



PSYCHOLOGY GRADUATE HANDBOOK

2017-2018

Department of Psychology
College of Arts and Sciences
Georgia State University

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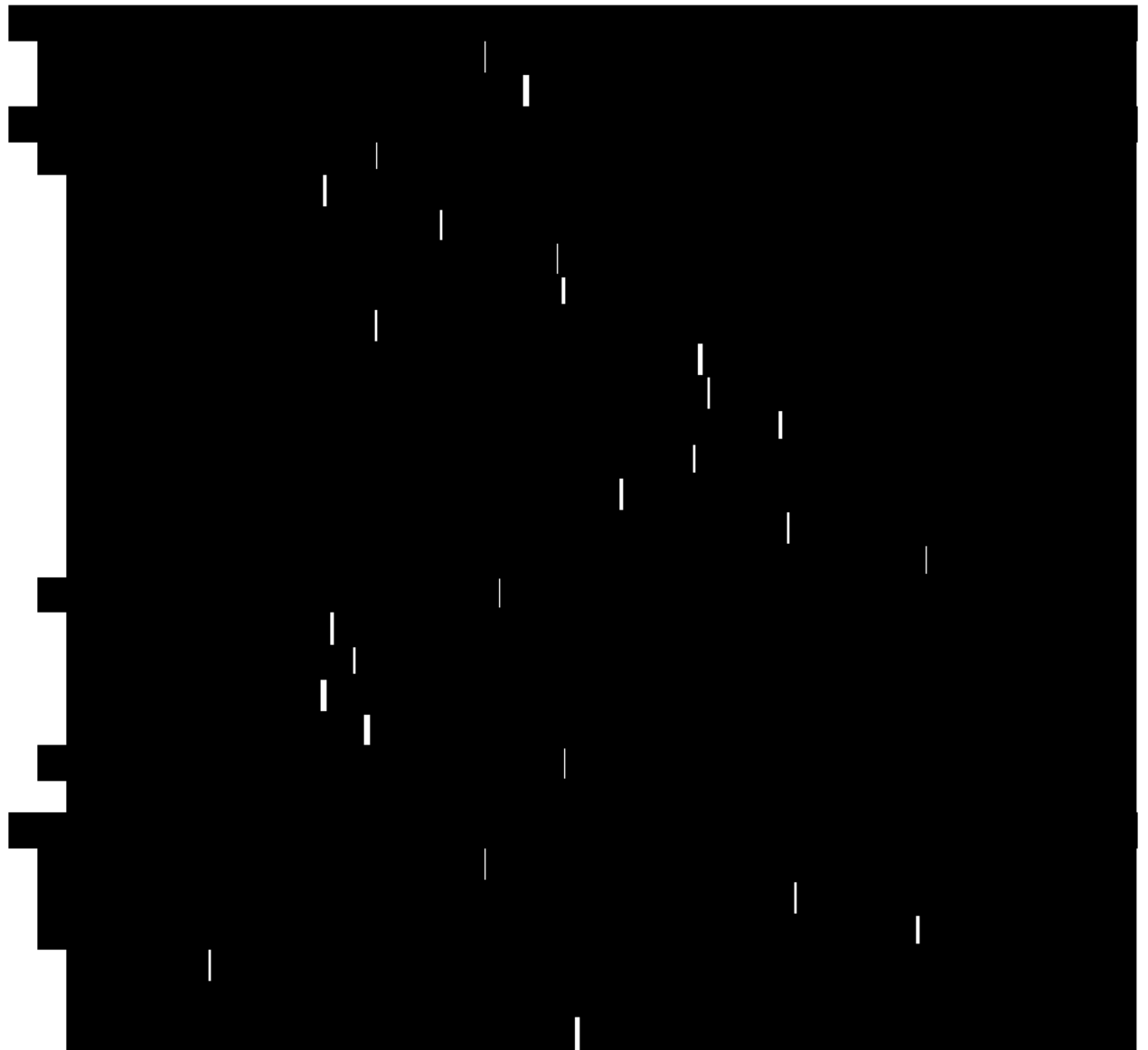
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III. THE CURRICULUM

Coursework and other requirements specified by both the department and the individual concentrations are described in this section of the handbook.

All students are admitted to one of the 7 concentrations – overseen by 1 or more of the 5 program areas – offered by the department and must complete the departmental core curriculum and the relevant requirements of their concentration. Students who wish to complete a minor in an additional concentration may do so by completing the requirements described within the relevant concentration. The department offers minors in cognitive sciences, community psychology, and developmental psychology.

DEPARTMENTAL CORE CURRICULUM

All students are expected to complete the departmental core curriculum within two years of entering the program. All students take the following 5 departmental core courses:

PSYC 8410 Psychological Research Statistics I
PSYC 8420 Psychological Research Statistics II
PSYC 8490 Scientific and Professional Ethics in Psychology
PSYC 8500 History of Psychology

Additionally, all students are required to take at least one methodology course as specified by their concentration.

Students who have taken similar graduate courses previously and believe that any of these required courses should be waived must submit a petition in writing to the Director of Graduate Studies by the end of their first semester of study. See Waiving Required Courses later in this handbook.

CLINICAL PSYCHOLOGY (CLG) CONCENTRATION CURRICULUM

The Clinical Psychology (CLG) concentration is administered by the Clinical Psychology program area. This concentration is designed to fill the requirements for doctoral training in clinical psychology and prepare students to be eligible for clinical licensure following graduation. The following course work and activities constitute the course of study for students in the CLG concentration. CLG students also complete all departmental and college requirements. CLG students must be enrolled full time for at least 3 years to complete the curriculum.

Required General Psychology Courses

Methodology

8010 Research Methods in Psychology

Biological Bases of Behavior:

8610 Behavioral Neuroscience

Cognitive, Affective, and Social Bases of Behavior:

8520 Cognitive, Affective, and Social Aspects of Behavior

or both of the following:

8540 Advanced Cognitive Psychology¹

8510 Advanced Social Psychology¹

¹ recommended if student anticipates seeking licensure in MA or NY; these states currently require separate courses in the social and cognitive/affective aspects of behavior.

Human Development (one of the following):

8551 Cognitive, Perceptual and Linguistic Development

8552 Social and Emotional Development

Required Clinical Courses

8025 Foundations of Clinical Psychology: Science and Practice

8035 Foundations of Clinical Psychology: Assessment

8045 Foundations of Clinical Psychology: Therapy

8050 Diversity Issues in Clinical Psychology

8650 Psychopathology

Consultation, Supervision, and Evaluation:

9240 Supervision, Consultation, and Evaluation

Clinical Electives (two of the following):

(Note): Students may submit a petition to the Clinical Faculty to fulfill one elective requirement with a course not listed herein.

8200 Introduction to Community Psychology

8220 Community Interventions, Social Change, and Prevention

8230 Assessment, Consultation, and Evaluation I (ACE I)
8260 Assessment, Consultation, and Evaluation II (ACE II)
8280 Psychology, Advocacy, and Organizing
8620 Introduction to Clinical Neuropsychology
8910 Topics in Clinical Neuropsychology
8640 Psychopharmacology
9130 Seminar in Advanced Approaches to Assessment²
9140 Neuropsychological Assessment
9230 Seminar in Advanced Approaches to Psychological Interventions²

² may be taken more than once if topic is different

Clinical Program Meetings

All clinical students are required to attend Clinical Program Meetings. Attendance at these meetings will be recorded by the Associate Director of Clinical Training (DCT) and reflected in students' practicum evaluations and annual review letters. Excused absences must be approved by the Associate DCT.

Directed Readings

Some hours can be filled with Advanced Directed Readings (PSYC 9910). The topic and requirements for the course should be negotiated between the student and the readings supervisor at the beginning of the semester, and the basis upon which the final grade will be assigned should be clearly documented. PSYC 9910 hours are an excellent way to provide individual instruction tailored to a student and faculty member's mutual interests. However, PSYC 9910 should not be substituted for existing courses on the same topic, which should instead be taken as formal elective courses.

Research

Students are expected to be involved in research throughout their graduate training. Their research projects include theses, dissertations, and other activities. Students are encouraged to initiate projects, carry them through to completion, and present their work at professional meetings and in journal articles. Students will normally register for hours of PSYC 9920 in recognition of individual research training they receive from their research supervisors. Each student and supervisor should agree at the beginning of each semester on the research topics, activities, and requirements for those PSYC 9920 hours, and the basis on which the semester grade (S or U) will be assigned.

Supervised Clinical Work

Clinical students must take a minimum of 31 credit hours of supervised clinical experiences distributed among the following practicum courses. Thus, students will complete a sufficient variety of practicum experiences to ensure a breadth of training in assessment and intervention. Students will maintain a record of their activities for inclusion in their annual reports and internship applications. Meeting these minimum requirements does not necessarily indicate that students have demonstrated relevant clinical competencies.

- 9950A Apprentice (3 hrs minimum)
- 9950B Beginning Assessment (7 hrs minimum, which includes 1 hr summer didactic)
- 9950C Advanced Assessment and Supervision (10 hrs minimum)
- 9950E Psychotherapy (11 hrs minimum)
- 9950M Specialized Skills

In their first year in the program, students will enroll for 2 hours of Apprenticeship (9950A) in the Fall semester and 1 hour of Apprenticeship (9950A) in the Spring semester. This experience places first-year students in clinical supervision with advanced students who are conducting assessment and therapy. During the Fall semester, first-year students will participate in a *First Year Seminar*. All first year students are required to register for 1 credit of Beginning Assessment practicum (9950B) in the 6-week summer session prior to the beginning of their 2nd year. The core aim of this 1 credit practicum is for students to demonstrate competencies necessary to provide direct clinical services within the context of Beginning Assessment practicum in the subsequent Fall semester. In their second year in the program, students are required to enroll in a minimum of 6 credit hours of Beginning Assessment (9950B). They will also enroll for Psychotherapy (9950E). In each year thereafter in which students are supervised in the provision of direct services, students will enroll for credit hours based upon the services to be provided as determined by the supervisor.

All students are required to complete a minimum of 9 semesters of therapy practicum (9950E) in the Psychology Clinic in which clients are seen throughout the entire semester. Thus, the typical student will have the option of ending practica within the Psychology Clinic in December of the 5th year pending a successful annual review at the end of the student's 4th year. All students are required to complete 10 credits of Advanced Assessment and Supervision (9950C). The second semester of this practicum must be completed no later than the Fall semester in which they apply for internship. This would normally occur in the 4th year (for students who apply in the Fall of the 5th year) or 5th year (for students who apply in the Fall of the 6th year).

Specific requirements for external practicum: Prior to applying to any new external practicum site (including the first external practicum), students are required to submit a written notification to the DCT. For students who are applying to external practicum for the first time or for students whose written notification indicates that the student will have accrued 500 direct contact hours by the start of the new practicum (see “#1” below), the written notification will be automatically forwarded to the Clinical Faculty for approval. Approval typically occurs between December and February and no later than April 1st. This written notification must include:

1. The student's current direct contact hours and estimated direct contact hours at the beginning of the proposed practicum
2. External practica that the student has completed or is presently engaged
3. The expected time commitment (e.g., days per week and hours per day) required by the proposed external practicum site (including direct contact hours, supervision, didactics, report writing, etc.)
4. Description of how the proposed external practicum training experience is critical to the student's training goals

5. The student's current status on departmental milestones
6. How the student will achieve departmental milestones while engaged in the proposed external practicum experience
7. The signature of the faculty/clinical advisor to indicate endorsement of the written request.

To be approved for off-campus practica for the first time, students must (1) successfully propose their thesis, and (2) successfully complete two semesters of assessment practica (if registering for an external assessment practicum) or demonstrate sufficient evidence of beginning therapy skills within therapy practica (if registering for an external intervention practicum) on-campus under the supervision of members of the clinical program faculty or staff. As noted above, **students should submit a written notification to the DCT prior to making contact with any sites.** With the approval of the DCT, students may interview for external practicum prior to completing these requirements and receiving formal program approval, but they are not allowed to register. The Psychology Clinic and the Regents Center for Learning Disorders are examples of on-campus practicum sites. Students must defend their thesis before registering for a 4th semester of external practicum. For students at risk for not meeting this requirement, they are expected to develop a plan to meet this requirement and review it with their clinical advisor. It is also expected that the student will review this requirement with the external practicum site. This means that before students formally commit to a given external practicum site (which usually occurs sometime in February or March), they will have (1) developed a plan to ensure that the thesis will be successfully defended prior to the start of a 4th semester of external practicum – which would typically occur in July or August (i.e., at the beginning of the 4th year), and (2) explicitly informed the external practicum site that failure to fulfil this plan will result in the need to withdrawal from the practicum.

External practicum sites may have other requirements (e.g., background check, flu shot) that students must meet in order to participate in the practicum. Students are responsible for knowing these requirements, which may incur a monetary cost, and should agree to abide by these requirements prior to registering for the practicum.

Professional Development

Students will engage in three of the following four activities to foster their professional development and strengthen their professional identity.

1. First-author presentation (e.g., poster, paper, etc.) at a state, regional, national, or international meeting.
2. Author or co-author an article or chapter submitted to a scholarly journal or book.
3. Give a formal oral presentation within the department, university, or professional community.
4. Prepare or assist faculty in preparing an internal or external proposal for funds to support research (e.g., a seed grant, a training fellowship) or its dissemination (e.g., a conference travel award).

Advisors will assist students in meeting these requirements and certify at the time of annual review that they have been satisfied.

Pre-Doctoral Clinical Internship

Clinical students are required to complete a 2000 hour one-year pre-doctoral internship in accordance with standards of the Education and Training Board of the American Psychological Association. Credit for the clinical internship will be granted only for training completed within APA-approved sites. Students who wish to seek an internship in a non-APA-approved site must petition the clinical faculty for approval. The limited number of APA-accredited internship/residency opportunities in the state of Georgia in general, and in the metropolitan-Atlanta area in particular, dictates that students must be prepared to complete this internship elsewhere.

Students wishing to apply for internship must inform the DCT by April 15th. Students wishing to apply for internship should meet with their clinical advisor well before this time to review their readiness. Students must receive approval by the clinical faculty to apply for internship. The Director of Clinical Training will inform the student of the committee's decision.

Approval to apply for internship will be based on a determination of the student's academic and clinical competence, a history of ethical and professional behavior, and satisfactory progress on the dissertation. Students must successfully defend their dissertation proposal (and turn in the appropriate paperwork) by October 1st before being permitted to apply for internship. It is expected that all other program requirements will be completed prior to October 1st. If any program requirement (e.g., a course) is not met at the time of a successful internship match, the student is required to honor the binding internship match agreement and will be required to return to GSU after completion of the internship to complete the requirement(s).

The clinical faculty strongly encourages students to defend their dissertations prior to leaving for internship. Students should review the "continuous enrollment" policy described later, which applies when students do not defend their dissertations before the completion of internship.

The clinical program is a subscriber to the Association of Psychology Postdoctoral and Internship Centers (APPIC), which oversees the internship application process. Students are encouraged to visit APPIC's website early and regularly to stay informed of the internship application process, including the amount and types of clinical training typical of successful internship applicants. Students are encouraged to carefully track their clinical activities so that they accumulate the number of clinical, supervision, and preparation hours necessary to meet their professional goals.

The clinical curriculum is designed in part to prepare students to practice as licensed psychologists. However, licensure requirements vary from state to state, and the program cannot guarantee that the curriculum covers the necessary elements for all states. Students are encouraged to consult the licensure requirements for states in which they are interested in practicing and plan their curriculum accordingly.

Clinical students should be aware that some external practicum and internship sites will ask about a history of unprofessional and/or criminal behavior (e.g., prior felony) and will conduct

background checks. A history of such behavior may influence a students' ability to participate in a given practicum or secure an internship.

Validating Previously Earned Master's Practicum Hours. Practicum hours earned during graduate work that occurred prior to the start of GSU's Clinical Psychology Program must be approved by the DCT before these practicum experiences may be included on students' internship application (APPI). The only hours that will be considered for approval are those that were sanctioned practicum experiences (1) as part of a Psychology graduate program, and (2) in settings where the primary supervisor was a licensed clinical psychologist. Once these two criteria have been met, the student is responsible for providing to the DCT the following information for each individual practicum experience:

1. The total number of direct intervention contact hours (e.g., therapy and related categories)
2. The total number of assessment hours (e.g., test administration and related categories)
3. The total number of supervision hours
4. The number of support hours (e.g., test scoring, report writing, clinical notes, case conferences, other related activities). Note: Support hours reflect most of the activities you do while on a practicum that do not fit into the aforementioned categories above.

The primary supervisor for each site, supervisor overseeing all practicum training, or director of the Master's Program must verify in writing that these data are accurate to the best of his/her knowledge. This verification process should be completed no later than the end of your first year in the doctoral program.

CLINICAL-COMMUNITY (CLC) CONCENTRATION CURRICULUM

Clinical-Community Psychology (CLC) is a concentration jointly administered by the Clinical Psychology and Community Psychology program areas. This concentration is designed to meet the requirements for doctoral training in clinical and community psychology and prepare students to be eligible for clinical licensure following graduation. CLC students receive training that is informed by the traditions of prevention and social justice in community psychology and by the focus on assessment and individualized mental health interventions in clinical psychology. Thus, the CLC curriculum is designed to provide a strengths-based, culturally competent approach to mental health and healthy development that emphasizes theory, research and practice at multiple levels of analysis – psychological, sociopolitical, and ecological. In addition to being qualified for clinical licensure, CLC students receive training in the range of indirect services necessary for interventions at the institutional and community levels: consultation, program development and evaluation, social policy, and action research. CLC students are required to complete all departmental and college requirements. CLC students must be enrolled full time for at least 3 years to complete the curriculum.

Required General Psychology Courses

Methodology (one of the following)

8010 Research Methods in Psychology

8014 Research Methods in Community Psychology

Biological Bases of Behavior:

8610 Behavioral Neuroscience

Cognitive, Affective, and Social Bases of Behavior:

8520 Cognitive, Affective, and Social Aspects of Behavior
or both of the following:

8540 Advanced Cognitive Psychology¹

8510 Advanced Social Psychology¹

¹ recommended if student anticipates seeking licensure in MA or NY; these states currently require separate courses in the social and cognitive/affective aspects of behavior.

Human Development (one of the following):

8551 Cognitive, Perceptual and Linguistic Development

8552 Social and Emotional Development

Required Clinical Courses

8025 Foundations of Clinical Psychology: Science and Practice

8035 Foundations of Clinical Psychology: Assessment

8045 Foundations of Clinical Psychology: Therapy

8050 Diversity Issues in Clinical Psychology

8650 Psychopathology

Consultation, Supervision, and Evaluation:

9240 Supervision, Consultation, and Evaluation

Clinical Electives (two of the following):

(Note): Students may submit a petition to the Clinical Faculty to fulfill one elective requirement with a course not listed herein.

8200 Introduction to Community Psychology²

8220 Community Interventions, Social Change, and Prevention³

8230 Assessment, Consultation, and Evaluation I (ACE I)³

8260 Assessment, Consultation, and Evaluation II (ACE II)³

8280 Psychology, Advocacy, and Organizing³

8620 Introduction to Clinical Neuropsychology

8910 Topics in Clinical Neuropsychology

8640 Psychopharmacology

9130 Seminar in Advanced Approaches to Assessment⁴

9140 Neuropsychological Assessment

9230 Seminar in Advanced Approaches to Psychological Interventions⁴

² Required for all CLC students

³ Fulfills a professional specialization elective in the community curriculum

⁴ May be taken more than once if topic is different

Clinical Program Meetings

All clinical students are required to attend Clinical Program Meetings. Attendance at these meetings will be recorded by the Associate Director of Clinical Training and reflected in students' practicum evaluations and annual review letters. Excused absences must be approved by the Associate DCT.

Required Community Courses

8200 Introduction to Community Psychology

9940B Specialized Seminars in Psychology (3 X 1-credit each)

Community Professional Specialization Electives (9 credits of the following)⁵

8280 Psychology, Advocacy, and Organizing

8230 Assessment, Consultation, and Evaluation I (ACE I)

8260 Assessment, Consultation, and Evaluation II (ACE II, prerequisite ACE I or permission of instructor)

8220 Community Interventions, Social Change, and Prevention

8430 Psychological Statistics III

9900 Qualitative Methods

Notes:

⁵ Upon discussion with the advisor and approval of the community program faculty, CLC students may elect to take one course inside or outside the department that fulfills their training needs as part of this requirement.

Required Practica

Students are required to complete 9 credit hours of community (9960C) or clinical-community (9970C) practicum. CLC students may take any combination of community practica (9960C) or clinical-community practica (9970C) to satisfy this requirement. 9970C fulfills practicum requirements in both clinical and community program areas. Prior to arranging 9970C, students must consult with the practicum coordinators in both the clinical and community program areas and must have approval from the clinical faculty to register for off-campus practica

In addition to the above course requirements, CLC students must also meet requirements relevant to Directed Readings, Research, Supervised Clinical Work, Professional Development, and the Pre-Doctoral Clinical Internship as specified by the CLG Concentration.

CLINICAL-NEUROPSYCHOLOGY (CLN) CONCENTRATION CURRICULUM

Clinical-Neuropsychology (CLN) is a concentration jointly administered by the Clinical program area Neuropsychology and Cognitive Neuroscience program area. This concentration is designed to meet requirements for doctoral training in clinical neuropsychology and prepare students to be eligible for clinical licensure following graduation. Thus, the CLN curriculum is designed to provide neuropsychological and neuroscience training to students who have primary interests in Clinical Psychology generally and Clinical-Neuropsychology specifically. CLN students also complete all departmental and college requirements. This program of study is consistent with the guidelines proposed by the Houston Conference on Specialty Education and Training in Clinical Neuropsychology. Thus, CLN students will complete the foundational requirements required to be eligible and well prepared to become ABPP certified in clinical neuropsychology.

CLN students must take the courses required by the Department of Psychology. The CLN Concentration requires the following methodology course:

8010 Research Methods in Psychology

CLN students must meet all course requirements specified by the CLG concentration. This includes the requirement to attend Clinical Program Meetings. Attendance at these meetings will be recorded by the Associate Director of Clinical Training and reflected in students' practicum evaluations and annual review letters. Excused absences must be approved by the Associate DCT. In addition, CLN students must take the following core courses:

8620 Introduction to Clinical Neuropsychology

9140 Neuropsychological Assessment

8910 Topics in Clinical Neuropsychology

In addition to the above course requirements, CLN students must also meet requirements relevant to Directed Readings, Research, Supervised Clinical Work, Professional Development, and the Pre-Doctoral Clinical Internship as specified by the CLG Concentration.

COGNITIVE SCIENCES (CGS) CONCENTRATION CURRICULUM

The Cognitive Sciences (CGS) concentration is administered by the Cognitive Sciences program area. Students in the Cognitive Sciences concentration must meet all departmental and college requirements. Cognitive Science students also take 3 courses covering research methods and core knowledge in cognitive psychology, as well as 3 elective courses in an area of interest with consultation and approval of the graduate mentor. Students can also cross-register for graduate courses offered by members of the Atlanta Regional Consortium for Higher Education, with Georgia Tech and Emory University being particularly good candidates, for example to supplement the available curriculum in Cognitive Psychology.

Required Cognitive Sciences Courses

8010 Research Methods in Psychology (or another methods course endorsed by the program)

8540 Advanced Cognitive Psychology

8541 Special Topics in Cognitive Psychology (see topic examples below)

9940c Specialized Seminar: Cognitive Sciences (i.e., Hard Data Café—see below)

Elective Courses (choose any 3)

Methods

8430 Psychological Statistics III

8014 Research: Community/Applied Social Psychology

Cognitive Psychology

6130 Sensation and Perception

8551 Cognitive and Linguistic Development

8541 Special Topics in Cognitive Psychology

8560 Animal Learning and Cognition

PHIL 6330 Philosophy of Mind

PHIL 6530 Philosophy of Language

Social Psychology

6030 Cross-cultural Psychology

6620 Psychology of Women

8020 Introduction to Community Psychology

8220 Community Interventions, Social Change, and Prevention

8280 Psychology, Advocacy and Organizing

8510 Social Psychology

8511 Special Topics in Social Psychology

8552 Social and Emotional Development

SOCI 8040 Cognitive Sociology

SOCI 8110 Social Psychology (sociology)

SOCI 8201 Social Inequality

SOCI 8212 Race and Ethnic Relations

SOCI 8216 Gender and Society

Evolution of Behavior

6116 Primate Behavior
7560 Psychology of Animal Behavior
ANTH 6330 Primate Behavioral Ecology
BIOL 6911 Internship in Zoo Research
BIOL 7440 Fundamentals of Evolution

Cognitive Neuroscience

PSYC 8600 Principles of cognitive neuroscience
NEU 6330/PHYS 6710, Functional Neuroimaging
PSYC 8640 Psychopharmacology
PSYC 8910 Topics in Clinical Neuropsychology
PSYC 6650 Minds, Brains & Genes: Exploring Psychosis (cross listed with the 4800 class)

Other Courses of Possible Interest

6520 Environmental Psychology
8060 Issues of Human Diversity in Psychology
6801 Survival Skills in Academia
9900 Seminar in Psychology
AL 8520 Psycholinguistics
BIOL 6102 Neurobiology
BIOL 6180 Neurobiology Laboratory
EXC 7520 Neuroscience for Communication
MATH/PHYS 8515 Dynamical Foundations of Neuroscience
PHIL 6130 Philosophy of Science
PHIL 8130 Topics in Philosophy of Science
PHIL 8330 Seminar in Philosophy of Mind
PHIL 8530 Seminar in Philosophy of Language
SOCI 8156 Sexuality and Society
WST 8920 Special Topics in Women's Studies

Directed Readings

Some elective hours can be filled with Advanced Directed Readings (PSYC 9910). The topic and requirements for the course should be negotiated between the student and the readings supervisor at the beginning of the semester, and the basis upon which the final grade will be assigned should be clearly documented. PSYC 9910 hours are an excellent way to provide individual instruction tailored to a student and faculty member's mutual interests. However, PSYC 9910 should not be substituted for existing courses on the same topic, which should instead be taken as formal elective courses.

Research

Students are expected to be involved in research throughout their graduate training. Their research projects include theses, dissertations, and other activities. Students are encouraged to initiate projects, carry them through to completion, and present their work at professional meetings and in journal articles. Students will normally register for hours of PSYC 9920 in recognition of individual research training they receive from their research supervisors. Each

student and supervisor should agree at the beginning of each semester on the research topics, activities, and requirements for those PSYC 9920 hours, and the basis on which the semester grade (S or U) will be assigned.

Hard Data Café (HDC)

Hard Data Café (HDC) is the Cognitive Sciences colloquium series, and all students are expected to attend both departmental and HDC colloquia as a component of their graduate education. Cognitive Sciences students are also required to register for HDC each semester as a 1-credit, pass-fail course (accommodations or exceptions may be possible under unusual circumstances, but require advisor approval). As a course, HDC requires that each student read and comment on papers by speakers (including their peers), and to present their own research in years 1, 3, and 5 (the final year presentation is flexible depending upon the student's needs and progress).

For every speaker, first through third year students will submit a short (250-500 word) but thoughtful written critique of the talk. This critique should focus on questions that the talk raised for you and issues that merit further discussion. These comments must be posted by 5pm on the Wednesday following the talk. On the occasions where students ask their two questions verbally during a talk, they may submit that question or a different question of their choosing.

Commentaries will be submitted using the blog feature of iCollege (formerly BrightSpace). Please look under the Communications tab at the Discussions link. There is a "topic" for each speaker, and topics will be arranged into Forums by semester.

Questions are to be submitted **by 10:00 pm on the Monday of the HDC talk**. Although the topic will remain open for further discussion, all entries are time stamped and entries submitted following this deadline will not count towards course credit.

Students **fourth year** and above will be required to post a minimum of two responses to two junior student questions. Please begin posting these comments as soon as possible in order to generate discussion, but **no later than 5:00 pm** the Wednesday following an HDC talk.

These replies should either address junior student's questions or further the discussion.

Senior students may also start threads considering other issues raised by or related to the talk/topic.

Faculty will also participate in the discussions.

First through third year students are required to ask **two verbal questions** of speaker(s) of their choice **EACH** semester. These questions may be about any aspect of the speaker's talk. We also encourage other participants to ask questions to develop a more vibrant Q&A period

Questions may be asked of student speakers as well as external speakers.

ALL students, as well as faculty, will sign a sign-in sheet for each talk.

The second year students will form a committee to organize snacks during HDC. Faculty are responsible for either providing snacks or providing money to students to obtain snacks. Students should schedule faculty, determine their preference for how to contribute and, if necessary, organize the snacks.

Cognitive Sciences Minor

The Cognitive Sciences program offers a minor that consists of 12 semester hours of coursework. These hours include two required courses, Advanced Cognitive Psychology and Special Topics in Cognitive Psychology, as well as two electives jointly agreed upon by the student and the student's graduate advisor, and approved by the CGS program chair. Electives cannot be courses that are used to fulfill course requirements in any other GSU Psychology graduate program. Electives are also typically drawn from among PSYC (including cross-listed PSYC) courses suggested for CGS doctoral students. However, up to one elective class can be a non-PSYC course. The electives requirement can be fulfilled through graduate coursework taken at other institutions, subject to approval. Students from other program areas must explicitly apply to the CGS program for minor status, but can do so either before or after taking the relevant courses.

COMMUNITY PSYCHOLOGY (COR) CONCENTRATION CURRICULUM

The Community Psychology (COR) concentration is administered by the Community Psychology program area. Students in Community Psychology must meet all departmental and college requirements. Students who plan to seek licensure should consult with the appropriate licensing board for any additional work that may be required.

Required Community Courses

8010 Research Methods in Psychology or 8014 Research Methods in Community Psychology (if offered)

8060 Issues of Human Diversity

8200 Introduction to Community Psychology

8430 Psychological Statistics III or 9900 Qualitative Methods (cross listed with PH7522)

9940B Specialized Seminars in Psychology (3 X 1-credit each)

9960C Community Practicum (3 X 3-credits each)

Professional Specialization Electives (Three of the following) ¹

8280 Psychology, Advocacy, and Organizing

8230 Assessment, Consultation, and Evaluation I (ACE I)

8260 Assessment, Consultation, and Evaluation II (ACE II, prerequisite ACE I or permission of instructor)

8220 Community Interventions, Social Change, and Prevention

8430 Psychological Statistics or

9900 Qualitative Methods if not used to fulfill requirement above

Notes:

1. Upon discussion with the advisor and approval of the program faculty students may elect to take one course inside or outside the department that fulfills their training needs as part of this requirement.

Fourth-Year Paper

Prior to the general examination, and during the fourth year of the student's career, the student will submit a paper to his/her advisor entitled, "*The Making of a Community Psychologist*," otherwise known as the fourth-year paper. This paper will allow students a chance to identify scholarly and personal influences that have contributed to their identity and self-definition as community psychologists. Rather than assessing knowledge, competency and ability to complete doctoral work, this paper is a process and product designed to help students reflect on their identities at a critical juncture in their careers, as well as a means for the faculty to better understand the students, including their past, present and future selves. On rare occasions, students may be asked to revise or clarify this statement, but it is not an examination per se.

Minor in Community Psychology

A minor in community psychology is available to graduate students enrolled in graduate work in the Department of Psychology or to students enrolled in other graduate programs with the approval of the Community Program Faculty. The minor consists of 12 semester hours of

coursework that has been approved by the Community Program faculty. Students applying for the Community Psychology minor must either satisfy the core requirements of the Department of Psychology graduate program, or propose comparable masters or doctoral level coursework before being accepted for a minor in community psychology. Requirements for the minor are as follows:

1. 8200 Introduction to Community Psychology
2. 8060 Issues of Human Diversity
3. Choose 1 course from “Professional Specialization” list
4. Community Practicum (1 X 3 credits)

Recommended professional specialization courses for students who anticipate a career focus in:

1. Applied Research and Practice

8230 ACE I

8260 ACE II

8220 Community Interventions, Social Change, and Prevention

2. Empowerment/Social Justice

8220 Community Interventions, Social Change, and Prevention

8280 Psychology, Advocacy, and Organizing

9900 Qualitative Methods

3. General Community Psychology

8220 Community Interventions, Social Change, and Prevention

Either 8280 Psychology, Advocacy, and Organizing Or 8230 ACE I

Either 8430 Statistics III Or 9900 Qualitative Methods

DUAL DEGREE MPH-PHD (COMMUNITY) CURRICULUM

The dual degree MPH-PhD program is jointly administered by the Community Psychology program area and the School of Public Health (SPH). This program is designed to provide professional and graduate students with a solid and well-rounded background across two curricular disciplines. Successful candidates will earn a Master of Public Health (MPH) degree upon completion of the graduate Health Promotion and Behavior (HPMB) or the Epidemiology and Biostatistics (EPID) concentration offered by SPH and a Doctor of Philosophy (PhD.) degree upon completion of the community psychology concentration. Students must meet all requirements for the respective programs (i.e., MPH, PhD); however, some coursework fulfills requirements toward both degrees. Also, students are not required to complete the MA degree requirements in addition to the MPH.

MPH Core Requirements and Additional Required Courses

Please consult SPH curriculum

- <http://publichealth.gsu.edu/academic/divisions/health-promotion-behavior/>
- <http://publichealth.gsu.edu/academic/divisions/epidemiology-biostatistics/>

Note that PH 7017 Fulfills PSYC 8410 Psychological Statistics I Requirement

Take PH 7019 or PSYC 8010 or PSYC 8014 to fulfill Research Methods requirement

Required General Psychology Courses

Methodology (one of the following)

PSYC 8010 Research Methods in Psychology

PSYC 8014 Research Methods in Community Psychology

PH 7019 Public Health Research Methods

Required Community Courses

PSYC 8060 Issues of Human Diversity

PSYC 8200 Introduction to Community Psychology

PSYC 8430 Psychological Statistics III or PSYC 9900 Qualitative Methods (cross listed with PH7522)

9940B Specialized Seminars in Psychology (3 X 1-credit each)

9960C Community Practicum (2 X 3-credits each)

Professional Specialization Electives (Two of the following)

8280 Psychology, Advocacy, and Organizing

8230 Assessment, Consultation, and Evaluation I (ACE I)

8260 Assessment, Consultation, and Evaluation II (ACE II, prerequisite PH752I, ACE I, or permission of instructor)

8220 Community Interventions, Social Change, and Prevention

8430 Psychological Statistics III or 9900 Qualitative Methods if not used to fulfill requirement above

Fourth-Year Paper

Prior to the general examination, and during the fourth year of the student's career, the student will submit a paper to his/her advisor entitled, "*The Making of a Community Psychologist*," otherwise known as the fourth-year paper. This paper will allow students a chance to identify scholarly and personal influences that have contributed to their identity and self-definition as community psychologists. Rather than assessing knowledge, competency and ability to complete doctoral work, this paper is a process and product designed to help students reflect on their identities at a critical juncture in their careers, as well as a means for the faculty to better understand the students, including their past, present and future selves. On rare occasions, students may be asked to revise or clarify this statement, but it is not an examination per se.

Notes:

1. Upon discussion with the advisor and approval of the faculty, one or more required community courses or professional specialization electives may be used to fulfill MPH concentration electives.
2. Note that MPH-PhD Students must take 3 Hours of Masters Thesis Hours in Psychology in addition to PH 7990

DEVELOPMENTAL PSYCHOLOGY (DEV) CONCENTRATION CURRICULUM

The Developmental Psychology (DEV) concentration is administered by the Developmental Psychology program area. Students in Developmental Psychology must meet all departmental and college requirements.

Required Developmental Courses

8010 Research Methods in Psychology or 8012 Developmental Methods (if offered)
 8430 Psychological Statistics III
 8551 Cognitive, Perceptual and Linguistic Development
 8552 Social and Emotional Development
 9940A Developmental Seminar

There are no other required courses as such. Instead, in consultation with their advisor, students propose a course of study to the Developmental program faculty, typically during their first semester in the program. They specify the courses they plan to take and provide a rationale for their choice. Once approved by the program faculty, this becomes a binding course of study for the student, although requests for subsequent modifications can be made. Courses that might be specified include, but are not limited to:

6130 Sensation and Perception
 6400 Psychology of the Atypical Child
 8015 Theories of Development
 8060 Issues of Human Diversity in Psychology
 8200 Introduction to Community Psychology
 8510 Advanced Social Psychology
 8540 Advanced Cognitive Psychology
 8610 Behavioral Neuroscience
 8662 Adolescence
 9900 Special Topics in Developmental Psychology
 9660 Infancy
 COMM 6400 Development of Communication and Language

Minor in Developmental Psychology

A minor in developmental psychology is available to graduate students enrolled in graduate work in the Department of Psychology. The minor consists of 12 semester hours of coursework that has been approved by the Developmental Program faculty. Students apply to the Developmental Program faculty for the minor either before or after taking either of the two foundation developmental courses (8551 Cognitive and Linguistic Developmental, 8552 Social and Emotional Development) and under most circumstances before taking other coursework for the minor. For example, a minor might consist of one or both of the foundation courses (i.e., Cognitive and Linguistic Development, Social and Emotional

Development;), Developmental Methods, or any of the content courses appropriate for developmental psychology offered in the department.

COGNITIVE AND AFFECTIVE NEUROSCIENCE (CAN) CONCENTRATION CURRICULUM

The Cognitive and Affective Neuroscience (CAN) concentration is administered by the Neuropsychology and Cognitive Neuroscience program area. All students in Cognitive and Affective Neuroscience must fulfill all requirements of the Graduate School of Arts and Sciences and the Department of Psychology. CAN students also take 3 courses covering research methods and core knowledge in cognitive/affective neuroscience, as well as 3 elective courses within the cognitive neurosciences.

In addition to course work and other academic and research pursuits available at the university, students are encouraged to take advantage of research and professional experiences, conferences, workshops and seminars related to neuropsychology and cognitive & affective neurosciences nation- and world-wide.

The following courses are required for CAN students:

8010 Research Methods in Psychology
 8610 Behavioral Neuroscience
 8600 Principles of Cognitive Neuroscience

In addition to the required classes above, the remaining electives should be made up from the suggested courses below and others that may be deemed relevant. As Cognitive Neuroscience is a fundamentally interdisciplinary area, students are particularly encouraged to consider the relevant options available through all departments and discuss their planned curriculum with their mentors.

8620 Introduction to Clinical Neuropsychology
 8430 Psychological Statistics III
 NEU 6330/PHYS6710, Functional Neuroimaging
 8640 Psychopharmacology
 6650 Special Topics: Minds, Brains, & Genes: Exploring Psychosis
 6650 Special Topics: Psychology of Consciousness
 8540 Advanced Cognitive Psychology
 8541 Special Topics in Cognitive Psychology
 8910 Topics in Clinical Neuropsychology
 8616/NEU 8010, Neurobiology I
 8617/NEU 8020, Neurobiology II

Research

Students are expected to be involved in research throughout their graduate training. Their research projects include theses, dissertations, and other activities. Students are encouraged to initiate projects, carry them through to completion, and present their work at professional meetings and in journal articles. Students will normally register for hours of PSYC 9920 in recognition of individual research training they receive from their research supervisors. Each

student and supervisor should agree at the beginning of each semester on the research topics, activities, and requirements for those PSYC 9920 hours, and the basis on which the semester grade (S or U) will be assigned.