PROGRAM OVERVIEW

The Psychology in the Public Interest Graduate Program (PsyPI) focuses on producing knowledge and solutions that serve the public interest through the application of psychological science. Students learn how to use psychological theory and research methodology to examine societal issues from individual, community, organizational, and policy perspectives. This research-intensive program is designed to train scientists to work in a variety of settings. The program curriculum emphasizes: (a) theory and research on social change; (b) developing, implementing, and evaluating prevention and intervention programs; (c) examining various forms of diversity, inequality and justice among individuals, institutions, communities, and societies; and (d) action-oriented research methods. The societal issues that define faculty and student research will necessarily evolve over time. At the current time, areas of focus include:

- Community-based and participatory action research
- Higher education and curriculum innovation
- Social inequality and stigma
- Innovation processes and technology outcomes
- Mental health and violence
- Positive youth development and social support
- Health promotion and disease prevention

FACULTY

Program faculty are united by the shared goal of understanding, transforming, and improving the contexts and systems in which humans develop and interact. Within this broad context, faculty have a wide range of research interests:

- **Craig C. Brookins**: Associate Professor, Ph.D., Michigan State University – community psychology; Afrikan psychology; community-based participatory action research; positive youth development; interventions designed to promote community health and well-being.
- **Jeni L. Burnette**: Assistant Professor, Ph.D., Virginia Commonwealth University – social psychology; mindsets and motivation; self-regulation; obesity public health messages; obesity stigma; mindset interventions for increasing diversity in STEM.
- **Sarah L. Desmarais**: Assistant Professor, Ph.D., Simon Fraser University – forensic psychology; violence risk assessment; serious mental illness and substance use in justice-
involved populations; partner violence; behavioral health interventions in correctional settings; measure development and validation.

Denis O. Gray: Professor, Ph.D., Michigan State University – science and technology policy issues; mechanisms for university/industry cooperation; dissemination, utilization and implementation of innovative technologies and practices; community psychology.

Roger E. Mitchell: Associate Professor, Ph.D., University of Maryland – social support, coping and health promotion; development and impact of community-based coalitions; prevention and harm-reduction approaches to substance abuse; community psychology

Joseph Simons-Rudolph: Teaching Assistant Professor, Ph.D., NC State University – development of masculinity among emerging adults; promotion of prosocial behavior and positive models of masculinity; understanding impact of policy on individual behavior.

Laura Widman: Assistant Professor, Ph.D., University of Tennessee – adolescent and young adult sexual health; sexual communication; use of innovative technologies in HIV/STD prevention; measurement development; meta-analyses. (Joining PSYPI on 8/15/2015.)

Mary Wyer: Associate Professor, Ph.D., NC State University – diversity in science and technology; research on women’s studies; scholarship as a social innovation; equality in higher education.

EMERITUS FACULTY

Frank J. Smith: Emeritus Professor, Ph.D., Michigan State – international development policy, program planning and evaluation in the sectors of education, employment and environment; collaboration in research, transfer and adaptation of new technologies; adjustment to technical, structural, and social change.

Donald W. Drewes: Emeritus Professor, Ph.D., Purdue University – planning and evaluation of job skills education and training programs; study of the organizational and social impact of the information revolution; public policy and allocation and utilization of its human resources.

ALLIED FACULTY

Barri Burrus, Ph.D., RTI International
Debbie Holden, Ph.D., RTI International
Susan Jakes, Ph.D., NC State University, Community and Rural Development
Mark Lindblad, Ph.D., University of North Carolina, Center for Community Capital
Deena Murphy, Ph.D., Triangle Research Associates
William Schlenger, Ph.D., ABT Associates
Wendee Wechsberg, Ph.D., RTI International
TRAINING

Students accepted into the PsyPI program are expected to work towards the Ph.D. degree.

Faculty and students participate in collaborative, action-oriented research activities with both public and private organizations in local, national, and international communities. Training emphasizes building the theoretical foundation and applied research skills necessary to develop and evaluate interventions and policies to address important problems of society.

Graduates of the PsyPI program are employed as university faculty, researchers, consultants, evaluators, policy makers and leaders in a variety of programs, organizations and communities. They work in diverse settings at the local, state, national, and international level including academic institutions, community programs, government agencies, and private industry.

COURSEWORK

Students acquire core knowledge in four areas: (a) community psychology, (b) innovation and social change processes; (c) applied research methodology, and (d) program development and evaluation. Individual programs of study are tailored to the student’s research interests and career objectives. Students are encouraged to supplement their psychological studies with relevant interdisciplinary coursework in other areas such as public administration, economics, sociology, criminology, design, and engineering. Students may also take courses that count toward their plan of study at other area universities via the Inter-Institutional Registration Program. Affiliated schools include Duke University, North Carolina Central University, University of North Carolina at Chapel Hill, University of North Carolina at Charlotte, and the University of North Carolina at Greensboro.

RESEARCH LABS

Measurement Matters Lab
Dr. Mary Wyer
http://www.ncsu.edu/project/stereotypes/index.htm

Mindset Lab
Dr. Jeni Burnette
http://jeni.acoportfolio.com/mindset-lab

Forensic Psychology in the Public Interest Lab
Dr. Sarah Desmarais
http://ncsuforensicpsychology.com/

Innovation Studies Team
Dr. Denis Gray
http://www.ncsu.edu/iucrc/

Sexual Health Lab
Dr. Laura Widman
http://www4.ncsu.edu/~lmwidman/
PSYPI AND DEPARTMENTAL PROGRAM REQUIREMENTS

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<thead>
<tr>
<th>PsyPI Program</th>
<th>Psychology Department</th>
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<tbody>
<tr>
<td>12 credits Core Requirements</td>
<td>9 credits General Psychology</td>
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<tr>
<td>12 credits Social and Organizational Systems</td>
<td>6 credits Statistics</td>
</tr>
<tr>
<td>9 credits Research Methodology</td>
<td>6 credits MA Thesis</td>
</tr>
<tr>
<td>3 credits Practicum</td>
<td>6 credits PhD Dissertation</td>
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<tr>
<td>9 credits Elective Courses</td>
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Total = 72 credits

SERVICE

Consistent with the traditions of a Land Grant University, the PsyPI program has established a record of service to a broad range of communities including rural and urban neighborhoods, private enterprises, state, local and national education/government, and international organizations. These activities are considered central to our program and training goals.

ADMISSION

Students are admitted each fall semester. Admission is competitive. Applicants should have a strong academic record. In addition to persons with prior degrees in psychology, those with appropriate degrees in other social sciences, engineering, and related disciplines are encouraged to apply. Relevant work and volunteer experiences are valued. Decisions are based on the appropriate match between each applicant’s strengths and program goals. Applications completed by January 5th are given first consideration for admission and assistantships.

All applications are handled through the NCSU Graduate School and the on-line application system at: [http://www.ncsu.edu/applygrad](http://www.ncsu.edu/applygrad). More specific details on what is needed, where to obtain the appropriate forms and/or how to submit required information can be found at: [http://psychology.chass.ncsu.edu/graduate/documents_and_forms.php](http://psychology.chass.ncsu.edu/graduate/documents_and_forms.php)

SUPPORT

Within the Department of Psychology, a limited number of teaching and research assistantships are available. They provide a competitive stipend and require 20-hours per week of work. A limited number of Graduate Student Support Plans also are available for those receiving assistantships and include health insurance and tuition waivers. Research assistantships also have been funded by extramural awards provided by national (e.g., National Science Foundation, National Institutes of Health) and local agencies. Students may also take advantage of other forms of financial assistance, including Graduate School supplements, scholarships, grants, loans, and campus employment. Additional information on these opportunities may be found on the NCSU Graduate School website.

North Carolina State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, disability, sexual orientation, or veteran status. 11 / 2012