

Psychology News

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BINGHAMTON
UNIVERSITY
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of Arts and Sciences

Notes

from the Chair's Office

“We start another academic year with many exciting developments to report!... The coming year promises to be equally exciting and productive.”

We start another academic year with many exciting developments to report! Within the last year we have welcomed four new faculty members, Dr. Richard Mattson, Dr. Jennifer Gillis, Dr. Gregory Strauss, and Dr. Vladimir Miskovic. We profile each of them so you can learn more about their previous work and education, their current research, and what they add to our department. These new additions to our faculty are particularly welcome at a time of growth for the Department and the University. We are thrilled to report on the recent achievements of department members including the promotion of several faculty to full professor, a new NIMH grant, a Psychology faculty member receiving the Lois B. DeFleur Academic Prize, and Chancellor's award winners in scholarship,

faculty service, and teaching. Our graduate and undergraduate students have also accomplished a great deal in the past year. From research scholarships to memorial award winners, and Honors students to alumni – we are very proud of all of our students. The coming year promises to be equally exciting and productive. Please remember that we have a running feature in the newsletter to describe new developments in the department, undergraduate, graduate and alumni communities. As always, we want your help with this effort! Please send in suggestions for feature stories on these or any topics that you feel may be of interest to the departmental community to ugpsyc@binghamton.edu.

Peter Gerhardstein
Chair, Professor of Psychology

Congratulations to the following faculty, who have achieved the status of Full Professor within the Department of Psychology:



Dr. Peter Gerhardstein



Dr. Brandon Gibb

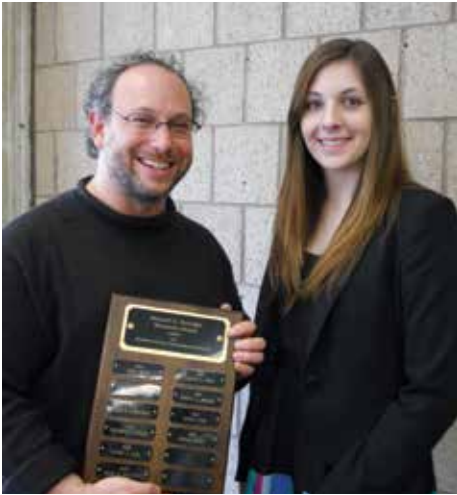


Dr. Matthew Johnson

PsychologyNews

is published periodically by the Psychology Department of Binghamton University.

Psychology Department Memorial Award Winners

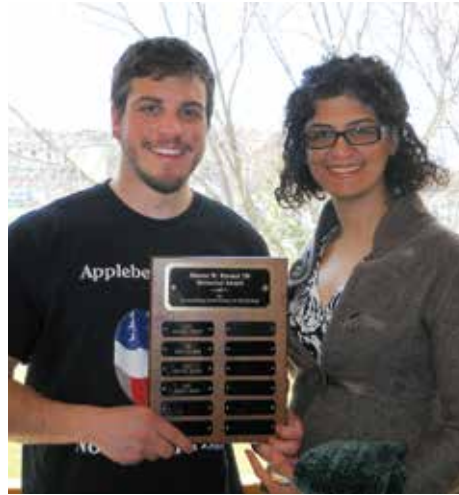


BURRIGHT

Awarded to a graduating senior in psychology who demonstrates both academic merit as well as a compelling record of broad interests and activities in both the academy and the outside community. In memory of Dr. Richard G. Burright, a professor of psychology at Binghamton for 40 years.

2013 winner: Hannah Weeks, supervised by Dr. Kurtz

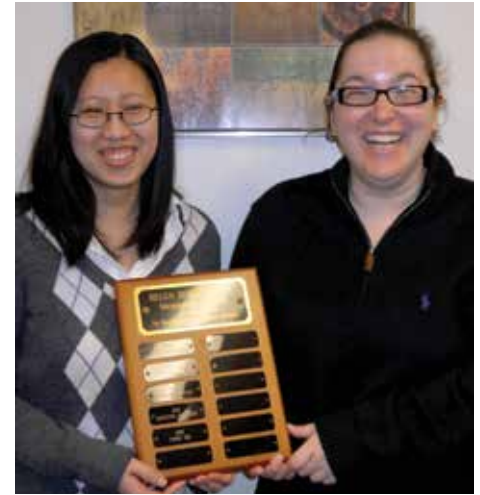
(A special thanks to Mrs. Shirley Burright, whose generous donation has made the Richard G. Burright Award possible).



KOVACS

Awarded to a graduating senior in psychology who displays a clear passion for research in psychological science and who plans to continue his or her education to obtain a PhD in psychology. In memory of Steven W. Kovacs, former Daly Award winner and member of the Class of 2009.

2013 winner: Joseph Petro, supervised by Dr. Sabeti



DALY

Awarded to a graduating senior in psychology who has shown excellence in the area of research through the completion of an honors project in psychology. In memory of Dr. Helen Bohmer Daly, one of the most distinguished SUNY alumni to graduate from our undergraduate psychology program.

2013 winner: Fanny Chu, supervised by Dr. Laszlo

Strauss awarded grant from the National Institute Mental Health

Dr. Gregory Strauss has transferred an NIMH K-23 grant titled "Motivated attention and avolition in individuals with schizophrenia." This grant takes an affective neuroscience approach to understanding the deficits in initiating goal-directed behavior that characterize schizophrenia. In the remaining two years of the grant, the Strauss lab will explore whether dysfunctional prefrontal cortex mediated cognitive control deficits prevent normal hedonic experiences from translating into motivated, goal-directed behaviors.



2013 Excellence Award recipients



Brandon Gibb

Scholarship and Creative Activities: **Brandon Gibb**

Brandon Gibb is an extraordinary scientist who has made a mark on the field of experimental psychopathology and the nature and cause of severe mental illness. His cutting-edge work is important, groundbreaking and creative. He received his bachelor of arts in psychology from the University of Georgia in 1996, and his Master of Arts and Doctorate in clinical psychology from Temple University in 2000 and 2003, respectively. He completed a predoctoral clinical practicum at the Beck Institute for Cognitive Therapy, and an internship with the Brown University Clinical Psychology Training Consortium before joining the faculty at Binghamton in 2003. He has garnered more than \$5 million in total support as a principal investigator in the last three years alone, and has amassed an impressive publications record of more than 75 articles and chapters, four manuscripts submitted for publication, nearly 150 presentations and more than a dozen invited talks. His research spans the topics of depression in adults and children, suicide and suicidal ideation, and theoretical models of depression across the lifespan with a particular emphasis on children and young adults. With important ramifications for understanding the complex interplay of environmental, cognitive and genetic factors in augmenting the risk of depression in children, he is moving the field forward theoretically to suggest new entry points for innovative interventions for depression. He has supervised seven doctoral dissertations, is active in several professional associations and has served on the editorial boards of a half dozen journals, including the most prestigious in his field – the Journal of Abnormal Psychology.

Teaching: **Matthew Johnson**

Matthew Johnson is a superlative teacher who is grounded and focused on student-centered learning and respect for students. He joined the faculty in the Department of Psychology at Binghamton University in 1999, after earning his bachelor's degree from the University of Denver and his master's and doctorate from the University of California, Los Angeles. He completed his clinical internship at the Veteran Affairs Medical Center in Long Beach, California and is licensed to practice psychology in New York state. Highly successful as a teacher of students at all levels and from diverse populations, he carries a full teaching load while maintaining a rich and active empirical research program that he uses to inform his teaching. His teaching centers on intimate relationships, marital and family development, research and theory, research methods in psychology, the teaching of psychology, and the science of romantic relationships. He is thoughtful and thorough in the classroom, and works to actively engage students by reaching out to them to learn their individual interests so he can incorporate appropriate material into their studies. He also develops assignments that compel students to think creatively and put their ideas to work, in effect treating students as junior colleagues and using every opportunity to foster their understanding of the subject matter. His door is always open for students and he is known as a dedicated mentor to students at both the undergraduate and graduate level, as well as in the McNair Scholars Program, as he helps to develop them as learners and researchers.



Matthew Johnson

**Service:
Celia Klin**

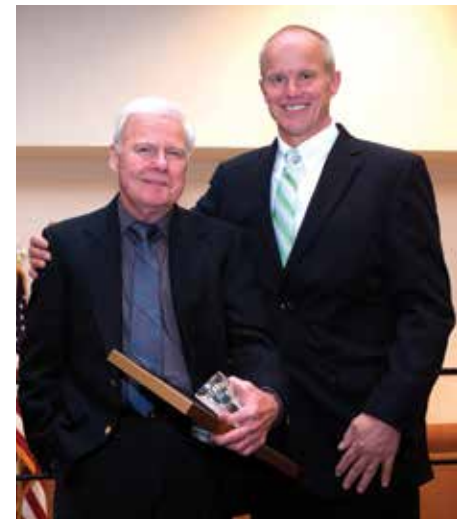
Celia Klin is a rare and special leader who has balanced the needs of a large and complex department and planned for its future expansion, even as it suffered through tremendous damage to one of its buildings. She holds a PhD in cognitive psychology from the University of Massachusetts at Amherst and her service has been exceptional and consistent since she joined the faculty at Binghamton in 1994. She has been a true leader for the Department of Psychology, which has the largest amount of external funding to administer of any academic unit on campus, has three distinct sub-units, is spread across several buildings, averages 30 faculty and nearly 30 staff members, maintains and runs numerous research laboratories, and operates a psychological clinic that provide services to the community and a school for students with pervasive developmental disorders. As department chair during a catastrophic water main break that flooded and destroyed much of one of the psychology buildings, she found solutions to every problem, working side by side with physical facilities at all hours of the day to get labs running, find replacement equipment for faculty and relocate people and classes. Her leadership was tremendously reassuring and enabled the restoration of the basement level of the affected building to better-than-previous condition within three months. As department chair, she also gave support to clinical psychology during its national accreditation site visit, brought four faculty searches to a successful conclusion and continued to guide and mentor students and the department through very challenging times. She now serves as associate dean for undergraduate studies and academic affairs in Harpur College of Arts and Sciences.

**Lois B. DeFleur Academic Prize:
Norman E. “Skip” Spear**

We are proud to report that one of our esteemed faculty members, Distinguished Professor Norman E. (“Skip”) Spear, is the first recipient of the Lois B. DeFleur Academic Prize. This honor is given to a faculty member in recognition of an achievement that increases the University’s reputation for excellence, innovation and collaborative endeavors. Prof. Spear is an internationally known scientist whose work on the processes of learning and memory change during development from the prenatal period throughout infancy has made him a well-known name in those research circles. The central phenomenon in this work has been infantile amnesia, and the theoretical framework for conceptualizing it and related effects emphasizes memory retrieval. He has maintained a long-term interest in the developmental effects of alcohol exposure as well, examining the consequences of alcohol exposure early in life, both before and after birth. Spear’s research program has explored the factors that influence alcohol ingestion and reinforcement early in life, as well as changes in alcohol’s impact on learning across development from fetus to adulthood. This line of work has focused in particular on the consequences of early learning about the sensory and pharmacological effects of alcohol, and developmental changes in neurochemical systems linked to alcohol ingestion and reinforcement. This work impacts the issues of alcohol addiction and also the consequences, in terms of Fetal Alcohol Syndrome and other developmental impacts of alcohol exposure. Prof. Spear’s work has received 51 years of continuous federal funding, he has been President of four scientific societies, and the record of his scholarship includes ten books, over thirty chapters, and well over three hundred research articles.



Celia Klin



Norman E. “Skip” Spear

Doctoral student discovers her research match

By Eric Coker

“Anastacia’s line of research is precisely the type of multi-level, integrated research that is needed to make fundamental leaps in our understanding of depression risk.”

—Brandon Gibb

Anastacia Kudinova came to Binghamton University in the fall of 2012 for one reason: To work with Psychology Professor Brandon Gibb in the Binghamton Mood Disorders Institute.

“I had heard of (Gibb’s) lab and read the publications that came out of the lab,” the 30-year-old doctoral student said. “To be honest, they were unparalleled in terms of their multi-method research.”

Born and raised in Uzbekistan, Kudinova moved to Ussuriysk, Russia (near the Sea of Japan) at age 12. She received her undergraduate degree from Brigham Young University-Hawaii and her master’s degree from Teacher’s College, Columbia University.

Kudinova developed an interest in psychology while at BYU-Hawaii. The interest eventually grew into clinical psychology.

“I employed the method of elimination,” she said with a laugh. “I tried different branches of psychology and decided: ‘No, no, no.’ I thought clinical psychology could use more researchers.”

Gibb’s research specializes in the intergenerational transmission of depression and the Binghamton Mood Disorders Institute is presently working on two large-scale federally funded projects. Kudinova’s research examines the role of cytokines in depression risk among rodents and humans.

“It’s a team approach,” she said of the lab that features four other graduate students and one post-doctoral fellow. “Everyone has a different research interest that they are pursuing. Everyone is collaborating because

everyone’s work is interesting. You want to learn from one another.”

Last summer, Kudinova was awarded the Nancy B. Forest and L. Michael Honaker Master’s Scholarship for Research in Psychology from the American Psychological Association of Graduate Students. The scholarship provided Kudinova with funding to support her research work.

“I never felt like: ‘I’m going to get this award!’” she said. “You try your best, get support from your lab and wait and see.”

Kudinova is conducting her research with Gibb – and in collaboration with Terry Deak, associate professor of psychology, who specializes in psychological stress. She praised both Gibb and Deak for their expertise and collaborative natures.

“Brandon is unparalleled in terms of multi-method research,” she said. “Terry is such an expert in stress and the inflammatory process. Combining the two provides you with outstanding perspectives on the chemical and neuroscience focus.

“I think psychology will move more into an integrative direction. There won’t be divisions between (programs). They are already becoming less and less rigid.”

Gibb and Deak each returned the praise.

“Anastacia is one of the rare researchers who can seamlessly move between human and animal models of depression and can speak in detail about the research questions and designs that best fit each population,” Gibb said. “(Her) research capitalizes on the strengths of both research populations while minimizing the limitations inherent to either

“I think psychology will move more into an integrative direction. There won’t be divisions between (programs). They are already becoming less and less rigid.”



along. Specifically, to understand the precise biological mechanisms underlying depression risk, we need access to brain tissue that one can only be achieved in animal models. However, to truly realize the potential of these animal models, we need to test their generalizability to depression in humans. Anastacia’s line of research is precisely the type of multi-level, integrated research that is needed to make fundamental leaps in our understanding of depression risk.”

“The key to any successful collaboration is having an energetic and enthusiastic person to straddle both labs and make the project their own,” Deak said. “In Anastacia, we find a graduate student in clinical psychology who is equally comfortable and excited running assays in our wet lab as she is interacting with clinically depressed patients. In this way, Anastacia represents the next generation of forward and flexibly thinking scholars who

will revolutionize our thinking of major depressive disorder and its treatment.”

Kudinova, who enjoys photography, skiing and jogging, plans to receive her doctorate in 2017. She said she hopes to someday teach in the United States, have her own lab and continue to conduct research.

She also has some advice for doctoral students trying to find the right university setting.

“The most critical and important part (of the process) is finding a good match,” she said. “You have to imagine yourself in the lab: What can you contribute? What could you gain from the research there? Would it be a good place for your ideas?”

“I’m a believer in starting from day one. I remember Brandon asking me on my first day to come up with a specific project. That gets you going, looking around the lab and diving into research.”

Senior makes the most of research opportunities

By Mohamed Sesay



“I was really interested in the research aspect of psychology, and that’s why I chose Binghamton.”

Undergraduate research played an important role in Julia Soares’ choice to attend Binghamton University.

“I was really interested in the research aspect of psychology, and that’s why I chose Binghamton,” she said. “During my tour they emphasized the research opportunities they have for undergraduates.”

Soares, a psychology major and sociology minor from Westchester County, said her Advanced Placement (AP) Psychology course in high school initially sparked her interest in the subject. Now in her senior year, Soares is making new strides in research surrounding memory and cognitive learning.

“The particular experiment that I’m working on for my honors thesis is on

memory, and I’m looking into retrieval-induced forgetting,” she said. The retrieval-induced forgetting phenomenon suggests that recalling a memory causes people to forget other information.

Soares’ goal is to assess the validity of the primary theory of memory inhibition. “I am testing an assumption of the inhibition account,” she said. “It hasn’t been well established whether or not this assumption is accurate or not. There has been limited research in answering the question.”

Working in a lab requires serious dedication and responsibility Soares said. Before she began working in the lab, she went through three weeks of orientation and training. Soares’ faculty sponsor and mentor Ralph Miller explained everything

she needed to know beforehand about conducting research.

“I really respect Dr. Miller and how seriously he takes mentoring,” she said. “It’s not just about getting as much work out of his undergraduates and graduate students, he really wants to make sure he can help us out as much as he can so we can get ahead in the world.”

Soares also found a peer mentor in Cody Polack, a doctoral student in cognitive psychology. “He’s been a huge help in my honors study,” she said. “I bug him with questions all the time. We have discussions about my research and share opinions.”

When she’s not in the lab, Soares helps mentor undergraduate psychology students as the treasurer of Psi Chi, an international honor society of psychology: “We host events for undergraduate psychology students such as advising nights on graduate school, clinical, and research.”

Soares also has a passion for activism, which resulted in her becoming president of the Experimental Media Club, a student group focused on social justice and activism. Its mission is to use different sorts of media to propagate and advocate for social justice she said. Soares is also a member of the Binghamton Poverty Awareness Coalition, where she participates in volunteer opportunities in the Greater Binghamton Area.

Overall, Soares is happy with her choice to attend Binghamton University.

“What drew me to Binghamton was the focus on academic excellence,” she said. “I was drawn to the opportunities for research and the resources we have at our disposal as a SUNY research center.”

Q&A with Aaron Blaisdell

Aaron Blaisdell earned his Ph.D. from Binghamton University in 1999. Before that he received a B.A. in Anthropology from SUNY Stony Brook and then a M.A. in the same field from Kent State University. After he completed his Ph.D. he was a Postdoctoral fellow in Psychology at Tufts University. Dr. Blaisdell is now a Professor in the Department of Psychology at UCLA and runs the Comparative Cognition Laboratory. He is also the Past-President & Co-Founder of the Ancestral Health Society and Past-President of the International Society For Comparative Psychology. He is currently the Editor-in-Chief for the Journal of Evolution and Health.

QUESTION: WHY DID YOU DECIDE TO PURSUE YOUR CURRENT CAREER OR FIELD OF STUDY?

ANSWER: I've always been a naturalist at heart. I loved being out in nature, catching creepy crawlies, and reading about dinosaurs, gemstones, and the like. When I entered university at SUNY Stony Brook, it was only natural that I gravitated towards majoring in Anthropology. At first, I wanted to study paleontology, and even went on a fossil-hunting expedition during the summer after my junior year. But it was an amazing opportunity to work with living primates in the comparative functional morphology lab at Stony Brook that changed my focus to living animals, in particular their behavior and cognition. I continued to pursue a Masters in Anthropology at Kent State University, but working with a primatologist to study memory during foraging in primates. One of the members of my masters committee was a psychologist studying learning and memory in rats. I volunteered to conduct some experiments on rat memory with him and I was hooked on experimental psychology ever since.

Q: WHAT MADE YOU ORIGINALLY DECIDE TO COME TO BINGHAMTON?

A: While I was working on rat memory at Kent State, Ralph Miller of the SUNY Binghamton Psychology Department visited to give a talk on some of his research. I was fascinated, and since I was going to switch to a Ph.D. program in Psychology after finishing my masters in Anthropology, I was encouraged to apply to Ralph's lab for graduate school. It was one of the best and most profound decisions I've ever made. Ralph's lab is where I honed so many of the skills I needed to succeed, like experimental research, scientific writing, giving professional and informal presentations, grant writing, and learning what makes a successful research team.



Q: WHAT DID YOU LEARN FROM THE PSYCHOLOGY CLASSES AND OTHER COURSES/ACTIVITIES YOU TOOK HERE THAT HAVE INFLUENCED YOUR CAREER?

A: One thing I learned shortly after I arrived at Binghamton was that I should get involved in research if I might ever want to attend graduate school. I also knew that Binghamton had an outstanding reputation as a public research institution. When I inquired as to what research opportunities might be available, one of the departmental advisors suggested that I touch base with a new (at the time) faculty member named Peter Gerhardtstein. The research opportunities and mentoring offered by Dr. Gerhardtstein were invaluable, and directly led to my interest in pursuing graduate studies with an emphasis on research.

Q: TELL US ABOUT YOUR CURRENT RESEARCH INTERESTS AND HOW AND/OR WHY YOU TOOK YOUR SKILLS TO A UNIVERSITY SETTING.

A: I currently study animal learning and cognition in a variety of species, including rats, pigeons, hermit crabs, and occasionally humans. What I find most fascinating is how simpler types of learning, such as Pavlovian and instrumental (Skinnerian) conditioning, contribute to more sophisticated types of reasoning, such as spatial inferences and causal reasoning. I'm not sure if I could actually conduct this type of research outside of a university setting, but the real reason I'm still at a university is that I loved college so much that I never wanted to leave! So, I found a profession that would allow me to stay for the rest of my career.

Q: WHAT ADVICE WHAT YOU GIVE PSYCHOLOGY STUDENTS AT BINGHAMTON UNIVERSITY?

A: Conducting your own research is like playing in your very own sandbox. Play is what scientists do. We tinker with things and ideas, and try to figure out about how the little piece of the world in which their interested works. Experiments don't always work out, or at least not always as planned. But that's okay, because we're playing for the sake of playing, and it helps not to be too attached to the outcome. If so, you are in danger of no longer having fun, and risk becoming dogmatic. Obviously, some individuals go into research to find cures or treatments to disease, or to improve human kind in other ways. But even then, I think it is fundamental that the core of the researchers motivation is to have fun playing. Given this insight, what advice could I give? Well, if you're not having fun while learning to do research, then perhaps you should look for something that does interest you. Some people become doctors or lawyers, or enter other professions because it is expected of them by others, such as family and friends. Going into research is something you should do for yourself, not anyone else. Another thing; don't be afraid to try or to fail. I've tried and failed a t lots of things, whether it was an experiment based on an interesting idea, taking a course that sounded interesting but ended up not being, or even joining a research team only to discover that I didn't have the knack for that particular brand of research. None of these was really a failure, however. I learned from each experience, and they shaped what I have become today. I am just as much, if not more, a product of my failures and mistakes as I am of my successes. So don't be afraid to try! The worst that can happen is that you learn a little bit more about yourself.

Dr. Gregory Strauss

After completing his Ph.D. in Clinical Psychology at the University of Nevada, Las Vegas, Dr. Gregory Strauss completed a clinical internship in neuropsychology at the University of Illinois- Chicago, Department of Psychiatry and a post-doctoral fellowship in cognitive neuroscience and schizophrenia research at the University of Maryland School of Medicine. He joined the Psychology department in the fall of 2013 working as a core faculty member in both the Clinical and Cognitive areas of study. Dr. Strauss is director of the Translational Affective Neuroscience (TAN) Laboratory at Binghamton University (bingweb.binghamton.edu/~gstrauss). His NIMH funded research uses a combination of methods from the field of cognitive neuroscience (e.g., EEG/ERP, eye tracking, electrocardiography, electromyography) to explore the etiology of negative symptoms of schizophrenia (e.g., avolition, anhedonia, asociality). Dr. Strauss is also director of the newly developed New York Psychosis Risk Evaluation Program (NY-PREP), a clinical service aimed at early detection and prevention of psychotic disorders in adolescents at high-risk for developing schizophrenia. The NY-PREP facilitates TAN Lab research on the schizophrenia prodrome (i.e., the 2-3 year period when functioning declines and sub-threshold symptoms become evident prior to a psychotic episode), which explores affective and neural substrates of psychosis risk and conversion to psychotic disorders (e.g., social cognition, reinforcement learning, cognitive control of emotion).



Dr. Richard Mattson

In the spring of 2013, we also welcomed Dr. Richard Mattson - another esteemed alumnus - to the Clinical faculty within the department. Dr. Mattson earned his Ph.D. from the Binghamton University Clinical Psychology Ph.D. program and was as an associate professor at Auburn University before returning to Binghamton. The primary aims of his research are to improve the conceptualization and assessment of satisfaction in relationships, which is arguably the most important construct in relationship research. Dr. Mattson's particular focus is on examining a two-dimensional conceptual model of this construct, which "has the potential to yield a richer picture of paths toward relationship distress" (Fincham & Rogge, 2010). The line of research also comprises an investigation of ambivalence towards one's relationship, as well as its antecedents and consequences over time. His research on dyadic interaction ranges from relatively benign forms of communication (e.g., social support) to more damaging ones (e.g., intimate partner violence; IPV), and he is currently examining ways to improve the self-report validity of IPV measures. Moreover, Dr. Mattson recently obtained grant funding to explore the role of social support exchanged between marital partners in overall physical and mental health, especially with respect to its apparent ability buffer the negative consequences of life stress on well-being.



Dr. Jennifer Gillis

Dr. Jennifer Gillis joined the department of Psychology in the spring of 2013. She is a graduate alumnus from the Clinical Psychology Ph.D. program here at Binghamton University and we are delighted to welcome her back to the program as an associate professor. Dr. Gillis is the Associate Director of the Institute for Child Development at Binghamton University and an Adjunct Assistant Professor at Upstate Medical University. Dr. Gillis completed her clinical predoctoral internship at the Brown University Clinical Training Consortium then was a professor at Auburn University before joining the Binghamton Clinical faculty. Her research is aimed at developing behavioral assessment measures and interventions to assist in clinical practice applied to individuals with Autism Spectrum Disorders (ASD) across the lifespan. Within this area she has a growing interest in addressing problematic health behaviors and improving relationships of individuals with ASD.



New faculty hires integrate research areas

Dr. Vladimir Miskovic

Dr. Vladimir Miskovic earned his Ph.D. from McMaster University before receiving his post-doctoral training at the University of Florida. He joined the Binghamton faculty in the Cognitive area and is also an affiliated faculty member in our Clinical area. The ultimate goal of his research program is twofold: to understand the typical function and development of brain systems that mediate core aspects of emotional processing and reactivity and to apply the basic knowledge obtained from studies of healthy populations to better characterize the dysfunction of neuroaffective processes underlying risk for fear and anxiety disorders. The majority of the research in his laboratory involves extending and translating what we know about the psychobiological roots of motivation and emotion from non-human animal research to human experimentation. His recent studies have adapted basic conditioning protocols to illuminate the relevant brain dynamics associated with learning about danger and safety.



As part of an ongoing effort to bolster integrative links between the clinical, cognitive, and behavioral neuroscience divisions of the department, two new faculty who specialize in human affective neuroscience were hired to start in the 2013-2014 academic year, Drs. Gregory Strauss and Vladimir Miskovic.



Dr. Strauss (left) and Dr. Miskovic.

Dr. Strauss was previously an Assistant Professor of Psychiatry at the University of Maryland School of Medicine working within the Maryland Psychiatric Research Center. His research focuses on the etiology of negative symptoms of schizophrenia (e.g., anhedonia, avolition, asociality) and draws on conceptual frameworks and methods from the fields of cognitive, affective, and social neuroscience (e.g., electroencephalography, electrocardiography, eye-tracking). His recent schizophrenia studies have examined: The cognitive control of emotion; whether dysfunctional cognition-emotion interactions and reinforcement learning are associated with avolition and poor community-based functional outcome; and the role of oxytocin and the oxytocin receptor gene in social cognition and asociality. His clinical specialty is in neuropsychology.

Dr. Miskovic will be arriving to Binghamton from a postdoctoral fellowship at the University of Florida's Center for the Study of Emotion and Attention. His research addresses a series of related questions: how do we allocate attention to stimuli that have motivational significance? How do an individual's prior experiences and current context interact to influence what becomes an emotionally salient stimulus, and what are the underlying neural correlates? What dysfunctions in attentional orienting to emotional stimuli help to explain risk for fear, anxiety and mood disorders? This research relies on experimental tools drawn from clinical and cognitive psychology as well as non-human animal models of emotion. Dr. Miskovic's work involves collecting measures of the brain's electrical activity using dense-array methods that provide estimates of regional activation and large-scale neural connectivity.

The synergy between the respective approaches of Drs. Strauss and Miskovic, has the potential to illuminate both basic and applied questions of normative and pathological emotional processes. Their research will further build on the existing strengths within the department, while providing conceptual points of intersection for the department's three areas of emphasis.



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**A NOTE ABOUT
GIVING TO
THE PROGRAM**

Your support is invaluable! It allows us to support our students inside and outside of the classroom as well as providing opportunities for the further enrichment to their education. Contributions should be sent to the Binghamton University Foundation, PO Box 6005, Binghamton, NY, 13902-6005, and please note that it is for the Psychology Fund (account 10762).

