

Honors Program in the Psychological Sciences:
Information that might be useful in
Identifying a Mentor

Identifying an appropriate faculty mentor is a critical part of getting started in the honors program. Although there are a number of resources available to help with this process, identifying and contacting potential mentors, and then garnering their agreement to serve as one's sponsor in the Honors Program is primarily the student's responsibility. This handout is meant to provide some helpful information to make the process easier and more productive.

To that end, a large number of professors in Psychological Sciences who might be willing to sponsor a new student is provided at the end of this document. If you are not already working in someone's laboratory, or don't otherwise have a mentor in mind, you can begin your search by looking through this list and following the links to learn more about each Professor's research.

Qualified faculty from other Departments can also sometimes serve as mentors, with permission of the honors program directors.

Contacting a potential mentor by email should include a brief paragraph including:

- your name, major and year (e.g. Sophomore)
- that you are interested in obtaining a mentor for the Honors Program
- what aspect of the faculty's research you are interested in, specifically
- a question asking if the faculty member is available to take a new Honors student
- times available to meet to discuss it further

Current Honors students can often be a helpful resource in the process of finding a mentor. Your primary concerns should be identifying potential faculty with whom you have shared interests and with whom you are confident that you will have a training experience of high intellectual value. You might also consider visiting your current or past professors during their office hours to talk about your interests in the program and your research interests. Even if they don't have interests that match yours, s/he can often point you to colleagues who might be a better fit. As co-directors of the program, we will also do our best to guide you should you need assistance.

Once you have identified a potential mentor, it is a good idea to introduce yourself by email along with some information about your major and interests. At this time, you can request an appointment to talk about the possibility of working with them on an honors project.

Happy hunting, and if we can be of help with this, please let us know.

Adriane Seiffert a.seiffert@vanderbilt.edu
Amy Booth amy.booth@vanderbilt.edu.

(Faculty list begins on next page)

Faculty who have actively indicated an interested in taking on an honors student

<u>Professor</u>	<u>Department</u>	<u>Interests</u>
Daniel Ashmead https://ww2.mc.vanderbilt.edu/GHSS/31485	Hearing & Speech	Auditory space perception and perceptual-motor development.
Jo-Anne Bachorowski http://www.vanderbilt.edu/psychological_sciences/bachorowski	Psychology	Research is primarily concerned with vocal expression of emotion, including emotion-related speech and laughter.
Randolph Blake http://www.psy.vanderbilt.edu/faculty/blake/blake.html	Psychology/Ophthalmology	Human visual perception, with emphasis on binocular vision, motion perception and visual awareness, studied using psychophysics, brain imaging, brain stimulation and neural modeling.
Amy E. Booth https://my.vanderbilt.edu/littlelearnerslab/	Psych & HD	Dr. Booth studies the origins and outcomes associated with early variability in children's skills and motivation in the areas of language and science.
James R. Booth https://braindevelopmentlaboratory.com/	Psych & HD	Brain basis of typical and atypical development of language, reading and math.
Sarah Brown-Schmidt http://sarahbrownschmidt.com/lab/	Psych & HD	My lab examines language processing and memory, with a particular focus on the study of interactive conversation, including perspective-taking, memory for conversation, and the moment-by-moment processes that go into speaking and listening.
Sun-Joo Cho https://www.vanderbilt.edu/psychological_sciences/bio/sun-joo-cho	Psych & HD	Quantitative methods; psychometrics
David Cole http://www.vanderbilt.edu/psychological_sciences/cole	Psych & HD	Bullying, Peer Victimization, and Childhood Depression
Bruce Compas http://www.vanderbilt.edu/psychological_sciences/compas	Psych & HD	Self-regulation and coping with stress; including coping with depression and pediatric cancer
Lisa Fazio https://my.vanderbilt.edu/buildingknowledgelab/	Psych & HD	How children and adults learn new information, including both simple facts and complex knowledge
Judy Garber http://www.vanderbilt.edu/psychological_sciences/garber	Psych & HD	Development, treatment, and prevention of psychopathology, particularly depression and anxiety in children and adolescents; risk factors studied include family relationships, stress, negative cognitions, coping, and biology.
Isabel Gauthier http://gauthier.psy.vanderbilt.edu/	Psychology	Categorization, expertise, object recognition

Suzana Herculano-Houzel Psychology Comparative neuro-anatomy & evolution
https://www.vanderbilt.edu/psychological_sciences/bio/suzana-herculano

Kari Hoffman Psychology Neural computations underlying perception, learning, and memory; cell assembly activity and network dynamics using high-density recording arrays, selective stimulation, and wireless recording technologies.
https://www.vanderbilt.edu/psychological_sciences/bio/kari-hoffman

Jon Kaas Psychology Kaas' research involves comparative studied of brain organization in mammals, and plasticity and recovery in the brain after sensory loss.
http://www.vanderbilt.edu/psychological_sciences/people/bios/?who=131

Leslie Kirby Psychology Emotions and Health, Stress and Coping, Emotion elicitation, Positive Emotions, Emotion & Personality.
http://www.vanderbilt.edu/psychological_sciences/kirby

Autumn Kujawa Psych & HD Examines emotional processing in the development and treatment of mood and anxiety disorders, using multiple methods (behavioral, psychophysiological, neuroimaging)
https://www.vanderbilt.edu/psychological_sciences/bio/autumn-kujawa
<https://my.vanderbilt.edu/medlab/>

Jonathan Lane Psych & HD Social-cognitive and conceptual development
<https://my.vanderbilt.edu/socialcognitionlab/>

Chase Lesane-Brown Psych & HD Race socialization; parent-child communication about childhood chronic disease; transition from pediatric to adult care for youth with chronic diseases
<http://www.vanderbiltchildrens.org/interior.php?mid=3858#a905>

Daniel Levin Psych & HD visual cognition, concepts and metacognition
http://www.vanderbilt.edu/psychological_sciences/levin and
<http://www.vanderbilt.edu/psychhumdev/levin/labpage/VisualCognitionLab.html>

Gordon Logan Psychology Cognitive control, including attention,, automaticity and skill, strategies, and response inhibition
https://www.vanderbilt.edu/psychological_sciences/bio/gordon-logan

Alex Maier Psychology Combined Neurophysiology and fMRI, Conscious Perception, Visual Awareness and Attention
http://www.vanderbilt.edu/psychological_sciences/bio/alex-maier
<http://maierlab.com>

René Marois Psychology Behavioral and Neural Basis of Attention
http://www.vanderbilt.edu/psychological_sciences/marois
<http://www.psy.vanderbilt.edu/faculty/marois/LabHome.html>

Tim McNamara Psychology Spatial memory & navigation, Semantic and episodic memory
https://www.vanderbilt.edu/psychological_sciences/bio/timothy-mcnamara

Amy Needham Psych & HD Cognitive, Motor, and Perceptual
Development in Infancy
http://www.vanderbilt.edu/psychological_sciences/needham
http://peabody.vanderbilt.edu/psychology_and_human_development/research/research_labs/infant_learning_lab.xml

Laura Novick Psych & HD Abstract diagrams are critically important in science. For the past 12 years or so, I have been working with evolutionary biologists to investigate college students' understanding of *cladograms*, a type of hierarchical diagram that depicts evolutionary relationships among living things in terms of levels of most recent common ancestry. My current research is investigating the influence of Gestalt perceptual principles on how students interpret cladogram structure. This research is part of a growing area of inquiry concerning the interplay between perception and cognition.
<https://my.vanderbilt.edu/lauranovick/treethinking/>

Thomas Palmeri Psychology We use behavioral experiments, cognitive neuroscience data, and computational modeling to understand the mechanisms underlying perceptual recognition, memory, categorization, and decision making.
http://www.vanderbilt.edu/psychological_sciences/palmeri
<http://catlab.psy.vanderbilt.edu/>

Sohee Park Psychology We study cognitive and social functioning in psychotic disorders such as schizophrenia and bipolar disorder with behavioral, functional neuroimaging and psychophysiological tools. We are also interested in enhanced creativity and imagery in healthy people who may share latent liability for schizophrenia.
http://www.vanderbilt.edu/psychological_sciences/park
<http://think.parklab.net/>

Sean Polyn Psychology Polyn's lab is interested in the cognitive and neural dynamics of the human memory system, and how we use this system to search through our memories of recently learned material. He uses a multi-tiered approach to the study of human memory, combining neurorecording techniques (fMRI and EEG), with behavioral investigations and computational modeling. <http://memory.psy.vanderbilt.edu>
http://www.vanderbilt.edu/psychological_sciences/bio/sean-polyn

Kristopher J. Preacher Psych & HD Preacher's research concerns the use of structural equation modeling and multilevel modeling to analyze longitudinal and correlational data. Other interests include developing techniques to test mediation and moderation hypotheses, bridging the gap between theory and practice, and studying model evaluation and model selection in the application of multivariate methods to social science questions.
http://www.vanderbilt.edu/psychological_sciences/bio/kristopher-preacher
<http://quantpsy.org>

Gavin Price Psych & HD Educational Neuroscience, Dyscalculia, Numerical Cognition, Developmental Cognitive Neuroscience
http://www.vanderbilt.edu/psychological_sciences/bio/gavin-price

Bethany Rittle-Johnson Psych & HD children's learning of key concepts and problem solving strategies in academic domains such as mathematics; the application of learning research to educational interventions

http://www.vanderbilt.edu/psychological_sciences/rittle_johnson

http://peabody.vanderbilt.edu/Psychology_and_Human_Development/Research_Resources/Childrens_Learning_Lab.xml

Joe Rogers Psych & HD Quantitative methods

https://www.vanderbilt.edu/psychological_sciences/bio/joe-rogers

David Schlundt Psychology Behavioral medicine, including nutrition and behavior; racial and ethnic health disparities

http://www.vanderbilt.edu/psychological_sciences/bio/david-schlundt

Adriane Seiffert Psychology Dynamics of perception and cognition

<http://www.psy.vanderbilt.edu/faculty/seiffert/>

Megan Saylor Psych & HD Saylor's research focuses on the development of theory of Mind in the context of word learning and early conversational competence.

http://www.vanderbilt.edu/psychological_sciences/saylor

Craig Smith Psych & HD I am interested in emotion, stress, coping, and adaptation, broadly defined. Currently I am particularly interested in the cognitive processes underlying the elicitation of emotion, the differentiation of emotional experience, and the motivational functions served by emotion. I am particularly interested in these topics with regard to positive emotions.

http://www.vanderbilt.edu/psychological_sciences/csmith

Frank Tong Psychology Neural bases of human visual perception, face and object recognition, visual attention, awareness, and working memory

<http://www.psy.vanderbilt.edu/tonglab/web/Home.html>

Georgene Troseth Psych & HD Troseth's research focuses on young children's symbolic development, specifically on infants' and toddlers' learning from video and other media.

http://www.vanderbilt.edu/psychological_sciences/troseth

<http://peabody.vanderbilt.edu/VEDL.xml>

Tedra Walden Psych & HD Dr. Walden is interested in the social-emotional development of young children. Her current work focuses mainly on emotional factors that are associated with speech disfluencies and language development. There are opportunities to focus your Honors project on any aspect of this work: speech disfluencies, language skills, or emotional development of preschool children.

http://www.vanderbilt.edu/psychological_sciences/walden

Duane Watson Psych & HD Dr. Watson's work focuses on language, communication, and reading in children and adults.

<https://my.vanderbilt.edu/dgwatson/>

https://www.vanderbilt.edu/psychological_sciences/bio/duane-watson

Thilo Womelsdorf Psychology Dr. Womelsdorf leads the *Attention-Circuits-Control* lab which uses computer gaming and computational modeling to test attention theories. Such models are tested by measuring activity of networks of brain cells in the nonhuman primate.

https://www.vanderbilt.edu/psychological_sciences/bio/thilo-womelsdorf

Geoff Woodman Psychology Attention, Memory, Neurophysiology of selective processing, figure-ground segregation, attentional deployment during the processing of complex scenes, temporary storage of information in visual working memory, and cognitive control during task performance.

http://www.vanderbilt.edu/psychological_sciences/woodman

<http://www.psy.vanderbilt.edu/faculty/woodman/Lab.html>