# Peter James Aungle

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## EDUCATION

**Harvard University**                                                    Cambridge, MA
**PhD**, Psychology                                            Expected May 2026
Dissertation: "Embodied models of health: how attention, beliefs, and expectations interact to shape health over time"
Committee: Ellen Langer (primary advisor, committee chair), Leah Somerville, Fiery Cushman

**University of California at Berkeley**                               Berkeley, CA
**BA,** Psychology                                                            May 2009

## RESEARCH INTERESTS

Psychological influences on physical health; how mindsets shape performance and health outcomes; improving health and performance by identifying and intervening on limiting beliefs

## PUBLICATIONS

Aungle, P., & Langer, E. (2023). Physical healing as a function of perceived time. *Scientific Reports*, *13*(1), 22432. https://doi.org/10.1038/s41598-023-50009-3

Aungle, P., & Langer, E. (2024). The borderline effect for diabetes: when no difference makes a difference. *Frontiers in Psychology*, *15*. https://doi.org/10.3389/fpsyg.2024.1333248

Langer, E., & Aungle, P. (2024). How much do our thoughts shape our health? *Scientific American*. https://www.scientificamerican.com/article/how-much-do-our-thoughts-shape-our-health/

Aungle, P., Holmes, N., & Chen, D. (*in press*). Beyond Statistical Myopia: Replying to a Misguided Critique of Mind-Body Research. *Advances in Methods and Practices in Psychological Science*. https://doi.org/10.31234/osf.io/mgw73_v1

Aungle, P. & Langer, E. (*under review*). *Embodied models of health: A theoretical framework of mind-body unity. [Psychological Review]* https://doi.org/10.31234/osf.io/ubtxw_v1

## RESEARCH IN PROGRESS

Aungle, P., Matta, PM., Loecher, M., Chen, D. (*in prep*). *A computational framework of mind-body unity: formalizing embodied models of health.*

Aungle, P., Zhang, Y., Nagarathinam, V., Paradis, J., Chen, D. (i*n prep*). *The surprising power of sadness in workplace conflict: when vulnerability outperforms dominance.*

Aungle, P., Bross, J., & Langer, E. (i*n progress*). *Healing faster: the effect of healing time expectations on actual healing times after cataract surgery.*

**TEACHING EXPERIENCE**

**Harvard University,** Psychology Department

*Head Teaching Fellow*                                                                                    Fall 2025
Course: "Health: A Positive Psychology Perspective," (professor of record: Ellen Langer)
Average student rating: 4.80/5.0
  - Collaborated with Professor Langer to create the course syllabus, developed all section
    materials, taught all 5 sections for the course of approximately 80 students in total

*Head Teaching Fellow*                                                                                    Fall 2023
Course: "Health: A Positive Psychology Perspective," (professor of record: Ellen Langer)
Average student rating: 4.95/5.0
  - Collaborated with Professor Langer to create the course syllabus, developed all section
    materials, led weekly meeting with teaching staff, taught 2 sections

*Instructor*                                                                                    2023-2024
Course: "Instructional Styles in Psychology" (sole instructor)
Average student rating: 4.5/5.0
  - Designed and taught a required pedagogy course for new graduate student teaching fellows in
    the psychology department

*Psychology Department Pedagogy Fellow*                                                2023-2024
  - Provided teaching consultations to teaching fellows in the department, attended weekly
    workshops at the Derek Bok Center for Teaching and Learning, completed a capstone project to
    help future psychology pedagogy fellows develop their courses

*Teaching Fellow*                                                                                    Spring 2023
Course: "Introduction to Social Psychology" (professor of record: Fiery Cushman)
Average student rating: 4.52/5.0
  - Led 2 sections of approximately 20 students each

*Teaching Fellow*                                                                                    Fall 2021 & 2022
Course: "Health: A Positive Psychology Perspective," (professor of record: Ellen Langer)
Average student rating: 4.32/5.0
  - Led 2 sections in 2021 and 3 sections in 2022 of approximately 15 students each

*Teaching Fellow*                                                                                    Spring 2022
Course: "Introduction to Psychological Science" (professor of record: Jason Mitchell
Average student rating: 4.38/5.0
  - Led 2 sections of approximately 15 students each

**RESEARCH EXPERIENCE**

**Columbia University**                                                                New York, NY
Research Assistant                                                                      2018 – 2019

Advisor: Janet Metcalfe
Project: Learning from errors
- Created problem sets for study participants designed to maximize what students learn from errors while preparing for the New York State Math Regents exam
- Consulted on the experimental design, particularly in terms of how to explain common errors and relate to the correct problem-solving process

**University of California at Berkeley**                                                Berkeley, CA
Research Assistant                                                                              2006 – 2009
Advisor: Darlene Francis
Projects: The development of risk preferences in rat pups; the effects of rank in social hierarchies on behavior in a competitive task
- Helped run a study that tested the effects of prenatal stress on risk-taking behavior in rat pups. We found that prenatally stressed pups were significantly more likely to take physically threatening risks than healthy controls.
- Designed and ran a study to test the effect of within-group social rank on behavior in a competitive task. We paired unfamiliar rats matched for physical signs of dominance but with different within-group social ranks to test whether social rank predicted performance. Higher ranked rats tended to outperform their otherwise comparable peers, but the difference wasn't significant.

**University of California at Berkeley**                                                Berkeley, CA
Research Assistant                                                                              2007 – 2008
Advisor: Jack Glaser
Project: Implicit motivation to control prejudice
- Ran participants for an experimental study examining the implicit motivation to control prejudice in a "Shooter Task"

**PROFESSIONAL EXPERIENCE**
Private Tutor, Smarter Test Prep, 2011 – 2021
Independent Options Trader & Investment Analyst, 2014 – 2016
Sales Analyst, Aflac Insurance Company, 2010 – 2011
Business Development Services Analyst, Goldman Sachs Asset Management, 2009 – 2010
Communications Analyst, Hattaway Communications, 2008 – 2009
Press Advance Lead, National Advance Team, Hillary Clinton for President, 2007 – 2008

**REFERENCES**

**Ellen J. Langer, Ph.D.**
Professor of Psychology
Psychology Department
Harvard University
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**Darlene D. Francis, Ph.D.**
Associate Professor
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**Daniel L. Chen, J.D., Ph.D.**
Professor of Economics
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