TEMPLE

PSYCHOLOGY

BIG

QUESTIONS

VITAL

ANSWERS
At the heart of our program is our award-winning faculty. Nationally recognized scientists and practicing psychologists investigate how people think, feel, and develop using state-of-the-art methods in behavioral and cognitive neuroscience, and clinical, developmental and social psychology. Research is conducted in our world-renowned laboratories that address a wide-range of human conditions and behavior. There are many opportunities for students to participate in faculty research or conduct independent study under faculty supervision.

**UNDERGRADUATE**

A dynamic curriculum with an emphasis on the scientific basis of psychology. Offers experiential learning in research laboratories and community-based internships.

- A special psychology honors program (in addition to university honors)
- Psychology Majors Association
- Temple University Psi Chi (National Honor Society)

**GRADUATE**

Concentrations

- Clinical Psychology
- Developmental Psychology
- Brain and Cognitive Sciences
- Social Psychology

Concentrations also offered in:

- Developmental Psychopathology
- Neuroscience

**RESEARCH AND TEACHING FACULTY**

**LAUREN B. ALLOY**
Laura H. Carnell Professor
Director of Clinical Training
Joseph Wolpe Distinguished Professor
Ph.D., University of Pennsylvania
lalloy@temple.edu
Depression; bipolar disorder; developmental psychopathology; cognitive, psychosocial, developmental, and neurobiological processes in mood disorders

**DEBRA BANGASSER**
Assistant Professor
Ph.D., Rutgers University
debra.bangasser@temple.edu
Stress; sex differences; neuroscience; anxiety; arousal; depression

**LISA BRIAND**
Assistant Professor
Ph.D., University of Michigan
lbriand@temple.edu
Addiction; relapse; glutamate receptor signaling; stress

**JASON CHEIN**
Associate Professor
Ph.D., University of Pittsburgh
jason.chein@temple.edu
Functional MRI; working memory; cognitive control, decision making; adolescence; neuroimaging; cognition

See Mood and Cognition Lab, PG 2
See Neurocognition Lab, PG 3
MOOD AND COGNITION

What are the causes of the first onset of depression and bipolar disorder in adolescents and young adults? Are there factors that can provide protection against depression and bipolar disorder? This lab, led by principal investigator LAUREN ALLOY, studies the cognitive, psychosocial, developmental, and, recently, neurobiological processes in the onset and course of depression and bipolar disorder in adolescents and adults.

sites.temple.edu/moodandcognitionlab

NEUROCOGNITION

How does working memory affect our daily lives? How do working memory and cognitive control operate and can they be improved? How do they change as people mature from pre-adolescence into adulthood? This lab, led by principal investigator JASON CHEIN, researches basic mechanisms of working memory and cognitive control; how to train working memory and cognitive control; and the development of cognitive control and its impact on adolescent decision-making.

cla.temple.edu/tunl

EUNICE CHEN
Assistant Professor
Ph.D., University of Sydney, Australia
eunice.chen@temple.edu

DEBORAH DRABICK
Associate Professor
Ph.D., Stony Brook University
ddrabick@temple.edu

Developmental psychopathology; conduct problems; comorbidity
See Child Health and Behavior Study Lab, PG 4

LAUREN M. ELLMAN
Associate Professor
Ph.D., University of California, Los Angeles
lauren.ellman@temple.edu

Schizophrenia; psychosis; depression; risk factors; prenatal; obstetric complications; prodromal; neurodevelopment; psychoneuroimmunology
See Determinants of Psychopathology Lab, PG 5

ROBERT FAUBER
Associate Professor
Ph.D., University of Georgia
rfauber@temple.edu

Associate Director of Clinical Training
Psychotherapy; supervision; clinical training; context-centered psychotherapy
What factors contribute to risk for mental disorders? In the Determinants of Major Psychopathology Lab (DMPL), LAUREN ELLMAN and her students investigate the environmental and biological contributions to development of schizophrenia and related disorders, such as other psychotic disorders and depression. As understanding of disorder trajectories increases, so does the potential for earlier identification and treatment of at-risk individuals.

cla.temple.edu/ellmanlab

CHILD HEALTH AND BEHAVIOR

How can a disadvantaged youth improve his or her chances for success? Do family, peers, and neighborhood play a role? Under the direction of DEBORAH DRABICK, this lab identifies factors associated with risk or resilience for emotional and behavioral problems among disadvantaged youth. The lab has a program to help youth improve their emotion regulation, problem-solving skills, and interpersonal behavior.

cla.temple.edu/psychology/faculty/deborah-drabick/

RESEARCH AND TEACHING FACULTY

TANIA GIOVANNETTI
Associate Professor
Ph.D., Drexel University
tgio@temple.edu

Neuropsychology; cognition; everyday/naturalistic action; error monitoring; cognitive aging; mild cognitive impairment; dementia; cerebrovascular disease

See Cognitive Neuropsychology Lab, PG 6

THOMAS J. GOULD
Professor
Director of Neuroscience Program; College of Liberal Arts
Ph.D., Indiana University
tgould@temple.edu

Neurobiology; learning; addiction; nicotine; hippocampus

See Neurobiology of Addiction and Learning Lab, PG 10

ELIZABETH GUNDERSON
Assistant Professor
Ph.D., University of Chicago
liz.gunderson@temple.edu

Cognitive development; numerical cognition; spatial cognition; achievement motivation

DONALD HANTULA
Associate Professor
Ph.D., University of Notre Dame
hantula@temple.edu

Organizational behavior; behavioral economics; behavior analysis; decision making; evolutionary theory

DETERMINANTS OF MAJOR PSYCHOPATHOLOGY

What factors contribute to risk for mental disorders? In the Determinants of Major Psychopathology Lab (DMPL), LAUREN ELLMAN and her students investigate the environmental and biological contributions to development of schizophrenia and related disorders, such as other psychotic disorders and depression. As understanding of disorder trajectories increases, so does the potential for earlier identification and treatment of at-risk individuals.

cla.temple.edu/ellmanlab
COGNITIVE NEUROPSYCHOLOGY

What happens to a person’s ability to do everyday tasks following brain damage or disease? What determines error detection and correction in everyday life? The goals of the Cognitive Neuropsychology Laboratory at Temple University, led by TANIA GIOVANNETTI, are to develop and refine our understanding of the neurocognitive processes necessary for optimal everyday functioning in healthy people; understand the breakdown of everyday functioning following brain damage or disease; and develop and evaluate rehabilitation strategies.

sites.temple.edu/cogneuropsylab

DEVELOPMENTAL SCIENCE

How do infants and children begin to understand the social world? This lab group researches the development of the brain processes involved in social understanding and interaction with others. Under the direction of PETER MARSHALL, the lab examines links between action production and action perception, and how one’s own action capacities influence the way in which the actions of others are perceived and responded to.

sites.temple.edu/devscilab

RESEARCH AND TEACHING FACULTY

RICHARD HEIMBERG
Thaddeus L. Bolton Professor
David Kipnis Distinguished Faculty Fellow
Ph.D., Florida State University
heimberg@temple.edu

Anxiety disorders; social anxiety; dental anxiety; cognitive-behavioral therapy; cognitive and behavioral assessment; cognition and information-processing in psychopathology; emotion dysregulation in psychopathology.

See Adult Anxiety Clinic, PG 14

KATHRYN HIRSH-PASEK
Professor
Stanley and Debra Lefkowitz Distinguished Faculty Fellow
Ph.D., University of Pennsylvania
khirshpa@temple.edu

Developmental psychology; child development; language; literacy; play; early childhood

See Infant and Child Lab, PG 11. See also Spatial Intelligence and Learning Center, PG 16

ANDREW KARPINSKI
Associate Professor
Director of Social Psychology Area
Ph.D., University of Michigan
andrew.karpinski@temple.edu

Implicit cognition; unconscious processes; stereotyping and prejudice

PHILIP C. KENDALL
Distinguished University Professor
Laura H. Carnell Professor of Psychology
Ph.D., Virginia Commonwealth University
pkendall@temple.edu

Child and adolescent clinical psychology; anxiety disorders and their treatment; computer-assisted mental health services for youth

See Child and Adolescent Anxiety Disorders Clinic, PG 15
How do we control our emotions? What causes sudden bursts of aggression and how can we manage anger? This lab considers biological, psychological (cognitive-affective), and environmental mechanisms underlying difficulties in affect regulation (control of one’s emotional state). The lab, under the direction of Michael McCloskey, conducts a combination of behavioral and neuroimaging studies among individuals with and without difficulties in affect dysregulation.

sites.temple.edu/madlab

How does memory relate to people establishing successful relationships with society? How is it connected to abstract concepts such as “truth,” decision making, and development? Under the direction of Ingrid Olson, this lab studies neural structure-function relationships, especially in regard to episodic memory networks and social perception networks. The lab conducts experiments that use non-invasive brain stimulation techniques and treats memory dysfunction.

cla.temple.edu/cnl

“The psychology program at Temple prepared me well for a career in consumer insights. I now work for a major television network, where I use the research skills I learned under Ingrid Olson’s mentorship to inform business decisions.”

LIZ KLOBUSICKY
B.A. 2007
How do infants and children discover the world around them? Researchers at this lab examine cognitive development in infants and children, aged two months to 10 years. Directed by Kathryn Hirsh-Pasek and Nora Newcombe, the lab conducts cutting-edge research on spatial development, memory, language development, reading, school readiness, and the role of play and creativity in learning—moving from science to practice.

cla.temple.edu/infantlab
NEUROCHEMISTRY AND COGNITION

Why do some people—but not all—develop dementia and Alzheimer’s disease? How does drug use affect executive function? This lab studies the neurochemistry of cognitive processes, specifically those involved in attention and executive functions. Cognitive impairments are a big part of neuropsychiatric and age-related neurodegenerative disorders. Under the direction of VINAY PARIKH, this lab examines neurochemical causes of the cognitive dysfunction associated with these pathologies.

sites.temple.edu/parikh

ADOLESCENT DEVELOPMENT AND DECISION-MAKING

Why do teens engage in risky behavior? Is it driven by peer pressure or a simple lack of maturity? Is there something else at play? This lab, directed by LAURENCE STEINBERG, studies various aspects of adolescent development and decision-making, with a special focus on understanding why adolescents often engage in risky and reckless behavior. The lab uses a variety of methods, including behavioral tests, brain imaging, and questionnaires.

laurencesteinberg.com/research/current-projects
ADULT ANXIETY

What is social anxiety and why should an adult seek treatment? How effective are current treatments? Directed by RICHARD HEIMBERG, the Adult Anxiety Clinic of Temple (AACT) provides evidence-based treatment for adults. In collaboration with other clinical scientists, the AACT also studies the efficacy of cognitive-behavioral and other therapies for social anxiety disorder as well as methods to help patients overcome anxiety about visiting the dentist.

http://sites.temple.edu/anxiety/

CHILD AND ADOLESCENT ANXIETY DISORDERS

Different treatments for anxiety disorders in youth may have different success rates. Which treatments are more effective than others and for whom? This clinic uses and evaluates comprehensive approaches to treat anxiety in children and adolescents—individual treatment, family treatment, brief treatment, and computer-assisted programs—to further knowledge, assessment, and treatment of anxiety and related disorders in youth. PHILIP C. KENDALL is principal investigator and director of the clinic.

childanxiety.org

I'm so grateful for the training and support I received while enrolled in the Temple University clinical psychology Ph.D. program under the mentorship of Philip Kendall. It provided an immensely strong foundation for my career as a clinical researcher.”

RINAD BEIDAS, Ph.D.
Assistant Professor
University of Pennsylvania
Perelman School of Medicine
Ph.D. 2001

RESEARCH AND TEACHING FACULTY

ROBERT WEISBERG
Professor
Director of Graduate Studies
Ph.D., Princeton University
weisberg@temple.edu
Creative thinking; problem solving; expertise and creativity

HONGLING XIE
Associate Professor
Ph.D., The University of North Carolina at Chapel Hill
hongling.xie@temple.edu
Aggression; victimization; peer social networks
PSYCHOLOGICAL SERVICES

The Psychological Services Center, under the direction of CATHERINE PANZARELLA, is a nonprofit community center providing counseling, psychological services, and comprehensive psychological assessments. It serves individuals from Temple University and the surrounding communities. The PSC is a training clinic for the doctoral students in the Clinical Psychology Program, one of the top clinical psychology doctoral programs in the country. Among the faculty are leading researchers in the fields of depression and anxiety disorders.

sites.temple.edu/psc/

SPATIAL INTELLIGENCE AND LEARNING

Spatial thinking is a key aspect of intelligence, both for managing every day and for learning science and math. How does spatial knowledge develop? How can educators use this knowledge to support the capability of children to develop skills required to compete globally? NORA NEWCOMBE is principal investigator for this joint project with the University of Pennsylvania, Northwestern University, and the University of Chicago. KATHRYN HIRSH-PASEK and THOMAS SHIPLEY are on the leadership team.

spatiallearning.org
“The (psychology) field recognizes Temple as an elite program with a world-renowned faculty. Upon graduating it became very clear that I had received the training, experience, and relationships that would put me in a very strong position wherever I wanted to go next. I got the job I had wanted and now get to do what I love with the confidence in knowing that I am doing it with thorough understanding and expertise.”

MUNIYA KHANNA, Ph.D.
CHOP Research Associate
Children and Adult’s Center for OCD and Anxiety
Ph.D. 2004

“The Honors program encouraged me to think critically and deeply about psychology. I was able to create my own research project with expert advice from the professor, the graduate students, and the very supportive lab group. With Dr. Hirsh-Pasek’s help, I found employment immediately after graduation. At some point, I may apply to graduate school.”

MOLLY FINKEL
BA 2015

FOR MORE INFORMATION
CALL US at (215) 204-7321 or VISIT cla.temple.edu/psychology
@Temple_Psych @Temple_Psych

Also visit faculty sites to learn about each faculty member’s research and discover how you can get involved.

VISIT FACULTY MEMBERS IN THEIR LABORATORIES TO SEE PSYCHOLOGY IN ACTION