Psychology

Ulrich Mayr, Department Head
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Straub Hall
1227 University of Oregon
Eugene, Oregon 97403-1227

The mission of the Department of Psychology undergraduate program is to educate students about the major research findings and theories in the field of psychology, and to train them to use an empirical approach to understanding human behavior. Specifically, the program endeavors to provide students with

- Broad exposure to the basic concepts and ethical issues of psychology
- Education in the scientific method, including applied research opportunities
- Strong critical-thinking and written-communication skills, including the ability to evaluate and convey the evidence for claims regarding human behavior
- Experience through internship and practicum opportunities at partnering community organizations

Faculty


Dare A. Baldwin, professor (language acquisition, semantic development, cognitive development). BA, 1982, California, Berkeley; MSc, 1984, California, Santa Cruz; PhD, 1989, Stanford. (1993)


Dagmar Zeithamova Demircan, assistant professor (cognitive neuroscience, memory). MA, 2003, Charles University, Prague; PhD, 2008, Texas, Austin. (2014)


Christina M. Karns, research associate (attention, social emotions, neuroplasticity, neuroimaging). BS, 1999, California, San Diego; PhD, 2008, California, Berkeley. (2008)

Jagdeep Kaur-Bala, senior instructor (cognitive neuroscience, perception, attention). BSc, 1988, MSc, 1990, All India Institute of Medical Sciences, New Delhi; PhD, 1996, Tata Institute of Fundamental Research, Mumbai. (2007)


Pranjal Mehta, associate professor (social neuroscience, status hierarchies, social decision-making). BA, 1999, Williams College; PhD, 2007, Texas, Austin. (2011)


Emeriti


Ray Hyman, professor emeritus. AB, 1950, Boston University; MA, 1952, PhD, 1953, Johns Hopkins. (1961)


Daniel P. Kimble, professor emeritus. BA, 1956, Knox; PhD, 1961, Michigan. (1963)

Peter M. Lewinsohn, professor emeritus. BS, 1951, Allegheny; MA, 1953, PhD, 1955, Johns Hopkins. (1965)


Richard Marrocco, professor emeritus. BA, 1965, California, Los Angeles; PhD, 1972, Indiana. (1973)


Michael I. Posner, professor emeritus. BS, 1957, MS, 1959, Washington (Seattle); PhD, 1962, Michigan. (1965)

Mary K. Rothbart, professor emerita. BA, 1962, Reed; PhD, 1967, Stanford. (1969)

Myron Rothbart, professor emeritus. BA, 1962, Reed; PhD, 1966, Stanford. (1969)


Marjorie Taylor, professor emerita. BS, 1979, MS, 1981, Acadia; PhD, 1985, Stanford. (1985)

Robert L. Weiss, professor emeritus. BA, 1952, PhD, 1958, State University of New York, Buffalo. (1966)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

• Bachelor of Arts
• Bachelor of Science
• Minor

Undergraduate Studies

All students participate in and collaborate on research as part of the academic course sequence. Students are encouraged to gain additional research experience through research assistant positions in faculty labs and the undergraduate honors thesis program. The psychology major affords students great flexibility in selecting upper-division courses to fit individual goals and interests. Classroom and internship opportunities are enriched by numerous faculty research programs that range in levels of analysis and intellectual focus. An undergraduate degree in psychology provides the background for a broad range of careers, including social services, education, law, or graduate programs in psychology.

Preparation

High school preparation should include courses in social sciences as well as the natural sciences (physics, biology, chemistry). Language and mathematical skills are also highly desirable. In general, the broad liberal-arts training that prepares students for college studies is appropriate for majoring in psychology at the university.

Careers

Some students major in psychology to prepare for graduate training and careers in related fields such as personnel relations, vocational and personal counseling, medicine and dentistry, social and case work, marketing, administration, the legal profession, or counseling in the public schools. Others prepare for careers as academic psychologists (teaching and research), clinical psychologists (mental health centers, institutions, and private practice), industrial and organizational psychologists, and government psychologists (testing, research, and administration).

Career information is also available on the American Psychological Association website.
Review of Courses

Lower-Division Courses

Among lower-division courses, psychology is introduced as a social science by the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 201</td>
<td>Mind and Brain</td>
<td>4</td>
</tr>
<tr>
<td>PSY 202</td>
<td>Mind and Society</td>
<td>4</td>
</tr>
</tbody>
</table>

Transfer students should plan to take no more than two lower-division courses before starting upper-division work. The introductory courses should be chosen with an eye toward prerequisites for upper-division courses and toward providing a broad background in the field. Transfer equivalents for lower-division courses are evaluated case by case. Check with the department’s head advisor to determine equivalency of completed introductory work.

Upper-Division Courses

Upper-division courses fall into four categories:

1. Courses that teach research skills and methodologies—Scientific Thinking in Psychology (PSY 301), Statistical Methods in Psychology (PSY 302), Research Methods in Psychology: [Topic] (PSY 303)

2. 300-level core courses that provide breadth in the major—Biopsychology (PSY 304), Cognition (PSY 305), Social Psychology (PSY 306), Personality (PSY 307), Developmental Psychology (PSY 308), Psychopathology (PSY 309)

3. Other 300-level courses of broad interest to many different majors throughout the university as well as to psychology majors

4. Area courses, numbered 410 to 480, designed for psychology majors, which may be open to other students who fulfill the prerequisites and obtain instructor approval

Group Requirements

For psychology courses approved to fulfill social science or science group requirements, see the current course list on the registrar’s website (https://registrar.uoregon.edu/current-students/group-satisfying-and-multicultural-courses).

Major Requirements

To satisfy major requirements students take a total of 68 credits. Of those credits, 56 credits in psychology courses are required, 48 of which must be upper-division, and 16 of which must be taken in residence at the University of Oregon. Mind and Brain (PSY 201) and Mind and Society (PSY 202) must be taken for letter grades and passed with grades of mid-C or better. All other required courses must be taken for letter grades and passed with grades of C– or better, although elective psychology courses may be taken pass/no pass. A minimum grade point average of 2.00 in psychology course work is required.

Bachelor of Arts Degree Requirements

Introductory Prerequisite Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II (WR 123 recommended)</td>
<td>4</td>
</tr>
<tr>
<td>or WR 123</td>
<td>College Composition III</td>
<td></td>
</tr>
<tr>
<td>PSY 201</td>
<td>Mind and Brain</td>
<td>4</td>
</tr>
<tr>
<td>PSY 202</td>
<td>Mind and Society</td>
<td>4</td>
</tr>
</tbody>
</table>

Bachelor of Science Degree Requirements

Introductory Prerequisite Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>WR 122</td>
<td>College Composition II (WR 123 recommended)</td>
<td>4</td>
</tr>
<tr>
<td>or WR 123</td>
<td>College Composition III</td>
<td></td>
</tr>
<tr>
<td>PSY 201</td>
<td>Mind and Brain</td>
<td>4</td>
</tr>
<tr>
<td>PSY 202</td>
<td>Mind and Society</td>
<td>4</td>
</tr>
</tbody>
</table>
MATH 243  Introduction to Methods of Probability and Statistics  4

### Methods Foundations Courses 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 301</td>
<td>Scientific Thinking in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 302</td>
<td>Statistical Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 303</td>
<td>Research Methods in Psychology: [Topic]</td>
<td>4</td>
</tr>
</tbody>
</table>

### 300-Level Core Courses 2

Select three of the following, one of which must be PSY 304 or PSY 305:

- PSY 304  Biopsychology
- PSY 305  Cognition
- PSY 306  Social Psychology
- PSY 307  Personality
- PSY 308  Developmental Psychology
- PSY 309  Psychopathology

### 400-Level Specialty Courses 2

Select three of the following:

- PSY 420  Psychology and Law
- PSY 433  Learning and Memory
- PSY 436  Human Performance
- PSY 438  Perception
- PSY 440  Psycholinguistics
- PSY 445  Brain Mechanisms of Behavior
- PSY 449  Human Neuropsychology
- PSY 450  Hormones and Behavior
- PSY 457  Group Dynamics
- PSY 458  Decision-Making
- PSY 459  Cultural Psychology
- PSY 468  Motivation and Emotion
- PSY 472  Psychology of Trauma
- PSY 473  Marital and Family Therapies
- PSY 475  Cognitive Development
- PSY 476  Language Acquisition
- PSY 479  Infancy
- PSY 478  Social Development
- PSY 480  Development and Psychopathology

### Upper-Division Elective Courses 1

Select two of the following:

- PSY 401  Research: [Topic]
- PSY 409  Practicum: [Topic]

### Total Credits

- 68

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### Planning a Program

Besides attending lecture courses, students may participate in seminars, reading and conference courses, laboratory work, and other means of gaining experience. Departmental requirements for a psychology major are designed to maximize individual curriculum planning. Students are encouraged to schedule frequent consultations with their advisors to ensure completion of all requirements. Peer advisors can help students create a two- or four-year plan.

### Sample Program

The sample program shown provides an idea of a typical course load during the freshman year for a student working on a bachelor of science or bachelor of art degree.

#### First Year

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year interest group or elective course</td>
<td>4</td>
</tr>
<tr>
<td>First-year interest group course or arts and letters group-satisfying course</td>
<td>4</td>
</tr>
<tr>
<td>PSY 202  Mind and Society (or a social science group-satisfying course)</td>
<td>4</td>
</tr>
<tr>
<td>BA-required mathematics or second-language course</td>
<td>4</td>
</tr>
</tbody>
</table>

**Winter**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121</td>
<td>College Composition I</td>
<td>4</td>
</tr>
<tr>
<td>PSY 201</td>
<td>Mind and Brain (or a science group-satisfying course)</td>
<td>4</td>
</tr>
<tr>
<td>Arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BA-required mathematics or second-language course</td>
<td>4</td>
<td></td>
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</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 123</td>
<td>College Composition III</td>
<td>4</td>
</tr>
<tr>
<td>PSY 202</td>
<td>Mind and Society (or social science group-satisfying course)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 243</td>
<td>Introduction to Methods of Probability and Statistics (or science group-satisfying course)</td>
<td>4</td>
</tr>
<tr>
<td>BA-required second-language or elective course</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:**

- 48

Departmental requirements for a psychology major are designed to maximize individual curriculum planning. This should be done in close and frequent consultation with the advisor.

### Peer Advising

The psychology department’s peer advisors work to make academic advising more effective, inclusive, and efficient. Questions about the university system and specific inquiries about the department’s norms, opportunities, and courses are welcome. During the academic year, the peer advisors hold regularly scheduled office hours in 229 Straub Hall.

### Preparation for Graduate Study

A bachelor’s degree is seldom sufficient qualification for professional work in psychology; at least a master’s degree is required for most positions. Students should not undertake graduate work unless their
grades in undergraduate psychology and related courses have averaged mid-B (3.00) or better.

Prospective graduate students in psychology are advised to take courses in related fields such as anthropology, biology, computer science, chemistry, linguistics, mathematics, philosophy, physics, and sociology. Strong preparation in quantitative methods is advisable. Reading knowledge of at least one second language appropriate to psychology also may be useful.

**Honors Curriculum**

Students with excellent records who plan to pursue a career in psychology may consider applying to the departmental honors program upon completion of PSY 303. The honors program centers on an independent research project, which the student develops and carries out under the supervision of a departmental committee. Information about admission criteria and how to apply is available online (http://psychology.uoregon.edu/undergraduate/academics/honors-program).

**Minor Requirements**

Special Studies: [Topic] (PSY 199) does not count toward the minor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 201</td>
<td>Mind and Brain</td>
<td>4</td>
</tr>
<tr>
<td>PSY 202</td>
<td>Mind and Society</td>
<td>4</td>
</tr>
<tr>
<td>PSY 301</td>
<td>Scientific Thinking in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 302</td>
<td>Statistical Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Select three of the following, one of which must be PSY 304 or PSY 305:</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>PSY 304</td>
<td>Biopsychology</td>
<td></td>
</tr>
<tr>
<td>PSY 305</td>
<td>Cognition</td>
<td></td>
</tr>
<tr>
<td>PSY 306</td>
<td>Social Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 307</td>
<td>Personality</td>
<td></td>
</tr>
<tr>
<td>PSY 308</td>
<td>Developmental Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 309</td>
<td>Psychopathology</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 28

All 28 credits must be taken for letter grades and passed with a C– or better. At least 16 credits must be upper-division courses taken in residence at the University of Oregon.

**Middle and Secondary School Teaching Careers**

The College of Education offers a fifth-year program for middle-secondary teaching in social studies. This program is described in the College of Education section of this catalog.

**Four-Year Degree Plan**

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

**Bachelor of Arts in Psychology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
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<td></td>
<td></td>
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<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>First-Year Interest Group or elective course</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>PSY 301 Scientific Thinking in Psychology</td>
<td>4</td>
<td>Consider studying abroad</td>
</tr>
<tr>
<td></td>
<td>MATH 243 Introduction to Methods of Probability and Statistics(or science group-satisfying course)</td>
<td>4</td>
<td></td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arts and letters group-satisfying course</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First term of second-year second-language sequence</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Credits** 16

**Total Credits** 48
Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 302</td>
<td>Statistical Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Arts and letters group-satisfying course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Social science group-satisfying course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Second term of second-year second-language sequence</td>
<td></td>
<td>4</td>
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</tbody>
</table>

Consider doing an internship for the major

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>16</td>
<td></td>
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</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 303</td>
<td>Research Methods in Psychology: [Topic]</td>
<td>4</td>
</tr>
<tr>
<td>Science group-satisfying course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Multicultural course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Third term of second-year second-language sequence</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Talk to a psychology advisor about your career plans

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
<td></td>
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</table>

Total Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>

Course Title Credits Milestones

Third Year

Fall

Choose from PSY 306-309

If you are considering graduate school, take 300-level CORE courses in your intended field of study, take the GRE, look up possible schools

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 304</td>
<td>Biopsychology or PSY 305 Cognition</td>
<td>4</td>
</tr>
<tr>
<td>PSY 401</td>
<td>Research: [Topic] Practicum: [Topic]</td>
<td>1-4</td>
</tr>
</tbody>
</table>

Begin working in a research lab and/or do an internship

Elective course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>13-16</td>
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</tbody>
</table>

Winter

Choose from PSY 304-309

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science group-satisfying course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Elective courses</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
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<td></td>
<td></td>
<td>16</td>
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</tbody>
</table>

Spring

Social science group-satisfying course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 400-level core course or multicultural course</td>
<td></td>
<td>4</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
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<td>16</td>
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</tbody>
</table>

Bachelor of Science in Psychology

Course Title Credits Milestones

First Year

Fall

First-Year Interest Group or elective course

Apply to graduate schools or look for work after graduation

Upper-division elective with PSY subject code

Meet with an advisor early to make a graduation plan

Elective courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>16</td>
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Winter

Choose from PSY 304-309

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science group-satisfying course</td>
<td></td>
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<tr>
<td>Elective courses</td>
<td></td>
<td>8</td>
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</tbody>
</table>

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<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>16</td>
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</tbody>
</table>

Spring

PSY 201 Mind and Brain (or science group-satisfying course)

Apply to graduate on DuckWeb the term you complete all requirements

Upper-division elective with PSY subject code

Elective courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>
WR 121  College Composition I  4
Arts and letters group-satisfying course  4
Elective course  4
Credits  16

Spring
Social science group-satisfying course (or PSY 202)  Plan your summer experience  4
Science group-satisfying course or MATH 243  4
Elective course  4
Credits  16

Total Credits  48

Course Title Credits Milestones
Second Year
Fall
PSY 301 Scientific Thinking in Psychology  Consider studying abroad  4
MATH 243 Introduction to Methods of Probability and Statistics/or Science group-satisfying course  4
Arts and letters group-satisfying course  4
Elective course  4
Credits  16

Winter
PSY 302 Statistical Methods in Psychology  Consider doing an internship for the major  4
Arts and letters group-satisfying course  4
Social science Group-satisfying course  4
Mathematics course  4
Credits  16

Spring
PSY 303 Research Methods in Psychology: [Topic] Talk to a psychology advisor about your career plans  4
Science group-satisfying course  4
Multicultural course  4

Mathematics course  4

Credits  16

Total Credits  48

Course Title Credits Milestones
Third Year
Fall
Choose from PSY 306-309  If you are considering graduate school, take 300-level CORE courses in your intended field of study, take the GRE, and look up possible schools  4
PSY 304 or PSY 305 Biopsychology or Cognition  4
PSY 401 or PSY 409 Research: [Topic] or Practicum: [Topic] Begin working in a research lab or doing an internship  1-4
Elective course  4
Credits  13-16

Winter
Choose from PSY 304-309  4
Science group-satisfying course  4
Elective courses  8
Credits  16

Spring
Social science group-satisfying course  4
PSY 400-level core course or multicultural course  4
Elective courses  8
Credits  16

Total Credits  45-48

Course Title Credits Milestones
Fourth Year
Fall
PSY 400-level core course  Apply to graduate schools or look for work after graduation  4
PSY 300-400 level electiveUpper-division elective course with PSY subject code  Meet with an advisor early to make a graduation plan  4
Elective courses  8
Credits  16

Winter
PSY 400-level core course  4
Upper-division elective course with PSY subject code  4
Doctoral Degree Programs

The five chief PhD program options are clinical, cognitive-neuroscience, systems neuroscience, developmental, and social-personality.

The department maintains a psychology clinic; specialized facilities for child and social research; experimental laboratories for human research, and well-equipped animal laboratories.

Applicants to the PhD program in psychology must take the Graduate Record Examination (GRE) and provide official results to institute code 4846 and department code 2016. Applicants must also provide three letters of recommendation, curriculum vitae, writing sample, statement of purpose, and official transcripts from all colleges and universities attended. Instructions, deadlines, and a complete list of required materials may be obtained from the department website. Clinical training is not available in the master’s program.

Doctoral Studies

The department emphasizes graduate work at the doctoral level, but an individualized master’s degree program is available to a limited number of students.

Master’s Degree Program

The individualized master’s degree program does not lead to a PhD. The degree—either a master of arts (MA) or a master of science (MS)—requires 45 credits of course work. Program and application information may be obtained from the department website. Clinical training is not available in the master’s program.

Requirements for Doctoral Students

Elective courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 400-level core course</td>
<td>4</td>
</tr>
<tr>
<td>Upper-division elective course with PSY subject code</td>
<td>4</td>
</tr>
<tr>
<td>Elective courses</td>
<td>8</td>
</tr>
</tbody>
</table>

| Total Credits | 16 |

- Master of Arts
- Master of Science
- Doctor of Philosophy

Doctoral dissertation

Additional course work required for students in the clinical program

Major preliminary examination

For general regulations governing graduate work at the university, see the Graduate School section of this catalog.

Clinical Psychology

The clinical psychology program has been continuously accredited by the American Psychological Association since 1958 (Commission on Accreditation, American Psychological Association, 750 First Street NE, Washington, D.C. 20002-4242, 202-336-5979); it is also accredited by the Psychological Clinical Science Accreditation System, and is a member of the Academy of Psychological Clinical Science.

The program endorses a clinical scientist model for graduate training. This model emphasizes multilevel conceptualizations of psychopathology, comprising neurobiological, developmental, psychosocial, and multicultural perspectives. Doctoral students receive training in infant, child, and adult psychopathology; culture and diversity; infant, child, family, and adult assessment; and neuropsychology. All practicums and clinical training experiences have a strong focus on evidence-based treatments. Students receive training in the clinical techniques and practices as well as the methodology for development, implementation, and evaluation of these interventions. Both psychotherapeutic interventions and prevention programs are included in the training.

The major goal of doctoral training is to support promising doctoral students in developing careers as scientist-practitioners. Students interested primarily in clinical practice would most likely prefer a program less research-oriented than the Oregon Clinical Psychology Training Program.

The research and clinical opportunities available to doctoral students depend on current activities of the clinical and departmental faculty, and may also encompass ongoing projects in research institutes located in the Eugene community that are affiliated with the clinical program. These institutions include the Oregon Research Institute, Oregon Social Learning Center, Decision Research, and Electrical Geodesics.

Members of the clinical faculty and other instructors with clinical interests have ongoing research in several areas, including the neurobiology of early stress, brain development and neural plasticity, behavior and molecular genetics, infant mental health, emotion and attention, prevention science, school readiness, child welfare system research, pubertal development and the transition to adolescence, depression, anxiety, personality measurement and theory, cognitive therapy, child and family assessment, social and emotional adjustment of children and adolescents, drug and alcohol abuse, cross-cultural psychology, sexual aggression, interpersonal violence, child abuse, institutional betrayal, and traumatic stress.

The department places a particularly high priority on translational research, encouraging multidisciplinary collaborations with colleagues.
from other areas of psychology and other academic departments. Currently, faculty research is funded by the National Science Foundation, National Institute of Mental Health, National Institute of Drug Abuse, National Institute on Child Health and Development, and the Institute of Education Sciences.

Additional information regarding course requirements for clinical students is provided in the Guide to the Clinical Program and the Doctoral Student Handbook, located on the department website.

Cognitive Psychology and Cognitive Neuroscience
The Department of Psychology at the University of Oregon has played an important role in the development of the field of cognitive neuroscience, and current researchers are continuing that tradition. Research areas include the cognitive and neural basis of perception, visual cognition, selective attention, working memory, long-term memory, executive control, action, language processing, and brain plasticity. Also under investigation are how these processes are altered by development in impoverished environments, aging, traumatic brain injury, autism, and other conditions. Studies employ a wide range of methods, including behavioral experiments, analyses of individual differences, functional imaging, electrophysiology, and transcranial magnetic and direct current stimulation.

The research efforts of the cognitive neuroscience laboratories benefit from the collaborative atmosphere at the University of Oregon, both within psychology and across other departments, allowing for an exploration of cognitive processes at many levels of analysis. Labs are located within the state-of-the-art facilities of the Robert and Beverly Lewis Integrative Science Building, in close proximity to the many other labs of the Institute of Neuroscience (http://www.neuro.uoregon.edu). The building also houses the Lewis Center for Neuroimaging (http://lcni.uoregon.edu), a research-dedicated facility with a 3T MRI scanner that supports ongoing research and training with functional and structural magnetic resonance imaging.

One of the most important aspects of the cognitive neuroscience graduate program is its informal atmosphere. At the same time, there is an emphasis on the development of imagination and intellectual independence. Students are encouraged to explore their research ideas from many different perspectives, with the assistance of the expertise from researchers in several labs within the Department of Psychology and the Institute of Neuroscience.

Developmental Psychology
The Department of Psychology has recently expanded the scope of its developmental psychology program with the addition of new faculty members and new emphases in the graduate curriculum. The department offers extensive coverage of development during infancy, childhood, and adolescence, with some additional interest in aging. Several areas of research are strongly represented, including cognitive development, socio-emotional development, developmental psychopathology, and developmental social and affective neuroscience.

Several exciting clusters of expertise exist within these broad areas. Research on theory of mind and perspective-taking as well as imagination and creativity links to research on the development of executive functioning and self-regulation. This cluster also dovetails with research on self-evaluation; affective and appetitive motivations, and decision-making. Yet another active area of work looks at infant processing of action, language, and the statistical and temporal properties of everyday visual and linguistic environments. In addition, many researchers share a strong interest in social contextual effects on infant, child, and adolescent well-being, ranging from the small-scale (familial and peer influences, early adversity) to the large (cultural and global contexts of development).

Members of the developmental psychology faculty also have strong collaborative links with the Oregon Social Learning Center (http://www.oslc.org), Prevention Science Institute (http://psi.uoregon.edu), Oregon Research Institute (http://www.ori.org), and the interdisciplinary Institute of Cognitive and Decision Sciences (http://icds.uoregon.edu). Current and previous funding sources for the faculty and students in developmental psychology include the National Science Foundation, the National Institute on Drug Abuse, the Eunice Kennedy Shriver National Institute of Child Health and Human Development, the National Institute of Mental Health, and the Oregon Medical Research Foundation. Graduates from the program have risen to faculty and postdoctoral positions at the University of Minnesota, Swarthmore College, Queen's University, Vanderbilt University, the University of California at Davis, the University of Michigan, Hamilton College, the University of Oregon, Oregon Health and Science University, the University of Oregon, and Brown University, among others.

Social and Personality Psychology
Research in social and personality psychology at the University of Oregon reflects an intellectually diverse approach to understanding intrapersonal and interpersonal processes and individual differences. The program concentrates on high-quality research and training combined with substantive and methodological breadth. Faculty members conduct research spanning a broad spectrum of human behavior using innovative approaches. Areas of particular focus include

- Emotion and motivation—emotion regulation, social functions of emotions, self-regulation, goal pursuit, stress and physiology
- Self- and social cognition—self-perception and interpersonal perception, perspective-taking and empathy, self-other comparisons
- Groups, networks, and organizations—status hierarchies, social power, psychology of war and sociopolitical violence, group dynamics, online social networks
- Culture, values, and worldviews—moral psychology, culture and belief systems, psychology of religion
- Personality structure and development—structure of personality attributes, culture and personality description, lifespan development
- Decision-making and risk perception—neuroeconomics and valuation, social and financial decision-making, decision-making in applied contexts (e.g., legal, aviation, risk assessment)

Research in these areas draws upon a wide range of methods, including dyadic and group methods, psychophysiology, neuroimaging, neuroendocrinology, experience sampling, longitudinal studies, surveys, computational methods, and field studies. Students have the opportunity to develop their skills through course work and through collaboration with faculty mentors.

Training in the program exposes students to a wide range of topics through small seminars, lab meetings, and a variety of other opportunities. Students often work with multiple instructors and researchers, including faculty members from other areas of psychology, from other departments and units on campus, and from other institutions. Students may flexibly tailor their own graduate program under the guidance of faculty advisors, making the social and personality
psychology program a distinctive training experience for each graduate student.