

Graduate Studies in Developmental Psychology

University of Washington



Mission and overview

Our goal is to provide graduate students with critical research and thinking skills necessary for careers in academia or other research-related settings. Our program follows a basic mentorship model. Students work one-on-one with a core faculty member of their choosing, and also receive supervision from a co-advisor. Our program is unique in that it features faculty with both a broad range of research interests, along with a common interest in social cognition, a topic that is at the vanguard of current research in developmental psychology.

During the course of graduate studies, students undertake a series of research goals that culminate in the proposal and completion of a doctoral thesis. In addition, students broaden and deepen their training by taking course work that includes classes in core concepts (e.g., biological basis of development, cognitive and linguistic development, social and personality development), statistical training, and also have the opportunity to take out-of-area classes and in-depth seminars that explore cutting-edge topics in developmental psychology and related fields. Funding is available in the form of teaching assistantships and research assistantships.

Graduate students also have access to faculty across a range of areas (cognition and perception, behavioral neuroscience, social and personality psychology, clinical psychology, animal behavior, and quantitative psychology). A priority of our department is to foster and encourage interdisciplinary connections and research.

Our department is consistently ranked among the top psychology departments in the nation for graduate training based on annual rankings by U.S. News and World Reports. Seattle is also a marvelous place to live. Why not pursue graduate studies in a world-class research environment, while living in a city with a range of urban events and outdoor opportunities?

We invite you to apply.

For forms and inquiries about the application process, please contact:

Sandi Dormont, Advisor
Psychology Graduate Program, University of Washington
Box 351525
Seattle, WA 98195-1525

Ph: 206 543-8687
Fax: 206 685-3157
E-mail: psygrad@u.washington.edu
Url: web.psych.washington.edu

Core Faculty

Stephanie M. Carlson (Ph.D., Oregon, 1997)

E-mail: carlsons@u.washington.edu
<http://faculty.washington.edu/childdlab>

Dr. Carlson studies cognitive and social development in preschool children with a focus on the development of executive function, theory of mind, pretend play and socio-cultural influences on development.
Carlson et al. (2004). Executive function and theory of mind: Stability and prediction from age 2 to 3. *Developmental Psychology*, 40.

Carlson et al. (in press). Executive function and symbolic representation in preschool children. *Psychological Science*.

Peter Kahn (Ph.D., California at Berkeley, 1988)

E-mail: pkahn@u.washington.edu
<http://faculty.washington.edu/pkahn>

Dr. Kahn studies social and moral development particularly at the intersection of nature and computational technologies (e.g., large plasma displays, robotics, and location aware computing).

Kahn et al. (2004). Social and moral relationships with robotic others? *Proceedings of the 13th International Workshop on Robot and Human Interactive Communication*. IEEE Industrial Electronics Society.

Kahn (1999). *The human relationship with nature: Development and Culture*. Cambridge: MIT Press.

Lynn Fainsilber Katz (Ph.D., Illinois at Urbana-Champaign, 1991)

E-mail: katzlf@u.washington.edu

Dr. Katz studies marital, parent-child and biological factors related to childhood antisocial behavior and adolescent depression; effects of domestic violence and marital discord on children; emotional communication and regulation within the family; children's peer relations.

Katz & Windecker-Nelson (2004). Parental meta-emotion philosophy in families with conduct-problem children. *Journal of Abnormal Child Psychology*, 32.

Katz & Low (in press). Marital violence, co-parenting and family-level processes, and children's adjustment. *Journal of Family Psychology*.

Andrew N. Meltzoff (Ph.D., Oxford, 1976)

E-mail: meltzoff@u.washington.edu
<http://ilabs.washington.edu/meltzoff/>

Dr. Meltzoff studies social and cognitive development in infancy and early childhood, imitation, memory and self development, intention, and the origins of theory of mind.

Meltzoff (1995). Understanding the intentions of others: Re-enactments of intended acts by 18-month-old children. *Developmental Psychology*, 31.

Meltzoff (2004). The case for a developmental cognitive science: Theories of people and things. In *Theories of Infant Development*. Oxford: Blackwell

Betty M. Repacholi (Ph.D., California at Berkeley, 1996)

E-mail: bettyr@u.washington.edu
<http://depts.washington.edu/babylab>

Dr. Repacholi studies social-cognitive and emotional development in infancy, theory of mind across the lifespan, children's gender-typed beliefs and behaviors, and the development of the human disgust response.

Repacholi (1998). Infants' use of attentional cues to identify the referent of another person's emotional expression. *Developmental Psychology*, 34.

Repacholi & Slaughter (2003) *Individual differences in theory of mind*. Hove, UK: Psychology Press

Jessica A. Sommerville (Ph.D., Chicago, 2002)

E-mail: sommej@u.washington.edu
<http://depts.washington.edu/eccl>

Dr. Sommerville studies cognitive development from infancy through preschool with a focus on physical and social reasoning, action/ perception relations, and memory development.

Sommerville & Woodward (in press). Pulling out the structure of intentional action: The relation between action processing and action production in infancy. *Cognition*.

Sommerville et al. (in press). Action experience alters 3-month-old infants' perception of others' actions. *Cognition*