# UWM Department of Psychology Graduate Programs

## 2021-2022 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.

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<td>All application materials must be received by:</td>
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<td><strong>Ph.D. Programs:</strong></td>
</tr>
<tr>
<td>DECEMBER 1, 2020</td>
</tr>
<tr>
<td><strong>M.S. Program:</strong></td>
</tr>
<tr>
<td>January 31, 2021 and later applications may be considered if openings are available</td>
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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 26,000 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 131 universities nationwide to receive the highest rating for a research institution (Research 1, also known as R1) 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.

The Psychology Department offers two graduate degrees: the Ph.D. in Psychology and the M.S. in Psychology.

We are currently accepting applications to two of our Ph.D. programs (both of which include earning the M.S.):

- **Clinical Psychology** (accredited by the American Psychological Association)
- **Neuroscience**

*Please note that the Department of Biological Sciences and several other departments also offer opportunities for doctoral study in neuroscience.

We offer one terminal M.S. program:

- **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 9 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. Detailed program descriptions begin on p. 6.

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 program.

In addition to the information in this brochure, information about our programs and faculty can be found at our website: [http://uwm.edu/psychology/](http://uwm.edu/psychology/)
Financial Support in the Ph.D. Programs*

Academic year stipend (mid August-mid May): Each admittee to our Ph.D. programs will receive an academic-year teaching assistantship (TAship), which includes a stipend, full remission of tuition, and benefits such as health insurance. The academic-year TAship stipend is $13,750 (for those who don’t hold a thesis-based master’s degree in psychology or neuroscience) or $15,000 (for those who hold a thesis-based master’s degree in psychology or neuroscience). TAs work approximately 20 hours per week and are typically assigned to lead discussion sessions or to assist in face-to-face or online courses. Our department’s doctoral students generally hold TAships or equivalent forms of support (e.g., research assistantships or full fellowships sponsored by the Graduate School) throughout their years at UWM, but funding beyond the fifth year isn’t guaranteed.

Additional potential academic year support: Based on a review of credentials, up to six admittees to the Neuroscience Ph.D. program, and up to three in the Clinical Psychology Ph.D. program, will receive an additional $4,000 per year (i.e., a Chancellor’s Graduate Student Award [CGSA]) for their initial three years in the program, resulting in a total academic year support package of $17,750 or $19,000. Furthermore, Neuroscience admittees who hold CGSAs will also receive one-time summer 2022 support payments of $2,000 or more, resulting in a first-year support package of at least $19,750 or $21,000. Also, some faculty with extramural grants may decide to offer their incoming Neuroscience or Clinical advisees additional funding, which may increase the first-year (and perhaps beyond) support package by another $1,500 to $3,500.

Notably, based on a review of credentials, two outstanding admittees will be offered the Cialdini Fellowships (i.e., $5,000 per year for 4 years) instead of CGSAs (i.e., $4,000 per year for 3 years). These fellowships are funded 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, 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.

Summer support (mid May-mid August): In addition to departmental support during the academic year, some students may also receive funding to conduct research full time during the summer. Typically, this support comes from the major professor, although some support may be available from the department in the form of a competitive summer fellowship. Availability and amount of summer support vary depending on the source, so students should discuss this with their major professor.

*The department does not offer teaching assistantships or supplemental funds to students in the Health Psychology master’s program.

Major Professor

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 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 programs 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 and earn the M.S. 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 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 program in health psychology has a time limit of seven years for earning the M.S. to allow for the possibility of part-time study.
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, courses taken, research record, and letters of recommendation (three letters are required). See below for the average GPA of recently admitted students. Please note that we will NOT consider GRE scores in our application review process, beginning from applications for 2021 fall admissions (application deadline 12/1/2020). Applicants do not need to include GRE scores in their application to our MS/PhD programs. To be considered for admission, an applicant must also meet the Graduate School's general admission requirements.

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 12 new students admitted each year to the doctoral programs. About 1 or 2 students are admitted each year to the terminal M.S. program. A total of 238 students applied to the clinical doctoral program and 30 applied to the neuroscience doctoral programs for Fall, 2020. Eleven applicants were accepted to the doctoral programs as follows: a) 7 females, 4 males; b) 7 clinical, 4 neuroscience; c) 6 applicants with a master’s degree.

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. Below are summary statistics on students recently admitted to the doctoral programs. Average scores are included.

<table>
<thead>
<tr>
<th>GPA, all courses, 4 yrs.</th>
<th>Clinical</th>
<th>Neuroscience</th>
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<tr>
<td></td>
<td>3.76</td>
<td>3.53</td>
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Information for Students Who Did Not Major in Psychology

Students without an undergraduate major in psychology or neuroscience are welcome to apply, and will be evaluated on a case-by-case basis. If they are offered admission, they will be informed about any additional courses that would need to be taken at UWM (in addition to the required graduate coursework) to fill gaps in training.

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 program, 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 2019-2020 academic year, 52 students have been admitted to our doctoral programs. Of these, 2 have graduated with the Ph.D., 3 have dropped out after earning the M.S., and the remaining 47 are continuing students.

In the last five years, including the 2019-2020 academic year, 8 students have been admitted to our terminal master’s program in Health Psychology. Of these, 2 have applied to and been accepted by our Ph.D. program before earning the M.S., 1 has dropped out, and the remaining 5 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 advisors; however, some students combine study and research in a non-clinical specialty with the clinical program and, therefore, choose a major professor from the non-clinical faculty. Similarly, most students applying to the neuroscience doctoral programs choose advisors within the neuroscience program, but sometimes choose an advisor in the clinical program.

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

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

http://uwm.edu/graduateschool/

Graduate School 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, and a non-refundable $75 base application fee.

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

Deadlines

All application materials must be received by:

Ph.D. Programs:  
DECEMBER 1, 2020

M.S. Program:  
January 31, 2021 and later applications may be considered if openings are available
Deadlines

Those applying to a Ph.D. program should complete their application to the graduate school so that it is received by December 1, 2020. Applicants to the terminal M.S. program should complete their application to the graduate school so that it is received by January 31, 2021. 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. Virtual interviews will be held on January 29, 2021. 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 Ph.D. program in neuroscience will be interviewed. Neuroscience Interview Day will be held on February 5, 2021. Only top candidates will be invited.

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. In addition, the program is a member of the Child Clinical and Pediatric Psychology Training Council (CCaPPTC). 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 advisors; however, some students combine study and research in a non-clinical specialty with the clinical program and, therefore, choose a major professor from the non-clinical 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 but also full remission of tuition, and benefits such as health insurance. Many students also receive supplemental financial support. See p. 2 of this brochure for more information.

Applicants with Advanced Degrees

Individuals with advanced degrees, usually in psychology or neuroscience, are eligible to apply to the doctoral program in clinical psychology.
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. **Clinical Courses**

Students in the clinical program satisfy their major by completing a sequence of required clinical 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.

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<thead>
<tr>
<th>Year</th>
<th><strong>Fall Semester</strong></th>
<th><strong>Spring Semester</strong></th>
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| Year 1 | Assessment I (831)  
Developmental Psychopathology (912)  
First Year Clinical Practicum (802)  | Clinical Research Methods (710)  
First Year Clinical Psychology Practicum (802) |
| Year 2 | Professional Ethics and Issues in Clinical Psychology (712)  
Practicum in Assessment (821)  
Foundations of Psychotherapy (741)  | Assessment II (832)  
Empirically Supported Interventions (742)  
Practicum in Empirically Supported Interventions (845)  
Practicum in Assessment II (822)  |
| 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. **Statistics requirement:** Students must complete the two-semester introductory statistics sequence (Psychology 510 and 610).

3. **Breadth requirement:** Students must follow American Psychological Association requirements and must complete the following breadth courses: Psych 930 (which covers the social bases of behavior) and Psych 727 (which covers the cognitive/affective bases and the biological bases of behavior).

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

5. **Developmental psychology requirement:** Students must complete a graduate level lifespan developmental psychology course.

6. **History of psychology requirement:** Students who took a History of Psychology course as undergraduates, and/or who majored in psychology, have already satisfied the History of psychology requirement. Other students must complete a course in the History of Psychology in our department (Psychology 750).

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**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 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 advisor and the DCT. Students admitted with a master's degree in psychology that did not include a thesis must complete a thesis and earn the M.S. 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).
Doctoral Program in Neuroscience

The Ph.D. program in neuroscience 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 set of courses and seminars. Throughout, major emphasis is placed on the role of the neuroscientist as a scholar - a person who can advance neuroscience through original research.

About Neuroscience

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.

Financial Support

All students admitted to the doctoral program in neuroscience receive academic-year financial support, usually in the form of teaching assistantships, which include not only a stipend but also full remission of tuition, and benefits such as health insurance. Many students also receive supplemental financial support. See p. 2 of this brochure for more information.

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. 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.

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 and earn the M.S. at UWM.

Doctoral Preliminary Examination

To advance to doctoral candidacy, students must pass a preliminary examination in Neuroscience 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.
Terminal Master’s Program 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. Recent 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: The department does not offer teaching assistantships or supplemental funds 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 854 (Behavioral Neuroscience), or Psych 930 (Seminar in Social 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. Optional: 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.

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

The student, under the direction of an advisor, 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.

Relation of the Master’s Program in Health Psychology to Doctoral Study in Psychology

The M.S. program in health psychology is 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 health psychology are not given preferential treatment in the doctoral admission process.
Descriptions of Faculty Teaching and Research Interests

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/
Arun Asok, Assistant Professor

Ph.D., University of Delaware, 2016
Contact: asok@uwm.edu
Website: www.asoklab.com

Key Areas of Interest
- Memory, Emotion, Stress
- Learned and Innate Fear
- Systems, Molecular, and Behavioral Neuroscience

Teaching and Research Interests

Our lab is focused on identifying how the neural networks of learned and innate fear overlap, differ, and interact. We are particularly interested in how hard-wired brain circuits and dynamic molecular networks control defensive behaviors in laboratory animals. In pursuit of these interests, we use a number of cutting-edge techniques in animal behavior, closed-loop optogenetics, next-generation gene sequencing, CRISPR-Cas gene editing, in vivo calcium imaging, and network computational approaches. The overarching translational goal of our work is to identify how fear, anxiety, and trauma-related mental-health disorders emerge and persist across time.

Some of the specific questions we are working on to answer are:

- Which circuits co-control learned and innate fear?
- Which neural networks, circuits, and genes control the strength of a learned fear memory?
- Do brain-wide molecular networks exhibit a topological structure to represent a learned fear differently from an innate fear?
- Are there key hub genes within these topologically-structured molecular networks that intrinsically differentiate between learned and innate fear?

Selected Recent Publications


Teaching and Research Interests

Our work focuses on two important facets of memory and how they change with advanced age: 1) the ability to remember specific past events and 2) the ability to link across related experiences to form new knowledge. While it is well established that memory specificity declines with advanced age, less is known about how age affects the formation of new knowledge. To better understand these human memory functions, we use a combination of behavioral tasks, computational modeling, and brain imaging techniques that include model-based fMRI and multivariate pattern analyses. Our ultimate goal is to understand the basic cognitive and neural mechanisms of memory and age-related declines in memory, and to find ways to support new learning and flexible decision-making in people across the lifespan.

Selected Recent Publications


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.

Selected Recent Publications


Key Areas of Interest

Nature, Consequences, and Prevention of Sexual Assault

Cognitive-Behavior Therapy in Adults

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

Dr. Cahill will not be accepting students for the 2021-2022 academic year.
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.

Selected Recent Publications


Ira Driscoll, Associate Professor

Ph.D., University of Lethbridge, Alberta, Canada, 2005
Contact: driscoli@uwm.edu; (414) 229-6663

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.


Selected Recent Publications


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).

Selected Recent Publications

* Student Author


Key Areas of Interest
- Neuroendocrinology of Learning and Memory
- Sex Differences
- Age-related Cognitive Decline and Alzheimer’s Disease
- Drug development

Teaching and Research Interests
The Frick laboratory studies the molecular and cellular mechanisms through which sex-steroid hormones, like estrogens and progesterone, influence memory consolidation and brain function throughout the adult female and male lifespan. By pinpointing these mechanisms, our ultimate goal is to identify key receptors, kinases, epigenetic and transcription factors, and genes that could be targets for the development of new treatments to reduce memory dysfunction in aging, Alzheimer’s disease, and various neuropsychiatric disorders.

Our laboratory uses mice and rats to examine systems-level and cellular-level questions about memory formation in a mammalian system where the effects of hormones and aging are similar to those in humans. Our studies combine a variety of approaches including behavioral, biochemical, chemogenetic, epigenetic, pharmacological, and anatomical methods to study hormonal regulation of memory consolidation, intracellular signaling, gene transcription, local protein translation, and neuronal dendrite morphology in brain regions including the hippocampus, medial prefrontal cortex, and nucleus reuniens. This work involves female and male wild-type rodents, as well as transgenic mouse models of Alzheimer’s disease.

Current projects also explore sex differences in memory, examine a role for glia in estrogenic memory enhancement, and use chemogenetic and optogenetic methods to elucidate the brain circuitry underlying hormonal mediation of memory. Through our collaborative work with other labs, we are also developing novel estrogen receptor agonist compounds and histone deacetylase inhibitors to reduce memory loss in aging and Alzheimer’s disease.

I teach The Aging Brain, Hormones and Behavior, and Introduction to Psychology.

Selected Recent Publications


Teaching and Research Interests

Research in my lab sits at the intersection of memory and attention, two processes that are most often studied separately. We are especially interested in whether and under what circumstances information represented in episodic memory might capture attention. The traditional view has been that attention capture is limited to physically salient objects (e.g., the sound of screeching tires, a red tulip in a field of white daisies) but results from recent work, including our own, have indicated that this view of capture is too narrow. In several studies now, we have found that eye movements (and attention) are directed in error to objects that are familiar because they were recently encoded even though these objects are not targets of visual search and should be ignored. Based on my previous work (e.g., Hannula & Ranganath, 2009), we assume that pattern completion processes supported by the hippocampus drive this effect and neuroimaging studies are currently underway to test a proposed model of capture by episodic memory (Hannula, 2018). This research program is supported by a CAREER award from the National Science Foundation. Additional, collaborative work with Fred Helmstetter examines capture by fear conditioned materials (e.g., Hopkins et al., 2013) and the effects of event timing on encoding and retrieval success. In all of these studies, we capitalize on the strengths of eye movement behavior as a measure of memory and combine basic behavioral and eye tracking data with neuroimaging methods (structural and functional MRI) to address questions about brain-behavior relationships. In addition, we are currently collaborating on several research projects that are being conducted with clinical populations and older adults.

Selected Recent Publications


Fred Helmstetter, Distinguished Professor

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

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 and systems 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.

Effects of brain aging on synaptic plasticity and memory.

Selected Recent Publications

Dulka, B.N., Pullins, S.E., Cullen, P.K., Moyer, J.R. & Helmstetter, F.J. (2020) Age-related memory deficits are associated with changes in protein degradation in brain regions critical for trace fear conditioning. Neurobiology of Aging, 91: 160-166


Selected Recent Publications


Christine Larson, Professor

Ph.D., University of Wisconsin-Madison, 2003
Contact: larsoncl@uw.edu; (414) 229-4996
Website: uwmlarsonlab.org/

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. 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. We are also beginning a new project identifying neural markers for risk for PTSD among youth who have very recently been a victim of violence. 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.

Selected Recent Publications


Han Joo Lee, Associate Professor
Ph.D., University of Texas at Austin, 2009
Contact: leehj@uwm.edu; (414) 229-5858
Website: sites.uwm.edu/leehj/

Teaching and Research Interests
My primary research interests broadly fall into two areas. First, I study maladaptive neurocognitive processes (e.g., attentional biases, inhibitory control deficits, working memory deficits, interpretable biases, and their effects) and behaviors (e.g., safety behaviors, deviant action tendencies) in various anxiety problems, OCD and related disorders, and post-traumatic stress disorder. I am also examining 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 teach Introduction to Psychology (PSY101), Clinical Psychology (PSY540), and Assessment (PSY831).

Selected Recent Publications


Susan Lima, Associate Professor

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

Teaching and Research Interests
I teach courses in Research Methods and Cognitive Processes. My research area is lexical access.

Selected Recent Publications


Key Area of Interest
Lexical Access

Dr. Lima will not be accepting students for the 2021-2022 academic year.
Krista Lisdahl, Professor (formerly Krista Lisdahl Medina)

Ph.D., University of Cincinnati, 2005
Contact: medinak@uwm.edu; (414) 229-7159
Website: uwmbrainlab.com/

Teaching and Research Interests

Dr. Krista Lisdahl is the Director of the UWM's Brain Imaging and Neuropsychology (BraIN) Laboratory. Dr. Lisdahl is a PI or Consultant on four large-scale multisite neuroimaging studies examining the impact of substance use on the developing adolescent or young adult brain [the MTA Neuroimaging Study; the IDEAA Consortium; ENIGMA; and the Adolescent Brain Cognitive Development (ABCD) study - see below]. She is also the Chair of Women in Neuropsychology (http://www.scn40.org/piaa-win.html) Subcommittee within the APA Society for Clinical Neuropsychology and the faculty Chair of the UWM Psychology Department Diversity Committee. The primary focus of her research is on examining risk and resilience factors predicting substance use onset in adolescence and understanding the neurocognitive consequences of chronic, repeated drug use during adolescence and emerging adulthood. The lab also investigates health factors (adiposity, exercise/physical activity, screen time, endocannabinoid levels) that influence adolescent neurocognition, affective development, and 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 health factors such as aerobic exercise, physical activity, adiposity (body fat distribution), sleep, or endocannabinoid levels moderate these effects. Finally, several members of the laboratory are interested in the complex interplay between biological/individual factors (e.g., genetics, personality, psychopathology), family/cultural factors (e.g., family history of SUD, family values, family rules/monitoring, culture/ethnicity, peer and sibling substance use, SES), and environmental factors (drug policy, neighborhood safety, school engagement) in predicting adolescent neurocognition, affective development, and substance use trajectories. We are also committed to disseminating our scientific findings back to the local and national community of parents, educators and healthcare providers.

Current projects within the BraIN Lab include: (1) Dr. Lisdahl is the Substance Use Assessment and Drug Policy Workgroup Co-Chair and UWM Site Principal Investigator (PI) for the NIH-funded Adolescent Brain and Cognitive Development (ABCD) study; this landmark study will follow over 10,000 youth for 10 years to determine factors that impact adolescent brain, cognitive and affective development (https://abcdstudy.org). UWM recruited approximately 386 children and their parents from Milwaukee/Waukesha counties; (2) Dr. Lisdahl was the PI on a recently completed NIDA-funded 7 year R01 project examining whether physical activity levels or cardiorespiratory health moderate the effects of marijuana use on frontotemporal 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 was the PI on a NIDA-funded R01 project examining the neurocognitive effects of marijuana, ecstasy and binge drinking in emerging adults (funding analysis); (5) The UWM BraIN Lab collaborated with Dr. Ann Swartz to understand how standing desks impact activity levels, postural stability, cognition and classroom behavior in 100 school-aged children; (6) Drs. Lisdahl and Cecelia Hillard will examine the link between circulating endocannabinoid levels and neurocognitive, affective, and substance use outcomes in the ABCD Cohort; (7) Dr. Lisdahl is a Member of ENIGMA-Addiction world-wide consortium, a working group that uses aggregated data from several cohorts to examine the contribution of various genetic and brain correlates on risk for early onset substance use, consequences of repeated use substance use, susceptibility to dependence and relapse vulnerability.

Incoming Graduate Students: The UWM BraIN Lab is an inclusive, team-oriented environment committed to supporting diversity and equity efforts in science, clinical care, and education. Students who identify as BIPOC, LGBTQA+, first-generation, or other groups underrepresented in graduate education are encouraged to apply to join our team. Students in the BraIN Lab will get exposed to work on large-scale multi-site neuroimaging projects (e.g., ABCD Study; IDEAA Consortium, ENIGMA) 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 assist with data collection for the ABCD Study, provide supervision and mentoring for undergraduate students and RAs, 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.

Selected Recent Publications


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 factors for excess rates of cardiovascular disease risk among diverse populations (e.g., anger coping and hypertension risk in African Americans), and; 2) analysis of health protective behaviors (e.g., religious coping and educational attainment) 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 salivary cortisol responses among African American female dementia family caregivers with more challenging care recipients and b) poor sleep quality and prolonged vascular recovery to anger recall stress among young adults from more socioeconomically deprived family backgrounds. My research focuses on how these psychosocial mechanisms work in settings such as natural social situations, community health centers, primary medical care settings, and biomedical lab contexts. Currently, I am examining how unique forms of stress management and solutions for health disparities like brief mindfulness meditation and leisure stress coping (e.g., https://uwm.edu/news/the-power-to-de-stress-yourself/) boost coping skills, enhance physiological recovery to acute mental stress, and promote nighttime blood pressure dipping among at-risk young adults. Our goal is to leverage this person-centered model to promote better adoption and long-term adherence to relevant stress reduction interventions. Along these lines, 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 daily 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. To enhance productivity for current and upcoming research interventions in diverse populations and offer unique student training opportunities, my colleagues and I have developed expertise in the electronic diary sampling of everyday stress responses and appraisal of 24-hour sleep-wake rest-activity rhythms.

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

I plan on recruiting new master’s students in health psychology for the Fall 2021 semester. If you are interested feel to me email me any time.

Selected Recent Publications


James R. Moyer, Jr., Associate Professor

Ph.D., Northwestern University, 1992
Contact: jrmoyer@uwm.edu; (414) 229-5883 or (414) 229-3255
Website: sites.uwm.edu/jrmoyer/

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, retrosplenial cortex, hippocampus, and other medial temporal lobe structures) 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) neurophysiological, cellular, and molecular mechanisms underlying aging-related deficits in acquisition and extinction of trace fear conditioning, (2) intrinsic and synaptic plasticity of ventral hippocampus and retrosplenial cortex neurons as a function of learning and memory, 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.

Selected Recent Publications


Dr. Nye will not be accepting students for the 2021-2022 academic year.

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

Selected Recent Publications


Diane Reddy, Professor
Ph.D., Uniformed Services University of the Health Sciences, 1984
Contact: reddy@uw.edu; (414) 229-6482

Teaching and Research Interests
I directed the doctoral research of 22 Ph.D.’s. These alumni went on to obtain research center directorships, distinguished university leadership positions, tenure-track faculty positions, high level corporate positions, clinical positions, and research and clinical positions at medical centers.

My research is focused on:
- health promotion and prevention (especially in relation to tailoring interventions to reduce health disparities, improving doctor-patient interactions and health communication, improving adolescent and women’s health, and health promotion in work settings)
- teaching and learning science (I have secured over $4 million in extramural research funding for current studies).

Selected Recent Publications


Robyn Ridley, Associate Professor

Ph.D., University of Missouri-Columbia, 1984
Contact: rridley@uwm.edu; (414) 229-4407

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

Selected Recent Publications


Dr. Ridley will not be accepting students for the 2021-2022 academic year.
Ryan C. Shorey, Assistant Professor

Ph.D., University of Tennessee-Knoxville, 2014
Contact: shorey@uwm.edu, (414) 229-4570
Website: sites.uwm.edu/shorey/

Teaching and Research Interests

My program of research has two main areas of focus: (1) research on risk factors for, and consequences of, intimate partner violence (IPV) and sexual assault and (2) research on substance use disorders and treatment. In addition, my research integrates these two lines of research to examine substance-related IPV/sexual assault and whether treatment of substance use reduces the occurrence of IPV and sexual assault. My overall goal with these lines of research are to gain a clearer understanding of how to develop and implement prevention and intervention programs aimed at reducing IPV, sexual assault, and substance use disorders. Moreover, my research program aims to explore these areas of focus in diverse and underrepresented populations.

Selected 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 both cognitive and motor systems, particularly the hippocampus and cerebellum, 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.

Selected Recent Publications


