



The graduate program in clinical psychology educates clinical psychologists with a firm grounding in research, theory, and practice. We are a clinical science program, which means that we encourage students to make substantive contributions to the understanding of the assessment, etiology, diagnosis, and treatment of psychopathology. We also encourage them to become competent clinicians who know how to make use of the available scientific evidence and to contribute to the training of future psychologists.

A clinical scientist is defined not by where s/he works (e.g., in a university vs. in private practice) but by how s/he thinks. We expect that students who complete our program will be able to apply the perspective and skills of a clinical scientist to research, teaching, and/or clinical work in various professional environments including academic departments, research institutes, medical schools, community mental health facilities, or other practice settings.

## Our Program of Study

Our program incorporates two areas of training—research training and clinical training—as well as the coursework needed to lay the foundation for both.

### Research Training

Our program is designed to train students who envision research as a primary focus of their graduate education and future career. Expertise in the design and interpretation of research sets clinical psychology apart from related disciplines, including psychiatry, social work and professional (Psy.D.) programs.

Training in research and scholarship occurs primarily through the student's research apprenticeship with a faculty mentor. The clinical faculty has a wide range of research interests—see the Faculty section below. Students begin their research training through coursework and as research assistants, and over time are expected to demonstrate increasing independence and to move closer to becoming broad-based scientists and scholars in clinical psychology.

Our program has a number of formalized research opportunities:

- The Psychology Department's Colloquium series invites scientists who are leaders in their field across the sub-fields of Psychology and related disciplines (e.g., neuroscience) to present their work to our department and to interact with our graduate students.

# DISCOVER

the unexpected

- Students in their second year and beyond present their work at an annual Emory University Clinical Psychology Research Day, in which we invite a distinguished speaker to join us for a day of student presentations and symposia.
- Students in our program are encouraged to attend Grand Rounds in Psychiatry, where leading scientists from around the country present their research. We have the advantage of proximity to and collaboration with a superb Psychiatry Department.

Students write and defend three scholarly works: a comprehensive review paper (which usually includes a meta-analytic review, the Qualifying Exam), a master's thesis and a dissertation. Most students publish these works, which begin their contribution to the field as professionals.

### Clinical Training

Training in clinical practice begins with the coursework in personality and psychopathology, clinical assessment, and clinical intervention during the first two years of the program. The integration of science and practice begins in these early courses.

During their first year, students take an assessment practicum that gives them direct experience with psychological evaluations.

During the summer after the first year students begin practicum at the Psychological Center, which is part of the Psychology Department and is operated by the clinical faculty. The Center provides low-cost outpatient psychological services to patients referred from other Emory University facilities as well as from the larger Atlanta community. In addition to psychological assessment, it provides individual (adult and child), marital/couples, group, and family therapy. Students are signed up for practicum at the center as long as they are in residence.

In addition, students must obtain additional clinical experience at secondary practicum sites in Atlanta, where they can work with particular patient populations. At least one such externship is required before applying for internship. Students must complete an APA-approved clinical internship prior to being awarded the Ph.D.

### Coursework

To function as productive clinical researchers in psychology, students need to acquire a basic understanding of the determinants of human behavior and a strong background in research design and quantitative methods. Required coursework consists of five core clinical courses in personality and psychopathology, clinical assessment, and clinical intervention; two elective clinical courses to deepen or broaden a student's knowledge of a substantive area of clinical psychology; three courses in research methods and statistics; one course in the history and systems of psychology; one course in ethics for psychologists; and one elective course each in Neuroscience and Animal Behavior, Cognitive Psychology, Developmental Psychology, and Social Psychology.

For more information about our program of study, please visit our website at [www.psychology.emory.edu/clinical](http://www.psychology.emory.edu/clinical) and explore the links to information about admissions, courses, research and more.

### New Psychology and Interdisciplinary Sciences Building (PAIS)



In September of 2007, construction began on a new facility for the Department of Psychology, including the graduate program in Clinical Psychology. The department moved into the new building in May of 2009. The five-story building is part of a Science Commons, located adjacent to Atwood Hall (chemistry) and near the Mathematics and Science Center.

The new building integrates most faculty activities under one roof. There is space for teaching and research with technology seamlessly integrated into learning spaces, laboratories designed to fit faculty research needs, a graduate student computer lab with state-of-the-art technology, and informal spaces designed for interaction among faculty and students.

The clinical program has a training clinic (The Psychological Center) so that initial practicum experiences can be provided on-site. The Psychological Center provides services on a sliding fee scale for individuals in the community as well as students. A visitor's parking lot is nearby, which makes it easier to recruit study participants who have to come to campus.

Future plans include establishing a state-of-the-art imaging facility in this building for basic research and clinical research with normal and patient populations.

## Students

Our website has information about all of our graduate students, including research interests and the faculty members they work with, at [www.psychology.emory.edu/clinical/students.html](http://www.psychology.emory.edu/clinical/students.html).

## Faculty

We have 12 faculty who serve as the primary research mentors for graduate students in the program. Below you will find brief sketches of some of their interests; on our website you will find a complete set of individual faculty member pages containing information about research interests, publications and more.

In addition, the following faculty are highly involved in teaching and clinical supervision: Dr. Ann Abramowitz, Dr. Cindy Messina, Dr. Gina Pyke, Dr. Steve Snow, and Dr. Nancy Bliwise. Visit [www.psychology.emory.edu/clinical/faculty.html](http://www.psychology.emory.edu/clinical/faculty.html).

**DR. PATRICIA BRENNAN'S** research interests are primarily focused on biosocial processes that predict psychopathology (aggression and depression) in childhood and adolescence. She adopts a developmental psychopathology perspective, and is currently focused on the following predictors of such outcomes: perinatal problems, parent mental illness, parenting styles, stressful life events, stress responsivity, and emotion regulation.

**DR. EDWARD CRAIGHEAD'S** research focuses on the assessment and treatment of childhood and adolescent depression and bipolar disorders. He is particularly interested in identifying biological and psychological factors that will distinguish between which children and adolescents respond to medications and which respond to psychological and family interventions. He continues his work on prevention of first episodes of depression; this work is being completed in Iceland.

**DR. LINDA CRAIGHEAD'S** research has focused on the development of an alternative approach (Appetite Awareness Training) to the treatment of problems with eating such as bulimia and binge-eating and concerns about weight. This approach retrains individuals to use internal signals to guide eating in a way that feels more positive and natural. She is currently adapting this approach for use with adolescents and exploring ways to use this approach to prevent the development of more severe problems among at-risk populations, particularly college women.

**DR. MARSHALL DUKE'S** research focuses on two areas. First is the interdisciplinary examination of personality via art and literature. Second is the study of resilience in children as engendered and strengthened by knowledge of family history. He is a member of the core faculty of the Emory Center for the study of myth and ritual in American Life (MARIAL) where he is co-director of the family narratives project.

**DR. EUGENE EMORY'S** research group studies the behavior of unborn fetus behavior in both normal and at-risk populations. The current NIH funding is for studies of fetal reactivity in women who have depression. Our other interesting work is that of fetal recognition of human voice and other sounds and how the response is revealed by shifts in brain blood flow activity. We think this work may help to understand normal brain development, and the etiology of conditions such as ADHD, speech and language deficits, and sex differences in early brain-behavior relationships.

**DR. SHERRYL GOODMAN'S** research brings together the fields of developmental and clinical psychology with a specific focus on depression in women who are pregnant or parenting. She studies the effects on the children and how (and why) some children develop problems and others do well. She is particularly interested in learning how to prevent the problems that are found in many children whose mothers have been depressed.

**DR. SCOTT LILIENFELD'S** research focuses on the detection and causes of psychopathic personality traits (such as dishonesty and lack of guilt), as well as psychological risk factors for criminal behavior. He is especially interested in identifying environmental, gender-related, and personality factors that may influence the expression of psychopathic personality traits and buffer certain at-risk individuals from developing criminal behavior.

**DR. JACK MCDOWELL** studies mathematical and computational models of adaptive behavior. His current work deals with a computational theory of behavior dynamics that is based on the notion that behavior evolves in response to selection pressure from the environment in the form of resource acquisition, or threat escape or avoidance. When this work is extended to adaptive social behavior it may permit the development and computational evaluation of new treatments for clinical problems.

**DR. STEVE NOWICKI:** research involves the study of relationships and what contributes to their success or failure, especially in children. His focus is on developing tests of the ability to identify and send emotional cues in facial expressions, tones of voice, postures and the like and interventions to remediate deficits that are found.

**DR. IRWIN WALDMAN** researches the causes, classification, and development of child and adolescent psychiatric disorders and behavior problems. In particular, NIH-funded twin studies are used to disentangle genetic from environmental influences on these disorders and NIH-funded molecular genetic studies are used to find specific genes that underlie ADHD and related childhood disorders. Current studies are attempting to characterize how genetic and environmental influences on such disorders may interact and how neurocognitive functions may aid in the search for predisposing genes.

DR. ELAINE WALKER, her collaborators at Emory, and her students are involved in research aimed at identifying risk factors for major mental illnesses, especially schizophrenia, with the eventual goal of preventing these illnesses. Her research group is part of a national consortium of 8 universities that are funded by the NIMH to identify adolescents who are at greatest risk and to better understand and prevent the brain abnormalities that can lead to mental illness during this developmental stage.

DR. DREW WESTEN's research centers on group studies. One study is looking at personality and resilience among inner city African-Americans in Atlanta, as a way to understand genetic and environmental influences on a group of people exposed to the stresses associated with poverty. A study recently funded by the NIMH is looking at new ways to diagnose personality disorders. Another study, in collaboration with a colleague in the Law School, is examining how the brain functions during jury decision making, to see how jurors actually weigh evidence and the extent to which emotional factors influence their decision making.

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