehr, M. (2013). Parvalbumin-expressing inhibitory interneurons in auditory cortex are well-tuned for frequency. *J. Neurosci* 33(34):13713-23.

Maureen Zalewski Regnier (Clinical, Developmental Psychopathology, Parental Psychopathology, Maternal Borderline Personality Disorder, Dialectical Behavior Therapy, Emotion Regulation, HPA-axis)

Dr. Zalewski is interested in risk factors that predict the development of emotion regulation in children. She examines the development of emotion regulation in children whose parents struggle with psychopathology. Specifically, she focuses on mothers with symptoms of borderline personality disorder, as many of these individuals struggle with emotion dysregulation and have childhood trauma histories. Dr. Zalewski's lab uses multimethod assessment tools such as observational coding, physiological recording (HPA-axis and parasympathetic measures), and subjective self-report tools.

Furthermore, Dr. Zalewski is formally trained in Dialectical Behavior Therapy (DBT), an evidence based approach to treating individuals with Borderline Personality Disorder (BPD) and other disorders involving high emotional dysregulation. Her lab is currently completing a 5 year clinical trial on DBT Skills for mothers of preschool aged children. She also supervises a DBT Skills practicum at the University of Oregon Psychology Training Clinic.

Selected publications (*denotes student)

- *Binion, G., & Zalewski, M. (Accepted). Maternal emotion dysregulation and the functional organization of preschooler's emotional expressions and regulatory behaviors. *Emotion*.
- *Martin, C.G., *Roos, L.E., Zalewski, M., & *Cummins, N. (2016). A dialectical behavior therapy skills group case study on mothers with severe emotion dysregulation. *Cognitive and Behavioral Practice*.
- Zalewski, M., Lengua, L.J., Thompson, S.F., & Kiff, C.J. (2016). Income, cumulative risk and longitudinal profiles of dysregulated HPA-axis activity in preschool-age children. *Development and Psychopathology*, 1-13.
- Zalewski, M., & Lengua, L. J. Extending research on parenting in mothers diagnosed with BPD: Commentary on Stepp et al. (2012). *Personality Disorders: Theory, Research, and Treatment*, 3(1), 101-103.
- Zalewski, M., Lengua, L. J., Long, A. C., Bazinet, A. & Trancik, A. (2011). Emotion regulation profiles, temperament, and adjustment problems in pre-adolescents. *Child Development*, 82(3), 951-966.
- Kiff, C. J. Lengua, L. J., & Zalewski, M. (2011). Nature and nurture: parenting in the context of child temperament individual differences. *Clinical Child and Family Psychology Review*, 14, 251-301.

Dasa Zeithamova Demircan (Cognitive Neuroscience, Memory)

Memory allows us to remember specific details from individual experiences that we encounter. It also allows us to derive new knowledge by combining information from many experiences and to generalize past experience to novel situations. My research focuses on how we use different memory systems to build complex knowledge representations, such as schemas, mental models or concepts, and how our ability to generalize interacts with our ability to retain specific details. My primary research tools include computer-based experiments, formal models of behavior, and advanced functional MRI methods. For further information, please visit Dr. Zeithamova Demircan's website at <http://cognem.uoregon.edu/>.

Selected publications:

- Zeithamova, D., de Araujo Sanchez, M.A., Adke, A. (in press). Trial timing and pattern-information analyses of fMRI data. *NeuroImage*.
- Zeithamova, D., Manthuruthil, C., Preston, A.R. (2016). Repetition suppression in the medial temporal lobe and midbrain is altered by event overlap. *Hippocampus*, 26(11), 1464-1477.
- Schlichting, M.L., Zeithamova D., Preston, A.R. (2014). CA1 subfield contributions to memory integration and inference. *Hippocampus*, 24(10), 1248-60.
- Zeithamova, D., Dominick, A.L., & Preston, A.R. (2012). Hippocampal and ventral medial prefrontal activation during retrieval-mediated learning supports novel inference. *Neuron*, 75(1), 168-79.
- Wolosin, S.M., Zeithamova, D., & Preston, A.R. (2012). Reward modulation of hippocampal subfield activation during successful associative encoding and retrieval. *Journal of Cognitive Neuroscience*, 24(7), 1532-47.
- Zeithamova, D., Schlichting, M. L., & Preston, A.R. (2012). The hippocampus and inferential reasoning: building memories to navigate future decisions. *Frontiers in Human Neuroscience*, 6:70.
- Zeithamova, D. & Preston, A.R. (2010). Flexible memories: Differential roles for medial temporal lobe and prefrontal cortex in cross-episode binding. *Journal of Neuroscience*, 30(44), 14676-84.
- Zeithamova, D., Maddox, W.T. & Schnyer, D.M. (2008). Dissociable prototype learning systems: Evidence from brain imaging and behavior. *Journal of Neuroscience*, 28(49), 13194-13201.

Psychology Emeriti Faculty -- Emeriti faculty may not be available to supervise students.

Lewis R. Goldberg, Professor Emeritus (Personality)

Dr. Goldberg is actively involved in research on individual differences, including studies of personality structure, personality measurement and assessment, and the usefulness of assessment instruments for predicting such important human outcomes as physical and mental health. The objective of one of his research projects is to develop a scientifically compelling taxonomic structure for all of the personality-descriptive terms in the English language, with the goal of comparing such structures across diverse languages. In a related project, he has developed alternative measures of the constructs included in a variety of modern personality inventories. These measures are now available free-of-charge in the public domain in an internet-based collaboratory at <http://lipip.ori.org/>. (No longer accepting students)

- Goldberg, L. R. (2010). Personality, demographics, and self-reported behavioral acts: The development of avocational interest scales from estimates of the amount of time spent in interest-related activities. In C.R. Agnew, D.E. Carlston, W.G. Graziano, & J.R. Kelly. (Eds.), *Then a miracle occurs: Focusing on behavior in social psychological theory and research* (pp 205-226). New York: Oxford University Press.
- Goldberg, L.R. (2009). How to win a career achievement award in five easy lessons. *Journal of Personality Assessment*, 91, 506-517.
- Grucza, R. A., & Goldberg, L. R. (2007). The comparative validity of 11 modern personality inventories: Predictions of behavioral acts, informant reports, and clinical indicators. *Journal of Personality Assessment*, 89, 167-187.
- Roberts, B. W., Kuncel, N. R., Shiner, R., Caspi, A., & Goldberg, L. R. (2007). The power of personality: The comparative validity of personality traits, socioeconomic status, and cognitive ability for predicting important life outcomes. *Perspectives on Psychological Science*, 2, 313-345.

Barbara Gordon-Lickey, Professor Emeritus (Neuroscience)

Dr. Barbara Gordon-Lickey's lab studies plasticity in the mammalian visual system; that is the ability of the visual system to change in response to change in the visual environment. For example, when one eye of an infant is deprived of visual experience (monocular deprivation) that eye becomes less effective in eliciting responses from neurons in the visual cortex. A similar response does not occur in the adult. Our lab is studying the role of NMDA receptor in visual cortex plasticity. This receptor is made up of several protein subunits. By manipulating plasticity or subunit composition, we would like to find out which subunits are involved in plastic changes. We assess plasticity with pattern evoked potentials. We assess changes in subunit composition with in situ hybridization, immunohistochemistry, western blots and whole cell recording. (No longer accepting students)

- Gordon, B., Kinch, G., Kato, N., Keele, C., Lissman, T., & Fu, L.N. (1997). The development of MK-801, kainate, AMPA, and muscimol binding sites and the effect of dark rearing in rat visual cortex. *J. Comp. Neurol.*, 33, 77-81.
- Daw, N.W., Gordon, B., Fox, K.D., Flavin, H.J., and Kirsch, J.D., Beaver, C.J., Ji, Q., Reid, S.N., & Czepita, D. (1999). Injection of MK-801 affects ocular dominance shifts more than visual activity. *J. Neurophysiol.*, 81, 204-215.
- Guire, E.S., Lickey, M.E., & Gordon, B. (1999). Critical period for the monocular deprivation effect in rats: Assessment with sweep visually evoked potentials. *J. Neurophysiol.*, 81, 121-128.
- Cao, Z., Lickey, M.E., Liu, L., Kirk, E., & Gordon, B. (2000). Development of NR1, NR2A and NR2B immunoreactivity in the visual cortex of the rat. *Brain Research*, 859:26-37.
- Cao, Z., Liu, L., Lickey, M.E., & Gordon, B. (2000). Development of NR1, NR2A and NR2B mRNA in NR1 immunoreactive cells of rat visual cortex. *Brain Research*, 868:296-305.

Marvin Gordon-Lickey, Professor Emeritus (Neuroscience)

Barbara Gordon-Lickey and I are interested in developmental plasticity, critical periods, and the neural basis of learning. As a model system of cortical plasticity, we study the monocular deprivation effect, in which deprivation of vision in one eye during a critical period causes physiological, anatomical and behavioral adaptations to the unusual circumstance of seeing through one eye only. The monocular deprivation effect occurs in humans and all other mammals tested so far. In a recent study we used the technique of swept contrast visual evoked potentials to determine the critical period for the monocular deprivation effect in rats and mice. Surprisingly we found a prominent effect of monocular deprivation in adults as well as juveniles. The plasticity in the adult, however, is physiologically distinct from plasticity in the juvenile.

The use of mice for the study of plasticity is important because it allows comparison of behavioral, physiological and biochemical development within the same species using modern genomic techniques. For instance, we have asked whether the developmental time course of NMDA receptor proteins is linked to the onset and offset of the critical period in visual cortical neurons. We are now using transgenic mice to ask whether the transcription regulator CREB is important in determining the timing of the critical period in

mice. These studies, and similar ones from many other laboratories, will eventually explain why humans and other animals lose their capacity for behavioral adaptation as they grow older. (No longer accepting students)

Guire, E.S., Lickey, M.E., & Gordon, B. (1999). Critical period for the monocular deprivation effect in rats: Assessment with sweep visually evoked potentials. *J. Neurophysiol.*, 81, 121-128.

Cao, Z., Liu, L., Lickey, M.E., Kirk, E., & Gordon, B. (2000). Postnatal development of NR1, Nr2A, and NR2B immunoreactivity in the visual cortex of the rat. *Brain Research*, 859, 26-37.

Lickey, M.E., Pham, TA and Gordon, B. (2004) Swept contrast visual evoked potentials and their plasticity following monocular deprivation in mice. *Vision Research*. 44: 3381-3387.

Pham, TA; Graham, SJ; Seigo, S; Barco, A; Kandel ER; Gordon, B; and Lickey, ME. (2004) A semi-persistent adult ocular dominance plasticity in visual cortex is stabilized by activated CREB. *Learning and Memory* 11: 738-747.

Douglas Hintzman, Professor Emeritus (Cognitive)

Dr. Hintzman's research concerns the processes that underlie memory retrieval, the conscious experience of memory, and memory-based judgments. A particular focus is on the way in which processes of encoding, storage, and retrieval give rise to our experience of recurrence in time. (No longer accepting new students)

Hintzman, D.L. (2008). Recursive reminding and children's concepts of number. *Behavioral and Brain Sciences*, 31, 656-657.

Hintzman, D.L. (2008). Memory from the outside, memory from the inside. In M.A. Gluck, J.R. Anderson & S.M. Kosslyn (Eds.), *Memory and Mind* (pp. 15-30). New York: Lawrence Erlbaum.

Hintzman, D. L. (2010). How does repetition affect memory? Evidence from judgments of recency. *Memory & Cognition*, 38, 102-115.

Hintzman, D.L. (2011). Research strategy in the study of memory: Fads, fallacies, and the search for the "coordinates of truth." *Perspectives on Psychological Science*, 6, 253-271.

Hintzman, D.L. (2016). Is memory organized by temporal contiguity? *Memory & Cognition*, 44, 365-375.

Ray Hyman, Professor Emeritus (Cognitive)

Dr. Hyman's current project deals with how well contemporary theories of cognitive science can help us understand how smart people can go wrong. For this purpose he has gathered a selection of detailed cases where eminent scholars have blundered badly. Each case has been selected to highlight a different cognitive mechanism that might have accounted for the blunder. Ideally, this project will showcase the power of cognitive science to provide possible explanations. For some cases, the project may point to limitations of current theories and point to ways in which cognitive science needs to be modified or expanded. He is currently working on a book that deals with this issue. (No longer accepting new students)

Hyman, R. (1989). The psychology of deception. *Annual Review of Psychology*, 50, 133-154.

Hyman, R. (1999, Fall/Winter). The mischief-making of ideomotor action. *The Scientific Review of Alternative Medicine*, 3(No. 3), 30-39.

Hyman, R. (2001). Why and When Are Smart People Stupid? In R.J. Sternberg (Ed.), *Why smart people can be so stupid*. New Haven CT: Yale University Press.

Carolyn Keutzer, Associate Professor Emerita (Clinical)

Dr. Keutzer is concerned with the application and understanding of the humanistic-existential and transpersonal approaches in psychotherapy. Particular interests include the major determinants of perceptual discontinuity within the psychotherapeutic process. Current empirical research is looking at demographic differences in the precipitating events and presenting problems of counseling center clients. (No longer accepting new students)

Keutzer, C. (1988). The perception of discontinuity in psychotherapy. *Voices: The Journal of the American Academy for Psychotherapists*, 24(3), 79-84.

Keutzer, C., Morrill, W.H., Holmes, R.H., Sherman, L., Davenport, E., Tistadt, G., Francisco, R., & Murphy, M.J. (1998). Precipitating events and presenting problems of university counseling center clients: Some demographic differences. *Journal of College Student Psychotherapy*, 12(3), 3-23.

Daniel Kimble, Professor Emeritus (Physiological, Neuroscience)

Dr. Kimble's research concerns the behavioral effects of localized brain damage on various behaviors in the laboratory rat. In particular, he is interested in following the behavioral consequences following fimbria-fornix and hippocampal lesions in rats. He is also

interested in the behavior of marsupials. Dr. Kimble is retired emeritus, no longer maintains laboratory space and **cannot take on students**.

Kimble, D.P., & Vicedomini, J. (1995). The septohippocampal connection: Some behavioral & anatomical relationships. In L. Spear, M. Woodruff & N.E. Spear (Eds.), *Neurobehavioral Plasticity, Learning, Development & Response to Brain Insults*. Hillsdale, N.J.: Lawrence Erlbaum Associates.

Kimble, D.P. (1997). Didelphid behavior. *Neuroscience and Biobehavioral Reviews*, 21, 361-369.

Helen J. Neville, Professor Emerita (Cognitive Neuroscience)

For several years we have employed psychophysics, electrophysiological (ERP) and magnetic resonance imaging (MRI) techniques to study the development and plasticity of the human brain. We have studied deaf and blind individuals, people who learned their first or second spoken or signed language at different ages, and children of different ages and of different cognitive capabilities. Over the course of this research we have observed that different brain systems and related functions display markedly different degrees or 'profiles' of neuroplasticity. Some systems appear quite strongly determined and are not altered even when experience has been very different. Other systems are highly modifiable by experience and are dependent on experience but only during particular time periods ("sensitive periods"). There are several different sensitive periods, even within a domain of processing. A third 'plasticity profile' is demonstrated by those neural systems that remain capable of change by experience throughout life. We have also observed the two sides of plasticity in several domains of processing: i.e. systems that are most modifiable (i.e. display more neuroplasticity) display both more enhancements in the deaf and blind and greater vulnerability in those with or at risk for developmental disorders.

Guided by these findings, we are conducting a program of research on the effects of different types of training on brain development and cognition in typically developing children of different ages. In one series of studies we are targeting the most changeable and vulnerable systems in 3-5 year old preschoolers (at-risk for school failure for reasons of poverty) whom we study before and after 8 weeks during which the children receive attention training and their parents receive training in parenting skills once a week. Standardized measures of cognition and ERP measures of attention and language document large and significant effects of these different types of inputs on neurocognitive function. Genetic and Gene X Environment (training) interactions are also evident in these data. These studies will contribute to a basic understanding of the nature and mechanisms of human brain plasticity. In addition, they can contribute information of practical significance in the design and implementation of educational programs. For further information, please visit Dr. Neville's [website](#). (**no longer accepting students**).

Neville, H., Stevens, C., Pakulak, E., Bell, T.A., Fanning, J., Klein, S., and Isbell, E. (2013). Family-based training program improves brain function, cognition and behavior in lower socioeconomic status preschoolers. *PNAS*, Early Edition.

Yamada, Y., Stevens, C., Dow, M., Harn, B., Chard, D.J., and Neville, H.J. (2011). Emergence of the neural network for reading in five-year-old beginning readers of different levels of pre-literacy abilities: An fMRI study. *NeuroImage* 57:704-713. PMID:PMC3129372.

Batterink, L., and Neville, H. (2011). Implicit and explicit mechanisms of word learning in a narrative context: An event-related potential study. *Journal of Cognitive Neuroscience*. PMID:PMC3129368.

Stevens, C., and Neville, H. (2011). Different profiles of neuroplasticity in human neurocognition. In S. Lipina and M. Sigman (eds.), *Cognitive neuroscience and education*. Del Zorzal, Buenos Aires, pp. 107-132.

Pakulak, E. and Neville, H. (2010). Proficiency differences in syntactic processing of monolingual native speakers indexed by event-related potentials. *Journal of Cognitive Neuroscience*, 22(12):2728-2744. PMID:PMC2891257.

Batterink, L., Karns, C., Yamada, Y., and Neville, H. (2009). The role of awareness in semantic and syntactic processing: An ERP attentional blink study. *Journal of Cognitive Neuroscience*, 22,(11):2514-2529.

Stevens, C., Lauinger, B. and Neville, H. (2009). Differences in the neural mechanisms of selective attention in children from different socioeconomic backgrounds: An even-related brain potential study. *Developmental Science* 12(4):634-646.

Bell, T. & Neville, H. (under review). Genetic variation, attention and cognition.

Richard Marrocco (Neuroscience, Cognitive)

Dr. Marrocco is interested in the effects of naturalistic environments on sustained attention and cognitive function. He has one active funded project under way. For information about his previous work, please visit Dr. Marrocco's [faculty website](#) or [lab website](#) and see representative articles below. (No longer accepting new students)

- B.G. Oberlin, J.A. Alford, and R.T. Marrocco. (2005). Normal attention orienting but abnormal stimulus alerting and conflict in combined subtype of ADHD. *Behav Brain Res*, 165, 1-11.
- Beane M., Marrocco R.T. (2004). Cholinergic and noradrenergic inputs to the posterior parietal cortex modulate the components of exogenous attention. In Posner M.I. (Ed) *Attention*. Guilford Press.
- Beaudoin, J. and Marrocco, R.T. (2004). Attentional validity effect across the human menstrual cycle varies with basal temperature changes. *Behav. Brain Res*, 158, 23-29.
- Beane, M., and Marrocco, R.T. (2004). Norepinephrine and acetylcholine mediation of the components of reflexive attention: implications for attention deficit disorders. *Progress in Neurobiology*, 74, 167-181.
- Shirtcliff, E., & Marrocco, R.T. (2003). Salivary cotinine levels in human tobacco smokers predict the attentional validity effect size during smoking abstinence. *Psychopharmacology*, 166:11-18.
- Cutrell, E.C., and Marrocco, R.T. (2002). Microstimulation of posterior parietal cortex elicits orienting and alerting components of covert attention. *Exp. Brain Res.*, 144:103-113.

Michael Posner, Professor Emeritus (Cognitive, Neuroscience)

Dr. Posner's current work deals with genetic and experiential factors in the development of brain networks underlying attention and self regulation. We are currently continuing a longitudinal study of the origins and development of attention networks. We are also studying means of modifying attention or attentional state. The research draws on fMRI, EEG and molecular genetic methods. The research is joint with M.K. Rothbart. (No longer accepting students)

- Posner, M.I., Rothbart, M.K., Sheese, B.E., & Voelker, P. (2014). Developing Attention: Behavioral and Brain Mechanisms. *Advances in Neuroscience, Volume 2014*, Article 405094.
- Tang, Y-Y., Tang, R., & Posner, M.I. (2013). Brief meditation training induces smoking reduction. *Proceedings of the US National Academy* 110/34, 13971-13975.
- Petersen, S.E., & Posner, M.I. (2012). The attention system of the human brain: 20 years after. *Annual Review of Neuroscience*, 35, 71-89.
- Tang, Y. & Posner, M.I. (2009). Attention training and Attention State Training. *Trends in Cognitive Science* 13, 222-227.
- Rueda, M.R., Rothbart, M.K., & Saccamanno, L. & Posner, M.I. (2005). Training, maturation and genetic influences on the development of executive attention. *Proc. U.S Nat'l Acad of Sciences*, 102, 14931-14936.

Mary K. Rothbart, Professor Emeritus (Developmental)

Dr. Rothbart studies the development of individual differences in temperament using methods that range from questionnaire to laboratory observations. She has developed parent- and self-report questionnaires for assessing temperament in infancy, childhood, early adolescence, and adulthood. She has also developed standardized laboratory assessments of temperament, and she has done extensive laboratory work on the early development of the emotions, activity, and attention. Her research work on development of attentional systems is done in collaboration with Michael Posner. For more information, visit Dr. Rothbart's website at <http://www.uoregon.edu/~maryroth/>. (No longer accepting students)

- Rothbart, M.K., & Bates, J.E. (1998). Temperament. In W. Damon (Series Ed.), & N. Eisenberg (Vol. Ed.), *Handbook of child psychology: Vol. 3. Social, emotional and personality development*, (5th Ed). New York: Wiley, pp. 105-176.
- Ruff, H.A., & Rothbart, M.K. (1996). *Attention in early development: Themes and variations*. New York: Oxford University Press.

Myron Rothbart, Professor Emeritus (Social)

Dr. Rothbart continues to work on a issues related to social categorization, stereotyping, and intergroup relations, but is no longer actively conducting experiments in this area. He is completing projects involving already-collected data, and writing a book on categorization and prejudice. (No longer accepting students)

- Rothbart, M., & Lewis, T. L. (2006, in press). Attitudes and Beliefs in a Marching Band: Stereotyping and Accentuation in a Favorable Intergroup Context. *European Journal of Social Psychology*.

Foroni, F., & Rothbart, M. (2006). *Labeling and categorization: Evidence for a mere labeling effect*. Manuscript submitted for publication.

Marjorie Taylor, Professor Emeritus (Developmental, Development of Imagination and Creativity)

Dr. Taylor studies the development of imagination and creativity. She has investigated children's creation of imaginary companions and pretend identities during the preschool years and the role these fantasies play in children's emotional and cognitive development. Currently, she is investigating the development of anthropomorphism, how pretend play contributes to resilience and the relation between moral judgment and creativity. In addition, her work examines adult forms of fantasy behavior, such as the relationship between adult fiction writers and the characters they create for their novels. For further information, visit Dr. Taylor's [website](#). (no longer accepting students)

- Aguiar, N.A.*, & Taylor, M. (in press). Children's concepts of the social affordances of a virtual dog and a stuffed dog. *Cognitive Development*.
- Mottweiler, C.M.*, & Taylor, M. (in press). Elaborated role play and creativity in preschool age children. *Journal of Aesthetics, Creativity and the Arts*.
- Taylor, M. (2013). Imagination. In P. Zelazo (Ed.) *Oxford Handbook of Child Development: Body and Mind* (Vol. 1, pp. 791-831). New York: Oxford University Press.
- Taylor, M. (Ed.) (2013). *The Oxford Handbook of the Development of Imagination*. New York: Oxford University Press.
- Taylor, M., & Aguiar, N.R.* (2013). How real is the imaginary? In M. Banaji & S.A. Gelman (Eds.) *Navigating the social world: What infants, children, and other species can teach us* (pp. 113-116). New York: Oxford University Press.
- Taylor, M., Sachet, A.B.*, Mannering, A.M., & Maring, B.L. (2013). The assessment of elaborated role-play in young children: Invisible friends, personified objects and pretend identities. *Social Development*, 22, 75-93.
- Taylor, M., Hulette, A. C., & Dishion, T. J. (2010). Longitudinal outcomes of young high-risk adolescents with imaginary companions. *Developmental Psychology*, 46, 1632-1636.
- Taylor, M. (1999). *Imaginary companions and the children who create them*. New York: Oxford University Press.

Robert L. Weiss, Professor Emeritus (Clinical)

Dr. Weiss's clinical research focuses on assessment and intervention in intimate relationships, most notably dysfunctional marital relationships. Studies are concerned both with basic processes in marital relationships (e.g., behavior-cognition interface, insider-outsider perceptions of behavior, withdrawal, and attributional processes), treatment of distressed couples. Past research has produced assessment techniques now in wide use with couples, including behavioral observation coding systems. The latter serve as vehicles for answering questions about the nature of distressed and nondistressed interactions. For further information, visit Dr. Weiss's website at <http://www.uoregon.edu/~rlweiss/>. (No longer accepting new students)

- Weiss, R.L. (2005). A critical view of marital satisfaction. In W. Pinsof and J. Lebow (Eds.) *Family Psychology: The Art of the Science*. Oxford University Press.
- Weiss, R. L., & Arrow, H. (2004). With these Equations I Do Thee Wed. Review of *The Mathematics of Marriage: Dynamic Nonlinear Models*, by John M. Gottman, James D. Murray, Catherine Swanson, Rebecca Tyson, Kristin R. Swanson, *Contemporary Psychology*, 49, 604-606.
- Weiss, R. L., & Heyman, R. E. (2004) Couples Observational Research: An impertinent, critical overview. In P. K. Kerig & D. H. Baucom (Eds.) *Couple observational Coding Systems*. (pp. 11-26). Mahwah, NJ: Lawrence Erlbaum Associates
- Weiss, R.L., & Perry, B.A. (2002). Behavioral couples therapy. In T. Patterson (Ed.), *Comprehensive Handbook of Psychotherapy: (Vol. Two) Cognitive Behavioral Approaches*. (pp. 395-420) New York: Wiley.
- De Koning, E., & Weiss, R.L. (2002). The Relational Humor Inventory: Functions of humor in close relationships. *The American Journal of Family Therapy*, 30, 1-18.
- Weiss, R.L., & Heyman, R.E. (1997). Marital interaction. In W. Halford and H. Markman (Eds.), *Clinical handbook of marriage and marital interaction* (pp. 113-35). New York: Wiley.

REQUIREMENTS

The goal of the Psychology Department's doctoral program is to familiarize students with the theories and methods of psychology, in their own and other specialties, so that they will be able to make original contributions in research, teaching, and applied work.

Requirements for the Ph.D

The department-wide requirements for all students are discussed more fully in the Doctoral Student Handbook. In brief, the requirements are:

1. Data Analysis, Psy 611, 612, and 613.
2. Three of the five core course sequence.
3. Seminar: First-year Research Practicum (three terms).
4. First-year Research Requirement.
5. Supporting Area Requirement.
6. Major Preliminary Examination.
7. Doctoral Dissertation.

All incoming students are expected to take the data analysis sequence, three out of the five core course sequence, and the Research Practicum in the first year.

In addition to the formal requirements listed above, two activities that are central to the Department deserve further comment. These are research and teaching.

The Ph.D. is a research and scholarly degree, and it is expected that students will be engaged in research throughout their graduate program. The ultimate goal of the graduate curriculum is to enable students to formulate interesting research questions and to put those questions to adequate empirical test. Therefore, student research is a basic and integral component of graduate work throughout all four years.

Although teaching experience is not formally required for the PhD, most students obtain experience in teaching, either as a teaching assistant or as the sole instructor in an undergraduate course. Since experience at teaching is important for academic appointments, most students should do some teaching during their stay in the program. However, they should not allow teaching to prevent research activity from continuing throughout the four years.

With the exception of students who are obtaining clinical training, no particular courses other than those listed above are required. However, students and their advisors should develop a program of courses, seminars, and practica appropriate to their academic and career goals. Because students in the graduate program come from a wide variety of backgrounds, and because their interests may require very different graduate programs, students may petition the Graduate Education Committee (GEC) to allow deviations from any requirement.

Requirements of the Clinical Psychology Program

In addition to completing the Psychology Department and Graduate School requirements, clinical students complete a set of core courses in the clinical area and participate in practica which introduce students to research and service with clinical populations. In the first year of the program, clinical students enroll in an introductory sequence of courses that provide the opportunity to become oriented to the clinical program and to learn the foundations of clinical ethics and methods. After the first year, students enroll in clinical practica to use the basic skills of assessment, intervention, and research with clinical populations.

During the second and third years, clinical students complete additional core courses, which include Psychopathology, Clinical Psychobiology, Cultural Diversity, History and Systems, Consultation & Supervision, and three one year-long practica courses. By the beginning of the fourth year, clinical students should complete the major preliminary examination and the supporting area requirement. In the fourth year, the dissertation should become the primary focus.

The fifth year of the program is typically spent on an APA-approved internship, during which students receive more extensive clinical training and continue their research activities. An important goal is completion of the dissertation in the year prior to the internship. To support this goal, an

approved dissertation proposal is required by November 1 of the fourth year in order for the student to be recommended for internship for the following year. Note that to satisfy Graduate School rules, the student must be Advanced to Candidacy and the Dissertation Committee appointed at least 6 months before the dissertation can be defended. Because we admit only highly qualified students, we expect everyone to complete the Ph.D. program. Although courses are demanding, they take second place to research work if the student is to make the transition from undergraduate to graduate student, and then to clinical scientist. It is essential that the student become knowledgeable about the ethical responsibilities of psychologists, and maintain an acute awareness of ethical issues in every context of one's work. The most important key to success in the program is becoming actively involved in research and scholarship from the beginning, and developing one's research specialty throughout the four years of training.

DEPARTMENTAL ADMISSIONS PROCEDURES

We typically receive applications from many more individuals than we can accommodate in the graduate program. For example, last year we received 534 applications for 12 openings. Competition therefore is quite keen. Given such a challenging situation, prospective applicants often wish to know more about our procedures and about the characteristics of successful applicants in years past. Such information can be very helpful for making an informed decision when applying for graduate study.

In general, there are two phases to the evaluation of applicant folders. In the first phase, standard objective criteria (i.e., overall undergraduate GPA and GRE scores) are combined to form a linear index. Applicants with ratings above pre-designated cut-off scores for this linear combination are reviewed extensively in the second phase. During the second phase, many aspects of the application are weighted very heavily, often more heavily than the GPA and GRE scores. For example, previous research experience, letters of recommendation, and the applicant's personal statement are all very important in the decision process. Final offers to students, therefore, are not based primarily on GPA and GRE scores, but rather on materials that we believe are predictors of future success in graduate school and in a career in psychology. **All applicants in the final stage of consideration will be interviewed.**

There are some exceptions to this general policy. All completed applications from minority and physically challenged applicants, applicants who already hold a Master's Degree or are currently in a Master's Program (in Psychology or closely related area), as well as international applicants are automatically reviewed. The linear cut-off score is not used in evaluating these applications. Official GRE scores are still required of these applicants.

Finally, with respect to last year's admitted applicants for all areas combined, the average UGPA was 3.74, and the average GRE scores were: Verbal-163, Quant-162, Analytic-4.4. Please be aware that these are only summary indices intended to assist you in the application process. As indicated previously, final decisions about admissions also are based on a number of other very important factors that cannot be so readily summarized.

Following are the procedures for applying to the Department of Psychology for graduate study. In addition, there are answers to a number of questions that potential applicants commonly raise. **The deadline for receipt of all application materials is December 1.** Admission decisions are based on letters of recommendation, statement of purpose, grades, GRE scores, and other information the applicant supplies. In addition, all applicants in the final stage of consideration will be interviewed.

Minority or Physically Disabled Applicants are given special consideration by the Admissions Committee.

Foreign Applicants whose native language is not English are automatically evaluated by the Admissions Committee. Also an official TOEFL (Test of English as a Foreign Language) score must be submitted to the University by applicants from non-English speaking countries by the application deadline of December 1. The minimum score for the IBT TOEFL exam is 88. Students from those countries where English is widely used in the school system may be exempt if other criteria for measuring English proficiency are available. International students offered a teaching appointment must have a Test of Spoken English TSE score or SPEAK (Speaking Proficiency English Assessment) score on file with the Graduate School before the appointment will be approved. If this score is not submitted in advance of arrival on campus, the SPEAK test must be taken on campus before the appointment begins.

Graduate Record Examination: The general test of the GRE is required of ALL applicants, including minority and foreign applicants. The general test includes the verbal, quantitative and analytical (writing) sections. If a language difficulty exists, it is taken into account in interpreting the GRE scores. Applicants are urged to take the GRE general test as early as possible. Information on the GRE may be obtained by writing to: Graduate Record Examination, Educational Testing Service, Box 955, Princeton, NJ 08540. You may also visit their website at <http://www.gre.org/>. **Official GRE test results must reach us by the December 1 deadline. Use the Institution code of 4846 and Departmental Code of 2016** when ordering your GRE test results from ETS. We do not receive electronic scores and it can take up to five weeks for ETS to send scores to us.

Application Fees: There is a nonrefundable \$70 application fee required by the Office of Admissions at the University of Oregon. When you submit your University of Oregon Graduate Admissions Application online, a credit card will be required. Our departmental application is combined with the University of Oregon Graduate Admissions Application.

Deadline: Most people apply during October and November for admission the following fall and our decisions are made in January through April. The deadline for receipt of all application materials is December 1.

Preparation: Applicants are expected to have had some course work in psychology and related areas. A major in psychology, however, is not necessary. No specific undergraduate background is required for admission. Almost all successful applicants have experience in research. The most useful background varies with the program the applicant plans to pursue. Specific deficiencies may be made up during the student's first year.

Financial Aid: There is no separate form for application for financial aid. It is not the department's policy to accept students without departmental support, or another source of support (e.g., NSF fellowship). A student who applies for admission is automatically considered for a research or teaching assistantship unless the applicant specifically indicates that she or he has support, for instance, a national fellowship or private scholarship. Minority applicants are encouraged to apply to the American Psychological Association Minority Fellowship Program, 1200 17th Street NW, Washington, DC 20036. For students admitted with support, it is the Department's highest priority to provide support for three more years if the student performs well in the program.

Transfer of Credit: Credit hours are not transferred because the department's program is not based on a credit hour requirement.

Master's Degree: Although a master's degree may be earned in the course of work toward the Ph.D., it is not required. A terminal master's degree may be granted to students whose progress toward the Ph.D. is unsatisfactory or to those who wish to leave the Department for other reasons after completing the necessary requirements. Because our program is oriented toward full-time commitment to pursuit of the Ph.D., it is also impossible to enter it on a piecemeal basis (e.g., by taking courses in summer school). The Department does have a small Individualized Master's Program, administered separately from the doctoral Program. Information may be obtained by visiting our website at <http://psychology.uoregon.edu/graduate/>

APPLICANTS SHOULD KEEP US INFORMED OF THEIR CURRENT PHONE NUMBERS; INTERVIEW INVITATIONS AND OFFERS OF ADMISSION ARE USUALLY MADE BY PHONE.

Graduate office telephone number is (541) 346-5060. E-mail to Psychology Graduate Program can be addressed to lolsen@uoregon.edu. Send standard mail to Graduate Secretary, Department of Psychology, 1227 University of Oregon, Eugene, OR 97403-1227.

For more information browse the Department's web page. URL: <http://psychology.uoregon.edu/>

Application: Our Departmental Application, Personal Statement, Curriculum vita, letters of recommendation, and Writing Sample can be submitted electronically via our website. The online application will be available on October 6, 2017. All application materials are due by **December 1, 2017**.

1. University of Oregon Graduate Application and Departmental Application (submitted online at <http://psychology.uoregon.edu/graduate/prospective-students/doctoral-program/admission-requirements-application-process/> along with non-refundable \$70.00 application fee). Application available on October 6, 2017.
2. Personal Statement/Statement of Purpose. Upload as a PDF directly to your online application.
3. Writing sample (i.e., class paper, thesis, article, etc.). Upload as a PDF directly to your online application.
4. Curriculum vita/Resume. Upload as a PDF directly to your online application.
5. **Official** GRE test scores sent directly from ETS. Please note that the general GRE is required of all applicants. Official scores must reach us by the application deadline of **December 1, 2017** via postal mail (we do not receive electronic scores). The GRE psychology subject test is not required. Give ETS the Institution Code of 4846 AND Departmental Code of 2016. You must also upload a PDF of your score report from ETS directly to your online application.
6. **Official** transcripts of all college/university work, one from each school attended. Official transcripts must arrive in their original sealed envelope and by the application deadline of **December 1, 2017***. You must also upload a PDF of each transcript directly to your online application and mail official transcripts to Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217.
7. Three letters of recommendation. The online application will allow you to enter the name, position, institution, phone number, and email address for each reference. Each reference will receive an automated email with a request to upload their letter to the system. You will be able to view the progress of each letter. Letters must be received by the application deadline of **December 1, 2017***.
8. **Official** TOEFL score and Financial Statement are required of all international applicants.

***Mailing address** for Official Transcripts to the University of Oregon: Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217. All materials must arrive by our application deadline of **December 1, 2017**.

The University of Oregon affirms and actively promotes the rights of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, handicap, veteran status, sexual orientation, or any other

extraneous consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders. Direct related inquiries to the Office of Affirmative Action and Equal Opportunity, 5221 University of Oregon, Eugene OR 97403-5221; telephone (541) 346-3123, <http://aaeo.uoregon.edu/>.