

UWM Department of Psychology Graduate Programs

2010-2011 Academic Year

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Please Note: The information presented in this brochure is meant to assist you in your graduate studies application process. A Graduate Student Handbook will be distributed to students admitted to our graduate programs, containing full program requirements.

General Information



Thank you for inquiring about graduate study in psychology at the University of Wisconsin-Milwaukee (UWM)! UWM is located in a vibrant urban setting on Milwaukee's North Shore close to Lake Michigan. It serves more than 28,000 undergraduate and graduate students, with the most diverse population of any school in the UW system. UWM is among the nation's major research universities. It is ranked by the Carnegie Foundation in the top group of institutions of higher education (one of only 148 nationally): Doctoral/Research Universities-Extensive.

The Psychology Department places a premium on excellence in teaching and scholarly research. As a result, we are one of the most dynamic and productive departments on the UWM campus. The faculty are recognized experts in their various disciplines as well as accomplished teachers. Our clinic provides psychotherapy and assessment services to both the UWM campus and the greater Milwaukee community.

Perhaps the best indicator of our success, however, is the quality of our students. Our graduate students have been extraordinarily successful in research and scholarship. Together with faculty, they publish cutting-edge research. They successfully compete for national scholarships, grants and awards. They consistently secure postgraduate positions at some of the most prestigious universities in the country as well as employment in industry, government and academia.

Overview of Department of Psychology Graduate Programs

The Psychology Department offers four graduate programs (two doctoral programs, both of which include earning a master's degree, and two terminal master's degree programs). Detailed program descriptions begin on p. 7 of this brochure.

- ◆ **Ph.D. in clinical psychology (accredited by the American Psychological Association), which includes earning the M.S. degree**
- ◆ **Ph.D. in experimental psychology, with a choice of five areas of emphasis (Behavior Analysis, Health and Social Psychology, Neuroscience, Developmental Psychology, and Cognition and Perception), and which includes earning the M.S. degree**
- ◆ **Terminal M.S. in experimental psychology with a specialization in Behavior Analysis**
- ◆ **Terminal M.S. in experimental psychology with a specialization in Health Psychology**

Note that our doctoral programs are actually combined M.S./Ph.D. programs (although applicants with advanced degrees are also encouraged to apply; see pp. 2, 7 and 11 for more information for students with advanced degrees). All programs train students in the facts, methodologies, and theories of psychology, with special emphasis on developing research competence. The department has well-equipped laboratories and an on-campus training clinic. The city of Milwaukee provides additional opportunities for training at such facilities as hospitals, social service agencies, and the Medical College of Wisconsin.

The department refers students interested in Counseling Psychology or School Psychology to the Department of Educational Psychology (<http://www4.uwm.edu/soe/>) in the School of Education. Students interested in Marriage and Family Therapy should apply to the School of Social Welfare (<http://www4.uwm.edu/hbssw/>).

In addition to the information in this brochure, information about our programs and faculty can be found at our website: www.uwm.edu/Dept/Psychology

Information for UWM Undergraduates and Alumni

We believe that it is important for graduate students to learn and work with a range of faculty during their training. Therefore, students with bachelor's degrees from UWM who majored in psychology are not eligible to apply for admission to our doctoral programs unless they have earned a master's degree at a different institution. Similarly, those who double-majored in psychology and another subject at UWM are not eligible to apply to our doctoral programs. However, UWM undergraduates who majored in psychology are eligible to apply for admission to the terminal master's programs.

Teaching Assistantships

Most of the students in the clinical and experimental doctoral programs are funded via academic-year teaching assistantships (or, sometimes, research assistantships or project assistantships), which require approximately 20 hours of work per week. Teaching assistants usually lead discussion or laboratory sessions. Teaching assistants are paid a stipend (approximately \$11,605 per academic year, with no payments in the summer). In addition to their stipends, teaching assistants receive full remission of tuition as well as benefits such as health insurance.

Please note that due to insufficient funds, the department does *not* offer teaching assistantships or other financial support to students in the terminal master's programs.

Major Professor

All graduate students must have a major professor (adviser) to oversee their progress and to supervise their research. It is, therefore, important that potential major professors be considered very carefully on the departmental application. Entering students will be assigned to one of the major professors they have chosen during the admissions process. The department also has a Graduate Program Coordinator who advises about courses and programs of study.

Information for Students with Master's Degrees in Psychology

Students admitted to the doctoral program in clinical or experimental psychology who already have a master's degree in psychology that included an empirically based master's thesis are exempt from the requirement of having to earn the M.S. at UWM. Students admitted with a master's degree in psychology that did *not* include a thesis must complete a thesis or thesis-equivalent at UWM. In most cases, students admitted to the doctoral program with master's degrees in psychology are allowed to waive some of their UWM coursework based on courses they took in their master's programs.

Time Limits

Departmental regulations stipulate that students in the clinical and experimental doctoral programs must be full-time students; no part-time study is allowed. Doctoral students must earn the M.S. within three years of enrolling (by March 10 of their third year for most favorable consideration within the teaching assistant priority system), and they must earn the Ph.D. within seven years of enrolling (exclusive of the internship year for clinical students).

The terminal master's programs in behavior analysis and health psychology have a time limit of seven years for earning the M.S. to allow for the possibility of part-time study.

Attrition Information

In the last five years, including the 2008-2009 academic year, 57 students have been admitted to our doctoral program. Of these, 5 have earned the Ph.D., 1 has dropped out after earning the M.S., 5 have dropped out without earning any degree, and the remaining 46 are continuing in the program.

In the last five years, including the 2008-2009 academic year, 16 students have been admitted into our M.S. specializations. Of these, 4 have earned a terminal M.S., 5 have applied to and been accepted into our doctoral program before earning the M.S., 1 has earned the M.S. and is now enrolled in a doctoral program elsewhere, 3 have dropped out without earning any degree, and the remaining 3 are continuing in the program.

Admission Criteria

Admission is very competitive. It is based on the evaluation of an applicant's entire record. In evaluating each application, the Admissions Committee examines such factors as GPAs, GRE scores, courses taken, involvement in independent research and study projects, and letters of recommendation (three letters are required). See below for the average GPA and GRE scores of recently admitted students.

To be considered for admission, an applicant must also meet the Graduate School's general admission requirements.

<http://www.graduateschool.uwm.edu/students/prospective/admission/>

How Many Students Are Admitted?

Students work in close association with their major professors. The student:major professor ratio is about 5:1. Given this ratio, the department has room for approximately 70 graduate students, with about 10 new students admitted each year to the doctoral programs (5 in clinical and 5 in experimental). About 4 students are admitted each year to each of the terminal M.S. programs (2 in behavior analysis and 2 in health psychology). A total of 104 students applied to the clinical program and 19 applied to the experimental doctoral program for the Fall, 2009. Eleven applicants were accepted to the doctoral programs as follows: a) 8 females, 3 males; b) 6 clinical, 5 experimental; c) 3 applicants with Master's degrees.

GRE and GPA of Recently Admitted Students

The Graduate Admissions Committee is often asked about requirements for admission into the graduate program, in particular whether there is a minimum grade-point average and Graduate Record Examination score. Below are summary statistics on students recently admitted to the doctoral programs. Average scores are included.

	CLINICAL	EXPERIMENTAL
GPA, all courses, 4 yrs.	3.76	3.43
GRE, Verbal	563	524
GRE, Quantitative	657	690
GRE, Writing	4.25	4
GRE, Subject (Psychology)	not required	655

Information for Students Who Did Not Major in Psychology

Students without an undergraduate major in psychology may be considered for admission provided the following courses are completed: psychological statistics, a laboratory course in research methods in psychology, and an advanced laboratory course in psychology. Students with one of these courses may be admitted, but the remaining two courses must be completed within three semesters of enrollment. No course credits earned in making up deficiencies may be counted as program credits required for the degree. Students satisfying only this very minimal requirement should understand that additional work may be required to enroll in specific graduate level courses.

Information for UWM Undergraduates and Alumni

As was stated on p. 2, students with bachelor's degrees from UWM who majored in psychology are eligible to apply for admission to the terminal master's programs, but are *not* eligible to apply for admission to the doctoral programs unless they have earned a master's degree at a different institution. Double-majoring in psychology and another subject as an undergraduate at UWM does *not* make a student eligible to apply to the doctoral programs.

Application Process

Beginning students are accepted for the Fall Semester. Prospective students must apply both to the psychology department and the Graduate School. The enclosed departmental materials include: description of our programs, three application forms (one for use by those applying to the Clinical Ph.D. program, one for use by those applying to the Experimental Ph.D. program, and one for use by those applying to either of the terminal master's programs), and three letter of recommendation forms. These materials are also available for download at our website:

<http://www.uwm.edu/Dept/Psychology/gradapp.html>

In the departmental application you should indicate whom you would like to serve as your major professor. If you are admitted, every effort will be made to honor your first request as to choice of major professor, but it is not always possible to do so. Most students in the clinical doctoral program choose clinical faculty as advisers; however, some students combine study and research in a non-clinical specialty with the clinical program and, therefore, choose a major professor from the experimental faculty. Students applying to the experimental doctoral program usually choose an adviser from the list of experimental faculty, but are free to choose an adviser from the list of clinical faculty.

Because graduate study in psychology is highly individualized, applicants should read the material carefully and identify potential faculty advisers whose interests are compatible with their own. Do not hesitate to e-mail, write, phone, or if possible, visit a potential major professor/adviser.

Information regarding academic rules and regulations, financial assistance, student services, etc., can be located on the Graduate School web site:

<http://www.graduateschool.uwm.edu/students/prospective/>

Application Part One: Graduate School Application

The graduate school application can be completed at this address online:

<http://www.graduateschool.uwm.edu/students/prospective/admission/>

Send official transcripts, and a \$56 check payable to University of Wisconsin-Milwaukee (\$96 if transcripts from non-US institutions are included) to:

Graduate School
University of Wisconsin-Milwaukee
P.O. Box 340
Milwaukee, WI 53201-0340

Application Part Two: Psychology Department Application

Please assemble the items **listed on the next page** and send them to:

Chairperson, Graduate Admissions Committee
Department of Psychology
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, WI 53201-0413

How to Apply

You must complete two separate applications

- ◆ Graduate School application
- ◆ Psychology Department application

Deadlines

All Psychology Department application materials must be received by:

Clinical Ph.D. Program:

DECEMBER 7, 2009

Experimental Ph.D. and Masters Programs:

DECEMBER 31, 2009, and later applications may be considered if openings are available

Application Part Two: Psychology Department Application

As was stated on p. 1, the department offers four graduate programs. These are the Ph.D. program in clinical psychology (includes earning the M.S.), the Ph.D. program in experimental psychology (includes earning the M.S.), the terminal M.S. program in experimental psychology with a specialization in behavior analysis, and the terminal M.S. program in experimental psychology with a specialization in health psychology. Only students in the clinical program receive clinical training.

Complete the appropriate doctoral application (Clinical or Experimental) if you intend to earn both the M.S. and Ph.D. at UWM or if you already have earned a master's degree in psychology and intend to earn the Ph.D. at UWM. Everyone admitted to either of our doctoral programs will receive academic-year financial support, usually in the form of teaching assistantships, and sometimes in the form of project or research assistantships, for at least the first three years.

Complete the master's application if you intend to earn only the M.S. at UWM. We do *not* financially support students in the master's programs.

A. The following materials are required by the department:

- ◆ Completed **APPLICATION FOR GRADUATE STUDY IN PSYCHOLOGY**, (Clinical doctoral, Experimental doctoral, or master's): Pay special attention to the section requesting you to list faculty members with whom you wish to work. Admission to the program requires sponsorship by a faculty member who will serve as your major professor. It is important that you select individuals whose teaching and research interests are compatible with yours. You can learn about the faculty and their interests by referring to pp. 14-25 of this brochure and by contacting faculty members directly. Only those individuals listed on the last page of the Psychology department application have openings for new students for the coming year. Applicants to the experimental Ph.D. program or the master's programs should select four individuals. Applicants to the clinical Ph.D. program should select three individuals.
- ◆ One copy of **all transcripts of college and/or university work** (can be a photocopy of transcripts sent to the student): Send these directly to the psychology department.
- ◆ **Three letters of recommendation**: We are particularly interested in your academic competence, motivation, and ability to undertake the independent study and research required of graduate students. Letters from psychology professors who are familiar with your work in small classes or who have worked directly with you are preferred. The individuals writing the letters should be those you list on the departmental application. If there are changes, it is important you notify us so we can keep accurate records.

Submit letters of recommendation on the forms enclosed or as a letter with the form attached. You must complete the section of the recommendation form pertaining to your rights to inspect the letter as granted by the Higher Education Act of 1974. Letters without this information will not be used and will be returned to their authors. The person should seal the envelope, sign the back of the envelope as indicated, and return the envelope to you.
- ◆ Additional information: If there is other information that may be useful in evaluating your application, please include it in a letter addressed to the Admissions Committee.
- ◆ **An official report of the Graduate Record Examination**: Verbal, Quantitative and Writing (or the old Analytical subtest) scores are required. Applicants to the experimental Ph.D. program or master's programs who have completed an undergraduate degree in psychology are required to submit a score on the Psychology Subject Test. Applicants to the clinical Ph.D. program are not required to submit a score on the Psychology Subject Test. A photocopy of scores can be sent and reviewed until official scores are received.

To make sure your GRE scores are sent directly to the psychology department, complete the GRE registration form as indicated below:

Institution:	University of Wisconsin-Milwaukee
Graduate or Professional School:	College of Letters & Science
Department:	Psychology

Deadlines

Those applying to the Clinical Ph.D. program should mail their complete application to the department so that it is received by **December 7**. Applicants to the Experimental Ph.D. and Masters programs should mail their complete application to the department so that it is received by **December 31**. Applicants who meet these deadlines and are accepted into the program can typically expect to receive information about their acceptance as early as late February to as late as late April. Notification of non-acceptance is usually made by May 1.

Interviews for Clinical Applicants

Finalist who are being considered for admission to the Ph.D. program in clinical psychology will be interviewed. In-person interviews will be held in late January or early to mid-February 2010. Invitees who cannot attend these interviews will be contacted by telephone at approximately the same time as the in-person interviews. Only top candidates will be interviewed.

Special Guidelines for International Students

The Graduate School and the Center for International Education (CIE) require the following materials for International students:

- ◆ Completed Graduate School application.
- ◆ Completed forms, which you will receive shortly from the CIE office.
- ◆ Two official copies of all transcripts or degree certificates (and document translation if necessary) for each college or university attended. Copies are sent directly to the applicant by the educational institution are not "official" and will not be accepted.
- ◆ Proof of English proficiency; see <http://www4.uwm.edu/cie/futurestudents/1000/>
- ◆ Confidential financial statement and bank verification letter. Form is included in materials sent by the CIE office.
- ◆ Two copies of a statement of your "Reasons for Graduate Study" as requested on the application form.
- ◆ A money order for \$96 to cover application and processing fees, payable to the University of Wisconsin-Milwaukee.

Please assemble these items and send them to:

Center for International Education
University of Wisconsin-Milwaukee
P. O. Box 413
Milwaukee, WI 53201

The CIE office can be contacted by phone: 414-229-4846 or by email: iss@uwm.edu

Please note: It generally takes some additional time to process international student applications. To ensure that your application can be reviewed, please send all materials well before the department deadline.

Doctoral Program in Clinical Psychology

Core Faculty

Vincent Adesso
 Shawn Cahill
 W. Hobart Davies
 Jonathan Kanter
 Bonnie Klein-Tasman
 Christine Larson
 Hanjoo Lee
 David Osmon
 Robyn Ridley
 Douglas Woods

The Ph.D. program in clinical psychology is fully accredited by the American Psychological Association* and follows the Boulder (scientist-practitioner) model. Students gain competence as scientists by reviewing basic and applied literatures relevant to clinical psychology and by conducting research under the direction of their major professor each semester. Students gain competence as practitioners by completing seminars, practica, and community placements in private and institutional settings. Although it is expected that some clinical students may emphasize either the basic or applied aspects of the Boulder model, the goal is excellence in both areas. Evaluation of students is based on performance in courses, clinical teams, practica (clinical skills, ethical behavior, accepted professional behavior), a preliminary examination, and on the quality of their master's and doctoral research.

Most students in the clinical doctoral program choose clinical faculty as advisers; however, some students combine study and research in a non-clinical specialty with the clinical program and, therefore, choose a major professor from the experimental faculty.

*UWM's Clinical Psychology Program is Accredited by the American Psychological Association. Please use the contact information below to contact the APA

Office of Program Consultation and Accreditation
 750 First Street, NE
 Washington, DC , 20002-4242
 Phone: 202-336-5979

Administration

The Director of Clinical Training, (DCT), Doug Woods, administers the policies and procedures of the program in clinical psychology. An important part of the program involves practicum work in the department's training clinic, which is supervised by the clinic coordinator, Jonathan Kanter. The members of the Clinical Training Committee are the Clinical Program core faculty and two voting clinical graduate students.

Financial Support

All students admitted to the doctoral program in clinical psychology receive academic-year financial support, usually in the form of teaching assistantships, which include not only a stipend (approximately \$11,605) but also full remission of tuition, and benefits such as health insurance. This financial support is offered yearly, contingent on progress; and is typically promised for the first three years but is commonly available for subsequent years with adequate progress in the program. See p. 2 of this brochure for more information about assistantships.

Entering students with disadvantaged status should also apply for a UWM Graduate School Advanced Opportunity Program (AOP) Diversity Fellowship:

<http://www.graduateschool.uwm.edu/forms-and-downloads/students/aop-fellowship-application.doc>

Applicants with Advanced Degrees

Individuals with advanced degrees, usually in psychology or a closely related field, are eligible to apply to the doctoral program in clinical psychology. However, no more than two students with M.A./M.S. degrees in clinical psychology will be accepted into the Clinical Ph.D. program in any given academic year.

Clinical Program Application Deadline: December 7, 2009



Coursework

The minimum degree requirement is 54 graduate credits beyond the bachelor's degree, at least 27 of which must be earned in residence at UWM. Students in psychology may earn more than 54 credits to satisfy the specific requirements of the program.

1. Departmental major

Students in the clinical program satisfy their major by completing a sequence of required courses, which can be seen in the table below. Note that in addition to classroom courses, students in the clinical program must also complete a sequence of practicum courses for a minimum of 400 hours of training in assessment, diagnosis, therapy, and professional practice; and later, a pre-doctoral, extramural, full-time (2000 hour) internship.

	<i>Fall Semester</i>	<i>Spring Semester</i>
Year 1	Professional Ethics, Issues, and Research Methods in Clinical Psychology (712) Developmental Psychopathology (912) First Year Clinical Practicum (802)	Clinical Research Methods (710) First Year Clinical Psychology Practicum (802) Introduction to Scientifically Validated Treatments (734)
Year 2	Assessment I (831) Practicum in Assessment (821) Foundations of Psychotherapy (741)	Assessment II (832) Empirically Supported Interventions (742) Practicum in Empirically Supported Interventions (845)
Year 3	Practicum in Therapy (842)	Practicum in Therapy (842)
Year 4	Community Placement in Clinical Psychology (811)	Community Placement in Clinical Psychology (811)
Year 5	Community Placement in Clinical Psychology (811, optional)	Community Placement in Clinical Psychology (811, optional)

2. Departmental minor: Students must complete one departmental minor in addition to their major. Available areas for the minor are behavior analysis, cognition and perception, developmental psychology, health and social psychology, neuroscience, and quantitative methods.

3. Statistics requirement: Students must complete the two-semester introductory statistics sequence (Psychology 510 and 610).

4. History of psychology requirement: Students must complete a course in the history of psychology (Psychology 750).

5. Breadth requirement: Students follow American Psychological Association requirements and must complete one course from each of the three following areas: cognitive/affective bases of behavior (*Psychology 705, Information Processing; OR Psychology 706, Psychology of Language; OR Psychology 714, Conditioning and Learning*), biological bases of behavior (*Psychology 854, Behavioral Neuroscience*), and social bases of behavior (*Psychology 930, Seminar in Social Psychology*).

6. Multicultural requirement: Students must complete a course in multicultural issues in clinical or counseling psychology.

7. Developmental psychology requirement: Students must complete a graduate level developmental psychology course.

Waiver of Coursework for Students with Prior Graduate Work

Equivalent coursework taken elsewhere as a graduate student may substitute for one or more of the courses described above. Waiver of a required practicum course requires the consent of the major professor, and the DCT. Waiver of a required lecture course requires the consent of the major professor, the instructor of the course in question, and the director of clinical training. Demonstration of proficiency is typically required before a waiver is granted.

Clinical Training and Program of Excellence in Scientifically Validated Interventions

Students receive a minimum of eight semesters of clinical training. During their first three years in the program they receive training from the clinical faculty at the department's on-campus clinic after which they work in various community agencies under the supervision of adjunct faculty. Some of the community agencies involved in the department's training program include the Bureau of Community Corrections, Children's Hospital of Wisconsin, the Veterans Affairs Medical Center, Medical College of Wisconsin, and the Waukesha County Mental Health Center. A criminal background check is required once admitted, and may affect placement.

The Clinical Psychology program has received a 5-year grant from the National Institute of Mental Health to acknowledge and further develop "Programs of Excellence" in scientifically validated behavior interventions. The purpose of the grant is to train student to competently administer scientifically validated interventions for various psychiatric disorders, including behavioral activation for depression, prolonged exposure for PTSD, and behavior therapy for trichotillomania and Tourette syndrome. Upon successful completion of the UWM program, students will be trained as competent generalist psychologists as they have always been. However, they will also graduate in the unique position of receiving specialized training in one of the three aforementioned empirically-supported interventions. All students, regardless of their major professor, will participate in this Program of Excellence Training as part of their UWM training experience. The Program of Excellence training is meant to augment, and not replace, our standard generalist training.

Master's Thesis

The student, under the direction of his or her major professor, must develop an acceptable thesis based on empirical research. The student must pass an oral examination in defense of the thesis. Note: Students who, upon admission, already have a master's degree in psychology that included an empirically based master's thesis are exempt from the requirement of having to earn the M.S. at UWM, pending approval by the student's UWM advisor and the DCT. Students admitted with a master's degree in psychology that did *not* include a thesis must complete a thesis or thesis-equivalent at UWM.

Doctoral Preliminary Examination

To advance to doctoral candidacy, students must pass a preliminary examination in clinical psychology after they earn the M.S. Students have the option of taking a traditional closed-book exam or producing an acceptable written clinical product, including an oral exam on the content of the clinical product.

Dissertation

The candidate must write an empirically-based dissertation that demonstrates the ability to formulate a research topic and pursue an independent and original investigation, and must pass an oral examination in defense of the dissertation.

Clinical Internship

An extramural, one-year, full-time 2000 hour internship is required. Students must pass their preliminary examination before applying for internship. It is recommended that they pass their doctoral dissertation defense before beginning internship. This internship must be completed at an APA-accredited site, or one approved by the department's Clinical Training Committee. Students from UWM have been very successful in obtaining internships at highly competitive sites across the country. In recent years, UWM's clinical psychology students have completed internships at Texas Children's Hospital, University of Chicago, University of Illinois- Chicago, VA Medical Center North Chicago, Mendota Mental Health Institute, Baylor University, Brown University Medical School, Medical University of South Carolina, University of Washington Department of Psychiatry, Seattle VA, and Harvard Medical School/Massachusetts General Hospital.

Time Limits and Residency Requirement

Doctoral students must earn the M.S. within three years of enrolling (by March 10 of their third year for most favorable consideration within the teaching assistant priority system), and they must earn the Ph.D. within seven years of enrolling (exclusive of the internship year). Graduate School rules state that students must complete two consecutive semesters of at least 8 credits each after earning the M.S. Also, students must complete at least 27 credits after earning the M.S.

The Ph.D. program in experimental psychology follows an apprenticeship model in which the student is exposed to individualized research experiences within the laboratory of his or her major professor and, in many cases, other faculty as well. This research training is accompanied by an integrated concentration of courses and seminars that support development of an area of specialization. Specific patterns of study vary, depending on a student's particular interests as well as those of his or her major professor. However, regardless of specialty the goal is to give the student a firm grounding in the philosophical, historical, and scholarly foundations of the science of psychology. Throughout, major emphasis is placed on the role of the psychologist as a scholar - a person who can advance the science of psychology through original research.

Students applying to the experimental doctoral program usually choose an adviser from the list of experimental faculty, but are free to choose an adviser from the list of clinical faculty.

Although five major areas of study are available to students in the experimental doctoral program, the department has particular strengths in three areas: **Behavior Analysis, Health and Social Psychology, and Neuroscience**. Accordingly, the vast majority of students in our experimental doctoral program major in one of these three areas.

Core Faculty

Marshall Dermer
Raymond Fleming
Anthony Greene
Deborah Hannula
Fred Helmstetter
Susan Lima
Marcellus Merritt
Jay Moore
Katie Mosack
James Moyer
Devin Mueller
Diane Reddy
Rodney Swain

About the Major in Behavior Analysis

Behavior analysis is the science that emphasizes environmental control of the behavior of the individual organism. The major in behavior analysis provides students with broad theoretical, conceptual, and research training. Students enrolled in the doctoral program may focus on the experimental or applied analysis of behavior. Students and faculty work together to investigate the fundamental relations between an organism's behavior and environmental events as well as techniques to apply these basic findings to a variety of situations in which a change in behavior is desired. Current research projects include the study of choice behavior in pigeons, procedures to enhance students' verbal skills (as in acquiring a second language and writing concisely), and the use of behavior analytic techniques to treat tic disorders and depression.

About the Major in Health and Social Psychology

Health psychology, which is concerned with the psychological variables that influence physical health and illness, has become a dominant force in the health sciences, a field to which social psychological theories and research have much to offer. The major in health and social psychology offers training in research and theories relevant to health promotion. Faculty and students work together on projects focused on gender and health, cancer prevention and health education, reproductive health and STD prevention, patient advocacy and self-care behaviors, the effects of stress and mechanisms of coping with it, child abuse prevention, alcohol abuse, and smoking. Research is conducted in the laboratory as well as in clinical settings, and many of the faculty have strong ties to the Milwaukee community.

About the Major in Neuroscience

Neuroscience is an interdisciplinary field devoted to the study of the nervous system. The major is designed to provide students with the intellectual and technical skills necessary for a productive career in academics or industry. The core faculty members are located in the psychology and biological sciences departments, and graduate students have frequent interactions with the faculty, postdoctoral fellows, and other students through course work, research collaborations, and weekly seminars. Students are also part of the greater Milwaukee Area Neuroscience group, which includes faculty and students from UWM, the Medical College of Wisconsin, and Marquette University. Students majoring in neuroscience learn a wide range of techniques working with laboratory animals and human subjects. These include, but are not limited to experimental design, behavioral testing and analysis, neurophysiology, aseptic surgical techniques, quantitative protein and mRNA assays, immunohistochemistry, and functional magnetic resonance imaging (fMRI). Current research topics being investigated by faculty and students include: cellular and molecular mechanisms of learning and memory; mapping brain areas involved in memory and emotion in humans and rodents using fMRI; effects of exercise on cerebral blood flow; mechanisms of recovery from brain damage; effects of aging on learning and memory; and the role of calcium and calcium binding proteins in ischemic cell death.

Financial Support

All students admitted to the doctoral program in experimental psychology receive academic-year financial support, usually in the form of teaching assistantships, which includes a stipend (approximately \$11,605 per academic year), full remission of tuition, and benefits such as health insurance. See p. 2 of this brochure for more information about assistantships.

Coursework

The minimum degree requirement is 54 graduate credits beyond the bachelor's degree, at least 27 of which must be earned in residence at UWM. Students in psychology may earn more than 54 credits to satisfy the specific program requirements.

1. **Departmental major:** Students in the doctoral program in experimental psychology select a major from the following five areas: Behavior Analysis, Health and Social Psychology, Neuroscience, Cognition and Perception, and Developmental Psychology. Each major consists of three or four courses, depending on the area. Typically, one or two of the courses are core courses, and the others are advanced courses.
2. **Minor:** Students complete two minors in addition to their major. Available areas for the minor are Behavior Analysis, Health and Social Psychology, Neuroscience, Cognition and Perception, Developmental Psychology, Quantitative Methods, Psychopathology, and Neurobiology (this minor is required of all Neuroscience majors, and is not available to students majoring in areas other than Neuroscience). Each minor consists of two to three courses, depending on the area.
3. **Statistics requirement:** Students complete the two-semester introductory statistics sequence (Psychology 510 and 610).
4. **History of psychology requirement:** Students complete a course in the history of psychology (Psychology 750).
5. **Breadth requirement:** Students take at least one course in an area other than their major and minor areas.

Waiver of Coursework for Students with Prior Graduate Work

Equivalent coursework taken elsewhere as a graduate student may substitute for one or more of the courses described above. Waiver of a required course requires consent of the major professor and the instructor of the course in question.

Master's Thesis

The student, under the direction of his or her major professor, must develop an acceptable thesis based on empirical research. Candidates must pass an oral examination in defense of the thesis. Note: Students who, upon admission, already have a master's degree in psychology that included an empirically based master's thesis are exempt from the requirement of having to earn the M.S. at UWM. Students admitted with a master's degree in psychology that did *not* include a thesis must complete a thesis or thesis-equivalent at UWM.

Doctoral Preliminary Examination

To advance to doctoral candidacy, students must pass a preliminary examination in their major area after they earn the M.S., and within five years of enrolling. The format of the preliminary exam varies by area; some are open-book exams, and some are closed-book exams.

Dissertation

Candidates must write an empirically-based dissertation that demonstrates the ability to formulate a research topic and pursue an independent and original investigation. Candidates must pass an oral examination in defense of the dissertation.

Time Limits and Residency Requirement

Doctoral students must earn the M.S. within three years of enrolling (by March 10 of their third year for most favorable consideration within the teaching assistant priority system), and they must earn the Ph.D. within seven years of enrolling. Graduate School rules state that students must complete two consecutive semesters of at least 8 credits each after earning the M.S. Also, students must complete at least 27 credits after earning the M.S.

Terminal Master’s Program in Experimental Psychology: Specialization in Health Psychology

Health psychology is concerned with the psychological variables that influence physical health and illness. The M.S. program in health psychology offers training in research and theories relevant to health promotion. The program of study consists of core health psychology coursework, research coursework, psychology breadth coursework, and an optional field placement. Current research topics include gender and health, cancer prevention and health education, reproductive health and STD prevention, patient advocacy and self-care behaviors, the effects of stress and mechanisms of coping with it, and child abuse prevention. Research is conducted in the laboratory as well as in clinical settings and many of the faculty have strong ties to the Milwaukee community.

Core Faculty

Vincent Adesso
W. Hobart Davies
Raymond Fleming
Marcellus Merritt
Katie Mosack
Diane Reddy

Note: Because of budget limitations, the department does *not* offer teaching assistantships or other forms of financial support to students in the master's program in health psychology.

Coursework and Model Course Plan

Coursework includes 36 credits distributed as follows (Course substitutions are permissible with the director's approval):

1. Twelve credits in core Health Psychology courses. All students must take Psych 955 (Seminar in Social Psychology and Health), and any three of the following courses: Psych 711 (Current Topics, only when the topic is Child Health Psychology or another topic directly relevant to health), Psych 754 (Proseminar in Biological Psychology), Psych 756 (Psychophysiology), Psych 833 (Neuropsychology), Psych 854 (Behavioral Neuroscience), Psych 930 (Seminar in Social Psychology), or Psych 954 (Seminar in Physiological Psychology). These core courses introduce students to research, theories, and applications of health psychology.
2. Fifteen credits in research courses: Psych 510 (Advanced Psychological Statistics), Psychology 610 (Experimental Design), Psych 932 (Proseminar in Evaluation Research), and six credits of Psych 790 (Independent Research) for those selecting the thesis option or six credits of Psych 791 (Master's Project for Master's Students) for those selecting the project option. These courses prepare students for conducting basic and applied research.
3. Nine credits in psychology breadth courses (virtually any psychology graduate-level course not listed above).
4. Although students are exposed to theories and applications in coursework, field placements offer further opportunity to apply theory. Students are encouraged to complete at least 3 credits of 812 (Field Placement in Psychology) in their area of interest.

	<i>Fall Semester</i>	<i>Spring Semester</i>
Year 1	Advanced Psychological Statistics (510) Health Psychology (955) Core Selection 1 Breadth Selection 1	Experimental Design (610) Seminar in Evaluation Research (932) Core Selection 2 Breadth Selection 2
Year 2	Core Selection 3 Master's Research (790) Field Placement in Psychology (812)	Breadth Selection 3 Master's Research (790) Defend Thesis

Thesis or Project, Time Limit

The student, under the direction of an adviser, has the option of developing either a thesis based on empirical research or a project (a review or theoretical paper). In either case, students must demonstrate their ability to formulate a research idea and pursue independent and original investigation. If the student chooses the thesis option, he or she must pass an oral defense of the thesis. The student must complete all degree requirements within seven years of initial enrollment.

Terminal Master’s Program in Experimental Psychology: Specialization in Behavior Analysis

Core Faculty

Shawn Cahill
 Marshall Dermer
 Jonathan Kanter
 Jay Moore
 Douglas Woods

Behavior analysis emphasizes the environmental control of the individual organism. This M.S. program introduces students to the science of behavior analysis and its application through coursework in conceptual foundations, basic principles, and research methods. Students may focus on either basic or applied research, and conduct either laboratory or field research.

Students and faculty work together to investigate the fundamental relations between an organism's behavior and environmental events as well as techniques to apply these basic findings to a variety of situations in which a change in behavior is desired. Current research projects include the study of choice behavior in pigeons, procedures to enhance students' verbal skills (as in acquiring a second language and writing concisely), and the use of behavior analytic techniques to treat tic disorders and depression.

Note: Because of budget limitations, the department does *not* offer teaching assistantships or other forms of financial support to students in the master's program in behavior analysis.

Coursework and Model Course Plan

Coursework includes at least 31 credits, distributed as follows (see Table for example):

1. Thirteen credits of core behavior analysis coursework. All students must take Psych 502 (Applied Behavior Analysis), Psych 714 (Conditioning and Learning), Psych 724 (Proseminar in Behavior Analysis), and either Psych 914 (Seminar in Stimulus Control, Psych 915 (Seminar in Operant Behavior), or Psych 919 (Seminar in Classical Conditioning).
2. Nine credits of research methods coursework: Psych 510 (Advanced Psychological Statistics), Psych 610 (Experimental Design), and Psych 620 (Single-Subject Research Methods).
3. Six credits of master's research: Psych 790 (Master's Research).
4. Three credits of an elective course.

	<i>Fall Semester</i>	<i>Spring Semester</i>
Year 1	Advanced Psychological Statistics (510) Conditioning and Learning (714) Proseminar in Behavior Analysis (724)	Experimental Design (610) Applied Behavior Analysis (502) Single-subject Research Methods (620)
Year 2	Empirically Supported Interventions (742) Seminar in Operant Behavior (915) Master's Research (790)	Master's Research (790) Defend Thesis

Thesis and Defense, Time Limits

The student, under the direction of his or her major professor, must develop an acceptable thesis based on empirical research. The student must pass an oral examination in defense of the thesis. The student must complete all degree requirements within seven years of initial enrollment.

Relation of the Master’s Specialization in Behavior Analysis or Health and Social Psychology to Doctoral Study in Psychology

The M.S. programs with specializations in behavior analysis and health psychology are self-contained and primarily prepare students for work within the community. However, the emphasis on research training and basic principles also prepares students for doctoral studies. Some students may change their goals and wish to pursue a doctoral degree. Such students, if they do not have an undergraduate psychology major from UWM, are eligible to apply for admission to the department's doctoral programs. However, please note that the department's doctoral programs are highly competitive. Admission is neither automatic nor guaranteed. Applications from students in the M.S. specialization in behavior analysis or the M.S. specialization in health psychology are *not* given preferential treatment in the doctoral admission process.

All graduate students must have a major professor (adviser) to oversee their progress and to supervise their research. It is, therefore, important that potential major professors be considered very carefully on the departmental application. Only those individuals listed on the last page of the Psychology department application have openings for new students for the coming year. Applicants to the experimental Ph.D. program or the master's programs should select four individuals. Applicants to the clinical Ph.D. program should select three individuals. Entering students will be assigned to one of the major professors they have chosen during the admissions process.

Faculty interests are briefly described in the following pages. For more detailed information about faculty members please visit:

<http://www.uwm.edu/Dept/Psychology/faculty.html>

Vincent Adesso, Professor

Ph.D., University of Arizona, 1971

Contact: vince@uwm.edu; 414-229-4176

<http://www.uwm.edu/~vince/>

Teaching and Research Interests

My research interests are centered on the behavioral and health effects of alcohol in men and women and the links between alcohol, cognitions, and risky behaviors as reflections of social learning processes.

Current projects involve developing an effective treatment to reduce problematic drinking in at-risk individuals with co morbid social anxiety disorder. We are planning the third intervention study presently. We also are exploring the health effects of problematic drinking in socially anxious individuals. Finally, we plan to explore the links to self-efficacy among individuals with co morbid problematic drinking and social anxiety.

Key Areas of Interest

Clinical Psychology

Health Psychology

Addictive Behaviors

Behavior Therapy

Learning Theory

Dr. Adesso will not be accepting students for the 2010-2011 academic year.

Shawn Cahill, Assistant Professor

Key Areas of Interest

Cognitive-Behavior
Therapy in Adults

Nature, Assessment,
and Treatment of
Anxiety Disorders,
with an emphasis on
Posttraumatic Stress
Disorder (PTSD), Ob-
sessive-Compulsive
Disorder (OCD) and
Panic

Nature and Reduction
of Anger Reactions

Ph.D., Binghamton University (SUNY), 1997

Contact: cahill@uwm.edu; (414) 229-5099

Teaching and Research Interests

Broadly speaking, my research and clinical interests are in the nature and treatment of anxiety, especially posttraumatic stress disorder, obsessive-compulsive disorder, panic disorder, and social anxiety disorder. I have similar interests in related emotional states such as anger. My lab, the Fear Exposure and Anxiety Research (FEAR) Center, is presently conducting investigations evaluating the construct validity of measures of self-efficacy and the effects of expressive writing on anger and aggression. Further, we are designing studies to investigate social cognition among socially anxious individuals and variables affecting risk detection in acquaintance rape situations in order to develop interventions to reduce the incidence of sexual assault among at-risk samples. As a relatively new faculty here at UWM, my research program is still in its start-up stages, which means that the interests of students working with me will strongly influence the specific projects undertaken in the lab. I view graduate students as junior colleagues who are expected to participate at all levels of lab projects, from developing a new idea all the way to submitting manuscripts reporting research results. Learning also occurs through teaching; it is expected that graduate students will serve as mentors to undergraduate research assistants, many of whom we hope will also consider a career in psychology. On the clinical end of things, I teach one of the core courses in evidence based interventions for psychological disorders and provide specialized training in the administration of cognitive behavior therapy for the treatment of anxiety through the department Psychology Clinic.

Key Areas of Interest

Pediatric Psychology

Clinical Child and
Adolescent Psychology

Pediatric Pain

Feeding Disorders

Pediatric Chronic Ill-
ness

Special Needs Adop-
tion

W. Hobart Davies, Professor

Ph.D., Michigan State University, 1992

Contact: hobart@uwm.edu; (414) 229-6594

<https://pantherfile.uwm.edu/hobart/www/>

Teaching and Research Interests

My clinical, teaching, and research interests center on the adjustment of children and families under conditions of severe stress. Current projects focus on pediatric chronic and acute pain, complementary interventions, telehealth interventions, treatment of feeding disorders, social factors in the adjustment to pediatric chronic illness, and family adjustment following special needs adoption.

Marshall Dermer, Associate Professor

Ph.D., University of Minnesota, 1973.

Contact: dermer@uwm.edu; (414) 229-6067

<http://www.uwm.edu/~dermer/>

Teaching and Research Interests

Behavior analysis offers a general way of understanding the behavior of organisms. Although I find all facets of behavior analysis valuable, I develop and evaluate software that promotes various kinds of learning because the path from software development to application can be rather direct.

Most of my projects provide students, at all developmental levels, with plenty of practice at the behaviors they are to learn so that they can respond fluently, that is, correctly and rapidly. Additionally, we test our students almost daily regarding their rates of correct and incorrect responding and plot these rates to see if they are learning. If they are not learning then we change our training procedures. Our data-driven approach to training incorporates many aspects of Precision Teaching.

We are developing software that will, for example, help students: write concisely, speak Spanish and German fluently, and enhance their receptive English vocabularies by mastering English morphemes derived from Latin and Greek.

Our nation needs efficient, empirically supported instructional methods. These methods can enhance instruction from kindergarten through graduate-level courses. These methods can also help adult workers seeking, on their own, to enhance their skills.

A student working with me might continue on in instructional design or use behavior analytic principles and methods to provide services to persons with various kinds of learning disabilities.

Key Areas of Interest

Instructional Technologies

Research Methods

Writing

Affectionate Behavior

Raymond Fleming, Professor

Ph.D., Uniformed Services University of the Health Sciences, 1986

Contact: mundo@uwm.edu; (414) 229-3980

Teaching and Research Interests

My research focuses on stress and coping, risk perception, and sexuality and health. I conduct laboratory experiments, quasi-experimental field studies, and survey research on the affective, behavioral, and physiological aspects of health, stress, and emotion.

Key Areas of Interest

Stress and Coping

Risk Perception

Sexuality and Health

Anthony Greene, Associate Professor

Key Areas of Interest

Human Brain Imaging (fMRI)

Memory Systems

Cognitive Neuroscience

Neuropsychology

Context-Dependent Learning & Memory

Ph.D., Boston College, 1997

Contact: ag@uwm.edu; (414) 229-3313

<http://www.uwm.edu/~ag/>

Teaching and Research Interests

My research focuses on the structural changes that take place in the human brain during learning. I am interested in the acquisition, expression and modification of complex forms of learning and memory.

We use fMRI (functional Magnetic Resonance Imaging) in collaboration with The Medical College of Wisconsin, to examine the specific role of structures known to be central to learning and memory formation: the medial temporal lobe and hippocampus. In addition we have recently begun work with patients who have had part of their hippocampus surgically removed to treat intractable epilepsy.

We take both a functional and a structural perspective: From the functional perspective we address issues that elucidate the role of learning and memory as adaptive capacities. That is, what is the benefit of past experience? From a structural perspective, we find the systems involved in different tasks or at different stages of learning and look for common function. That is, why do inference, autobiographical memory, semantic memory, and complex association all involve the hippocampus early in acquisition? We are currently investigating the following:

How complex associations are formed?

How discrete events may be integrated in memory?

How learning allows predictions about novel circumstances?

What are the differences in the systems for implicit and explicit memory?

Key Areas of Interest

Cognitive Neuroscience

Memory

fMRI, Eye-Tracking, and Neuropsychological Methods

Deborah Hannula, Assistant Professor

Ph.D., University of Illinois, Urbana-Champaign, 2005

Contact: hannula@uwm.edu

Teaching and Research Interests

Research conducted in my lab is designed to investigate the cognitive processes and neural substrates of human memory. At the broadest level, my research is best characterized by three overarching themes: 1) investigations of the link between indirect, eye-movement-based memory measures and behavioral reports/awareness; 2) characterization of the time-course and neural substrates of relational memory retrieval; and 3) investigations of medial temporal lobe (MTL) contributions to performance on short-term or working memory tests. Particular emphasis is also placed on examining the contributions of anatomically distinct MTL structures to memory for items vs. memory for inter-item relationships. These issues are addressed with multiple research methods, including behavioral, eye-movement, and functional magnetic resonance imaging (fMRI) studies in neurologically intact subjects and amnesic patients with MTL damage. It is our hope that this research might ultimately contribute to new directions in the diagnosis and treatment of memory impairment that is evident in so many psychiatric (e.g., schizophrenia, depression) and neurological (e.g., traumatic brain injury, Alzheimer's Disease, stroke) conditions.

Fred Helmstetter, Professor

Ph.D., Dartmouth College, 1989.

Contact: fjh@uwm.edu; (414) 229-4903

<http://www.uwm.edu/~fjh/helmlab>

Teaching and Research Interests

My group is interested in understanding the neural systems underlying complex psychological phenomena like learning, memory, and emotion. Research we are currently conducting addresses these issues at several levels of analysis using human volunteers as well as laboratory animals as subjects. Current research questions include:

How do specific neural circuits contribute to explicit and implicit memory processes in humans and rats?

How do neurons alter their gene expression, structure, and function to encode new information?

How do networks of interconnected brain areas work together to subserve emotion and cognition?

Extramurally funded research assistant positions are available to qualified students. Please feel free to contact me or visit our web site <http://www.uwm.edu/~fjh/helmlab> for further details.

Key Areas of Interest

Neurobiology of Learning and Memory

Behavioral and Cognitive Neuroscience

Brain Imaging Memory and Emotion

Jonathan Kanter, Associate Professor

Ph.D., University of Washington, 2002

Contact: jkanter@uwm.edu; (414) 229-3834

<http://www.uwm.edu/~jkanter/>

Teaching and Research Interests

Dr. Kanter directs the Depression Treatment Specialty Clinic (DTSC) which conducts clinical research to improve psychotherapy for depression, translational research to understand and reduce the stigma associated with depression, and psychotherapy process research to understand moment-to-moment client-therapist exchanges and the psychotherapeutic relationship and maximize the potential of psychotherapy to produce enduring changes in behavior. Much of the DTSC's research involves partnerships with community organizations that develop and deliver interventions in real-world settings for Milwaukee's ethnic minority communities, particularly Latinos and African Americans. The DTSC focuses on behavioral theories of depression and behavioral treatments including Behavioral Activation (BA), Functional Analytic Psychotherapy (FAP), and Acceptance and Commitment Therapy (ACT). Currently Dr. Kanter is funded by NIMH to develop a cultural adaptation of Behavioral Activation for depressed Latinos. We are a good fit for graduate students who wish to pursue careers in clinical research in these areas and are not a good fit for students who wish to become clinicians.

Key Areas of Interest

Depression

Behavior Therapy

Therapeutic Relationship

Stigma

Ethnic Minorities

Bonnie Klein-Tasman, Associate Professor

Key Areas of Interest

Child Clinical
Psychology

Child
Neuropsychology

Developmental
Psychology

Intellectual and
Developmental
Disabilities

Ph.D., Emory University, 2000

Contact: bklein@uwm.edu; (414) 229-3060

<http://www.uwm.edu/~bklein/>

Teaching and Research Interests

In my research I seek to improve our understanding of the cognitive, emotional, and behavioral characteristics of children with neurodevelopment disorders using questionnaire, interview, experimental, and observational methods. My students and I are currently examining emotional regulation, emerging executive functioning, social relationships, and socio-communicative skills in children with Williams syndrome and other developmental disorders. These studies focus on various points in development, including the early childhood years as well as the transition from childhood to adolescence. We are also working on characterizing the early cognitive and behavioral phenotype of children with Neurofibromatosis-1. More information about the Child Neurodevelopment Research Lab can be found at www.uwm.edu/~bklein.

Key Areas of Interest

Emotion

Anxiety

Depression

Brain Imaging

Psychophysiology

Christine Larson, Assistant Professor

Ph.D., University of Wisconsin - Madison, 2003

Contact: larsoncl@uwm.edu; (414) 229-4996

<http://www.uwm.edu/~larsoncl/>

Teaching and Research Interests

My laboratory, the Affective Neuroscience Laboratory, is dedicated to understanding the neural bases of healthy and pathological emotional processing. Currently, my research program has two main foci: individual differences in emotional processing that confer risk for anxiety or depression, and characterizing the nature of stimuli in the environment that signal different types of emotions. I use neuroimaging, psychophysiological, behavioral, and self-report tools to examine questions such as these:

Can the time course of affective response usefully index individual differences related to risk and resilience for psychopathology?

Can visual signals of threat and happiness be reduced to fundamental underlying properties, such as their underlying geometry?

Hanjoo Lee, Assistant Professor

Ph.D., University of Texas at Austin, 2009

Contact: leehj@uwm.edu; (414) 229-5858

Teaching and Research Interests

My primary research interests broadly fall into two areas. First, I have focused on adult psychopathology of anxiety disorders and related emotion problems with respect to their clinical manifestations, maintenance mechanisms, and potential risk factors with an emphasis on obsessive-compulsive disorder, social anxiety disorder, and post-traumatic stress disorder. Particularly, I am interested in using experimental psychopathology methods to investigate biased attentional processes underlying anxiety problems. Second, I am interested in utilizing advanced web-based technologies for psychological assessment and intervention. For example, a web-based diary system has been developed to assess ongoing stress exposure and reactions in a combat zone.

Key Areas of Interest

Adult Psychopathology

Anxiety Disorders and Related Emotional Problems

Information Processing Biases in Anxiety Disorders

Experimental Psychopathology

Web-based Psychological Assessment and Intervention

Susan Lima, Associate Professor

Ph.D., University of Massachusetts-Amherst, 1985

Contact: suelima@uwm.edu; (414) 229-4359

<http://www.uwm.edu/~suelima/>

Teaching and Research Interests

My major area of research is cognitive psychology. My primary focus within this area is lexical-level psycholinguistics. Specifically, I study the roles of word-initial letters, orthographic neighborhoods, morphology, and other factors in lexical access during reading.

I teach two undergraduate courses (Research Methods in Psychology, Cognitive Processes) and two graduate courses (Information Processing, Psychology of Language).

Key Areas of Interest

Cognitive Psychology

Psycholinguistics

Dr. Lima will not be accepting students for the 2010-2011 academic year.

Key Areas of Interest

Social
Psychophysiology
Hypertension
Caregiver Stress
Health Disparities

Marcellus Merritt, Assistant Professor

Ph.D., Howard University, 1997

Contact: merrittm@uwm.edu; (414) 229-6145

Teaching and Research Interests

My research program on stress and cardiovascular health disparities is comprised of two corresponding lines of work: 1) investigation of underlying social psychological and physiological stress mechanisms for excess rates of cardiovascular disease among diverse populations, and; 2) analysis of health buffering behaviors that are linked with reduced risk for adverse health outcomes. My research focuses on settings, such as community health care centers, primary medical care settings, and traditional laboratory contexts. I am currently studying how neuro-endocrine (e.g., DHEA and cortisol) and immune responses to examination stress are related to blood pressure and heart rate responses to mental stressors for college students. Along with other aging scholars, I am currently examining coping, psychological stress and daily cortisol responses among diverse Alzheimer's disease, dementia, and Parkinson's disease family caregivers. I plan to conduct a clinical trial which examines how a music intervention enhances cardiovascular recovery to anger induction among adults with a history of cardiovascular disease. My colleagues and I believe that providing proper coping skills training and improving cardiovascular recovery to psychosocial stress will reduce future risk for chronic diseases such as heart disease, cancer, and diabetes.

Key Areas of Interest

Behavior Analysis
Systems of Psychology

John (Jay) Moore, Professor

Ph.D., University of California, San Diego, 1975

Contact: jcm@uwm.edu; (414) 229-4710

<http://www.uwm.edu/~jcm/>

Teaching and Research Interests

I am an experimental psychologist with training in behavior analysis. My laboratory research interests are in the areas of operant conditioning and positive reinforcement. I am particularly interested in whether long-term/molar or short-term/molecular relations control behavior, as revealed in a choice situation. The students I supervise typically carry out projects with pigeons and operant conditioning chambers in my laboratory for their master's theses and doctoral dissertations.

I am also interested in the historical, theoretical, and philosophical development of psychology, but from the unique perspective of behavior analysis. A recent book, titled *The Conceptual Foundations of Radical Behaviorism*, summarizes those interests.

I teach courses at both the undergraduate and graduate level. At the undergraduate level, I teach *Introductory Psychology* as well as upper division courses in conditioning and learning. At the graduate level, I teach basic and advanced courses in behavior analysis and conditioning and learning.

Katie Mosack, Assistant Professor

Ph.D., The Ohio State University, 2001

Contact: kemosack@uwm.edu; (414) 229-5329

<http://www.uwm.edu/~kemosack/PatientLab/>

Teaching and Research Interests

I use both qualitative and quantitative methods to understand health beliefs, illness experiences, and the prevention of and adjustment to chronic or life-threatening illnesses. I am currently studying physician-patient collaboration and the use of family and peers to improve patient advocacy among HIV-positive people; health care disparities among sexual and gender minorities; and the role of mental health and health and health care beliefs on medical treatment adherence among people with various chronic illness. I collaborate with researchers at the Medical College of Wisconsin (the Center for AIDS Intervention Research and the Center for Patient Care and Outcomes Research), the AIDS Resource Center, and Jewish Family Services of Milwaukee. I teach Introduction to Psychology, Health Psychology, Research Methods, and (Program) Evaluation.

Please see <http://www.uwm.edu/~kemosack/PatientLab/faculty.html> for my CV, which includes a listing of my publications.

Key Areas of Interest

Health Psychology
Health and Health Care Disparities
Health Care Delivery
Social Support
Treatment Adherence
Sexual Health Decision-Making
Risky Sexual Behavior

James R. Moyer, Jr., Associate Professor

Ph.D., Northwestern University, 1992

Contact: jrmoyer@uwm.edu; (414) 229-3255

<http://www.uwm.edu/~jrmoyer/>

Teaching and Research Interests

Our laboratory is interested in how the brain changes as a function of learning and as a function of the aging process. Information obtained from basic research is used to fuel the development and evaluation of novel neurotherapeutics for the treatment of neurodegenerative disorders as well as aging-related cognitive decline. Our research focuses primarily on brain regions (*e.g., medial temporal lobe, prefrontal cortex*) that are not only vital for learning and memory but also are among the earliest to degenerate in Alzheimer's disease. Behavioral (*e.g., acquisition and extinction of Pavlovian fear conditioning*), cellular (*e.g., use of in vitro models of stroke to study neurodegeneration*), immunohistochemical (*e.g., fluorescence and confocal microscopy*), and neurophysiological (*e.g., whole-cell patch-clamp recordings from visually identified neurons in living brain slices; effects of learning on synaptic and intrinsic plasticity using intracellular and extracellular recordings in living brain slices*) techniques are utilized to integrate information among multiple levels of analysis.

Graduate and undergraduate students in my laboratory not only gain experience conducting cutting edge research, but they also have opportunities to present their data at local and international conferences, including the Annual Society for Neuroscience Convention.

Interested students should contact me directly or visit our website (<http://www.uwm.edu/~jrmoyer>) for additional information about our research or about extramurally funded research opportunities.

Key Areas of Interest

Neurobiology of Learning, Memory, and Aging
Cellular Mechanisms of Neuronal Aging
Neurodegeneration
Development of Neurotherapeutics to Treat Aging-Related Cognitive Decline

Key Areas of Interest

Neurobiology of Drug
Addiction
Cellular and Molecular
Mechanisms of
Learning and Memory
Behavioral
Neuroscience

Devin Mueller, Assistant Professor

Ph.D., Concordia University (Montreal, Canada), 2005
Contact: devinm@uwm.edu; (414) 229-6113

Teaching and Research Interests

Our lab researches the neural mechanisms of learning and memory as they pertain to drug use and emotional regulation, with emphasis on neurophysiology. Compulsive drug seeking and drug taking are the hallmarks of addiction, and overcoming these behaviors has proven difficult. Regulation of these behaviors can be studied using extinction of drug seeking. Extinction learning reduces drug-seeking behavior through the formation of an inhibitory memory. Thus, our central research question is:

What are the neural mechanisms of extinction of drug seeking, and how can extinction be strengthened?

To answer this question, we use animal models of drug self-administration combined with electrophysiological, pharmacological, and molecular techniques. Understanding the neural bases of extinction of drug seeking could lead to the development of pharmacotherapies that enhance extinction learning and improve therapeutic outcome of rehabilitation programs.

Key Areas of Interest

Clinical
Neuropsychology
Medical aspects of
clinical work
Learning Disability
Forensic
Neuropsychology
Rehabilitation

David Osmon, Professor

Ph.D., University of South Dakota, 1979
Contact: neuropsych@uwm.edu; (414) 229-6751
<http://www.uwm.edu/~neuropsych/>

Teaching and Research Interests

The structure of cognition is the central focus of our research with three current approaches to this issue. The first involves using fMRI to map cortical activation associated with orthographic deficits in people with dyslexia. The second involves determining processing disorders associated with learning disability in general using neuropsychological data collected from the Learning Disability Clinic and typically consists of multivariate statistical manipulations (e.g., cluster analysis, factor-analysis, and structural equation modeling of large data sets). The third approach involves experimentally developed chronometric measures (e.g., simple and choice reaction time, lexical decision task, local/global, negative priming, Stroop, etc.) that fractionate cognitive functions into their component elements. This work is carried out on various populations, including psychiatric, neurologic, and learning disabled and non-disabled college students and is preclinical in nature, and sometimes provides a basis for clinical test development. Graduate students in my lab typically do a master's thesis using the second or third research methodology mentioned above in order to develop a dissertation using fMRI methods.

Diane Reddy, Professor

Ph.D., Uniformed Services University of the Health Sciences, 1984
 Contact: reddy@uwm.edu; (414) 229-6432

Teaching and Research Interests

My research examines social, behavioral, and cultural factors in health and related prevention and intervention strategies. The goal of the research is to improve the science of prevention.

Key areas of interest:

Health behavior adherence

Secondary prevention of cancer through screening and follow-up of abnormal results

Health disparities and biases related to gender, sexual orientation, age, socioeconomic status, race and ethnicity

Doctor-patient interactions, health communication and illness disclosure (e.g., HPV, herpes)

Confidentiality in health care; adolescents' sexual health

Evidence-based psychosocial interventions particularly those aimed at improving the health of adolescents, men, and women

Sexual risk behavior, consistent condom use, emergency contraceptive use

Culture and disordered eating

Stress and coping effects on health and behavior

Key Areas of Interest

Health Psychology

Robyn Ridley, Associate Professor

Ph.D., University of Missouri-Columbia, 1984
 Contact: rridley@uwm.edu; (414) 229-4407
<http://www.uwm.edu/~rridley/>

Teaching and Research Interests

My interests are in the area of Social Clinical Psychology, including social and developmental processes and influences on normal and abnormal functioning. My knowledge base and experience comes from training, teaching, and research in the areas of Child Psychology, Personality, Psychopathology, and Multicultural Issues in Clinical Psychology. Current areas of research include a series of studies validating the construct of adult separation anxiety; the study of stigma related to different conceptualizations of cause and treatment of unipolar depression, and ways to reduce stigma; investigating personality factors related to Eating Disorders; examination of racial factors in treatment outcome in a VA population; and psychotherapy outcome research. Some examples of our lab's research are given below; please visit the Social Clinical Psychology website for additional information at: www.uwm.edu/~rridley/

Key Areas of Interest

Social Clinical Psychology

Adult Separation Anxiety

Depression

Multicultural Clinical Psychology

Lifespan Social Development

Rodney Swain, Associate Professor

Key Areas of Interest

Behavioral
Neuroscience
Psychobiology
Learning and Memory
Cognition

Ph.D., University of Southern California, 1992

Contact: rswain@uwm.edu; (414) 229-5883

<http://www.uwm.edu/~rswain/>

Teaching and Research Interests

Broadly stated, my laboratory is interested in studying the manner in which experience shapes the structure and function of the brain and, in turn, how these alterations affect behavior. Given that experience can take many forms, it should not be surprising that morphological and functional changes also exhibit varied patterns. For example, it has recently been reported that motor skill learning is accompanied by increases in the density of Purkinje cell synapses in the cerebellum of the rat. In contrast, exercise, in the absence of learning, produces increases in the density of capillary innervations of the cerebellum. My laboratory is interested in how these plastic changes, individually and in concert, facilitate behavioral adaptation. Our research focuses on structural changes that occur in motor and limbic systems, particularly the cerebellum, motor cortex, and hippocampus in response to exercise and how these anatomical changes facilitate learned behavior or improve function in models of brain injury.

Doug Woods, Professor

Key Areas of Interest

Behavior Therapy in
Children and Adults
Obsessive-Compulsive
Spectrum Disorders
Tourette Syndrome
and Tic Disorders
Treatment
Development

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Teaching and Research Interests

Research Goal: The Behavior Therapy and Research Lab (BTRL) is primarily interested in understanding the treatment and underlying processes of Tourette Syndrome, trichotillomania (TTM), and other obsessive-compulsive spectrum disorders in children and adults.

Training Goal: The BTRL trains Clinical Psychology Ph.D. students for academic positions (i.e., academic medical centers, psychology departments)

Orientation: Behavioral

Mentoring: The BTRL utilizes a junior colleague mentoring model. Students are provided stepped levels of supervision as they work toward an independent research career. The advisor-advisee relationship is informal and operates on an “open-door” policy. Because the BTRL uses the junior colleague model, it is also expected that graduate students will serve as mentors to the undergraduate research assistants in the lab.

Ongoing Projects: Current projects include (1) a 5-year NIMH funded clinical trial examining behavior therapy for adults with TTM, (2) TTM and Tourette Syndrome impact projects (large, internet-based studies examining the assessment, phenomenology, and treatment of adults and children with TTM & TS), (3) several projects examining basic processes involved in tic disorders (e.g., tic suppression), and (4) several projects focused on treatment dissemination (i.e., telehealth delivery of behavior therapy, modifying behavior therapy for use in Neurology clinics).

Productivity: Students in the BTRL frequently publish articles in peer-reviewed journals, chapters in edited books and do poster and paper presentations at national and international

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