

**Lee Dixon, Ph.D.**, University of Tennessee  
*Interests:* Interpersonal relationships; forgiveness; self-forgiveness; commitment; relationship satisfaction; religious orientation; attachment style; relationship-contingent self-esteem  
**CLINICAL-SOC**

**Greg Elvers, Ph.D.**, Purdue University  
*Interests:* Cognitive psychology; embodied cognition; perception; motion induced blindness  
**GENERAL-CP**

**Mary Fuhs, Ph.D.**, University of Notre Dame  
*Interests:* Developmental psychology, cognitive development and early intervention  
**GENERAL-CD**

**Jackson Goodnight, Ph.D.**, Indiana University  
*Interests:* Youth conduct problems; temperament and personality; parent and peer influence; socio-contextual disadvantage  
**CLINICAL-CD**

**Ronald Katsuyama, Ph.D.**, Vanderbilt University  
*Interests:* Perceptual and cognitive development in children; schema-directed processes in reading; program evaluation  
**GENERAL-CD**

**Keri Brown Kirschman, Ph.D.**, University of Kansas  
*Interests:* Pediatric psychology; injury prevention and health promotion; psychosocial aspects of burn injury; clinical child psychology  
**CLINICAL-CD; BIO**

**Benjamin Kunz, Ph.D.**, University of Utah  
*Interests:* Cognitive psychology and cognitive neuroscience; visual sensation and perception; embodied cognition; human factors; virtual reality and human-computer interaction  
**GENERAL-CP**

**R. Matthew Montoya, Ph.D.**, University of North Carolina  
*Interests:* Interpersonal attraction, close relationships, intergroup relations, prejudice and discrimination, evolutionary theory, psychophysiology, social cognition  
**GENERAL-SOC**

**William Moroney, Ph.D.**, St. John's University  
*Interests:* Questionnaires; human factors/ergonomics  
**GENERAL-CP**

**Erin O'Mara, Ph.D.**, University of Tennessee  
*Interests:* Social Psychology; self & identity; social

cognition; self-enhancement; attraction and mate-choice; interpersonal relationships  
**GENERAL-SOC**

**Carolyn Roecker Phelps, Ph.D.**, University of Iowa  
*Interests:* Children's aggression and strategies for coping with aggression by peers, sexual revictimization; family conflict; childhood psychopathology. *Currently on administrative leave.*  
**CLINICAL-CD**

**Roger Reeb, Ph.D.**, Virginia Commonwealth University  
*Interests:* Psychopathology, stress and coping; homelessness; self-efficacy theory; health psychology; interdisciplinary participatory community action research; service-learning pedagogy  
**CLINICAL-COM, BIO**

**Dario Rodriguez, Ph.D.**, John Jay College of Criminal Justice & The Graduate Center, CUNY  
*Interests:* Eyewitness identification evidence; juror decision-making; social cognition; false memories  
**CP, SOC**

**Julie Walsh-Messinger, Ph.D.**, Long Island University  
*Interests:* Emotion processing in serious and persistent mental illness; negative symptoms; olfaction; sex differences in psychopathology; epigenetics; cognitive and personality assessment  
**CLINICAL-BIO**

**Catherine Lutz Zois, Ph.D.**, Wayne State University  
*Interests:* Psychopathy; women's issues (i.e., rape, intimate partner violence, gender differences in representation of the self); interpersonal attraction; social cognition and self-concept  
**CLINICAL-SOC; COM**



# University of Dayton Graduate Programs in Psychology



**Dr. Catherine Zois**  
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For more information, visit our website at  
<https://www.udayton.edu/artssciences/academics/psychology/grad/index.php>

## Program Mission

We offer Master's programs in General Psychology and Clinical Psychology. Both are small, selective programs with the aim of facilitating our students' admission into a Ph.D. program in psychology. As such, we provide extensive experience in statistics and research methods, and multiple opportunities for both collaborative and individual research projects.

A secondary goal specific to our Clinical Psychology M.A. program is to prepare students for jobs at the master's level that do not require clinical licensure. For instance, previous students have successfully obtained positions at community mental health agencies, research-based positions, psychological assessment positions, or in private practice under supervision.

## Why Choose Graduate Study in Psychology at the University of Dayton?

- We are focused on enabling students to develop their research skills so they can successfully gain entry into doctoral programs. To accomplish this goal, our programs possess the following features:
  - Rigorous research and statistical coursework
  - The requirement of an empirical Master's thesis
  - Strong faculty research programs spanning a wide breadth of topics
  - Opportunities for publications and presentations under faculty mentorship
- Competitive graduate assistantships are available for the strongest students, and strong efforts are made to provide some type of funding to all students.
- We provide students in our Clinical M.A. program with community placements where they receive experience in diagnostic interviewing, case management, psychological assessment, group psychotherapy, or individual psychotherapy.



## Research Themes

Because of our large number of faculty with productive research programs, we are able to offer research opportunities organized by five distinct themes:

1. Biopsychology, Neuropsychology, or Health Psychology
2. Child or Developmental
3. Cognition and Perception
4. Community Psychology
5. Social Behavior and Personality

The availability of these research concentrations not only allows for students to work with multiple faculty members in different research domains, but to develop expertise within a larger area of psychological research. These themes cut across the two programs, and therefore, working with faculty outside of one's chosen program is often possible.

## Admissions Standards

Admission is competitive and based on the quality of the overall application. If you are not an undergraduate psychology major, a minimum of 15 semester hours of undergraduate psychology coursework is required, including introductory psychology, statistics and research methods in psychology (or a two-course sequence in research methods in psychology). An undergraduate grade point average of 3.2 on a 4.0 scale is desirable (both cumulative and in psychology), as is a minimum score GRE score of 300 for the combined verbal and quantitative sections. **Successful applicants typically exceed the minimum GPA and GRE requirements.**

## Faculty

**RESEARCH THEME:** **BIO** = Biopsychology, Neuropsychology, or Health Psychology; **CD** = Child or Developmental; **CP** = Cognition and Perception; **COM** = Community Psychology; **SOC** = Social Behavior and Personality

**Jack Bauer, Ph.D.**, Catholic University of America  
*Interests:* Developmental and personality psychology; identity development; creating meaning and happiness in life; life stories, plans and transitions; higher stages of personality development **GENERAL-CD, SOC**

**Melissa Berry, Ph.D.**, University of Cincinnati  
*Interests:* Social psychology; forensic psychology; social cognition; causal attribution; counterfactual thinking; health-related behaviors **GENERAL-CP, SOC**

**Jacob Burmeister, Ph.D.**, Bowling Green State University  
*Interests:* Health psychology; health-related stigma; health in the media; weight loss and diabetes prevention **CLINICAL-BIO**

**Tracy Butler, Ph.D.**, University of Kentucky  
*Interests:* Neuroscience and behavior; environmental and physiological factors that predict high levels of alcohol consumption in preclinical models; neurobiological consequences of alcohol and/or stress in male and female subjects **GENERAL-BIO**

**Robert Crutcher, Ph.D.**, University of Colorado  
*Interests:* Cognitive psychology and cognitive neuroscience; human memory; language processes; improving human memory and thinking skills; verbal reports; computer applications and learning **GENERAL-CP; BIO**

**Susan Davis, Ph.D.**, Miami University  
*Interests:* Experimental / cognitive psychology; memory; aesthetic preferences; preference for faces; change blindness in perception; perceptual and cognitive illusions; and overconfidence. **GENERAL-CP**