Psychology Department
2024 - 2025

Helpful Hints for Psychology Majors and Minors
and Potential Majors and Minors

For more information, please go to: www.brandeis.edu/departments/psych/

YOUR FACULTY ADVISOR

Each psychology concentrator has a member of the faculty assigned as his or her faculty advisor. General advice about courses or career plans is ordinarily best attained from your own faculty advisor.

Get to know your advisor. Even if you have no problems, it is still a good idea to introduce yourself to your advisor and to drop by to see him or her from time to time, if only to say that all is going well. Your faculty advisor is there to help you and is eager to do so. Contact your advisor at least once a semester via their email address.
If you have difficulty finding your advisor or have any other major difficulties, the Psychology Undergraduate Advising Head, Professor Ellen Wright ejwright@brandeis.edu will be happy to assist you.

PETITIONS for CHANGES in REQUIREMENTS

The requirements for undergraduate concentrators in Psychology are listed in the current issue of the *Bulletin* under Requirements for a Major or Minor. In special cases, the student may petition the department for changes in the requirements using this form... **petition to request substitution for a requirement**. Before submitting such a petition, it is advisable to speak with your faculty advisor and/or the Advising Head for further information.

TRANSFER of CREDIT

Students who have taken psychology courses at other universities or at Brandeis Summer School, and who have processed these credits through the Registrar's office, may wish to have these courses count toward their psychology major. This process is done electronically through the Registrar's web site under the Online Petition to Request Substitution for a Requirement. A maximum of five psychology courses may be transferred from another university towards a psychology degree.

ADVANCE APPROVAL for SUMMER SCHOOL COURSES at OTHER UNIVERSITIES

If you wish to get course credit or major/minor credit for a summer school course taken at another university, you should get approval in advance from the Registrar's office. The TC02 form is available online for this purpose. Once the Petition for Permission form is completed, the Registrar's office will forward it to the department for approval. You will need to provide information about the text which will be used and the topics which will be covered in the course. This will require that you obtain a copy of the course syllabus

from the other university. Approval should be obtained before the course is taken. If you received a C- or better in the course, you will be allowed to count that course toward your psychology requirements.

PETITIONS to STUDY ABROAD

The Office of Academic Affairs recommends that students who wish to study abroad in their junior year should plan at least one semester in advance to petition for permission to study abroad at the same time as they apply to the program of their choice. Please note that there is a list of approved programs in the Study Abroad office or the Academic Affairs office. The student's faculty advisor should verify that the student will be able to complete the requirements for graduation at Brandeis, on schedule even with the time abroad. There are no guarantees of credit before the student goes abroad, so the advisor's role is to give the student ideas about which courses are most likely to count for credit. The final decisions about course credit for courses taken abroad are made by a Dean's committee after the student returns from abroad.

One final note on study abroad: We are advised by the Study Abroad Office that approximately 20% of the students wishing to go abroad are declared or probable Psychology majors. Given the diversity of programs abroad and the diversity of Psychology itself, it is difficult for that office to keep fully abreast of the relative quality of the various departments abroad. At their suggestion, we stress that it is very important that you discuss your plans with your faculty advisor well in advance of your application. A number of members of the Psychology Department have studied and/or worked abroad and can be very helpful to you. Be sure to also discuss with your advisor whether you have any plans to do senior research when you return to Brandeis.

SENIOR HONORS

The requirements and further information for senior honors are available on the Senior Honors section of our website. You must have an overall GPA and also a major GPA of 3.3 to do Honors Research. Senior research, unlike ordinary courses, requires that you make direct contact with a member of the faculty with whom you would like to work with on your project. Since there is often a last minute rush and the number of students doing Honors with any one professor must be limited, you should make initial contact with potential Honors supervisors during your sophomore year. In any given academic year, many of our faculty may be fully committed for Honors students well before the end of the previous spring semester. Therefore, Senior Honors research should be arranged early in your junior year.

PSYCHOLOGY DEPARTMENT COLLOQUIUM

The Psychology Department Colloquium is a presentation given by psychologists from other universities presenting their current work. It meets on Thursdays, 12:20 – 1:10 p.m. Visit the Colloquium page for the current schedule and locations. Undergraduates are always welcome to attend.

Requirements for the Psychology Undergraduate Major

A. PSYC 10a, Introduction to Psychology.

B. Four content courses: two from Group I and two from Group II:

Group I: Perception, Cognition and Neuroscience
NPSY 11b (Behavioral Neuroscience), NPSY 12a (Perception), PSYC 15a (Biological Bases of Motivation), NPSY 16a (Motor Control), NPSY 17a (Hand and Brain), NPSY 22b (Cognitive Neuroscience), NPSY 28a (Learning & Memory), NBIO 140a (Principles of Neuroscience), or NPSY 199a (Human Neuropsychology).

Group II: Social and Developmental
PSYC 31a (Personality), PSYC 32a (Abnormal Psychology), PSYC 33a (Developmental Psychology), PSYC 34b (Social Psychology), PSYC 36b (Adolescence and Transition to Maturity), PSYC 37a (Adult Development and Aging), or PSYC 38a (Health Psychology).

C. One Quantitative Course, PSYC 51a (Statistics). MATH 36b (Mathematical Statistics), ECON 83a (Statistics for Economic Analysis), or BIOL 51a (Biostatistics) may be taken in place of PSYC 51a.

D. Two Research Science Courses. All students must take PSYC 52a, *Research Methods and Laboratory in Psychology*. The second course may be selected from any of the following **advanced research courses** in the Psychology department (cross-listed courses do not apply): PSYC 93a (Independent Research in Psychological Sciences), PSYC 99d (Senior Research in Psychology), *or by double-counting one of the following research intensive advanced seminars toward both this Research Science Requirement (D) and the Advanced Seminar Requirement (E).* Advanced Seminars that are designated **Research Intensive** include: NPSY 120b, NPSY 121b, PSYC 128b, PSYC 130b, PSYC 136b, NPSY 139a, NPSY 141a, NPSY 154a, PSYC 155a, PSYC 160b, PSYC 169b, NPSY 170a, NPSY 174b, PSYC 178b, NPSY 180a, and NPSY 196b. Students may alternately apply a basic science course toward this requirement: CHEM 11a, 11b, CHEM 15a, 15b; PHYS 10a, 10b, 11a, 11b, 15a, 15b; BIOL 14a, 15b, 16a (the corresponding lab is not required for these chemistry, physics or biology courses).

E. Two Advanced Seminars from among: NPSY 120b, NPSY 121b, PSYC 123a, PSYC 128b, PSYC 130b, PSYC 136b, NPSY 139a, PSYC 140A, NPSY 141a, PSYC 142a, PSYC 148a, PSYC 153b, NPSY 154a, PSYC 155a, PSYC 160b, PSYC 161a and b (combined), PSYC 169b, NPSY 170a, NPSY 174b, NPSY 176b, PSYC 178b, NPSY 180a, NPSY 182a, NPSY 196b, NPSY 197a, or one approved cross-listed course. (Note: PSYC 161a and 161b, Clinical Psychology Practicum I and II, count only as one course in meeting this requirement.)

F. Foundational Literacies: All students must

- Fulfill the *writing intensive* requirement by successfully completing PSYC 52a, PSYC 52aj, NPSY 121b, NPSY 139a, or PSYC 160b.
- Fulfill the *oral communication* requirement by successfully completing: PSYC 36b, NPSY 121b, PSYC 128b, PSYC 130b, NPSY 139a, PSYC 153b, PSYC 160b, NPSY 170a, NPSY 174b, NPSY 176b, NPSY 180a, NPSY 182a or LING 197a.
- Fulfill the *digital literacy* by successfully completing: PSYC 51a, PSYC 130b, BIOL 51a, or ECON 83a.

G. Whatever the complement of courses used to satisfy the requirements, a student must complete at least 7 PSYC or NPSY courses, with a maximum of 5 of which can be transfer and/or AP which the Undergraduate Advising Head has approved as PSYC or NPSY substitutes for courses in categories A-E above. All courses that count toward the major must have a grade of C- or better. No course taken pass/fail may count toward the major requirements.
04/23/2024

Requirement CHECKLIST for Psychology Majors

Ten courses are required for the major (nine, if double-counting). All courses must have a grade of C- or better.

1. ____ **Psyc 10a** - Introduction to Psychology (required)

2. ***Four Content Courses from the following; two from Group I and two from Group II:***

Group I: Perception, Cognition and Neuroscience:

____ Npsy 11b-Behavioral Neuroscience
____ Npsy 12a-Perception
____ Psyc 15a-Biological Bases of Motivation
____ Npsy 16a-Motor Control
____ Npsy 17a-Hand and Brain
____ Npsy 22b-Cognitive Neuroscience
____ Npsy 28a-Learning & Memory
____ Nbio 140a-Principles of Neuroscience
____ Npsy 199a-Human Neuropsychology

Group II: Social and Developmental

____ Psyc 31a-Personality
____ Psyc 32a-Abnormal Psychology
____ Psyc 33a-Developmental Psychology
____ Psyc 34b-Social Psychology
____ Psyc 36b-Adolescence & Transition
____ Psyc 37a-Adult Dev & Aging
____ Psyc 38a-Health Psychology

3. ***One Quantitative Course:***

____ Psyc 51a-Statistics (required)
Note: Math 36b (Mathematical Statistics), Econ 83a (Statistics for Economic Analysis), or Biol 51a (Biostatistics) may be taken in place of Psyc 51a. AP Statistics credit cannot be applied, though a student with a score of 5 may petition to take an advanced statistics course in lieu of Psyc 51a.

4. ***Two Research Science Courses:***

____ Psyc 52a-Research Methods & Laboratory in Psychology (required)

Plus one of the following:

____ Psyc 93a- Independent Research in Psychological Sciences
____ Psyc 99d- Senior Research in Psychology
_____ a seminar that has been designated as **"research intensive"** chosen from the list on the following page (*a research intensive course may be double-counted as one of the Advanced Seminar Requirement*).

____ Chem 11a or 11b ____ Phys 10a or 10b ____ Phys 15a or 15b
____ Chem 15a or 15b ____ Phys 11a or 11b
____ Biol 14a, 15b or 16a (corresponding lab not required for these Chemistry/Physics/Biology courses)

5. ***Two Advanced Seminars*** (see list of qualifying courses following page)

_____ _____

Special Notes:
A maximum of two AP exams with acceptable scores from Introduction to Psychology, Chemistry, Physics, or Biology may be used toward the requirements for the major.
10/19/2023

Psychology Research Intensive Courses

NPSY 120b – Human Space Flight: Physics, Physiology, and Behavior
NPSY 121b – Alzheimer's Disease Resilience & Risk Factors
PSYC 128b - The Psychology of Deafness and Blindness
PSYC 130b – Life Span Development: Middle Adulthood
PSYC 136b – Advanced Topics in Developmental Psychology
NPSY 139a – Memory and the Brain
NPSY 141a – Stress, Physiology and Health
NPSY 154a – Human Memory
PSYC 155a - Interpersonal Sensitivity
PSYC 160b – Seminar on Sex Differences
PSYC 169b – Disorders of Childhood
NPSY 170a – Decision Neuroscience
NPSY 174b – Visual Cognition
PSYC 178b – Psychology of Prejudice
NPSY 180a - Social Neuroscience and Culture
NPSY 196b - Advanced Topics in Cognition

Psychology Advanced Seminar Courses

NPSY 120b – Human Space Flight: Physics, Physiology, and Behavior
NPSY 121b – Alzheimer's Disease Resilience & Risk Factors
PSYC 123a - Applied Bayesian Modeling
PSYC 128b – The Psychology of Deafness and Blindness
PSYC 130b - Life Span Development: Middle Adulthood
PSYC 136b – Advanced Topics in Developmental Psychology
NPSY 139a – Memory and the Brain
PSYC 140a – Statistical Analysis Software (SAS) Applications
NPSY 141a – Stress, Physiology, and Health
PSYC 142a – Sport Psychology
PSYC 148a – Applied Statistical Computing in R
PSYC 153b – Psychology of Trauma and Adversity
NPSY 154a - Human Memory
PSYC 155a – Interpersonal Sensitivity
PSYC 160b – Seminar in Sex Differences
PSYC 161a and b - Clinical Psychology Practicum I and II
PSYC 169b - Disorders of Childhood
NPSY 170a - Decision Neuroscience
NPSY 174b - Visual Cognition
NPSY 176b - Constructing Reality
PSYC 178b – The Psychology of Prejudice
NPSY 180a – Social Neuroscience and Culture
NPSY 182a – Developmental Cognitive Neuroscience: Infancy to Adolescence
NPSY 196b - Advanced Topics in Cognition
NPSY 197a - Advanced Topics in Behavioral Neuroscience

4/2/2024

Requirements for the Psychology Minor

Five semester courses are required, including the following:

A. PSYC 10a (Introduction to Psychology)

B. PSYC 51a (Statistics), or an equivalent course, as listed under item C. of Requirements for the Undergraduate Major

C. PSYC 52a (Research Methods and Laboratory in Psychology)

D. Two elective courses. These electives may be any combination of Group I or Group II courses, or advanced seminars, as listed under sections B. and E. respectively of Requirements for the Undergraduate Major

E. All courses must be passed with a grade of C- or better, and no course taken pass/fail may be applied towards the minor.

Only one course taken outside of the Brandeis Department of Psychology may be applied toward the minor, including PSYC 51a equivalent courses. Permissible extra-departmental options include one Advanced Placement (AP) or International Baccalaureate (IB) course credit, one transfer credit from another university (with prior approval) or one Brandeis cross-listed course.

Requirement CHECKLIST for Psychology Minors

Five (5) courses are required for the minor.

1. ____ **Psyc 10a - Introduction to Psychology**

2. ____ **Psyc 51a – Statistics**
   Or an equivalent course of Math 36b (Mathematical Statistics), Econ 83a (Statistics for Economic Analysis), or Biol 51a (Biostatistics).

3. ____ **Psyc 52a – Research Methods & Laboratory in Psychology**

4. _____ _____ **Two Elective Courses**
   These electives may be any combination of Group I or Group II courses, or Advanced Seminars from the following choices. . .

Group I*: Perception, Cognition and Neuroscience*
NPSY 11b (Behavioral Neuroscience), NPSY 12a (Perception), NPSY 15a (Biological Bases for Motivation), NPSY 16a (Motor Control), NPSY 17a (Hand and Brain), NPSY 22b (Cognitive Neuroscience), NPSY 28a (Learning & Memory), NBIO 140a (Principles of Neuroscience), or NPSY 199a (Human Neuropsychology).

Group II*: Social and Developmental*
PSYC 31a (Personality), PSYC 32a (Abnormal Psychology), PSYC 33a (Developmental Psychology), PSYC 34b (Social Psychology), PSYC 36b (Adolescence and Transition to Maturity), PSYC 37a (Adult Development and Aging), or PSYC 38a (Health Psychology).

Advanced Seminars: NPSY 120b (Human Space Flight: Physics, Physiology and Behavior), NPSY 121b (Alzheimer's Disease Resilience and Risk Factors), PSYC 123a (Applied Bayesian Modeling), PSYC 128b (Psychology of Deafness and Blindness), PSYC 130b (Life Span Development), PSYC 136b (Adv Tpcs in Developmental Psychology), NPSY 139a (Memory and the Brain), PSYC 140a (Statistical Analysis Software Applications), NPSY 141a (Stress, Physiology, and Health), PSYC 142a (Sport Psychology), PSYC 148a (Applied Statistical Computing in R), PSYC 153b (Psychology of Trauma and Adversity), NPSY 154a (Human Memory), PSYC 155a (Interpersonal Sensitivity), PSYC 160b (Sex Differences), PSYC 161a and b (combined) (Clinical Psychology Practicum), PSYC 169b (Disorders of Childhood), NPSY 170a (Decision Neuroscience), NPSY 174b (Visual Cognition), NPSY 176b (Constructing Reality), PSYC 178b (The Psychology of Prejudice NPSY 180a (Social Neuroscience and Culture), NPSY 182a (Developmental Cognitive Neuroscience), PSYC 193b (Tests and Measurements), NPSY 196b (Adv Topics in Cognition), NPSY 197a (Adv Topics in Behavioral Neuroscience). (Note: PSYC 161a and 161b, Clinical Psychology Practicum I and II, count only as one course in meeting this requirement.)

Special Notes:
All courses must be passed with a grade of C- or better, and no pass/fail courses may be applied toward the minor. Only one course taken outside of the Brandeis Department of Psychology may be applied toward the minor, including PSYC 51a equivalent courses. Permissible extra-departmental options include one Advanced Placement (AP) or International Baccalaureate (IB) course credit, one transfer credit from another university (with prior approval), or one Brandeis cross-listed course.

Undergraduate Research, Honors, and Graduate Schools

Many graduate schools in Psychology give preference to applicants who have had research experience. The Psychology Department at Brandeis offers a wide range of opportunities to participate in research. Students can obtain research experience in three ways: (1) volunteer to work informally in a laboratory or professional setting; (2) register for research with a specific professor as a formal course; or (3) complete an Honors Research project.

1. Volunteer research experience. If you are interested in a specific field, find a Professor who works in that field and volunteer to help in the lab. If you have not refined your interest to a specific field, but want to see what research is like, you can volunteer to work in any area. Any type of research experience will be treated as a plus by graduate schools.

2. Research as a course. Many students do not have time to complete a full-blown Honors project, but want to do research in an atmosphere more formally structured than volunteer work. If this describes your situation, you may ask a Professor to serve as a research advisor and work on a research project as a course. You will get course credit and a grade for the work. Such a course will also meet one of your requirements for the PSYCH major.

3. Honors research. The most intensive research experience you can obtain is Honors research. You must meet certain requirements before you can register for Honors. Our online web site contains details about the qualifications and the steps you must take to obtain Honors in Psychology. Completion of an Honors project is given fairly heavy weight by graduate schools in psychology.

4. Summer Research Assistant/Internship. Many students obtain either a paid job or a volunteer internship over the summer months working in a research lab or on a particular project. Besides projects at Brandeis, there are opportunities off campus with medical centers, research institutes, and so forth.

Psychology Department Honors Policy www.brandeis.edu/psychology/honors

Why Do Honors?

Honors research can be among the most significant and rewarding activities of any undergraduate career. Successful completion of an honors research requires a substantial, sustained effort, but can repay that effort many times over. In carrying out an honors project, a student has a chance to make good use of a great many skills acquired in classrooms, laboratories, and libraries. An honors project also gives the student a chance to acquire many new, valuable skills, including (1) knowledge of how to manage a large, in-depth study of a single, challenging problem; (2) an understanding of what it means to work as part of a research team; (3) sharpened organizational and communication skills; and (4) an appreciation of how real scientific inquiry is carried out.

Most students who successfully complete honors in psychology report that this process was the most valuable part of their academic training at Brandeis. The following is meant to explain honors' pre-requisites and mechanics.

Qualifications for Undertaking Honors

Psychology majors who wish to do honors research must have a psychology major GPA of 3.3 at the end of their junior year. PSYC 51a (Statistics, MATH 36, or ECON 83) and PSYC 52a (Research Methods) should be completed by the end of their junior year. To be awarded honors, students must have a Psych GPA of 3.3 by the end of their senior year. PSYC, NPSY and some cross-listed courses are used in the computation of the Psych GPA. Psychology courses listed in the 90s are not included in the computation.

Procedures for Undertaking Honors

Typically more students want to do honors than there are professors available to sponsor them. Therefore, students should start their search for a sponsor early. It is wise to find a potential sponsor by the end of the sophomore year and identify a topic by the end of the junior year. In this way, students can begin their literature reviews in the summer and start work on the project early in the senior year. A student who has found a willing advisor should sign up for PSYC 99D both semesters of their senior year by obtaining a consent code from their major advisor. Additionally, the student will need to obtain a second psychology faculty member as a second reader who will serve on the final evaluation committee. On rare occasions, a primary advisor outside the Psychology Department is approved; however a psychology professor must be willing to chair the honors committee.

Honors projects must be empirical studies. A research proposal and a blank Evaluation of Honors Proposal form must be submitted by November 15 of the senior year to a committee comprised of the two department faculty members whom the student has chosen as readers. The proposal includes journal-style introduction and methods sections. Both members of the committee must approve the project as a viable honors study before data collection can proceed. Failure to obtain such approval will automatically terminate the honors project. The major advisor and second reader will complete and sign the Evaluation of Honors Proposal form and submit it to the Psychology office by December 15.

Before collecting data from human subjects, honors students must work with their advisor on a human subject protocol that will be reviewed by the IRB BCPHS (Brandeis Committee for the Protection of Human Subjects). In addition, completion of Citi training must be completed prior to the submission of the human subject protocol. Forms are available online at the Office of Sponsored Programs, including a link to the appropriate Citi training document. IRB training workshops are available (and strongly encouraged) through the Human Subjects in Research program at Brandeis.

Additional Timetable Guidelines

Funding may be available through the Dean of Arts & Sciences. (http://www.brandeis.edu/acserv/fellowships/fellowshipopps/seniorthesis.html) and through the Provost's Undergraduate Fund (http://www.brandeis.edu/acserv/fellowships/fellowshipopps/urf.html). Students should plan ahead if they anticipate any research costs. The Psychology budget does not support funding.

Students who wish to participate in the Greater Boston Research Conference must submit brief reports of their research by March 15.

Students should allow at least one month before the thesis due date for data analysis and thesis writing. This means that data collection should be completed as early as possible in the spring semester. The first draft of the written thesis is due to the student's advisor by April 1. The **final** thesis must be completed and submitted to both committee members by the day before finals exams begin, usually the first week of May (please see academic calendar). It must be written in APA journal style.

Evaluation of the Honors Thesis

The final thesis is evaluated by the student's thesis committee. Each should be given a Reader's Report on Senior Honors Thesis form to complete, according to the assessment that each reader is asked to make. In addition, the major advisor must complete the Rating of Initiative of Honor Work form.

The letter grade for the honors work will be determined by the major advisor, who will take into account the entire year's work, as well as the letter grade assigned by the psychology department reader. The level of honors (honors, high honors, or highest honors) will be determined by the psychology faculty in a special meeting after the oral presentation. As a minimum requirement, a GPA in Psyc/Npsy courses of 3.3 is required for honors, a GPA of 3.5 for high honors, and a GPA of 3.7 for the highest honors. (Psychology courses listed in the 90s are not included in the computation.)

MAJOR ADVISOR:
= Comments on each section of the thesis
= Rating of the overall quality of the thesis
= Letter grade for the honors work
= Rating of initiative in the student's work
= Recommendation of the level of honors (if honors is recommended)

SECOND READER IN THE DEPARTMENT:
= Comments on each section of the thesis
= Rating of the overall quality of the thesis
= Letter grade for the thesis
= Recommendation of the level of honors (if honors is recommended)

Copies

In addition to having the option of submitting a paper copy of their honors theses to the University Archives, seniors now submit a digital copy to the Brandeis Institutional Repository. All thesis submitted to the repository are viewable by the public and searchable by Google as well as other search indexes.

We have put together instructions for students, who will upload their final theses into the Institutional Repository. These instructions appear in the Libguide for Thesis Writers. The template of a cover sheet proposed by various members of the faculty can be downloaded by students on that site as well. If you would like to digitally submit your theses with an embargo, you may request it with the Petition for Thesis Embargo form. Directions for submitting paper copies are included in the Libguide for Thesis Writers.

Oral Presentations

As a culminating experience for all honors students, each student will give a PowerPoint presentation of the thesis to the entire faculty immediately after finals. Each student will be allotted 20 minutes; 10-15 minutes for their presentation with the remaining time for answering any questions from the audience. Students will be notified when the date for presentations has been chosen.

Brandeis University
PSYCHOLOGY DEPARTMENT 2024-2025
Faculty Research Interests
For more detailed information please visit
www.brandeis.edu/departments/psych/faculty

Anne S. Berry
Assistant Professor of Psychology and Volen National Center for Complex Systems
Ph.D., University of Michigan, Ann Arbor
Lemberg 101 (Crown Center), 781-736-3278
anneberry@brandeis.edu

Professor Berry's research examines relationships between neuromodulator systems, brain activity and cognition in humans. Her research focuses on monoamine neuromodulator systems including serotonin, dopamine and norepinephrine. She is interested in how individual differences in monoamine systems shape functional interactions between prefrontal cortex, striatum and hippocampus. Her research relevant to Alzheimer's disease examines relationships between the neurochemical health of monoamine-producing nuclei and the accumulation of temporal tau pathology. These studies combine behavior and neuroimaging approaches (fMRI, EEG, PET) in young and older adults.

Selected Publications:

Markova, T, Ciampa, C.J., Parent, J.H., Lapoint, M.R., D'Esposito, M.Jagust, W.J., Berry, A.S., Poorer aging trajectories are associated with elevated serotonin synthesis capacity. (In Press) *Molecular Psychiatry.*

Berry, A.S., Harrison, T.M. New perspectives on the basal forebrain cholinergic system in Alzheimer's disease (in press). *Neuroscience & Biobehavioral Reviews*. 10.1016/j.neubiorev.2023.105192, https://pubmed.ncbi.nlm.nih.gov/37086935/

Parent, J., Harrison, T.M., Ciampa, C., Adams, J., Zhuang, K., Gordon, C.N., Jagust, W.J., Berry, A.S. (2023) Catecholaminergic mechanisms linking neuroticism and vulnerability to tau pathology in aging. *NeuroImage*. doi: 10.1016/j.neuroimage.2022.119658 https://pubmed.ncbi.nlm.nih.gov/36191755/

Ciampa, C.J.*, Parent, J.H.*, Harrison, T.M., Garrett, R.M., Betts, M.J., Maass, A., Winer, J.R., Baker, S.J., Janabi, M., Furman, D.J., D'Esposito, M., Jagust, W.J., Berry, A.S. (2022). Associations among locus coeruleus catecholamines, tau pathology, and memory in aging. *Neuropsychopharmacology*. doi 10.1038/s41386-022001269-6 *equal contributions https://pubmed.ncbi.nlm.nih.gov/35034099/

Ciampa, C., Parent, J.H., Lapoint, M.R., Swinnerton, K.N., *Taylor, M.M.,* Tennet, V.R., Jagust W.J., Berry, A.S., (2022). Elevated dopamine synthesis as a mechanism of cognitive resilience in aging. *Cerebral Cortex*. Doi 10.1093/cercor/bhab379 https://pubmed.ncbi.nlm.nih.gov/34718454/

Hannah M. Clark
Assistant Professor of Psychology
Ph.D., University of Michigan, Ann Arbor

Lemberg 105 (Crown Center), 781-736-3280
hannahclark@brandeis.edu

Professor Clark studies risk and resilience in women and children affected by experiences of adversity, with an emphasis on families exposed to intimate partner violence. She is particularly interested in identifying and targeting social, emotional, and cognitive mechanisms that are transdiagnostic (i.e., common across symptoms and syndromes) and, where indicated, specific to distinct forms of psychopathology. The goal of her research is to inform interventions that optimize treatment outcomes for underserved families.

Selected Publications:

Clark, H. M., Hankin, B. L., Narayan, A. J., & Davis, E. P. (2023). Risk and resilience factors for psychopathology during pregnancy: An application of the Hierarchical Taxonomy of Psychopathology (HiTOP). *Development and Psychopathology*. Published online ahead of print. https://doi.org/10.1017/S0954579422001390

Clark, H. M., & Hankin, B. L. (2023). Exposure to intimate partner violence alters longitudinal associations between caregiver depressive symptoms and youth effortful control. *Development and Psychopathology*. Published online ahead of print. https://doi.org/10.1017/S0954579423000615

Clark, H. M., Grogan-Kaylor, A. C., Galano, M. M., Stein, S. F., & Graham-Bermann, S. A. (2022). Preschoolers' intimate partner violence exposure and their speeded control abilities eight years later: A longitudinal mediation analysis. *Journal of Interpersonal Violence*, 37(19-20), NP18496-NP18523. https://doi.org/10.1177/08862605211035883

Clark, H. M., Galano, M. M., Grogan-Kaylor, A. C., Stein, S. F., & Graham-Bermann, S. A. (2021). Treating attention problems in children exposed to intimate partner violence: Evaluating the Preschool Kids' Club. *Children & Youth Services Review*, 128, 106138. https://doi.org/j.childyouth.2021.106138

Griffith, J., Clark, H. M., Haraden, D. A., Young, J. F., & Hankin, B. L. (2021). Affective development from middle childhood to late adolescence: Trajectories of mean-level change in negative and positive affect. *Journal of Youth & Adolescence*, 50, 1550-1563. https://doi.org/10.1007/s10964-021-01425-z

Adams, E. N., Clark, H. M., Galano, M. M., Stein, S. F., Grogan-Kaylor, A. C., & Graham-Bermann, S. A. (2021). Predictors of housing instability in women who have experienced intimate partner violence. *Journal of Interpersonal Violence*, 36, 3459-3481. https://doi.org/10.1177/0886260518777001

Paul DiZio

Associate Professor of Psychology and Volen National Center for Complex Systems
Ph.D., Brandeis University
Rabb 115, 781-736-2043
dizio@brandeis.edu
http://www.bio.brandeis.edu/faculty01/dizio_lackner.html

Professor DiZio's research interests include human spatial orientation, posture and movement control. Underlying cognitive and neural mechanisms as well as clinical and practical implications are of interest. Special emphases include sensory-motor adaptation, motor learning, motor development, modeling, and human performance in unusual conditions such as space flight, artificial gravity, virtual environments, and self-driving vehicles.

Selected Publications:
Wang Y, Tang J, Vimal VP, Lackner JR, DiZio P, Hong P. (2022) Crash Prediction Using Deep Learning in a Disorienting Spaceflight Analog Balancing Task. *Frontiers in Physiology* 13. doi: 10.3389/fphys.2022.806357

Bakshi A, DiZio P, Lackner JR (2020) Multiple roles of active stiffness in upright balance and multidirectional sway. J *Neurophysiol* 124:1995-2011 doi: 10.1152/jn.00612.2019akshi A,

DiZio P, Lackner JR (2019) Adaptation to Coriolis force perturbations of postural sway requires an asymmetric two-leg model. J *Neurophysiol* 121:2042-2060 doi: 10.1152/jn.00607.2018

DiZio P, Ekchian J, Kaplan J, et al. (2018) An Active Suspension System for Mitigating Motion Sickness and Enabling Reading in a Car. *Aerosp Med Hum Perform* 89:822-829 doi: 10.3357/amhp.5012.2018

Angela Gutchess, Department Chair
Professor of Psychology and Volen National Center for Complex Systems
Ph.D., University of Michigan
Lemberg 106 (Crown Center), 781-736- 3247
gutchess@brandeis.edu
http://www.brandeis.edu/psychology/people/index.html

Professor Gutchess' research investigates the effects of age and culture on memory and social cognition from a Cognitive and Social Neuroscience perspective.

Selected Publications:
Gutchess, A. & Rajaram, S. (2023). Consideration of culture in cognition: How we can enrich methodology and theory. *Psychonomic Bulletin & Review*, 30, 914-931. https://doi.org/10.3758/s13423-022-02227-5.

Leger, K.R. & Gutchess, A. (2021). Cross-cultural differences in memory specificity: Investigation of candidate mechanisms. *Journal of Applied Research in Memory and Cognition* 10, 33–43. https://doi.org/10.1016/j.jarmac.2020.08.016

Porter, N., Fields, E.C., Moore, I.L., & Gutchess, A. (2021). Late frontal positivity effects in self-referential memory: Unique to the self? *Social Neuroscience*, 16, 406-422. https://doi.org/10.1080/17470919.2021.1929460

Ksander, J.C., Paige, L.E., Johndro, H.A., & Gutchess, A.H. (2018). Cultural specialization of visual cortex. *Social, Cognitive, and Affective Neuroscience*, 13, 709-718. https://doi.org/10.1093/scan/nsy039.

Gutchess, A.H. (2014). Plasticity of the aging brain: New directions in cognitive neuroscience. *Science*, 346, 579-582. https://www.science.org/doi/10.1126/science.1254604.

Jennifer N. Gutsell
Associate Professor of Psychology and Volen National Center for Complex Systems
Ph.D., University of Toronto

Volen 220, 781-736-3308
jgutsell@brandeis.edu

Professor Gutsell's research focuses on understanding how basic motivations and social biases shape the way we perceive and interact with others. She looks at the neural and cognitive processes involved in person perception, interpersonal sensitivity, and social coordination. She uses a multi-method approach that includes electroencephalography (EEG) and other physiological measures, as well as more traditional methods from social and cognitive psychology such as self-report, reaction time measures, and real life behavior. The goal is to capture the complexity of the combined intra- and inter-personal processes that make up social interactions.

Selected Publications:

Gutsell, J.N. & Remedios, J. D. (in press). When Men Lean Out: Subtle Reminders of Child-Raising Intentions and Men and Women's Career Interests, *Journal of Experimental Social Psychology*. doi: 10.1016/j.jesp.2015.09.007

Gutsell, J. N., & Inzlicht, M. (2014). A Neuroaffective perspective on why people fail to live a sustainable lifestyle. In H. van Trijp (Ed.). *Encouraging Sustainable Behavior: Psychology and the Environment* (pp.137-153). London: Psychology Press.

Gutsell, J.N., & Inzlicht, M. (2013). Using EEG mu-suppression to explore group biases in motor resonance. In B. Derks, D. Scheepers and N. Ellemers (Eds.). *The Neuroscience of Prejudice* (pp. 278-298). London: Psychology Press.

Inzlicht, M., Gutsell, J. N., Legault, L. (2012). Mimicry reduces racial prejudice. *Journal of Experimental Social Psychology, 48(1),* 361-365.

Gutsell, J. N., & Inzlicht, M. (2012). Intergroup differences in the sharing of emotive states: Neural evidence of an empathy gap. *Social Cognitive and Affective Neuroscience, 7(5),* 596-603.

Legault, L., & Gutsell, J.N., & Inzlicht, M. (2011). Ironic effects of anti-prejudice messages: How motivational intervention reduces (but also increases) prejudice. Psychological Science, 22(12), 1472-1477.

James Howard
Assistant Professor Psychology and Volen National Center for Complex Systems
Ph.D., Northwestern University
Lemberg 104 (Crown Center), 781-736-3252
jameshoward@brandeis.edu

Professor Howard studies cognitive neuroscience, reward, learning, decision-making, and chemosensation.

Selected Publications:

Howard, J., Kahnt, T. (2021). To be specific: The role of orbitofrontal cortex in signaling reward identity. Behavioral Neuroscience, 135(2):210-217.

Howard, J., Kahnt, T. (2021). Causal investigations into orbitofrontal control of human decision making. Current Opinion in Behavioral Sciences, 38:14-19.

Howard, J., Reynolds, R., Smith, D., Voss, J., Schoenbaum, G., & Kahnt, T. (2020). Targeted stimulation of human orbitofrontal networks disrupts outcome-guided behavior. Current Biology, 30(3):490-498.e4.

Stalnaker, T., Howard, J., Takahashi, Y., Gershman, S., Kahnt, T., & Schoenbaum, G. (2019). Dopamine neuron ensembles signal the content of sensory prediction errors. eLife, 8:e49315. Doi: 10.7554/eLife.49315.

Howard, J. & Kahnt, T. (2018). Identity prediction errors in the human midbrain update reward-identity expectations in the orbitofrontal cortex. Nature Communications, 9(1):1611.doi: 10.1038/s41467-018-04055-5.

Howard, J. & Kahnt, T. (2017). Identity-specific reward representations in orbitofrontal cortex are modulated by selective devaluation. Journal of Neuroscience, 37(10):2627-2638. Doi: 10.1523/JNEUROSCI.3473.

Shantanu P. Jadhav
Associate Professor of Psychology & Neuroscience
Ph.D., University of California San Diego
Bassine 301, 781-736-3147
shantanu@brandeis.edu

Professor Jadhav's field of research is Systems Neuroscience, and his primary interests are in investigating the neural basis of cognition and behavior. He takes a systems approach in rodent models to investigate the neural mechanisms underlying cognition in health and disease. His lab studies how neuronal circuits in multiple brain regions coordinate activity to form representations of the external world, learn new experiences, store and retrieve memories, and make decisions. They address these questions using a combination of techniques, including behavior, large scale multielectrode recordings in awake behaving animals, real time detection and perturbation of neural activity patterns, targeted optogenetic interventions, and computational analysis. One of the major long-term goals of his lab is to build on the understanding of physiological processes underlying memory and cognition to develop tools for targeting impairments in neural activity that contribute to cognitive dysfunction.

Selected Publications:

Tang W*, Shin JD*, Jadhav SP (2023), "Geometric transformation of cognitive maps for generalization across hippocampal-prefrontal circuits", *Cell Reports*, 42:112246.

Tang W, Jadhav SP (2022), "Multiple-timescale representations of space: linking memory to navigation ", *Annual Review of Neuroscience*, 45:1-21.

Symanski CA, Bladon JH, Kullberg ET, Miller P, Jadhav SP (2022), "Rhythmic coordination and ensemble dynamics in the hippocampal-prefrontal network during odor-place associative memory and decision making", *eLife*, 11: e79545.

Herzog, L.E., Katz, D.B., Jadhav, S.P. (2020), "Refinement and reactivation of a taste-responsive hippocampal network", *Current Biology,* 30, 1306-1311.

Shin JD*, Tang W*, Jadhav SP (2019), "Dynamics of awake hippocampal-prefrontal replay for spatial learning and memory-guided decision making", *Neuron*, 104(6), 1110-1125.

Jadhav, S.P., Kemere, C., German, P.W. & Frank, L.M. (2012). Awake hippocampal sharp-wave ripples support spatial memory. *Science*. 336(6087): 1454-1458.

Donald B. Katz
Professor of Psychology and Volen National Center for Complex Systems
Ph.D., Indiana University
Bassine 345, 781-736-3268
dbkatz@brandeis.edu
http://www.brandeis.edu/projects/emotion/

Professor Katz studies the neural bases of learning. His current research examines the ways in which interactions between simultaneously recorded ensembles of single neurons underlie both the within-trial identification of taste stimuli and between-trial plasticity related to taste learning.

Selected Publications:

Flores, V.L., Moran, A., Bernstein, M., & Katz, D.B. (2016). Preexposure to salty and sour taste enhances conditioned taste aversion to novel sucrose. *Learn and Memory, 23(5),* 221-228.

Li, J.X., Maier, J.X., Reid, E.E., & Katz, D.B. (2016). Sensory Cortical Activity is Related to the Selection of a Rhythmic Motor Action Patter, *Journal of Neuroscience, 36(20),* 5596-5607.

Sadacca, B.F., Mukheree, N., Vladusich, T., Li, J.X., Katz, D.B., & Miller, P. (2016). The Behavioral Relevance of Cortical Neural Ensemble Responses Emerges Suddenly. *Journal of Neuroscience, 36(3),* 655-669.

Katz, Donald B. and Sadacca, Brian F. "Taste." *The Neurobiology of Sensation and Reward.* Ed. Gottfried, J., 2011.

Miller, P & Katz, Donald B. "Stochastic transitions between states of neural activity." *Neuronal Variability and its Functional Significance*. Ed. Ding, M. & Glanzman, D.. NYC: Oxford, 2011.

Tort, A. B. & Katz, Donald B. "Oscillations Trumped by Behavior: A Link between Sensory and Direct Electrical Stimulation of Cortical Activity." *Front Neuroscience, 4.* (2011).

Margie E. Lachman
Minnie & Harold L. Fierman Professor of Psychology
Ph.D., Pennsylvania State University
Lemberg 107 (Crown Center), 781-736-3255
lachman@brandeis.edu
http://www.brandeis.edu/projects/lifespan

Professor Lachman's research is in the area of life-span development with a focus on adulthood. Her studies examine multiple pathways to health and well-being in early, middle, and later adulthood. She studies protective factors as well as resilience in the context of risk and vulnerability (e.g. socioeconomic status). Her current work is aimed at identifying psychosocial (e.g., sense of control) and behavioral (e.g., physical exercise)

factors that can optimize functioning and protect against, minimize, or compensate for declines in cognition (e.g., memory) and health. She is conducting studies to examine long-term predictors of psychological and physical health, laboratory-based experiments to identify psychological and physiological processes involved in aging-related changes, and intervention studies to enhance performance and promote adaptive functioning.

Selected Publications:

Hong, J. H., Lachman, M. E., Charles, S. T., Chen, Y., Wilson, C. L., Nakamura, J. S., VanderWeele, T. J., & Kim, E. S. (2021). The positive influence of sense of control on physical, behavioral, and psychosocial health in older adults: An outcome-wide approach. *Preventive Medicine*, 149. An International Journal Devoted to Practice and Theory, 149, Article 106612. https://doi.org/10.1016/j.ypmed.2021.106612

Infurna, F., Gerstorf, D., & Lachman, M.E. (2020). Midlife in the 2020s: Opportunities and challenges. *American Psychologist*, 75(4), 470-485. https://doi.org/10.1037/amp0000591.

Lachman, M. E., Lipsitz, L., Lubben, J., Castaneda-Sceppa, C., & Jette, A. (2018). When adults don't exercise: Behavioral strategies to increase physical activity in sedentary middle-aged and older adults. *Innovation in Aging*, 2(1), 1-12. doi:10.1093/geroni/igy007.

Stieger, M. S., & Lachman, M. E. (2021) Increases in Cognitive Activity Reduce Aging-Related Declines in Executive Functioning. Frontiers in Psychiatry: *Aging Psychiatry*, 12. https://doi.org/10.3389/fpsyt.2021.708974

Cerino E.S., Charles S.T., Mogle J., Rush J., Piazza J.R., Klepacz L.M., Lachman M.E., Almeida D.M. (2024). Perceived control across the adult lifespan: Longitudinal changes in global control and daily stressor control. Developmental Psychology, 60(1),45-58. doi: 10.1037/dev0001618

James R. Lackner
Riklis Professor of Physiology and Volen National Center for Complex Systems
Ph.D., Massachusetts Institute of Technology
Rabb 114, 781-736-2033
lackner@brandeis.edu
http://www.bio.brandeis.edu/faculty01/dizio_lackner.html

Dr. Lackner's research interests concern how we calibrate our visual, auditory and somatosensory senses and body schema, how we adapt to artificial gravity environments, and how we adapt to virtual and augmented reality environments.

Selected Publications:

Lackner J.R. The Importance of Being in Touch. *Frontiers in Neurology*, 12:1-15, 2021

Bakshi A., DiZio P, Lackner J.R.. Multiple Roles of Stiffness in Upright Balance and Multi-directional Sway. J *Neurophysiol*. 2021

Bakshi A., DiZio P, Lackner J.R.. The Effect of Hypergravity on Upright Balance and Voluntary Sway. J *Neurophysiol*. 2021

Vimal V.P., Zheng H., Hong P., Fakharzadeh L.N., Lackner J.R., DiZio P. Predicting Individual Differences

and Identifying Optimal and Suboptimal Strategies in a Dynamic Stabilization Task using Machine Learning. *Aviat Space & Environ Med.* 2021

Lackner J.R., DiZio P. Velocity Storage: Its Multiple Roles. *J Neurophysiol.* 2020

Lackner J.R. Motion Sickness: Our Evolving Understanding and Problems. In *Reference Module in Neuroscience and Biobehavioral Psychology, Elsevier*, 2019

Xiaodong Liu
Associate Professor of Psychology
Ed.D., Harvard University
Brown 106, 781-736-3244
xliu0806@brandeis.edu

Professor Xiaodong Liu's main interest is in the applied statistics (modeling in particular) and in the methods related to research on development (broadly defined) and child development in particular.

Recent Presentation/Publications:
Mukadam,N., Zhang, W., Liu, X., Budson, A.E., & Gutchess, A. (2021). The Influence of Emotional Narrative Content on the Self-Reference Effect in Memory. *Aging Brain.* https://doi.org/10.1016/j.nbas.2021.100015.

Kim, H., Keating, N.L., Perloff, J.N., Hodgkin, D., Liu, X., & Bishop, C.E. (2019). Aggressive care near the end of life for cancer patients in Medicare accountable care organizations. *Journal of the American Geriatrics Society.* https://doi.org/10.1111/jgs.15914

Lipitz, S.R., Liu, X., Gutchess, A. (2018). Self-referential memory encoding and mind wandering in younger and older adults. *Open Psychology.* https://doi.org/10.1515/psych-2018-0005.

Aske, D., Chomitz, V. R., Bhalotra, B., Arsenault, L., Acevedo-Garcia, D., & Liu, X. (2018). Relationship between cardiovascular fitness, weight status, and academic performance: longitudinal evidence from one school district. *Journal of School Health* (accepted on 1/6/2018).

Chad-Friedman, E., Watson, M., Lee, Y., & Liu, X. (2018). The Effects of visual arts pedagogies on children's intrinsic motivation, creativity, artistic skill, and realistic drawing ability. *The Journal of Creative Behavior* http://dx.doi.org/10.1002/jocb.228

Mickley Steinmetz, K., Sturkie, C., Rochester, N., Liu, X., Gutchess, A. (2017). Cross cultural differences in item and background memory: Examining the influence of emotional intensity and scene congruency. *Memory.* http://dx.doi.org/10.1080/09658211.2017.1406119

Sarah B. Lupis
Lecturer in Psychology
Ph.D., Brandeis University
Brown 108, 781-736-3263
slupis@brandeis.edu

Professor Lupis completed Ph.D. with the Laboratory for Biological Health Psychology at Brandeis. Her research focuses on the intersectionality of emotion and stress. More specifically, as a certified facial coder, she examines how people react emotionally to psychosocial stress, and how it correlates to sympathetic nervous system and neuroendocrine stress responses. Her research interests also include predictors and moderators of these underlying mechanisms, including the effects of age, culture, gender, and body image.

Selected publications:
Sabik, N.J., Lupis, S.B., Het, S., Vocks, S., Herpertz, S., Wolf, O.T., & Wolf, J.M. (in preparation). Are US women more stressed by their body perceptions than German women?

Sabik, N.J., Lupis, S.B., Geiger, A., & Wolf, J.M. (2018). Are body perceptions and perceived appearance judgments by others linked to stress and depressive symptoms? *Journal of Applied Biobehavioral Research*, 24, doi:10.1111/jabr.12131.

Bassett, S. M., Lupis, S.B., Gianferante, D., & Wolf, J. M. (2015). Sleep quality but not sleep quantity effects on cortisol responses to acute psychosocial stress. *Stress*, 18, 638-644.

Lupis, S.B., Sabik, N.J., & Wolf, J.M. (2015). Role of shame and body esteem in cortisol stress responses. *Journal of Behavioral Medicine,* 1-14.

Geiger, A.M., Sabik, N.J., Lupis, S.B., Rene, K., & Wolf, J.M. (2014). Appearance judgments by others moderate the biological stress effects of social exchanges. *Biological Psychology*, 103, 297-304.

Lupis, S.B., Lerman, M.H., & Wolf, J.M. (2014). Anger responses to psychosocial stress predict heart rate and cortisol stress responses in men but not women. *Psychoneuroendocrinology*, 49, 84-95.

Teresa Vann Mitchell
Assistant Professor of Psychology
Ph.D., Indiana University
Brown 107, 781-736-5333
tmitch@brandeis.edu

Professor Mitchell studies human development in a variety of populations using a variety of techniques. She is primarily interested in visual attention and perception and how it is affected in atypical development. She has studied individuals with congenital deafness, with Down Syndrome and with autism spectrum disorders, asking questions about their face perception and featural and spatial attention.

Recent Publications:
Fitzpatrick, P., Mitchell, T., Schmidt, R. C., Kennedy, D., & Frazier, J. A. (2019). Alpha band signatures of social synchrony. *Neuroscience Letters*, 699, 24-30. https://doi.org/10.1016/j.neulet.2019.01.037

Grossman, R. B., Zane, E., Mertens, J., & Mitchell, T. (2019). Facetime vs. screentime: Gaze patterns to live and video social stimuli in adolescents with ASD. *Scientific Reports*, 9:12643, https://doi.org/10.1038/s41598-019-49039-7.

Fitzpatrick, P., Frazier, J. A., Cochran, D., Mitchell, T., Coleman, C., & Schmidt, R. C. (2018). Relationship between theory of mind, emotion recognition, and social synchrony in adolescents with and without autism.

Frontiers in Developmental Psychology, 9, 1337. doi: 10.3389/fpsyg.2018.01337

Mitchell, T. V. (2017). Category selectivity of the N170 and the role of expertise in deaf signers. *Hearing Research, 343, 150-161.* doi: 10.1016/j.heares.2016.10.010 PMID: 27770622

Fitzpatrick, P., Frazier, J. A., Cochran, D. M., Mitchell, T., Coleman, C., & Schmidt, R. C. (2016). Impairments of social motor synchrony evident in autism spectrum disorder. *Frontiers in Psychology, 7,1323.* doi: 10.3389/fpsyg.2016.01323

Bob Sekuler
Professor of Neuroscience
Francis and Louis Salvage Professor of Psychology
Member, Volen National Center for Complex Systems
Ph.D., Brown University
Volen 244, 781-736-3277
vision@brandeis.edu
http://people.brandeis.edu/sekuler/

Bob Sekuler's lab works on key issues in cognitive neuroscience—perception-based cognition, memory, and learning. His lab focuses on how the human brain integrates information from different senses: vision, audition, and touch. To do their work, the group makes extensive use of behavioral assays and computations modeling of cognitive processes.

Selected Publications:

Sekuler, R. & Sekuler, AB. (2024) Perceptual attributes in memory research. *The Oxford Handbook of Human Memory*, MJ Kahana & AJ Wagner (eds.)

Villalonga, MB. & Sekuler, R. (2023) Keep your finger on the pulse: Better rate perception and gap detection with vibrotactile compared to visual stimuli. *Perception, Attention, & Psychophysics* 852004-2017.

Sussman, RF. & Sekuler, R. (2022) Feeling rushed? Perceived time pressure impacts executive function and stress. *Acta Psychologica* 229 103702

Sun, Y. & Sekuler, R. (2021) Decision-making and multisensory combination under time stress. *Perception 50* 627-645.

Villalonga, M.B., Sussman, R.F., & Sekuler, R. (2021) Perceptual timing precision with vibrotactile, auditory, and multisensory stimuli. *Attention, Perception & Psychophysics 83,* 2267-2280

Gutchess, A., Ksander, J., Millar, P.R., Uzundag, B.A., Sekuler, R. & Boduroglu, A. (2021) Cultural differences in performance on Eriksen's Flanker Task. *Attention, Perception & Psychophysics 83,* 882-898.

Hannah R. Snyder
Associate Professor of Psychology and Volen National Center for Complex Systems

Ph.D., University of Colorado Boulder
Lemberg 102 (Crown Center), 781-736-3272
hrsnyder@brandeis.edu

Professor Snyder studies connections between cognitive function (especially executive function), stress and mental health, with a focus on adolescents and young adults. Our research in the CoPE Lab addresses such questions as: How might executive function problems contribute to risk for anxiety and depression? How do the ways people experience, physiologically react to, and cope with stress affect their mental health, and vice versa? What determines how well students adjust to college life, and what might improve this process for at-risk students?

Selected Publications:
Niu, X. & Snyder, H. R. (2022). The role of maladaptive emotion regulation in the bidirectional relation between sleep and depression in college students during the COVID-19 pandemic. *Anxiety, Stress, & Coping*, 1–14. https://doi.org/10.1080/10615806.2022.2073441

Fassett-Carman, A. N., Smolker, H., Hankin, B. L., Snyder, H. R. & Banich, M. T. (2022). Neuroanatomical Correlates of Perceived Stress Controllability in Adolescents and Emerging Adults. *Cognitive, Affective, & Behavioral Neuroscience*, 1–17. https://doi.org/10.3758/s13415-022-00985-2

Taylor, M. M. & Snyder, H. R. (2021). Dependent Stress Generation Mediates the Relation Between Poor Cognitive Control and Repetitive Negative Thinking in Emerging Adults. *Emerging Adulthood*, 216769682110549. https://doi.org/10.1177/21676968211054969

Taylor, M. M. & Snyder, H. R. (2021). Repetitive Negative Thinking Shared Across Rumination and Worry Predicts Symptoms of Depression and Anxiety. *Journal of Psychopathology and Behavioral Assessment*, 43(4), 904–915. https://doi.org/10.1007/s10862-021-09898-9

Ellen J. Wright, Undergraduate Advising Head
Associate Professor of Psychology
Ph.D., University of Iowa
Brown 128, 781-736-2809
ejwright@brandeis.edu

Professor Wright's research interests concern emotion regulation (particularly rumination, mindfulness, and fantasy), gender differences in depression and anxiety, and depression prevention.

Selected Publications:
Brickman, S., Saltzman, L.Y., Bistricky, S.L., & Wright, E.J. (2023). Predicting profiles of post-trauma adaptation in first responders and civilians after the 2013 Boston Marathon bombings: The role of distress, growth, and emotion regulation. *Journal of Emergency Management* 21(4), 311-322.

Puda, K., & Wright, E.J. (2022). Impact of the Covid-19 Cancellation of Athletics Seasons on the Identities of NCAA Division III Student-Athletes. A poster presented at the biennial meeting of the Society for Research in Adolescence in New Orleans, LA.

Li, L., & Wright, E.J. (2018). Romantic relationship in early adulthood: Effects of empathy on relationship

satisfaction. A poster presented at the biennial meeting of the Society for Research in Adolescence in Minneapolis, MN.

Brickman, S., & Wright, E.J. (2017). Emerging adulthood and the impact of age, coping and emotion regulation on distress and growth following the 2013 Boston Marathon. A poster presented at the biennial meeting of the Society for Research in Child Development in Austin, TX.

Wright, E.J., & Polito, M.J. (2017). I heard it through the grapevine: Using the Internet to teach critical thinking, interpersonal connections and better academic skill. A poster presented at the teaching preconference of the biennial meeting of the Society for Research in Child Development in Austin, TX.

Li, L., & Wright, E.J., (2017). Effects of couple's empathy on relationship satisfaction: Attachment as mediator. A poster presented at the annual meeting of the American Psychological Society in Boston, MA.

Brickman, S., Saltzman, L., & Wright, E.J. (2017). Profiles of post-trauma adaptation after the 2013 Boston Marathon bombings. A poster presented at the annual meeting of the International Society for traumatic Stress Studies in Chicago, IL.