

# Graduate Studies in Psychology

## Tulane University

### School of Science and Engineering

#### Overview

Tulane University's Department of Psychology dates from 1911, although courses in psychology were offered as early as 1907. The first Master's Degree in Psychology was awarded at Tulane in 1912. Immediately following World War II, the department established a doctoral program in psychology, awarding the first Ph.D. degree in 1949.

Graduate studies leading to the Ph.D. degree in psychology are designed to offer the student training in a major research area within psychology, expertise in quantitative and design methodology, and varied research opportunities. Students study either **School Psychology** or **Psychological Science (Cognitive/Behavioral Neuroscience, Developmental, Social)**. The School Psychology program is accredited by the American Psychological Association.

You may write to faculty members at the Department of Psychology, Tulane University, New Orleans, LA 70118. Faculty members can be reached by email or telephone at (504) 865-5331.

**Note: The Department does NOT offer training in counseling or clinical psychology.**

## Professional School Psychology

The School Psychology Program is fully accredited by the American Psychological Association, and offers doctoral research training in basic and applied aspects of developmental science. Faculty research interests include developmental psychopathology, resilience and stress reactivity, executive functions such as emotion regulation and attention, coping, motivational belief systems and the typical developmental patterns among adolescents of color, spatial reasoning, and the development of tool use. State of the art research laboratories include the Infant and Toddler Development Project at Tulane's University Square facility. Additional facilities on campus are made possible through the Newcomb Children's Center the University's Upward Bound Program. Cooperation with community institutions and schools is excellent. Goals of graduate training are to develop students' research skills and to prepare them for employment in academic research, teaching, and human service settings. After securing competitive pre-doctoral internships, program graduates are employed in a variety of excellent positions. Please see Appendix A for additional detail on the School Psychology program requirements, internship opportunities, and placement of recent graduates.

### Requirements for the School Psychology Track are:

- 64 Hours of Graduate Course Didactic Credit Hours Including:
  - 3 Area Core Courses (i.e., 9 Credits)
  - 3 Quantitative Methods Courses (i.e., 9 Credits)
  - 2 Individual Human Development Courses (6 Credits)
  - 2 Cultural Diversity and Exceptionality Courses (6 Credits)
  - 2 Professional Issues Courses (4 Credits)
  - 8 Courses in Assessment, Intervention, and Educational Applications (24 Credits)
  - 2 Courses in Education (6 Credits)
  - Additional Elective Courses are Selected in Consultation with the Advisor
  - 8 Semesters in Practicum (24 Credits)
  - Master's Thesis
  - Comprehensive Examination
  - Dissertation
  - One-year Pre-doctoral Clinical Internship

## Psychological Science

Psychological Science provides training in basic research areas of psychology, specifically cognitive/behavioral neuroscience, developmental psychology, behavioral neuroscience, and social psychology. Throughout the graduate career, students conduct research with any department faculty member, and often elect to conduct research with several faculty to support interdisciplinary interests. The majority of our program graduates secure academic positions. Recent graduates positions are described on our website ( <http://psych.tulane.edu/graduate/recent.php> )

Requirements for the Psychological Science Track are:

- 48 Hours of Graduate Course Credits Including:
  - 3 Area Core Courses (i.e., 9 Credits)
  - 3 Quantitative Methods Courses (i.e., 9 credits)
  - The Professional Issues Course (1 Credit)
  - Additional Elective Courses are Selected in Consultation with the Advisor, to Complete the Remaining 29 Credits)
  - Master's Thesis
  - Comprehensive Examination
  - Dissertation

## Admission Information

Applications for the Ph.D. in Psychology must be submitted by January 15.

Application materials are available for submission on-line through the School of Science and Engineering at <http://www.sse.tulane.edu/pages/graduate.php>.

Materials include:

- A completed application form
- Three (3) letters of recommendation.
- Official transcripts from all undergraduate institutions attended and of any previous graduate work completed.
- Scores on the Graduate Record Examination (verbal, quantitative, and analytical)
- Test of Spoken English (TSE) scores, or the equivalent, for applicants whose native language is not English.

-In addition, applicants should complete the Supplemental Application Form (pdf) found on our website and return it directly to the Department of Psychology.

## Requirements for Admission

Undergraduate majors in psychology who have satisfactorily completed courses in general psychology, statistics, and research methods are preferred. Applicants to the School Psychology Program should, in addition, have taken psychological testing. Exceptions may be made for outstanding students in other disciplines. In most instances, minimum criteria for consideration for financial aid are an overall undergraduate GPA of 3.2, a major GPA of 3.4, and GRE total (Verbal and Quantitative) of 1100; as indicated below in the profile of our current students, most admitted candidates exceed these minimum qualifications. Evidence of research experience in psychology is highly desirable. The primary concern in selection is that the applicant show scientific and professional promise as well as evidence of successful graduate performance. Students are accepted only for full-time graduate study.

Tulane University is an Affirmative Action/Equal Opportunity institution, and consequently its policy of nondiscrimination includes recruitment, employment, retention, and promotion of the most qualified students, faculty, and staff, regardless of an individual's race, sex, color, religion, national/ethnic origin, age, citizenship, marital status, sexual orientation, handicap, or veteran status. Tulane University does not discriminate in its provision of services and benefits and in its treatment of students, patients, and employees. This commitment is made by the University as required by federal, state, and local laws and regulations, including the Civil Rights Act of 1964, Title IX of the Higher Education Act Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Inquiries regarding this policy should be referred to the Affirmative Action Office.

### **Profile of Current Graduate Students**

Students beginning graduate study in the past five years have had an average (Verbal and Quantitative) GRE of 1212. The average undergraduate Grade Point Average for these students is 3.49.

There are 34 full-time Ph.D. students in the Department of Psychology in 2006–2007. Of these students approximately 85% are women (75% in Psychological Science and 94% in School Psychology) and 32% are members of ethnic/racial minorities (38% in Psychological Science and 33% in School Psychology).

Approximately 12% are from counties outside the United States.

Approximately 17% of the students who entered the graduate program in the past five years had received a Master's degree from another institution before coming to Tulane University.

### **Placement of Program Graduates**

Individuals earning the Ph.D. in all areas of psychology at Tulane are trained for positions in research and teaching in institutions of higher learning, as well as applied settings. About 76% of the Psychological Sciences Ph.D.s took postdocs or tenure-track positions upon graduation, 15% took other positions in academia, and 8% took research positions outside academia. About 95% of the School Psychology Ph.D.s are employed in medical school or professional school psychology positions. Recent post-doctoral positions include University of Arizona, University of Washington, University of Illinois at Urbana-Champaign, the Pennsylvania State University, and Purdue University. Recent tenure-track faculty positions include George Mason University, Rice University, University of Louisville, Syracuse University, California State University-Long Beach.

### **Tuition and Fee Structure**

Tuition and fees for each semester are due at the time of registration. Changes in charges for tuition and fees probably will continue to occur, depending on the costs incurred by the University in providing quality education. Information on tuition and fees appears on the School of Science and Engineering Website; tuition for students supported on research or teaching assistantships or fellowships is waived during the first five years of study. All of our current full-time Ph.D. students in their first five years of study hold tuition waivers.

## **Financial Support**

Applicants may request consideration for financial support when they apply for admission. Doctoral level students can be considered for any of the following mechanisms of annual financial support:

Full time teaching assistantships are available to the majority of entering students for the first five years of study. A full teaching assistantship involves teaching duties of 12-15 hours per week, including instruction of laboratory sections or assisting in lecture courses. Such a position includes full tuition remission and a modest stipend. Current stipends are \$16,000 for 9 months. Stipend rates increase periodically in response to changes in cost of living.

Selected students may be funded by research assistantships from internal or extramural grant sources. Research assistantships carry both a tuition waiver and stipend commensurate with the level of a teaching assistantship.

Graduate student fellowships of \$15,000 have been awarded to outstanding applicants beginning study in the falls of 1988, 1989, 1990, 1991, 1992, 1993, 1997, 1998, 2003. These fellowships are renewable for up to four years and are provided by grants from the Louisiana Board of Regents Support Fund. The fellowships also include complete remission of tuition.

Additional annual summer support is available in the form of research and teaching awards. Research awards of \$2000 are granted to up to seven students yearly. These grants are intended to help students make progress on their research during the summer. These awards are made possible by our long-time benefactor, Mr. Robert E. Flowerree. The William P. Dunlap Memorial Award supports one additional summer research project that focuses on statistics and psychometrics. Selected students may apply for summer research stipends through extramural research grants. In addition, several teaching assistantships are available during the summer sessions that range from \$1300 to \$2100 each.

Additional funding is available for advanced doctoral students through a myriad of fellowship opportunities, dissertation research awards, and through adjunct teaching positions. Students who do not receive other aid may be eligible for graduate work-study positions within the Department. Information concerning long-term loans may be obtained through Tulane University's Office of Financial Aid.

## **Facilities**

The Department of Psychology occupies space in Percival Stern Hall (Science Center), where our main office (Phone: 504-865-5331) is located, as well as in Newcomb Hall and University Square. Laboratories for student and faculty research are maintained in the various specialty areas. Many laboratory rooms are both temperature-and-light-controlled. Some are electronically shielded, sound deadened, and have one-way vision mirrors and intercommunication systems. The Department has extensive computer facilities for use in faculty and student research, document preparation, and internet use. A computer classroom with internet access was added several years ago. The Newcomb Children's Center(nursery school and child-care center), the Hebert facilities at Riverside for natural observation of animals, the laboratories at the Tulane National Primate Research Center, and the Audubon Zoological Gardens are available as research sites for members of the Department. There are also opportunities for research in organizations in the New Orleans area and in public and private schools in the city and surrounding parishes.

Tulane Technology Services provides microcomputing and mainframe support, volume discounts on licensed software and hardware purchases, email, web, and storage facilities, as well as tutorials and courses in computer use, access to the network facilities, mainframe computational support, and wireless web and off-campus dial-in service. PsycLit, Medline, and many other databases are accessible on-line through the Tulane University library catalogs. Tulane University libraries have more than 2 million volumes, plus 11,000 current serial subscriptions (including on-line subscriptions to APA journals), and approximately 1,200,000 microforms. The Howard-Tilton Memorial Library, which is across the street from Stern Hall, houses nearly all of the relevant journals and volumes of current interest to psychology.

## Graduate Faculty

### Cognitive/Behavioral Neuroscience

Note: Students in the interdisciplinary neuroscience program also work with these psychology faculty)

Terry E. Christenson, Associate Professor  
Ph.D., 1974, University of California, Berkeley  
Special Interests: Comparative psychology, animal behavior in the field

Paul Colombo, Associate Professor  
Ph.D., 1994, University of California, Berkeley  
Special Interests: Physiological psychology, neuronal mechanisms of memory and aging

David M. Corey, Assistant Professor  
Ph.D., 1999, Tulane University  
Special Interests: Quantitative methods, functional magnetic resonance imaging of language areas

Jill M. Daniel, Assistant Professor  
Ph.D. 2000, Tulane University  
Special Interests: Hormones and behavior

Gary P. Dohanich, Professor  
Co-Director of Neuroscience Major  
Associate Chair, Psychology  
Ph.D., 1981, Michigan State University  
Special Interests: Steroid action, neurotransmitters, learning and memory

Edward J. Golob, Assistant Professor  
Ph.D., 1999, Dartmouth College  
Special Interests: Cognitive neuroscience, memory, aging

### Social Psychology

Lisa Molix, Assistant Professor  
Ph.D. 2007, University of Missouri at Columbia  
Special Interests: intergroup relations, mental health and well-being among marginalized populations

Laurie O'Brien, Assistant Professor  
Ph.D., 2002, University of Kansas  
Special Interests: Stigma, stereotype-threat, legitimizing myths

Janet B. Ruscher, Professor and Chair  
Ph.D., 1991, University of Massachusetts-Amherst  
Special Interests: Social psychology, impression formation, stereotyping in communication

### Developmental Psychology

Michael Cunningham, Associate Professor  
Ph.D., 1994, Emory University  
Special Interests: Adolescent development in diverse contexts

Jeffrey J. Lockman, Professor  
Director of Graduate Training  
Ph.D., 1980, University of Minnesota  
Special Interests: Infancy, development of spatial representation

Lisa Szechter, Assistant Professor  
Ph.D., 2003 The Pennsylvania State University  
Special Interests: Early childhood education, comprehension of spatial-graphic representation among children

## **School Psychology**

(note: students often work with Developmental Psychology faculty as well)

Stacy Overstreet, Associate Professor

Director of Ph.D. Admissions

Director, School Psychology Training Program

Ph.D., 1995, Tulane University

Special Interests: Identifying protective factors that lead to resilience in children exposed to community violence

R. Enrique Varela, Assistant Professor

Ph.D., 2002, University of Kansas

Special Interests: Cross-cultural differences in anxiety expression

C. Chrisman Wilson, Associate Professor

Ph.D., 1976, University of South Carolina

Special Interests: Applied behavior analysis, psychopathology

## **Appendix A: School Psychology**

The Department of Psychology offers the School Psychology Training Program at Tulane University. The School Psychology Training Program is a doctoral (Ph.D.) level program in professional psychology. The Department does not offer a terminal Master's degree in this program. The program is fully accredited by the American Psychological Association (APA). For new graduate students, completion of the Ph.D. program requires approximately five to six years representing four years of course work, practicum experience, and empirical research including a Master's Thesis and Doctoral Dissertation, as well as a year of pre-doctoral clinical internship experience. For students coming into the program with a Master's degree in school psychology or a closely related field, prior course work will be evaluated by the Department for possible transfer credit.

### **Program Philosophy and Training**

The School Psychology Program at Tulane University is an ecologically grounded scientist-practitioner model of training. The Program emphasizes sensitivity to the ecological systems surrounding the child, with a particular emphasis on the contexts of development and culture. Specifically, the goal of our training is to prepare professionals who are sensitive to the complex interplay of biological, cultural, economic, social, and psychological influences that contribute to child development. Our commitment is to produce broadly trained psychologists who possess the requisite and unique skills necessary to further the knowledge base in psychology and to provide professional services to a diverse range of children and adolescents in the variety of settings where they develop. Through a variety of courses, students learn the knowledge base and methods for scientific inquiry that allows them to broadly consider the influence of development, culture, and ecological systems in their professional and research activities. These key foundational components mutually inform the program goals related specifically to professional practice and research. In brief, the goals of the training program are to build competence in assessment, intervention, and research, each mutually informed by consideration of the contexts of development, culture, and other ecological systems.

### **Graduate Coursework**

#### Psychological Foundations - 27 Hours

##### Biological Bases of Behavior (3 hours)

- Psy 710 Psychopharmacology
- Psy 000 Other \_\_\_\_\_

##### Human Learning/Cognitive and Affective Bases of Behavior (3 hours)

- Psy 703 Cognitive Neuroscience
- Psy 000 Other \_\_\_\_\_

##### Social Bases of Behavior (3 hours)

- Psy 700 Social Psychology
- Psy 000 Other \_\_\_\_\_

##### Human Development: Individual Behavior (6 hours)

- Psy 737 Cognitive and Perceptual Development
- Psy 747 Social/Emotional Development
- Psy 000 Other \_\_\_\_\_

##### Human Development: Exceptionality & Cultural Diversity (6 hours)

- Psy 716 Children of Color
- Psy 740 Developmental Psychopathology
- Psy 000 Other \_\_\_\_\_

## Research Design and Statistics (6-9 hours)

- Psy 609 Univariate Statistics I
- Psy 611 Univariate Statistics II
- Psy 613 Multivariate Statistics

## Professional Psychology - 5 hours

- Psyc723 Professional Issues in Psychology
- Psyc 768 Seminar in Professional School Psychology
- Psyc 751 History and Systems in Psychology

## Psychological and Educational Applications - 21 hours

## Assessment Courses

- Psy 761 Psychological Assessment I (Cognitive/Academic)
- Psy 762 Psychological Assessment II (Diagnostic/Personality)
- Psy 000 Other \_\_\_\_\_

## Combined Assessment &amp; Intervention Course

- Psy 763 Behavioral Assessment & Intervention

## Intervention Courses

- Psyc 769 Theories of Clinical Intervention
- Psyc 764 Individual and Family Therapy
- Psyc 766 Cognitive-Behavior Therapy
- Psyc 781 School Consultation
- Psyc 000 Other \_\_\_\_\_

## Practicum - 24 hours

Students will register for Practicum for eight consecutive semesters.

- Psyc 782 Practicum in School Psychology

## Educational Foundations - 6 hours

Louisiana certification standards provide that educational foundations coursework will include: "(1) knowledge of the administration and organization of the school system, (2) knowledge of the social, philosophical, legal, and cultural issues in education, (3) knowledge of current theories regarding the acquisition of reading skills which include familiarity with current techniques for the teaching of reading, and (4) knowledge of the etiology and instruction/treatment of exceptional children." Students will register for two courses of their choice.

- Edu \_\_\_\_
- Edu \_\_\_\_

## Research Experience - 12-24 additional hours

- Psyc 751 Advanced Research Project
- Psyc 998 Master's Research
- Psyc 999 Dissertation Research

## Predoctoral Internship - 12 hours

- Psyc 783 School Psychology Internship

## **The Pre-doctoral Internship**

Following successful completion of the program coursework, students embark on a year-long internship in school psychology. The internship is generally completed during the fifth or sixth year of study, and is a pre-doctoral requirement. The internship year is an opportunity to deepen experience and training as well as to explore options in the clinical practice of school psychology to further clarify an individual's goals as a professional psychologist.

The unique training model of our program provides students with a well-rounded educational experience, and students go on internship prepared to succeed in a variety of professional settings including medical, university, community mental health, and school-based settings. Tulane students consistently secure competitive internship placements of their choice. Through coursework, research, and clinical experience, our students develop the ability to successfully integrate complex clinical data and research literature to conceptualize cases, make assessment decisions and formulate effective treatment plans. These abilities, combined with varied experiences working with children and adolescents from diverse cultural and socioeconomic backgrounds mean that Tulane Program students are particularly competitive applicants to internship programs.

Internship placements of former Tulane Program students include: The Guidance Center, Inc in Long Beach, CA; Louisiana School Psychology Internship Consortium; Kennedy Krieger/Johns Hopkins University in Baltimore, MD; Houston Independent School District; University of New Mexico Children's Hospital, among numerous others. Tulane students are qualified to undertake internships in a variety of settings including: school districts, community mental health centers, residential treatment centers, pediatric hospital settings, and adolescent detention/treatment centers. Possible internship sites available through the APPIC match process are noted on our website.

## **Applying for an Internship**

The internship application process is sponsored and supervised by the Association of Psychology Postdoctoral and Internship Centers (APPIC). The APPIC matching service provides an organized and standardized process through which applicants are able to obtain internships which offer opportunities best suited to their professional interests. Using a standardized application process, students apply directly to programs of their choice. Click here for the APPIC instructions and web site: <http://www.appic.org/>.

From recent Program graduates, here are some helpful hints and important things to consider during the application process.

- When deciding where to apply, always consider your goals as a future professional. What type of internship will best help you achieve these goals?
- Start tracking your practicum hours during your first semester of graduate school. The APPIC application will require you to document your experience with specific assessments, therapeutic interventions, clients from diverse backgrounds, etc. Click here for a form (pdf) to track your hours.
- The application process is time intensive, so plan your schedule accordingly. This includes allowing adequate time to research various internship options.
- Request letters of recommendation from faculty and supervisors early enough to provide them with sufficient time.
- The interview process can become expensive (flights, hotels, etc), so begin saving as early as possible.

## Recent Graduates' Predoctoral Internships & Current Positions

Lucinda Lang-DeGrange (On Internship 07-08)

APA-Accredited Internship: Louisiana School Psychology Internship Consortium, Recovery School District, New Orleans, LA

Faye Kim (On Internship 07-08)

APA-Accredited Internship: Kennedy Krieger Institute, Johns Hopkins University, Baltimore, MD

Tim Luis (On Internship 07-08)

APA-Accredited Internship: University of Arizona College of Medicine, Tucson, AZ

Rebecca Salvato Ruberg (On Internship 07-08)

St. John's Child and Family Develop Center, Santa Monica, CA

Samantha Morrison (On Internship 06-07)

APA-Accredited Internship: Kennedy Krieger Institute, Johns Hopkins University, Baltimore, MD

Kristine Bourgeois, 2006

APA-Accredited Internship: Louisiana School Psychology Internship Consortium. LSU Health Sciences Center, New Orleans, LA

Current Position: Mercy Family Center, Metairie, LA

Dissertation: Infant Manual Exploration of Objects, Surfaces, and Their Interrelations

Debbie Kruglak Gilman, 2006

APA-Accredited Internship: Kennedy Krieger Institute, Baltimore, MD

Current Position: Post-doctoral Fellow. Columbus Children's Hospital, Columbus, OH

Dissertation: Toward a greater understanding of community violence: Event features that shape the experience and impact mental health functioning.

Alexa Walthall Khawar, 2006

APA-Accredited Internship: The Guidance Center, Longbeach, CA

Current Position: Psychological Assistant, The Neurobehavioral Clinic, CAStaff Psychologist, Bright Minds, CA

Dissertation: Infants' Use of Handled Objects

Yael Efreom, 2005

APA-Accredited Internship: Louisiana School Psychology Internship Consortium. LSU Health Sciences Center, New Orleans, LA

Dissertation: Resilience and Vulnerability in the Face of Exposure to Community Violence: Exploring the Impact of Parental Monitoring and Perceptions of Safety on Children's Mental Health

DeMarquis Hayes, 2005

APA-Accredited Internship: Dallas Independent School District, TX

Current Position: Dallas Independent School District, TX

Dissertation: Parent's rating of involvement to predict adolescent's achievement scores

Brian P. Mackey, 2005

Internship: Woodbridge Child Diagnostic and Treatment Center Avenel, NJ

Current Position: Research Scientist, 3-C Institute for Social Development, Cary, NC

Dissertation: Are Hypermasculine Attitudes a Risk Factor for Smoking In Men?

Sterett Mercer, 2005

APA-Accredited Internship: Louisiana School Psychology Internship Consortium. LSU Health Sciences Center, New Orleans, LA

Current Position: Research Scientist, 3-C Institute for Social Development, Cary, NC

Dissertation: A multidimensional investigation of the racial identity of White American college students

Devi Miron, 2005

APA-Accredited Internship: University of New Mexico, School of Medicine. Division of Child and Adolescent Psychiatry

Current Position: Post-doctoral Fellow: Harbor-UCLA Medical Center, Torrance, CA

Dissertation: College students' community service involvement: Preferred approaches, match, satisfaction, and plans to continue

Katherine Bevans, 2004

APA-Accredited Internship: Houston Independent School District, TX

Current Position: Post-doctoral Fellow. Johns Hopkins School of Public Health, Baltimore, MD

Dissertation: Relations between Life Stressors and Salivary Cortisol: The Moderation Roles of Trauma Exposure, Perceptions of Impact, Depressive Symptoms, and Posttraumatic Stress Symptoms

Germaine Allison, 2003

APA-Accredited Internship: Jewish Child Care Association, New York, NY

Current Position: Psychological Examiner, Educational Records Bureau, NY

Dissertation: The Influences of Gender, Parents, and Friends on the Alcohol-Related Problems of College Freshman

Chanda D. McGhee, 2003

APA-Accredited Internship: Louisiana School Psychology Internship Consortium. LSU Health Sciences Center, New Orleans, LA

Current Position: Certified School Psychologist, TX

Dissertation: Enhancing the Motivation of African American High School Students: Improving the Environmental Fit of Racial Identity

Leslie K. Sutro, 2003

APA-Accredited Internship: The May Institute, Boston, MA Current Position: Educational Consultant, The May Institute

Dissertation: Early Copying: Relating Perception and Action

Lori A. Carroll, 2002

APA-Accredited Internship: Louisiana School Psychology Internship Consortium. LSU Health Sciences Center, New Orleans, LA

Current Position: Licensed School Psychologist, Louisiana

Dissertation: Violence and Coping: Perceptions of Controllability and Social Support as Moderators

Katherine A. Robison, 2002

APA-Accredited Internship: Louisiana School Psychology Internship Consortium. LSU Health Sciences Center, New Orleans, LA

Current Position: Licensed School Psychologist. Mercy Family Center. Metairie, LA.

Dissertation: Student perceptions of middle school: Relation to academic motivation, learning strategies, and academic achievement in science

Lisa Jackson, 2001

APA-Accredited Internship: Louisiana School Psychology Internship Consortium. LSU Health Sciences Center, New Orleans, LA

Current Position: Certified School Psychologist, GA

Dissertation: An Analysis of Coping in Inner-city Adolescents in Relation to Exposure to Community Violence