

## Vita of James C. Denniston – September 2008

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**Education:** State University of New York at Binghamton (1994 - 1999)  
Ph.D. in Experimental Psychology (1999)  
Major Area: Animal Conditioning and Learning  
Advisor: Ralph R. Miller, Ph.D.

Bucknell University (1992 - 1994)  
M.A. in Experimental Psychology (1994)  
Major Area: Animal Conditioning and Learning  
Advisor: Roger M. Tarpy, Ph.D.

New York University (1988 - 1992)  
B.A. in Psychology (1992)  
Advisor: T. James Matthews, Ph.D.

**Current Position:** Chair, Department of Psychology  
Appalachian State University

### **Current Research Interests: Elementary Information Processing.**

My area of specialization is information processing in animals, including learning, memory, timing, and decision making. Recent work has been concerned with the processes underlying extinction (the loss of responding following exposure to a previously conditioned stimulus). This research has focused on identifying the mechanisms responsible for extinction and the renewal effect. These studies have found that extinction is the result of an easily disrupted inhibitory association that is rich in its informational content. Additionally, I have been investigating whether similar mechanisms are responsible for spontaneous recovery of conditioned responding following extinction. These lines of research seek to identify variables that might lead to more effective and enduring forms of behavioral treatment of acquired fears (i.e., phobias).

Other work has been concerned with the role of temporal variables in cue competition, conditioned inhibition, and extinction. Specifically, how do animals represent and use temporal information in determining whether and when to respond? The primary finding from these investigations is that inhibitory stimuli can act as signals for US omission at a specific temporal location. This finding further demonstrates the richness of inhibitory associations (e.g.,

conditioned inhibitors encode both the identity and the temporal location of omitted events). Additional research has distinguished between contemporary models of cue competition using both human and non-human participants. This work has led to an extension of the Comparator Hypothesis (Denniston, Savastano, & Miller, 2001). The Comparator Hypothesis is a response rule for the expression of Pavlovian associations, which posits that responding to a CS is not only proportional to the strength of the CS-US association, but is also an inverse function of the associative strength of other stimuli present during training of the target stimulus. That is, as the associative strength of other stimuli trained in the presence of the target stimulus (i.e., comparator stimuli) increase relative to the target CS-US association, excitatory behavioral control by the target stimulus decreases (and inhibitory behavioral control by the target stimulus increases). The elaborated version of the Comparator Hypothesis allows for the effectiveness of comparator stimuli to be modulated in turn by their own comparator stimuli. In other words, the ability of a comparator stimulus to modulate responding to a target stimulus is determined by its own comparator stimuli. This extended version of the Comparator Hypothesis is able to explain many of the frequently reported cue competition effects and has inspired a wealth of research aimed at distinguishing between acquisition- and performance-based models of Pavlovian behavior. Future work will continue to explore the representation of omitted events (i.e., conditioned inhibition) in human and non-human participants in order to gain a better understanding of both the associative structure and response rules underlying inhibitory behavioral control and associative competition between stimuli that occur together.

**Dissertation:** Temporal Specificity of Inhibition Produced through Extinction.

My dissertation (Denniston & Miller, 2003) examined whether conditioned inhibition could be produced through extinction of a conditioned excitor, and if so, whether this type of inhibition has similar characteristics to more traditional forms of inhibition (e.g., temporal specificity). That is, these experiments sought to determine whether inhibitors produced through extinction retain information about the temporal location of the absent US, and whether this temporal information influences when inhibition will be expressed during summation and retardation tests. Experiment 1 found that a massively extinguished conditioned excitor passed a summation test for inhibition only when tested with a transfer excitor that signaled US presentation at the same temporal location as the extinguished excitor had signaled the US prior to extinction treatment (based upon the CS-US temporal relationship established during initial excitatory training). When the transfer CS signaled US presentation at a different temporal location than the inhibitor signaled US omission (through manipulation of the transfer excitor or the training excitor CS-US temporal interval), inhibitory behavioral control decreased. Experiment 2 found that a massively extinguished CS passed a retardation test for conditioned inhibition when the extinguished stimulus was retrained with the same, but not different, temporal relationship as had been established during initial excitatory training. The results of these experiments are viewed as supportive of the Temporal Coding Hypothesis, which posits that: 1) Temporal contiguity is both necessary and sufficient for learning to occur; 2) Associations encode the temporal relationship between events (i.e., subjects form temporal maps linking events in memory); 3) The form and timing of the conditioned response are in part determined by these temporal maps; and 4) Animals integrate temporal maps of stimuli presented together, even when the stimuli were trained separately.

**Master's Thesis:** The effects of a brief reinforcement signal on variable-ratio schedules: A test of marking.

My thesis examined the effects of a brief reinforcement signal on the acquisition of a discrimination task and a preference for signaled reinforcement. Conditioned reinforcement, and not marking (increasing the salience of a response by presenting a brief signal at the time of response execution), was suggested as the mechanism underlying the preference for signaled reinforcement.

### **Teaching Philosophy:**

Over the past several years I have learned that teaching psychology majors poses several challenges to an effective instructor. These challenges arise from the diverse interests and future goals of the students. In any given class only a relatively small percentage of students will pursue advanced study or a career in the topic of the course. Thus, one challenge to the instructor is to provide an appropriate knowledge base of value to students whose interests lie outside the focus of the course. My goal as an instructor has been to establish this knowledge base by emphasizing the fundamental concepts and issues of relevance to the topic of the course and by demonstrating how these concepts relate to the science of psychology as a whole. Once such a foundation is established, greater depth into the historical and contemporary issues can provide students whose interests lie within the area of specialization of the course the prerequisites necessary for more advanced study. I have found that such a balance of breadth and depth provides students whose primary interests fall outside the topic of the course with an appreciation of the science of psychology, and the students whose interests reside within the area of specialization with a sufficiently rich education that will allow them to pursue the topic in more advanced courses or in a laboratory setting, while simultaneously not overwhelming or under-stimulating either type of student.

Another challenge posed to the effective instructor is motivating students. My enthusiasm toward teaching students is said to be readily evident in my lecture style. Through my exhibiting my fascination with the material, the students are more apt to develop an active interest in the topic. Excitement is contagious. An additional method of motivating students is through illustrating concepts with examples from contemporary research and from the students' own lives. This format enhances both the student's understanding of the topic and provides them with an appreciation of how psychologists formulate and answer research questions. In several instances, I have had students gain hands on research experience through designing and executing research projects as part of a class requirement. These research projects typically required the students to generate a research question, perform a literature review, design and execute the experiment, analyze the data, and report the results and implications in a paper suitable for publication. While many students find such projects challenging, most agree that such an experience greatly enhanced their knowledge of the subject matter. When projects such as these are not feasible, thought (gedanken) experiments that address many of the same issues can be nearly as effective in demonstrating how research questions can be answered. Of great importance to the success of class projects is instructor availability. I pride myself on making myself highly accessible to my students both in the office and through email so that they may ask questions and discuss issues outside of class. This allows students to receive feedback in a timely manner that is convenient for both the student and the teacher. Although I routinely incorporate multimedia presentations into my lectures, I see these advances as useful supplements, rather than replacements for the more traditional lecture and discussion format.

In all of my classes, I have emphasized the importance of students broadening their education through laboratory research and internships. I strongly believe that hands-on experience is essential for providing a well-rounded education. Additionally, involvement in these activities allows students to evaluate their potential interests and to establish connections with faculty members. I make a concerted effort to make students aware of faculty research interests and openings in laboratories. As a faculty member at Appalachian State University and during my graduate student career, I have helped train and educate numerous undergraduate and graduate students in my laboratory. Specifically, I have assisted students in my laboratory with the development and implementation of research ideas, some of which have been published in professional journals or have been part of honors or masters theses. Again, an enthusiasm in conveying concepts and ideas to students and a genuine concern for the quality of their education have been the corner stone of my teaching philosophy which I feel make me an especially effective instructor.

### **Committee Work:**

#### *University Committee Work*

Coordinator for Faculty Reporting (2008)

Software Evaluation Committee (2007-2008)

Faculty Evaluation and Development Task Force - Procedures and Instruments Subcommittee,  
Chair (2006 - present)

Institutional Animal Care and Use Committee, Chair (2006 – present)

Faculty Senate Subcommittee on Faculty Annual Reporting (Spring 2008)

Institutional Animal Care and Use Committee, Member (2002 – 2006)

Institutional Animal Care and Use Committee, Training Officer (2002 – 2006)

#### *Departmental Committee Work*

Departmental Chairperson (2008 – present)

Departmental Personnel Committee (2001–2004; 2007 – present)

Doctoral Committee (2007 – present)

Assistant Chair, Department of Psychology (2006 – 2007)

Merit Committee (Fall 2006 - 2007)

Strategic Planning Committee (2005 – 2007)

Peer-Review Coordinator (2003 – 2007)

Instructional Technology Advisor (2001 – 2007)

General-Experimental Graduate Faculty (1999 – present)

Director of General-Experimental Master of Arts Program (2004 – 2006)

Department Chair Search Committee (2004 – 2005)

Research Space Committee (2004 – 2005)

Research Methods Committee (2002 – 2003)

Merit Committee (Fall 2000 – Spring 2001)

Technology Committee (1999 – 2001)

### **Textbook Selection Committee Work:**

Behavior Modification (2004-2005)  
Perception (2004-2005)  
Behavior Change (2003 – 2004; Chair, 2006-2007)  
Principles of Learning (1999 – 2000; 2002 – 2003)  
Physiological Psychology (2001 – 2002)

**Publications: (\* denotes student)**

- Denniston, J. C., & Klein, J. (2008). Transfer of extinction across contexts: Evidence for occasion setting as a mechanism of renewal. *Manuscript in preparation*.
- Denniston, J. C. (2008). Basic learning processes: Recent trends in classical conditioning. In W. F. Buskist & S. F. Davis (Eds.), *21st Century Psychology: A Reference Handbook* (pp. 310-319). Thousand Oaks, CA: Sage Publications.
- Denniston, J. C., & Miller, R. R. (2007). Timing of omitted events: An analysis of temporal control of inhibitory behavior. *Behavioural Processes, 74*, 274-285.
- Pineño, O., Denniston, J. C., Beckers, T., Matute, H., & Miller, R. R. (2005). Contrasting predictive and causal values of predictors and of causes. *Learning & Behavior, 33*, 184-196.
- Denniston, J. C., Blaisdell, A. P., & Miller, R. R. (2004). Temporal coding in conditioned inhibition: Analysis of associative structure of inhibition. *Journal of Experimental Psychology: Animal Behavior Processes, 30*, 190-202.
- Denniston, J. C., & Miller, R. R. (2003). The role of temporal variables in inhibition produced through extinction. *Learning & Behavior, 31*, 35-48.
- Denniston, J. C., Waring, D. A., & Buskist, W. (2003). Charles Darwin teaches evolutionary psychology. *Contemporary Psychology, 48*, 238-241.
- Denniston, J. C., Chang, R., & Miller, R. R. (2003). Massive extinction treatment attenuates the renewal effect. *Learning and Motivation, 34*, 68-86.
- Denniston, J. C., Savastano, H. I., Blaisdell, A. P., & Miller, R. R. (2003). Cue competition as a retrieval deficit. *Learning and Motivation, 34*, 1-31.
- Blaisdell, A. P., Denniston, J. C., & Miller, R. R. (2001) Recovery from the overexpectation effect: Contrasting performance-focused and acquisition-focused models of retrospective revaluation. *Animal Learning & Behavior, 29*, 367-380.
- Burger, D., Denniston, J. C., & Miller, R. R. (2001). Temporal coding in condition inhibition: Retardation tests. *Animal Learning & Behavior, 29*, 281-290.
- Denniston, J. C., Savastano, H. I., & Miller, R. R. (2001). The extended comparator hypothesis: Learning by contiguity, responding by relative strength. In R. R. Mowrer & S. B. Klein (Eds.), *Handbook of contemporary learning theories*. (pp. 65-117). Mahwah, NJ. Lawrence

Erlbaum Associates, Inc.

- Blaisdell, A. P., Denniston, J. C., Savastano, H. I., & Miller, R. R. (2000). Counterconditioning of an overshadowed cue attenuates overshadowing. *Journal of Experimental Psychology: Animal Behavior Processes*, 26, 74-86.
- Blaisdell, A. P., Denniston, J. C., & Miller, R. R. (1999). Posttraining shifts in the overshadowing stimulus-US interval alleviates the overshadowing deficit. *Journal of Experimental Psychology: Animal Behavior Processes*, 25, 18-27.
- Gunther, L. M., Denniston, J. C., & Miller, R. R. (1998). Renewal of comparator stimuli. *Learning and Motivation*, 29, 200-219.
- Gunther, L. M., Denniston, J. C., & Miller, R. R. (1998). Conducting exposure treatment in multiple contexts can prevent relapse. *Behaviour Research and Therapy*, 36, 75-91.
- Denniston, J. C., Cole, R. P., & Miller, R. R. (1998). The role of temporal variables in the transfer of conditioned inhibition. *Journal of Experimental Psychology: Animal Behavior Processes*, 24, 200-214.
- Denniston, J. C., Blaisdell, A. P., & Miller, R. R. (1998). Temporal coding affects transfer of serial and simultaneous inhibitors. *Animal Learning & Behavior*, 26, 336-350.
- Blaisdell, A. P., Denniston, J. C., & Miller, R. R. (1998). Temporal encoding as a determinant of overshadowing. *Journal of Experimental Psychology: Animal Behavior Processes*, 24, 72-83.
- Blaisdell, A. P., Denniston, J. C., & Miller, R. R. (1997). Unblocking with qualitative change of US. *Learning and Motivation*, 28, 268-279.
- Denniston, J. C., Miller, R. R., & Matute, H. (1996). Biological significance as a determinant of cue competition. *Psychological Science*, 7, 325-331.
- Cole, R. P., Denniston, J. C., & Miller, R. R. (1996). Reminder induced attenuation of the effect of relative stimulus validity. *Animal Learning & Behavior*, 24, 256-265.

**Conference Presentations: (\* denotes student)**

- \*Smith, K. D., \*McEntire, J. D., \*Fondren, J. C., & Denniston, J. C. (April, 2008). *A comparative analysis of renewal of Pavlovian responding across rats and humans*. 10<sup>th</sup> Celebration of Student Research and Creative Endeavor, Appalachian State University.
- \*Smith, K. D., \*McEntire, J. D., \*Fondren, J. C., & Denniston, J. C. (April, 2008). *A comparative analysis of renewal of Pavlovian responding across rats and humans*. National Conference on Undergraduate Research, Salisbury, MD.

- Galloway, A. T., Fox, P. A., & Denniston, J. C. (2008, January). *Post-test performance and student evaluation as a function of class size, grades assigned, and teacher experience*. National Institute on the Teaching of Psychology, St. Pete Beach, FL.
- \*Freeman, C. W., \*Smith, K. D., & Denniston, J. C. (2007, October). *An analysis of occasion setting properties of contexts in ABA and ABC renewal designs*. Pavlovian Society, Austin, TX.
- \*Finn, M., \*Lutterloh, K. G., & Denniston, J. C. (2007, March). *Analysis of mechanisms underlying renewal of conditioned responding*. Conference on Comparative Cognition, Melbourne, FL.
- \*Pfleger, W. R., \*Lord, R. K., \*Brewington, A., N., & Denniston, J. C. (2006). *Acquisition and extinction, similar of different processes: An investigation of the effect of trial spacing and CS duration on rate of extinction*. 9<sup>th</sup> Celebration of Student Research and Creative Endeavor, Appalachian State University.
- \*Gerrard, L. L., \*Pfleger, W. R., \*Kilpatrick, J. T., \*Cooper, C. B., & Denniston, J. C. (2005). *Context specificity in learning: Process or order?* 8<sup>th</sup> Celebration of Student Research and Creative Endeavor, Appalachian State University.
- \*Smith, H. A., \*Cloaninger, C. D., \*Albritton, B. T., \*Gilkey, J. M., & Denniston, J. C. (2005). *The Relationship between occasion setting and the renewal effect*. 8<sup>th</sup> Celebration of Student Research and Creative Endeavor, Appalachian State University.
- \*Smith, H. A., \*Cloaninger, C. D., \*Phillips, R. E., & Denniston, J. C. (2005, April). *Relationship between occasion setting and the renewal effect*. National Conference on Undergraduate Research, Lexington, VA.
- \*Gerrard, L. L., \*Pfleger, W. R., & \*Denniston, J. C. (2005, March). *The renewal effect: Occasion setting by context?* Conference on Comparative Cognition, Melbourne, FL.
- Pineño, O. P., Denniston, J. C., & Miller, R. R. (2003, September). *Predictive and causal learning in humans are differentially sensitive to stimulus competition*. XV<sup>th</sup> Congress of the Spanish Society of Comparative Psychology, Barcelona, Spain.
- \*Miller, M. G., \*Werstlein, W. B., & \*Gates, J. M. (2003, April). *The effect of trial spacing and CS duration on extinction of Pavlovian responding*. North Carolina Psychological Association/Foundation Spring Conference. James Denniston – Sponsor
- \*Miller, M. G., \*Werstlein, W. B., & \*Gates, J. M. (2003, April). *The effect of trial spacing and CS duration on extinction of Pavlovian responding*. Sixth Annual Celebration of Student Research and Creative Endeavor, Appalachian State University. James Denniston – Sponsor
- \*Werstlein, W. B., \*Gates, J. M., \*Miller, M. G., & Denniston, J. C. (2003, March). *The effect of CS duration on extinction of Pavlovian responding*. Conference on Comparative Cognition, Melbourne, FL.

- \*Gates, J. M., \*Werstlein, W. B., \*Miller, M. G., & Denniston, J. C. (2003, March). *The effect of trial spacing on extinction of Pavlovian responding*. Conference on Comparative Cognition, Melbourne, FL.
- \*Miller, M. G., \*Werstlein, W. B., \*Gates, J. M., & Denniston, J. C. (2003, March). *The effect of trial spacing on extinction of Pavlovian responding*. National Conference on Undergraduate Research, Salt Lake City, UT.
- \*Hawley, C. D., & \*Miller, M. G. (2002). *Effect of magnitude of extinction treatment on spontaneous recovery*. Fifth Annual Celebration of Student Research and Creative Endeavor, Appalachian State University. James Denniston – Sponsor
- \*Werstlein, W. B., \*Hawley, C. D., \*Miller, M. G., & Denniston, J. C. (2002, April). *The effect of trial spacing and CS duration on the extinction of acquired fears*. National Conference on Undergraduate Research, Whitewater, WI.
- Denniston, J. C., & \*Hawley, C. D. (2002, March). *Effect of magnitude of extinction treatment on spontaneous recovery*. Conference on Comparative Cognition, Melbourne, FL.
- \*Greer, G., & Denniston, J. C. (2001, April). *Effect of trial spacing on extinction: A test of Gallistel and Gibbon (2000)*. Eastern Psychological Association, Washington, DC.
- \*Greer, G. (2001, April). *The effects of trial spacing and CS duration on extinction: A test of Gallistel and Gibbon (2000)*. Fourth Annual Celebration of Student Research and Creative Endeavor, Appalachian State University. James Denniston – Sponsor
- Denniston, J. C., Burger, D. C., Escobar, M., & Miller, R. R. (2000, November). *Timing of US omission in Pavlovian conditioned inhibition*. Psychonomic Society, New Orleans, LA.
- Blaisdell, A. P., Denniston, J. C., & Miller, R. R. (2000, March). *Recovery from the overexpectation effect: Support for performance models of retrospective revaluation*. Eastern Psychological Association, Baltimore, MD.
- Denniston, J. C., Chang, R., & Miller, R. R. (2000, March). *Massive extinction prevents the renewal effect*. Eastern Psychological Association, Baltimore, MD.
- Burger, D. C., Denniston, J. C., & Miller, R. R. (2000, March). *Temporal coding in conditioned inhibition: Retardation tests*. Eastern Psychological Association, Baltimore, MD.
- Miller, R. R., Denniston, J. C., & Arcediano, F. (1999, April). *Rating of causation versus prediction – A test of power PC theory*. Eastern Psychological Association, Providence, RI.
- Denniston, J. C., Salpepi, N., Savastano, H. I., & Miller, R. R. (1999, April). *Temporal specificity of inhibition produced through extinction*. Eastern Psychological Association, Providence, RI.
- Arcediano, F., Denniston, J. C., & Savastano, H. I. (1999, March). *Experimental analysis of the extended comparator hypothesis*. Associative Learning Symposium, Gregynog, Wales.

- Miller, R. R., Denniston, J. C., & Blaisdell, A. P. (1998, May). *New tests of the comparator hypothesis as applied to retrieval in Pavlovian situations (Invited address)*. Midwestern Psychological Association, Chicago, IL.
- Miller, R. R., Denniston, J. C., & Burger, D. (1998, March). *Temporal encoding in Pavlovian inhibition*. International Conference on Comparative Cognition, Melbourne, FL.
- Denniston, J. C., Mallema, H., & Miller, R. R. (1998, February). *Retrospective revaluation of temporal information in conditioned inhibition*. Eastern Psychological Association, Boston, MA.
- Miller, R. R., Denniston, J. C., & Blaisdell, A. P. (1997, November). *Comparator processes influence retrieval, not response generation*. Psychonomic Society, Philadelphia, PA.
- Denniston, J. C., Kovacs, G. A., & Miller, R. R. (1997, April). *Temporal coding as a determinant of transfer of inhibition*. Eastern Psychological Association, Washington, D.C.
- Blaisdell, A. P., Denniston, J. C., & Miller, R. R. (1997, April). *Temporal encoding as a determinant of overshadowing*. Eastern Psychological Association, Washington, D.C.
- Miller, R. R., Gunther, L. M., Denniston, J. C., & Blaisdell, A. P. (1997, March). *The comparator hypothesis: Current status*. International Conference on Comparative Cognition, Melbourne, FL.
- Denniston, J. C., Matute, H., & Miller, R. R. (1997, March). *Blocking in humans using conditioned suppression*. International Conference on Comparative Cognition, Melbourne, FL.
- Miller, R. R., Denniston, J. C., & Cole, R. C. (1996, May). *The temporal coding hypothesis (invited paper)*. Midwestern Psychological Association, Chicago, IL.
- Denniston, J. C., Miller, R. R., & Matute, H. (1996, April). *Biological significance as a determinant of cue competition*. Eastern Psychological Association, Philadelphia, PA.
- Cole, R. P., Denniston, J. C., & Miller, R. R. (1996, April). *Behavioral recovery from the effect of one-trial overshadowing*. Eastern Psychological Association, Philadelphia, PA.
- Denniston, J. C., Gunther, L. M., & Miller, R. R. (1996, March). *Generalized extinction as a result of extinction in multiple contexts*. International Conference on Comparative Cognition, Melbourne, FL.
- Oberling, P., Denniston, J. C., & Miller, R. R. (1995, December). *Biologically relevant stimuli do not follow the law of contingency*. Sixty-third meeting of the Society for Physiology, Strasbourg, France.
- Denniston, J. C., Grimaldi, S., & Miller, R. R. (1995, April). *Temporal coding of Pavlovian conditioning*. Eastern Psychological Association, Boston, MA.

Miller, R. R., Cole R. C., & Denniston, J. C. (1995, March). *The temporal coding hypothesis*. International Conference on Comparative Cognition, Melbourne, FL.

Cusato, B. M., Denniston, J. C., & Tarpy, R. M. (1994, April). *Enhancement and suppression of response rates by reinforcement signals of varying intensities*. Eastern Psychological Association, Providence, RI.

Tarpy, R. M., Denniston, J. C., Cusato, B. M., & Roberts, J. E. (1993, November). *Reward signals improve discrimination learning*. Psychonomic Society, Washington, D.C.

Denniston, J. C., Bragason, O., & Matthews, T. J. (1992, May). *Clock-like performance in pigeons*. Undergraduate Research Conference, New York University.

### **Referee:**

Behavioural Processes

Eastern Psychological Association's 1999 Subcommittee for Paper Selection

International Journal of Comparative Psychology

Journal of Experimental Psychology: General

Journal of Experimental Psychology: Animal Behavior Processes

Learning & Behavior

Learning and Motivation

Psychonomic Bulletin & Review

### **Membership in Professional Organizations:**

Comparative Cognition Society

Eastern Psychological Association

Pavlovian Society

Project Kaleidoscope

### **Grants and Awards:**

University Research Council Grant (Spring 2004)

Agency: Appalachian State University

Title of grant: "An analysis of the effect of training order on generalization of Pavlovian responding"

Amount requested: \$4300

Amount awarded: \$4300

National Science Foundation (2002)

"MRI/URI: Acquisition of Behavioral and Microscopy Equipment for Collaborative Research"

Zrull and Denniston as co-PIs.

Amount requested: \$66,737

Amount awarded: not funded

University Research Council Grant (Summer 2001)

Agency: Appalachian State University

Title of grant: "The Effect of Trial Spacing on Spontaneous Recovery "

Amount requested: \$2500

Amount awarded: not funded

Student Development Undergraduate Research Scholarship (Fall 2001)

Student: Whitney Werstlein

Status: Funded

University Research Council Grant (2000-2001)

Agency: Appalachian State University

Title of grant: "The Effects of Trial Duration and Trial Spacing on the Extinction of Conditioned Fear"

Amount requested: \$3440

Amount awarded: \$3440

University Research Council Grant (Summer, 2000)

Agency: Appalachian State University

Title of grant: "Prevention of Relapse Through Massive Extinction Experience".

Amount requested: \$1000

Amount awarded: \$1000

American Psychological Association Dissertation Research Award (1998-1999)

Agency: American Psychological Association

Title of grant: "Temporal specificity of inhibition produced through extinction".

Amount awarded: \$1000

**Research Experience:**

Appalachian State University (July 1999 - present)

My research focuses on the mechanisms underlying the recovery of conditioned fear following extinction of a Pavlovian association. Specifically, I am interested in the mechanisms underlying the renewal effect and whether renewal is the result of generalization decrement of an inhibitory association versus occasion setting by context. Additionally, I am performing experiments designed to evaluate the mechanisms of learning proposed by recent nonassociative timing models of conditioning.

State University of New York at Binghamton (June 1994 - July 1999)

Research assistant in Dr. Ralph R. Miller's laboratory. Research interests included the temporal coding hypothesis, human causal judgment, the role of biological relevance in cue competition effects, retrospective revaluation in cue competition, and retrospective revaluation of temporal relationships.

Bucknell University (September 1992 - May 1994)

Research assistant in Dr. Roger Tarpy's laboratory. Research interests included the effect of

signaled reinforcement on the acquisition of discrimination tasks, the effect of varying the intensity of the cue used to signal reinforcement, and operant analogues to latent inhibition.

New York University (September 1991 - May 1992)

Research assistant in Dr. T. James Matthews' laboratory. Assisted in research investigating psychological distance to food utilizing concurrent schedules of reinforcement, measures of preference, and predictive clock stimuli on autoshaping.

### **Teaching Experience:**

Appalachian State University (August 1999 - Present)

Courses Taught:

- Principles of Learning
- Research Methods
- Evolutionary Psychology
- Behavior Change
- Educational Psychology
- General Psychology

State University of New York at Binghamton (September 1994 - May 1999)

Courses Taught:

- Learning
- Motivation
- Laboratory in Learning
- Laboratory in Motivation.

Teaching Assistant:

- Introduction to Psychology
- Research Methods.

Bucknell University (September 1992 - May 1994)

Teaching assistant: Introduction to Psychology. Responsibilities included teaching laboratory sections on Operant Conditioning and Animal Behavior.

New York University (September 1991 - May 1992)

Undergraduate teaching assistant for the Laboratory in Animal Learning. Responsibilities included teaching a laboratory section on Operant Conditioning.

### **References:**

Dr. Ralph R. Miller, Department of Psychology, State University of New York at Binghamton. Binghamton, NY 13902. (607) 777-2291; e-mail: rmiller@binghamton.edu (Ph.D. mentor)

Dr. Peter Balsam, Department of Psychology, Barnard College, 3009 Broadway, New York, NY 10027. (212) 854-5312; e-mail: balsam@columbia.edu (Ph.D. committee member)

Dr. Aaron Blaisdell, Department of Psychology and Neuroscience IDP, UCLA Department of Psychology, 1285 Franz Hall, Box 951563, Los Angeles, CA 90095-1563. (310) 267-4589; e-mail: blaisdell@psych.ucla.edu

Dr. Martha Escobar, Department of Psychology, 226 Thach Hall, Auburn University, AL 36849-5214. (334) 844 6489; e-mail: escobmc@auburn.edu.