University of Oregon – Department of Psychology
Doctoral Program Description
Updated 11/2/15

University of Oregon and the Eugene Community

Description of Doctoral Program

Intellectual and Research Communities

Clinical Psychology
Cognitive Neuroscience
Developmental Psychology
Social/Personality Psychology
Systems Neuroscience
Interdisciplinary Collaboration

Research Projects and Interests of Professors

Emeriti (Emeriti faculty may not be available to supervise students)

Requirements

Application Procedures for the Ph.D. Program
THE UNIVERSITY OF OREGON AND THE EUGENE COMMUNITY

The University

The University of Oregon is a medium sized, state university that enrolls over 24,000 students. The University's 295-acre campus is an arboretum of more than 500 species and more than 3,000 specimens of trees – an appropriate symbol for a state where beauty and economy are based on the forest. The University is a member of the American Association of Universities and possesses strengths in a number of areas outside psychology that are of interest to psychologists. The Institute of Neuroscience, 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 157,000, Eugene is large enough to have a full range of cultural and recreational opportunities but small enough to retain a friendly and open atmosphere. Eugene serves as the county seat for Lane County and is the site of several federal, state, and local government agencies.

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

DESCRIPTION OF THE PHD PROGRAM

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

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

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.
The Child & Family Center

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

Robert and Beverly Lewis Integrative Science Building (LISB)

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

The Robert and Beverly Lewis Center for Neuroimaging

The Robert and Beverly Lewis Center for Neuroimaging was established to support the requirements of the University of Oregon and affiliated Oregon University System institutions of higher education and research for magnetic resonance imaging (MRI) and spectroscopy (MRS). The primary focus of the Lewis Center is functional magnetic resonance imaging (fMRI) for human cognitive neuroscience research. Other focuses include diffusion MRI, structural brain imaging, and in-vivo multinuclear spectroscopy. In addition to supporting research, the Lewis Center is a resource for undergraduate and graduate student education in the physical principles of magnetic resonance imaging and data analysis. Primary objectives include the development of new and advanced methods in MRI and MRS for cognitive neuroscience and human physiology, and the creation of software tools and informatics systems to aid in the analysis of magnetic resonance data. Our website is [http://lcni.uoregon.edu](http://lcni.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 1958 (Commission on Accreditation, American Psychological Association, 750 First Street NE, Washington DC 20002-4242, 202-336-5979), and is a member of the Academy of Psychological Clinical Science. In May of 2013, our clinical program became accredited by the Psychological Clinical Science Accreditation System.

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

The major goal of doctoral training is to support promising doctoral students in developing careers as scientist/practitioners. Students interested primarily in clinical practice would most likely prefer a program less research-oriented than the Oregon Clinical Psychology Training Program.
The research and clinical opportunities available to doctoral students depend on current activities of the clinical and departmental faculty, and may also encompass ongoing projects in research institutes located in the Eugene community that are affiliated with the clinical program. These institutions include the Oregon Research Institute, Oregon Social Learning Center, Decision Research, and Electrical Geodesics.

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

INTELLECTUAL AND RESEARCH COMMUNITIES

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

Clinical Psychology

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

The department places a particularly high priority on translational research, encouraging multidisciplinary collaborations with colleagues from other areas of psychology and other academic departments. Currently, faculty research is funded by the National Science Foundation, National Institute of Mental Health, National Institute of Drug Abuse, National Institute on Child Health and Development, and the Ins...ital for the study of brain and behaviour, and these are described in a separate section at the end.

Resident Clinical Professors:

Jennifer Ablow, PhD, (Associate Professor - UC Berkeley). Clinical, developmental, infant-parent attachment, maternal brain, influence of familial risk and protective factors to development of stress, physiological, and emotion regulation.
Nicholas B. Allen, PhD, (Professor – U of Melbourne). Clinical, Adolescent Development and Mental Health, Mood Disorders, Developmental Social and Affective Neuroscience, Family Processes, Prevention Research.
Phil Fisher, PhD, (Professor – U Oregon). Clinical, Prevention Research, Stress Neurobiology, Executive Functioning, Video Coaching, Translational Neuroscience, Public Policy, Child Maltreatment, Foster Care.
Jennifer Freyd, PhD, (Professor – Stanford). Clinical, Traumatic Stress; Awareness and Memory for Trauma; Developmental Traumatology; Feminist Psychology; Ethics.
Gordon C. Nagayama Hall, PhD, (Professor – Fuller Theological Seminary). Clinical, Sociocultural Context of Psychopathology, Sexual Aggression.
Heidemarie Laurent, PhD, (Assistant Professor - U Massachusetts, Amherst). Clinical, Biology of Stress Regulation, Interpersonal Relationships, Mindfulness.

NonResident/Affiliated Professors:

Ulrich Mayr, PhD, (Psychology – cognitive neuroscience). Cognitive control systems, life-span cognitive development and functioning, neuroeconomics.
Jeff Measelle, PhD, (Psychology - developmental). Developmental, developmental stress biology, caregiving support for early brain development, pediatric global health.
Beth Stormshak, PhD, (Counseling Psychology). Child and family, peer and sibling contributions to child and adolescent problem behavior, family interventions, prevention.
Don Tucker, PhD, (Psychology – clinical). Emotion, cognition, psychopathology, neuropsychology.
Associated Scientists and Supervisors - The following scientists may not be available to supervise students:

Lew Bank, PhD, Oregon Social Learning Center. Antisocial behavior, methodology, contributions of siblings to social development.
Anthony Biglan, PhD, Oregon Research Institute. Relational Frame theory, acceptance and commitment therapy.
Jay Buckley, PhD, Directions Counseling Service. Cognitive behavior therapy.
Deborah Capaldi, PhD, Oregon Social Learning Center. Longitudinal research, development of antisocial behavior, romantic/intimate relationships.
John Mark Eddy, PhD, Oregon Social Learning Center. Prison populations.
Hy Hops, PhD, Oregon Research Institute. Depression in adolescence, peer and family interaction, adolescent substance use.
Barbara Perry, PhD. Private practice. Marital therapy.
Lisa Sheeber, PhD, Oregon Research Institute. Depression in children and adolescents.
Eric Stice, PhD, Oregon Research Institute. Obesity, eating disorders prevention.

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

Lewis Goldberg, PhD, (Professor Emeritus). Personality assessment.
Edward Lichtenstein, PhD, (Professor Emeritus). Smoking cessation and prevention, health psychology, community psychology.
Michael Posner, PhD, (Professor Emeritus). Attention, emotion, neuropsychology.
Mary Rothbart, PhD, (Professor 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 Neuroscience

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

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

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

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

Paul Dassonville, PhD, (Associate Professor – UCLA). Sensorimotor integration.
Brice Kuhl, PhD, (Assistant Professor – Stanford). Cognitive neuroscience, memory, cognitive control, fMRI methods.
Ulrich Mayr, PhD, (Professor – Free University Berlin). Cognitive and neural basis of executive control, cognitive aging, decision making
Helen Neville, PhD, (Professor – Cornell). Cognitive neuroscience, development, neuroplasticity.
Margaret Sereno, PhD, (Associate Professor – Brown). Behavioral, computational, and neuroimaging studies of perception and cognition.
Matt Smear, PhD, (Assistant Professor – UC San Francisco). Neural mechanisms of olfactory function in mice.
Nash Unsworth, PhD, (Associate Professor – Georgia Tech). Experimental and differential studies of memory and attention.
Mike Wehr, PhD, (Associate Professor – California Institute of Technology). Local circuits in the cerebral cortex encode and transform sensory information.
Dasa Zeithamova Demircan, PhD, (Assistant Professor – U Texas at Austin). How we use different memory systems to build complex knowledge representations.
Associated Professors:

Dare Baldwin, PhD, (Psychology). Developmental, language acquisition, event processing, cognitive and social-cognitive development.
Elliot Berkman, PhD, (Psychology). Social and Affective Neuroscience, Self-Regulation, Goals, Motivation, Quantitative Methods for fMRI, and Translational Neuroscience.
Jennifer Freyd, PhD, (Psychology). Clinical, Traumatic Stress; Awareness and Memory for Trauma; Developmental Traumatology; Feminist Psychology; Ethics.
Louis Moses, PhD, (Psychology). Developmental, social cognitive development, theory of mind, executive functioning, prospective memory, moral reasoning, autism, quantitative methods.
Jennifer Pfeffer, PhD, (Psychology). Developmental, adolescence, developmental social and affective neuroscience, self, social cognition, and emotion

Paul Slovic, PhD, (Psychology). Judgment, decision-making, risk perception, genocide and human rights.
Kent A. Stevens, PhD, (Computer Science). Visual perception, artificial intelligence.
Russell S. Tomlin, PhD, (Linguistics). Discourse analysis, second language acquisition.
Mike Wehr, PhD, (Psychology). Local circuits in the cerebral cortex encode and transform sensory information

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

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

Dennis Alpers, PhD, (Psychology). Children’s cognitive development.
Laura Bild, PhD, (Psychology). Developmental, language acquisition, event processing, cognitive and social-cognitive development.
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). The development of imagination, pretend play, the fantasy/reality distinction, mind wandering, creativity, children’s imaginary companions.

Developmental Psychology

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

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

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

Core Developmental Professors:

Jennifer Ablow, PhD, (Associate Professor - Berkeley). Clinical, Developmental, infant-parent attachment, maternal brain, influence of familial risk and protective factors to development of stress, physiological, and emotion regulation.
Dare Baldwin, PhD, (Professor - Stanford). Developmental, language acquisition, event processing, cognitive and social-cognitive development.
Caitlin Fausey, PhD, (Assistant Professor – Stanford). Developmental, cognitive development, language and cognition, big data experience sampling in infancy, cross-linguistic variation.
Jeff Measelle, PhD, (Associate Professor - Berkeley). Developmental, developmental stress biology, caregiving support for early brain development, pediatric global health.
Louis Moses, PhD, (Professor - Stanford). Developmental, social cognitive development, theory of mind, executive functioning, prospective memory, moral reasoning, autism, quantitative methods.

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

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

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

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

Associated Professors:

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

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

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

Heidemarie Laurent, PhD, (Psychology). Clinical, developmental psychopathology, stress regulation, neurobiology, genetic and rearing environment influences in families.

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

Helen Neville, PhD, (Psychology). Cognitive neuroscience, development, neuropsychology.

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

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

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

Social and Personality Psychology

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

- **Emotion and motivation**: emotion regulation, social functions of emotions, self-regulation, goal pursuit, stress and physiology

- **Self and social cognition**: self-perception and interpersonal perception, perspective-taking and empathy, self-other comparisons

- **Groups, networks, and organizations**: status hierarchies, social power, psychology of war and sociopolitical violence, group dynamics, online social networks

- **Culture, values, and worldviews**: moral psychology, culture and belief systems, psychology of religion

- **Personality structure and development**: structure of personality attributes, culture and personality description, lifespan development

- **Decision making and risk perception**: neuroeconomics and valuation, social and financial decision making, decision making in applied contexts (e.g., legal, aviation, risk assessment)

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

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

Core Social/Personality Professors:

Holly Arrow, PhD, (Professor - Illinois). Small group dynamics, psychology of war.
Elliot Berkman, PhD. (Assistant Professor – UCLA). Social and Affective Neuroscience, Self-Regulation, Goals, Motivation, Quantitative Methods for fMRI, and Translational Neuroscience.
Sara Hodges, PhD, (Professor - Virginia). Comparison and judgment processes, perspective taking, and empathy.
Robert Mauro, PhD. (Associate Professor - Stanford). Human emotions, decision making, aviation psychology, psychology and law.
Pranjal Mehta, PhD. (Assistant Professor – Texas at Austin). Social Neuroscience, Status Hierarchies, and Social Decision-Making.
Gerard Saucier, PhD. (Professor - Oregon). Personality, Values, Cultural Psychology, Moral Psychology, Political Psychology.
Azim Shariff, PhD, (Assistant Professor – British Columbia). Religion, morality, cultural and evolutionary psychology.
Paul Slovic, PhD, (Professor - Michigan). Judgment, decision-making, risk perception, genocide and human rights.
Sanjay Srivastava, PhD, (Associate Professor – California-Berkeley). Emotion, interpersonal perception, personality development, self, social media.

Associated Professors:

Lynn Kahle, PhD, (Marketing). Consumer behavior, communications.
John Orbell, PhD, (Political Science, Emeritus). Evolutionary psychology, decision making, cooperative behavior.
Mary Rothbart, PhD, (Psychology, Emerita). Temperament, social-emotional development.

Systems Neuroscience

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

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

Core Cognitive, Cognitive Neuroscience, Systems Neuroscience Professors:

Paul Dassonville, PhD. (Associate Professor – UCLA). Sensorimotor integration.
Brice Kuhl, PhD, (Assistant Professor – Stanford). Cognitive neuroscience, memory, cognitive control, fMRI methods.
Ulrich Mayr, PhD, (Professor – Free University Berlin). Cognitive and neural basis of executive control, cognitive aging, decision making.
Helen Neville, PhD, (Professor – Cornell). Cognitive neuroscience, development, neuroplasticity.
Margaret Sereno, PhD. (Associate Professor – Brown). Behavioral, computational, and neuroimaging studies of perception and cognition.
Matt Smear, PhD, (Assistant Professor – UC San Francisco). Neural mechanisms of olfactory function in mice.
Nash Unsworth, PhD. (Associate Professor – Georgia Tech). Experimental and differential studies of memory and attention.
Mike Wehr, PhD, (Associate Professor – California Institute of Technology). Local circuits in the cerebral cortex encode and transform sensory information.
Dasa Zeithamova Demircan, PhD, (Assistant Professor - U Texas at Austin). How we use different memory systems to build complex knowledge representations.

Associated Professors:

Dare Baldwin, PhD. (Psychology). Developmental, language acquisition, event processing, cognitive and social-cognitive development.
Elliot Berkman, PhD. (Psychology). Social and Affective Neuroscience, Self-Regulation, Goals, Motivation, Quantitative Methods for fMRI, and Translational Neuroscience.
Tom Givon, PhD, (Linguistics). Discourse processing, semantics, syntax.
Louis Moses, PhD, (Psychology). Developmental, social cognitive development, theory of mind, executive functioning, prospective memory, moral reasoning, autism, quantitative methods.

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

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

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

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


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

Psychology Emeriti - The following professors 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.

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

Interdisciplinary Collaboration

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

- Drs. Berkman, Fisher, and Pfeifer lead the Center for Translational Neuroscience within the Prevention Science Institute. Research with the Center uses basic social, developmental and affective neuroscience knowledge to develop and enhance interventions for a range of risk behaviors and psychological disorders.

- 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 colleagues at the University of Oregon.

- 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. Dr. Slovic is studying psychological factors underlying indifference to genocide and mass atrocities and is co-chair of a university-wide initiative to address this topic through courses, research, and activism.

- Evolutionary psychology is the subject of a focus group within the Institute of Cognitive and Decision Sciences including some psychology faculty and Dr. Shariff’s and Dr. Arrow’s research is especially related to evolutionary psychology.

- 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.

- Social computing and online social networks are a new growth area in psychology, combining both traditional psychological methods and “big data” approaches. Dr. Srivastava is collaborating with researchers from computer science, sociology, business, and other departments to study social behavior online.

- Psychology graduate students are often involved in 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. The Institute of Cognitive and Decisions Sciences also hosts a decision making focus group.

- The Gesture Interest Group involves linguists and psychologists focusing on understanding the role of gesture in human cognition and communication, as well as ways in which the knowledge systems engaged in gesture processing and production overlap with, or are distinct from, other processing systems such as those subserving language and action. Dare Baldwin’s research group in Psychology meets regularly with Eric Pederson’s research group in linguistics to explore these and related issues.

- Enhanced attention to an event systematically induces pupil dilation. This fact makes it possible to utilize the pupillary dilation response to observe attentional changes that arise as observers detect, discriminate, and learn. A team in the Biology Department (including Terry Takahashi and Chris Niell) are working in conjunction with psychologists (including Dare Baldwin, Caitlin Fausey, and Ulrich Mayr) to develop a new PDR technology that can be readily utilized with infants to investigate emerging perceptual and cognitive processing skills.

- A group of developmental psychologists (both faculty and students) is partnering with children’s museums (The Science Factory of Eugene, the Oregon Museum of Science and Industry, the Bay Area Discovery Museum), under the auspices of a National Science Foundation-funded organization, National Living Laboratory, to promote activities and exhibits at children’s museums that both inform developmental science and educate the public about the goals and methods of developmental science.
Research Projects and Interests

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

Dr. Ablow's research interests are in the area of social development and developmental psychopathology, with an emphasis on understanding how psychobiological and family factors combine to influence individual adaptation. Specifically, her work focuses on understanding how the psychological and physiological properties of emotional arousal and styles of emotional regulation in one subsystem 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.


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

Throughout the lifespan there are certain developmental transitions that appear to be particularly important for determining a person's mental health. The transition from childhood to adolescence is especially important, as many serious mental health problems, such as depression and substance abuse, emerge for the first time during or after this transition. In my research group, we use a developmental psychopathology approach to understand how children and adolescents are affected by the environments in which they grow up. We have especially focussed on how family interactions and other aspects of the child's environment that have been shown to increase risk for mental health problems (e.g., stress, abuse, socio-economic disadvantage) influence the child or adolescent's emotional functioning and the development of the biological systems that undergird these emotions. The aim of this work is to not only shed light on the underlying causes of mental health and ill-health during these stages of life, but also to inform innovative approaches to early intervention and prevention by utilising this knowledge to generate and test novel, developmentally-targeted clinical and public health interventions. For further information, please visit Dr. Allen's website.

Selected Books:

Selected Refereed Journal Articles:


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

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. For further information, please visit Dr. Arrow’s website.

Dr. Arrow will not be accepting new doctoral students for Fall 2016.


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

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. For further information, please visit Dr. Baldwin’s website.

Dr. Baldwin will not be accepting new students for Fall 2016.


How do we pursue long-term goals? What are the cognitive, motivation, and neural factors that contribute to our success or failure? The central aim of the research in Dr. Berkman’s Social and Affective Neuroscience Laboratory is to understand how these systems interact to support effective goal pursuit. To do this, his work combines the distinct strengths of several research methods including functional magnetic resonance imaging (fMRI), cross-sectional and longitudinal survey methods, and laboratory experiments. Examples of his research include fMRI studies of basic goal-relevant processes such as self-regulation and inhibitory control, experimental studies on how approach and avoidance motivation relate to emotions and performance, and longitudinal studies on real-world goals such as smoking cessation and dieting. For further information, please visit Dr. Berkman’s website.

Recent representative publications

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

**Paul Dassonville (Cognitive Neuroscience)**

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

Selected Publications (click here for a full listing).


**Caitlin M. Fausey (Developmental, Cognitive Development, Language and Cognition, Big Data Experience Sampling in Infancy, Cross-Linguistic Variation)**

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


Fausey, C.M., Jayaraman, S., & Smith, L.B. (under review). From faces to hands: Changing visual input in the first two years.


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

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 is a Professor of Psychology and Research Scientist at the Prevention Science Institute at the University of Oregon. His laboratory, the Stress Neurobiology and Prevention (SNAP) lab ([http://www.uoregon.edu/~snaplab/SNAP](http://www.uoregon.edu/~snaplab/SNAP)), includes graduate students, post-doctoral fellows, and other researchers with similar interests. Dr. Fisher is also Science Director for the National Forum on Early Childhood Policy and Programs, both based at Harvard University. He is Co-Principal Investigator, with Patti Chamberlain, on the NIDA-funded Translational Drug Abuse Prevention (TDAP) Center, working to increase understanding of the effects of early adversity and risk in decision-making and behavior on policy and practice in child welfare systems. Dr. Fisher is the recipient of the 2012 Society for Prevention Research Translational Science Award. He obtained his Ph.D. from the University of Oregon in 1993.

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


**Jennifer J. Freyd (Clinical, Psychology of Trauma)**

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

**Dr. Freyd will not be accepting new doctoral students for Fall 2016.**

**Sample of Recent Publications (Full Set Here):**

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

Selected Publications:

Gordon C. Nagayama Hall (Clinical)

Dr. Hall is interested in the sociocultural contexts of psychopathology, cancer disparities, and Asian American psychology. His current projects include developing and evaluating socially valid treatments for depression among immigrants, understanding the effects of discrimination on mental health among Chinese international students, and identifying the basis of cancer screening disparities among Asian Americans. In addition to his work in the Department of Psychology, he is Associate Director of Research in the Center on Diversity and Community.

Dr. Hall will not be accepting new doctoral students for Fall 2016.


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

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

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

**Selected Publications:**


**Heidemarie Laurent (Clinical, Biology of Stress Regulation, Interpersonal Relationships, Mindfulness)**

What separates people who can thrive in the face of stress from those who succumb to depression? How do early and later relationships buffer or exacerbate stress vulnerabilities, and how can people learn to respond more adaptively to daily stressors? Dr. Laurent's research focuses on (1) defining what we mean by stress "regulation" by relating multiple biological (i.e., neural, neuroendocrine, autonomic) and behavioral stress response facets to psychological symptoms and well-being; (2) identifying developmental paths shaping stress regulation, including prenatal and postnatal influences of parental depression; and (3) determining how practices such as mindfulness can improve stress regulation, and whom such practices are most likely to benefit. Her work combines stress physiology monitoring, neuroimaging, and/or behavioral observation as people respond to naturalistic stressors that arise within close interpersonal relationships, toward the ultimate goal of interrupting intergenerational cycles of stress dysregulation and depression.

**Dr. Laurent will not be accepting new students for Fall 2016.**


**Robert Mauro (Social/Personality)**

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


**Ulrich Mayr (Cognitive Neuroscience)**

Dr. Mayr’s research focuses on the question how the cognitive system "configures itself" to meet changing internal or external demands. For example, in recent work he addressed issues such as: What can the cognitive system do to intentionally establish a new configuration? And: How are no-longer relevant configurations “turned off?” In a developmental context, he examines the hypothesis that life-span changes in specific executive control processes are the source of more general changes in intellectual functioning. The long-term goal of this work is to identify the constellation (and developmental trajectory) of neurocognitive processes critical for intentional, coherent action. For further information, please visit Dr. Mayr’s website.


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

Selected Publications:


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

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


Helen J. Neville (Cognitive Neuroscience)

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

Guided by these findings, we are conducting a program of research on the effects of different types of training on brain development and cognition in typically developing children of different ages. In one series of studies we are targeting the most changeable and vulnerable systems in 3-5 year old preschoolers (at-risk for school failure for reasons of poverty) whom we study before and after 8
weeks during which the children receive attention training and their parents receive training in parenting skills once a week. Standardized measures of cognition and ERP measures of attention and language document large and significant effects of these different types of inputs on neurocognitive function. Genetic and Gene X Environment (training) interactions are also evident in these data. These studies will contribute to a basic understanding of the nature and mechanisms of human brain plasticity. In addition, they can contribute information of practical significance in the design and implementation of educational programs. For further information, please visit Dr. Neville’s website.

Dr. Neville will not be accepting new doctoral students for Fall 2016.


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

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


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

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

- What is the most cross-culturally generalizable structure of personality attributes? What is the best (especially, the most valid) way to measure this structure? How do the dimensions in this structure relate to the mindset or affective-motivational ‘personality system’ of the individual, and to larger cultural systems? What are the sources of personality change (including sources related to beliefs and values)?

- Particularly in terms of most cross-culturally generalizability, how is structure for inter-individual variation in belief and value systems ordered and structured? What kinds of beliefs and values have the largest effects on patterns of behavior and emotion, and are the most integral components of culture and have the most important effects in the spheres of politics and religion? Which patterns of beliefs and values are associated with optimal human development, and which patterns encourage psychosocial dysfunction (e.g., alienation, corruption, militant extremism, genocide)?

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


For additional publications, see [http://www.uoregon.edu/~gsaucier/gsau3.htm](http://www.uoregon.edu/~gsaucier/gsau3.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 high-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."


**Azim Shariff (Social/Personality, Religion, Morality, Cultural and Evolutionary Psychology)**

Dr. Shariff's primary line of research explores the evolutionary origins of and psychological mechanisms underlying moral/pro-social behavior, with a special focus on the positive and negative social consequences of religions and related cultural systems. Questions that are covered include: How does religion encourage generosity, honesty, prejudice and conflict? What are the psychological and social consequences of different religious (and secular) beliefs and rituals? What functions did religious and secular cultural institutions emerge to serve and how do they adapt in modern society?

Website: [www.sharifflab.com](http://www.sharifflab.com) and [www.azimshariff.com](http://www.azimshariff.com)

Dr. Shariff also has ongoing research interest in the following (example research questions in parentheses):

- Free will, Determinism and Mechanistic Thinking (e.g. how will shifting views of human agency and psychology affect social behavior?)
- The Evolutionary Psychology of Emotion (e.g. how do emotion expressions unknowingly bias our social interactions?)

Paul Slovic (Social/Personality, Judgment and Decision Making, Risk Perception, Affect and Information Processing, Genocide and Human Rights, Behavioral Economics)

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

Dr. Slovic will not be accepting new doctoral students for Fall 2016.


Matt Smear (Systems Neuroscience)

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


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

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


Don Tucker (Clinical, Cognitive Neuroscience, EGI)

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

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

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

For more information, visit Dr. Tucker's websites: Brain Electrophysiological Lab and Electrical Geodesics, Inc.


Nash Unsworth (Cognitive Neuroscience, Memory and Attention)

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


Mike Wehr (Systems Neuroscience)

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

To learn more about current research, and to download publications, please visit Dr. Wehr's website.

Selected recent publications:


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

Dr. Zalewski is interested in risk factors that predict the development of emotion dysregulation and profiles of disrupted HPA-axis responding in children and adolescents. She focuses on broader cumulative risk factors as well as more proximal risk factors such as parenting behaviors of mothers with psychopathology. Specifically, she focuses on mothers with symptoms of borderline personality disorder, as many of these individuals struggle with emotion dysregulation and have childhood trauma histories, both of which are known parenting risk factors.

Furthermore, Dr. Zalewski is formally trained in Dialectical Behavior Therapy (DBT), an evidence based approach to treating individuals with Borderline Personality Disorder (BPD) and other disorders involving high emotional dysregulation. She is currently involved in a pilot intervention adapting DBT for mothers with BPD. She supervises a DBT Skills practicum at the University of Oregon Psychology Training Clinic.

Dr. Zalewski will not be accepting new doctoral students for Fall 2016.


Dasa Zeithamova Demircan (Cognitive Neuroscience, Memory)

Memory does not merely serve as a record of the past. Rather, we use memory flexibly, deriving new knowledge by combining information from many experiences. My research focuses on how we use different memory systems to build complex knowledge representations, such as schemas, mental models or concepts. These complex memory representations transcend direct experience, allowing us to use memory for the past to guide behavior in novel situations. My primary research tools include computer-based experiments, formal models of behavior, and advanced functional MRI methods. For further information, please visit Dr. Zeithamova Demircan’s website at http://cognem.uoregon.edu/.

Selected publications:


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://ipip.ori.org/. (No longer accepting students)


Barbara Gordon-Lickey, Professor Emeritus (Neuroscience)

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


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.


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

**Douglas Hintzman, Professor Emeritus (Cognitive)**

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


**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)


**Carolin 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)


**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.


**Richard Marrocco (Neuroscience, Cognitive)**

Dr. Marrocco is interested in the effects of natuistic 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](http://www.uoregon.edu/~maryroth/) or [lab website](http://www.uoregon.edu/~maryroth/) and see representative articles below. (No longer accepting new students)


**Michael Posner, Professor Emeritus (Cognitive, Neuroscience)**

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


**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/](http://www.uoregon.edu/~maryroth/). (No longer accepting students)

Myron Rothbart, Professor Emeritus (Social)

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


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

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


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)

REQUIREMENTS

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

Requirements for the Ph.D.

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

1. Data Analysis, Psy 611, 612, and 613.
2. Three of the five core course sequence.
5. Supporting Area Requirement.

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

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

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

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

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

Requirements of the Clinical Psychology Program

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

During the second and third years, clinical students complete additional core courses, which include Psychopathology, Clinical Psychobiology, Cultural & Individual Diversity I & II, History and Systems, Consultation & Supervision, and two one year-long practica courses. 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 545 applications for 12 openings. Competition therefore is quite keen. Given such a challenging situation, prospective applicants often wish to know more about our procedures and about the characteristics of successful applicants in years past. Such information can be very helpful for making an informed decision when applying for graduate study.

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

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

Finally, with respect to last year's admitted applicants for all areas combined, the average UGPA was 3.74, and the mean GRE scores were: Verbal-162, Quant-156, Analytic-4.8. Please be aware that these are only summary indices intended to assist you in the application process. As indicated previously, final decisions about admissions also are based on a number of other very important factors that cannot be so readily summarized.

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

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

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

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

Application Fees: There is a nonrefundable $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. Our departmental application is combined with the University of Oregon Graduate Admissions Application.
Deadline: Most people apply during October and November for admission the following fall and our decisions are made in January through April. The deadline for receipt of all application materials is December 1.

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

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

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

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

APPLICANTS SHOULD KEEP US INFORMED OF THEIR CURRENT PHONE NUMBERS; 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 lolsen@uoregon.edu. Send standard mail to Graduate Secretary, Department of Psychology, 1227 University of Oregon, Eugene, OR 97403-1227.

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

Application: Our Departmental Application, Personal Statement, and Writing Sample can be submitted electronically via our website. The online application will be available on October 1, 2015. All application materials are due by December 1, 2015.

1. University of Oregon Graduate Application and Departmental Application (submitted online at http://psychology.uoregon.edu/graduate/prospective-students/doctoral-program/admission-requirements-application-process/ along with non-refundable $50.00 application fee). Application available on October 1, 2015.
2. Personal Statement/Statement of Purpose. Upload as a PDF directly to your online application.
3. Writing sample (i.e., class paper, thesis, article, etc.). Upload as a PDF directly to your online application.
4. Curriculum vita/Resume. Upload as a PDF directly to your online application.
5. Official GRE test scores sent directly from ETS. Please note that the general GRE is required of all applicants. Official scores must reach us by the application deadline of December 1, 2015 via postal mail (we do not receive electronic scores). The GRE psychology subject test is not required. Give ETS the Institution Code of 4846 AND Departmental Code of 2016. You must also upload a PDF of your score report from ETS directly to your online application.
6. Official transcripts of all college/university work, one from each school attended. Official transcripts must arrive in their original sealed envelope and by the application deadline of December 1, 2015*. You must also upload a PDF of each transcript directly to your online application and mail official transcripts to UO Admissions, 1217 University of Oregon, Eugene OR 97403-1217.
7. Three letters of recommendation. The online application will allow you to enter the name, position, institution, phone number, and email address for each reference. Each reference will receive an automated email with a request to upload their letter to the system. You will be able to view the progress of each letter. Letters must be received by the application deadline of December 1, 2015*. You must also upload a PDF of each letter directly to your online application.
8. Official TOEFL score and Financial Statement are required of all international applicants.

*Mailing address for Official Transcripts: UO Admissions, 1217 University of Oregon, Eugene OR 97403-1217. All materials must arrive by our application deadline of December 1, 2015.

The University of Oregon affirms and actively promotes the rights of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, handicap, veteran status, sexual orientation, or any other extraneous consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and
local laws, regulations, and executive orders. Direct related inquiries to the Office of Affirmative Action and Equal Opportunity, 5221 University of Oregon, Eugene OR 97403-5221; telephone (541) 346-3123, http://aaeo.uoregon.edu/.