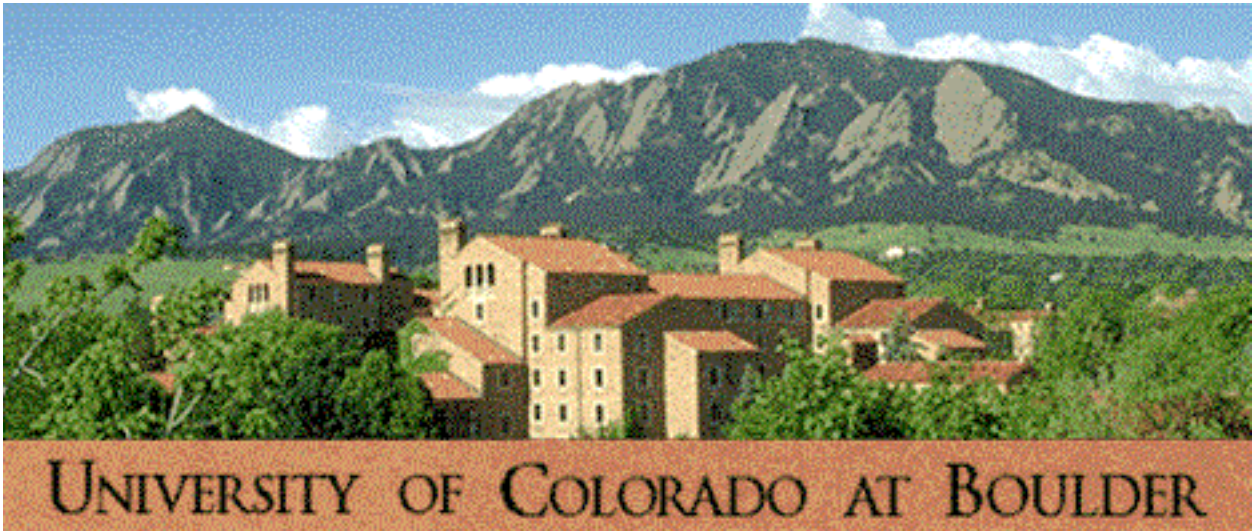


Prospective Psychology Graduate Student Guide

for the

University of Colorado at Boulder



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for the

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Clinical and Social Application Deadline: December 15
All Other Areas' Deadline: January 1

Graduate Study

The Faculty of the University of Colorado at Boulder Department of Psychology and Neuroscience invites your inquiry concerning graduate study leading to the Doctor of Philosophy degree in psychology. Strong programs exist in Behavioral Genetics, Behavioral Neuroscience, Clinical Psychology, Cognitive Psychology, and Social Psychology. There is no Developmental program per se, but faculty with developmental interests span the existing programs.

There are approximately 47 faculty members and 97 graduate students in our department. Students work closely with their faculty mentors and interact extensively with each other. Interdisciplinary study is encouraged and facilitated by several interdepartmental institutes: the Institute for Behavioral Genetics, the Institute of Behavioral Science, and the Institute of Cognitive Science. The University of Colorado at Boulder is an affirmative action/equal opportunity institution. The department encourages applications from minority students.

The University and its Location

The University of Colorado at Boulder, located in Boulder at the eastern edge of the Rocky Mountains, 25 miles northwest of Denver, has an enrollment of about 25,000 students. Boulder and the university lie at the center of a rapidly developing technological community. Boulder is an attractive university community of about 90,000 people. It is a short drive to the 14,000-foot peaks of the Continental Divide; the Boulder campus is within walking distance of the foothills of the Rocky Mountains. The city is protected by the mountains so that its winters are mild and its summers are sunny and dry. The entrance to Rocky Mountain National Park, downtown Denver, and access to summer and winter recreation areas are all less than one hour away.

Boulder has become a scientific center for the Rocky Mountain area. Close cooperation exists between the university and the Boulder laboratories of the National Oceanic and Atmospheric Administration (NOAA), the National Institute of Standards

and Technology (NIST), and the National Center for Atmospheric Research (NCAR). In addition, a number of major companies have located scientific laboratories in the area.

AREAS OF STUDY

Students are admitted for graduate studies leading to the Ph.D. in one of five fields: Behavioral Genetics, Behavioral Neuroscience, Clinical Psychology, Cognitive Psychology, and Social Psychology. A number of faculty across these areas share developmental interests. Each of these is described in more detail in the following paragraphs.

Behavioral Genetics

The Behavioral Genetics area is focused on the study of genetic contributions to individual differences in behavior. Many important questions that face our society today involve individual differences. For example: why do some people use alcohol responsibly, whereas others abuse it? Why do some children have serious difficulties learning to read, whereas other children pick up such skills easily? Why do some people succumb to mental illness, whereas others cope readily with the stresses of our fast-moving world? The research of the faculty in this program addresses such questions with a unique approach that considers genetic as well as environmental sources of differences among individuals.

All faculty in the Behavioral Genetics area are associated with the Institute for Behavioral Genetics (IBG), a multidisciplinary institute involving biologists, pharmacologists, and geneticists, as well as psychologists. The work of the institute is facilitated by the availability of a large cohort of adopted children and their families, a large sample of twins, a large sample of adolescent substance abusers and their families, a sophisticated mouse laboratory, laboratories for pharmacological research, and molecular genetics laboratories that conduct genetic linkage and association analyses and study the molecular genetics of alcohol action and aging. Further details can be obtained from the web site: http://ibg.colorado.edu/education_and_training

There is an Interdepartmental Neuroscience website which explains the joint Psychology & Neuroscience Ph.D. program for the Behavioral Genetics Neuroscience track: <http://www.colorado.edu/neuroscienceprogram/>

Behavioral Neuroscience

The fundamental tenet of the Behavioral Neuroscience area is that a complete understanding of behavior entails unraveling mechanisms and principles at any and all levels of organization (e.g., behavior, neuroanatomy, neurophysiology, neurochemistry). Each student is expected to achieve general competence in the breadth of the neurosciences as well as in-depth proficiency in a specialized area of research on brain-behavior relations. This is accomplished by a series of core courses and a broad range of elective courses in psychology and related disciplines. These objectives are closely aligned with the requirements of the Interdepartmental Neuroscience Ph.D. program. The requirements for the joint Psychology & Neuroscience Ph.D. program for the Behavioral Neuroscience track are outlined on the Interdepartmental Neuroscience website: <http://www.colorado.edu/neuroscienceprogram/>. All of our Behavioral

Neuroscience graduate students are eligible to participate in this Neuroscience Ph.D. program.

The Behavioral Neuroscience Area emphasizes research as the most important component of our graduate program. Each student will work closely with a research mentor throughout their graduate career, and should specify in their application Behavioral Neuroscience faculty members with whom they would like to work. Faculty research interests include sensory systems, psychophysics, learning and memory, neurological and psychological disorders, neural plasticity, neuropsychology, neuroendocrinology, neuroimmunology, neurochemistry, and neurophysiology. Further details of the research interests of our faculty can be obtained from web site:

<http://psych.colorado.edu/~bnweb>

There is a neuroscience website which explains the joint Psychology & Neuroscience Ph.D. program for the Behavioral Neuroscience track:

<http://www.colorado.edu/neuroscienceprogram/index.html>

Clinical Psychology

The Ph.D. program in Clinical Psychology at CU–Boulder is designed to train students in a scientist–practitioner model that integrates the ability to conduct and publish research with competence in prevention and clinical intervention. It is expected that each of these enterprises will inform the other. The purpose of the program is to prepare students for academic and applied research careers. It is not designed to train private practitioners. The particular emphasis of this program is on the study of competence vs. psychopathology, across the lifespan and within the individual's social (i.e., familial or cultural) context.

Graduate students choose a research mentor who will oversee their progress in research training. Students may sample from a variety of research topics currently represented among the clinical faculty. Applicants are encouraged to specify members of the faculty whom they view as having interests most compatible with their own and in whose labs they would most like to work. In clinical training, students are exposed to a variety of theoretical orientations, including behavioral, cognitive, developmental psychopathology, family systems, interpersonal, and psychodynamic. The program provides training in its own clinical/research facility as well as supervision in community settings. Further details can be obtained from the web site:

<http://psych.colorado.edu/~clinical>

Cognitive Psychology

The Cognitive Psychology area includes course work and research in the following areas of cognition: perception, attention and performance, executive functioning, learning and memory, reading and language processing, visuo-spatial cognition, skill acquisition, expertise, reasoning and problem solving, judgment and decision making, and human-computer interaction. Faculty and student research addresses central issues and questions in these domains using traditional experimental, developmental, computational, mathematical modeling, and cognitive neuroscience methods. Available cognitive neuroscience methods include fMRI, ERP and MEG. In collaboration with the faculty members, the students in the Cognitive Psychology program are required to maintain an active research program throughout their term of study. Students are expected to complete a three-semester series of proseminars in cognition, a two-semester

course in statistics, as well as other more specialized graduate seminars. Further details can be obtained from the web site: <http://psych.colorado.edu/~cognitive>.

Joint degrees offered in Cognitive Neuroscience and Cognitive Science as well as a Cognitive Science/Cognitive Neuroscience Triple Degree. More information is available at: <http://psych.colorado.edu/~cognitive/co-grad-program-prosp.html#jphdprogs>

Social Psychology

The Social Psychology Program at CU hosts active research in a broad range of areas including social cognition, emotion, stereotyping and prejudice, self and identity, judgment and decision making, and social neuroscience. The goal of the program is to train students to conduct theory-oriented research on problems of contemporary social significance. Training emphasizes research experience, research methods, and social psychological theory. Research methods training is accomplished by coursework including a year-long methods proseminar, a year-long statistics class, and by active participation in research. A variety of research methods are emphasized, including experimental laboratory research, field research, and quasi-experimental research. Theoretical content is conveyed by a year-long theory proseminar, in-depth specialized seminars, as well as through active research. Students begin conducting research in the first year, developing a program of research culminating in the dissertation. Throughout their training, students typically work in collaboration with multiple program faculty on research projects to develop their ability to conceptualize, design, implement, analyze, and report research, culminating in their ability to work as independent scientists.

Further details can be obtained from the web site:

<http://psych.colorado.edu/~social/>

There is an Interdepartmental Neuroscience website which explains the joint Psychology & Neuroscience Ph.D. program for the Social Neuroscience track:

<http://www.colorado.edu/neuroscienceprogram/index.html>

REQUIREMENTS FOR THE PH.D. DEGREE

All students are admitted with the expectation that they will work toward the Ph.D. degree. Many students fulfill the requirements for and receive a Master of Arts degree in the course of working toward the Ph.D. To state the requirements for the Ph.D. in terms of credit hours would be misleading, since the degree is not conferred merely upon the satisfactory completion of a course of study, however faithfully pursued. Students who receive this degree must demonstrate that they are proficient in some broad subject of learning and that they can critically evaluate work in this field; furthermore, they must have shown the ability to work independently in their chosen field and must have made an original contribution of significance to the advancement of knowledge.

In the first year of graduate study, all psychology graduate students typically enroll in graduate statistics courses. In addition, there is a first-year research requirement that can be fulfilled in several ways, but that requires the students to begin an active program of research. Typically the student must also enroll in a sequence of proseminars designed to give the student exposure to various research topics and methods.

Before admission to candidacy for the Ph.D. degree, the student must pass a comprehensive examination in the field of concentration and related fields. This

examination is written (with additional oral parts, at the option of the faculty) and tests the student's mastery of a broad field of knowledge, not merely the formal course work completed.

A variety of advanced research seminars are taught on a regular basis. Upon completing the comprehensives, students engage in their dissertation research, culminating in an oral defense.

RESEARCH FACILITIES

The Department of Psychology and Neuroscience has excellent laboratory facilities for the study of human and animal subjects. The animal care facilities include those for mice, rats, and snakes. The Computer Laboratory for Instruction in Psychological Research (CLIPR) provides centralized facilities for data analysis, model development, and simulation as well as access to the university network and international computer networks. A number of Macintosh and Windows computers are available in CLIPR for graduate students to use in data analysis, graphics, network access, and word processing. CLIPR also has a laboratory of personal computers for use in graduate student research projects.

FINANCIAL ASSISTANCE

Most students who are accepted into the graduate program in psychology at Boulder are provided with financial support for their graduate education. For first-year students, this assistance is typically in the form of a teaching assistantship during the academic year. Outstanding first-year students are supported by fellowship or traineeship assistance. Students beyond the first year are typically supported by research assistantships or teaching assistantships. These assistantships provide a monthly stipend and tuition waiver. The student is responsible for insurance and fees.

Some national fellowship programs are available to the qualified graduate student in psychology. These include those offered by the National Science Foundation and the Danforth Foundation.

A number of different types of financial aid are administered by the Graduate School. These include University of Colorado fellowships, scholarships, and loans.

Students who submit a complete application for admission to graduate study in psychology will automatically be considered for all university scholarships and fellowships for which they are eligible, as well as for teaching assistantships. In addition, if students complete a financial aid application, they will be considered for other need-based monies.

REQUIREMENTS FOR ADMISSION

Admission to graduate study in the department implies admission to one of the five areas of study. Each program autonomously makes its own admission decisions from the pool of applicants who have expressed interest in that particular program. Nevertheless, there are certain common requirements for admission to any of the programs:

1. GRE test scores. Verbal, quantitative, and analytical GRE test scores are required for admission to all programs. In addition, the subject test in psychology is required for admission to the clinical program and is recommended for the other programs as well.

2. Two official copies of all grade records from completed undergraduate and graduate work.
3. Three letters of recommendation from faculty and employers familiar with the applicant's qualifications for graduate study.
4. A completed application form, including a personal statement describing one's interests and motivation for pursuing graduate education in psychology.
5. A \$50 application fee (\$70 for foreign students).

IMPORTANT DEADLINES! Your application must be submitted by **DECEMBER 15** for the Clinical and Social Programs and **JANUARY 1** for the other programs to be considered for admission to the department for the following fall semester.

Graduate students are admitted only in the fall semester. The graduate application is an interactive online application that can be accessed at <http://www.colorado.edu/prospective/graduate/apply/process.html>. Official transcripts must be sent to us by the college or university. They should be addressed to the Department of Psychology, University of Colorado, 345 UCB, Boulder, Colorado 80309-0345. Letters of recommendation can be sent to us or submitted online. GRE scores are sent to us by ETS (Education Testing Service), INST code: 4841, DEPT code: 2016.

PSYCHOLOGY DEPARTMENT FACULTY

Areas: Behavioral Genetics (BG), Behavioral Neuroscience (BN), Clinical (C), Cognitive (COG), Social (S). More information about faculty interests can be found at the department's web site: <http://psych.colorado.edu>

Faculty with developmental interests spans all areas: Cognitive (Banich, Colunga, Curran, Munakata, O'Reilly, Olson), Clinical (Blechman, Miklowitz, Wilcutt), Behavioral Genetics (DeFries, Olson), Social (Cohen, Blair), and Behavioral Neuroscience (Patterson). Their general research interests are described below, and their particular developmental interests are detailed at: <http://psych.colorado.edu/grad-developmental.html>.

(BG) Behavioral Genetics

Gregory Carey, Associate Professor, Ph.D. 1978, University of Minnesota. Psychiatric genetics and psychopathology, psychological measurement.

<http://psych.colorado.edu/~carey/HomePage.php> (BG)

Carey, G (2003) *Human Genetics for the Social Sciences*, Thousand Oaks, CA: Sage.

Allan C. Collins, Professor, Ph.D. 1969, University of Wisconsin-Madison. Genetic and neurochemical bases of tolerance to and dependence on nicotine and ethanol.

<http://ibgwww.colorado.edu/~collinac> (BG)

Stitzel, J.A., Jimenez, M., Marks, M.J., Tritto, T., & Collins, A.C. (2000). Potential role of the $\alpha 4$ and $\alpha 6$ nicotinic receptor subunits in regulating nicotine-induced seizures. *Journal of Pharmacology and Experimental Therapeutics*, 293, 67-74.

Donald C. Cooper, Associate Professor, Ph.D. 2000, Chicago Medical School.

Neurobiological basis of information processing in the brain motivation/reward memory

circuitry. Characterization of neuroadaptations and impaired neural memory mechanisms associated with depression, addiction and schizophrenia.

http://wikieducator.org/User:Cooper_lab

Sidiropoulou K., Lu, F.M., Fowler M., Xiao, R., Ozkan E., Phillips C., Zhu, M., White F.J.
Cooper DC (2009) Dopamine modulation of prefrontal cortical mGluR5-mediated intrinsic regenerative activity *Nat Neurosci.* 12(2): 287-300

John C. DeFries, Professor, Ph.D. 1961, University of Illinois. Twin and adoption studies of human cognitive abilities, the genetics of learning disabilities, and the use of DNA markers to localize quantitative trait loci (QTLs) that influence behavioral characters in humans and laboratory mice. <http://ibgwww.colorado.edu/~defries> (BG)

Gayán, J., Willcutt, E. G., Fisher, S. E., Francks, C., Cardon, L. R., Olson, R. K., Pennington, B. F., Smith, S. D., Monaco, A. P., and DeFries, J. C. (2005). Bivariate linkage scan for reading disability and attention-deficit/hyperactivity disorder localizes pleiotropic loci. *Journal of Child Psychology and Psychiatry*, 46, 1045-1056.

John K. Hewitt, Professor, Ph.D. 1978, University of London. Developmental behavior genetics, twin and family studies, developmental psychopathology, genetics, substance use and abuse, and behavioral health. <http://ibgwww.colorado.edu/hewitt> (BG)

Hewitt, J.K., Silberg, J.L., Rutter, M., Simonoff, E., Meyer, J.M., Maes, H.H., Pickles, A., Neale, M.C., Loeber, R., Erickson, M.T., Kendler, K.S., Heath, A.C., Truett, K.R., Reynolds, C.A., & Eaves, L.J. (1997). Genetics and developmental psychopathology: Phenotypic assessment in the Virginia Twin Study of Adolescent Behavioral Development. *Journal of Child Psychology and Psychiatry*, 38 (8), 943-963.

Matthew C. Keller, Assistant Professor, Ph.D. 2004, University of Michigan. The evolutionary roots of genetic and environmental variation in psychological traits and methodological issues in behavioral genetics. <http://www.matthewckeller.com> (BG).
Keller, M. C., & Miller, G. F. (2006). Resolving the paradox of common, harmful, heritable mental disorders: Which evolutionary genetic models work best? *Behavioral and Brain Sciences*, 29, 385-452.

Keller, M. C. & Coventry, W. L. (2005). Quantifying and addressing parameter indeterminacy in the classical twin design. *Twin Research and Human Genetics*, 8, 201-213.

Richard K. Olson, Professor, Ph.D. 1970, University of Oregon. Current research interests include the etiology and remediation of reading disabilities.

<http://psych.colorado.edu/~rolson> (COG) (BG)

Olson, R.K. (2006). Genes, Environment, and Dyslexia: The 2005 Norman Geschwind Memorial Lecture. *Annals of Dyslexia*, 56(2), 205-238.

Olson, R.K. (2007). Introduction to the special issue on genes, environment, and reading. *Reading and Writing: An Interdisciplinary Journal*, 20, 1-11.

Soo Hyun Rhee, Associate Professor, Ph.D., 1999, Emory University, Etiology of childhood disruptive disorders and substance use disorders.

<http://psych.colorado.edu/~clinical/Rhee/home.html> (BG) (C)

Rhee, S. H., Hewitt, J. K., Young, S. E., Corley, R. P., Crowley, T. J., Neale, M. C., & Stallings, M. C. (2006). Comorbidity between alcohol dependence and illicit drug dependence in adolescents with antisocial behavior and matched controls. *Drug and Alcohol Dependence*, 84, 85-92.

Rhee, S. H., Hewitt, J. K., Corley, R. P., Willcutt, E. G., & Pennington, B. F. (2005). Testing hypotheses regarding the causes of comorbidity: Examining the underlying deficits of comorbid disorders. *Journal of Abnormal Psychology, 114*, 346-362.

Michael C. Stallings, Associate Professor, Ph.D. 1993, University of Southern California. Genetic and environmental pathways to substance abuse and dependence, developmental psychopathology, and personality structure.

<http://ibgwww.colorado.edu/~stalling> (BG)

Stallings, M.C., Corley, R.P., Hewitt, J.K., Krauter, K.S., Lessem, J.M., Mikulich, S.K., Rhee, S.H., Smolem, A., Young, S.E., Crowley, T.J. (2003). A genome-wide search for quantitative trait loci influencing substance dependence vulnerability in adolescence. *Drug and Alcohol Dependence, 70*, 295-307.

Stallings, M. C., Corley, R. P., Dennehey, B., Hewitt, J. K., Krauter, K. S., Lessem, J. M., Mikulich, S. K., Rhee, S. H., Smolen, A., Young, S. E. and Crowley, T. J. (2005). A genome-wide search for quantitative trait loci that influence antisocial substance dependence in adolescence. *Archives of General Psychiatry, 62*, 1042-1051.

Erik Willcutt, Associate Professor, Ph.D. 1998, University of Denver. Etiology and assessment of ADHD, learning disabilities, and other developmental psychopathologies.

<http://psych.colorado.edu/~willcutt> (BG) (C)

Willcutt, E. G., Pennington, B. F., Chhabildas, N. A., Olson, R. K., & Hulslander, J. L. (2005). Neuropsychological analyses of comorbidity between RD and ADHD: in search of the common deficit. *Developmental Neuropsychology, 27*, 35-78.

Willcutt, E. G., Doyle, A. E., Nigg, J. T., Faraone, S. V., & Pennington, B. F. (2005). A meta-analytic review of the executive function theory of ADHD. *Biological Psychiatry, 57*, 1336-1346.

(BN) Behavioral Neuroscience

Ryan Bachtell, Assistant Professor, Ph.D. 2004, Oregon Health and Science University. Identification of molecular substrates in specific neural circuits that contribute to increased propensity for drug relapse; determine the contribution of altered affective states (i.e. depression, anxiety, reward) during drug withdrawal on relapse. (BN)

Bachtell, R.K., Choi, K-H, Monteggia, L., Neve, R.L., Self, D.W. (2008). Role of GluR1 expression in nucleus accumbens neurons in cocaine sensitization and cocaine-seeking behavior. *European Journal of Neuroscience, 27*(9), 2229-40.

Marie T. Banich, Professor, Ph.D. 1985, University of Chicago. Cognitive neuroscience of executive function and attention with an emphasis on integration of information in the nervous system; functional magnetic resonance imaging.

<http://psych.colorado.edu/~mbanich> (COG) (BN)

Banich, M.T., Milham, M.P., Atchley, R.A., Cohen, N.J., Webb, A., Wszalek, T., Kramer, A.F., Liang, Z.-P., Wright, A., Shenker, J., Magin, R., Barad, V., Gullett, D., Shah, C., & Brown, C. (2000). fMRI studies of Stroop tasks reveal unique roles of anterior and posterior brain systems in attentional selection. *Journal of Cognitive Neuroscience, 12*, 988-1000.

Daniel S. Barth, Professor, Ph.D. 1984, University of California at Los Angeles.

Behavioral and sensory neurophysiology with an emphasis on the activity of neural networks in normal brain function and in neurological disorders. We use

electrophysiological imaging techniques to study both animal and human neocortex. <http://psych.colorado.edu/~dbarth> (BN)

Staba, R.J., Ard, T., Benison, A. and Barth, D.S., 2005, Intracortical pathways mediate nonlinear fast oscillation (>200 Hz) interactions within rat barrel cortex. *J. Neurophysiol.*, 93, 2934-2939.

Serge Campeau, Associate Professor, Ph.D. 1993, Yale University. Neurobiology of learning and memory and the acoustic startle reflex, neuroanatomical bases of stress responsiveness, and the role of stress in the etiology of psychiatric disorders.

<http://psych.colorado.edu/~campeaus> (BN)

Campeau, S., Day, H.E.W., Helmreich, D.L., Kollack-Walker, S., & Watson, S.J. (1998). Principles of psychoneuroendocrinology. In C.B. Nemeroff (Ed.), *Clinics of Psychiatry: Psychoneuroendocrinology* (pp. 1-18). Philadelphia: W.B. Saunders Co.

David A. Chiszar, Professor, Ph.D. 1970, Rutgers State University of New Jersey.

Research is in the general area of animal behavior (ethology). Emphasis is on the sensory systems mediating predatory behaviors in reptiles. (BN)

Stiles, K., Stark, P., Chiszar, D. and Smith, H. M. (2002) Strike-induced chemosensory searching (SICS) and trail-following behavior in copperheads (*Agkistrodon contortrix*). In G. W. Schuett, M. Hoggren, M.E. Douglas & H.W. Greene (eds), *Biology of the vipers*. Eagle Mountain, Utah: Eagle Mountain Publishing. Pp.413-418.

Tim Curran, Associate Professor, Ph.D. 1993, University of Oregon. Human learning and memory, cognitive neuroscience, electrophysiology.

<http://psych.colorado.edu/~tcurran> (COG) (BN)

Curran, T., DeBuse, C., Woroch, B., & Hirshman, E. (2006). Combined pharmacological and electrophysiological dissociation of familiarity and recollection. *Journal of Neuroscience*, 26, 1979-1985.

Scott, L. S., Tanaka, J. W., Sheinberg, D. L., & Curran, T. (2006). A reevaluation of the electrophysiological correlates of expert object processing. *Journal of Cognitive Neuroscience*, 18, 1453-1465.

Heidi E.W. Day, Assistant Research Professor, Ph.D. 1994, University of Cambridge, U.K. The brain's response to stress, and the effect of voluntary exercise on these responses: focus on the extended amygdala. <http://psych.colorado.edu/~heididay> (BN)

Day, H.E.W., Nebel, S., Sasse, S.K. & Campeau, S. (2005) Inhibition of the central extended amygdala by loud noise and restraint stress. *Eur. J. Neurosci.*, 21, 441-454.

Lewis O. Harvey, Jr., Professor, Ph.D. 1968, The Pennsylvania State University. Vision, visual perception, visual memory, psychophysics. <http://psych.colorado.edu/~lharvey> (COG) (BN)

Linschoten, M. R. I., & Harvey, L. O., Jr. (2004). Detecting malingerers by means of response-sequence analysis. *Perception & Psychophysics*, 66(7), 1190-1199.

Andre, J. T., Owens, D. A., & Harvey, L. O., Jr. (Eds.). (2003). *Visual perception: The influence of h. W. Leibowitz*. Washinton, D.C.: American Psychological Association.

Linschoten, M. R. I., Harvey, L. O., Jr., Eller, P. M., & Jafek, B. W. (2001). Fast and accurate measurement of taste and smell thresholds using a maximum-likelihood adaptive staircase procedure. *Perception & Psychophysics*, 63(8), 1330-1347.

Theresa D. Hernández, Associate Professor, Ph.D. 1988, University of Texas at Austin. Clinical Neuroscience: Identifying novel (including complementary medicine), clinical interventions to be utilized against the chronic, enduring deficits associated with stroke

and brain injury in humans. Understanding the physiological and neural mechanisms whereby neurobehavioral function is improved. Delineating sensitive periods following traumatic brain injury within which the recovery process can be positively or negatively modulated by post-injury factors such as seizures, drugs or exercise.

<http://psych.colorado.edu/~tdhlab>

Hernández, T.D., Levisohn, P.M. & Naritoku, D.K. (2004). Post-traumatic epilepsy and neurorehabilitation. In M.J. Ashley & D.K. Crych (Eds.) *Traumatic Brain Injury*. Boca Raton: CRC Press, pp 27-55.

Hernández, T.D. (2006) Post-traumatic Neural Depression and Neurobehavioral Recovery following Brain Injury. *J. Neurotrauma*, 23,1211-1222.

Steven F. Maier, Distinguished Professor, Ph.D. 1968, University of Pennsylvania. Neurochemistry and neuropharmacology of stress, drug addiction, bi-directional communication between the brain and the immune system, psychoneuroimmunology.

<http://psych.colorado.edu/~mwlab>(BN)

Amat, J., Baratta, M. V., Paul, E., Bland, S. T., Watkins, L. R., & Maier, S. F. (2005). The ventral medial prefrontal cortex determines how behavioral control over stress impacts behavior and dorsal raphe nucleus activity. *Nature Neuroscience*, 8, 365-371.

Maier, S. F. & Watkins, L. R. (2005). Stressor controllability and learned helplessness: The roles of the dorsal raphe nucleus, serotonin, and corticotropin releasing hormone. *Neuroscience and Biobehavioral Reviews*, 29, 829-841

Randall C. O'Reilly, Associate Professor, Ph.D. 1996, Carnegie Mellon University.

Neural network models of learning and memory in the neocortex, hippocampus, and prefrontal cortex. <http://psych.colorado.edu/~oreilly> (COG) (BN)

Atallah, H.E., Lopez-Paniagua, D., Rudy, J.W., & O'Reilly, R.C. (2006). Separate neural substrates for skill learning and performance in the ventral and dorsal striatum: evidence for an actor-director system. *Nature Neuroscience*, 10, 126-131.

O'Reilly, R.C. (2006). Biologically based computational models of high-level cognition. *Science*, 314, 91-94.

Susan L. Patterson, Assistant Professor, Ph.D. 1993, University of Washington, Seattle.

The role of growth factors in altering the functional strength and structure of connections between nerve cells in the brain during normal learning and memory; perturbations of growth factor signaling in neurodegenerative and psychiatric disorders.

<http://psych.colorado.edu/~patters/index.html> (BN)

A. Barco, S.L. Patterson, J.M. Alarcon, A. Morozov and E. R. Kandel. (2005) Analysis of the mechanism of facilitated induction of L-LTP in VP16-CREB mice using whole-transcriptome profiling reveals the importance of BDNF for both the maintenance of LTP and for synaptic capture. *Neuron*, 48: 123-137.

Jerry W. Rudy, Professor, Ph.D. 1970, University of Virginia. Learning and memory. The role of the hippocampal formation in learning and memory. Modulation influences on memory storage. <http://psych.colorado.edu/~jrudy> (BN)

Rudy JW, Huff N, Matus-Amat P. (2004) Understanding contextual fear conditioning: Insights from a two-process model. *Neurosci Biobehav Rev*. 28, 675-686.

Matus-Amat, P., Higgins, E. A., Barrientos, R. M. & Rudy, J. W. (2004). The role of the dorsal hippocampus in the acquisition and retrieval of context memory representations. *Journal of Neuroscience*, 24(10), 2431-2439.

Robert L. Spencer, Professor, Ph.D. 1986, University of Arizona. Neurobiological basis of psychological stress and stress adaptation; mechanisms of hypothalamic–pituitary–adrenal axis and clock gene regulation and dysregulation; hippocampal and neuroendocrine interactions. <http://psych.colorado.edu/~spencer> (BN)

Weinberg, MS, Bhatt, AP, Girotti, M, Masini, CV, Day, HEW, Campeau, S and RL Spencer. Repeated ferret odor exposure induces different temporal patterns of same-stressor habituation and novel-stressor sensitization in both HPA-axis activity and forebrain c-fos expression in the rat. *Endocrinology*, **150**: 749-761, 2009.

Girotti, M, Weinberg, MS, and RL Spencer. Differential responses of HPA axis immediate early genes to corticosterone and circadian drive. *Endocrinology*, **148**, 2542-2552, 2007.

Linda R. Watkins, Distinguished Professor, Ph.D. 1980, Medical College of Virginia. Pain modulation systems; immune and glial regulation of neuronal function; immune-to-brain communication; glial regulation of pain, opioid analgesia, learning/memory, and neuronal excitability; stress-induced regulation of brain and behavior; novel approaches to controlling chronic pain. <http://psych.colorado.edu/~mwlab> (BN)

Watkins, L.R., Hutchinson, M.R., Milligan, E.D. & Maier, S.F., “Listening” and “talking” to neurons: implications of immune activation for clinical pain control and increasing the efficacy of opioids, Invited review for Brain Research Reviews, (2007) in press.

Watkins, L.R., Hutchinson, M.R., Ledebor, A., Wieseler-Frank, J., Milligan, E.D. & Maier, S.F., Glia as the “bad guys”: implications for improving clinical pain control and the clinical utility of opioids, *Brain, Behavior & Immunity*, **21** (2007) 131-146.

(CL) Clinical

Elaine A. Blechman, Professor, Ph.D. 1971, University of California at Los Angeles. Public policy, consumer-centered health information technology, and long-term care of individuals with chronic illnesses and disabilities.

<http://psych.colorado.edu/~blechman/> (C)

Britner, P.A., Balcazar, F.E., Blechman, E.A., Blinn-Pike, L., Larose, S. (2005). Mentoring special youth populations. [Special issue] *Journal of Community Psychology*.

Blechman, E.A., & Bopp, J.M. (2005) Juvenile Offenders. In DuBois, D. L., & Karcher, M. J. (Eds.). *Handbook of youth mentoring*. Thousand Oaks, CA: Sage.

Blechman, E.A., Fishman, C.A., Fishman, D.B. & Lewis, J.E. (2004). Caregiver Alliances for At Risk and Troubled Youth. Champaign, IL; *Research Press*.

Sona Dimidjian, Assistant Professor, Ph.D. 2005, University of Washington. Development and investigation of psychosocial treatments and prevention programs for depression, including cognitive, behavioral, and mindfulness-based approaches; perinatal depression. <http://psych.colorado.edu/~clinical/dimidjian/> (C)

Dimidjian, S., Hollon, S.D., Dobson, K.S., Schmaling, K.B., Kohlenberg, R., Addis, M., Gallop, R., McGlinchey, J., Markley, D., Gollan, J.K., Atkins, D.C., Dunner, D.L., & Jacobson, N.S. (2006). Randomized trial of behavioral activation, cognitive therapy, and antidepressant medication in the acute treatment of adults with major depression. *Journal of Consulting and Clinical Psychology* **74** (4), 658-670.

David J. Miklowitz, Professor, Ph.D. 1985, University of California at Los Angeles. Adult and childhood psychopathology, psychosocial intervention research; family

environmental factors and interventions in adult and juvenile-onset bipolar disorder.

<http://psych.colorado.edu/~clinical/miklowitz> (C)

Miklowitz, D. J., George, E. L., Richards, J.A., Simoneau, T. L., & Suddath, R. L. (2003). A randomized study of family-focused psychoeducation and pharmacotherapy in the outpatient management of bipolar disorder. *Archives of General Psychiatry*, 60, 904-912.

Miklowitz, D. J., Otto, M. W., Frank, E., et al. (2007). Psychosocial treatments for bipolar depression: a 1-year randomized trial from the Systematic Treatment Enhancement Program. *Archives of General Psychiatry*, 64, 419-427.

Soo Hyun Rhee, Associate Professor, Ph.D., 1999, Emory University, Etiology of childhood disruptive disorders and substance use disorders.

<http://psych.colorado.edu/~clinical/Rhee> (BG) (C)

Rhee, S. H., Hewitt, J. K., Young, S. E., Corley, R. P., Crowley, T. J., Neale, M. C., & Stallings, M. C. (2006). Comorbidity between alcohol dependence and illicit drug dependence in adolescents with antisocial behavior and matched controls. *Drug and Alcohol Dependence*, 84, 85-92.

Rhee, S. H., Hewitt, J. K., Corley, R. P., Willcutt, E. G., & Pennington, B. F. (2005). Testing hypotheses regarding the causes of comorbidity: Examining the underlying deficits of comorbid disorders. *Journal of Abnormal Psychology*, 114, 346-362.

Emily D. Richardson, Research Assistant Professor, Ph.D. 1989, University of Iowa.

Neuropsychological assessment; cognitive correlates of decline in daily living abilities of older adults and cognitive interventions in older at-risk drivers.

<http://psych.colorado.edu/~clinical/richardson> and

http://www.Colorado.EDU/neuroscienceprogram/center/people/emily_richardson.html (C)

Richardson, E.D. & Marottoli, R.A. (2003). Visual attention and driving behaviors among community-living older persons. *Journal of Gerontology: Medical Sciences*, 58, 18-22.

Bogardus, S.T., Richardson, E.D., Maciejewski, P.K., Gahbauer, E. & Inouye, S.K. (2002) Evaluation of a guided protocol for quality improvement in identifying common geriatric problems. *Journal of the American Geriatrics Society*, 50, 328-335.

Richardson, E.D. & Malloy, P.F. (2001). The frontal lobes and content-specific delusions.

In S. Salloway, P.F. Malloy, & J.D.Duffy (Eds.). *The frontal lobes and neuropsychiatric illness* (pp. 233-245). Washington, D.C.: American Psychiatric Press, Inc.

Louise E. Silvern, Associate Professor, Ph.D. 1972, University of California at Los Angeles. Effects of domestic violence and child abuse on children; characteristics and needs of traumatized juvenile offenders with maltreatment histories.

<http://psych.colorado.edu/~clinical/silvern> (C)

Naar-King, S., Silvern, L., Ryan, V., & Sebrig, D. (2002). Type and severity of abuse as predictors of psychiatric symptoms in adolescence. *Journal of Family Violence*, 17, 133-149.

Waelde, L., Silvern, L., Fairbank, J. A., (in press) Taxometric Investigation of Dissociation in Vietnam Veterans. *Journal of Traumatic Stress*.

Donald A. Weatherley, Associate Professor, Ph.D. 1956, Stanford University. Familial factors determining adult attachment styles; the connection between adult attachment styles and psychopathology. <http://psych.colorado.edu/~clinical/weatherley> (C)

Greenfield, G.W., & Weatherley, D. (1986). Sex of sibling effects on opposite and same-sex friendships. *Psychological Reports*, 59, 67-70.

Mark A. Whisman, Professor, Ph.D. 1990, University of Washington. Cognitive-behavioral and interpersonal approaches for the assessment, etiology, and treatment of depression and relationship distress. <http://psych.colorado.edu/~clinical/whisman> (C)
Snyder, D. K., Castellani, A. M., & Whisman, M. A. (2006). Current status and future directions in couple therapy. *Annual Review of Psychology*, 57, 317-344.
Whisman, M. A. (2007). Marital distress and DSM-IV psychiatric disorders in a population-based national survey. *Journal of Abnormal Psychology*, 116, 638-643.
Whisman, M. A. (Ed.). (2008). *Adapting cognitive therapy of depression: Managing complexity and comorbidity*. New York: Guilford.

Erik Willcutt, Associate Professor, Ph.D. 1998, University of Denver. Etiology and assessment of ADHD, learning disabilities, and other developmental psychopathologies. <http://psych.colorado.edu/~willcutt> (BG) (C)
Willcutt, E. G., Pennington, B. F., Chhabildas, N. A., Olson, R. K., & Hulslander, J. L. (2005). Neuropsychological analyses of comorbidity between RD and ADHD: in search of the common deficit. *Developmental Neuropsychology*, 27, 35-78.
Willcutt, E. G., Doyle, A. E., Nigg, J. T., Faraone, S. V., & Pennington, B. F. (2005). A meta-analytic review of the executive function theory of ADHD. *Biological Psychiatry*, 57, 1336-1346.

(COG) Cognitive

Marie T. Banich, Professor, Ph.D. 1985, University of Chicago. Cognitive neuroscience of executive function and attention with an emphasis on integration of information in the nervous system; functional magnetic resonance imaging.

<http://psych.colorado.edu/~mbanich> (COG) (BN)

Banich, M.T., Milham, M.P., Atchley, R.A., Cohen, N.J., Webb, A., Wszalek, T., Kramer, A.F., Liang, Z.P., Wright, A., Shenker, J., Magin, R., Barad, V., Gullett, D., Shah, C., & Brown, C. (2000). fMRI studies of Stroop tasks reveal unique roles of anterior and posterior brain systems in attentional selection. *Journal of Cognitive Neuroscience*, 12, 988-1000.

Lyle E. Bourne, Jr., Professor Emeritus, Ph.D. 1956, University of Wisconsin. Concept formation, skill acquisition, and memory. <http://psych.colorado.edu/~lbourne> (COG)

Romero, S., Rickard, T., & Bourne, L.E., Jr. (2006) On verification of multiplication facts: An investigation using retrospective protocols. *American Journal of Psychology*, 119, 87-120.

Bourne, L.E., Jr., Healy, A.F., Kole, J.A., & Graham, S.M. (2006). Strategy shifts in classification skill acquisition: Does memory retrieval dominate rule use? *Memory & Cognition*, 34, 903-913

Wohldmann, E.L., Healy, A.F., & Bourne, L.E., Jr. (2007). Pushing the limits of imagination: Mental practice for learning sequences. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 33, 254-261.

Eliana Colunga, Assistant Professor, Ph.D. 2001, Indiana University. Cognitive and language development, combining computational modeling and cross-linguistic studies with children and adults. <http://psych.colorado.edu/~colunga> (COG)

Colunga, E., Smith, L.B. (2005) From the lexicon to expectations about kinds: A role for associative learning. *Psychological Review*, 112 (2) pp. 347-382.

Colunga, E., & Smith, L.B. (2003) The emergence of abstract ideas: Evidence from networks and babies. *Philosophical Transactions by the Royal Society B. Theme Issue: The abstraction paths: from experience to concept'*. L. Saitta (Ed) 358 (1435) pp. 1205-1214.

Tim Curran, Professor, Ph.D. 1993, University of Oregon. Human learning and memory, cognitive neuroscience, electrophysiology. <http://psych.colorado.edu/~tcurran> (COG) (BN)

Curran, T., DeBuse, C., Woroch, B., & Hirshman, E. (2006). Combined pharmacological and electrophysiological dissociation of familiarity and recollection. *Journal of Neuroscience*, 26, 1979-1985.

Scott, L. S., Tanaka, J. W., Sheinberg, D. L., & Curran, T. (2006). A reevaluation of the electrophysiological correlates of expert object processing. *Journal of Cognitive Neuroscience*, 18, 1453-1465.

Lewis O. Harvey, Jr., Professor, Ph.D. 1968, The Pennsylvania State University. Vision, visual perception, visual memory, psychophysics. <http://psych.colorado.edu/~lharvey> (COG) (BN)

Linschoten, M. R. I., & Harvey, L. O., Jr. (2004). Detecting malingerers by means of response-sequence analysis. *Perception & Psychophysics*, 66(7), 1190-1199.

Andre, J. T., Owens, D. A., & Harvey, L. O., Jr. (Eds.). (2003). *Visual perception: The influence of h. W. Leibowitz*. Washinton, D.C.: American Psychological Association.

Linschoten, M. R. I., Harvey, L. O., Jr., Eller, P. M., & Jafek, B. W. (2001). Fast and accurate measurement of taste and smell thresholds using a maximum-likelihood adaptive staircase procedure. *Perception & Psychophysics*, 63(8), 1330-1347.

Alice F. Healy, College Professor of Distinction, Ph.D. 1973, The Rockefeller University. Human information processing including training, memory, reading, psycholinguistics, and decision-making. <http://psych.colorado.edu/~ahealy> (COG)

Healy, A. F., Shea, K. M., Kole, J. A., & Cunningham, T. F. (2008). Position distinctiveness, item familiarity, and presentation frequency affect reconstruction of order in immediate episodic memory. *Journal of Memory and Language*, 58, 746-764.

Healy, A. F., Wohldmann, E. L., Parker, J. T., & Bourne, L. E., Jr. (2005). Skill training, retention, and transfer: The effects of a concurrent secondary task. *Memory & Cognition*, 33, 1457-1471.

Healy, A. F., Wohldmann, E. L., Sutton, E. M., & Bourne, L. E., Jr. (2006). Specificity effects in training and transfer of speeded responses. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 32, 534-546.

Matt Jones, Assistant Professor, Ph.D. 2003, University of Michigan. Human learning, perceptual and conceptual knowledge, mathematical and computational modeling, reinforcement learning, similarity, game theory. <http://matt.colorado.edu> (COG)

Jones, M., & Love, B. C. (2007). Beyond common features: The role of roles in determining similarity. *Cognitive Psychology*, 55, 196-231.

Jones, M., Love, B. C., & Maddox, W. T. (2006). Recency effects as a window to generalization: Separating decisional and perceptual sequential effects in category learning. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 32, 316-332.

Albert E. Kim, Assistant Professor, Ph.D. 2000, University of Pennsylvania. The neural and cognitive bases of language processing. <http://psych.colorado.edu/~aakim> (COG)

Osterhout, L, Kim, A., & Kuperberg, G. (2008). The neurobiology of sentence comprehension. To appear in M. Spivey, M. Joanisse, & K. McRae (Eds), *The Cambridge Handbook of Psycholinguistics*. Cambridge: Cambridge University Press
Kim, A. & Osterhout, L. (2005). The independence of combinatory semantic processing: Evidence from event-related potentials. *Journal of Memory and Language*, 52(2), 205-225.

Walter Kintsch, Professor Emeritus, Ph.D. 1960, University of Kansas. Language, learning, and memory.

<http://psych.colorado.edu/ics/about/homepages/wkintsch.html> (COG)

Kintsch, W. (1998). *Comprehension: A paradigm for cognition*. New York: Cambridge University Press.

Thomas K. Landauer, Professor Emeritus, Ph.D. 1960, Harvard University. Human learning and long-term memory, vocabulary and knowledge acquisition. Quantitative models and simulation. Computer tools for education.

<http://www.pearsonkt.com/bioLandauer.shtml> (COG)

Landauer, T.K., & Dumais, S.T. (1997). Plato's problem: The latent semantic analysis theory of acquisition, induction and representation of knowledge. *Psychological Review*, 104, 211-240.

Akira Miyake, Associate Professor, Ph.D. 1994, Carnegie Mellon University. Working memory, executive control processes, and attention and their roles in complex cognition. Individual differences and behavioral genetic analyses of the relationships between executive functions and social and self-regulatory behavior. The role of inner speech (and more generally language) in executive control processes.

<http://psych.colorado.edu/~miyake> (COG)

Friedman, N.P., Miyake, A., Young, S.E., DeFries, J.C., Corley, R.P., & Hewitt, J.K. (2008). Individual differences in executive functions are almost entirely genetic in origin. *Journal of Experimental Psychology: General*, 137-201-225.

Conway, A. R. A., Jarrold, C., Kane, M. J., Miyake, A., & Towse, J. N. (Eds.) (2007) *Variation in working memory*. New York: Oxford University Press.

Yuko Munakata, Professor, Ph.D. 1996, Carnegie Mellon University. Cognitive development from infancy through childhood, using converging evidence from behavior, computational modeling, and cognitive neuroscience, with a focus on working memory, cognitive flexibility, and mechanisms of change. <http://psych.colorado.edu/~munakata> (COG)

Cepeda, N.J. & Munakata, Y. (2007). Why do children persevere when they seem to know better: Graded working memory, or directed inhibition? *Psychonomic Bulletin & Review*, 14, 1058-1065.

Brace, J.J., Morton, J.B., Munakata, Y. (2006). When actions speak louder than words: Improving children's flexibility in a card-sorting task. *Psychological Science*, 17, 665-669.

Richard K. Olson, Professor, Ph.D. 1970, University of Oregon. Current research interests include the etiology and remediation of reading disabilities.

<http://psych.colorado.edu/~rolson> (COG) (BG)

Olson, R.K. (2006). Genes, Environment, and Dyslexia: The 2005 Norman Geschwind Memorial Lecture. *Annals of Dyslexia*, 56(2), 205-238.

Olson, R.K. (2007). Introduction to the special issue on genes, environment, and reading. *Reading and Writing: An Interdisciplinary Journal*, 20, 1-11.

Randall C. O'Reilly, Associate Professor, Ph.D. 1996, Carnegie Mellon University.

Neural network models of learning and memory in the neocortex, hippocampus, and prefrontal cortex. <http://psych.colorado.edu/~oreilly> (COG) (BN)

Atallah, H.E., Lopez-Paniagua, D., Rudy, J.W., & O'Reilly, R.C. (2006). Separate neural substrates for skill learning and performance in the ventral and dorsal striatum: evidence for an actor-director system. *Nature Neuroscience*, 10, 126-131.

O'Reilly, R.C. (2006). Biologically based computational models of high-level cognition. *Science*, 314, 91-94.

Peter G. Polson, Professor Emeritus, Ph.D. 1967, Indiana University. Formal theories of skill acquisition and transfer, human-computer interaction, the application of cognitive models in design processes. <http://psych.colorado.edu/~ppolson> (COG)

Sherry, L., Feary, M., Polson, P., & Palmer, E. (2001) A cognitive engineering view of the flight management system vertical navigation function. *International Journal of Human Factors and Aerospace Safety*, 1, 223 – 245

(S) Social

Irene V. Blair, Associate Professor, Ph.D. 1995, Yale University. The role of physical features in social judgment; automaticity of social cognition and behavior; stereotyping and prejudice. <http://psych.colorado.edu/~iblair> (S)

Blair, I. V. (2002). The malleability of automatic stereotypes and prejudice. *Personality and Social Psychology Review*, 6, 242-261.

Blair, I. V., Judd, C. M., Sadler, M. S., & Jenkins, C. (2002). The role of Afrocentric features in person perception: Judging by features and categories. *Journal of Personality and Social Psychology*, 83, 5 - 25.

Geoffrey L. Cohen, Associate Professor, Ph.D. 1998, Stanford University. Identity and self-evaluation; stigmatization and prejudice; social identity; attitude change and conflict resolution; academic achievement; intervention and social policy.

<http://psych.colorado.edu/~gcohen> (S)

Cohen, G. L., Garcia, J., Apfel, N., & Master, A. (2006). Reducing the racial achievement gap: A social-psychological intervention. *Science*, 313, 1307-1310.

Cohen, G. L. (2003). Party over policy: The dominating impact of group influence on political beliefs. *Journal of Personality and Social Psychology*, 85, 808-822.

Tiffany A. Ito, Associate Professor, Ph.D. 1995, University of Southern California. Prejudice and stereotyping, attitudes, and emotion using social neuroscience perspectives. <http://psych.colorado.edu/~tito> (S)

Ito, T.A., & Urland, G.R. (2003). Race and gender on the brain: Electrocortical measures

of attention to the race and gender of multiply categorizable individuals. *Journal of Personality and Social Psychology*, 85, 616-626.

Correll, J., Urland, G.R., Ito, T.A. (2006). Event-related potentials and the decision to shoot: The role of threat perception and cognitive control. *Journal of Experimental Social Psychology*, 42, 120-128.

Richard Jessor, Distinguished Professor, Ph.D. 1951, Ohio State University. Psychosocial aspects of adolescent and young adult development; adolescent risk behavior; health behavior; longitudinal research. <http://www.colorado.edu/ibs/jessor/> (S)

Jessor, R., (Ed.) (1998). *New Perspectives on Adolescent Risk Behavior*. New York: Cambridge University Press.

Turbin, M.S., Jessor, R., Costa, F.M., Dong, Q., Zhang, H., & Wang, C. (2006). Protective and risk factors in health-enhancing behavior among adolescents in China and the United States: Does social context matter? *Health Psychology*, 2006, 25, 445-454.

Charles M. Judd, College Professor of Distinction, Ph.D. 1976, Columbia University. Social judgment and cognition; stereotypes; attitude extremity; research methods; data analysis; measurement. <http://psych.colorado.edu/~cjudd> (S)

Judd, C.M., & Park, B. (1993). Definition and assessment of accuracy in social stereotypes. *Psychological Review*, 100, 109-128.

Judd, C.M., Kenny, D.A., & McClelland, G.H. (2001). Estimating and testing mediation and moderation in within-subject designs. *Psychological Methods*, 6, 115-134.

Gary H. McClelland, Professor, Ph.D. 1974, University of Michigan. Judgment and decision-making, risk judgment and communication, measurement and scaling, statistics. <http://psych.colorado.edu/~mcclella> (S)

McClelland, G.H. (1997). Optimal design in psychological research. *Psychological Methods*, 2, 3-19.

Peter McGraw, Assistant Professor, Ph.D. 2002, Ohio State University. Consumer psychology; judgment, emotions, and decision-making; morally motivated judgment and choice; structure and measurement of affect.

McGraw, A.P., & Tetlock, P.E. (2005). Taboo trade-offs, relational framing and the acceptability of exchanges. *Journal of Consumer Psychology*, 15, 2-15.

Bernadette Park, Professor, Ph.D. 1985, Northwestern University. Stereotypes, person perception, and memory. <http://psych.colorado.edu/~bpark> (S)

Corell, J., Park, B., Judd, C.M., Wittenbrink, B., Sadler, M., & Keese, T. (2007). Across the thin blue line: Police officers and racial bias in the decision to shoot. *Journal of Personality and Social Psychology*, 92, 1006-1023

Leaf Van Boven, Assistant Professor, Ph.D., 2000, Cornell University. Folk psychology, or everyday understanding of emotions and of social psychological processes in the self and in other people; Judgment, decision making, and behavioral economics.

<http://psych.colorado.edu/~vanboven> (S)

Van Boven, L., & Loewenstein, G. (In press) Projection of transient drive states. *Personality and Social Psychology Bulletin*.

Van Boven, L., Dunning, D., & Loewenstein, G. (2000). Egocentric empathy gaps between owners and buyers: Misperceptions of the endowment effect. *Journal of Personality and Social Psychology*, 79, 66-76.

Teaching Faculty (Not available as Graduate Mentors/Advisors)

Joseph E. Berta, Senior Instructor, Ph.D. 1994, University of Colorado, Boulder. Alcohol withdrawal syndrome in mice; sleep arousal thresholds in rats.

D. Brett King, Senior Instructor, Ph.D. 1990, Colorado State University. History and philosophy of psychology; historical foundation of Gestalt psychology; psychology and law; teaching of psychology.

King, D.B., Viney, W., & Woody, W.D. (2008). *History of psychology: Ideas and context* (4th ed.). Needham Heights, MA: Allyn & Bacon.

Diane K. Martichuski, Senior Instructor, Ph.D. 1992, Colorado State University. Social and developmental psychology, Alzheimer's disease patients and caregivers.

Martichuski, D.K., Knight, B.L., Karlin, N.J., & Bell, P.A. (1997). Correlates of Alzheimer's disease caregivers' support group attendance. *Activities, Adaptation, and Aging*, 21 (4), 27-40.

Tina Pittman Wagers, Instructor, Psy.D. 1993, University of Denver. Assessment and treatment of infidelity in couples, collaboration of mental health professionals and physicians in primary care settings. Clinical interests include use of cognitive-behavioral and acceptance and commitment models for treatment of anxiety and mood disorders in children, adolescents and adults, couple and family difficulties and behavioral health.

Whisman, M. and Pittman Wagers, T. (2005) Assessment of Relationships and Betrayals, *Journal of Clinical Psychology*, in press.

Natalie Smutzler, Instructor, Ph.D. 2001, Indiana University. Research interests include marital communication as it relates to various psychological disorders; examining the reliability and validity of various coding systems used to assess marital communication; developing coding systems to assess teacher-student interactions in the classroom; teaching of psychology. Clinical interests include marital discord and mood and anxiety disorders.

Holtzworth-Munroe, A., Smutzler, N. & Stuart, G.L. (1998). Demand-withdraw communication among couples experiencing marital violence. *Journal of Consulting and Clinical Psychology*, 66, 731-743.



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