Psychology Department

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Web Site
http://www.stonybrook.edu/commcms/psychology/index.html

Degree Awarded
Ph.D. in Clinical Psychology, Ph.D. in Cognitive Science, Ph.D. in Integrative Neuroscience, Ph.D. in Social/Health Psychology

Application
https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=sunysb-gs

Psychology Department

The Department of Psychology, in the College of Arts and Sciences, is one of Stony Brook’s largest graduate departments. More than 800 Ph.D. degrees have been awarded since the program began more than 40 years ago. In recent years the population of students has been about 60 percent female, 15 percent minority, and 10 percent international students.

The department is administratively organized into four program areas: Clinical Psychology, Cognitive Science, Integrative Neuroscience, and Social and Health Psychology. Students must be admitted to one of these four program areas, but they are encouraged to receive training in more than one program area if appropriate. In conjunction with the Department of Neurobiology and Behavior, Brookhaven National Labs, and the Department of Psychiatry, interdisciplinary training is offered in behavioral neuroscience. In conjunction with the Departments of Linguistics and Computer Science, interdisciplinary training is offered in cognitive science. Course offerings and research training are structured in such a way that students can meet the requirements for a Ph.D. degree in Clinical Psychology, Cognitive Science, Integrative Neuroscience, or Social and Health Psychology. Stony Brook’s doctoral program in Clinical Psychology is accredited by the American Psychological Association. A detailed description of the graduate programs, including requirements for students in each area of graduate studies, is available from the departmental graduate office or from our Web site: www.psychology.sunysb.edu.

In all four program areas, the primary emphasis is on research training through apprenticeship, advisement and independent research. New students are encouraged to become involved immediately in ongoing research and to engage in independent research when sufficient skills and knowledge permit, with the goal of becoming active and original contributors.

Admission requirements of Psychology Department

The requirements for admission to doctoral study, in addition to the minimum Graduate School requirements, ordinarily include:

A. A bachelor’s degree with a major in psychology, or in a program providing adequate preparation for the intended area of study (ordinarily including statistics, research methodology, and/or psychology laboratory).

B. An average of 3.5 or better in all graded academic undergraduate coursework.

C. One official copy of all previous college transcripts, with certified English translations of any transcripts in a foreign language.

D. Letters of recommendation from three instructors or academic advisors.

E. The Graduate Record Examination (GRE) General Test. The subject GRE is not required.

F. For international students, TOEFL or IELTS scores (unless their native language is English; "native" languages are mastered in early childhood). The test score is still required even if the student attended college where English was the language of instruction. Also required is the International Student Financial Affidavit.

G. Students who do not meet the above requirements may also apply if they feel that special circumstances should be considered.

H. Acceptance by the department and Graduate School.

Psychology's deadline for receipt of applications and all supporting materials for fall admission is December 15. We will continue to accept applications through January 1, but late applications will not receive full consideration for Turner and Graduate Council Fellowships. Applications must be submitted online. Links to the online application system are on the department Web site at: www.psychology.sunysb.edu.

Facilities of Psychology Department

Faculty in each area maintain active laboratories with state-of-the-art equipment for research and graduate training. Faculty, students, and postdoctoral associates have access to the Psychology Department’s large volunteer pool of human subjects. In addition, the program supports the development of teaching and professional skills.
The Clinical Program's research interests of the core faculty center on depressive disorders, anxiety disorders, personality disorders, schizophrenia, autism spectrum disorders, effects of stress on children's development, discord and aggression among couples, romantic competence among adolescents and adults, psychotherapy process and outcome, and lesbian/gay/bisexual issues. Faculty labs are equipped with state-of-the-art facilities including equipment for observational research with state-of-the-art facilities including equipment for observational research (e.g., digital cameras and DVDs), psychophysiological equipment (e.g., heart rate, blood pressure, respiratory rate,) as well as electrophysiology (EEG, ERP). The clinical area also utilizes a number of other on- and off-campus facilities for clinical research and training, including the Social, Cognitive, and Affective Neuroscience Center for neuroimaging, the Krasner Psychological Center, a training, research, and service unit that provides psychological services and consultation to the community and as well as a site for graduate practica. Within the Krasner Psychological Center, an Anxiety Disorders Clinic provides assessment and treatment of various anxiety disorders such as obsessive-compulsive disorder and post-traumatic stress disorder. The University Marital Therapy Clinic provides therapy for couples and individuals in the community who are experiencing relationship difficulties. Personnel at the Marital Clinic also provide forensic assessments for child custody and therapeutic visitation for the Supreme and Family Courts of Suffolk County, NY. Affiliations have been established with the University's Health Sciences Center, North Shore University Hospital, Long Island Jewish Hillside Hospital, local public schools, and Northport Veteran's Administration Hospital.

The Cognitive Science Program offers training in cognitive science in its affiliations with the Departments of Linguistics and Computer Science, and in cognitive neuroscience, in cooperation with the Integrative Neuroscience Program, the Department of Neurobiology and Behavior, and Brookhaven National Laboratory's Medical Department. Laboratory facilities include a state-of-the-art research dedicated 3T fMRI scanner housed in our new NSF-funded SCAN (Social, Cognitive, and Affective Neuroscience) center, electrophysiology (EEG, ERP) labs, multiple eyetrackers for psycholinguistics and visual cognition studies, rooms equipped to study electronic communication and human-computer interaction, sound-isolated chambers for perception and psycholinguistics experiments, multimedia workstations for presenting stimuli and collecting data, and computer-controlled choice stations for testing human and non-human subjects. Faculty research is particularly strong in language, memory, attention, visual cognition, perception, and decision making. Most research programs are funded by agencies such as the National Science Foundation, the Army Research Office, and the National Patient Safety Foundation.

The Integrative Neuroscience Program provides opportunities to learn the genetics, anatomy, physiology and chemistry underlying a comprehensive array of behaviors and human disorders. The broad range of faculty expertise within the program introduces students to social, affective, cognitive and clinical neuroscience at all levels of analysis, from molecular/genetic to human imaging and psychometric testing and at all ages across the lifespan. In addition to gaining core knowledge, students also develop the cutting edge research expertise which is essential to successful careers in neuroscience. Students have access to facilities for histological and neuroanatomical analysis, behavioral analysis, animal models of human diseases, molecular and genetic analysis, human electrophysiology and fMRI imaging. Students have the opportunity for research training with core faculty or with affiliated faculty in the Departments of Neurobiology, Psychiatry and Neurology as well as at Cold Spring Harbor Labs. The curriculum supports the development of broad content knowledge, while research training provides development of skill expertise. In addition, the program supports the development of teaching and professional skills.

The Social and Health Program offers predoctoral training for students who are interested in a research career in social psychology, health psychology, or the interface between these two disciplines (e.g., application of social psychological theory to health problems). Areas of particular strength in the faculty’s research in social psychology include the study of attachment and close relationships in adults and children; social cognition; social-cognitive development; social identity, prejudice, and stereotyping; academic achievement; and the representation and processing of social experience, motivation, and self-regulation. Health psychology focuses on identifying, evaluating, and enhancing the psychosocial and behavioral factors that promote health, prevent disease, or affect adjustment to illness. Faculty research topics in health psychology include the impact of stress on health; the role of social support in dealing with health problems; and coping with breast cancer, pregnancy, or the loss of a spouse. Social and Health Area faculty have affiliations with the Department of Psychiatry and other departments in the University, and they collaborate with researchers and clinicians in the Stony Brook School of Medicine, Dental School, and University Hospital. Students in our graduate program work collaboratively with faculty members on research projects of mutual interest. A variety of courses are offered so that students can fulfill requirements by selecting the courses that best fit their interests and needs. Students may also take courses in other departments of the university, such as Political Science, Public Health, or Women’s Studies. In addition, students have the opportunity to receive training in methodological and quantitative techniques such as structural equation modeling and meta-analysis and they may elect to complete a quantitative minor. Seminars are offered on topics such as career issues, teaching methods, and grant writing. Another important feature of our program is its cultural and ethnic diversity. We strive to integrate cultural and ethnic concerns into all aspects of graduate training.

Requirements for the Ph.D. Degree in Psychology

The receipt of the Ph.D. signifies both a scholarly mastery of the field of psychology and the ability to conduct independent research. In addition to the Graduate School’s degree requirements, students must satisfy the following requirements (as well as requirements of their area of studies):

A. Course Requirements
A student must maintain a graduate G.P.A. of at least 3.0 and successfully complete an approved program of study with a grade of at least B in each required course. Two semesters of quantitative methods and three breadth courses selected from outside the student’s area of graduate studies are required. In addition, two semesters of First-Year Lectures (no credit) and two semesters of a practicum in statistical computer applications are required. The four training areas of the department have additional course requirements. Following admission, students with graduate training elsewhere can petition to satisfy course requirements on the basis of previous graduate work. No more than three departmental course requirements will be waived. Petition to waive requirements or to satisfy them on the basis of previous graduate work should be directed to the Psychology Graduate Office. Petitions concerning area requirements should be addressed to the student’s area head.

B. Yearly Evaluation
The progress of each graduate student is reviewed at the end of each academic year by the student's area's faculty. This provides opportunities for both positive feedback about the student's achievements and constructive feedback for improving or accelerating the student's progress. We
expect that all students admitted to the Ph.D. program have the potential to succeed; however, any student whose performance is below the standards established by the department and the area may be dismissed or asked to withdraw. Under certain circumstances a student may be permitted to obtain a terminal Master of Arts degree satisfactorily completing the required courses and 30 graduate credit hours of study, and writing a second-year research paper.

C. Second-Year Paper
At the end of the second year of study, each student must submit an original research paper to the advisor and the area head. Although the form of this paper and the date it is due varies by area, all second-year papers must include data collection and analysis. The second-year paper must be approved prior to the specialties paper (see item E). A copy of the approved paper must be provided to the Psychology Graduate Office.

D. M.A. Degree in the Course of Doctoral Studies
The department will recommend granting an M.A. degree to students who have successfully completed the second-year requirements, including the second-year research paper, upon the recommendation of the faculty in the student’s area of graduate studies. This process is not automatic; students wishing to obtain an M.A. degree must file for one.

E. Specialties Paper and Examination
This requirement should be completed by the end of the sixth semester of study. The specialties paper is a review/research paper suitable for submission to a refereed journal. The paper must be presented to and defended before a committee. The form of the specialties paper depends upon the student’s area of graduate studies, but all areas require its completion by the end of the third year in order for a student to be considered to be on track.

F. Advancement to Candidacy
After successful completion of the specialties paper and examination, all required coursework, two SDI courses (see G), and the requirements of the student’s area of studies, a majority vote of the faculty of the student’s area is required to recommend advancement to candidacy for the Ph.D. The Graduate School requires that students must advance to candidacy at least one year before defending their dissertations.

G. Research and Teaching
All four graduate training areas focus heavily on research; research activity from the time of admission through the fourth year is required. Students who are funded on state lines serve as teaching assistants (TAs) for classes taught by departmental faculty and instructors. For all students, regardless of source of funding, two semesters of substantial direct instruction (SDI) in the classroom or laboratory is required (one of which must be PSY 310). Students may satisfy this requirement by providing significant hours of lecturing and student contact in a class for which they are serving as a TA, or by serving as the instructor of record for a class of their own. During these semesters, graduate students must receive teaching evaluations from their students.

H. Residence
Minimum residence of two years and the equivalent of three years of full-time graduate study are ordinarily required. Unless admitted as part-time students (which happens very rarely), residents must register for full-time study until they are advanced to candidacy. Full-time study is 12 credits during the first year and nine thereafter.

I. Dissertation
The approval of the dissertation proposal and successful oral defense of the completed dissertation are required.

Within Area Course Requirements: In addition to satisfying Graduate School and departmental degree requirements, students must satisfy all of the course requirements of their training programs.

Clinical Psychology
Complete the following courses in the first year (required of all Clinical Area students):
PSY 534 Assessment: General Principles, Clinical Interviews, and Adult Psychopathology
PSY 602 Assessment: Personality Testing, Intellectual/Cognitive Testing, and Child/Parent Assessment
PSY 537 Methods of Intervention: Treatment of Internalizing Disorders
PSY 538 Methods of Intervention: Treatment of Externalizing Disorders and Relationship Problems
PSY 545 Psychopathology: Conceptual Models and Internalizing Disorders
PSY 596 Psychopathology: Externalizing and Psychotic Disorders
PSY 603 Ethics and Professional Issues
Complete the following courses in the second year (required of all Clinical Area students):
PSY 535 Advanced Research Methods
PSY 604 Intervention Practicum
PSY 605 Advanced Clinical Practicum
PSY 606 Supervised Practice
PSY Breadth Course 1
Complete the following courses in the third year:
PSY 533 Principles Applicable to Clinical Psychology: Historical & Systemic Perspectives
PSY 606 Supervised Practice (Fall and Spring)
PSY Breadth Course 2
PSY Breadth Course 3
PSY 698 Research (Fall and Spring)
Complete dissertation (PSY 699) during the fourth year and complete internship (PSY 608) in the fifth year.

Cognitive Science
Complete three of the following:
PSY 513 Attention and Thought
PSY 514 Sensation and Perception
PSY 518 Memory
PSY 520 Psycholinguistics
PSY 610/620 Seminars in Selected Topics: Cognition
Sign up for the following sequence each year (required of all students):
PSY 583 Experimental Colloquium I
PSY 584 Experimental Colloquium II
The Cognitive Science Area also requires submission of a First-Year Research Paper requiring data collection and analysis. This paper must be submitted to the advisor and area head at the end of the second semester of graduate study.

Integrative Neuroscience
Complete the following courses (required of all Integrative Neuroscience Area students):
PSY 561 Cognitive and Behavioral Neuroscience I
PSY 562 Cognitive and Behavioral Neuroscience II
Complete at least two of the following courses:
PSY 560 Neuropsychology
PSY 564 Neuropsychopharmacology
PSY 620 Seminars in Selected Topics: Affective Neuroscience
PSY 620 Seminars in Selected Topics: Cognitive Neuroscience
Sign up for the following sequence each year (required of all Biopsychology Area students):
PSY 581 Cognitive and Behavioral Neuroscience Colloquium I
PSY 582 Cognitive and Behavioral Neuroscience Colloquium II

Social and Health Psychology
Complete two of the following courses:
PSY 541 Social Psychology of Close Relationships
PSY 543 Attachment
PSY 544 Emotions & Cognition
PSY 549 Prejudice & Discrimination
PSY 555 Social Psychology
PSY 558 Theories of Social Psychology: Health Applications
PSY 559 Psychology of Women’s Health

Complete an additional special topics course in the Social and Health Area (PSY 610 or PSY 620). Alternatively, students can complete an additional course from the preceding category.

Students must complete one of the quantitative courses listed below or an additional methods or statistics course as approved by the student’s advisor or Area Head.
PSY 505 Structural Equation Modeling & Advance Multivariate Methods
PSY 506 Psychometrics
PSY 535 Advanced Research Methods
PSY 610 Seminars in Selected Topics: Meta-Analysis

Cognitive Neuroscience Certificate:
Integrative Neuroscience students must take 3 of the following courses from the Cognitive Science Area:

PSY 513 Theories of Attention
PSY 516 Judgment and Decision Making
PSY 518 Memory
PSY 520 Psycholinguistics

Cognitive Science/Experimental students must take 3 of the following courses from the Integrative Neuroscience Area:

PSY 610/620 Current Issues in Brain Imaging
PSY 561 Cognitive & Behavioral Neuroscience I
PSY 562 Cognitive & Behavioral Neuroscience II
PSY 565 Functional Neuroanatomy
PSY 560 Cognitive Neuroscience
PSY 610/620 Seminars in Selected Topics: Hormones & Behavior
PSY 610/620 Seminars in Selected Topics: Molecular Psychology
PSY 610/620 Neuroscience: Applications in Psychology

Quantitative Methods Certificate
Students must complete both of the following courses:
PSY 501 Analysis & Design
PSY 502 Correlation/Regression

Students must complete three (3) additional quantitative courses from the following list (instructors may change; courses outside Psychology require the permission of those instructors). Any substitutions must be approved by the Graduate Director in advance by providing a syllabus of the course to be substituted.

PSY 505 Multivariate Methods/Structural Equation Modeling
PSY 506 Psychometric Methods
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PSY 507 Meta-Analysis
PSY 508 Introduction to Computer Applications in Statistics
PSY 535 Advanced Research Methods
PSY 610/620 Computational Modeling
POL 602 Applied Data Analysis I: Probability Theory
POL 603 Applied Data Analysis II: Regression
POL 604 Applied Data Analysis III: Maximum Likelihood Estimation
POL 606 Duration & Panel Models
POL 610 Experimental Design
POL 676 Advanced Topics: Methods
CSE 507 Introduction to Computational Linguistics
CSE 529 Modeling and Simulation
AMS 571 Mathematical Statistics II

Teaching Requirement:
Students must serve as the instructor of one of the following courses:

PSY 201 or PSY 301

OR Serve as a Teaching Assistant in one of the following courses:

PSY 501 or PSY 502.

Faculty of Psychology Department

Distinguished Professors

Goldfried, Marvin, Ph.D., 1961, University at Buffalo: Lesbian, gay and bisexual issues; psychotherapy process research; cognitive behavior therapy; delineation of common therapeutic principles across theoretical orientations. Clinical Program

Klein, Daniel N., Associate Chair, Ph.D., 1983, University at Buffalo: Psychopathology; mood disorders; assessment, classification, course, development, familial transmission, and treatment of depression: child temperament and personality development. Clinical Program

O’Leary, K. Daniel, Ph.D., 1967, University of Illinois: Etiology and treatment of marital discord and spouse abuse; physical aggression in intimate relationships; the effects of marital discord on partner depression; memory for interpersonal events. Clinical Program


Professors

Aron, Arthur, Research Professor, Ph.D., 1970, University of Toronto, Canada: Motivation and cognition in close relationships; intergroup relations; social neuroscience. Social and Health Program

Brennan, Susan E., Ph.D., 1990, Stanford University: Language production and comprehension in spoken dialogue; multimodal communication; speech disfluencies; human/computer interaction; computational linguistics; eye gaze as a measure of language processing and as a cue in conversation. Cognitive Science Program

Canli, Turhan, Ph.D., 1993, Yale University: The genetic and neural basis of personality and emotion. Integrative Neuroscience/Biopsychology Program

Davila, Joanne, Director of Clinical Training Program, Ph.D., 1993, University of California, Los Angeles: Interpersonal functioning and psychopathology, depression, maladaptive personality styles, close relationships, attachment processes. Clinical Program

Gerrig, Richard, Director of Graduate Studies, Ph.D., 1984, Stanford University: Psycholinguistics; text understanding and representation; nonconventional language; cognitive experiences of narrative worlds. Cognitive Science Program
Hajcak (Proudfit), Greg, Research Professor, Ph.D., 2006, University of Delaware: Psychophysiology, emotion, cognition; anxiety disorders and their treatment. Clinical Program

Levy, Sheri, Chair, Ph.D., 1998, Columbia University, Prejudice and stigma based on age, ethnicity, gender, race, sexual orientation, socioeconomic status; beliefs systems and intergroup relations; role models; social identity and transitions; student engagement in STEM fields. Social and Health Program

Lobel, Marci, Director of Social and Health Program, Ph.D., 1989, University of California, Los Angeles: Stress, coping, and physical health; psychosocial factors in pregnancy and birth outcomes; social comparison processes. Social and Health Program

O’Leary, Susan G., Emerita, Ph.D., 1972, Stony Brook University: Theoretical and applied research on discipline practices in the home; prevention and early intervention vis-a-vis oppositional and conduct-disordered children. Clinical Program

Rajaram, Suparna, Ph.D., 1991, Rice University: Human memory and amnesia; implicit and explicit memory distinctions; new learning in amnesia; priming, social influences on individual memory; experimental investigation of remembering and knowing the past. Cognitive Science Program

Robinson, John, Ph.D., 1991, University of New Hampshire: Behavioral Neuroscience. Integrative Neuroscience/Biopsychology Program

Samuel, Arthur G., Ph.D., 1979, University of California, San Diego: Perception, psycholinguistics, and attention; perception of speech as a domain of study in cognitive psychology; spatial and temporal properties of visual attention. Cognitive Science Program

Squires, Nancy K., Emerita, Ph.D., 1972, University of California, San Diego: Neuropsychology; neurophysiological measures of sensory and cognitive functions of the human brain, both in normal and clinical populations. Integrative Neuroscience/Biopsychology Program

Waters, Harriet Salatas, Emerita, Ph.D., 1976, University of Minnesota: Cognitive development (comprehension and production of prose; memory and problem solving) and social cognition (mental representations of early social experiences, construction and socialization processes). Social and Health Program

Whitaker-Azmitia, Patricia, Director of Integrative Neuroscience/Biopsychology Program, Ph.D., 1979, University of Toronto: Animal models of autism and Down syndrome; serotonin and its role in brain development. Integrative Neuroscience/Biopsychology Program

Wortman, Camille, Emerita, Ph.D., 1972, Duke University: Reactions to stressful life experiences; the role of social support and coping strategies in ameliorating the impact of life stress; predictors of good psychological adjustment among those who experience major losses, including bereavement and serious injury; others’ reactions to those who experience life crisis. Social and Health Program


Associate Professors


Franklin, Nancy, Ph.D., 1989, Stanford University: Human memory; source monitoring; spatial cognition; mental models. Cognitive Science Program

Freitas, Antonio L., Ph.D., 2002, Yale University: Social cognition, motivation, self-regulation. Social and Health Program

Leung, Hoi-Chung, Director of Undergraduate Studies, Ph.D., 1997, Northwestern University: Prefrontal and parietal function in human cognition; neural mechanisms underlying information processing and response control; fMRI applications in cognitive neuroscience. Integrative Neuroscience/Biopsychology Program

London, Bonita, Director of MA Program, Ph.D., 2006, Columbia University: Social identity and intergroup processes; stereotyping and prejudice; academic achievement. Social and Health Program

Luhmann, Christian, Ph.D., 2006, Vanderbilt University: High-level cognition; causal and associative learning, probabilistic reasoning, economic and perceptual decision making; neuroimaging and computational modeling. Cognitive Science Program

Mohanty, Aprajita, Ph.D., 2011, University of Illinois-Urbana Champaign: Neural mechanisms of emotion-cognition interactions; effect of emotion on perception and working-memory in anxiety and schizophrenia; using pattern information in fMRI and computational modeling to study perception and emotion. Clinical Program

Moyer, Anne, Ph.D., 1995, Yale University: Psychosocial issues surrounding cancer risk: research synthesis and research methodology. Social and Health Program
**Assistant Professors**

Bernard, Kristin, Ph.D., 2013, University of Delaware: Child maltreatment; neurobiological consequences of early life adversity; parent-child relationships; early parenting interventions; psychobiology of parenting and attachment. Clinical Program.

Eaton, Nicholas, Ph.D., 2012, University of Minnesota: Conceptualization, classification, assessment, and structure of psychopathology; normal and pathological personality; quantitative methods and psychometrics; comorbidity; individual differences; aging; sexuality and sexual orientation. Clinical Program

Hynowitz, Genna, Research Assistant Professor, Ph.D., 2011, Stony Brook University: Cognitive biases and chronic medical conditions; biopsychosocial processes in obesity and obesity treatment; stress and gastrointestinal illness; interdisciplinary interventions for chronic illness. Clinical Program

Jarcho, Johanna, Ph.D., 2010, University of California, Los Angeles: Brain function that promotes or protects against onset of anxiety; developmental differences in the neural correlates of social cognition in anxious and healthy individuals; effects of peer victimization on psychosocial and neurobiological functioning; relationship between biases in social cognition and social competence. Clinical Program | Social & Health Program

Lerner, Matthew, Ph.D., 2013, University of Virginia: Elucidating novel models of and processes underlying social functioning in youth; design and development of empirically-supported social competency interventions for youth with developmental disorders (e.g. autism spectrum disorders & attention-deficit/hyperactivity disorder); therapeutic process variables (mediators and moderators of outcomes) in social competency intervention research; developmental psychopathological and neuroplastic models of social competence deficits; peer relations and their impact on developmental psychopathology. Clinical Program

Nelson, Brady, Research Assistant Professor, Ph.D., 2013, University of Illinois-Chicago, Emotional and motivational mechanisms of anxiety disorders and depression; developmental psychopathology; EEG; fMRI; reward sensitivity; startle reflex; uncertainty and unpredictability. Clinical Program

Parsons, Ryan, Ph.D., 2008, University of Wisconsin-Milwaukee: Neurobiology of learning and memory; memory consolidation; fear extinction; anxiety; neural plasticity. Integrative Neuroscience Program.

Scott, Stacey B., Ph.D. 2009, University of Notre Dame. Stress, emotions, health, lifespan development, longitudinal and intensive measurement designs and analysis. Social and Health Program

**Joint and Associated Faculty**

Biegon, Anat, Senior Scientist, Medical Department, Brookhaven National Labs, Ph.D., 1980, Weizmann Institute of Science, Israel: Brain response to traumatic, ischemic or inflammatory insults. Integrative Neuroscience

Brown, Stephanie L., Associate Professor, Medicine and Society, Ph.D., 1999, Arizona State University. Altruism, prosocial behavior, and health; compassion neuroscience; hormones and behavior; evolutionary constraints on social relationships and the "caregiving system". Social and Health Program

Caprariello, Peter, Assistant Professor of Marketing, College of Business, Ph.D., 2012, University of Rochester. Consumer relationship processes; how consumers spend money pursuing happiness. Social and Health Program

Crowell, Judith A., Professor, Psychiatry: Child and Adolescent Psychiatry, M.D., 1978, University of Vermont: The attachment system across the life span; parent-child and adult-adult interactions. Social and Health Program

Evinger, Leslie Craig, Ph.D., 1978, University of Washington: Motor control and learning; movement disorders. Integrative Neuroscience

Fischel, Janet, Professor, Pediatrics, Ph.D., 1978, Stony Brook University: Behavioral and developmental pediatrics; developmental language disorders and emergent literacy skills; psychological management of disorders of elimination. Clinical Program

Fontanini, Alfredo, Assistant Professor, Neurobiology, M.D., Ph.D., Brescia University: Neural basis for rich perceptual experiences; how populations of cortical neurons process the multiple physical and psychological dimensions of taste. Integrative Neuroscience/Biopsychology Program

Hsu, David, Assistant Professor, Psychiatry, Ph.D., 2002, University of Wisconsin, neural pathways linking stress with psychiatric disorders; social rejection, acceptance, and support; the endogenous opioid system; PET and fMRI; genetic variations

Huffman, Marie K., Associate Professor, Linguistics, Ph.D., 1989, University of California, Los Angeles: Phonetics; phonology. Cognitive Science Program


Kritzer, Mary, Professor, Neurobiology and Behavior, Ph.D., Yale University, 1989: Gonadal hormone influence over function and dysfunction in the cerebral cortex. Integrative Neuroscience/Biopsychology Program

Kotov, Roman, Research Assistant Professor, Department of Psychiatry: Psychiatric Epidemiology. Ph.D., 2006, University of Iowa: Classification of mental illness; relationships between personality and psychopathology; clinical assessment. Clinical Program
London, Manuel, Dean and Professor, College of Business and Center for Human Resource Management. Ph.D. 1974, Ohio State University: Organizational psychology; person perception applied to performance ratings, feedback, and performance management systems; group learning and team development; dispositional factors affecting involvement in social advocacy. Social and Health Program

Powers, Alice, Ph.D., 1969, Bryn Mawr College: Comparative and physiological psychology; brain and behavior of turtles, with the aim of understanding the evolutionary history of the mammalian brain; habituation and affective modification of the blink reflex in humans. Integrative Neuroscience/Biopsychology Program.

Van Snellenberg, Jared, Assistant Professor, Psychiatry, Ph.D., 2012, Columbia University, neural underpinnings of psychotic and cognitive symptoms of schizophrenia and related disorders, using multimodal neuroimaging methods to measure brain activity and neurochemistry

Adjunct Faculty

Sternglanz, Sarah, Assistant Professor Emerita, Social Sciences Interdisciplinary Program, Ph.D., 1973, Stanford University: Human ethology; sex roles; social learning theory; female academic and career success

NOTE: The course descriptions for this program can be found in the corresponding program PDF or at COURSE SEARCH.