

Graduate Programs

- **USC Keck School of Medicine Master of Science in Narrative Medicine program**

The Narrative Medicine program is a one-year (on campus) program designed to strengthen and to reshape the ways institutions and individuals understand the relationships among clinical medicine, public health, and social justice, as well as to reaffirm and learn from the intimate, interpersonal experiences of the clinical encounter.

The MS in Narrative Medicine program is not only an excellent gap year option for pre-health students who have a strong foundation in the sciences, but it is also a unique opportunity for students in the humanities, arts, and social sciences who are interested in the ethical implications of narrative and storytelling for individual and community wellness and the clinical encounter between doctor and patient.

The program will:

- Provide practical experience in applying narrative medicine principles through community outreach and service, thus fostering the principles of social justice and inclusivity.
- Train students to implement narrative methods in medical education, training, and practice, as well as in fields outside of healthcare.

The Keck School of Medicine of USC MS in Narrative Medicine program is now available via the Progressive Degree pathway.

Current USC juniors and seniors with a 3.2 GPA or higher may apply for the MS degree in Narrative Medicine via the Progressive Degree Program pathway. Please see Progressive Degree information attached.

For those unfamiliar with narrative medicine, this Ted Talk by Dr. Rita Charon, founder and originator of the field, provides some insight.

<https://youtu.be/24kHX2HtU3o?t=280>

Please visit our website at keck.usc.edu/narrativemedicine/ for more information. Email us at uscnarrativemedicine@usc.edu for more information and to sign up for future virtual information sessions.

Keck School of Medicine of USC
Master of Science in Narrative Medicine

Why Narrative Medicine?
Narrative medicine has the capacity to transform the health of individuals, communities, and health care systems. The Narrative Medicine Master of Science degree offered by the Keck School of Medicine integrates narrative theory, practical experience, and research methods into study of the ethical, philosophical, and sociocultural foundations of clinical relationships. To gain insight into the power of narrative and to develop a critical understanding of the nuance and complexity of storytelling, students in this program will be trained in methods of close reading, attentive listening, and reflective writing in the service of professional development and civic outreach. A cornerstone of our unique programming is our collaboration with local non-profit groups. Students will have the opportunity to teach and learn from these community partners and healthcare professionals about the relationship between health and narrative.

Training in this field will enhance the work of:

- Practicing clinicians (physicians, social workers, nurses, physician assistants, psychotherapists, occupational and physical therapists, speech pathologists, etc.).
- Mid-career professionals seeking to transition into teaching or service.
- Journalists, filmmakers, and individuals in the non-profit sector invested in health, social justice, and community.
- Humanities scholars planning to study in PhD programs who wish to develop tools for creating boundary-crossing initiatives that address real-world problems in community healthcare.
- Gap year students planning to pursue study in the health sciences.

What does this program offer?
This one-year (on campus) program is designed to strengthen and to reshape the ways institutions and individuals understand the relationships among clinical medicine, public health, and social justice, as well as to reaffirm and learn from the intimate, interpersonal experiences of the clinical encounter.

The program will:

- Provide practical experience in applying narrative medicine principles through community outreach and service, thus fostering the principles of social justice and inclusivity.
- Train students to implement narrative methods in medical education, training, and practice, as well as in fields outside of healthcare.

Application Portal Now Open for FALL 2021 Entry
For more information about courses and admission requirements, please contact:
uscnarrativemedicine@usc.edu
or go to
<http://keck.usc.edu/narrative-medicine-ms-program>

Rita Charon, MD, PhD, who originated the field, describes narrative medicine as

“ a rigorous intellectual and clinical discipline to fortify healthcare with the capacity to skillfully receive the accounts persons give of themselves - to recognize, absorb, interpret and be moved to action by the stories of others ”

- **PhD positions in UConn's Language & Cognition Program**

The [Language & Cognition](#) faculty at the University of Connecticut's [Department of Psychological Sciences](#) are soliciting applications for PhD students to begin in the fall of 2020.

The Language & Cognition group is part of the Perception-Action-Cognition division, one of 6 highly interactive divisions within the department. We have a strong track record in interdisciplinary research with work spanning from theory and computational modeling to empirical cognitive and neuroscience research. Our work is animated by a focus on the interplay between new cognitive science insights and the classical foundation in the computational theory of mind in a broad range of domains (e.g., brain plasticity, embodied cognition, event dynamics, reading, music cognition, dynamical systems methods). Our group is a core member of three interdisciplinary graduate training programs: Neurobiology of Language (launched with NSF IGERT funding), Science of Learning & Art of Communication (funded by an NSF NRT training grant), and the Cognitive Neuroscience of Communication (funded by an NIH pre- and postdoctoral training grant). Facilities include state-of-the-art MRI, high-density EEG, tDCS, TMS, eyetracking and other behavioral techniques, as well as access to computing clusters, lab space, and a dynamic program of colloquia, internal talk series and interest groups. We have strong collaborative links to researchers outside of UConn as well as our colleagues in Linguistics, Speech, Language, & Hearing Sciences, Philosophy, Biomedical Engineering, Educational Psychology, and UConn Health and the Medical School. Typically, students are funded through a mix of fellowships and Teaching and Research Assistantships, and our students have an excellent recent track record competing for external and internal fellowships. UConn is home to a vibrant community of faculty and students and expects to see major growth in research activity over the next decade.

The Language & Cognition faculty, and their interests, include:

[Gerry Altmann](#) (Director, CT Institute for the Brain and Cognitive Sciences). Sentence processing and prediction; the mapping between language and vision; event cognition.

[Christian Brodbeck](#) Cognitive neuroscience of language, speech perception, EEG/MEG.

[Roeland Hancock](#) (Associate Director, Brain Imaging Research Center). Neurochemistry and neuromodulation; Neurobiology of sentence processing; Auditory Processing.

[Fumiko Hoefft](#) (Director, Brain Imaging Research Center). Brain development; various neuroimaging methods; machine learning; individual differences; literacy acquisition; dyslexia.

[Ed Large](#) Auditory neuroscience; music psychology; dynamical systems.

[Jim Magnuson](#) (Director, NSF NRT training program in Science of Learning & Art of Communication). Neurobiology and psychology of language; spoken language understanding; computational modeling; language and learning over the lifespan; science communication.

Emily Myers (Co-Director, NIH training program in the Cognitive Neuroscience of Communication). Speech perception; cognitive neuroscience of speech and language; aphasia; second language acquisition.

Ken Pugh (President, Haskins Laboratories). Reading; reading disorders; neurobiology of language.

Jay Rueckl Neurobiology and psychology of reading; implicit and explicit memory; statistical learning; computational modeling and dynamical systems.

Whit Tabor Sentence processing; theory of grammar; dynamical systems; neural networks; language change; group coordination.

Eiling Yee Semantic memory and the neural representation of concepts; spoken word recognition and situated/embodied language processing.

Next steps: Contact a potential faculty advisor from the list above, explore [UConn](#) and the [application procedure](#). Application deadline: **December 1, 2020**.

- **PhD positions Bilingualism, Language and Cognition at UT El Paso!**

Iva Ivanova's Language and Communication Lab within the Bilingualism, Language and Cognition Area at the University of Texas at El Paso Department of Psychology is accepting applicants to the UTEP Psychology PhD program (how to apply). The lab investigates bilingual and monolingual lexical, syntactic and discourse processing with a variety of methods, with NSF funding to investigate bilingual lexical alignment. Current projects are listed here, and lab facilities are described here. PhD students are fully funded with teaching assistantships, research assistantships, and/or fellowships.

The Bilingualism group at UTEP (Consortium for Scientific Research on Bilingualism) has faculty members from several departments with active research programs addressing bilingualism from a multitude of perspectives. PhD students in the Language and Communication Lab can be co-advised by Consortium faculty with compatible interests.

UTEP is a hotspot for research on bilingualism. It is located on the U.S.-Mexico border and offers a unique bicultural and bilingual environment. This makes it easy to recruit Spanish-English bilinguals with a diverse range of experiential and proficiency characteristics, as well as English and Spanish monolinguals from the same community for comparison.

And, El Paso is a friendly place with a unique culture. It is getting hip but still inexpensive, one of the safest US cities, and sunny three hundred days a year.

Interested candidates are encouraged to contact Iva Ivanova (imivanova@utep.edu) for informal inquiries.

Applications must be submitted by **December 1st, 2020**.

- **North Carolina State University - Graduate Program in Lifespan Developmental Psychology**

We are seeking qualified applicants for our doctoral program in Lifespan Developmental Psychology at North Carolina State University, and we would appreciate your assistance in bringing our program to the attention of potential students. The program as well as the Department of Psychology has an active and growing group of faculty with expertise in development across the lifespan and particular strengths in the intersections among emotion, social cognition, and everyday cognitive functioning. Students in the program obtain a strong grounding in theory, research, and methodology in Lifespan Development, and are supported through graduate research and teaching assistantships.

Lifespan Developmental Psychology Faculty:

Jason Allaire

Everyday cognitive functioning of older adults; antecedents of individual differences in basic cognitive functioning; cognitive interventions; short-term intraindividual variability; health disparities (<https://faculty.chass.ncsu.edu/jcallair>)

Lynne Baker-Ward

Understanding the processes through which children come to interpret, remember, and share their salient personal experiences, with applications to children's testimony; autobiographical memory and well-being **Note: Dr. Baker-Ward will not be accepting students for AY 2021. (<https://mindlab.wordpress.ncsu.edu/>)

Daniel Grün

Emotional and cognitive development in adulthood and old age, such as empathy, well-being, emotional complexity; and historical, cultural, and biological influences on emotional development across the lifespan (<https://acelab.wordpress.ncsu.edu/>)

Amy Halberstadt

Emotional experience and expression as embedded within family, school, and cultural contexts, and as related to social justice and inequalities; affective social competence (<http://www4.ncsu.edu/~halbers/index.html>)

Dana Kotter-Grün

Socioemotional development in adulthood and old age; age stereotypes and ageism, perceptions of aging; well-being and self-regulation
**Note: Dr. Kotter-Grün will not be accepting students for the 2021/22 academic year

Kelly Lynn Mulvey

Social-cognitive development; intergroup attitudes; stereotyping and prejudice; theory of mind; social exclusion; resource allocation; social justice; gender; race and ethnicity; peer group

dynamics; STEM engagement for underrepresented groups (<https://sites.google.com/ncsu.edu/mulveysocialdevelopmentlab>).

Shevaun Neupert

Daily stressors and their associations with affect, physical health, and memory across the lifespan; socioeconomic disparities in health; statistical techniques for examining change and intraindividual variability (go.ncsu.edu/wellbeinglab)

We encourage our students to engage in collaborations with research labs in other programs that also have developmental interests. Affiliated faculty with developmental interests include:

Jeni Burnette -- Mindsets and their role in self-regulation and goal achievement using a wide variety of research designs, ranging from interventions to basic experimental methods to longitudinal surveys (<http://jeniburnette.com/>)

Jing Feng—Human attention and cognition, with applications of cognitive principles to human factors; individual differences and age-related changes in attention and spatial skills, as well as the effects of cognitive training; aging and driving, driver distraction and the design of information displays (<http://www4.ncsu.edu/~jfeng2/>)

Mary Haskett—Bidirectional relations between parenting and children’s social-emotional functioning, with a particular interest in how these relations operate within families experiencing child maltreatment (<https://faculty.chass.ncsu.edu/mehasket>)

Elan Hope -- Assets-based approach to investigate identity, ideology, and behavioral factors that promote academic, civic, and psychological well-being for racially marginalized adolescents and emerging adults (<http://www.elanhope.com/>)

Chris Mayhorn—Memory, decision making, human-computer interaction, home medical device design (<https://faculty.chass.ncsu.edu/cbmayhor>)

Anne McLaughlin—Human learning and the application of training, particularly age-related changes in cognition; maintenance of cognitive abilities and the application of feedback during training (https://psychology.chass.ncsu.edu/faculty_staff/acmclaug)

Kate Norwalk -- Social dynamics of elementary and middle school students, the impact of students’ classroom social dynamics on their social, behavioral, and academic functioning, and ways in which teachers can leverage these naturally occurring dynamics to improve classroom functioning and student outcomes. (<https://faculty.chass.ncsu.edu/knorwal>)

Vanessa Volpe – racial/ethnic health disparities; racism; strengths-based and critical approaches, psychophysiology and intensive longitudinal data; Black and Latinx adolescents, emerging, and young adults (<https://faculty.chass.ncsu.edu/vvolpe>)

Interested students are encouraged to find out more about our program at:
<https://psychology.chass.ncsu.edu/Lifespan/>

NCSU is located in Raleigh, a dynamic city representing the eastern point of the research triangle. It is consistently rated as one of the best places to live in the US:
<http://www.raleighnc.gov/government/content/PubAffairs/Articles/AccoladesRaleigh.html>

The deadline for applications is **December 1**. For more information, please contact Shevaun Neupert, area coordinator (shevaun_neupert@ncsu.edu).

- **The Department of Language Science at the University of California, Irvine, invites applications for Fall, 2021, for our language science doctoral program**
(<https://grad.uci.edu/academics/degree-programs/phd/LanguageSciencePHD.php>).

UCI is located in Orange County, CA, between Los Angeles and San Diego, and just minutes from the ocean. We are a Department of Language Science that merges the cross-disciplinarity of linguistics, psychology, and cognitive neuroscience with a focus on computational and experimental studies of language development, semantics and pragmatics, syntax, speech, and bilingualism. As the first of its kind in the country, our program provides a new approach to the science of language, enabling exciting opportunities for deep collaboration and cutting edge cross-fertilization. Our aim is to prepare students to be at the forefront of change in the field, empowering them to be the future leaders driving innovation. Our faculty bring expertise in innovative technologies for quantitative, neuroscientific, and behavioral approaches to language science.

We anticipate adding a number of new faculty by Fall, 2021 who will add to existing strengths and contribute to the breadth of our graduate program. Language Science graduate training incorporates curricular flexibility, development of technical communication skills, and prioritization of research early in the graduate career. We welcome applications from students who wish to develop cross-disciplinary collaborations across different faculty research programs. New students will join a cohort of 11 graduate students and two post doctoral fellows.

We encourage prospective students to contact faculty for specific information about their labs or Judith Kroll (judith.kroll@uci.edu), graduate director, for more general information about the program. The deadline for applications is **December 1, 2020**.

The core language science faculty include:

Richard Futrell (rfutrell@uci.edu): linguistics, natural language processing, Bayesian modeling, information theory

Gregory Hickok (greg.hickok@uci.edu): neuroanatomy of language, neural plasticity, neuroimaging, cognitive neuroscience

Judith Kroll (judith.kroll@uci.edu): bilingualism, cognition, language processing, cognitive neuroscience

Lisa Pearl (lpearl@uci.edu): language development, linguistics, computational sociolinguistics, cognitive modeling

Gregory Scontras (gscontra@uci.edu): formal semantics, computational and experimental studies of meaning, heritage languages

Affiliated language science faculty include:

Alyssa Brewer (aabrewer@uci.edu): neuroimaging of visual perception, visual deficits, neurological disorders

Brandy Gatlin (gatlinb@uci.edu): language, reading, writing, cultural and linguistic diversity, measurement and assessment, instruction

Young-Suk Kim (youngsk7@uci.edu): Language, cognition, reading, writing, development, bilingual & biliteracy acquisition, dual language learners, English learners

J. Zoe Klemfuss (jklemfus@uci.edu): narrative development; children's autobiographical memory; sociocontextual influences on children's narrative, memory, and well-being; children's eyewitness abilities

Glenn Levine (glevine@uci.edu): applied linguistics, theoretical linguistics, foreign language pedagogy, German-Jewish literature, Yiddish language and literature

Elizabeth Peña (edpena@uci.edu): bilingualism, language impairment, language development, assessment bias and measurement

Rubén G. Rumbaut (rrumbaut@uci.edu): international immigration, refugee movements, bilingualism and language loss, educational and occupational achievement

Sameer Singh (sameer@uci.edu): large-scale machine learning, information extraction, natural language processing, probabilistic programming, interactive machine learning, distributed & parallel inference, semi-supervised learning

Julio Torres (torresju@uci.edu): heritage and second language acquisition, bilingualism, cognition, task-based language learning, curriculum & instruction

Kai Wehmeier (wehmeier@uci.edu): logic, philosophy of logic and language, early analytic philosophy, philosophy of mathematics

Emeritus Faculty

Virginia Mann (vmann@uci.edu): reading ability, speech perception

Bernard Tranel (bhtranel@uci.edu): linguistic theory, phonology, phonetics, morphology, Optimality Theory, Romance languages, French linguistics, tone languages, Margi, Mixtec