



Welcome to the Social Communication and Neuroscience Laboratory!



We study social aspects of language in healthy individuals along the life span, and in people with neurogenic disorders. Undergraduate and graduate students are involved in all aspects of research and are crucial for the success of our agenda. Our laboratory is in the Department of Communication Sciences and Disorders (College of Allied Health).

OUR CURRENT RESEARCH QUESTIONS

- How does Parkinson's Disease impact the processing of social language information?
- How can we address disparities in access to care for people with Parkinson's Disease in Eastern North Carolina?
- How does cultural background influence the perception of sarcasm and prosocial lies?
- How has the pandemic changed our mental health and using sarcasm as a coping mechanism?
- How do we accommodate second language learners?

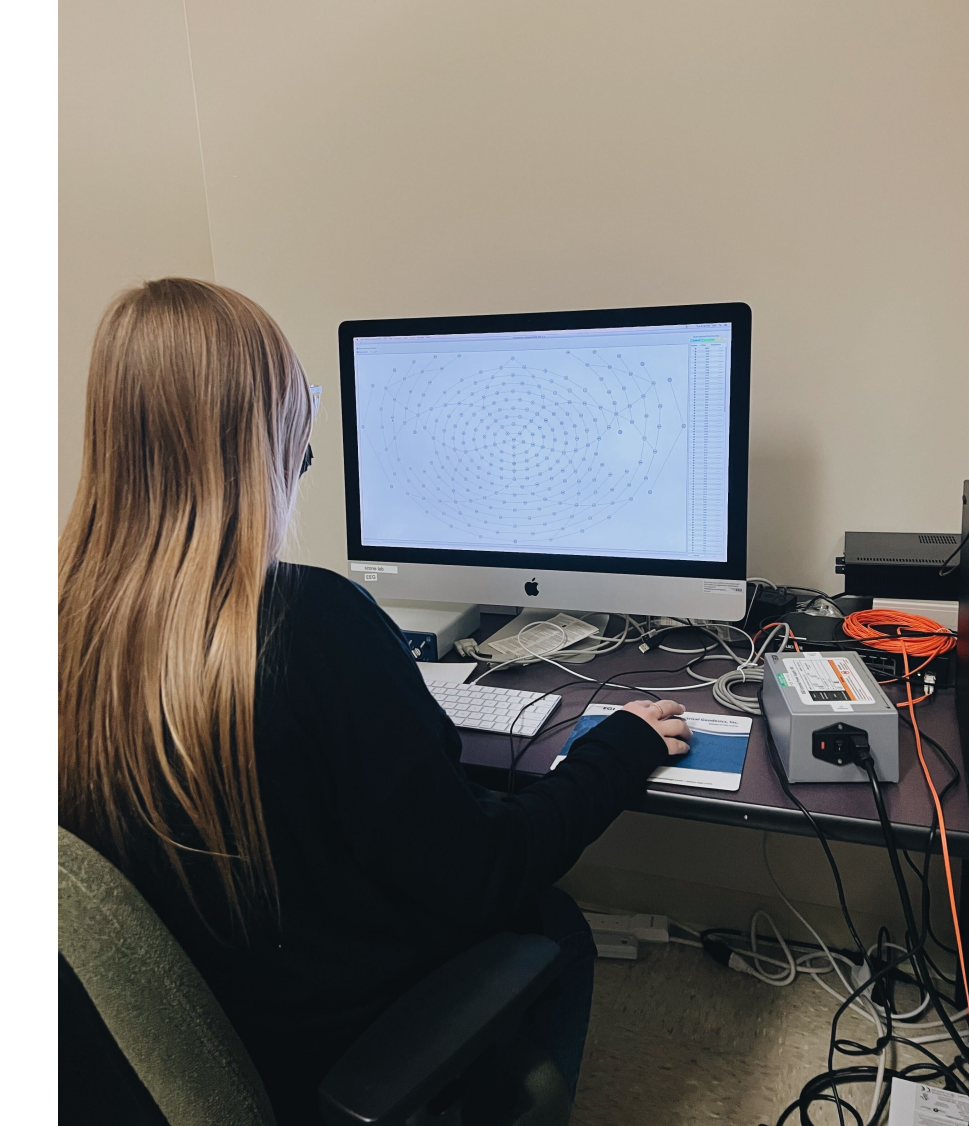
OUR METHODS

To answer our research questions, we use:

- Online surveys
- Standardized tests
- Eye tracking
- Electroencephalography
- Electric brain stimulation



LAB ACTIVITIES



RECENT PUBLICATIONS – students are highlighted

Listener impressions of foreigner-directed speech: A systematic review

Kathrin Rothermich^{a,*}, [Havan L. Harris^a](#), Kerry Sewell^b, Susan C. Bobb^c

Nonliteral language processing across the lifespan[★]

Kathrin Rothermich^{a,*}, [Cristal Giorio^b](#), [Sharon Falkins^c](#), [Lindsay Leonard^a](#), Angela Roberts^d

The influence of personality traits on attitudes towards climate change – An exploratory study

Kathrin Rothermich^{a,*}, Erika Katherine Johnson^b, [Rachel Morgan Griffith^b](#), [Monica Marie Beingolea^c](#)

Tracking Nonliteral Language Processing Using Audiovisual Scenarios

Kathrin Rothermich¹, Elizabeth Schoen Simmons², [Pavitra Rao Makarla³](#), [Lauren Benson^{4,5}](#), [Emma Plyler¹](#), [Hana Kim^{1,7}](#), and [Gitte Henssel Joergensen^{6,8}](#)

Eye Tracking Measures for Studying Language Comprehension Deficits in Aphasia: A Systematic Search and Scoping Review

[Saryu Sharma¹](#), [Hana Kim¹](#), [Havan Harris¹](#), [Amanda Haberstroh²](#), [Heather Harris Wright¹](#), [Kathrin Rothermich¹](#)

TEACHING with example student evaluations

Graduate level:

Cognitive Impairment (Fall 2018, 2019, 2020, 2021)

"I think this course is both fair and engaging, it has done a good job of presenting lots of information in ways that are easily digestible but also has done a good job of presenting different viewpoints."

2021 Quality Rating: 4.81 out of 5

Research Design (Summer 2018, 2020, 2021)

"The course is well organized, and assignments are explained well and easy to understand."

2021 Quality Rating: 4.90 out of 5

Undergraduate level:

Speech Science (Spring 2018, 2019)

The instructor does a great job explaining the material and instructing us on what will be important to make sure we have a complete understanding for future classes.

2019 Quality Rating: 4.97 out of 5

FOCUS ON MENTORSHIP with feedback from lab students

- "As a mentor, Dr. Rothermich advocates for her mentees and seeks to unveil everyone's potential and develop their career trajectory. She was an integral part of my process of applying to graduate school. She provided guidance, support, and willingness to speak on my behalf."
- "Dr. Rothermich has created a unique environment within her research lab. where she challenges our thinking, encourages everyone to be the best person they can be while remaining positive and uplifting."
- "Dr. Rothermich has always had an "open-door" policy. The personal guidance she offered me when I was an undergraduate student played a fundamental role in my decision to pursue both my degrees."
- "I can personally attest that through her teachings and research work in the department, Dr. Rothermich has inspired many students, including myself, to pursue their interests and apply them to the clinical setting."