# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Department of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>The Ph.D. Program in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Graduate Student Life</td>
<td>5</td>
</tr>
<tr>
<td>Cognitive &amp; Neural Science Ph.D. Program</td>
<td>8</td>
</tr>
<tr>
<td>Clinical Psychology Ph.D. Program</td>
<td>11</td>
</tr>
<tr>
<td>Developmental Psychology Ph.D. Program</td>
<td>16</td>
</tr>
<tr>
<td>Social Psychology Ph.D. Program</td>
<td>19</td>
</tr>
<tr>
<td>Interdisciplinary Research</td>
<td>22</td>
</tr>
</tbody>
</table>

Additional Information on the Web

- All application requirements and forms
- FAQs for Prospective Graduate Students
- Housing Info
- Links for International Students
- Ph.D. Placement Info
- Graduate Handbook (pdf)
- Area Requirements and Handbooks
- Faculty Web Pages and Lab Info
- Faculty Search Function
- Interdisciplinary Research Pages
- More Detailed Contact Information
- Diversity Resources

380 South 1530 East, Room 502 • Salt Lake City, Utah 84112-0251 • (801) 581-6124
www.psych.utah.edu
The Department of Psychology at the University of Utah offers a rigorous, stimulating, research-oriented program of graduate training. The graduate program is primarily designed for students seeking careers in psychological research, teaching, or clinical practice, but our graduates have also pursued a range of other careers, such as community service and public policy. Most students enter the program with a Bachelor's degree, but students with Master's degrees are also welcome. All students are expected to pursue a Ph.D. Although students may elect to receive a Master's in Psychology during the course of their study (usually after two years), we do not admit students who are seeking only the Master's degree.

Students apply to and enroll in one of four department areas: Clinical Psychology, Cognitive and Neural Science (CNS), Developmental Psychology, or Social Psychology (see Figure 1). A unique feature of our program is the highly collaborative environment that exists among researchers within areas and across areas, which provides students with the ability to see connections among different facets of a psychological phenomenon. Faculty and students frequently collaborate across traditional disciplinary boundaries. A cross-area program exists in health that draws from each of the four administrative areas. These four areas provide a “home base” for faculty members and graduate students, however, students move easily across these areas pursuing research interests and projects at the interface (e.g., sexuality self-regulation, developmental psychopathology). Further, students regularly tailor their master's and dissertation committees to fit their individual research interests, drawing from faculty members across the areas as well as faculty outside of the department. This cross training prepares students for conducting research at the cutting-edge of the future of psychology and allows for unique collaborations among teams of faculty and students.

The Psychology Department has excellent research facilities in the Social and Behavioral Sciences Building, conveniently located adjacent to the Marriott Library, which houses an extensive collection of behavioral science materials. Our facilities include a microcomputer laboratory dedicated to research-related activities for graduate students. Through this laboratory, students have access to a variety of statistical and word-processing packages. Students also have access to a wide range of faculty laboratories that are equipped for everything from real-time video-taped observational research connected to physiological assessment, computer-based information-processing tasks, a driving simulator, and fMRI.

Many of the faculty and students in the Psychology Department collaborate with other departments and centers within the University of Utah. Our extensive interdisciplinary research collaborations are matched by our extensive collaborations with over 40 faculty members in departments such as Anesthesiology, Computer Science, Education, Family and Consumer Studies, Neurosurgery, Pharmacology, Radiology, and the interdisciplinary programs of Neuroscience and Gender Studies. Numerous faculty members also take advantage of the on-campus facilities of the Primary Children's Hospital, Veterans Administration Hospital, University Hospital, and the Huntsman Cancer Institute. In addition, collaborations exist with the Children's Behavior Therapy Unit, the Utah State Industrial School in nearby Ogden, the Juvenile Detention Center, local school districts, and local community mental health centers.

The University of Utah

The University of Utah is the flagship university in the state system of higher education, with an enrollment of over 29,000 students. Its 1,500-acre campus is located on the eastern edge of Salt Lake City at the base of the magnificent Dr. Carol Sansone, Chair
available Funding

Four years of financial support during autumn and spring semesters are typical for all students in good standing in their graduate program (most students also receive summer funding). This support may be provided in a number of different ways, including University-sponsored fellowships, research and teaching assistantships, Veterans Administration training stipends, and part-time clinical and research positions in the community. The college and the department offer several additional research fellowships and professional development awards to advanced graduate students.

More information on graduate program requirements can be found in the departmental and University Graduate Student Handbooks, both of which can be accessed from www.psych.utah.edu.

The Ph.D. Program in Psychology

The highly collaborative nature of graduate training sets our program apart from other graduate programs. Faculty members collaborate extensively within and across areas and students are actively involved in these collaborative research teams. Interdisciplinary teams develop in response to new developments in the field, jointly submit grant proposals, and work on funded research. An integrative colloquium series in the department attended by faculty and students fosters the development of these new interdisciplinary teams.

The University operates on a semester calendar. During the first three years, all students are required to take two graduate core courses from different core areas in psychology (biological, cognitive-affective, social, and individual bases of behavior), and to complete a year-long statistics sequence covering univariate and multivariate techniques. The four administrative areas in the department (Clinical, CNS, Social, and Developmental) have their own requirements regarding coursework, doctoral qualifying examinations, and doctoral qualifying research projects (for more information, see the Clinical, CNS, Social, and Developmental web pages, all of which are linked to the Psychology home page). In addition, the Health Cross-area program also has its own requirements. Beyond these departmental and area requirements, each student works with a faculty supervisory committee to develop an individualized program of supplementary coursework and research tailored to his or her research interests. This tailored program can serve to integrate the cross-area interests of individual students.

Students are also expected to begin conducting research under the direction of a faculty member as soon as possible in their first year. Students regularly are involved in research with a secondary advisor as well as their primary advisor. Our academic program places heavy emphasis on research training (even for students who plan to pursue careers in clinical practice), and this is therefore a core component of graduate study. For this reason, potential applicants are strongly encouraged to consult the faculty research interests page (see the link on the Psychology home page), along with the following pages of this brochure, prior to applying to ensure a good match of research interests.

Note that the requirements of the Clinical area are more extensive than those of the other three areas because Clinical students receive training not only in academic research, but also in clinical practice (i.e., the provision of therapeutic services). Students who are interested in the clinical program have the option of having a research advisor outside of the clinical area; a separate clinical advisor supervises the clinical training. The Clinical Training Program is fully accredited by the American Psychological Association and entails extensive superviseclinicalexperienceinfamilytherapy,cognitive therapy, and psychodynamic approaches, among others. In addition to research and coursework, students undertake a full year of internship training, preferably at an APA-approved training installation.

More information on graduate program requirements can be found in the departmental and University Graduate Student Handbooks, both of which can be accessed from www.psych.utah.edu.

Available Funding

Four years of financial support during autumn and spring semesters are typical for all students in good standing in their graduate program (most students also receive summer funding). This support may be provided in a number of different ways, including University-sponsored fellowships, research and teaching assistantships, Veterans Administration training stipends, and part-time clinical and research positions in the community. The college and the department offer several additional research fellowships and professional development awards to advanced graduate students.

All forms of financial support include a tuition waiver (meaning that graduate students need not pay tuition) and a stipend to help defray living expenses. The majority of students also receive summer funding through teaching or research assistantships. Applicants to the program are automatically considered for financial assistance, and need not submit any additional forms to qualify. Students who are accepted into the program will receive detailed information about their sources of support when they are notified of their acceptance.
Numerous graduate students in Psychology find that the pleasures of living in Salt Lake City — and Utahingeneral—are an unexpected “bonus” to graduate study at the University of Utah. Salt Lake combines the amenities of a large metropolitan area with the ease of a small town. Its symphony, ballet, theatre, and film scenes (don’t forget the world-renowned Sundance Film Festival) delight audiences year-round.

In addition to the traditional NCAA sports (football, basketball, etc.) the university proudly sponsors the Lady Utes Gymnastics team: Professional sports fans enjoy minor-league hockey, AAA baseball, and professional basketball and soccer.

There are restaurants, bistros, and cafes to suit practically any taste, and numerous clubs offer dancing and live entertainment. During the summer and fall, Salt Lake City hosts a variety of festivals offering food, fun, and entertainment, such as the Arts Festival (featuring artwork, crafts, music, and dance from local artists), the free SLC International Jazz Festival, the Living Traditions Festival (celebrating the vast diversity of ethnic and cultural traditions represented in the Salt Lake area), and the famous Greek Festival, the largest celebration of Greek food and culture in the western United States. Several more music and art festivals take place in nearby Park City, and the campus is host to dozens of concerts, plays, and lectures each year.

Then, of course, there are our world-famous outdoor opportunities. During the Olympics, many got an in-depth look at the stunningly beautiful mountains and valleys that make this area so unique. Salt Lake City sits in a large valley surrounded by the Wasatch Range of the Rocky Mountains to the east and the Oquirrh Mountains to the west. Forming the backdrop to the U. of U. campus, the Wasatch Mountains boast a network of hiking, biking, and running trails a few minutes from campus.

Then there is the world-famous skiing. Seven of the area’s 14 winter resorts are less than an hour’s drive from campus, and offer not only downhill and cross-country skiing, but also snowboarding and snow-shoeing. Students get discounts to local ski resorts, including both day and season passes, making it possible for students to take advantage of Utah’s world-renowned skiing, even on a student budget. The University offers numerous classes in outdoor activities for beginners and those who want to brush up on their skills, as well as equipment rentals for skiing and other recreational activities. And then there are the five national parks and seven national monuments, all within a day’s drive from campus — Zion National Park and Bryce Canyon are particular favorites, both in winter and in summer.

An additional “perk” for students is the Field House, right across the street from the Psychology building, where students and faculty can take advantage of a wide range of athletic and recreational opportunities. Gym facilities are free for all members of the University community, and those who want to take advantage of special classes and training opportunities (yoga, aerobics, etc.) can do so for just a few dollars a week.

“One of the perks of living in Salt Lake City is that outdoor recreation opportunities abound. For outdoor enthusiasts, it’s a great place to be. I spend almost all of my free time exploring the surrounding canyons and trails. The rock climbing, skiing, and hiking are top-rate, and easily accessible.”

– Jonathan Wade Amburgey
Social Psychology Ph.D. Graduate 2010
Another unexpected “bonus” to graduate study at the University of Utah is Salt Lake City’s relatively low cost of living. Housing in particular is readily available and fairly inexpensive. Students can choose from a wide variety of apartments and houses for rent near the university, and many students rent and share small houses. University-sponsored single and married student housing is also available. There is excellent public transportation in Salt Lake, and many students get along fine without a car. In fact, student, faculty, and staff ID cards serve as free passes to the entire bus and light-rail system. The TRAX rail system runs directly to campus (very close to the Psychology Department) and continues to the medical school and other North Campus buildings. For further information concerning on-campus housing, contact the Office of Residential Living. More information on current housing costs and finding an apartment is linked to the “Graduate Student Life” section of our website.

All students enrolled at the University have the opportunity to enroll in a variety of elective courses that give them opportunities to experience Utah’s incredible natural resources. Even if you have never set foot on a mountainside in your life, these courses make it easy to take that first step. They also make it much more affordable! To learn more about the university’s outdoor recreation program visit their website at: http://web.utah.edu/campusrec/outdoor_rec/index.html

Nate Medeiros-Ward and David Strayer enjoying their time together in Grand Teton National Park.

Diversity in Psychology

Ethnic minorities and women are strongly encouraged to apply for graduate study in psychology at the University of Utah. During the past 35 years, members of the Department of Psychology have taken a leading role in promoting the concerns of ethnic minorities and women on campus. Since 1967, a diversity committee has been in place within the department to promote awareness of diversity issues and to facilitate the recruitment and retention of minority students and faculty. In 1998 the department was awarded the University of Utah Diversity Award in recognition of its long-term commitment to and success in these endeavors.

Over the last 10 years, approximately 10% of our Ph.D. graduates have been ethnic minorities, and they currently hold positions as psychologists in universities, government agencies, hospitals, and clinics. Opportunities for research focusing on cross-cultural, ethnic minority, and gender issues are prevalent in the department, as well as in the university at large. For example, the University sponsors teaching assistantships to support graduate students who want to pursue additional training in designing and teaching courses targeted to diverse populations, or courses that focus on diversity issues. The University sponsors numerous fellowships to support graduate students from underrepresented groups, and our students have been consistently successful competitors for these awards. In addition, the department sponsors its own in-house grants to support research on diversity issues.

Campus and Community Resources

The University of Utah and the larger Salt Lake City metropolitan area have active and visible minority populations that represent a wide variety of cultural and religious traditions. The University is committed to diversity and is making considerable efforts to increase the representation of ethnic minorities and women in the student body and faculty. The campus features thriving Ethnic Studies and Gender Studies programs, a well-established Women’s Resource Center, a Lesbian, Gay, and Bisexual Resource Center, a Center for Ethnic Student Affairs, a Center for Disability Services, the Office of the Associate Vice President for Diversity and Faculty Development, and a multitude of other minority student organizations. Throughout the year, programs are held on campus to celebrate diversity and to heighten awareness of these issues. Examples include the Martin Luther King Week celebration, Native American festivals, Women’s Week,
and Disability Awareness Week. Throughout the year, nationally recognized scholars and policy makers speak on campus, and numerous events are held that feature the dance, music, art, and literature of diverse groups. For more information on diversity issues in the department, Salt Lake City, or the University, contact Dr. Paul White at paul.white@psych.utah.edu.

LESBIAN, GAY, BISEXUAL, AND TRANSGENDER ISSUES

The University - and Salt Lake City - have an active lesbian, gay, bisexual, and transgender community. The University’s LGBT Resource Center, www.sa.utah.edu/lgbt, sponsors a wide variety of social and educational programming throughout the year, including an annual Pride Week celebration attended by students, faculty, and even local officials. The greater Salt lake City area boasts a thriving Utah Pride Center, www.glccu.com, which sponsors a diverse range of events and programs, and serves as a “hub” for the larger LGBT community across the Wasatch Front. LGBT issues are also well-represented at the level of department and University-wide scholarship. Utah’s Department of Psychology has become one of the top destinations for students conducting research on sexuality and LGBT issues, given the combined expertise of Dr. Don Strassberg, Dr. Lisa Diamond, and Dr. Dave Huebner. Psychology students and faculty also collaborate across the Utah campus to sponsor University-wide conferences and programming on LGBT and other sexuality-related issues, joining forces with a diverse range of faculty members and students from the departments of English, Law, History, Social Work, Educational Psychology, Nursing, and Health Promotion and Education. For more information, contact Dr. Lisa Diamond at diamond@psych.utah.edu

In most psychology departments, students are lucky to find one faculty member studying these topics. The University of Utah boasts three: Dr. Don Strassberg (standing right center) studies functional, dysfunctional, and deviant human sexual behavior; Dr. Lisa Diamond (standing center) studies the development of sexual orientation and identity over the lifespan; Dr. David Huebner (standing left center) studies HIV prevention and health risk behaviors among lesbian, gay, and bisexual adolescents. They are pictured here with students (seated l. to r.) Kelsey Sewell, Janna Dickenson, Brian Thoma, and Ryan MacKinnon, (standing l. to r.) Laura Graham, Larissa McGarrity and Kendrick Allen who are studying sexuality-related topics.

DISABILITY ISSUES

The University of Utah and the Department of Psychology are fully committed not only to the letter, but also to the spirit of all policies designed to facilitate equal access for people with disabilities to programs, services, and activities. The department is wheelchair accessible. Salt Lake City and the University of Utah were host to the Paralympic 2002 Winter Games. As a result, many new facilities were built throughout the area, and the success of the games has increased visibility for people with disabilities. For more information about resources, student groups, and events on campus, please visit the Center for Disability Services website at disability.utah.edu or call (801) 581-5020. Please direct questions concerning disability issues in the department to Graduate Director, Dr. Lisa Diamond, diamond@psych.utah.edu.
Cognitive and Neural Science Ph.D. Program

The Cognitive and Neural Science (CNS) program places a strong emphasis on merging basic brain and cognitive science with applied domains. The program contains two focus or sub-areas, Cognitive Neuroscience and Applied Cognition. Significant synergism results from the fact that many of the faculty identify with both areas. The research outcomes from the CNS area are on the cutting edge of the field, and the interdisciplinary and translational approach to selected applied problems makes our program nationally and internationally distinctive. The applied cognition emphasis uniquely blends basic laboratory research and theory with research designed to deal with real-world phenomena and problems.

Our program uses a mentor system that permits new students to join an ongoing program of research in a particular laboratory. Students are trained for careers in both academia and industry; the curriculum is therefore designed to help students gain expertise in basic research techniques, theory development, and teaching skills. All students are encouraged to present their research at national scientific conferences and to publish their research in professional journals.

Because of the many overlapping interests of CNS research programs, students and faculty in different laboratories regularly engage in collaborative projects that integrate physiological, cognitive, and applied research approaches. Collaborative research is encouraged within the area, with other areas in the department, and outside the department with programs such as Neuroscience and Engineering. Please see the CNS website for more information: [www.psych.utah.edu/researchareas/cns/](http://www.psych.utah.edu/researchareas/cns/).

Cognitive Neuroscience

We use a wide range of approaches to study the relationship between neural and cognitive processes. Research methods include human and animal cognitive analysis, neuropsychological patient studies, pharmacological, electrophysiological and neuroanatomical animal studies, event-related potentials (ERPs), and functional magnetic resonance imaging (fMRI). Established connections to the interdisciplinary graduate program in Neuroscience, the Neurology, Psychiatry, and Radiology Departments in the University of Utah Medical School, the VA Medical Center, and the Brain Institute allow students to add breadth and depth to their cognitive neuroscience training. Current faculty and student research interests include basic and applied cognitive studies of attention; cognitive and neuroimaging approaches to studying space perception and spatial cognition; the study of the influence of human bodily states on perception; behavioral, neuropsychological, and neuroimaging studies of cognitive control;

Using a high-fidelity driving simulator, Drs. Strayer and Drews find that cell phone use decreases visual awareness of objects.

Dr. Stefanucci’s lab studies visual and spatial cognition in real and virtual environments. In this photo, a participant judges his stepping capabilities in a study about how people with low or impaired vision navigate environments.
The graduate training I received from the University of Utah offered excellent preparation for my postdoctoral position at UCSD. The faculty provided a cooperative and supportive atmosphere for developing my skills as an academic researcher. The structure of the program and emphasis on quality research experience motivates productive research, which results in graduates who are very competitive for academic positions.

Paul E. Gilbert, Ph.D.
Associate Professor,
San Diego State University

and animal and human studies of memory tasks and associated neural structures. Parallel projects involving animals, human neuropsychological populations, and neuroimaging methods hope to provide new insights into systems of perception, memory, and executive functioning. Participating CNS faculty in the Cognitive Neuroscience focus include Sarah Creem-Regehr, Fran Friedrich, Ray Kesner, David Strayer, Jason Watson, and Jeanine Stefanucci.

APPLIED COGNITION/ENGINEERING PSYCHOLOGY

Our program in applied cognition/engineering psychology uses a variety of approaches to study how the principles derived from basic cognitive research apply to real-world situations (and vice versa). Instead of focusing solely on basic laboratory studies or on purely applied research, our approach emphasizes a blend of the two. Thus, our laboratory research has implications for applied issues, and our applied research provides information that can be used to refine theories of human cognition. For example, our faculty apply basic research in perception, attention, memory, decision-making, language, and expertise to real-world applications like driving, medical cognition, spatial navigation and locomotion, neurosurgical planning, and on-line education. Applied cognition students are trained so that they are competitive for positions in both academia and industry. An exciting aspect of the applied cognition focus is that it fosters collaboration with researchers in other areas within (e.g., Developmental, Clinical/Health, Social) and outside the department (e.g., Computer Science, Anesthesiology, Neurosurgery). Participating faculty include Sarah Creem-Regehr, Frank Drews, Tom Malloy, David Strayer, Jason Watson, and Jeanine Stefanucci.

CNS FACULTY AND THEIR RESEARCH INTERESTS

Creem-Regehr, Sarah H., Associate Professor and CNS Area Coordinator. Ph.D., 2000, University of Virginia. Visual perception, visual cognition, and visuomotor control; spatial cognition in real and virtual environments; functional neuroimaging.


Friedrich, Frances J., Associate Professor. Ph.D., 1980, University of Kansas. Attentional processes in word recognition and visuospatial tasks; task switching and executive functions; cognitive neuropsychology.


Kesner, Raymond P., Professor. Ph.D., 1965, University of Illinois. The theoretical and applied aspects associated with the neurobiological basis of learning and memory in both animals and humans; the development of animal models paralleling mnemonic symptomatology in brain-damaged patients.


Stefanucci, Jeanine, Assistant Professor. Ph.D., 2006, University of Virginia. Research focuses on understanding how people's bodily states modulate their perception of spatial layout. Research elucidates new avenues for treatment of phobic and anxiety-disordered populations.


Strayer, David L., Professor. Ph.D., 1989, University of Illinois. Visual attention; skill acquisition, training and expertise; applied cognition; engineering psychology; human factors in transportation.


The goal of this clinical science program is to train psychologists who are expert in the development and application of knowledge aimed at understanding and improving human functioning. Students receive rigorous training in research as well as in the direct application of that research through carrying out evidence-based practice with clients. Our students develop a substantial background in research design, methodology, and associated empirical techniques and maintain active involvement in research through their participation in research laboratories as well as their own independent research (link here to list of recent student publications and conference presentations). The faculty of the program all maintain active research laboratories and contribute to the field in a variety of ways within their respective areas of interest in clinical psychology. In addition to the core training in adult psychopathology, students may elect for training in one of our areas of specialization, including Clinical Health/Behavioral Medicine, Clinical Neuropsychology, and Clinical Child and Family, as well as the interest group in Human Sexuality. Our graduate students also have considerable flexibility in tailoring their plan of study to their own specific interests and are encouraged to bridge areas within our highly collaborative department.

The Clinical Training Program is fully accredited by the American Psychological Association and is administered by the Director of Clinical Training in conjunction with a committee composed of clinical faculty and four student representatives. The program provides students with the opportunity to be exposed to a broad range of evidence-based theoretical orientations. Students also have considerable flexibility in developing their curriculum and may opt to bridge areas within the department. The goal of this clinical science program is to train psychologists who are expert in the development and application of knowledge aimed at understanding and improving human functioning. Students develop a substantial background in research design, methodology, and associated research techniques and maintain active involvement in research throughout the program, as well as receiving the direct application of clinical skills (assessment and intervention).

During the first two years, students complete basic courses in psychology (e.g., statistics) and begin a sequence of clinical core courses. Topics include adult and child psychopathology, psychological assessment, psychotherapy theory and research, ethics, cognitive-behavioral therapy, and research methods in clinical psychology. After completing this core, students continue their clinical training by selecting from a variety of clinical practicum and clerkship offerings. These combined classroom and supervised clinical experiences are offered in assessment (e.g., interpretation and integration; neuropsychological assessment), as well as in a range of specific intervention approaches including cognitive therapy, interpersonal therapy, psychodynamic approaches, and behavioral medicine, among others. Most of these clinical training experiences are offered in allied clinical and health care facilities providing students with invaluable mentored experiences in “real-world” clinical settings with a variety of populations. Thereafter, the student and faculty advisor jointly develop a coherent specialized training curriculum by selecting clinical methods courses, seminars, and practicum and clerkship experiences.

From the outset of their training, clinical students affiliate with a research group and are actively engaged in ongoing research activities. Clinical students can select a research advisor from a different area, a separate clinical advisor supervises clinical training. During the first year, students select a general topic for study and prepare a prospectus that serves as a basis for their Master’s thesis, which
is typically completed during the second or third year. Students further develop their research skills and interest areas through their doctoral dissertation.

After completing all basic clinical coursework and the Master’s degree, students undertake their doctoral preliminary examination projects, which consist of both a research (e.g., review paper, grant proposal) and a clinical component. The clinical component involves one or more clinical cases (i.e., psychological assessment and/or interventions) discussed from the perspective of empirically-based practice in psychology. After successfully completing these projects and proposing the dissertation research, students undertake a full year of predoctoral clinical internship training, preferably at an APA-approved training site. An oral dissertation evaluation is usually the final step in completing the doctoral degree.

**Areas of Specialization**

Clinical students are expected to develop a coherent set of specialization courses and experiences that serve to solidify their professional development. This may be done in conjunction with individual faculty who have well-defined interests and resources in the student’s interest area (e.g., severe psychopathology, human sexuality), or by completing the requirements of one of three more formal specializations detailed below. In all cases, students may work with other departmental faculty members and are free to sample different orientations useful to their professional development.

**Child Clinical and Family.** The Child Clinical and Family Program is designed to train developmental psychopathologists/clinicians to conduct academic work or pursue clinical practice focusing on children, adolescents, and families, and provides important opportunities for cultural diversity training relevant to working with minority youth and families. The CCF program emphasizes a cross-disciplinary approach, with the specific nature of a student’s research and clinical training depending on his or her particular interests. In addition to the classes required of all clinical students, CCF students take a number of developmental classes and receive additional specialized training in theory, methods, and clinical skills relevant to child and family issues. Recent CCF students have obtained research and/or clinical apprenticeships in the following areas: risk and resilience among adolescent parents, clinical interventions with homeless youth, the assessment and treatment of autism, the treatment of conduct disorder and substance abuse among adolescents, the assessment and treatment of child abuse, family processes and coping strategies among adolescents with juvenile-onset diabetes, and the development of antisocial behavior.

**Clinical Health Psychology.** The Clinical Health Psychology Specialization trains psychologists who are experts in theory, research, and the application of health psychology (see p. 19 for a full description). Students learn basic psychological theory and research, and learn how to integrate this with current biomedical knowledge in order to work effectively in medical settings. Clinical students pursuing this specialization gain extensive training with health-care professionals, working as part of interdisciplinary teams, and conducting psychological assessments and interventions with a variety of medical patients. Opportunities for supervised training are available in hospital-based, inpatient, and outpatient health care (e.g., rehabilitation, anesthesiology, sleep medicine, internal medicine, family practice and primary care). Completion of the internship year in an appropriate accredited program with an emphasis in behavioral medicine is a requirement for clinical-health students.

**Clinical Neuropsychology.** Our program is carefully designed to provide training that is in accordance with the principles and guidelines set forth by the Houston Conference on Special Education.
and Training in Clinical Neuropsychology. Students begin their training by taking courses that cover the so-called generic psychology core (e.g., statistics, social psychology, developmental psychology) and the generic clinical core (e.g., psychopathology, psychometric theory, professional ethics). In addition to this basic training, students obtain specialized training in brain-behavior relationships, foundations of the practice of clinical neuropsychology, and research methods in clinical neuropsychology.

Clinical Faculty and Their Research Interests


Crowell, Sheila, Assistant Professor. Ph.D., 2009, University of Washington. Focus is on mechanisms underlying risk for suicide and severe psychopathology among self-injuring adolescents; biological vulnerabilities for emotion dysregulation and impulsivity and understanding how they interact with environmental experiences across development.


Huebner, David, Associate Professor. Ph.D., 2002, Arizona State University. Impact of discrimination on physical and mental health; HIV prevention; Health risk behaviors among gay, lesbian, and bisexual adolescents.


Kerig, Patricia, Professor, Director of Clinical Training. Ph. D., 1989, University of California - Berkeley. Research focuses on the processes that contribute to the development of—or protection against—psychopathology. On the side of risk: trauma, maltreatment, violence, and the triangulation of children in their parents’ conflicts are studied. On the side of resilience: emotional and relational capacities as buffers against stress.


Smith, Timothy W., Professor and Coordinator of Health Psychology program. Ph.D., 1982, University of Kansas. Personality and social factors in the development of physical illness; psychological aspects of chronic physical illness; and cardiovascular psychophysiology.


Suchy, Yana, Associate Professor. Ph.D., 1998, University of Wisconsin, Milwaukee. Clinical neuropsychology with the focus on neurocognitive underpinnings of behavioral, emotional, and mental control. Clinical interests are in the area of neuropsychological assessment of adults with brain dysfunction.


Williams, Paula G., Associate Professor. Ph.D. 1995, University of Utah. Individual differences in risk and resilience for adverse mental and physical health outcomes. Of particular interest are interrelations among personality, gender, cognitive (especially executive) functioning, and psychophysiological factors that predict stress regulation, insomnia, and health-related and generalized anxiety.


The developmental psychology program specializes in research on the development of social and interpersonal processes from infancy through late adulthood. Our faculty seek to understand developmental changes in individuals’ thoughts, feelings, and communication within real-life situations like families, schools, and relationships. Within these contexts, faculty examine diverse issues, including lifespan changes in emotions, communication, sense of self, and social cognition; how mental representations influence problem solving; the formation, maintenance, and dissolution of peer relationships; how socio-moral and interpersonal conflicts are understood and resolved from different perspectives; social influences on mental and physical well-being at different stages of life; biological processes underlying attachment bonds; how narratives in conversation regulate development; how people and their families cope with chronic health problems within their social worlds; the prevention of behavioral disorders in childhood; and the development of sexuality and sexual identity.

Our program offers broad training in developmental psychology, methodology, and allied disciplines (especially clinical, social, cross-cultural, and health psychology, gerontology, gender studies, and education). Our goal is to provide students with a solid background in theoretical issues and in the design and conduct of research. Students are encouraged to tailor their program to suit their career goals through coursework, specialized projects, and individual work with faculty members.

Students receive training in a variety of laboratory and field research methods for investigating lifespan development across multiple contexts. We have strengths in several approaches. Our faculty have a strong emphasis on methods for studying interpersonal processes, including interactions between parents and children, peers, and dating or married couples. There is also a strong emphasis on assessments of individuals’ thinking about social issues and everyday problems. Taken together, these emphases expose students to both quantitative and qualitative approaches to developmental research, as well as ways of examining change both within the individual and within social groups. Furthermore, the faculty interests span the entire human lifespan, allowing students to ground their training in an appreciation for infancy, childhood, adolescence, and adulthood.

The developmental area has extensive research facilities. Multiple state-of-the-art laboratories are available for video-recording dyadic and group communication, studio-quality splicing and computer-coding of interaction, and psychophysiological recording. Mobile equipment is available for collecting data off campus.

Our training program is characterized by a mentor system where students work closely with a faculty advisor and additional faculty members. This model provides a very supportive and productive environment with individualized programs for students. Students are integrated into cohesive research groups involving faculty members and individuals at different levels of training (e.g., postdoctoral, graduate, undergraduate). Many students and former graduate students Drs. Debbie Palmer and Katie Fortenberry return in the summer for an annual writing retreat with Drs. Cindy Berg and Deb Wiebe and their research group for a fast-paced approach to preparing manuscripts from ADAPT (Adolescents with Diabetes and Parents Together).
faculty participate in more than one research team, as there are productive areas of overlap between different research groups. Students are actively involved in publishing and presenting at national conferences.

Several aspects of our developmental psychology program are unique. First, extensive collaboration exists across different research areas within the department (see Cross-Area Specializations, pp. 18-20). Multiple faculty members have long-standing collaborations that cut across traditional disciplinary boundaries. Students may pursue interdisciplinary research informally, for example by completing research and coursework in both developmental and social psychology, or they may undertake a formal cross-area specialization, such as Clinical-Developmental or Developmental-Health. Both routes offer students a unique opportunity to expand their training in new directions and to become involved in cutting-edge collaborations. Second, the lifespan focus of our training is a particular strength, and significantly enhances students’ potential for subsequent academic positions. Third, students can make the most of their graduate training by tailoring coursework and research to serve their particular interests, background, and goals.

The training I received was exceptional. I left the program with extensive research and teaching experience. Most importantly, I came out of the program with a real sense of what to expect and how to deal with many issues I face in an academic career.

– Sean Meegan, Ph.D.
Senior Research Associate
Intermountain Healthcare


Research focuses on collaborative everyday problem solving among adolescents and parents and married couples, everyday problem solving, and how interpersonal relationships may assist or derail problem solving dealing with chronic health stressors (diabetes, prostate cancer, cardiovascular disease).


Psychological and biobehavioral processes underlying affectional bonds in adolescence and adulthood; emotion regulation in close relationships and its effects on mental and physical health; social development among sexual-minority youth; development of sexual orientation and identity.


Dr. Monica Tsethlikai along with her research assistants hold some of the materials that are used in her research with children in the Dynamics of Positive Child Development Lab.
Fogel, Alan, Professor. Ph.D., 1976, University of Chicago. Social and emotional development in early childhood; sociocultural contexts of development; relationships and development; practices that enhance somatic self-awareness in children and adults.


Dr. Fogel is not taking new graduate students as primary advisees. He is available to serve on student committees and consult on student research.

Pasupathi, Monisha, Associate Professor. Ph.D., 1997, Stanford University. The development of autobiographical memory, self, and social/moral reasoning from childhood through old age; especially focused on relations between storytelling and the development of moral and collective identities. lab website: [http://www.psych.utah.edu/lab/pw/index.php](http://www.psych.utah.edu/lab/pw/index.php)


Wainryb, Cecilia, Professor. Ph.D., 1989, University of California, Berkeley. Social and moral development; how children further their moral understandings through their everyday experiences, and how these developments are shaped by violence, war, and injustice. lab website: [http://www.psych.utah.edu/lab/pw/index.php](http://www.psych.utah.edu/lab/pw/index.php)


Tsethlikai, Monica, Assistant Professor. Ph.D., 2006, University of Kansas, Lawrence. Cognitive processes that underlie self-regulation and positive development; cultural and cognitive aspects of positive development in American Indian communities; and links between constructive memory processes and well-being in children.


The Social Development Lab, under professors Wainryb and Pasupathi, spend a night communing with nature and each other before classes started in the fall. With three new graduate students, it was a great opportunity for 14 members of the lab and their families to get to know each other, strolling around beautiful Mirror Lake, Utah.
The interests of the seven faculty in the Social Psychology Ph.D. program encompass a number of topics in the areas of social influence, motivation, health, and interpersonal relationships. In most of our research, we study the intra- and interpersonal processes that underlie behaviors in these different domains. We also emphasize the generation of basic social psychological theory and the extension of such theory to real-world problems.

Our modal student-faculty ratio is 2 to 1. We employ the mentorship approach in which students typically work closely with one faculty member but also must complete at least one research project with a second faculty member. Faculty collaboration is frequent, and research opportunities for students are readily available. The social area has extensive and varied laboratory space. A large participant pool is also available for graduate student research.

Particular strengths of our program include 1) a focus on theory-driven research in several important areas of application, such as education, environmental change, cancer prevention, and aging, 2) advanced training in such methods as social psychophysiology and advanced statistical techniques (e.g., hierarchical linear modeling, longitudinal data analysis) necessary to understanding how complex social processes unfold and change over time, 3) a strong history of both faculty and student collaboration with colleagues from other programs and departments (e.g., School of Computer Science, Huntsman Cancer Institute, the University’s Office of Sustainability), 4) a cohesive and collegial program atmosphere. We also have a strong record of Ph.D. placement (http://www.psych.utah.edu/researchareas/social/where.php).

Students first receive strong training in basic social processes and methods. Through advanced seminars and research, students may also develop specialized expertise in such topics as social cognition and the self, environmental psychology, prejudice and stereotyping, motivation, self-regulation, attitudes and persuasion, social neuroscience, group processes and performance, diversity and health. Students are encouraged to extend their research and coursework to applied topics such as health promotion, medical compliance, environmental attitudes and behaviors, on-line learning, and intergroup conflict reduction.

Social students may also supplement their program of study through the Health Psychology specialization (see p. 21). Those who do so typically develop a research focus in social-health psychology and enroll in additional seminars in Health Psychology offered by the department.

Faculty from the social program organize and host the Social Psychology Winter Conference each January in Park City. This conference brings 20-25 prominent social psychologists together to discuss their latest research. The sessions are broad-ranging and draw participants from all areas of social psychology. This informal forum provides graduate students the opportunity to meet and exchange ideas with conference participants.

Sanbonmatsu, David, Professor. Ph.D., 1988, Indiana University. Judgment and decision making; attitudes and behavior; attitude familiarity and relationships; the minority experience.


Uchino, Bert N., Professor. Ph.D., 1993, Ohio State University. Social Neuroscience: Role of social factors (e.g., social support, stress) on physiological and psychological processes and health outcomes.


Uchino, B.N. (2009). Understanding the links between social support and physical health: A lifespan perspective with emphasis on the separability of perceived and received support. Perspectives in Psychological Science, 4, 236-255.
Werner, Carol M., Professor. Ph.D., 1973, Ohio State University. Environmental/Social psychology. Research examines social and psychological factors in conservation behaviors, such as waste-reduction recycling, and use of mass transit.


White, Paul H., Associate Professor. Ph.D., 1993, Northeastern University. Research examines non-message factors in persuasion; social/group influences on performance; intergroup relations.


Watcharaporn (Watch) Pengchit completed her PhD thesis on optimists’ cognitive and affective responses to persuasive messages about health threats (advisor, Lisa Aspinwall). Watch received a scholarship from our Technology Assisted Curriculum Center to develop an online class on attitudes and persuasion, and she has worked with researchers at Huntsman Cancer Institute to develop persuasive messages to promote cancer screening in rural communities. She has now returned to her faculty position at Chulalongkorn University in Bangkok, Thailand.

Jonathan Butner illustrates the structural differences between networks built randomly and “small-world” networks built by adding one node at a time. These two processes produce very different networks both in form and behavior. Many social phenomena -- for example, those involving social influence in on-line networks -- likely function in the small-world manner.
One of the unique strengths of our program is the extent to which both students and faculty collaborate across traditional disciplinary boundaries to conduct cutting-edge research. For example, many of the active grants in the department have co-investigators from different programs, such as Social and Health, Developmental and Health as well as across departments, such as CNS and Computer Science, and CNS and Anesthesiology. It is also quite common for graduate students to pursue coursework and conduct research with faculty in different areas, and faculty often co-teach graduate seminars with colleagues in different areas. The strengths of this approach to graduate training are numerous. As the field of psychology becomes increasingly sophisticated, the most successful researchers are those who rigorously integrate diverse theories and methods, bringing a fresh perspective to familiar questions and producing findings that are relevant to the field as a whole, not just a select niche. Pursuing cross-area research gives you these opportunities.

One of our cross-area specializations — Health Psychology — has become so well-established over the years that it has been granted status as a full-fledged program, with its own set of formal requirements. In other cases, students can pursue interdisciplinary research and theories more informally, simply selecting the cross-area coursework and research opportunities that suit their interests and meet their intellectual needs. The choice depends on students’ career goals. For example, those planning on becoming practicing child psychologists might want their degree to reflect an official specialization in Developmental Psychopathology. Those planning on a research career bridging social and health psychology might simply collaborate with faculty in both areas, allowing their cross-area expertise and publications to speak for themselves, or may complete the formal requirements of the health program. If you are considering cross-area research, we strongly encourage you to contact the faculty members you are interested in working with, and we can help you determine what type of joint specialization is most appropriate for your career goals. We also encourage you to contact current and former graduate students, who can give you first-hand accounts of their experiences with cross-area research here.

**Health Psychology**

This program provides in-depth training in research, clinical psychological services (e.g., assessment, intervention, consultation), and teaching relevant to health issues, populations, and settings. Emphases within the specialization include personality, relationships and health, developmental and lifespan approaches, self-regulation, adaptation to chronic disease, and psychophysiology. The department has been training students in this concentration for more than 25 years, and graduates have gone on to successful careers in research, teaching and clinical service in a variety of university academic departments, medical schools, and hospital settings. Currently, 17 students from various home areas of the department are actively engaged in research projects, theses, or dissertations in Health Psychology.
Utah attracted me for the opportunity to do research with other areas in the department. My research project included faculty from Clinical, Developmental, and Social. This allowed me to pursue my interest in personal relationships and health from a life-span developmental perspective.

– Nancy Henry, Ph.D. - Clinical, 2009

Health Psychology students supplement the requirements of their primary area (i.e., Clinical, CNS, Social, or Developmental) with coursework and research in Health Psychology. A regularly offered series of seminars provides the core didactic training, and students are encouraged to take additional related courses in the School of Medicine, College of Health, and elsewhere on campus. Students and affiliated faculty participate in a biweekly Behavioral Medicine Research Group for the presentation and discussion of ongoing and proposed research, as well as recent developments in the field. Most students also gain independent experience teaching the undergraduate course in Health Psychology, supervised by Health Psychology faculty. All clinical students pursuing the Health Specialization receive supervised clinical training in hospital-based, inpatient and outpatient health care in one or more settings (e.g., rehabilitation, anesthesiology, sleep medicine, internal medicine, family practice, and primary care). Completion of the internship year in an appropriate accredited program with an emphasis in behavioral medicine is a requirement for Clinical/Health students.

Students in the Health Psychology specialization work under the supervision of one or more participating faculty members (Aspinwall, Berg, Diamond, Huebner, Smith, Uchino, and Williams). The Health Psychology faculty include several fellows of the Society of Behavioral Medicine and APA’s Division of Health Psychology (38), and one of the Past Presidents of Division 38. Two of our past health graduate students have gone on to receive the distinguished APA Early Career Award in Health Psychology (Division 38) and Pediatric Psychology (Division 54). The Health Psychology faculty maintain active laboratories with facilities for psychophysiological and social interaction recording. Clinical training and research opportunities are available in several on-campus and nearby medical facilities, including the University of Utah Medical Center, Veterans Administration Medical Center, Huntsman Cancer Institute, and Primary Children’s Medical Center. These facilities are home to many world-renowned programs in medical research and patient care. Health Psychology faculty members have ongoing research projects in collaboration with medical researchers at these sites, and established relationships with psychologists, other health-care professionals, and biomedical researchers provide rich opportunities in research and training.

Dr. Lisa Diamond’s lab examines whether same-sex and opposite-sex romantic couples show different patterns of cardiovascular and neuroendocrine reactivity to conflict.

Professor Bert Uchino presents his recent findings on relationship quality and cardiovascular health.
Cross-Area Emphases

One of the unique strengths of the University of Utah Psychology Department is its thriving climate of interdisciplinary collaboration. Students and faculty in each of the formal areas -- Clinical, Developmental, CNS, and Social -- routinely join forces with students and faculty in other areas to work on common projects reflecting shared research questions:

A cross-area interest exists between clinical and developmental, with overlapping research interests in trauma, executive function, and parent-child relationships. A second cross-area interest in the biological bases of behavior occurs drawing across all areas of the department. A third cross-area interest exists in sexuality, which includes research on sexual development, sexual dysfunction, sexual health and behavior, and the experiences of sexual-minority populations (such as lesbian, gay, bisexual, and transgendered individuals).