



# MS in Psychology Research Concentration 2020 - 2021



## OUR MISSION

To prepare students for careers in research and teaching

- Learn research skills through close mentorship with core faculty.
- Think critically and hone methodological skills
- Collaborate with faculty and colleagues
- Teach the future teachers

## RESEARCH

## FACULTY MENTORS

All core faculty are accepting graduate students for the 2020-2021 academic year

Additional faculty in the Department of Psychology who contribute to the Research concentration include:

**Kristen Black** teaches graduate-level statistics courses in both the Research and I-O concentrations. Her research focuses on employee health and well-being in high risk work environments.

**Christopher Cunningham** directs the I-O concentration, his research addresses the need for resource recovery and issues regarding work-non-work role integrations.

**Danielle Graham** is a Visiting Assistant Professor and trained in counseling psychology. She is interested in social justice issues such as reproductive justice and bystander intervention.

**Julie Madden** has a PhD in Cognitive Psychology and her research focuses on non-verbal communication and metaphor. She is also interested in best practices for replication science.

**Brian O'Leary** focuses on racial diversity in the workplace and more specifically, the effects of organizational justice on individual, group, and organizational performance.

**Hannah Osborn** is an experimental social psychology whose research on outgroup perceptions focuses on threat, stereotyping, and identity.



**Amanda Clark**  
University of Waterloo

Dr. Clark is a cognitive neuropsychologist who studies attention-related errors of everyday living in healthy younger and older adults as well as those with brain damage. Graduate and undergraduate students collaborate in the Assessing Cognition Lab to development and test assessments that are both ecologically valid and clinically relevant. Their current work involves examining biological correlates of executive function and improving baseline testing of cognition in athletes. Dr. Clark integrates her research in her courses: Principles of Neuropsychology, Biological Psychology, and Advanced Seminar in Psychological Processes.



**David Ferrier**  
George Mason University

Dr. Ferrier's research centers around the social, emotional, and cognitive development in children, particularly early childhood. His applied work focuses on how parents, peers, and particularly teachers can act as important socializers of these social, emotional, and cognitive skills which are strongly related to both concurrent and enduring social and academic success. Dr. Ferrier's background in both developmental and school psychology allows for real-world experiences and advice to permeate the developmental courses he teaches in child and adolescent development.



**Ashley Howell**  
Ohio University

Dr. Howell's research focuses on cognitive and sociocultural mechanisms of anxiety and traumatic stress disorders. She is particularly interested in maladaptive social fears and their causes and consequences, such as social anxiety disorder, posttraumatic stress following interpersonal violence or maltreatment, and systemic discrimination and stereotyping. Dr. Howell's aims to pinpoint markers of risk for anxiety pathology across the lifespan, as well as improve access to evidence-based mental health treatment for the Chattanooga region.



**Ralph Hood**  
University of Nevada

Dr. Hood is a social psychologist whose major interests are in philosophical psychology and the psychology of religion. His major research interests are reflected in his publications: *The Psychology of Religion: An Empirical Approach*, *The Handbook of Religious Experience and Measures of Religiosity*, *Dimensions of Mystical Experiences: Empirical Studies and Psychological Links*, *The Psychology of Religious Fundamentalism*, and *Them That Believe: The Power and Meaning of the Christian Serpent Handling Tradition*.



**David F. Ross**  
Cornell University

Dr. Ross is interested in social psychology and psychology and law. His research interests include eyewitness testimony, witness credibility, and the ability to detect deception. He has edited several books on adults' and children's eyewitness memory and regularly consults with judges, attorneys, law enforcement, and investigators on children's and adults' eyewitness issues. Dr. Ross teaches courses in Social Psychology and Psychology and Law, and serves as the faculty director of Modern Psychological Studies, a journal publishing research conducted and peer-reviewed by undergraduates.



**Jill Talley Shelton**  
Louisiana State University

Dr. Shelton directs the Cognitive Aging, Learning, and Memory (CALM) lab, and students play an integral role in her research program. They investigate the dynamic interaction between cognition, environmental/social factors, and motivational factors in support of goal execution in college students, healthy older adults and those with dementia. The CALM lab team is currently investigating: 1) the utility of planning and memory strategies for improving academic goal execution in college students and everyday functioning in older adults, 2) professional competency development in undergraduate teaching assistants, and 3) how emotional and motivational factors (e.g., pro-social and self-interested motives) affect prospective and working memory.



**Amye R. Warren**  
Georgia Institute of Technology

Dr. Warren directs UTC's WILD lab (Witness Impressions, Law & Development). She studies the development of memory and language skills in preschool and school-aged children. Her research involves children's testimony in legal cases, training programs to improve the skills of those who interview child witnesses, perceptions of child abuse allegations, and juvenile interrogations and confessions. Dr. Warren works with community partners to support and evaluate efforts to facilitate children's development and learning. She regularly teaches undergraduate courses in developmental psychology as well as graduate courses in teaching psychology and research methods. She has recently developed a course in the Psychology of Autism and works closely with the Chattanooga Autism Center to support individuals on the autism spectrum and their families.



**Alexandra Zelin**  
University of Akron

Dr. Zelin's research and applied work is focused around gender, sexism, and sexual harassment and assault both in and out of the workplace. She is also dedicated to taking an intersectional lens in her research, teaching, and practice. She is primarily affiliated with the I-O Concentration but also mentors and accepts students in the Research concentration. Future research plans include continuing sexual violence prevention work in and out of the workplace and the effects of toxic masculinity and gender roles on our society. She currently teaches Psychology of Women, Advanced Social Psychology, and will be supervising the lab portion of the Research Methods course. At the graduate (I-O) level, she teaches Personnel Selection and Performance Management.