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

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<thead>
<tr>
<th>Professor</th>
<th>Department</th>
<th>Interests</th>
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<tr>
<td>Daniel Ashmead</td>
<td>Hearing &amp; Speech</td>
<td>Auditory space perception and perceptual-motor development.</td>
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<tr>
<td>Jo-Anne Bachorowski</td>
<td>Psychology</td>
<td>Research is primarily concerned with vocal expression of emotion, including emotion-related speech and laughter.</td>
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<tr>
<td>Randolph Blake</td>
<td>Psychology/Ophthalmology</td>
<td>Human visual perception, with emphasis on binocular vision, motion perception and visual awareness, studied using psychophysics, brain imaging, brain stimulation and neural modeling.</td>
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<tr>
<td>Amy E. Booth</td>
<td>Psych &amp; HD</td>
<td>Dr. Booth studies the origins and outcomes associated with early variability in children’s skills and motivation in the areas of language and science.</td>
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<tr>
<td>James R. Booth</td>
<td>Psych &amp; HD</td>
<td>Brain basis of typical and atypical development of language, reading and math.</td>
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<tr>
<td>Sarah Brown-Schmidt</td>
<td>Psych &amp; HD</td>
<td>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.</td>
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<tr>
<td>Sun-Joo Cho</td>
<td>Psych &amp; HD</td>
<td>Quantitative methods; psychometrics</td>
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<tr>
<td>David Cole</td>
<td>Psych &amp; HD</td>
<td>Bullying, Peer Victimization, and Childhood Depression</td>
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<tr>
<td>Bruce Compas</td>
<td>Psych &amp; HD</td>
<td>Self-regulation and coping with stress; including coping with depression and pediatric cancer</td>
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<tr>
<td>Lisa Fazio</td>
<td>Psych &amp; HD</td>
<td>How children and adults learn new information, including both simple facts and complex knowledge</td>
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<tr>
<td>Judy Garber</td>
<td>Psych &amp; HD</td>
<td>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.</td>
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<tr>
<td>Isabel Gauthier</td>
<td>Psychology</td>
<td>Categorization, expertise, object recognition</td>
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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

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
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
<table>
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<tr>
<th>Name</th>
<th>Department</th>
<th>Research Focus</th>
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<tr>
<td>Bethany Rittle-Johnson</td>
<td>Psych &amp; HD</td>
<td>children’s learning of key concepts and problem solving strategies in academic domains such as mathematics; the application of learning research to educational interventions <a href="http://www.vanderbilt.edu/psychological_sciences/rittle_johnson">http://www.vanderbilt.edu/psychological_sciences/rittle_johnson</a> <a href="http://peabody.vanderbilt.edu/Psychology_and_Human_Development/Research_Resources/Childrens_Learning_Lab.xml">http://peabody.vanderbilt.edu/Psychology_and_Human_Development/Research_Resources/Childrens_Learning_Lab.xml</a></td>
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<td>Joe Rogers</td>
<td>Psych &amp; HD</td>
<td>Quantitative methods</td>
</tr>
<tr>
<td><a href="https://www.vanderbilt.edu/psychological_sciences/bio/joe-rogers">https://www.vanderbilt.edu/psychological_sciences/bio/joe-rogers</a></td>
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<tr>
<td>David Schlundt</td>
<td>Psychology</td>
<td>Behavioral medicine, including nutrition and behavior; racial and ethnic health disparities <a href="http://www.vanderbilt.edu/psychological_sciences/bio/david-schlundt">http://www.vanderbilt.edu/psychological_sciences/bio/david-schlundt</a></td>
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<tr>
<td>Adriane Seiffert</td>
<td>Psychology</td>
<td>Dynamics of perception and cognition <a href="http://www.psy.vanderbilt.edu/faculty/seiffert/">http://www.psy.vanderbilt.edu/faculty/seiffert/</a></td>
</tr>
<tr>
<td>Megan Saylor</td>
<td>Psych &amp; HD</td>
<td>Saylor’s research focuses on the development of theory of Mind in the context of word learning and early conversational competence. <a href="http://www.vanderbilt.edu/psychological_sciences/saylor">http://www.vanderbilt.edu/psychological_sciences/saylor</a></td>
</tr>
<tr>
<td>Craig Smith</td>
<td>Psych &amp; HD</td>
<td>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. <a href="http://www.vanderbilt.edu/psychological_sciences/csmith">http://www.vanderbilt.edu/psychological_sciences/csmith</a></td>
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<tr>
<td>Frank Tong</td>
<td>Psychology</td>
<td>Neural bases of human visual perception, face and object recognition, visual attention, awareness, and working memory <a href="http://www.psy.vanderbilt.edu/tonglab/web/Home.html">http://www.psy.vanderbilt.edu/tonglab/web/Home.html</a></td>
</tr>
<tr>
<td>Georgene Troseth</td>
<td>Psych &amp; HD</td>
<td>Troseth’s research focuses on young children's symbolic development, specifically on infants' and toddlers' learning from video and other media. <a href="http://www.vanderbilt.edu/psychological_sciences/troseth">http://www.vanderbilt.edu/psychological_sciences/troseth</a> <a href="http://peabody.vanderbilt.edu/VEDL.xml">http://peabody.vanderbilt.edu/VEDL.xml</a></td>
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<tr>
<td>Tedra Walden</td>
<td>Psych &amp; HD</td>
<td>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. <a href="http://www.vanderbilt.edu/psychological_sciences/walden">http://www.vanderbilt.edu/psychological_sciences/walden</a></td>
</tr>
<tr>
<td>Duane Watson</td>
<td>Psych &amp; HD</td>
<td>Dr. Watson’s work focuses on language, communication, and reading in children and adults. <a href="https://my.vanderbilt.edu/dgwatson/">https://my.vanderbilt.edu/dgwatson/</a> <a href="https://www.vanderbilt.edu/psychological_sciences/bio/duane-watson">https://www.vanderbilt.edu/psychological_sciences/bio/duane-watson</a></td>
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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