



EMORY

L A N E Y
GRADUATE
S C H O O L

Clinical Psychology



The clinical curriculum provides students with the knowledge and skills they need to function as productive clinical researchers in psychology. It also offers training in clinical practice through coursework in assessment and treatment, and through supervised clinical practica.

Social Sciences

Clinical Psychology

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.

Professional Development

Laney offers a range of programs that encourages students to develop their professional skills, engage with broader professional communities, and prepare for their careers.

Visit gs.emory.edu to learn more.

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.
- 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 review paper or a research proposal that is part of the Qualifying Exam, a master's thesis and a dissertation. Students are encouraged to 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 provides direct experience with psychological evaluations.

Starting the summer after the first year, students begin practicum at the Psychological Center, which is part of the Psychology Department. The Center provides low-cost outpatient psychological services to individuals referred from other Emory University facilities as well as from the larger Atlanta community. In addition to psychological assessment, individual (adult and child), marital/couples, group, and family therapy are available. Students are signed up for practicum at the center for at least three years.

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 & Developmental Psychology, and Social Psychology.

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

Psychology and Interdisciplinary Sciences Building (PAIS)



The Department of Psychology 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 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) in which initial practicum experiences are provided on-site. The Psychological Center provides services on a sliding fee scale for individuals in the community as well as students. The Peavine visitor's parking lot is nearby, and is available for the Center's clients as well as study participants who have to come to campus.

A state-of-the-art imaging facility has been established in the basement of this building for basic research as well as 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.

Faculty

We have 13 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 faculty pages containing information. We have an in-house clinic providing clinical training: Dr. Cynthia Messina (Director of the Psychological Center), Dr. Ann Abramowitz (Director of the Assessment Program), Dr. Steve Snow and Dr. Dana Wyner (clinical supervisors). Visit 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 could identify children and adolescents who may respond to medications and which may respond better to psychological interventions. He also works on prevention of first episodes of depression in collaboration with several international sites.

DR. LINDA CRAIGHEAD'S research focuses on the development of an approach (Appetite Awareness Training) to the treatment of problems with eating such as bulimia, binge-eating and concerns about weight, retrains individuals to rely primarily on internal signals to guide eating in a way that feels more positive and natural. Her lab is developing mobile technology to provide early intervention for populations at risk for disordered eating and/or overweight.

DR. MARSHALL DUKE'S research focuses on the interdisciplinary examination of personality via art and literature and the study of resilience in children as engendered and strengthened by knowledge of family history.

DR. EUGENE EMORY'S research involves studying unborn fetus behavior in both normal and at-risk populations, including assessing fetal reactivity in women who have depression. His work also includes assessing fetal recognition of human voice and other sounds and how these responses are revealed by shifts in brain blood flow activity.

DR. SHERRYL GOODMAN'S research is grounded in the field of developmental psychopathology and primarily concerns the mechanisms by which mothers with depression may transmit psychopathology to their children. She is particularly interested in risk and protective factors and vulnerabilities to the development of psychopathology in offspring of depressed mothers. She is also interested in the development and evaluation of evidence-based approaches to the prevention and treatment of perinatal depression, including the potential benefits to the infants, and in the development of experimental interventions that might show promise in the prevention of depression in vulnerable children.

DR. AMI KLIN is the Director of the Marcus Autism Center at CHOA, and Professor and Chief, division of Autism and Related Disorders, Department of Pediatrics, Emory School of Medicine. Dr. Klin's research focuses on understanding the emergence of social mind and social brain and the disruptions of these processes that lead to autism spectrum disorders. His research is developing measures to assess early emerging mechanisms of sociability in human infants and non-human primates.

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. He is also interested in the application of scientific thinking and skepticism to clinical psychology and allied fields, and to distinguishing science from pseudoscience in mental health.

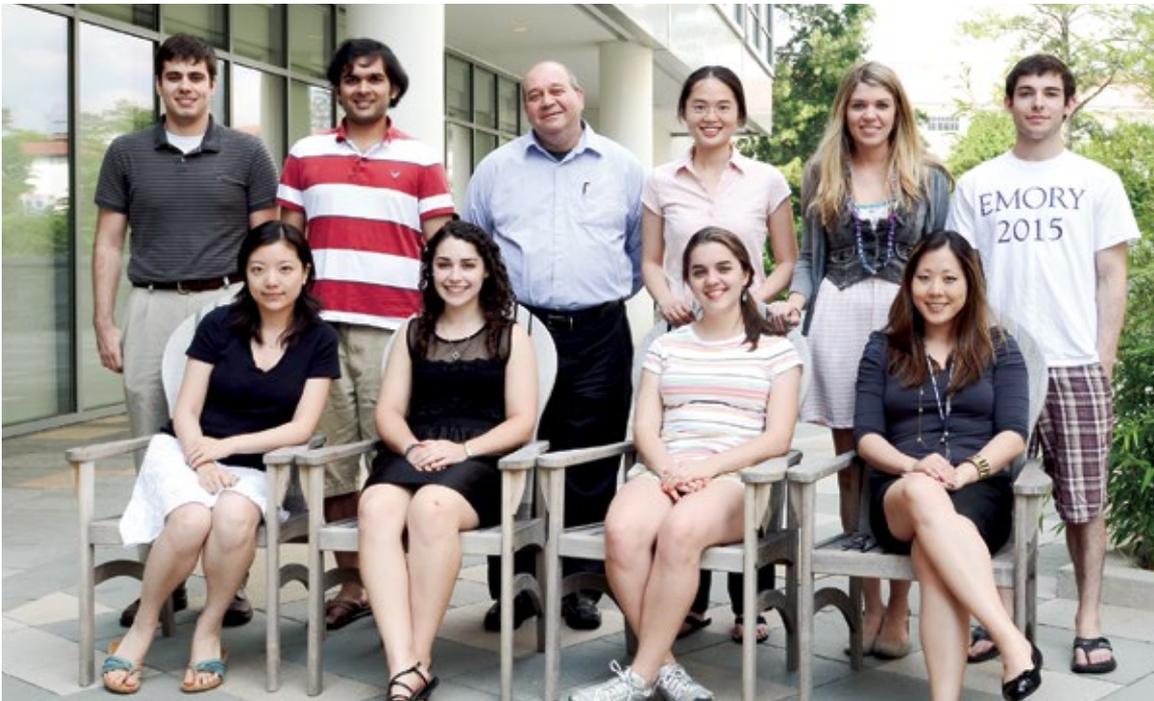
DR. JACK MCDOWELL studies mathematical and computational models of adaptive behavior. His current work deals with a computational theory of behavior dynamics that is based on the notion that behavior evolves in response to selection pressure from the environment in the form of resource acquisition, or 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. MICHAEL TREADWAY investigates the pathophysiology underlying disturbances in motivation, cognition and affect that occur in disorders such as depression, anxiety and schizophrenia. His research employs a variety of methods, including multimodal neuroimaging techniques (fMRI, MRS, and PET), behavioral paradigms, computational modeling, and clinical/personality assessment. A particular interest has been the assessment of reward motivation and reinforcement learning in psychiatric populations, and using these tools to identify common and unique patho-mechanisms across disorders.

DR. IRWIN WALDMAN researches the causes, classification, and development of child and adolescent psychiatric disorders and behavior problems. NIH-funded twin studies are used to disentangle genetic from environmental influences on these disorders and 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'S research focuses on 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 focuses on ways to understand and diagnose personality disorders in adolescents and adults, including empirical methods to derive diagnostic groupings of mood, anxiety, and eating disorders to provide reliable, valid, and clinically useful categories. Dr. Westen uses a range of methods including clinically



experienced informants and biological methods such as fMRI and molecular genetics to study personality pathology and its interface with other psychiatric disorders. Dr. Westen has a strong interest in political psychology and unconscious prejudice.

Professor Emeritus

DR. STEVE NOWICKI'S 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.

Contact Information

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Laney Graduate School Degree Programs

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 - Biochemistry, Cell and Developmental Biology
 - Cancer Biology
 - Genetics and Molecular Biology
 - Immunology and Molecular Pathogenesis
 - Microbiology and Molecular Genetics
 - Molecular and Systems Pharmacology
 - Neuroscience
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- Philosophy
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- Political Science
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- Women's, Gender, and Sexuality Studies



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