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.

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.
- 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](http://www.psychology.emory.edu/clinical) and explore the links to information about admissions, courses, research and more.
Faculty

We have 10 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 integral to the graduate program: Dr. Cynthia Messina (Director of the Psychological Center), Dr. Ann Abramowitz (Director of the Assessment Program), Dr. Nancy Bliwise and Dr. Steve Snow (clinical supervisors) and Dr. Ellie Cale are in-house. Visit www.psy-chology.emory.edu/clinical/faculty.html.

DR. PATRICIA BRENNA N’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 CRAIGH EAD’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 CRAIGH EAD’S research focuses 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 retrained 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.

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 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, CHO A, Professor and Chif, division of Autism and Related Disorders, Depart-ment of Pediatrics, Emory School of Medicine. Dr. Klin’s research focuses on understanding the emergence of social mind and to social brain and the disruptions of these processes that lead to autism spec-trum disorders, and developing measures to assess early emerging mechanisms of sociability in human infants and non-human primates. Dr. Klin is working on new models of health care delivery that involve universal screening of babies and tie screening to early intervention.

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-re-lated, 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 computa-tional theory of behavior dynamics that is based on the notion that behavior evolves in response to selection pressure from the envi-ronment 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. IRWIN WALDMAN researches the causes, classification, and development of child and adolescent psychiatric disorders and be-havior 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, his lab, and his collaborators internationally focus on a range of related issues, perhaps all bound together by a single question: How do we wed research and practice in ways that advance our knowledge as well as our clinical work and diagnosis? Much of his NIMH-funded research focuses on how best to under-stand and diagnose personality disorders in adolescents and adults, although in recent years he and his lab have also focused on how best to use empirical methods to derive diagnostic groupings of mood,
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anxiety, and eating disorders, and how best to configure the diagnostic manual to allow clinicians to diagnose them in ways that are reliable, valid, and clinically useful. Dr. Westen and his team use a range of methods and informants, particularly clinically experienced informants, in all of their NIMH-funded research, whether on personality or the treatment of depression. They also draw on 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; is an internationally-known political consultant; and is a regular contributor to the New York Times, as well as a writer and commentator for other outlets such as the Washington Post and CNN.

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.

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