George Washington University Clinical Psychology Ph.D. Program
Faculty Preference Ranking Form

Please note that, unlike the rest of your admissions materials, this form is to be submitted directly to the Clinical Psychology Ph.D. program at the George Washington University. Please complete and mail directly to:

Clinical Ph.D. Graduate Admissions
Department of Psychology
George Washington University
2125 G Street, NW
Washington, DC 20052

The Ph.D. program in clinical psychology at the George Washington University follows a mentorship model. The program selects qualified applicants whose interests fit closely with the overall goals of the program, and with the research interests of specific faculty members. In applying for admission, we request that you indicate the faculty with whom you share research interests. These faculty will review your application most carefully. We realize that the research interests of most applicants are not fully formed at this point, and that research interests are likely to change as you develop your career. However, we ask you to rank order two faculty who might be your best match at this point.

Please rank order up to two faculty members from the following list (1 = first choice, 2 = second choice). Please rank a second choice only if you have a genuine interest in that area of research. You do not need to make two choices. More detailed information about each faculty member may be found at our department web site at http://www.gwu.edu/~psycdept/graduate_studies/clinical/index.cfm /

____ Jody Ganiban  
(Associate Professor, Clinical / Developmental Psychology) Ph.D. 1993. University of Rochester. Impact of person-based characteristics (genetic makeup, personality) on interpersonal relationships; interaction between person-based characteristics and family dynamics in the development of psychopathology and childhood obesity.

____ Christina Gee  
(Associate Professor, Clinical Psychology) Ph.D. 2000, University of Illinois at Urbana-Champaign. Adolescent mothers' relationships with their children's fathers, social support, marital and romantic relationships.

____ George Howe  
(Professor and Director, Clinical Psychology, and Associate Professor of Psychiatry & Behavioral Sciences) Ph.D. 1981, University of Connecticut. Stress and coping in individuals, couples, and families; genetic and personality factors influencing stress-triggered depression and anxiety.

____ Sharon Lambert  
(Assistant Professor, Clinical and Community Psychology) Ph.D. 1999, University of Illinois at Urbana-Champaign. Internalizing behavior problems in low-income and urban youth; neighborhood effects on children and families; school-based preventive interventions.
Huynh-Nhu (Mimi) Le  
(Associate Professor, Clinical and Community Psychology) Ph.D. 1997, University of Illinois at Urbana-Champaign. Risk factors and prevention of depression during pregnancy and postpartum; immigrant resilience; low-income Latinas and ethnic minority populations.

Sherry Molock  
(Associate Professor, Clinical Psychology) Ph.D. 1985, University of Maryland. Cultural factors in depression and suicidal behaviors in African American adolescents and adults; developing HIV/AIDS and suicide prevention programs in faith based communities. Dr. Molock does not plan to take students this year.

Rolf Peterson  
(Professor, Clinical Psychology) Ph.D. 1970, University of Iowa. Anxiety disorders; stress and illness; chronic illness effects; stress management. Dr. Peterson does not plan to take students in the future.

Cynthia Rohrbeck  
(Associate Professor, Clinical Psychology) Ph.D. 1986, University of Rochester. Stress and coping in children, young adults and families. Particular interests include relationships among terrorism, threat appraisal, mental health and emergency preparedness.

Maria Cecilia Zea  
(Professor, Clinical Psychology) Ph.D. 1990, University of Maryland. Behavioral aspects of HIV/AIDS among Latinos. Dr. Zea does not plan to take students this year.

Please select one statement from those below that best describes your career plans after obtaining the Ph.D.:

- Definitely committed to seeking an academic/research position.
- Strongly considering academic/research positions.
- Planning to take a position in public service community-based settings, which allows for clinical and research involvement.
- Planning to take a clinical position which allows for some teaching and research involvement.
- Planning to take a full-time clinical position.
- Other: __________________________________________________________
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