

**DEPARTMENT OF PSYCHOLOGY**  
**Penn State University**  
**University Park, PA 16802**

**General Information**

Graduate study in psychology at Penn State is characterized by highly flexible, individualized programs leading to the Ph.D. in psychology. Each student is associated with one of the five program areas offered in the department. These programs are: **Clinical (including Adult and Child-Clinical); Cognitive; Developmental; Industrial/ Organizational; and Social**. Each of these areas is described more fully in the attached material. The program descriptions include listings of the relevant graduate faculty at the University Park campus. Penn State faculty at locations other than University Park are also members of the Department of Psychology and are available to supervise graduate students' work. Their research interests are described in the **Synopsis of Faculty Research Interests**. Faculty with emeritus, joint, adjunct, and affiliate appointments provide additional resources.

To be considered for admission, applicants must select one of the five program areas. Once a student is admitted to a program area, it is possible to change areas only with faculty approval of the involved areas. The details of a student's program are formulated on an individual basis with a faculty adviser. Each student organizes his or her work into one major and one minor area. The major is selected from among the five specialty areas of the department listed above. The minor may be fulfilled within the department by work in the four remaining areas of psychology or by satisfying minor requirements of any other division of the University entirely outside the department (e.g., statistics, computer science, special education, sociology, biology).

**Financial Support**

Many graduate students in psychology are supported by half-time departmental assistantships that include a stipend and remission of tuition, permit 9–12 credits of course work each semester, and require twenty hours of work per week. Support is also provided by a variety of training grants, individual faculty members' research grants, and various University-wide funds.

**Application Deadline and Additional Information**

Additional information may be obtained from:

**Sherri Gilliland, Administrative Support Assistant (sbg4@psu.edu)**  
**Department of Psychology**  
**The Pennsylvania State University**  
**110 Moore Building**  
**University Park, PA 16802**  
**814-863-1721**  
**<http://psych.la.psu.edu>**

Completed applications must be received by:

**DECEMBER 1, 2011, for Clinical, Cognitive, Developmental, I/O, and Social Psychology**

**CLINICAL and CHILD CLINICAL PSYCHOLOGY**  
**Penn State University**  
**University Park, PA 16802**

**Program Description**

The major overall goal of the clinical program is to train graduate students for future careers that involve both research and clinical activities performed in an integrated fashion. Thus, it is our primary goal to train students for research-oriented careers including universities, medical schools, and settings, which integrate research and evaluation along with professional services. Consequently, there is a strong emphasis on the clinical science of psychology in our program. It is the strong belief of the faculty that excellence in this domain is best provided by superior training in both the scientific methods and clinical assessment and intervention. It should be noted that those students whose career goal is full-time private practice without a significant research commitment will find our program inappropriate for their needs.

In addition to other regular course work, students are expected to engage in both clinical practica and research throughout their graduate training. Students generally complete course work during their first three years, and complete their comprehensive exam in the fourth year, and a dissertation in the fifth year. An additional year is devoted to a predoctoral internship.

The clinical program is designed to fit the APA criteria for graduate training in psychology and to allow the student to be qualified for licensure in most states. The program, formulated with one's major professor, includes assessment, psychotherapy, personality, research design, psychopathology, two statistics courses, one course in biological bases of behavior, one course in cognitive-affective bases of behavior, one course in social bases of behavior, at least one course in human development and continuing assignment to practica in the departmental Psychological Clinic. Several other clinical courses and seminars, focused on the interest areas of the faculty, are offered regularly. Additional information about the program may be found in a separate brochure on clinical psychology.

**Core Faculty at University Park**

Sandra T. Azar, Ph.D., 1984, University of Rochester

Child clinical psychology and family processes and risk issues. Her work focuses on maternal behavior, child abuse, gender and aggression; and legal issues affecting families (e.g., definitions of parental competence for custody evaluations; racial, ethnic, and class bias in legal treatment of families).

Peter A. Arnett, Ph.D., 1992, University of Wisconsin–Madison

Clinical neuropsychology, neuropsychological dysfunction in multiple sclerosis, contributors to and consequences of depression and other forms of psychopathology in multiple sclerosis, psychopathy/antisocial behavior, malingering of memory impairment.

Karen Linn Bierman, Ph.D., 1981, University of Denver

Child clinical psychology; social adjustment, social skills training, prevention, and early intervention of childhood aggression.

Louis G. Castonguay, Ph.D., 1992, State University of New York at Stony Brook

Psychotherapy process and outcome; depression, anxiety, and eating disorders; psychotherapy integration.

Pamela M. Cole, Ph.D., 1980, The Pennsylvania State University

Child clinical psychology; early childhood predictors of psychopathology, development of emotion regulation, cross-cultural differences in emotional development psychopathology.

Frank G. Hillary, Ph.D., 2000, Drexel University

Adult neuropsychology, mechanisms of neural plasticity following brain injury and disease. Neuroimaging techniques including magnetic resonance imaging, positron emission tomography, and near infrared spectroscopy.

## **Core Faculty at University Park (continued)**

Cynthia L. Huang-Pollock, Ph.D., 2003, Michigan State University

Child clinical psychology; neurocognitive deficits associated with Attention Deficit Hyperactivity Disorder (ADHD). Neuropsychological performance as affected by motivation, reward, and timing deficits in children with and without ADHD.

Kenneth N. Levy, Ph.D., 1999, City University of New York

Clinical psychology interests bridging the areas of social, personality, and developmental psychology. Attachment theory, emotion regulation, personality disorders, and psychotherapy process and outcome.

Amy D. Marshall, Ph.D., 2004, Indiana University

Clinical psychology, social information processing deficits associated with perpetration of intimate partner violence, methods of studying emotion, recognition, posttraumatic stress disorder.

Ginger A. Moore, Ph.D., 2000, University of Pittsburgh

Child clinical psychology; infant emotion development in high-risk social contexts, empathy, parental psychopathology, marital conflict and domestic violence, and maternal incarceration. Clinical interests include mother-infant interaction therapy to promote optimal development of infant emotion regulation, treatment of children exposed to trauma, and family systems and emotions-focused therapy approaches.

Michelle G. Newman, Ph.D., 1992, State University of New York at Stony Brook

Etiology, classification, health implications, group, and individual psychotherapy of anxiety disorders.

Aaron Pincus, Ph.D., 1992, University of British Columbia, Canada

Personality structure and assessment, personality factors in psychopathology, assessment and treatment of personality disorders, group psychotherapy.

Brian A. Rabian, Ph.D., 1992, George Washington University

Child anxiety, identification of early risk factors for the development of psychopathology in children.

William J. Ray, Ph.D., 1971, Vanderbilt University

Psychophysiological indicants of emotional and cognitive behavior with emphasis on EEG and individual differences, anxiety, dissociation, chaos models.

Brian Sharpless, 2006, The Pennsylvania State University

Broad research interest in anxiety (especially non-DSM manifestations), psychotherapy research, the evaluation and development of clinical psychologists' intervention competence, and the intersections of philosophy with clinical psychology.

José A. Soto, Ph.D., 2004, University of California, Berkeley

Influence of culture on psychological and physiological processes. Much of his work has centered on understanding the role that culture plays in emotional functioning. How culture and ethnic background affect: 1) how we experience and express emotions and 2) how accurate we are in inferring the emotions of others.

Wilson, Stephen, Ph.D., 2008, University of Pittsburgh

Addictive behavior, with a specific focus on cigarette smoking. Interdisciplinary approach that integrates theory and methods from traditional behavioral addiction research with those derived from the affective, cognitive and social neurosciences.

## **Other Faculty and Programs**

Other members of the psychology department at University Park with interests in clinical psychology include: Frederick Brown (health psychology), Melvin Mark (effects of mood state). The principal practicum training agency in the program is the Psychological Clinic, a comprehensive mental health center for the University community and for surrounding central Pennsylvania communities. The varied psychological services include adult and child assessment; consultation with parents, schools, and other public officials; individual and group psychotherapy; child play therapy; marital and family counseling; behavior modification for children and adults; and community mental health consultation. Mental health facilities of surrounding communities provide additional practicum sites.

**COGNITIVE PSYCHOLOGY**  
**Penn State University**  
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**Program Description**

The Cognitive Psychology program at Penn State emphasizes research and theory in a variety of areas of cognitive psychology and human performance. All cognitive students' programs emphasize basic theoretical issues and research methodologies in cognitive psychology, but individual programs vary widely depending upon the student's substantive interest. As in the other programs in the department, the student works with his or her faculty adviser to develop an individualized program of major and minor areas. Faculty and students in the cognitive area participate in a weekly "bag lunch" that provides opportunities to discuss ongoing research projects and issues. Graduates of the program are prepared to enter research and teaching positions in university or college settings, or to work in applied research organizations.

Students in the Cognitive Psychology program may choose elective courses from, or minor in, areas such as linguistics, computer science, kinesiology (motor control), and neuroscience (SCAN). The College of Medicine at the Milton S. Hershey Medical Center in Hershey, PA, the School of Information Sciences and Technology and the Center for Language Acquisition on the University Park campus provide additional resources for students interested in cognitive psychology and cognitive neuroscience. More than fifty faculty members in other departments of the University also have interests in cognitive research that complement those of the cognitive faculty and students, providing a broad range of interdisciplinary perspectives.

**Core Faculty at University Park - Cognition and Human Performance**

Frederick M. Brown, Ph.D., 1971, University of Virginia

Health psychology, influence of cyclic environment and internal organismic rhythms on behavior.

Richard A. Carlson, Ph.D., 1984, University of Illinois at Urbana–Champaign

Consciousness, cognitive skill, working memory in reasoning and skill acquisition, spatial cognition.

Rick O. Gilmore, Ph.D., 1997, Carnegie-Mellon University

Developmental cognitive neuroscience; neural processes of spatial perception, action, and memory; computational models of perceptual, cognitive, and motor development.

Judith F. Kroll, Ph.D., 1977, Brandeis University

Language and memory, bilingualism, second language acquisition, visual cognition.

David A. Rosenbaum, Ph.D., 1977, Stanford University

Cognitive substrates of skilled performance, human motor control, computer modeling.

Daniel J. Weiss, Ph.D., 2000, Harvard University

Comparative approach to cognitive mechanisms underlying language acquisition. Statistical learning mechanisms that have been implicated in the learning of phonetic categories, as well as word segmentation and rule-learning.

### **Other Faculty and Programs**

Other faculty at University Park (in psychology, except as noted) who are affiliated with the cognitive program include: Paola Dussias (Department of Spanish, Italian, and Portuguese; psycholinguistics, eye movements in reading); Karen Gasper (social; affect and information processing); Rick Jacobs (industrial/organizational; models of information processing/decision making); Lynn Liben (developmental; spatial cognition, graphic representation); Mark Latash (kinesiology; neurophysiology of movement); Keith Nelson (developmental; theories of developmental change, language acquisition); Karl Newell (kinesiology; motor learning and development); William Ray (clinical; psychophysiological relationship of emotional and cognitive behavior); Frank Ritter (School of Information Sciences and Technology; cognitive modeling within a unified theory of cognition); Robert Sainburg (kinesiology; neural mechanisms of motor control); Dagmar Sternad (kinesiology; dynamical systems analysis of movement); and Janet Swim (social; cognitive biases in information processing). Psychology faculty at other Penn State campuses with interests in cognitive psychology include: William R. Balch (Altoona; perception of melody, modality-specific memory codes); Mark Casteel (York; reading and inference in children); and Valerie Stratton (Altoona; effects of music on mood and behavior).

**DEVELOPMENTAL PSYCHOLOGY**  
**Penn State University**  
**University Park, PA 16802**

**Program Description**

The doctoral program in Developmental Psychology at Penn State offers a flexible program designed to provide students with a broad theoretical and empirical background in developmental psychology coupled with expertise in one or more areas of specialization. Specialty areas may concern basic research questions in cognitive or social development, and/or issues related to the application of developmental psychology to various settings. These goals are met through course work, research projects, and practicum experiences. Depending upon the individual student's particular program of study, graduates may be employed in academic departments, research institutes, governmental agencies, or various service-delivery settings. The program faculty includes both a core developmental faculty group as well as a larger *Developmental Program Network* (DPN) that involves faculty affiliated with other areas of the Psychology Department who are interested in developmental phenomena. DPN faculty are involved in Developmental Proseminar, research supervision, and the developmental graduate curriculum.

**Core Faculty at University Park**

Sheri A. Berenbaum, Ph.D., 1977, University of California, Berkeley

Social and cognitive development, primarily from a neuroscience perspective. Prenatal sex hormone effects on gender development, genetic influences on pubertal development and on the association between pubertal timing and behavior, and the neural substrates of individual differences in cognitive abilities.

Kristin A. Buss, Ph.D., 2000, University of Wisconsin-Madison

Social and emotional development, temperament, emotion regulation, the role of physiology in individual differences in emotions and temperament, fearful temperament and adjustment.

Rick O. Gilmore, Ph.D., 1997, Carnegie-Mellon University

Developmental cognitive neuroscience; neural processes of spatial perception, action, and memory; computational models of perceptual, cognitive, and motor development.

Lynn S. Liben, Ph.D., 1972, The University of Michigan

Representational development, including spatial and graphic representations and their role in science and art education; development of social stereotypes and prejudice, with a particular emphasis on gender stereotyping and its consequences.

Jenea Neiderhiser, Ph. D., 1994, The Pennsylvania State University

Understanding the interplay between genes and environment throughout the lifespan.

Keith E. Nelson, Ph.D., 1970, Yale University

Language development, art, plans, and memory and their interrelations across the lifespan.

Dawn P. Witherspoon, Ph.D., 2008, New York University

Focuses on neighborhood, school, and family factors that affect adolescents' socioemotional and academic adjustment..

### **Other Faculty and Programs**

Other members of the psychology department at University Park who participate in the *Developmental Program Network* include: Karen Linn Bierman (social-emotional development); Richard Carlson (acquisition of problem solving skills); Pamela Cole (developmental psychopathology, development of expressive control, cross-cultural differences in emotion-context and reality-appearance distinction understanding); Judith Kroll (language learning, including how acquisition history affects language representation in bilinguals); Janet Swim (gender stereotyping, racial identity); Theresa Vescio (stereotyping and prejudice); Daniel Weiss (cognitive mechanisms underlying language acquisition, including comparative work on infant and adult humans and non-human primates). Students in the program also work with developmental psychologists whose primary affiliations are in other divisions of the University such as the College of Health and Human Development and the College of Education.

The Child Study Center (CSC) at Penn State is dedicated to promoting children's development through research and practice. The CSC is a research and training center whose focus is to gain knowledge about children's typical and atypical development. It currently houses several NIH- and NSF-funded research projects, an NIH training program, and the Child and Adolescent Service of the Psychological Clinic. The CSC provides interview rooms, video labs, and other facilities related to research and clinical work with infants, children, and families. In addition, connections with the Department of Human Development and Family Studies (in the College of Health and Human Development) and the Prevention Research Center provide additional opportunities for collaborative work. Infant, toddler, and preschool programs on campus as well as local school districts also provide practicum and research settings.

**INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**  
**Penn State University**  
**University Park, PA 16802**

**Program Description**

The program in Industrial and Organizational Psychology at Penn State combines course work, research, and supervised practical experience to prepare students for positions in a variety of industrial, governmental, consulting, and academic settings. Students participate in seminar topics such as personnel selection, industrial training, and social-industrial psychology. In addition to conducting research for their master's theses and doctoral dissertations, students participate in practica that provide the opportunity to work on real-world problems in industrial and government organizations. Teams of I/O graduate students, under faculty supervision, plan and conduct research requested by firms and governmental agencies. In addition to providing practicum opportunities, these organizations contribute to the graduate program financially, helping to support convention travel, thesis and dissertation research, summer employment, etc. Students are encouraged to combine their work in the I/O program with training in other areas of psychology and related disciplines, including social psychology, organizational behavior, and statistics and methodology.

**Core Faculty at University Park**

James L. Farr, Ph.D., 1971, University of Maryland

Traditional areas of personnel psychology such as selection, performance appraisal, and training; impact of reward systems on work motivation and career transitions.

Alicia A. Grandey, Ph.D., 1999, Colorado State University

Stress and well-being of employees, work-family conflict and family-friendly policies, and the emotional labor of customer service employees.

Sam Hunter, Ph.D., 2007, University of Oklahoma

Leadership, particularly pragmatic leadership as well as "darker" leader behaviors, such as leader errors and ideologically-based violent acts. Second area of interest is innovation and innovation management with emphasis on multi-level issues

Rick R. Jacobs, Ph.D., 1978, University of California, Berkeley

Human resources systems including selection, performance management, and cost-benefit evaluations; individual and organizational perspectives on safety; development of analyses of performance.

Susan Mohammed, Ph.D., 1996, The Ohio State University

Team cognition, team composition/diversity, temporal issues in teams, group decision making.

**Other Faculty and Programs**

Other members of the psychology department faculty at University Park with interests in industrial/organizational psychology include: Melvin Mark (equity and resource allocations, program evaluation in organizations); Michelle Newman (cost-benefit models of therapeutic interventions for anxiety); Janet Swim (biases in performance evaluations); and Teresa Vescio (stereotyping, leadership, and diversity in organizations). In addition, there is close interaction with industrial psychologists and other organizational scientists in The Mary Jean and Frank P. Smeal College of Business Administration and the School of Information Sciences and Technology.

**SOCIAL PSYCHOLOGY**  
**Penn State University**  
**University Park, PA 16802**

**Program Description**

The Social Psychology program at Penn State is designed to train our students to conduct theoretically-grounded, methodologically sound social psychology research that promotes positive social change. Strengths of our program are our focus on advancing research in a socially conscious manner and our promotion of cross-disciplinary collaboration. Our research emphases are (1) stereotyping, prejudice, and discrimination and (2) affect and emotion, with research on gender and the self overlapping both of these areas. Students obtain research experience through collaboration with faculty and through the development of their own empirical research. Each student selects a program of study in consultation with an advisory committee of her or his own choosing. Faculty and students in social psychology meet weekly to discuss on-going research projects. Graduates are trained to teach and to conduct research in academic and applied settings. Core course work is designed to introduce students to significant topic areas within social psychology, to provide training in a range of research methods and statistical techniques, and to promote acquisition of advanced research and writing skills. Additional courses provide in-depth coverage of specialty areas within social psychology. See <http://psych.la.psu.edu/socialarea/index.html> for further information.

**Core Faculty at University Park**

Reginald B. Adams, Jr., Ph.D., 2002, Dartmouth College

Detection of mental and emotional states through nonverbal cues (e.g. eye gaze), social group memberships (e.g., gender and race), and facial appearance; application of visual cognition and affective neuroscience to address social perception.

Karen Gasper, Ph.D., 1999, University of Illinois at Urbana–Champaign

Affect and social cognition, affect regulation, motivation and goals, individual and situational differences in emotional understanding and experience.

Melvin Mark, Ph.D., 1979, Northwestern University

Applied social psychology, program evaluation and policy research, perceived justice, mood and social judgments.

Stephanie Shields, Ph.D., 1976, The Pennsylvania State University

Human emotion, especially beliefs about emotion, physiological correlates of emotion, and the relation between "felt" emotion and emotion as a cultural construct; gender theory; women in psychology.

Janet K. Swim, Ph.D., 1988, University of Minnesota

Sexism and heterosexism, perceptions and meta-perceptions of prejudice, interpersonal and intrapersonal goals and coping with discrimination, race/ethnic socialization, race/ethnic identity.

Theresa K. Vescio, Ph.D., 1996, University of Kansas

Stereotyping, prejudice, power, intergroup attribution, self-categorization, coping with discrimination.

## **Other Faculty and Programs**

Other members of the psychology department at University Park with interests in social psychology include, but are not limited to: *Sheri Berenbaum (social and cognitive development, primarily from a neuroscience perspective)*, Pam Cole (*emotion regulation*), *Alicia A. Grandey (stress and emotions)*, Ken Levy (social, personality, and developmental psychology), Lynn Liben (*cognitive and social development including development of gender and racial stereotypes*); Susan Mohammed (*group/team dynamics and decision making*). In addition, faculty in other departments at University Park have interest in social psychological research including Michael Hecht, Department of Communication Arts and Sciences (communication), Phyllis Mansfield (women's studies and health education), Wayne Osgood and Barry Ruback (crime, law and justice); and Marylee Taylor (sociology). Psychology faculty at other PSU locations whose core area is social psychology include: Peter Crabb (technology and social behavior); Mary Gergen (social constructionism, gender issues); John Johnson (personality); and Margaret Signorella (gender schemata, sex differences in cognitive ability).

**Specialization in Cognitive and Affective Neuroscience**  
**Penn State University**  
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**Description**

The specialization in cognitive and affective neuroscience is a department-wide effort to integrate the study of brain and behavior by infusing neuroscience throughout the traditional areas of psychology. This approach recognizes the rapidly growing connections between psychology and neuroscience. Students will be admitted to one of the traditional substantive areas of the psychology department—clinical (child or adult), cognitive, developmental, industrial-organizational, or social psychology—and augment their work in that area with coursework and research using a variety of physiological methods.

Modern approaches to brain-behavior research are interdisciplinary, and the specialization in cognitive and affective neuroscience offers training that reflects this vibrant dynamic. Students taking part in the specialization will have the opportunity to pursue cross-disciplinary work with faculty in other areas of the psychology department and in other departments of the university, including biology, kinesiology, biobehavioral health, and human development. In addition, students can take advantage of university-wide neuroscience activities, both here in University Park and at the College of Medicine in Hershey.

As with the other programs in the department, students will work with one or more faculty advisors to develop an individualized program of study. Faculty and students taking part in the specialization will also participate in a bi-weekly seminar that provides opportunities to discuss ongoing research. Graduates of the program will be prepared to enter research and teaching positions in university or college settings, or to work in applied research organizations.

**Participating faculty**

Peter A. Arnett, Ph.D., 1992, University of Wisconsin–Madison

Clinical neuropsychology, neuropsychological dysfunction in multiple sclerosis, contributors to and consequences of depression and other forms of psychopathology in multiple sclerosis, psychopathy/antisocial behavior, malingering of memory impairment.

Sheri A. Berenbaum, Ph.D., 1977, University of California, Berkeley

Social and cognitive development, primarily from a neuroscience perspective. Prenatal sex hormone effects on gender development, genetic influences on pubertal development and on the association between pubertal timing and behavior, and the neural substrates of individual differences in cognitive abilities.

Frederick M. Brown, Ph.D., 1971, University of Virginia

Health psychology, influence of cyclic environment and internal organismic rhythms on behavior.

Richard A. Carlson, Ph.D., 1984, University of Illinois at Urbana–Champaign

Consciousness, cognitive skill, working memory in reasoning and skill acquisition, spatial cognition.

Pamela M. Cole, Ph.D., 1980, The Pennsylvania State University

Child clinical psychology, early childhood predictors of psychopathology, development of emotion regulation, cross-cultural differences in emotional development psychopathology.

Karen Gasper, Ph.D., 1999, University of Illinois at Urbana–Champaign

Affect and social cognition, affect regulation, motivation and goals, individual and situational differences in emotional understanding and experience.

**Participating faculty (cont.)**

Rick O. Gilmore, Ph.D., 1997, Carnegie-Mellon University

Developmental cognitive neuroscience; neural processes of spatial perception, action, and memory; computational models of perceptual, cognitive, and motor development.

Frank G. Hillary, Ph.D., 2000, Drexel University

Adult neuropsychology. Mechanisms of neural plasticity following brain injury and disease.

Judith F. Kroll, Ph.D., 1977, Brandeis University

Language and memory, bilingualism, second language acquisition, visual cognition.

Keith E. Nelson, Ph.D., 1970, Yale University

Language development, art, plans, and memory and their interrelations across the lifespan.

William J. Ray, Ph.D., 1971, Vanderbilt University

Psychophysiological indicants of emotional and cognitive behavior with emphasis on EEG and individual differences, anxiety, dissociation, chaos models.

David A. Rosenbaum, Ph.D., 1977, Stanford University

Cognitive substrates of skilled performance, human motor control, computer modeling.

Stephanie Shields, Ph.D., 1976, The Pennsylvania State University

Human emotion, especially beliefs about emotion, physiological correlates of emotion, and the relation between "felt" emotion and emotion as a cultural construct; gender theory; women in psychology.

Theresa K. Vescio, Ph.D., 1996, University of Kansas

Stereotyping, prejudice, intergroup attribution, and self-categorization.

Daniel J. Weiss, Ph.D., 2000, Harvard University

Comparative approach to cognitive mechanisms underlying language acquisition. Statistical learning mechanisms that have been implicated in the learning of phonetic categories, as well as word segmentation and rule-learning.



