UWM Department of Psychology Graduate Programs

2017-2018 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.

Deadlines

All application materials must be received by:

Clinical and Experimental Ph.D. Programs:
DECEMBER 1, 2016

M.S. Programs:
DECEMBER 31, 2016, and later applications may be considered if openings are available.
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 approximately 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 one of only 115 universities nationwide to receive the highest rating for a research institution from the Carnegie Classification of Institutions of Higher Education.

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. 6 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 three areas of emphasis (Behavior Analysis, Health Psychology, and Neuroscience), 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, 6 and 10 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://uwm.edu/education/) in the School of Education.

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 in psychology or neuroscience 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.

In addition to the information in this brochure, information about our programs and faculty can be found at our website: http://uwm.edu/psychology/
**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 $12,850 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 assistantships to students in the terminal master’s programs.*

**Cialdini Fellowship Fund**

Based on a review of all admission applications, two outstanding doctoral admittees will be selected for the Cialdini Fellowships. In addition to their departmental teaching assistantship salaries, each Cialdini Fellow will receive a stipend of $5,000 per year. Contingent on satisfactory progress and maintenance of good standing in the program, each awardee’s $5,000 fellowship will be renewable annually for a total of four years of support (i.e., 2017-2018 through 2020-2021: a total of $20,000).

These fellowships were made possible by a generous gift to UWM from Dr. Robert Cialdini ’67 and Bobette Gorden. An internationally recognized social psychologist, Dr. Cialdini is an alumnus of our department who received UWM’s Lifetime Achievement Award in 2015. A regents’ professor emeritus at Arizona State University, he is the CEO and President of Influence at Work, focusing on ethical influence training, corporate keynote programs, and the CMCT® (Cialdini Method Certified Trainer) program. His books, including the New York Times bestseller *Influence: Science and Practice*, are the result of decades of peer-reviewed research on why people comply with requests. Ms. Gorden is the Vice President of Influence at Work and the President of New Information Presentations, an international speakers bureau representing more than 1,000 celebrities, experts, authors, and sports stars.

**Support for Studies in Behavior Analysis**

*John and Lynn Schiek Stipends and Research Awards.* John and Lynn Schiek, alumni of our department, generously provide stipends to support students entering the experimental psychology programs in behavior analysis. Two students admitted to the doctoral program are eligible for $5,000 stipends (in addition to departmental teaching assistantships); two students admitted to the terminal master’s program are eligible for $2,500 stipends. Besides underwriting stipends, John and Lynn Schiek support research projects in behavior analysis. Each award is about $1,000.

*Corrine Russell Donley Fellowship in Applied Behavior Analysis.* Corrine Russell Donley, Ed.D., Columbia University Teachers College, has established an endowment that provides a $1,000 fellowship for students seeking to become Board Certified Behavior Analysts® or Board Certified Associate Behavior Analysts®. Dr. Donley was responsible for the early childhood program for children with disabilities at UW-Oshkosh and is a behavior analytic consultant in NE Wisconsin. Although the fellowship is open to all students seeking to become applied behavior analysts, special consideration is given to applicants who will serve the people of NE Wisconsin, particularly the people of Fond du Lac, Outagamie, and Winnebago counties.

**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 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 students 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 or neuroscience 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 or neuroscience that did not include a thesis must complete a thesis at UWM. In many cases, students admitted to the doctoral program with master’s degrees in psychology or neuroscience 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.
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, research record, 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://uwm.edu/graduateschool/admission/](http://uwm.edu/graduateschool/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 90 graduate students, with about 12 new students admitted each year to the doctoral programs (6 in clinical and 6 in experimental). About 10 students are admitted each year to each of the terminal M.S. programs (7 in behavior analysis and 3 in health psychology). A total of 150 students applied to the clinical doctoral program and 49 applied to the experimental doctoral program for the Fall, 2016. Nine applicants were accepted to the doctoral programs as follows: a) 5 females, 4 males; b) 4 clinical, 5 experimental; c) 0 applicants with master’s degrees.

**GPA and GRE Scores 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.

<table>
<thead>
<tr>
<th></th>
<th>CLINICAL</th>
<th>EXPERIMENTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA, all courses, 4 yrs.</td>
<td>3.81</td>
<td>3.51</td>
</tr>
<tr>
<td>GRE, Verbal</td>
<td>157</td>
<td>153</td>
</tr>
<tr>
<td>GRE, Quantitative</td>
<td>157</td>
<td>152</td>
</tr>
<tr>
<td>GRE, Writing</td>
<td>4</td>
<td>4.5</td>
</tr>
</tbody>
</table>

**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 considered for admission, 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 in psychology or neuroscience 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.

**Attrition Information**

In the last five years, including the 2015-2016 academic year, 71 students have been admitted to our doctoral programs. Of these, 6 have graduated with the Ph.D., 3 have dropped out after earning the M.S., 3 have dropped out without earning any degree, and the remaining 59 are continuing students. In the last five years, including the 2015-2016 academic year, 30 students have been admitted to our master's specialization programs. Of these, 12 have graduated with the M.S., 8 have applied to and been accepted into our doctoral programs before earning the M.S., 3 have dropped out without earning any degree, and the remaining 7 are continuing students.
Application Process

Beginning students are accepted for the Fall Semester. Prospective students must apply directly to the Graduate School.

http://uwm.edu/graduateschool/admission/

In the graduate school 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://uwm.edu/graduateschool/

Application

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

https://graduateschool-apply.uwm.edu/

The following items must be submitted for your application to be considered complete: unofficial transcripts from each undergraduate and graduate school that you attended, reasons statement, three letters of recommendation, official score report of the Graduate Record Examination and a non-refundable $56 base application fee (an additional $40 evaluation fee is required for applicants with college-level work from non-U.S. colleges).

Deadlines

Please Note: Students currently enrolled in a Masters or Ph.D. program within the department who wish to switch to a different Masters or Ph.D. program within the department are required to reapply to both the Graduate School and the Department.

All application materials must be received by:

Clinical and Experimental Ph.D. Programs:
DECEMBER 1, 2016

M.S. Programs:
DECEMBER 31, 2016,
and later applications may be considered if openings are available
Deadlines

Those applying to the Clinical or Experimental Ph.D. program should complete their application to the graduate school so that it is received by **December 1, 2016**. Applicants to the Experimental M.S. programs should complete their application to the graduate school so that it is received by **December 31, 2016**. 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**

Finalists who are being considered for admission to the Ph.D. program in clinical psychology will be interviewed. In-person interviews will be held in January 27, 2017. 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. There may be later interviews if further openings become available.

**Interviews for Neuroscience Applicants**

The highest ranking candidates who are being considered for admission to the experimental Ph.D. program in neuroscience will be interviewed. Neuroscience Interview Day will be held in early February, 2017. Only top candidates will be invited.

**Interviews for Behavior Analysis Applicants**

Finalists who are being considered for admission to the M.S and Ph.D. programs in behavior analysis will be interviewed. In-person interviews will be held in February 2017.

**Special Guidelines for International Students**

International students are required to follow additional instructions that are listed at this web page:

http://uwm.edu/cie/international-admissions/application-requirements/
The Ph.D. program in clinical psychology is accredited by the American Psychological Association* and follows the Boulder (scientist-practitioner) model. The UWM Clinical Psychology Program is also a member of The Academy of Psychological Clinical Science, which is a coalition of doctoral training programs that share a common goal of producing and applying scientific knowledge to the assessment, understanding, and amelioration of human problems. Our program is committed to excellence in scientific training, and to using clinical science as the foundation for designing, implementing, and evaluating assessment and intervention procedures. 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 and integration of 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 APA:

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

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 $12,850) but also full remission of tuition, and benefits such as health insurance. This financial support is offered yearly, contingent on progress and availability of funds, and it is typically available for at least the first three years. See p. 2 of this brochure for more information about assistantships and other forms of financial support.

Applicants with Advanced Degrees

Individuals with advanced degrees, usually in psychology or neuroscience, 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.
Doctoral Program in Clinical Psychology

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.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td></td>
<td>Assessment I (831)</td>
<td>Clinical Research Methods (710)</td>
</tr>
<tr>
<td></td>
<td>Developmental Psychopathology (912)</td>
<td>First Year Clinical Psychology Practicum (802)</td>
</tr>
<tr>
<td></td>
<td>First Year Clinical Practicum (802)</td>
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<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td></td>
<td>Professional Ethics and Issues in Clinical Psychology (712)</td>
<td>Assessment II (832)</td>
</tr>
<tr>
<td></td>
<td>Practicum in Assessment (821)</td>
<td>Empirically Supported Interventions (742)</td>
</tr>
<tr>
<td></td>
<td>Foundations of Psychotherapy (741)</td>
<td>Practicum in Empirically Supported Interventions (845)</td>
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<tr>
<td></td>
<td></td>
<td>Practicum in Assessment II (822)</td>
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<tr>
<th>Year 3</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td></td>
<td>Practicum in Therapy (842)</td>
<td>Practicum in Therapy (842)</td>
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<tr>
<th>Year 4</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td></td>
<td>Community Placement in Clinical Psychology (811)</td>
<td>Community Placement in Clinical Psychology (811)</td>
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</table>

<table>
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<tr>
<th>Year 5</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td></td>
<td>Community Placement in Clinical Psychology (811, optional)</td>
<td>Community Placement in Clinical Psychology (811, optional)</td>
</tr>
</tbody>
</table>

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

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

4. Breadth requirement: Students follow American Psychological Association requirements and must complete three breadth courses, which consist of one course from each of the following three areas: cognitive/affective bases of behavior, biological bases of behavior, and social bases of behavior.

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

6. Developmental psychology requirement: Students must complete a graduate level lifespan 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 DCT. 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 both assessment and intervention 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 Children's Hospital of Wisconsin, the Zablocki Veterans Affairs Medical Center, the Medical College of Wisconsin Behavioral Medicine and Clinical Neuropsychology services, and Rogers Memorial Hospital. A criminal background check is required once admitted, and may affect placement.

The Clinical Psychology program was recognized with a “Program of Excellence in Scientifically Validated Behavioral Interventions” grant from the NIH, which resulted in further development of our curriculum in scientifically validated interventions for various psychological conditions. While offerings vary by year according to faculty interests and availability, we currently offer specialized training in prolonged exposure for PTSD and cognitive-behavioral therapy for anxiety, treatments for childhood elimination disorders, treatments for eating disorders, and cognitive behavior therapy for anxiety. Specialized training in Clinical Neuropsychology is also available in collaboration with our community partners. Upon successful completion of our program, students will have been trained as competent generalist psychologists as they have always been. However, students will also graduate with specialized training in the competent administration-delivery of assessment and treatment in specific empirically-supported interventions.

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 adviser and the DCT. Students admitted with a master’s degree in psychology that did not include a thesis must complete a thesis 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., and within five years of enrolling.

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 and dissertation proposal 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, Zablocki Milwaukee VA Medical Center, Duke University Medical Center, University of Mississippi Medical Center, University of California-San Diego, Brown University Medical School, University of Cincinnati Medical Center, Seattle VA, Houston VA, and Harvard Medical School/Massachusetts General Hospital.

Time Limits

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).
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. Three major areas of study are available to students in the experimental doctoral program: Behavior Analysis, Health Psychology, and Neuroscience.

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 $12,850 per academic year), full remission of tuition, and benefits such as health insurance. See p. 2 of this brochure for more information about assistantships and other forms of financial support.

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. Departmental major: Students in the doctoral program in experimental psychology select a major from the following three areas: Behavior Analysis, Health Psychology, and Neuroscience.

The Behavior Analysis Curriculum

Behavior analysis emphasizes environmental control of the behavior of the individual. The program provides broad theoretical, conceptual, and research training. Students and faculty members work together to investigate the fundamental relations between people’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 verbal behavior, stimulus control, and the treatment of individuals with developmental disabilities, including autism.

The Behavior Analysis Certification Board, Inc® has approved our curriculum as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination® to become BCBAs (nationally) and licensed behavior analysts (in Wisconsin). The BACB® also requires applicants to be experienced in providing behavior-analytic services. We have developed relationships with local providers to assist students in completing their practicum hours. UWM currently has the only BACB® approved curriculum in the state of Wisconsin.

The Behavior Analysis curriculum consists of a sequence of required behavior analysis courses, including conditioning and learning, applied behavior analysis, single-subject research methods, ethics and professional issues for behavior analysts, proseminar in behavior analysis, and two advanced courses chosen in consultation with the major professor. Other required courses include a two-course statistics sequence, completion a departmental minor area of study (available areas: Cognition and Perception, Developmental Psychology, Health Psychology, Neuroscience, Psychopathology, and Quantitative Methods) and one breadth course chosen in consultation with the major professor.
The Neuroscience Curriculum

Neuroscience is devoted to the study of the nervous system. The curriculum is designed to provide students with the intellectual and technical skills necessary for a productive career in academics or industry. Students are part of the greater Milwaukee Area Neuroscience group, which includes faculty members and students from various departments at UWM, the Medical College of Wisconsin, and Marquette University. Students learn a wide range of techniques working with laboratory animals and human subjects. These include experimental design, behavioral testing and analysis, neurophysiology, aseptic surgical techniques, quantitative protein and mRNA assays, immunohistochemistry, eyetracking, and functional magnetic resonance imaging (fMRI). Current research topics 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; visual attention; effects of aging on learning and memory; and the role of calcium and calcium-binding proteins in ischemic cell death.

The Neuroscience curriculum includes four core courses (behavioral neuroscience, cellular and molecular neuroscience, cognitive neuroscience, and proseminar in biological psychology). Other required courses include a two-course statistics sequence, seminar in neuroscience (three semesters of official enrollment), and three electives, chosen in consultation with the major professor.

The Health Psychology Curriculum

Health psychology, which is concerned with the psychological variables that influence physical health and illness, has become a dominant force in the health sciences. The program offers training in research and theories relevant to health promotion. Faculty members 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, and child abuse prevention. Research is conducted in the laboratory as well as in clinical settings, and many members of the faculty have strong ties to the Milwaukee community.

The Health Psychology curriculum consists of a core course in health psychology, two other courses in health psychology chosen in consultation with the major professor, a two-course statistics sequence, completion of two departmental minor areas of study (available areas: Behavior Analysis, Cognition and Perception, Developmental Psychology, Neuroscience, Psychopathology, and Quantitative Methods) and one breadth course chosen in consultation with the major professor.

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 or neuroscience 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 or neuroscience that did not include a thesis must complete a thesis 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.

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

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.
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.

Note: Because of budget limitations, the department does not offer teaching assistantships or other assistantships 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.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td>Advanced Psychological Statistics (510)</td>
<td>Experimental Design (610)</td>
</tr>
<tr>
<td>Seminar in Social Psychology and Health (955)</td>
<td>Seminar in Evaluation Research (932)</td>
</tr>
<tr>
<td>Core Selection 1</td>
<td>Core Selection 2</td>
</tr>
<tr>
<td>Breadth Selection 1</td>
<td>Breadth Selection 2</td>
</tr>
<tr>
<td>Core Selection 3</td>
<td>Breadth Selection 3</td>
</tr>
<tr>
<td>Master's Research (790)</td>
<td>Master's Research (790)</td>
</tr>
<tr>
<td>Field Placement in Psychology (812)</td>
<td>Defend Thesis</td>
</tr>
</tbody>
</table>

**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). 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.
Core Faculty
Tiffany Kodak
Jeffrey Tiger

Behavior analysis, a branch of psychology, focuses on how the interactions between an organism and its environment regulate its behavior. This M.S. specialization prepares students to become Board Certified Behavior Analysts as well as to continue on to advanced studies. Students may focus on either basic or applied studies and must complete a final empirical project which may be conducted in laboratory or field settings. Students focusing on basic studies complete a thesis. Depending on the recommendation of the student’s adviser, students focusing on applied studies complete a thesis or a final project that demonstrates the student’s competence at delivering services. Recent research projects include the use of behavior analytic techniques to address repetitive behavior disorders, depression, and developmental disabilities including autism. Current opportunities for final projects include enhancing the behavior of children with developmental disabilities or autism.

The Behavior Analysis Certification Board, Inc® has approved our course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination® to become BCBA’s (nationally) and licensed behavior analysts (in Wisconsin). UWM currently has the only BACB approved course sequence in the state of Wisconsin.

The BACB® also requires applicants to be experienced in providing behavior-analytic services. The faculty at UWM have developed relationships with local providers to assist students in completing their practicum hours.

Note. Because of budget limitations, the department does not offer teaching assistantships or other assistantships to students in the master's program in behavior analysis. But, with generous support from benefactors, the department offers stipend/fellowship support for students entering this program as well as support for research projects. (Please see p. 2 for more information.)
Coursework and Model Course Plan

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

1. Sixteen credits of core behavior analytic coursework: Psych 502 (Applied Behavior Analysis), Psych 714 (Conditioning and Learning), Psych 724 (Proseminar in Behavior Analysis), Psych 725 (Professional Ethics and Issues in Behavior Analysis), and either Psych 736 (Functional Assessment and Interventions), Psych 914 (Seminar in Stimulus Control), Psych 915 (Seminar in Operant Behavior), or Psych 919 (Seminar in Classical Conditioning).
2. Nine credits of coursework in research methods: Psych 510 (Advanced Psychological Statistics), Psych 610 (Experimental Design), and Psych 620 (Single-Subject Research Methods).
3. Six credits of coursework devoted to the empirical project or thesis: Psych 790 (Master's Research).
4. Students also typically enroll in Psych 730 (Practicum in Behavior Analysis).

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>Year 1</td>
<td></td>
</tr>
<tr>
<td>Advanced Psychological Statistics (510)</td>
<td>Applied Behavior Analysis (502)</td>
</tr>
<tr>
<td>Single-subject Research Methods (620)</td>
<td>Experimental Design (610)</td>
</tr>
<tr>
<td>Conditioning and Learning (714)</td>
<td>Ethical and Professional Conduct for Behavior Analysts (725)</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
</tr>
<tr>
<td>Proseminar in Behavior Analysis (724)</td>
<td>Functional Assessment and Interventions (736) or Seminar in Stimulus Control (914) or Seminar in Operant Behavior (915) or Seminar in Classical Conditioning (919)</td>
</tr>
<tr>
<td>Master's Research (790)</td>
<td>Master's Research (790)</td>
</tr>
</tbody>
</table>

Thesis or Project Defense, Time Limits

The student, under the direction of his or her major professor, must develop an acceptable empirical thesis or project which the student must defend in an oral examination. The student must complete all degree requirements within seven years of initial enrollment.

Relation of the Master's Specializations in Behavior Analysis or Health 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 (advisor) to oversee their progress and to supervise their research. It is, therefore, important that potential major professors be considered very carefully on the graduate school application. Only those individuals listed in the graduate school application have openings for new students for the coming year. Those offered admission will be assigned to one of the major professors they have chosen during the application process. Faculty interests are briefly described in the following pages. For more detailed information about faculty members please visit:

http://uwm.edu/psychology/our-people/
Shawn Cahill, Associate Professor

Ph.D., Binghamton University (SUNY), 1997
Contact: cahill@uwm.edu; (414) 229-5099

Teaching and Research Interests

My research background and clinical interests are in the nature and treatment of anxiety, especially posttraumatic stress disorder, obsessive-compulsive disorder (OCD), panic disorder, and social anxiety disorder. Although I continue to have interests in these areas, since moving to UWM, a major focus in my lab has been on the nature and consequences of sexual assault with an interest in working towards the development of interventions to reduce the incidence of sexual assault. Ongoing and recently completed research projects in the lab include investigations into the nature of women’s reactions to the threat of sexual assault in the context of dating, evaluation of the psychometric properties of a questionnaire designed to assess the frequency of various forms of sexual victimization and perpetration of sexual assault, and the motivation for engaging in non-suicidal self-injury. In addition, the lab is in collaboration with Dr. Brad Riemann, Director of the OCD treatment programs at nearby Rogers Memorial Hospital, to help them evaluate the effectiveness of their various treatment programs. 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 and teaching end of things, I teach or contribute to several 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. I also teach an undergraduate course on basic conditioning and learning.

Recent Publications


W. Hobart Davies, Professor

Ph.D., Michigan State University, 1992
Contact: hobart@uwm.edu; (414) 229-6594
Website: people.uwm.edu/hobart

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 empirical research ethics, prevention of the Choking Game, pediatric chronic pain, behavioral treatment of constipation and feeding disorders, parent-child communication, and infant-parent bed-sharing and room-sharing.

Recent Publications


Our lab is interested in how different regions in the brain coordinate to encode, store, and transfer information. Neuronal circuits generates an assortment of oscillations that vary depending on the behavior and state of the animal, from active exploration to resting and different stages of sleep. Accordingly, in our recordings of large populations of spiking neurons we observe state-dependent temporal relationships at multiple timescales. What role do these spike patterns play and what do they tell us about the function of each brain state? To answer these and related questions, we combine behavioral studies of learning and exploring rats, multi-channel recordings of the simultaneous electrical (spiking) activity from hundreds of neurons, and optogenetics (based on light-activated ion channels and pumps) to selectively excite and silence specific neural populations in the brain during learning, consolidation and recall.

We are currently looking for students with an interest in neurophysiology and neuronal computation. Quantitative skills, programming skills and appreciation of electronics are helpful; a desire to learn is essential.

Courses Taught:
Psych 611/711: Current Topics in Psychology: Sleep, Brain Rhythms, and Memory
Psych 933: Seminar in Neuroscience
Psych 210: Psychological Statistics

Recent Publications


Key Areas of Interest
REM and slow-wave sleep
Neural circuits and memory
Hippocampal-neocortical dialogue
Ira Driscoll, Assistant Professor

Ph.D., University of Lethbridge, Alberta, Canada, 2005
Contact: driscoli@uwm.edu; (414) 229-6665

Teaching and Research Interests

My work is focused on understanding brain changes as early predictors of cognitive deficits and dementia, and the role for hormones and genetic background as modulators of age-related cognitive decline. The function of the hippocampus and the nature of amnesia in aging and Alzheimer's disease are of particular interest. Current research objectives include: 1. Investigating the nature of genetic risk for age-related cognitive decline, the underlying neural circuitry and dynamics, and the role of hormone treatment as a modifier. 2. Investigating factors that reduce the risk of cognitive decline and dementia. 3. Understanding the function of the hippocampal formation and the anatomical and functional organization of learning and memory, in general. 4. Spatial navigation, sexually dimorphic behavior and hormones.

Psych 254: Physiological Psychology
Psychology 433: Neuropsychology
Psych 680: Psychology of Aging
Psych 654: Advanced Physiological Psychology
Psych 854: Behavioral Neuroscience

Recent Publications


Key Areas of Interest

Behavioral and Cognitive Neuroscience
Brain Imaging
Neurobiology of Learning and Memory
Neurodegenerative Disorders/Dementia
Aging
Hormones
Hippocampus
Teaching and Research Interests

I conduct both laboratory and field research in several areas of health psychology, including emotion, anxiety, stress and coping, and symptom perception. My current research focuses on laboratory and field investigations of the contributions of the autonomic nervous system to the genesis and maintenance of emotion and anxiety. Recently completed work in my lab has looked at the role of unrecognized autonomic arousal on cardiovascular reactivity during emotion; the importance of cognitive and autonomic correlates of worry in anxious individuals; and, the role of autonomic arousal in symptom perception. Current research projects include an investigation of the role autonomic arousal plays in the generation of emotion, an investigation of how mindfulness may reduce cardiovascular responses to routine daily stressors, and a laboratory study of the effects of peripheral efferent and afferent signals on negative affect. I also conduct research on the importance of perceived control over learning on student engagement, student learning, and academic success.

I teach Psychophysiology (656/756) and the required graduate statistics sequence (510, 610).

Recent Publications


Teaching and Research Interests

The primary focus of my research is to understand how aging, sex-steroid hormones, and environmental factors affect hippocampal function and hippocampal-dependent memory. This work is motivated by the rapidly expanding elderly population worldwide, which will greatly increase the prevalence of age-related cognitive decline and dementia. Our ultimate goal is to help mitigate the impact of cognitive aging on the individual and society by facilitating the development of treatments to reduce or prevent age-related memory decline in humans.

To this end, we use rodents as research subjects because rodent species offer an unparalleled opportunity to examine systems-level and cellular-level questions about memory formation in a mammalian system where the effects of aging, hormones, and environmental stimulation are similar to those in humans. Our studies combine a variety of approaches including behavioral, biochemical, pharmacological, genetic, and anatomical methods in order to gain a more detailed picture of the molecular mechanisms underlying the effects of aging, estrogens, progestins, and environmental enrichment on the hippocampus and hippocampal memory formation.

Our main research interests center upon pinpointing the molecular mechanisms through which estrogens and progestins affect memory in adult and aging female and male mice. In this research, we identify the receptors, cell signaling molecules, epigenetic and genetic processes, and protein translation pathways critical for these hormones to enhance hippocampal memory. In related lines of research, we are examining the extent to which estrogens synthesized within the hippocampus regulate learning and memory formation, how the dorsal hippocampus and medial prefrontal cortex interact to mediate estrogen’s effects on memory. Other current projects focus on the role of Wnt signaling in learning and memory. Past projects have sought to understand the ways in which environmental enrichment (e.g., exercise, cognitive stimulation) alters memory and hippocampal function throughout adulthood and to characterize sex differences hippocampal memory in rodents and humans.

Recent Publications


Teaching and Research Interests

The Sensory Neuroscience, Attention, and Perception Laboratory (SNAP Lab) aims to understand how our momentary behavioral goals are translated into neural signals that determine which sensory items are selected and which are ignored. More generally, we ask how attention brain mechanisms guide our behavior? In answering this question, we investigate both how perceptual objects (s vision, audition, etc.) are assembled by sensory systems, and how attention selects these objects for later processing by memory & motor systems. We adopt a systems-level neuroscience approach in which multimodal brain imaging techniques are integrated with psychophysical methods and computational modeling. However, all work conducted in the SNAP Lab is firmly grounded in behavioral effects. Functional brain imaging methods used in the lab combine both correlative (fMRI) and interference (TMS) methods to identify brain networks and test the causality of individual nodes, respectively. We also examine the structural connectivity of these brain networks using Diffusion Spectrum Imaging (DSI). Examples of some of our current research projects include:

- Measuring functional and structural connectivity between attention mechanisms in the parietal lobe and visual/auditory cortex in the occipital/temporal lobe, using TMS, fMRI, and DSI.
- Behavioral and neural investigations of object-based selective attention in vision and audition.
- Determining how Gestalt perceptual grouping principles give rise to visual object perception.
- Exploring how auditory scene analysis cues affect auditory object (i.e., music) perception.
- Examining individual differences in attention fluctuations and how they are predicted by personality traits.
- Identifying the role of attention in cognitive decline during/following chemotherapy.

Courses Taught: Psych 503: Perception; Psych 623/723: Perceptual Processes; Psych 933: Neuroscience Seminar

Recent Publications


Anthony Greene, Associate Professor

Ph.D., Boston College, 1997
Contact: ag@uwm.edu; (414) 229-3313
Website: people.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?

Recent Publications


Key Areas of Interest

Human Brain Imaging (fMRI)
Memory Systems
Cognitive Neuroscience
Neuropsychology
Context-Dependent Learning & Memory

Dr. Greene will not be accepting students for the 2017-2018 academic year.
Deborah Hannula, Associate Professor

Ph.D., University of Illinois, Urbana-Champaign, 2005
Contact: hannula@uwm.edu; (414) 229-4158
Website: https://sites.google.com/site/mindfulofmemorylab/

Teaching and Research Interests
Research conducted in our lab is designed to examine the cognitive processes and neural substrates of human memory, as well as memory-attention interactions. We are especially interested in distinguishing among different types of memory representations (e.g. item-based memory representations, relational memory representations), and characterizing their dependence on anatomically distinct medial temporal lobe structures. For example, we are actively engaged in addressing questions about whether, and under what circumstances, the role of the hippocampus might be extended beyond its accepted contribution to long-term declarative (i.e. consciously accessible) memory. We are also interested in the time-course of memory retrieval processes and the sensitivity of eye movement measures to memory for items and memory for inter-item relationships. A major line of recent work examines the cognitive processes and neural substrates of memory-attention interactions – this project is funded by a CAREER award from the National Science Foundation. Our approach combines eye tracking, neuroimaging (fMRI), and neuropsychological methods to address these issues.

Recent Publications


Key Areas of Interest
Cognitive Neuroscience
Memory
Attention
fMRI, Eye-Tracking, and Neuropsychological Methods
Fred Helmstetter, Distinguished Professor

Ph.D., Dartmouth College, 1989
Contact: fjh@uwm.edu; (414) 229-4903
Website: https://pantherfile.uwm.edu/fjh/www/helmlab/

Teaching and Research Interests

The primary focus of our work is on understanding the neural systems underlying complex psychological phenomena like learning, memory, and emotion. We are interested in how memory is stored in the brain, how experience and learning can modify the nervous system, and how brain systems work together to solve these problems. While the emphasis in my lab is on basic science rather than on neuropathology or mental disorders, some of the fundamental questions we are addressing can relate to clinical problems. We take a multi-level approach which includes molecular neurobiology, functional brain imaging, and behavioral studies in humans and laboratory animals.

Research projects currently underway include:

Studies on the molecular mechanisms involved in long-term memory formation with a focus on neuronal protein synthesis and degradation.

Examining some of the neurobiological mechanisms through which motivation and emotion can influence learning and perception.

Circuit analysis of fear learning focused on interactions between the amygdala, hippocampus and prefrontal cortex.

Functional mapping of brain circuits important for implicit and explicit memory performance using functional magnetic resonance imaging (fMRI) in human volunteers. The role of awareness and consciousness in learning.

Selected Recent Publications


Bonnie Klein-Tasman, Professor

Ph.D., Emory University, 2000
Contact: bklein@uwm.edu; (414) 229-3060
Website: people.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 of genetic origin using questionnaire, interview, experimental, and observational methods. My students and I are currently working on characterizing the early cognitive and behavioral phenotype of children with neurofibromatosis-1 to identify early indicators of later learning and attention problems, as well as examining attention and social problems in the school-age years. We are also examining emotional regulation, emerging executive functioning, social relationships, and socio-communicative skills in children with Williams syndrome and 7q11.23 duplication syndrome. We do a small amount of treatment development work to address inhibition and anxiety challenges of children with Williams syndrome.

Recent Publications


Tiffany Kodak, Assistant Professor

Ph.D., Louisiana State University, 2006
M.S., North Dakota State University, 2001
Contact: kodak@uwm.edu; (414) 229-7383

Teaching and Research Interests

Tiffany Kodak, Ph.D., BCBA-D is an assistant professor. Dr. Kodak is a licensed psychologist, licensed behavior analyst, and a Board Certified Behavior Analyst Doctoral (BCBA-D). Her research interests in the area of early intervention for children diagnosed with autism spectrum disorder include increasing the efficiency of academic instruction, acquisition of verbal behavior, computer-assisted instruction, emergent relations, conditional discrimination, and early literacy skills. In addition, Dr. Kodak’s research team evaluates parent- and teacher-training procedures that allow trainers to successfully train others in order to build capacity in various settings. Dr. Kodak conducts research in a variety of settings including an early-intervention clinic, on-campus daycare center, and in participant’s homes.

Recent Publications


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 is focused primarily on characterizing individual differences in emotional and cognitive processing that confer risk for anxiety or depression. One of our most prominent lines of research at the moment is to prospectively characterize neurocognitive-affective risk factors for PTSD among acute trauma survivors. I use neuroimaging, psychophysiological, behavioral, and self-report tools to examine these questions. In our most recent work we have begun to address interactions between emotions and cognitive processes, such as attention, working memory, and associative learning.

Recent Publications


Teaching and Research Interests

My primary research interests broadly fall into two areas. First, I study anxiety and its related problems with respect to their maladaptive cognitive processes (e.g., attentional biases, thought-action fusion, inhibitory control deficits, working memory problems, etc.) and behaviors (e.g., safety behaviors) with an emphasis on obsessive-compulsive and its related disorders, social anxiety disorder, illness anxiety disorder, and post-traumatic stress disorder. I am also studying the underlying mechanisms of change in such cognitive processes, using experimental trials. Second, I am also interested in developing web-based psychological assessment and data management systems. I am teaching Introduction to Psychology (PSY101), Clinical Psychology: Science and Practice (PSY540), and Practicum in Objective Assessment (PSY802, 821).

Recent Publications


Dr. Lima will not be accepting students for the 2017-2018 academic year.

Key Areas of Interest
Cognitive Psychology
Lexical Access

Susan Lima, Associate Professor

Ph.D., University of Massachusetts-Amherst, 1985
Contact: suelima@uwm.edu; (414) 229-4359
Website: people.uwm.edu/suelima

Teaching and Research Interests
My research area is lexical access.

I teach two undergraduate courses (Psych 325: Research Methods in Psychology, Psych 505: Cognitive Processes) and one graduate course (Psych 705: Information Processing).

Selected Publications


Teaching and Research Interests

Dr. Krista Lisdahl is the Director of the UWM’s Brain Imaging and Neuropsychology (BraIN) Laboratory. The focus of her research is on the neurocognitive consequences of chronic drug use during adolescence and emerging adulthood. More specifically, using magnetic resonance imaging (structural MRI, fMRI, and DTI) and neuropsychological assessment, Dr. Lisdahl’s laboratory examines the effects of chronic marijuana, alcohol, nicotine and ecstasy use on brain structure and function. We also attempt to explain individual differences by examining whether genetics, gender or lifestyle factors such as aerobic exercise, physical activity, or adiposity (body fat distribution) moderate these effects. Dr. Lisdahl is PI or Consultant on three large-scale multi-site neuroimaging studies examining the impact of substance use on the developing adolescent or young adult brain (the MTA Neuroimaging Study; the IDEAA Consortium; the ABCD longitudinal project see below). Dr. Lisdahl is also an active grant reviewer for the NIH. Therefore, students will also get exposed to working on multi-site, multi-PI large-scale neuroimaging projects and will be mentored on grant writing and reviewing. The BraIN Laboratory trains Clinical Neuropsychology doctoral and postdoctoral students in neuroscience/neuropsychology-related fields for clinical-science and academic positions. Dr. Lisdahl utilizes a junior colleague mentoring model. Students are provided developmental/stepped levels of supervision as they work towards independent research careers. Graduate students are expected to publish articles in peer-reviewed journals (first-author and co-authored) and disseminate their findings at poster and paper presentations at national and international conferences. Dr. Lisdahl’s teaching is focused on neuropsychology, psychopharmacology, research methods, and clinical assessment. Current projects include: (1) NIDA-funded R03 project examining the neurocognitive effects of marijuana, ecstasy and binge drinking in emerging adults (in data-analysis); (2) NIDA-funded 7 year R01 project examining whether physical activity levels or cardiorespiratory health moderate the effects of marijuana use on frontolimbic connectivity in teens; (3) Dr. Lisdahl is the co-creator and site-PI for the NIDA-funded Imaging Data in Emerging Adults with Addiction (IDEAA) consortium- which includes Drs. Staci Gruber (Harvard/McLean Hospital), Susan Tapert (UCSD), and Francesca Filbey (UT-Dallas); (4) Dr. Lisdahl is the Substance Use Assessment Co-Chair for the Adolescent Brain and Cognitive Development (ABCD) study.

Recent Publications (under Lisdahl or Medina)


Marcellus Merritt, Associate 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) analysis of underlying social psychological and physiological stress mechanisms for excess rates of cardiovascular disease risk among diverse populations, and; 2) analysis of health protective behaviors that are linked with reduced risk for adverse health outcomes. For instance, my innovative research findings show how the John Henryism active coping (JHAC) hypothesis or how sustained effortful coping responses to everyday psychosocial demands is linked with a) poor daily cortisol responses among dementia family caregivers with more challenging care recipients and b) prolonged vascular recovery to anger recall stress among young adults from more socioeconomically disadvantaged family backgrounds. My research focuses on how these psychosocial mechanisms work in settings, such as community health care centers, primary medical care settings, and biomedical laboratory contexts. Currently, I am examining how tailored relaxation interventions enhance cardiovascular and neuroendocrine recovery to mental stress and nighttime dipping blood pressure and heart rate among young 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, stroke and diabetes among diverse populations. Our ultimate goal is to leverage this ideographically tailored part in an effort to promote better adoption and long-term adherence to relevant interventions. Along these lines, I am a consultant on a lifestyle modification intervention tailored to African American hypertensive patients in Milwaukee, WI. In addition, I am collaborating with colleagues in the department of neurology at the Medical College of Wisconsin a series of innovative projects focused on heart rate variability as an indicator of the efficacy of behavioral and pharmacologic interventions in patients with autonomic disorders and chronic pain. These studies have two goals, to determine if better control of heart rate predicts cognitive and emotional flexibility and better treatment response, and to use various imaging techniques like fMRI to understand the links between pain modulation and autonomic control.

I teach undergraduate research methods, the psychology of race, ethnicity and health and a graduate seminar in social psychology.

Recent Publications


Teaching and Research Interests

Our laboratory is interested in how the brain changes as a function of experience and as a function of the aging process. Our research focuses primarily on brain regions (e.g., prefrontal cortex, medial temporal lobe) that are not only vital for various forms of learning and memory but also are among the most susceptible to aging-related neurodegenerative disorders, including Alzheimer’s disease. Our laboratory is currently engaged in research investigating: (1) prefrontal mechanisms underlying aging-related deficits in extinction of trace fear conditioning, (2) intrinsic and synaptic plasticity as a function of learning and aging, and (3) the role of calcium binding proteins and calcium-dependent processes in aging and susceptibility to neurodegeneration. Behavioral (e.g., acquisition and extinction of Pavlovian fear conditioning), cellular (e.g., use of in vitro models of ischemia to study neurodegeneration), immunohistochemical (e.g., Western blotting; fluorescence and confocal microscopy), and neurophysiological (e.g., whole-cell patch-clamp recordings from visually identified neurons in living brain slices; intracellular and extracellular recordings in living brain slices) techniques are utilized to integrate information across 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 Conference.

Interested students should contact me directly or visit our website for additional information about our research or about extramurally funded research opportunities.

Recent Publications


Ph.D., Northwestern University Medical School, 1991
Contact: nye@uwm.edu; (414) 229-2488

**Research Interests**

My main area of interest is the training and treatment of eating and body image disorders, including:

- Anorexia Nervosa, Bulimia Nervosa, and Binge Eating Disorder
- Intuitive Eating and Health at Every Size approaches
- Family Based treatment of Anorexia Nervosa
- Cognitive Behavioral therapy for eating disorders

Other areas of interest include:

- Depression
- Anxiety Disorders
- Group psychotherapy
- Acceptance and Commitment Therapy
- Existential psychotherapy and Positive Psychology
- Self-Disclosure in Psychotherapy

**Recent Publications**


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 if they have academic career goals or seek a clinical population to continue their Masters thesis work for the dissertation if they have clinical career goals.

Recent Publications


Teaching and Research Interests

The professional development of graduate students is a priority for me. Reflecting this, I have directed the doctoral research of 20 Ph.D.’s. These alumni went on to obtain research center directorships, distinguished postdoctoral fellowships, tenure-track faculty positions, high level corporate positions, clinical positions, and research and clinical positions at medical centers. I am collaborating with students on research focused on health promotion and prevention especially in relation to the health of women, adolescents, racial and ethnic minorities, and economically disadvantaged individuals. Current projects include 1) Tailoring interventions to reduce health disparities, 2) Improving doctor-patient interactions and health communication, 3) Improving adolescent and women’s health, 4) Health promotion in work settings. I am also interested in the science of teaching and learning and have secured over $4 million in external research funds for current studies.

Recent Publications


Teaching and Research Interests

My interests are in social clinical psychology, including development, personality, abnormal, and multicultural psychology, and the practice of clinical psychology.

Recent Publications


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 innervation of the cerebellum. My laboratory is interested in how these plastic changes, individually and in concert, facilitate behavioral adaptation. Our research focuses on changes in motor systems, particularly the cerebellum and motor cortex, associated with motor skill acquisition and repetitive motor activity (exercise).

Current projects in the lab fall into two separate but related categories. The first category examines the relationship between motor activity and plasticity of vascular and synaptic networks of the brain. The work also addresses the impact that these plastic changes have on the learning process. The second research category explores the nature of cerebellar contributions to higher cognitive function. Of particular interest is the manner in which cognition is degraded following ablation of the cerebellum and how manipulations of both behavior and brain morphology can begin to reverse these degradative changes. These latter studies may be particularly relevant to those interested in autism or ADHD.

Recent Publications


Jeffrey Tiger, Associate Professor

Ph.D., University of Kansas, 2006
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Website: https://pantherfile.uwm.edu/tiger/www/index.htm

Teaching and Research Interests

I am a licensed and board certified behavior analyst, and I conduct research related to the education and treatment of individuals with developmental and/or sensory disabilities. A major area of my research is focused upon assessment and intervention for children with autism presenting with marked skill deficiencies (e.g., limited language or social skills) or behavioral excesses (e.g., aggressive or self-injurious behavior). I have also been developing instructional programs for teaching braille reading to children with visual impairments and their teachers.

I teach three courses at the graduate level: Functional Assessment and Intervention (PSY 736), Single-Subject Research Methods (PSY 620), and Conditioning and Learning (PSY 514/714). I also supervise students Practicum in Behavior Analysis (PSY 730).

Recent Publications


