

University of Oregon – Department of Psychology Doctoral Program Description

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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 some 20,300 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](#), the [Institute of Molecular Biology](#), and the [Institute of Cognitive and Decision Sciences](#) 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 140,000, [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 a [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: 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. Currently, students are assigned a temporary adviser, and students choose their own adviser thereafter. 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.

Institute of Cognitive & Decision Sciences

The Psychology Department maintains close ties with the [Institute of Cognitive and Decision Sciences](#). The Institute serves as a nexus where researchers from many different fields meet and work on answering questions of common interest. Topics currently studied by research groups within the Institute include: group dynamics, decision making, interpersonal cognition, evolution of mind and language, and music cognition. Faculty and graduate students from Anthropology, Biology, Business, Computer and Information Science, Economics, Linguistics, Political Science, Philosophy, Psychology, and Sociology are involved with the Institute. Besides facilitating interdisciplinary research, the Institute also organizes colloquia and conferences, hosts visiting scholars, and confers graduate research awards. A semi-annual newsletter reports about these activities. For more information about activities, membership, or to request a newsletter, contact Vonda Evans by mail at the Institute of Cognitive & Decision Sciences, 1227 University of Oregon, Eugene OR 97403-1227; by telephone at (541) 346-4941, or by e-mail at vevans@uoregon.edu. You can also visit the Institute's web page at <http://hebb.uoregon.edu/index.html>.

The Child & Family Center

The Child and Family Center (CFC) in the Department of Psychology is a nonprofit center dedicated to understanding and promoting mental health and resilience within families across cultural communities. The center emphasizes research on social emotional development from infancy through adolescence, as well as innovation in assessment, prevention, and intervention services for children and families. CFC seeks to collaborate with local, state, national, and international organizations and researchers engaged in similar efforts in order 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>.

The Robert and Beverly Lewis Center for Neuroimaging

The Robert and Beverly Lewis Center for Neuroimaging was established to support the research requirements of the University of Oregon and affiliated Oregon University System institutions of higher education and research for imaging related to biological, neuroscience and psychological research. The primary focus of the Lewis Center is magnetic resonance imaging (MRI/fMRI). One goal is to implement optical imaging and other forms of non-invasive imaging. In addition to supporting the research needs, the Lewis Center is a resource for undergraduate and graduate student training and education in the physical principles of the imaging methodology/technology and analysis of the data. Primary objectives include: the development of new and advanced methods in MRI and MRS for the biological and neuro-sciences and the creation of software tools and informatics systems to expand and enhance the utility of non-invasive imaging for research in the fields of biomaterials, mammalian genetics, animal and human behavior and cognition, brain adaptability and neurotoxicity. Our website is: <http://lcnr.uoregon.edu/>.

Brain Biology and Machine Initiative

BBMI is an organization that arranges programs and administers funds in support of research that is designed to develop connections between psychology, neuroimaging, neuroscience and molecular biology. BBMI consists of several institutes and centers including the Lewis Center for Neuroimaging, the Center of Proteomics and Genomics, the Mammalian genetics center, the Institute of Neuroscience, the Center for Cognitive Neuroscience, the Neuroinformatics Center and Zfin (zebra fish database). BBMI sponsors colloquia and workshops that facilitate the vertical integration of research on common issues across these levels of analysis. BBMI is coordinated by a committee of faculty members chaired by Prof. Emeritus Michael Posner <mposner@uoregon.edu>. Its website is <http://bbmi.uoregon.edu/>.

Development & Psychopathology Training Program

Many researchers in the Psychology Department share a common interest in developmental psychopathology. These investigators have developed a training program that includes courses and training in developmental, clinical, cognitive, and community research and intervention methods. Students and faculty whose primary affiliation is in Social, Developmental, Clinical, and Cognitive psychology, as well as with other departments and community research organizations, actively participate in this program. Students who are interested in studying developmental psychopathology may apply for positions as Development & Psychopathology Research Training Program fellows during or after their first year. Appointment is accompanied by a 2-year research fellowship (usually for the 2nd and 3rd years of the graduate program) paying tuition and a stipend. This training program is supported primarily by the National Institute of Mental Health.

Clinical Psychology Training Program

The Clinical Psychology program has been continuously accredited by the American Psychological Association since 1959, and is a member of the Academy of Psychological Clinical Science. 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 programs. 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, but 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, Electrical Geodesics, and the Child and Family Center.

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, 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, Institute of Education Sciences, National Institute of Alcohol Abuse and Alcoholism, National Association for Research on Schizophrenia and Depression, and the MacArthur Foundation.

Resident Clinical Faculty:

Jennifer Ablow, PhD, (Assistant Professor - UC Berkeley). Developmental psychopathology, development of emotional regulation in infancy and early childhood, and attachment relationships.

Phil Fisher, PhD, (Assistant Professor – U Oregon). Stress neurobiology, prevention science, child welfare system, infancy through preschool, school readiness, therapeutic foster care.

Gordon Hall, PhD, (Professor – Fuller Theological Seminary). Sociocultural context of psychopathology, sexual aggression.

Jeff Measelle, PhD, (Associate Professor - UC Berkeley). Developmental psychopathology, socioemotional development in infancy and early childhood, comorbidity, childhood personality, quantitative modeling.

Jane Mendle Ph.D, (Assistant Professor - Virginia). Pubertal development, adolescent psychopathology, behavior genetics.

NonResident/Affiliated Faculty:

Pamela Birrell, PhD, (Instructor in Psychology – clinical, social). Social and emotional processes in psychotherapy.

Tom Dishion, PhD, (Psychology – clinical). Developmental Psychology; Family and peer interactions processes associated with child and adolescent psychopathology; prevention and treatment with children and families.

Scott H. Frey, Ph.D. (Psychology – cognitive neuroscience). Cognitive, perceptual, and motor mechanisms of manual action

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

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

Gerard Saucier, PhD, (Psychology – personality). Personality structure and dynamics, beliefs, and values; psychometrics.

Anne Simons, PhD, (Psychology – clinical). Cognitive diathesis-stress models of psychopathology, clinical trials, cognitive behavior therapy, gender issues, adolescent depression.

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.

John Reid, PhD, Oregon Social Learning Center. Behavioral intervention in conduct disorder, prevention research.

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

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

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

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

Peter Lewinsohn, PhD, (Professor Emeritus). Depression in adults and adolescents, geropsychology.

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 Emeritus). Distinguished Professor. Child temperament, attention, child psychopathology and normative social emotional development.

Norman Sundberg, PhD, (Professor Emeritus). Nonverbal communication, cross-cultural psychology, community psychology, prevention.

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

Cognitive Psychology/Cognitive Neuroscience

The University of Oregon has a strong program for training students in Cognitive Psychology, Cognitive Neuroscience, and Systems Neuroscience (the Systems Neuroscience program is described in the section below). While students work closely with faculty in research, the student's development of an independent research direction is encouraged. Research areas include cognitive and neural basis of perception, cortical sensory information processing, molecular and cellular basis of memory, visual cognition, selective attention, working memory, long-term memory, executive control, action, language processing, brain plasticity, information processing and trauma, and other topics. Training is closely geared to students' backgrounds and goals. An informal weekly seminar allows graduate students and faculty to present their research. Many faculty and students interested in Cognitive Psychology and Cognitive Neuroscience attend these seminars, which are particularly useful in acquainting first-year students with the faculty. In addition, there are opportunities to participate in formal seminars and in a variety of other research groups. Research facilities are ample, and easily accessible; students are able to conduct research on almost any topic in Cognitive Psychology and Cognitive Neuroscience.

Since Summer 2002 the Department of Psychology houses a research-dedicated Neuroimaging Center (The Robert and Beverly Lewis Center for Neuroimaging) with a 3T MRI Scanner. Faculty and students of the department are the main users of this facility. A large emphasis will be on training the skills necessary for carrying out functional imaging research. Faculty and students also make use of the Transgenic Mouse Facility to apply new molecular and genetic tools in Systems Neuroscience research.

One of the most important aspects of the 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.

The Cognitive Psychology faculty are also members of the [Center for Cognitive Neuroscience](#), the [Institute of Cognitive and Decision Sciences](#), and the [Institute for Neuroscience](#) which have already established a record of facilitating interdisciplinary research in Systems Neuroscience, Cognitive Neuroscience, Cognition and Instruction, and Social Cognition and Decision Making. Opportunities for training in the many disciplines related to Cognition and Cognitive Neuroscience are provided through close links to these centers.

Core Cognitive Faculty:

Edward Awh, PhD, (Associate Professor - University of Michigan). Behavioral and neuroimaging studies of selective attention and working memory.

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

Scott H. Frey, PhD, (Associate Professor - Cornell University). Action, Visual Cognition, Cognitive Neuroscience.

Jennifer Freyd, PhD, (Professor - Stanford). Trauma and cognitive science; awareness and memory for trauma; developmental traumatology.

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

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

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

Edward Vogel, PhD, (Associate Professor - Iowa). Electrophysiological studies of visual working memory and selective attention.

Associated Faculty:

Dare Baldwin, PhD, (Psychology). Language acquisition, conceptual development.

Elliot Berkman, PhD, (Psychology). Social and Affective Neuroscience, Self-Regulation, Motivational Components of Goal Pursuit, and Quantitative Methods for fMRI.

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

Lou Moses, PhD, (Psychology). Cognitive development.

Paul Slovic, PhD, (Psychology). Decision-Making, risk-taking.
Kent A. Stevens, PhD, (Computer Science). Visual perception, artificial intelligence.
Marjorie Taylor, PhD, (Psychology). Cognitive development.
Russell S. Tomlin, PhD, (Linguistics). Discourse analysis, second language acquisition.
Don M. Tucker, PhD, (Psychology). Emotion, psychopathology, cognition, neuropsychology.
Marjorie Woollacott, PhD, (Human Physiology). Motor performance and control.

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

Douglas Hintzman, PhD, (Professor Emeritus). Human learning and memory, cognitive processes.
Ray Hyman, PhD, (Professor Emeritus). Perception, cognitive distortion and errors, anomalous beliefs, illusions.
Richard Marrocco, PhD, (Professor Emeritus). Neurobiology of visual attention.
Michael Posner, PhD, (Professor Emeritus). Attention, cognition, neuropsychology, human engineering.
Myron Rothbart, PhD, (Professor Emeritus). Social cognition, social behavior.

Developmental Psychology

The Department of Psychology at the University of Oregon has recently expanded the scope of its developmental program with the addition of new faculty and new emphases in the graduate curriculum. Our current program offers extensive coverage of development during infancy, childhood, and early adolescence. Several areas of research are strongly represented including cognitive development, social-emotional development, developmental psychopathology, and developmental social neuroscience. Particular areas of expertise within these broad areas include imagination, theory of mind, executive functioning, self-concept, infant processing of action, and the relation between early social understanding and language learning. Collaborations among developmental, cognitive, clinical, and social faculty and students are common. The developmental group also has strong links to the Oregon Social Learning Center, the Child and Family Center, the Oregon Research Institute and the interdisciplinary Institute of Cognitive and Decision Sciences. A developmental emphasis in the clinical program offers clinical students an opportunity for extensive involvement in developmental research through the development and psychopathology training program. In addition, clinical students may gain experience with children through child-focused practice in the Psychology Clinic.

The graduate program is flexible and tailored to the individual student's needs. No rigid departmental distinctions are drawn among students whose primary interests lie in developmental, cognitive, personality, social, physiological, or clinical areas. Financial support is available in the form of Research Assistantships on several research projects or Graduate Teaching Assistantships.

Core Developmental Faculty:

Jennifer Ablow, PhD, (Assistant Professor - Berkeley). Child assessment, infant mental health, and developmental psychopathology.
Dare Baldwin, PhD, (Professor - Stanford). Language acquisition, infant cognition, inferential reasoning, concept acquisition.
Jeff Measelle, PhD, (Associate Professor - Berkeley). Child assessment, community mental health, and developmental psychopathology.
Lou Moses, PhD, (Professor - Stanford). Social-cognitive development, children's theories of mind, development of executive functions.
Jennifer Pfeifer, PhD, (Assistant Professor - UCLA). Developmental and social neuroscience, self, empathy, advanced perspective-taking, emotion processing, autism, social identities, intergroup perception and attitudes.
Marjorie Taylor, PhD, (Professor - Stanford). The development of imagination, pretend play, the fantasy/reality distinction, mind wandering, creativity, children's imaginary companions.

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

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

Associated Faculty:

Tom Dishion, PhD, (Psychology, Child and Family Center). Social development in children and adolescents, peer and family interaction related to normal development and psychopathology.
Phillip Fisher, PhD, (Psychology, Oregon Social Learning Center). Early intervention programs for children in foster care, stress neurobiology.
Jennifer Freyd, PhD, (Psychology). Trauma and cognitive science, awareness and memory for trauma, developmental traumatology.
Jane Mendle Ph.D, (Psychology). Adolescent development, effects of early menarche.
Helen Neville, PhD, (Psychology). Cognitive neuroscience, development, neuroplasticity.
Michael Posner, PhD, (Psychology). Development of attention, cognition, neuropsychology.
Don Tucker, PhD, (Psychology). Development of self-control, human neuropsychology, hemispheric specialization of emotion, brain electrophysiology, arousal and attention.
Marjorie Woollacott, PhD, (Human Physiology). Development of motor control.

Psychology & Neuroscience

The University of Oregon offers graduate and postdoctoral study in the Neurosciences through the Institute of Neuroscience with faculty members from the following departments: Biology, Psychology, Computer Science and Human Physiology. The program is focused on laboratory based neuroscience directed toward understanding relationships between nervous systems and behavior. Students take courses in psychology and neuroscience during the first two years in the program. The required core neuroscience curriculum includes courses in cellular neuroscience and systems neuroscience. Other formal and informal courses provide instruction in electrophysiology, neuroanatomy, neuroethology, and biochemistry. The program is designed to train students to become independent research scientists in neuroscience.

Our current staff represents approaches to the study of the brain at many levels, ranging from behavioral to molecular. Each staff member maintains an active research program, and graduate students can gain laboratory and research experience working in these programs. Students have an opportunity to learn modern techniques in electrophysiology, neuroanatomy, molecular neuroscience and behavior. Research programs of psychology faculty include the genetic and neural bases of learning and memory, sensory information processing in cortical circuits, environmental influences on the development of the nervous system, and the neurobiology of visual attention. Neuroscience research programs of biology faculty include brain mechanisms of sound localization, the electrophysiology and anatomy of hair cells, and the control of chemotaxis in *C. elegans*.

In addition, there is a larger community of scientists in other departments investigating problems related to the nervous system. These faculty provide a rich resource for our program.

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

Psychology Faculty:

Edward Awh, PhD, (Professor - University of Michigan). Behavioral and neuroimaging studies of selective attention and working memory.
Elliot Berkman, PhD, (Assistant Professor – Stanford). Social and Affective Neuroscience, Self-Regulation, Motivational Components of Goal Pursuit, and Quantitative Methods for fMRI.
Paul Dassonville, PhD, (Associate Professor - UCLA). Sensorimotor integration.
Phil Fisher, PhD, (Assistant Professor – U Oregon). Stress neurobiology, prevention science, child welfare system, infancy through preschool, school readiness, therapeutic foster care.
Scott H. Frey, PhD, (Associate Professor - Cornell University). Action, Visual Cognition, Cognitive Neuroscience.
Cliff Kentros, PhD, (Assistant Professor - NYU School of Medicine). Cellular and molecular bases of hippocampal learning and memory.
Helen Neville, PhD, (Professor - Cornell University). Cognitive, neuroscience, development, neuroplasticity
Margaret Sereno, PhD, (Associate Professor - Brown). Behavioral, computational, and neuroimaging studies of perception and cognition.
Mike Wehr, PhD, (Assistant Professor - California Institute of Technology). Local circuits in the cerebral cortex encode and transform sensory information

Biology Faculty:

Judith S. Eisen, PhD, Neurodevelopment.
Charles S. Kimmel, PhD, Developmental biology.
Peter O'Day, PhD, Visual physiology.
William Roberts, PhD, Biophysics.
Terry Takahashi, PhD, Sensory processing, neuroethology.
Nathan J. Tublitz, PhD, Neuropeptides and behavior.
Janis Weeks, PhD, Neuroplasticity and neuroethology.
Monte Westerfield, PhD, Developmental neurobiology of synaptic specificity.

Human Physiology Faculty:

Paul Van Donkelaar, PhD, Sensorimotor interactions.
Marjorie Woolacott, PhD, Neurophysiology of normal and abnormal human movement and posture.

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

Barbara Gordon-Lickey, PhD, (Professor Emeritus). Development and plasticity of visual system.
Marvin Gordon-Lickey, PhD, (Professor Emeritus). Physiological, learning.
Daniel Kimble, PhD, (Professor Emeritus). Physiological, memory.
Richard Marrocco, PhD, (Professor Emeritus). Neurobiology of visual attention.

Social and Personality Psychology

The Department of Psychology at the University of Oregon offers graduate training in both basic and applied domains of social and personality psychology. Research interests of faculty include structure, development, and change dynamics of personality attributes and belief systems; attitudes, values, and moral sentiments; self and identity processes; interpersonal perception; social interaction, relationships, and group dynamics; attribution, perspective taking and related social cognitive processes; decision making, emotion, and risk perception; emotion regulation; and psychology and the law.

Under the guidance of faculty advisors, each student can flexibly tailor his or her own graduate program, making the social and personality psychology program a distinctive training experience for each graduate student. Although students are required to take a small core of formal classes, most graduate training occurs in close, informal interactions with one or more faculty members. Students and faculty in the program also gather as a group on a regular basis (sometimes in the evening at a faculty member's house) to discuss their research.

Students are encouraged to take advantage of departmental, university, and other institutional resources outside the social/personality area. Students regularly work with faculty in other areas of psychology, and many members of the area (faculty and students) participate in the Institute for Cognitive & Decision Sciences – an interdisciplinary institute that brings together scholars from diverse fields. Students have also been involved in Eugene-area research institutes such as Decision Research, Oregon Research Institute, and the Oregon Social Learning Center.

Graduates of the social and personality Ph.D. program have gone on to become post-doctoral fellows, tenure-track academic faculty, or independent scientists at research institutes and private-sector organizations.

Core Social/Personality Faculty:

Holly Arrow, PhD, (Associate Professor - Illinois). Small group processes, complexity theory, psychology of war.

Elliot Berkman, PhD, (Assistant Professor – Stanford). Social and Affective Neuroscience, Self-Regulation, Motivational Components of Goal Pursuit, and Quantitative Methods for fMRI.

Sara Hodges, PhD, (Associate 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.

Gerard Saucier, PhD, (Professor - Oregon). Personality structure and dynamics, beliefs and values, psychometrics.

Paul Slovic, PhD, (Professor - Michigan). Judgment and decision making, risk perception, affect and information processing, behavioral economics.

Sanjay Srivastava, PhD, (Assistant Professor – California-Berkeley). Interpersonal perception and the social self, emotions and emotion regulation, personality change.

Psychology Emeriti Faculty (may not be available to supervise students):

Lewis Goldberg, PhD, (Professor Emeritus). Individual differences. **Available to supervise students.*

Myron Rothbart, PhD, (Professor Emeritus). Social cognition, stereotyping, intergroup perception. **Not available as primary advisor.*

Associated Faculty:

Warren Holmes, PhD, (Psychology and Biology, Adjunct). Animal behavior and the evolution of social behavior.

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

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

Ellen Peters, PhD, (Psychology, Adjunct). Judgment and decision making, affect and emotion, age differences, health and health policy applications

Mary Rothbart, PhD, (Psychology, Emerita). Temperament, social-emotional development.

Interdisciplinary Collaborations

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:

- A training program and weekly seminar series is focused on joint interests in the study of *emotion* and in the study of *development and psychopathology*. Faculty and students from each of the more traditionally conceptualized areas participate in the weekly meetings. The training program and seminar are part of a multidisciplinary prevention science and translational research collaborations involving faculty from the department and scientists from Oregon Research Institute and Oregon Social Learning Center. These collaborations

integrate work in social affective neuroscience, developmental neuroscience, psychoneuroendocrinology, neural plasticity, infant mental health, family- and school-based preventive interventions, randomized efficacy and effectiveness trials, and large-scale dissemination programs in public and community settings.

- The psychology of trauma is the focus of numerous students advised by Dr. Freyd and various other collaborating faculty from multiple areas of psychology. Example cross-cutting collaborations include investigating the impact of trauma on development with researchers at Oregon Social Learning Center, the impact of trauma on physical and mental health with researchers at Oregon Research Institute, and the impact of trauma on social relationships with Drs. Mendle and Srivastava.
- The psychology of war is a focus of Dr. Arrow's research and of an "evolution of war" group within the Institute of Cognitive and Decision Sciences, with Dr. Saucier doing related work on beliefs and values associated with sociopolitical violence.
- Evolutionary psychology is the subject of a focus group within the Institute of Cognitive and Decision Sciences including some psychology faculty.
- The study of imagination -- including developmental work on pretend play, cognitive work on creativity and inhibition, clinical work on imagination and coping, and social psychology work on imaginary social networks -- is a focus of Dr. Taylor's research in collaboration with various faculty from multiple traditional areas of psychology.
- Psychology graduate students are often involved in meetings on *neuroinformatics*, coordinated by Dr. Tucker and including computer science faculty and frequently 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 and persuasive messages that influence decisions, and decision-making in applied contexts, such as decisions about health, safety, and the environment. Drs. Hodges, Mauro, and Slovic are major contributors to this community as are Drs. Lynn Kahle and Dave Boush from the university's business school.

FACULTY RESEARCH PROJECTS AND INTERESTS

Jennifer Ablow (Clinical, Developmental)

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 at <http://www.uoregon.edu/~dslab>

- Ablow, J.C. (2005). When parents conflict or disengage: Children's perceptions of parents' marital distress predict school adaptation. In P.A. Cowan, C.P. Cowan, J.C. Ablow, V. Kahen-Johnson, J.R. Measelle (Eds.), *The family Context of Parenting in Children's Adaptation to Elementary School*. Monographs in Parenting (pp. 189-208). New Jersey: Erlbaum.
- Cowan, P. A., Cowan, C. P., Ablow, J.C., Kahen-Johnson, V., & Measelle, J.R. (Eds.) (2005). *The Family Context of Parenting in Children's Adaptation to Elementary School: Support for early intervention. Monographs in Parenting*. New Jersey: Erlbaum.
- Ablow, J.C., Measelle, J.R., Kraemer, H.C., Harrington, R., Luby, J., Smider, N., Dierker, L., Clark, V., Dubika, B., Heffelfinger, A., Essex, M.J., Kupfer, D.J. (1999). The MacArthur three-city outcome study: Evaluating multi-informant measures of young children's symptomatology. *Journal of the American Academy of Child and Adolescent Psychiatry*, 38, 1580-1590.

Holly Arrow (Social)

Dr. Arrow has two major research interests. The first is the formation and development of small groups as complex dynamic systems. The second is 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.

- 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.
- Arrow, H., Poole, M.S., Henry, K.B., Wheelan, S.A., & Moreland, R.L. (2004). Time, change, and development: The temporal perspective on groups. *Small Groups Research*, 35(1), 73-105.
- Crosson, S.B., Orbell, J., & Arrow, H. (2004). "Social poker": A laboratory test of predictions from club theory. *Rationality and Society*, 16(2), 225-248.

Arrow, H., & McGrath, J.E., & Berdahl, J.L. (2000). *Small groups as complex systems: Formation, coordination, development, and adaptation*. Thousand Oaks, CA: Sage.

Edward Awh (Cognitive, Cognitive-Neuroscience)

Research in Dr. Awh's laboratory focuses on the cognitive neuroscience of selective attention and working memory. A core area of research uses behavioral and neural measures to examine the core factors that determine capacity in working memory, and the relationship between these capacity limits and other measures of attentional control. In addition, a more recent line of research seeks to understand how precise representations of visual detail can be held in working memory, using psychophysical paradigms and multi-voxel pattern classification and functional MRI. Another line of research focuses on how attention may help to resolve visual interference, and how this process is sensitive to the probability of interference at different target locations. We are using behavioral paradigms, functional MRI, and event-related potentials to characterize the functional and neural substrates of this process. In addition, we have preliminary data that indicate a severe deficit in the resolution of visual interference amongst a subset of subjects with Attention Deficit Hyperactivity Disorder (ADHD), a topic that is the focus of a five year NIMH project.

Barton, B., Ester, E., & Awh, E. (in press). Discrete resource allocation in visual working memory. *Journal of Experimental Psychology: Human Perception and Performance*.

Serences, J., Ester, E., Vogel, E.K., & Awh, E. (2009). Stimulus-specific delay activity in human primary visual cortex. *Psychological Science*, 20(2), 207-214.

Awh, E., Barton, B., Vogel, E.K. (in press). Visual working memory represents a fixed number of items, regardless of complexity. *Psychological Science*.

Awh, E., Armstrong, K.M. & Moore, T. (2006). Visual and oculomotor selection: links, causes and implications for spatial attention. *Trends in Cognitive Sciences*, 10(3), 124-130.

Awh, E., Sgarlata, A.M., Kliestik, J. (2005). Resolving visual interference during covert spatial orienting: Online Attentional Control Through Static Records of Prior Visual Experience. *Journal of Experimental Psychology: General*.

Serences, J., Yantis, S., Culbertson, A. & Awh, E. (2004). Preparatory activity in visual cortex indexes distractor suppression during covert spatial orienting. *Journal of Neurophysiology*.

Awh, E., & Jonides, J. (2001). Overlapping mechanisms of attention and working memory. *Trends in Cognitive Sciences*, 5(3), 119-126.

Dare Baldwin (Developmental)

Dr. Baldwin's research concerns language and cognitive development in infancy and early childhood. Her primary interests concern the mechanisms by which infants and young children acquire knowledge to guide future learning and action. Much of Dr. Baldwin's current research focuses on how infants acquire skills for making sense of human action. Action is dynamic, complex, and evanescent. In question is how infants break into organized processing of the complex motion stream, and how they gain skills for redescribing motion in terms of intentions and goals. In other research concerning language acquisition, Dr. Baldwin examines skills and propensities that enable language learning to proceed quickly and smoothly at an early age.

Baldwin, D., Andersson, A., Saffran, J., & Meyer, M. (2008). Segmenting dynamic human action via statistical structure. *Cognition*, 106, 1382-1407.

Baldwin, D., & Meyer, M. (2007). How inherently social is language? E. Hoff & M. Shatz (Eds.), *Handbook of Language Development*, Cambridge, UK: Blackwell Publishers.

Baldwin, D. A. (2005). Discerning intentions: Characterizing the cognitive system at play. In B. Homer & C. Tamis-LeMonda (Eds.), *The development of social cognition and communication*, (pp. 117-144). Mahwah, NJ: Lawrence Erlbaum.

Elliot Berkman (Social/Personality)

How do we pursue long-term goals? What are the behavioral, motivation, and neural systems that contribute to our success or failure? A central aim of Dr. Berkman's research is to understand how these systems work together to help us pursue our goals. To do this, he 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 approach and avoidance motivation relate to emotions and performance, and longitudinal studies on real-world goals such as smoking cessation. As part of this research program, Dr. Berkman is developing and using new statistical techniques to integrate data across a number of methodologies, including structural equation modeling, idiographic analysis of fMRI data, and joint hierarchical linear modeling of fMRI and behavioral data.

Berkman, E. T., & Lieberman, M. D. (in press). Approaching the good and avoiding the bad: Separating action and valence using dorsolateral prefrontal cortical asymmetry. *Journal of Cognitive Neuroscience*.

Berkman, E. T., Burklund, L., & Lieberman, M. D. (2009). Inhibitory spillover: Intentional motor inhibition produces incidental limbic inhibition via right inferior frontal cortex. *Neuroimage*, 47, 705-712.

- Berkman, E. T., Gable, S., & Lieberman, M. D. (2009). BIS, BAS, and response conflict: Testing predictions of the revised reinforcement sensitivity theory. *Personality and Individual Differences*, 46, 586-591.
- Berkman, E. T., & Lieberman, M. D. (2009). The neuroscience of goal pursuit: Bridging gaps between theory and data. In G. Moskowitz & H. Grant (Eds.), *The Psychology of Goals* (pp. 98-126). New York, NY: Guilford Press.

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.

- 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.

Thomas A. Dishion (Clinical)

Dr. Dishion conducts research in developmental psychopathology and intervention science. He is the founder and codirector of the Child and Family Center at the University of Oregon (<http://cfc.uoregon.edu>). Dr. Dishion is interested in understanding how children's relationships with parents and peers influence the development of problem behavior in children and adolescents. His recent research interests include social neuroscience, with a particular focus on identifying neurocognitive mechanisms underlying self-regulation within interpersonal contexts. He is also interested in applying knowledge of developmental processes to the design of preventive and clinical interventions that reduce conflict and distress in families and improve child and adolescent social and emotional adjustment. He and colleagues are developing and testing an ecological approach to child and family mental health interventions in service delivery systems such as public schools.

Dr. Dishion is currently involved in six randomized intervention trials of the Family Check-Up model for behavioral health, including grants from NIDA, NIAAA, CDC, and IES. His recent publications include:

- Gardner, F., Connell, A. M., Trentacosta, C. J., Shaw, D. S., Dishion, T. J., & Wilson, M. N. (2009). Moderators of outcome in a brief family-centered intervention for preventing early problem behavior. *Journal of Consulting and Clinical Psychology*, 77(3), 543-553.
- Gartstein, M. A., Bridgett, D. J., Dishion, T. J., & Kaufman, N. K. (2009). Depressed mood and parental report of child behavior problems: Another look at the depression-distortion hypothesis. *Journal of Applied Developmental Psychology*, 30, 149-160.
- Shaw, D. S., Connell, A. M., Dishion, T. J., Wilson, M. N., & Gardner, F. (2009). Improvements in maternal depression as a mediator of intervention effects on early childhood problem behavior. *Development and Psychopathology*, 21, 417-439.
- Stormshak, E. A., Connell, A., & Dishion, T. J. (2009). An adaptive approach to family-centered intervention in schools: Linking intervention engagement to academic outcomes in middle and high school. *Prevention Science*, 10, 221-235.
- Boislard, M. P., Poulin, F., Kiesner, J., & Dishion, T. J. (in press). A longitudinal examination of risky sexual behaviors among Canadian and Italian adolescents: Considering individual, parental, and friend characteristics. *International Journal of Behavioral Development*.
- Dishion, T. J., & Stormshak, E. A. (in press). A family-centered intervention strategy for public middle schools. In M. Stanton & J. Bray (Eds.), *Blackwell handbook of family psychology*. Malden, MA: Blackwell Publishing.
- Dishion, T. J., Stormshak, E. A., & Siler, C. (in press). An ecological approach to interventions with high-risk students in schools: Using the Family Check-Up to motivate parents' positive behavior support. In M. R. Shinn, H. M. Walker, & G. Stoner (Eds.), *Interventions for achievement and behavior in a three-tier model including response to intervention*. Bethesda, MD: National Association of School Psychologists.

- Dishion, T. J., & Yasui, M. (in press). Translating models of adolescent problem behavior into effective intervention: Trials, tribulations, and future directions. In K. Crosby & R. Schafer (Eds.), *Handbook of developmental psychology in action: Opportunities and obstacles in giving psychology away*. New York: Blackwell Publishing Co.
- Kiesner, J., Dishion, T. J., Poulin, F., & Pastore, M. (in press). Temporal dynamics linking aspects of parent monitoring with early adolescent antisocial behavior. *Social Development*.
- Linville, D., Chronister, K. M., Dishion, T. J., Todahl, J. L., Miller, J. K., Shaw, D. S., Gardner, F., & Wilson, M. N. (in press). A longitudinal analysis of parenting practices, couple satisfaction, and child behavior problems. *Journal of Marital and Family Therapy*.
- Moilanen, K. L., Shaw, D. S., Criss, M. M., & Dishion, T. J. (in press). Growth and predictors of parental knowledge of youth behavior during early adolescence. *Journal of Early Adolescence*.
- Moilanen, K. L., Shaw, D. S., Dishion, T. J., Gardner, F., & Wilson, M. (in press). Predictors of longitudinal growth in inhibitory control in early childhood. *Social Development*.
- Stormshak, E. A., Connell, A. M., Véronneau, M.-H., Myers, M. W., Dishion, T. J., Kavanagh, K., & Caruthers, A. S. (in press). An ecological approach to promoting early adolescent mental health and social adaptation: Family-centered intervention in public middle schools. *Child Development*.
- Stormshak, E. A., & Dishion, T. J. (in press). A school-based family intervention to prevent substance abuse: The Family Check-Up. *American Journal of Drug and Alcohol Abuse*.
- Stormshak, E. A., Dishion, T. J., & Falkenstein, C. A. (in press). Family-centered, school-based mental health strategies to reduce student behavioral, emotional, and academic risk. In S. L. Christenson & A. L. Reschly (Eds.), *Handbook on school-family partnerships for promoting student competence*. New York: Routledge/Taylor and Francis Group.
- Venkatraman, S., Dishion, T. J., Kiesner, J., & Poulin, F. (in press). Cross-cultural analysis of parental monitoring and adolescent problem behavior: Theoretical challenges of model replication when East meets West. In V. Guilamo-Ramos, P. Dittus, & J. Jaccard (Eds.), *Parental monitoring of adolescents*. New York: Columbia University Press.
- Wang, M.-T., Selman, R. L., Dishion, T. J., & Stormshak, E. A. (in press). A Tobit regression analysis of the covariation between middle school students' perceived school climate and problem behavior. *Journal of Research on Adolescence*.

Philip A. Fisher, PhD (Clinical, Prevention Research, Stress Neurobiology, Foster Care, School Readiness)

Dr. Fisher's research focuses on childhood trauma and maltreatment, and foster and adopted children. He is particularly interested in the effects of early stressful experiences on children's neurobiological and psychological development, and in designing and evaluating prevention and treatment programs for improving abused and neglected 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. Particular areas of neurobiological functioning in Dr. Fisher's research include the hypothalamic-pituitary-adrenal (HPA) axis, the prefrontal cortex, and neural reward pathways. Dr. Fisher's 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 is also a Senior Research Scientist at the Oregon Social Learning Center (www.oslc.org). He is a Co-Director, with Megan Gunnar of the University of Minnesota, of an NIMH-funded network grant examining the effects of early experiences on glucocorticoid activity in the brain. He obtained his Ph.D. from the University of Oregon in 1993.

Selected publications

- Fisher, P. A., Kim, H. K., & Pears, K. C. (2009). Effects of Multidimensional Treatment Foster Care for Preschoolers (MTFC-P) on reducing permanent placement failures among children with placement instability. *Child and Youth Services Review, 31*, 541-546.
- Bruce, J., Fisher, P. A., Pears, K. C., & Levine, S. (2009). Morning cortisol levels in preschool-aged foster children: Differential effects of maltreatment type. *Developmental Psychobiology, 51*, 14-23.
- Bruce, J., [McDermott J.M.](#), [Fisher P.A.](#), [Fox N.A.](#) (2009). Using behavioral and electrophysiological measures to assess the effects of a preventive intervention: a preliminary study with preschool-aged foster children. *Prevention Science, 10*, 129-140
- Fisher, P. A., & Stoolmiller, M. (2008). Intervention effects on foster parent stress: Associations with child cortisol levels. *Development and Psychopathology, 20*, 1003-1021.
- Fisher, P. A., & Kim, H. K. (2007). Intervention effects on foster preschoolers' attachment-related behaviors from a randomized trial. *Prevention Science, 8*, 161-170
- Fisher, P. A., Stoolmiller, M., Gunnar, M. R., & Burraston, B. (2007). Effects of a therapeutic intervention for foster preschoolers on diurnal cortisol activity. *Psychoneuroendocrinology*.
- Fisher, P. A., Gunnar, M., 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 Science 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.
- Fisher, P. A., Burraston, B., & Pears, K. (2005). The Early Intervention Foster Care Program: Permanent placement outcomes from a randomized trial. *Child Maltreatment, 10*, 61-71.
- Pears, K., & Fisher, P. A. (2005). Developmental, cognitive, and neuropsychological functioning in preschool-aged foster children: Associations with prior maltreatment and placement history. *Journal of Developmental and Behavioral Pediatrics, 26*, 112-122.

Scott H. Frey (Cognitive Neuroscience/Neuropsychology)

Humans are capable of a remarkably diverse set of manual actions ranging from the fine machinations of the microsurgeon or violinist to the seemingly mundane acts of drinking a glass of wine or shaving one's face. Loss of these abilities due to brain or bodily injury can be devastating. The goals of Dr. Frey's work are twofold: 1) understand the cognitive, sensory and motor mechanisms that make these uniquely human behaviors possible, and 2) use this knowledge to develop more effective, neurally-motivated, rehabilitation strategies. His strategy is to seek convergence in data gathered through a variety of different techniques including: functional and structural MRI, transcranial magnetic stimulation, and behavioral studies of healthy, brain- or bodily-injured populations. Dr. Frey is the Director of the Lewis Center for Neuroimaging and previously published as "Scott H. Johnson" and "Scott H. Johnson-Frey."

Frey, S.H. (2008). Tool Use, Communicative Gesture, and Cerebral Asymmetries in the Modern Human Brain. *Phil. Trans. of the Royal Soc. B.*, 363, 1951-1957.

Frey, S.H., Bogdanov, S., Idlstad, S.T. & Breidenbach, W.C. (2008). Chronically deafferented sensory cortex recovers a grossly typical organization following allogenic hand transplantation. *Current Biology*, 18, 1530 - 1534

Kroliczak G, Frey S.H., (2009) A Common Network in the Left Cerebral Hemisphere Represents Planning of Tool Use Pantomimes and Familiar Intransitive Gestures at the Hand-Independent Level. *Cereb Cortex*. doi: [10.1093/cercor/bhn261](https://doi.org/10.1093/cercor/bhn261)

Jennifer J. Freyd (Psychology of Trauma)

Dr. Freyd's research bridges cognitive, clinical, developmental, and social/personality psychology, with a focus on the psychology of trauma. Dr. Freyd is conducting laboratory and survey research with adults and children to investigate predictions made by [betrayal trauma theory](#) (Freyd, 1996). Betrayal trauma refers to a social dimension of psychological trauma, independent of post-traumatic stress reactions. Betrayal trauma occurs when the people or institutions on which a person depends for survival significantly violate that person's trust or wellbeing: Childhood physical, emotional, or sexual abuse perpetrated by a caregiver are examples of betrayal trauma. When psychological trauma involves betrayal, the victim may be less aware or less able to recall the traumatic experience because to do so will likely lead to confrontation or withdrawal by the betraying caregiver, threatening a necessary attachment relationship and thus the victim's survival. Research findings indicate that adults are less likely to fully recall childhood abuse by caregivers or close others than by strangers. In addition, betrayal trauma may be associated with other problems such as physical illness, alexithymia, depression, and anxiety. Females, compared with males, report greater exposure to traumas high in betrayal; the reverse is true for traumas low in betrayal. Betrayal trauma theory highlights the importance of safe and trustworthy attachment relationships in understanding posttraumatic outcomes.

Foynes, M.M., Freyd, J.J., & DePrince, A.P. (2009). [Child abuse: Betrayal and disclosure](#). *Child Abuse and Neglect*, 33, 209-217.

Freyd, J.J., DePrince, A.P., & Gleaves, D. (2007). [The State of Betrayal Trauma Theory: Reply to McNally \(2007\) -- Conceptual Issues and Future Directions](#). *Memory*, 15, 295-311.

Becker-Blease, K.A. & Freyd, J.J. (2006) [Research participants telling the truth about their lives: the ethics of asking and not asking about abuse](#). *American Psychologist*, 6(3), 218-226.

Freyd, J.J., Putnam, F.W., Lyon, T.D., Becker-Blease, K. A., Cheit, R.E., Siegel, N.B., & Pezdek, K. (2005). [The science of child sexual abuse](#) *Science*, 308, 501.

DePrince, A.P. & Freyd, J.J. (2004). [Forgetting trauma stimuli](#). *Psychological Science*, 15, 488-492.

Freyd, J.J. (1996). [Betrayal Trauma: The Logic of Forgetting Childhood Abuse](#). Cambridge, MA: Harvard University Press.

Gordon Hall (Clinical)

Dr. Hall is interested in the sociocultural contexts of psychopathology. He is currently investigating cultural moderators of the effectiveness of treatments for depression, which are empirically-supported for other groups, with Asian Americans. Dr. Hall has found that cultural moderators explain as much of the variance in men's sexual aggression as other theoretically-relevant constructs. For more information, visit Dr. Hall's [website](#).

Hall, G.C.N., & Okazaki, S. (2002). *Asian American Psychology: The science of lives in context*. Washington, DC: American Psychological Association.

Hall, G. C. N., DeGarmo, D. S., Eap, S., Teten, A. L., & Sue, S. (2006). Initiation, desistance, and persistence of men's sexual coercion. *Journal of Consulting and Clinical Psychology*, 74, 732-742.

Hall, G. C. N. (2006). Diversity in clinical psychology. *Clinical Psychology: Science and Practice*, 13, 258-262.

Hall, G. C. N., & Eap, S. (2007). Empirically-supported therapies for Asian Americans. F.T.L. Leong, A. Inman, A. Ebreo, L. Yang, L. Kinoshita, & M. Fu (Eds). *Handbook of Asian American Psychology*, 2nd ed. (pp. 449-467). Thousand Oaks, CA: Sage.

Eap, S., & Hall, G. C. N. (2008). Relevance of RCTs to diverse groups. In A. M. Nezu and C. M. Nezu (Eds.), *Evidence-based outcome research: A practical guide to conducting randomized controlled trials for psychosocial interventions* (pp. 425-443). New York: Oxford University Press.

Sue, S., Zane, N., Hall, G. C. N., & Berger, L. K. (2009). The case for cultural competency in psychotherapeutic interventions. *Annual Review of Psychology*, 60, 525-548.

Sara Hodges (Social)

Dr. Hodges studies how people construct judgments in social contexts: how do we form an understanding about the people and things around us, and how do we organize social information? 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 how such attempts are perceived by others and affect empathy. In another line of work, Dr. Hodges investigates how people make comparisons between options with shared and unique characteristics. People treat these two kinds of characteristics differently, which changes the context in which judgments are made, and in turn affects evaluations and decisions. In her work, Dr. Hodges seeks to acknowledge both the efficiency and shortcomings of human cognitive strategies. For further information, visit Dr. Hodges' website at <http://www.uoregon.edu/~sdhodges>.

Hodges, S.D., Bruininks, P. & Ivy, L. (2002). It's different when I do it: Feature-matching in self-other comparisons. *Personality and Social Psychology Bulletin*, 28, 40-53.

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

Malle, B. F., & Hodges, S. D. (2005). *Other minds: How Humans Bridge the Divide between Self and Others*. New York: Guilford Press.

Myers, M. W., & Hodges, S. D. (2009). Making it up and making do: Simulation, imagination and empathic accuracy. In K. Markman, W. Klein, & J. Suhr (Eds.), *The handbook of imagination and mental simulation* (pp. 281-294). New York: Psychology Press.

Clifford Kentros (Systems Neuroscience)

What are memories made of?

Neuropsychologists divide memory into two main types: explicit, or declarative memory, the conscious recollection of facts, events, and places; and the several kinds of implicit memory (e.g. classical conditioning, motor learning) which do not require conscious awareness for recall. Ever since the tragic case of H.M., it has been clear that the hippocampal formation is crucial to the acquisition of explicit memories. Following bilateral lesion of his hippocampal formation, H.M. never again formed new explicit memories that lasted more than a few minutes.

Our laboratory is interested in elucidating the cellular and molecular basis of hippocampus-based memory. We utilize two complementary sets of techniques to achieve this end: long-term extracellular recordings of neurons from the hippocampal formation of actively behaving rodents, and the generation of transgenic mice specifically designed for such recordings.

When one records hippocampal neurons from behaving mammals, they act as "place" cells... that is, they fire when the animal occupies a particular region of its environment, termed the cell's firing field. These firing fields form in minutes when the animal is put into a novel environment, and are specific to that environment. In subsequent reintroductions to a given environment, the firing fields are generally stable (i.e. the cells have the same firing fields). This place field stability is perhaps the most compelling reason to think that place cells are, in fact, neural correlates of spatial memories. Just like behavioral memory, place fields form based upon experience, and they are recalled in response to the appropriate stimuli. A major focus of the laboratory is therefore the investigation of the determinants of place field stability, on both the molecular and cognitive levels. For instance, earlier work found that molecular cascades implicated in *in vitro* hippocampal plasticity (i.e. LTP) are also involved in place field stability. On the more cognitive level, we have found that place field stability correlates with both performance in a spatial task and increased attention to (and indeed awareness of) the animal's spatial context. This is precisely how one would expect neural correlates of spatial memory to behave. Ultimately, the goal of the lab is to determine how these higher-order cognitive processes affect place field stability on a molecular level.

In parallel with these studies, we are also taking advantage of the anatomical specificity inherent to enhancer elements to dissect out the relative roles played by distinct elements of neural circuits. This is being accomplished by inducibly expressing dominant negative transgenes in specific neuronal populations and recording upstream and downstream of the molecular lesion, both before and after transgene induction. In this way we can learn the relative contribution of different elements of a neural circuit to the firing patterns of neurons within that circuit.

Kentros C., Agnihotri, NT, Streater, S., Hawkins RD., Kandel ER (2004) "Increased Attention to Spatial Context Increases Both Place Field Stability and Spatial Memory." *Neuron* (In Press for April 22nd Issue)

Agnihotri NT, Hawkins RD, Kandel ER, Kentros C. (2004) "The long-term stability of new hippocampal place fields requires new protein synthesis." *Proc Natl Acad Sci U S A*. Mar 9; 101 (10):3656-61.

Kentros C, Hargreaves E, Hawkins RD, Kandel ER, Shapiro M, Muller RV. (1998) "Abolition of long-term stability of new hippocampal place cell maps by NMDA receptor blockade." *Science* Jun 26; 280 (5372):2121-6.

Robert Mauro (Social)

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, and cockpit procedures. 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 at <http://darkwing.uoregon.edu/~mauro/> and his lab site at <http://www.aviationresearch.org/>.

Mauro, R. & Barshi, I. (2003). Training Smart: Using principles of cognitive science in aeronautical education and training. *Proceedings of the American Institute of Aeronautics & Astronautics*, Reno, NV.

Ellsworth, P., & Mauro, R. (1997). Psychology & Law. Gilbert, D., Fiske, S., & Lindzey, G. (Eds.) *Handbook of Social Psychology*, 4th Ed. McGraw-Hill: New York.

Mauro, R. (1992). Affective dynamics: Opponent processes and excitation transfer. In M. Clark (Ed.) *Review of personality & social psychology*. Newbury Park, CA: Sage.

Ulrich Mayr (Cognitive)

Two uniquely human characteristics are our enormous mental flexibility and the ability to pursue actions against our apparent self-interest. In his research, Ulrich Mayr tries to understand the neural and mental basis of these competencies, and how they change across the life span. For example, in recent neural-level and behavioral work he examines how the cognitive system deals with signals that tell us what to do in the immediate future (cues) and how we use inhibition to suppress unwanted influences of the immediate past. In an ongoing NIA project he looks at the neural basis and developmental trajectories of public good decisions.

Mayr, U., & Bryck, R.L. (2005). Sticky rules: Integration between abstract rules and specific actions. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 31, 337-350.

Mayr, U., Diedrichsen, J., Ivry, R., & Keele, S. (2006). Dissociating task-set selection from task-set inhibition in prefrontal cortex. *Journal of Cognitive Neuroscience*, 18, 14-21.

Mayr, U., & Bell, T. (2006). On how to be unpredictable: Evidence from the voluntary task-switching paradigm. *Psychological Science*, 17, 774-780.

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., Harbaugh, B.T., & Tankersley, D. (2008). *Neuroeconomics of charitable giving and philanthropy*. In P. W. Glimcher, C. F. Camerer, E. Fehr, & R. A. Poldrack (Eds.), *Neuroeconomics: Decision Making and the Brain*. Academic Press.

Jeffrey Measelle (Clinical/Developmental)

My research seeks to identify sources of psychopathology in childhood. In broad terms, I investigate how children's biological and psychological characteristics interact with their social environments to predict the emergence of behavioral and emotional dysfunction. A principal concern has and continues to be young children's self-perceptions, namely their views of themselves as competent, socially accepted, and emotionally stable individuals. Contrary to prior views, a central aim of this research has been the demonstration that young children actually do hold meaningful self-perceptions, that these early views of self are shaped by biology and experience, and that they have real-world implications for their psychological health. We are actively collecting family process data in multiple cultures to see how culture and ethnicity moderate the development of self-understanding. My lab is also investigating the developmental underpinnings of co-occurring forms of psychopathology. Comorbidity is common, even in childhood, but it is as yet unclear why and how multiple psychological disorders frequently develop in tandem during childhood and continue to co-exist as development proceeds.

Measelle, J.R., Stice, E., & Springer, D. (2006). A Prospective Test of the Negative Affect Model of Substance Abuse Onset: Moderating Effects of Social Support. *Psychology of Addictive Behavior*, 20, 225-233.

Measelle, J.R., Stice, E. & Hogansen, J. (2006). Temporal relations among eating, depressive, conduct and substance abuse problems in adolescent girls *Journal of Abnormal Psychology*, 115, 524-538.

Measelle, J.R., John, O.P., Ablow, J.C., Cowan, P.A., & Cowan, C. (2005). Can young children provide coherent, stable, and valid self-reports on the Big Five dimension? A longitudinal study from ages 5 to 7. *Journal of Personality and Social Psychology*, 89, 90-106.

Measelle, J.R. (2005). Children's self-perceptions as a link between family relationship quality and social adaptation to school. In P.A. Cowan, C.P. Cowan, J.C. Ablow, V. Kahen-Johnson, J.R. Measelle (Eds.), *The family context of parenting in children's adaptation to school* (pp 163-188). *Monographs in Parenting. Marc H. Bornstein (Series Editor)*, Manwah, NJ: Erlbaum Publishers.

Jane Mendle (Clinical)

Why do some children grow up to be well-adjusted adolescents and others do not? This question lies at the crux of Dr. Mendle's research, which investigates the mechanisms by which normal developmental processes go awry. At present, she is particularly interested in universal transitions

-- such as puberty or age of first sexual intercourse -- which seem to hold more resonance and present more of a stumbling block for some people. By looking at these junctures in the context of a larger continuum, Dr. Mendle investigates how childhood risks such as father absence, environmental stress, and peer groups influence adolescent sexual behavior, substance use, and delinquency. She additionally has interests in how individual perceptions of maturation and puberty relate to later adjustment.

Mendle, J., Harden, K.P., Turkheimer, E., van Hulle, C., D'Onofrio, B.M., Brooks-Gunn, J., Rodgers, J.L., Emery, R.E., & Lahey, B.B. (2009).

Associations between father absence and age of first sexual intercourse. *Child Development, 80*, 1463-1480.

Harden, K.P., Mendle, J., Hill, J.E., Turkheimer, E., & Emery, R.E. (2008). Rethinking timing of first sex and delinquency. *Journal of Youth and Adolescence, 37*, 373-385.

Mendle, J., Turkheimer, E., & Emery, R.E. (2007). Detrimental psychological outcomes associated with early pubertal timing in adolescent girls. *Developmental Review, 27*, 151-171.

Mendle, J., Turkheimer, E., D'Onofrio, B.M., Lynch, S.K., Emery, R.E., Slutske, W., & Martin, N.G. (2006). Family structure and age at menarche: a children of twins approach. *Developmental Psychology, 42*, 533-542.

Lou Moses (Developmental)

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 visit Dr. Moses' at <http://darkwing.uoregon.edu/~moses/>.

Moses, L.J., Coon, J.A., & Wusinich, N. (2000). Young children's understanding of desire formation. *Developmental Psychology, 36*, 77-90.

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.

Moses, L.J., & Carlson, S.M. (2004). Self regulation and children's theories of mind. In C. Lightfoot, C. Lalonde, & M.J. Chandler (Eds). *Changing conceptions of psychological life* (pp 127-146). Mahwah, NJ: Erlbaum.

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.

Helen J. Neville (Cognitive, Cognitive-Neuroscience, 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.

Guided by these findings, we have recently begun a program of research on the effects of different types of training on brain development and cognition in typically developing children of different ages. These studies will contribute to a basic understanding of the nature of human brain plasticity. In addition, they can contribute information of practical significance in the design and implementation of educational programs.

Stevens, C. and Neville, H. (2006). Neuroplasticity as a double-edged sword: Deaf enhancements and dyslexic deficits in motion processing. *Journal of Cognitive Neuroscience 18(5):701-714*.

Sanders, L.D., Stevens, C., Coch, D., and Neville, H. (2006). Selective auditory attention in 3- to 5-year-old children: An event-related potential study. *Neuropsychologia 44(11):2126-2138*.

Fieger, A., Roeder, B., Teder-Salejarvi, W., Hillyard, S.A. and Neville, H.J. (2006). Auditory spatial tuning in late onset blind humans. *Journal of Cognitive Neuroscience 18(2):149-157*.

Yamada, Y., Neville, H.J. (2007). An ERP study of syntactic processing in English and nonsense sentences. *Brain Research 1130(1):167-180*.

Jennifer Pfeifer (Developmental)

Dr. Pfeifer is interested in the neural and behavioral correlates of self and social development from middle childhood to middle adolescence. Her neuroimaging research addresses two broad topics: (i) examining developmental changes in self-knowledge retrieval, reflected self-appraisal processes, and other forms of self-evaluation such as that implicated in self-conscious emotions, as well as (ii) understanding the development of systems that support advanced social perspective-taking abilities, as well as the more basic mentalizing mechanisms that facilitate our

understanding of other individuals' inner states (e.g., via shared neural representations of our own and others' emotions). She is also interested in how various aspects of adolescent development (e.g., personal and social identities, intergroup attitudes, or puberty) modulate the neural activity associated with general social perceptual processes. Dr. Pfeifer has been involved for several years with an ongoing longitudinal study of adolescent brain development. This large dataset (N ~ 90 children in the initial wave) includes structural and functional MRI data, resting EEG, salivary assessments of sex steroid hormones, neuropsychological and behavioral assessments, and more. She also remains very interested in studying social cognitive development "outside the scanner" - such as the impact social identification has on intergroup attitudes in children, as well as the rise in (and implications of) using implicit methods to assess children's affective associations. Dr. Pfeifer has a growing interest in autism research, particularly in the neural bases of their developing self-evaluations, as well as self-conscious emotion processing and regulation. She and her graduate students actively collaborate with Drs. Berkman, Fisher, Moses, and Dishion.

- Pfeifer, J.H., Masten, C.L., Borofsky, L.A., Dapretto, M., Fuligni, A.J., & Lieberman, M.D. (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.
- 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?!": Comparing the neural bases of self- and social knowledge retrieval in children and adults. *Journal of Cognitive Neuroscience, 19*, 1323-1337.
- Pfeifer, J. H., Ruble, D. N., Fuligni, A. J., Bachman, M. A., Alvarez, J. M., & Cameron, J. A. (2007). Social identity and intergroup attitudes in immigrant and non-immigrant children. *Developmental Psychology, 43*, 496-507.
- Pfeifer, J. H., Brown, C. S., & Juvonen, J. (2007). Fifty years since Brown vs. Board of Education: Lessons learned about the development and reduction of children's prejudice. *Social Policy Report, 21*(2), 3-23.
- Dapretto, M., Davies, M.S., Pfeifer, J.H., Scott, A.A., Sigman, M., Bookheimer, S.Y., & Iacoboni, M. (2006). Understanding emotions in others: Mirror neuron dysfunction in children with autism spectrum disorders. *Nature Neuroscience, 9*, 28-30.

Gerard Saucier (Personality)

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? What are the sources of personality change (including sources related to beliefs and values)?
- What is the most cross-culturally generalizable structure for inter-individual variation in belief and value systems? What kinds of beliefs and values have the largest effects on patterns of behavior and emotion, and are the most integral components of culture? 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 beliefs and values (dimensions of 'isms').

- Saucier, G. (1997). Effects of variable selection on the factor structure of person descriptors. *Journal of Personality and Social Psychology, 73*, 1296-1312.
- Saucier, G. (2000). Isms and the structure of social attitudes. *Journal of Personality and Social Psychology, 78*, 366-385.
- Saucier, G. (2003). Factor structure of English-language personality type-nouns. *Journal of Personality and Social Psychology, 85*, 695-708.
- 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., & Skrzypinska, K. (2006). Spiritual but not religious? Evidence for two independent dispositions. *Journal of Personality, 74*, 1257-1292.
- 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. (in press). Recurrent personality dimensions in inclusive lexical studies: Indications for a Big Six structure. *Journal of Personality*.

For additional publications, see

<http://www.uoregon.edu/~gsaucier/qsau3.htm>

Margaret E. Sereno (Cognitive, Neuroscience)

Dr. Sereno studies the neural basis of perception and cognition using experimental and computational approaches. Her recent work has focused on investigating the neural basis of 3-D form perception using non-invasive hi-resolution functional magnetic resonance imaging (fMRI) in human and monkey subjects. Results in the monkey suggest that 3D shape from static (e.g., shading) and motion cues is represented in both dorsal and ventral pathways. Recent experiments in humans using the same stimuli and paradigms are aimed at establishing homologies between functionally-defined brain regions in the monkey and human. Other behavioral and imaging experiments in human subjects explore executive function (i.e., the ability to attend to 3D vs. 2D aspects of 3D displays) in artists (subjects with training in drawing) and non-artists (subjects without training in drawing).

Some of Dr. Sereno's other research involves: 1) using brain imaging methods to understand components of cognitive processing during real world tasks such as map reading; 2) investigating the role of working memory in top-down control of selective attention; and 3) building partially pre-specified multistage models of the visual system in which response properties of higher stages develop as the model "learns from experience."

Oh, S. & Sereno, M.E. (2007) Attentional control: Be more specific! *Vision Sciences Society Meeting Abstract*.

Sereno, M.E., Augath, M., & Logothetis, N.K. (2005) Differences in processing of 3-D shape from multiple cues in monkey cortex revealed by fMRI. *Neuroscience Abstracts*.

Sereno, M.E., Trinath, T., Augath, M., & Logothetis, N.K. (2002) Three-dimensional shape representation in monkey cortex. *Neuron*, 33, 635-652.

Sereno, M.E., & Sereno, M.I. (1999). 2-D center-surround effects on 3-D structure-from-motion. *Journal of Experimental Psychology: Human Perception and Performance*, 25, 1834-1854.

Sereno, M.E. (1993). *Neural Computation of Pattern Motion: Modeling stages of motion analysis in the primate visual cortex*. Cambridge: MIT Press/Bradford Books.

Anne D. Simons (Clinical)

Dr. Anne D. Simons received her Ph.D. in Clinical Psychology from the Washington University in St. Louis and is currently Professor of Psychology at the University of Oregon. She is also a Founding Fellow of the Academy of Cognitive Therapy. Dr. Simons' research interests focus on various aspects of depression, its etiology, maintenance and treatment with particular emphasis on cognitive diathesis stress models of depression, cognitive therapy for depression, and gender issues in depression. She has a parallel interest in clinical trials and methods for evaluating the effects of different forms of treatment. Current projects include the investigation of different treatments for depression in adolescents and the implications of comorbidity for treatments for depression. Another project examines the feasibility and effectiveness of disseminating empirically supported treatments into community mental health settings. Dr. Simons also is pursuing research examining the role of stress and hormones in the development of substance use in young adolescent girls.

Simons, A.D., & Wildes, J.E. (2003). Psychotherapy research with adults. In S. Illardi and M. Roberts (Eds.) *Research Methods*. Blackwell Publishers.

TADS. (2004). The treatment for adolescents with depression with depression study (TADS): Short-term effectiveness and safety outcomes. *Journal of the American Medical Association*, 292, 807-820.

Reinecke, M. & Simons, A. (2005) Vulnerability to depression among adolescents: Implications for cognitive-behavioral treatment. *Cognitive and Behavioral Practice*, 12, 166-176.

Paul Slovic (Cognitive, Social)

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.

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

Slovic, P., Lichtenstein, S., & Fischhoff, B. (1988). Decision making. In R.C. Atkinson, R.J. Lindzey, & R.D. Luce (Eds.), *Handbook of experimental psychology: 2*. Wiley

Slovic, P. (1987). Perception of risk. *Science*, 236, 280-285

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>

Sanjay Srivastava (Social, Personality)

Dr. Srivastava's research concerns the self and social perception, emotions, and personality change. A common theme across these different areas is that all are concerned with person-environment interactions: the ways that people select, change, interpret, and respond to their social environments. Using a combination of laboratory paradigms, surveys, experience sampling, and longitudinal designs, Dr. Srivastava's lab is actively examining how emotions, interpersonal perception, and other factors mediate the ways that people affect and are affected by their social environments. One area of recent work has focused on how different regulatory processes, including emotion regulation and self-regulation, affect the ways that people interact with and form perceptions of others. A second area of work has focused on how self-views affect and are affected by social interactions, and how such relations may be moderated by personal and situational factors. A third area of research has focused on the development of personality across the lifespan, examining the psychological and social mechanisms that promote stability and change.

- Srivastava, S., Guglielmo, S., & Beer, J. S. (in press). Perceiving others' personalities: Examining the dimensionality, assumed similarity to the self, and stability of perceiver effects. *Journal of Personality and Social Psychology*.
- Srivastava, S., Tamir, M., McGonigal, K. M., John, O. P., & Gross, J. J. (2009). The social costs of emotional suppression: A prospective study of the transition to college. *Journal of Personality and Social Psychology*, 96, 883-897.
- Anderson, C., Srivastava, S., Beer, J. S., Spataro, S. E., & Chatman, J. E. (2006). Knowing your place: Self-perceptions of status in social groups. *Journal of Personality and Social Psychology*, 91, 1094-1110.
- Srivastava, S., & Beer, J. S. (2005). How self-evaluations relate to being liked by others: Integrating sociometer and attachment perspectives. *Journal of Personality and Social Psychology*, 89, 966-977.
- 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.

Marjorie Taylor (Developmental)

Dr. Taylor studies the development of imagination. 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 working on a multicultural study of children's pretend play, creativity, inhibitory control and theory of mind and research investigating the relation between mind wandering 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](#).

- Taylor, M., Carlson, S. M., & Shawber, A. B. (2008). Autonomy and control in children's interactions with imaginary companions. In I. Roth (Ed.) *Imaginative minds*, pp. 81-100. Oxford, UK: British Academy and Oxford University Press.
- Taylor, M., Carlson, S. M., Maring, B. L., Gerow, L., & Charley, C. (2004). The characteristics and correlates of high fantasy in school-aged children: Imaginary companions, impersonation and social understanding. *Developmental Psychology*, 40, 1173-1187.
- Taylor, M., Hodges, S. D., & Kohanyi, A. (2003). The illusion of independent agency: Do adult fiction writers experience their characters as having minds of their own? *Imagination, cognition and personality*.
- Taylor, M. (1999). *Imaginary companions and the children who create them*. New York: Oxford University Press.

Don Tucker (Clinical)

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.

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

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

- 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., Frishkoff, G. A., & Luu, P. (2007). Microgenesis of Language: Vertical integration of neurolinguistic mechanisms across the neuraxis. In B. Stemmer & H. A. Whitaker (Eds.), *Handbook of the Neuroscience of Language*. 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.

Tucker, D.M., P. Luu, et al. (2003). Frontolimbic response to negative feedback in clinical depression. *Journal of Abnormal Psychology*, 112(4):667-78.

Tucker, D.M., P. Luu, et al. (2003). Corticolimbic Mechanisms in Emotional Decisions. *Emotion*, 3:127-149.

Edward Vogel (Cognitive)

What are the mechanisms that allow the visual system to attend to and maintain information about objects in the immediate visual environment? My research examines the operation of visual working memory, and the selective attention processes that interact with this storage mechanism. Specifically, I have studied a range of related topics, including: individual differences in the capacity of visual working memory; the time-course of encoding information into visual working memory; and characterizing the attentional processes that control the transfer of information into visual working memory. I use both psychophysical and neurophysiological methods to study these topics.

My primary approach to examining these processes is with the event-related potential (ERP) technique because it provides a continuous measure of processing with a fine temporal resolution. I also use functional neuroimaging (fMRI) in combination with ERP recordings to provide both anatomical and temporal constraints for existing cognitive theories of visual working memory and selective attention.

Vogel, E. K., McCollough, A. W., & Machizawa, M. G. (2005). Neural measures reveal individual differences in controlling access to visual working memory. *Nature*, 428, 784-751.

Vogel, E. K., Woodman, G. F., & Luck, S. J. (2005). Pushing around the locus of selection: Evidence for the flexible selection hypothesis. *Journal of Cognitive Neuroscience*, 17, 1907-1922.

Woodman, G. F. & Vogel, E. K. (2005). Fractionating working memory: Memory encoding and maintenance are independent processes. *Psychological Science*, 16, 106-113.

Vogel, E. K. & Machizawa, M. G. (2004). Neural activity predicts individual differences in visual working memory capacity. *Nature*, 428, 784-751.

Mike Wehr (Systems Neuroscience)

Dr. Wehr studies how local circuits in the cerebral cortex encode and transform sensory information. His laboratory uses the rodent 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 computational neuroscience, by using the tools of molecular biology and cellular physiology to address systems-level questions. By using a variety of electrophysiological approaches, in particular in vivo whole cell recording methods in combination with molecular manipulations, he 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.

Wehr, M., Hostick, U., Kyweriga, M., Tan, A., Weible, A., Wu, H., Wu, W., Callaway, E.M., and Kentros, C. (2009): Transgenic Silencing of Neurons in the Mammalian Brain by Expression of the Allatostatin Receptor (AlstR). *J. Neurophys.* (in press)

Tan, A. and Wehr, M. (2009): Balanced Tone-Evoked Synaptic Excitation and Inhibition in Mouse Auditory Cortex. *Neuroscience* (in press)

Scholl, B., Gao, X., and Wehr, M. (2008): Level dependence of contextual modulation in auditory cortex. *J. Neurophysiology*, 99, 1616-27.

Wehr, M., and Zador, A. M. (2005): Synaptic mechanisms of forward masking in rat auditory cortex. *Neuron*, 47, 437-45.

Wehr, M., and Zador, A. M. (2003): Balanced inhibition underlies tuning and sharpens spike timing in auditory cortex. *Nature*, 426, 442-446.

DeWeese, M. R., Wehr, M., and Zador, A. M. (2003): Binary spiking in auditory cortex. *J. Neuroscience*, 23, 7940-7949.

Machens, C., Wehr, M., and Zador, A. M. (2003): Linearity of Receptive Fields Measured with Natural Sounds. *J. Neuroscience*, 24, 1089-1100.

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://lrip.ori.org/>.

Goldberg, L. R. (in press). 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: Agnew, C. R., Carlston, D. E., Graziano, W. G., & Kelly, J. R. (Eds.), *Then a miracle occurs: Focusing on behavior in social psychological theory and research*. New York: Oxford University Press.

- Ashton, M. C., Lee, K., Goldberg, L. R., & de Vries, R. E. (2009). Higher-order factors of personality: Do they exist? *Personality and Social Psychology Review*, 13, 79-91.
- 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.

- 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.

- 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.

- Hintzman, D. L. (2004). Judgment of frequency vs. recognition confidence: Repetition and recursive reminding. *Memory & Cognition*, 32, 336-350.
- Hintzman, D.L. (2004) Time versus items in judgment of recency. *Memory & Cognition*, 32, 1298-1304.
- Hintzman, D. L. (2005). Memory strength and recency judgments. *Psychonomic Bulletin & Review*, 12, 858-864.
- Hintzman, D. L. (2008). Recursive reminding and children's concepts of number. *Behavioral and Brain Sciences*, 31, 656-657.
- Hintzman, D. L. (in press). How does repetition affect memory? Evidence from judgments of recency. *Memory & Cognition*.

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. (in press, 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.

Peter Lewinsohn, Professor Emeritus (Clinical)

The general goals of Dr. Lewinsohn's research are to identify psychosocial conditions which are associated with the causation and maintenance of depression. Dr. Lewinsohn is currently conducting a longitudinal study in which a large cohort of adolescents are being followed into young adulthood. Major goals of the research include describing the longitudinal course of mood disorders in adolescents; identifying factors which contribute to, and predict, outcome; and examining the effects of mood disorders in adolescence on psychosocial functioning in young adulthood. A study which examines the impact of parental depression on infant development is currently in progress.

- Lewinsohn, P.M., Allen, N., Seeley, J.R., & Gotlib, I.H. (1999). First onset versus recurrence of depression: Differential processes of psychosocial risk. *Journal of Abnormal Psychology*, 108, 483-489.
- Lewinsohn, P.M., Rohde, P.M., Klein, D.N., & Seeley, J.R. (1999). Natural course of adolescent major depressive disorder: I. Continuity into young adulthood. *Journal of the American Academy of Child and Adolescent Psychiatry*, 38:56-63.
- Lewinsohn, P.M., Rohde, P., & Seeley, J.R. (1998). Major depressive disorder in older adolescents: Prevalence, risk factors, and clinical implications. *Clinical Psychology Review*, 18, 765-794.

Richard A. Littman, Professor Emeritus (Developmental & History of Psychology)

Dr. Littman's current interest is in the development of psychology as a science and as a profession with regard to social and institutional forces, especially in the social and developmental psychology of animals and humans. For further information, please visit Dr. Littman's website at <http://www.uoregon.edu/~rlittman/ral-cvpubs1.html>. (No longer accepting new students)

- Latkin, C.A., Sundberg, N.D., Littman, R.A., Katsikis, M.G., & Hagan, R.A. (1994). Feelings after the fall: Former Rajneeshpuram commune members' perceptions of an affiliation with the Rajneesh movement. *Sociology of Religion*, 55, 65-73.
- Littman, R.A. (1996). G. Lindzey's History of Psychology in Autobiography, Vol VIII. *Journal of the History of the Behavioral Sciences*.
- Littman, R.A. (2000). Kazdin, A.E. (Ed.), *Encyclopedia of Psychology*. "Henri Pieron"; "Wilhelm Preyer".
- Littman, R.A. (2004). Mental Tests and Fossils, *Journal of the History of the Behavioral Sciences*, 40, 423-431.
- Littman, R.A. (in prep). The National Institute of Mental Health's Child Research Branch's Broken Project- 1953-1959.

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. Dr. Marrocco is 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 conducting a longitudinal study of the origins of executive attention. 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 and Yiyuan Tang. We are not accepting new PhD students, we are working with some undergraduates and an occasional masters student.

- Posner, M.I. (2008) Evolution and development of self regulation. 77th Arthur Lecture On Human Brain Evolution. New York: American Museum of Natural History.
- Posner, M.I. & Rothbart, M.K. (2006). *Educating the Human Brain.*, Washington D.C.: APA Books.
- Rothbart, M.K., Posner, M.I., Rueda, M.R., Sheese, B.E., & Yang, Y-Y. (2009). Enhancing self regulation in school and clinic. In D. Cicchetti & M.R. Gunnar (eds). *Minnesota Symposium on Child Psychology Vol. 35: Meeting the Challenge of Translational Research in Child Psychology*. Hoboken N.J.: John Wiley pp. 115-158.
- 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.
- Tang, Y. & Posner, M.I. (2009). Attention training and Attention State Training. *Trends in Cognitive Science* 13, 222-227.

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/>.

- 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 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. Although graduate students consult with him on occasion, he is no longer accepting new students as research advisees. Recent publications:

- 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.

Norman Sundberg, Professor Emeritus (Clinical, Community)

Professor Sundberg retired in 1993, but is available for occasional consultation about several topics, such as the following: Cross-cultural studies especially in South and Southeast Asia, boredom and boredom proneness, and life history assessment and analysis. Since coming to Oregon in 1952, Sundberg has also published on creativity, nonverbal communication, values, and future time perspectives, and has written extensively on general clinical, personality and community topics.

- Sundberg, N.D., Latkin, C.A., Farmer, R.F., & Saoud, J. (1991). Boredom in young adults: Gender and cultural comparisons. *Journal of Cross-Cultural Psychology*, 22, 209-223.
- Sundberg, N.D., Hadiyono, J.P., Latkin, C.A., & Padilla, J. (1995). Cross-cultural prevention program transfer: Questions regarding developing countries. *Journal of Primary Prevention*, 15(4), 361-376.
- Sundberg, N.D. (2001). In W.E. Craighead & C.B. Nemeroff (Eds.) *Encyclopedia of psychology and behavioral science* (3rd Ed.). New York: John Wiley & Sons. Entries on Biographical Data (Vol. 1, pp. 209-210), Boredom (Vol. 1, pp. 226-228), Buffering Hypothesis (Vol 1, pp. 245-246), Fundamental Attribution Error (Vol 2, pp. 607-609).
- Sundberg, N.D., Winebarger, A.W., & Taplin, J.R. (2002). *Clinical Psychology: Evolving theory, practice and research*. Upper Saddle River, NJ: Prentice-Hall. (Russian translation, 2006)
- Arrow, H. & Sundberg, N. D. (2004) International identity: Definitions, development, and some implications for global conflict and peace. In B. N. Setiadi, A. Supratiknya, W. J. Lonner & Y. H. Poortinga (Eds.), *Ongoing themes in psychology and culture: Selected papers from the sixteenth congress of the International Association for Cross-Cultural Psychology*, Yogyakarta, Indonesia, July 15-19, 2002. (pp. 55-69). IACCP, Yogyakarta: Kanisius.
- Sundberg, N.D. (2006) Chance and choice, change and continuity. In S. Strack & B. N. Kinder (Eds.) *Pioneers of personality science: Autobiographical perspectives*. Pp. 355-386. New York: Springer Publishing Co.

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:

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. There are presently three clinical practica available: cognitive behavioral therapy, child and family therapy, and infant mental health.

During the second and third years, clinical students complete additional core courses, which include the psychopathology sequence (Clinical Psychobiology, Child/Developmental Psychopathology, Adult Psychopathology), one psychological assessment course, one year-long assessment practicum, two intervention/practica courses, and one clinical elective course (such as a clinical seminar). . By the end of the third 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 366 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. Specifically, the sum of the applicant's GRE scores is divided by the number of GRE scores available; this figure is then divided by 100. The resulting number is added to the overall undergraduate GPA. For example, a student with a GPA of 3.50 and GRE scores of 660, 720, and 720 would have an index of 10.50. Applicants with ratings above pre-designated cut-off scores for this linear combination are reviewed extensively in the second phase. (For the clinical applicants, the cut-off is 10.0; for other applicants, the cut-off is 9.5.) 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. At least two members of the Graduate Admissions Committee review each folder that passes the cut-off criteria, and about half are reviewed by four members. 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. Rather, all materials are reviewed initially by at least two members of the Graduate Admissions Committee.

Finally, with respect to last year's admissions for all areas combined, the mean GPA was 3.71, and the mean GRE scores were: Verbal-583, Quant-643, Analytic-710 (newer analytical test-5.5). 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.

APPLICATION PROCEDURES FOR THE Ph.D. PROGRAM

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. 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.

Application Fees: There is a nonrefundable \$50 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. This application is to the University and is separate from the departmental application materials.

Deadline: Most people apply during October and November for admission the following fall and our decisions are made in January through April. We usually decline to make a decision before this time unless a special request for early consideration is made. 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 Masters Program, administered separately from the doctoral Program. Information may be obtained by visiting our website at <http://psychweb.uoregon.edu>

APPLICANTS SHOULD KEEP US INFORMED OF THEIR CURRENT PHONE NUMBERS; OFFERS OF ACCEPTANCE ARE USUALLY MADE BY PHONE.

Graduate office telephone number is (541) 346-5060 and fax number is (541) 346-4911. E-mail to Psychology Graduate Program can be addressed to gradsec@psych.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://psychweb.uoregon.edu/>

Application: Our Departmental Application, Personal Statement, and Writing Sample can be submitted electronically via our website at <http://psychweb.uoregon.edu>. The online application will be available in September 2009. All application materials are due by **December 1, 2009**.

1. University of Oregon Graduate Application (submitted online at <http://psychweb.uoregon.edu/> along with non-refundable \$50.00 application fee).
2. Departmental Application Form (submitted online at <http://psychweb.uoregon.edu/>).
3. Personal Statement/Statement of Purpose. Submitted electronically as part of your departmental application.
4. Writing sample (i.e., class paper, thesis, article, etc). Submitted electronically as part of your departmental 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, 2009**. The GRE psychology subject test is not required. Give ETS the Institution Code of 4846 AND Departmental Code of 2016.
6. **Official** transcripts of all college/university work, one from each school attended. Official transcripts must arrive in their original sealed envelope. Official transcripts must reach us by the application deadline of **December 1, 2009***. If you send us a second set of official transcripts, we will forward the second set on to the University of Oregon Admissions Office for you.
7. Three letters of recommendation. Letters can be submitted electronically by each of your letter writers or they may choose to mail them directly to our department. Please discuss with your writers to determine which method they would prefer. To submit letters of recommendation electronically, you would enter their contact information on the departmental online application. If your writers choose to send them directly to our department, please use the Letter of Recommendation form provided with the online

application. Each letter should be sealed in an envelope and signed across the seal by the referee. Referees can mail the letter directly to the department. Letters must be received by the application deadline of **December 1, 2009***.

8. Official TOEFL score and Financial Statement are required of all international applicants.

***Mailing address** for Official Transcripts and Letters of Recommendation: Graduate Secretary, Department of Psychology, 1227 University of Oregon, Eugene OR 97403. All materials must arrive by our application deadline of **December 1, 2009**.

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