



North Dakota State University
Department of Psychology
Ph.D. program in
Psychological Clinical Science

Artwork by JLG Architects depicts Minard Hall
addition, currently under construction. 2010

Program Description

Purpose

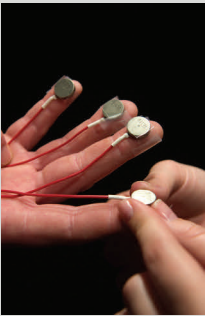
The primary purpose of this program is to prepare students for careers in academic or research settings. Thus, a major emphasis is on research training. We hope to train researchers who will contribute to psychological knowledge through the investigation of clinically relevant issues, including basic research on the nature, etiology, and course of health related problems or psychological disorders, as well as applied research which investigates the prevention and treatment of health and mental health problems.



Coursework and Training

Students are required to gain a breadth of knowledge in the foundations of psychology through courses in biological, cognitive, and social bases of behavior. Coursework in research methods and statistics, assessment, psychopathology, health, and interventions comprise the clinical portion of the curriculum. Practica at local hospitals, clinics, and mental health agencies provide supervised experience in service delivery and applied research. This is a full-time program and will take 5 years, including internship, to complete. We do our best to support students with an assistantship that includes a tuition waiver.

Application Process



1. Start by doing your homework.

You need to know whether you would be happy in our program. First consider your career objectives. If you are primarily interested in an academic career, have a strong commitment to research, and would like to teach, then consider us further. If you are mostly interested in a career providing assessment and treatment services in health and mental health settings, we will not be a good fit for you.

Then, learn about our faculty. Look them up on the web. Read some of their publications. When we consider applicants for acceptance into our program we are looking for students to work with us on our research. You need to know what it is we do and that this is what you want to do as well.

2. Admissions Criteria



When making admissions decisions we consider grades, GRE scores, research experience, letters of recommendation (preferably from faculty who can comment on your research skills and academic potential), and the personal statement. To the extent that an applicant has a strong background in psychology, including coursework in statistics, research methods, abnormal psychology, and personality and good research experience, this will be an advantage. In addition, the personal statement should be clear about your career goals and interests and why you think NDSU, in particular, will help you achieve those goals. Your undergraduate GPA must be at least a 3.0 on a 4 point scale. We will consider applicants who already have a master's degree and will judge them by the same criteria. For applicants with a master's degree, credit to-

wards the doctorate will depend on how well previous course work matches with our own requirements. International applicants must have a TOEFL (internet-based) score of at least 100.

We do not require campus visits or interviews. We may, however, like to arrange for a visit via phone or internet video with our top candidates.

3. Apply

Applications are made online. You can find instructions and more information at <http://www.ndsu.edu/gradschool/>. You will need to make arrangements to include transcripts, test scores, and three letters of recommendation. Our application deadline is Feb 1. Admissions decisions will be made by mid March. We review applications only once a year and admit students only in the fall semester.



Primary Clinical Faculty



James R. Council

History of Psychology, Personality, Hypnosis

Barnier, A., & Council, J.R. (2010). Hypnotizability matters: The What, Why, and How of Assessment. In S.J. Lynn, Rhue, J., and Kirsch, I. (Eds.). *Handbook of Clinical Hypnosis* (2nd. Ed.). Washington, DC: APA Books, pp 47-78.

Council, J.R. & Zabelina, D.L. (2006). IRBs and insane asylum history. *History of Psychology*, 9(2), 161.



Keith F. Donohue

Cognitive and emotional influences on the consequences of alcohol intoxication. (Dr. Donohue is currently focusing on teaching responsibilities and is not accepting graduate students.)

Schlauch, R. C., Lang, A. R., Plant, E.A., Christensen, R., & Donohue, K.F. (2009). The effect of alcohol on stereotypic and prejudicial responding: the moderating role of internal and external motivations to inhibit. *Journal of Studies on Alcohol and Drugs*, 70, 328-226.

Donohue, K.F., Curtin, J.J., Patrick, C.J., & Lang, A.R. (2007). Intoxication level and emotional response. *Emotion*, 7, 103-112.



Kathryn H. Gordon

Disordered eating and suicidal behavior.

Gordon, K.H., Castro, Y., Sitnikov, L., & Holm-Denoma, J.M. (2010). Cultural body shape ideals and eating disorder symptoms among White, Latina, and Black college women. *Cultural Diversity and Ethnic Minority Psychology*, 16, 135-143.

Gordon, K.H., Bresin, K., Dombeck, J., Routledge, C., & Wonderlich, J.A. (2011). The impact of the 2009 Red River Flood on interpersonal risk factors for suicide. *Crisis: The Journal of Crisis Intervention and Suicide Prevention*, 32, 52-55.



Robert D. Dvorak

Health-risk behavior and self-regulation.

Dvorak, R. D., Simons, J. S., & Wray, T. B. (2011). Alcohol Use and Problem Severity: Associations with Dual Systems of Self-control. *Journal of Studies on Alcohol and Drugs*, 72(4), 678-684.

Dvorak, R. D. & Simons, J. S. (2009). Moderation of resource depletion in the self-control strength model: Differing effects of two modes of self-control. *Personality and Social Psychology Bulletin*, 35, 572-583.



Paul D. Rokke

Cognition and emotion, cognitive vulnerability to depression.

Stout, D. M. & Rokke, P. D. (2010). Components of working memory predict symptoms of distress. *Cognition and Emotion*, 24, 1293-1303.

Lystad, C. M., Rokke, P. D., and Stout, D. M. (2009). Emotion congruent facilitation of attention when processing anxious stimuli. *Cognitive Therapy and Research*, 33, 499-510.

Affiliated Faculty

Our Affiliated Faculty also serve as research advisors to Psychological Clinical Science graduate students. If you are interested in working with a member of our Affiliated Faculty, please contact that person to find out more about their interests and availability.



Clayton J. Hilmert

Stress psychophysiology, cardiovascular health, and pregnancy.

Hilmert, C. J., Dominguez, T. P., Dunkel Schetter, C., Srinivas, S. K., Glynn, L., Hobel, C., & Sandman, C. (in press). Lifetime racism exposure and blood pressure changes during pregnancy: Implications for fetal growth. *Health Psychology*.

Hilmert, C. J. & Kvasnicka, L. R. (2010). Blood pressure reactivity and emotional responses to stress: Perspectives on cardiovascular reactivity. *Social and Personality Psychology Compass*, 4, 470-483.



Wendy Troop-Gordon

The interactions among social cognition, relational experience, and psychological adjustment among children and adolescents.

Rudolph, K. R., Lewell, N., & Troop-Gordon, W. (in press). Interactive contributions of self-regulation deficits and social motivation to psychopathology: Unraveling divergent pathways to aggressive behavior and depressive symptoms. *Development and Psychopathology*.

Troop-Gordon, W., & Gerardy, H. (2012). Parents' beliefs about peer victimization and children's social and emotional development. *Journal of Applied Developmental Psychology*, 33, 40-52.