



Pitt

Developmental Psychology

Graduate Student Training

UNIVERSITY OF PITTSBURGH DEPARTMENT OF PSYCHOLOGY

FALL 2018

## Apply for doctoral training at Pitt

The University of Pittsburgh's Developmental Psychology Faculty invites applications from talented students interested in doctoral study. Women and members of minority groups under-represented in academia are especially encouraged to apply.

### Our students receive world-class training in Developmental Psychology because:

- Our faculty anchors their work in multiple perspectives on development.** We conduct cutting-edge research in motor, language, social, cognitive, and emotional development. Collaborative research and cross-disciplinary training are at the heart of our department. This includes our joint [Clinical-Developmental Program](#), as well as cross-training with the [Applied Developmental Psychology](#) Program in Pitt's School of Education. Students may also pursue individually planned joint training across programs (i.e., Developmental + Social, Cognitive, or Bio-Health).
- There is a large, interdisciplinary city-wide developmental psychology presence.** In addition to our productive and well-funded faculty group, we have strong connections with other faculty in Psychology, Psychiatry, Social Work, and Education at Pitt. Our department also collaborates extensively with scholars at Carnegie Mellon University (just down the road from Pitt) and others in the broader Pittsburgh community. For example, Pitt's [Office of Child Development](#) conducts a variety of applied projects that bridge university and community.
- We use methods from multiple levels of analysis.** From observations with parents and in classrooms, to **eye-tracking** & psychophysiological methods, to assessments of neurobiology with **EEG and fMRI**, our research delves into the biological, psychological, and social factors that shape development. This allows for a fuller view of development, with the potential to focus on **typical or atypical development, prevention and intervention**, as well as understanding larger sociocultural influences on behavior. We also offer **advanced quantitative training**.
- Graduate students are fully-funded.** The department provides **up to six years of funding** for students in good standing, through a mix of University and Departmental fellowships, grants, and teaching support. Additional resources are available to cover conference travel and professional development workshops. We offer merit-based first-year fellowships for outstanding students, including those from under-represented groups.



Application Deadline:

December 1<sup>st</sup>

To apply, [click here!](#)



### Graduate students appreciate Pittsburgh because:

- **The city is affordable and vibrant.** The cost of living in Pittsburgh is [5.9% below the national average](#) and we are rated the [#1 city for millennials!](#) In 2018, Pittsburgh is listed by Glassdoor as the [best city for jobs in the USA](#). There's a wealth of science and art museums, music and dance, exciting new restaurants, and championship sports teams.
- **It is incredibly kid-friendly!** For those with families (or for those interested in working with families), there are dozens of activities in Pittsburgh for kids. In fact, [Pittsburgh ranks as one of the top 10 places in the US to raise a family!](#)

## Core faculty members

For more information see next page

Names in red are currently accepting graduate students

See last page for details on faculty research interests

Students should feel free to contact individual faculty directly



Heather Bachman

Celia Brownell

Sophia Choukas-Bradley

Jennifer Cousins

Jennifer Ganger

Jamie Hanson

Jana Iverson

Klaus Libertus

Melissa Libertus

Daniel Shaw

Jennifer Silk

Mark Strauss

Elizabeth Votruba-Drzal

Ming-Te Wang

For additional information, please see the [Psychology Department website](#).

Questions may be directed to the Graduate Programs administrator, [Stacy McLinden](#)

## Faculty research interests



### Accepting new students for 2019:

- [Heather Bachman](#): school readiness, achievement, and home and classroom processes in low-income preschool and elementary school children; public policies that influence home and school contexts for low-income children
- [Sophia Choukas-Bradley](#): interpersonal and sociocultural influences on adolescent and emerging adult development, especially the roles of peers, social media, and gender in adolescents' sexual behaviors and body image
- [Jamie Hanson](#): decision-making, executive functioning, and emotion regulation in children and adolescents exposed to early adversity
- [Jana Iverson](#): motor, communicative, and language development in typically developing infants and in infants with or at risk for developmental disorders
- [Klaus Libertus](#): motor and cognitive development in infancy with a specific interest in autism spectrum disorders
- [Melissa Libertus](#): mathematical cognition in infants and children and other aspects of cognitive development related to educational neuroscience
- [Elizabeth Votruba-Drzal](#): how contextual factors (e.g., socioeconomic status; early childhood education; temporary assistance for needy families) support learning and socio-emotional development during the transition to school and the elementary school years
- [Ming-Te Wang](#): achievement motivation and how parenting, schooling, and socioemotional development shape this process

### Not currently accepting new students:

- [Celia Brownell](#): development of prosocial behavior in relation to social understanding and family experiences in the first three years of life
- [Daniel Shaw](#): development and prevention of child conduct problems using genetically-informed and experimental longitudinal designs; development and implementation of family based-interventions in early childhood using nontraditional platforms
- [Jennifer Silk](#): social-contextual and neurobiological factors involved in the development and treatment of anxiety and depression from middle childhood through adolescence, especially in relation to emotional reactivity and regulation.
- [Mark Strauss](#): cognitive and perceptual development in infants and children at risk for autism spectrum disorders