

## Psychology

cola.siu.edu/psychology/  
gradpsyc@siu.edu

### COLLEGE OF LIBERAL ARTS

#### Graduate Faculty:

**Cashel, Mary Louise**, Associate Professor, Ph.D., University of North Texas, 1997; 1997. Child and adolescent assessment; juvenile delinquency and preventative interventions; PTSD.

**Chwalisz Rigney, Kathleen**, Professor, Ph.D., University of Iowa, 1992; 1992. Health psychology; neuropsychology; group process and intervention; personality.

**Clancy Dollinger, Stephanie**, Associate Professor, Ph.D., Syracuse University, 1989; 1989. Successful aging; lifespan identity development; caregiving.

**DiLalla, David**, Associate Professor, Associate Provost, Ph.D., University of Virginia, 1989; 1990. Personality and psychopathology; personality assessment; computer-assisted assessment; behavioral genetics; sexual violence; social development.

**DiLalla, Lisabeth**, Professor, Ph.D., University of Virginia, 1987; 1992. Behavioral genetics, social cognitive development.

**Dillon, Ronna**, Professor, *Emerita*, Ph.D., University of California, Riverside, 1978; 1978.

**Dollinger, Stephen J.**, Professor, *Emeritus*, Ph.D., University of Missouri, 1977; 1977.

**Drake, Chad**, Assistant Professor, Ph.D., University of Mississippi, 2008. Acceptance and Commitment Therapy and Training; Relational Frame Theory; contextual behavioral science; behavioral measures of cognition; therapeutic change.

**Fehr, Karla**, Assistant Professor, Ph.D., Case Western Reserve University, 2013. Psychosocial outcomes for children with medical conditions, including risk and resiliency factors, coping, and intervention development and dissemination; the importance of pretend play for children's socioemotional development; the development of play intervention protocols to improve pretend play skills.

**Gannon, Linda**, Professor, *Emerita*, Ph.D., University of Wisconsin, 1975; 1975.

**Gilbert, Brenda O.**, Associate Professor, *Emerita*, Ph.D., University of Florida, 1985; 1986.

**Gilbert, David G.**, Professor, *Emeritus*, Ph.D., Florida State University, 1978; 1985. Brain, genetic, personality, and stimulus/environmental factors promoting substance use, smoking, and marijuana; emotions; EEG; brain imaging; eye-tracking and attention.

**Greer-Medley, Tawanda M.**, Associate Professor, Ph.D., Southern Illinois University at Carbondale, 2003. Perceived racism in health care; the contribution of racism and chronic oppression to existing health disparities; the impact of minority stressors on African American college students; racial and ethnic concerns in mental health counseling, and neural correlates of stress and cardiovascular responses for African Americans diagnosed with hypertension.

**Habib, Reza**, Associate Professor and *Director of University Core Curriculum*, Ph.D., University of Toronto, 2000; 2003. Cognitive neuroscience; brain imaging; cognition and memory.

**Hoane, Michael R.**, Professor and *Chair*, Ph.D., Texas

Christian University, 1996; 2004. Animal models of traumatic brain injury and neurodegenerative disease; recovery of function.

**Hylin, Michael**, Assistant Professor, Ph.D., Northern Illinois University, 2010. Biochemical systems that underlie neurocognitive dysfunction following traumatic brain injury (specifically mild and repetitive injury); pathways associated with the extracellular matrix, inflammation and axonal injury; development of novel strategies for neurocognitive rehabilitation following traumatic brain injury.

**Jacobs, Eric A.**, Associate Professor, Ph.D., University of Florida, 1997; 1999. Experimental analysis of behavior; human operant behavior; verbal behavior; choice and self-control; behavioral ecology; behavioral economics; behavioral pharmacology; contingency management; radical behaviorism; cultural materialism.

**Jensen, Robert**, Professor, *Emeritus*, Ph.D., Northern Illinois University, 1976; 1981.

**Kertz, Sarah**, Associate Professor, Ph.D., University of Louisville, 2011. Development and treatment of anxiety disorders; developmental psychopathology of worry in children; conceptual models of generalized anxiety and worry; treatment outcomes for anxiety disorders.

**Kibby, Michelle Y.**, Associate Professor, Ph.D., The University of Memphis, 1998; 2004. Neuropsychology; brain-behavior relations; reading disorders; ADHD; child assessment.

**Knutson, Douglas**, Assistant Professor, Ph.D., Oklahoma State University, 2008, 2012, 2017. Research interests include investigating health and resiliency among transgender, lesbian, bisexual, and gay identified populations.

**Komarraju, Meera**, Professor and *Dean*, Ph.D., Osmania University Hyderabad, India, 1983; Ph.D., University of Cincinnati, 1987; 2006. Personality and cross-cultural differences in academic motivation and achievement; gender, ethnicity, and leadership in the workplace.

**Lakshmanan, Usha**, Professor, Ph.D., University of Michigan, 1989; 1990. Psycholinguistics; bilingualism; child first language acquisition (monolingual & bilingual); child and adult second language acquisition; language and cognition.

**Lee, Yueh-Ting**, Professor and *Dean*, Ph.D. State University of New York at Stony Brook, 1991. Categorical thinking and evolutionary psychology, stereotype accuracy/inaccuracy, and judgment/decision-making, intergroup and cultural relations and identity, human beliefs (religion and spirituality), and applied psychology (e.g., health, leadership).

**McHose, James H.**, Professor, *Emeritus*, Ph.D., University of Iowa, 1961; 1961.

**McKillip, John A.**, Professor, *Emeritus*, Ph.D., Loyola University of Chicago, 1974; 1975.

**O'Donnell, James P.**, Associate Professor, *Emeritus*, Ph.D., University of Pittsburgh, 1965; 1965.

**Peter-Hagene, Liana**, Assistant Professor, Ph.D., University of Illinois Chicago, 2011; 2016. Research interests include applications of social psychological theories and methods to legal contexts. She studies extra-legal psychological factors (such as emotions, attitudes, and regulatory processes) that affect jurors' decision making in criminal cases.

**Pitz, Gordon F.**, Professor, *Emeritus*, Ph.D., Carnegie Mellon University, 1963; 1963.

**Ramanaiah, Nerella**, Professor, *Emeritus*, Ph.D., University

of Oregon, 1971; 1971.

**Rodriguez, Benjamin**, Associate Professor, Ph.D., The Catholic University of America, 2001; 2003. Anxiety disorders; PTSD; epidemiology; social and public speaking anxiety.

**Schill, Thomas R.**, Professor, *Emeritus*, Ph.D., Oklahoma State University, 1963; 1963.

**Schmeck, Ronald R.**, Professor, *Emeritus*, Ph.D., Ohio University-Athens, 1969; 1969.

**Schmidt, Kathleen**, Assistant Professor, Ph.D., University of Virginia, 2011; 2014. Research interests include implicit social cognition, race attitudes, self-knowledge, social perception, reproducibility.

**Snyder, John F.**, Associate Professor, *Emeritus*, Ph.D., Loyola University, 1965; 1968.

**Swanson, Jane L.**, Professor, *Emerita*, Ph.D., University of Minnesota, 1986; 1986. Career choice and development; career assessment; adolescent career exploration.

**Tinsley, Howard E.A.**, Professor, *Emeritus*, Ph.D., University of Minnesota, 1971; 1973.

**Vaux, Alan**, Professor and *Dean*, *College of Liberal Arts, Emeritus*, Ph.D., Trinity College Dublin, 1979; Ph.D., University of California/Irvine, 1981; 1980.

**Yanico, Barbara**, Associate Professor, *Emerita*, Ph.D., The Ohio State University, 1977; 1978.

The Department of Psychology ([cola.siu.edu/psychology/](http://cola.siu.edu/psychology/)) offers graduate work leading to the Master of Arts, Master of Science, and Doctor of Philosophy degrees with a major in psychology with concentrations in the following areas: Applied Psychology, Brain and Cognitive Sciences, Clinical Psychology, and Counseling Psychology. The primary emphasis is on doctoral training, for which the master's degree is a prerequisite usually earned en route to the doctorate. We do not admit students who seek a terminal master's degree.

The goal of graduate study in the Department of Psychology at SIUC is to develop psychologists who will have a broad perspective and scientific sophistication as well as the requisite skills to advance the field of psychology and meet changing needs. The program emphasizes formal course work in the core curriculum and in the concentrations, preprofessional activities in training assignments, research, teaching, and practicum opportunities.

### Admission and Advisement

The Department of Psychology and Graduate School applications form one combined application that should be submitted electronically through the Radius system. The link to Radius is available at the Graduate School website. There is a supplemental application (Part Two), specific to the Department of Psychology that must be submitted along with the main online application. Separate forms are not required for application for financial assistance, except for Graduate School fellowships. Students will be accepted for graduate work in psychology only upon approval by the departmental admissions committee as well as the Graduate School. Evaluations of applicants by the departmental admissions committee are based on information from the application form, GRE scores, transcripts, and letters of recommendation. This program requires a nonrefundable \$65 application fee; applicants must pay this fee by credit card through Radius.

Upon admission to the department, each student is assigned

to a faculty adviser, who assists in academic matters, including the planning of the student's program of study: required courses, planned electives, anticipated dates for fulfillment of specified requirements, and so forth.

A new adviser may be assigned to a student for two reasons: (a) the student or adviser may request a change of adviser; (b) the student may change to a different area of concentration. Requests for a change of adviser should be made in writing to the student's area committee. To change area of concentration, the student should petition the sub-committee of the new area.

### Core Curriculum

All students must complete the following minimum requirements which may be supplemented by requirements specific to concentration areas:

1. Two of three courses from PSYC 522, 524, and QUAN 507.
2. PSYC 509 for students who have not completed a course in the history and systems of psychology.
3. Thesis (PSYC 599) registration; students enrolled in the master's degree program should complete the thesis requirement (PSYC 599, four to six hours) by the end of the second year.
4. (Students in the Clinical and Counseling areas only) one course from each of the four core coverage areas specified by the American Psychological Association. A list of courses which meet core coverage requirements is maintained by the department.

### Areas of Concentration

#### APPLIED PSYCHOLOGY CONCENTRATION

The Applied Psychology (AP) concentration program is designed for students interested in research careers dealing with applied problems in non-academic and academic settings. The program provides students with training in research and data analysis methods that can be applied to a variety of problems in the public and private sectors.

Students in the AP concentration take the following courses in addition to departmental requirements described above. (a) Statistics and measurement: PSYC 522, 524, 525, and either 529 or 575; (b) Program evaluation and research methods: PSYC 465, 523, and 564; (c) At least three of the following Psychology content courses: PSYC 411, 461, 511, 515, 553, 565, 566, 567, 568, or other courses approved by the faculty. In addition AP students take 571 (Proseminar in Applied Experimental Psychology) during their first semester in the program, and PSYC 569 (Applied Research Consultants) from their second year until admission to the doctoral program or for two summers and four semesters, whichever is longer. AP students develop a specialization consisting of at least three graduate courses, additional readings, and/or independent study. A specialization plan and paper is developed with and approved by a specialization committee.

#### ACCELERATED MS WITH APPLIED PSYCHOLOGY CONCENTRATION AND NON-THESIS OPTION

The accelerated five-year BA-MS non-thesis degree program is designed to provide practical experience in consulting and program evaluation as well as an educational background in research methods, statistics and program evaluation. This program leads to an undergraduate Bachelor of Arts and a

Master of Science degree with a Major in Psychology with an additional year of master's study. During the Spring semester, undergraduate students who have junior status will be able to apply to enter the Master's program. To complete this five-year plan, 120 credits are required for the bachelor's degree and an additional 31-32 credits for the master's degree. Nine credit hours are double counted toward an undergraduate and a Master's degree. Twenty-two to twenty-three hours are taken after undergraduate graduation.

The option requires satisfactory completion of nine hours in 400-level Psychology courses. This will be followed by 13 required statistics and methods credit hours of coursework [10 credit hours from PSYC 522, 523 and POLS 519 or 539 and 3 elective credit hours from PSYC 507, 574, 421, BA 540, POLS 519, or POLS 539 (POLS 519 or 539 can only be applied to this requirement if not taken as required credit hours for statistics and methods above)]. Students will also complete 10 credit hours of coursework in Applied Research Consultants (the Applied Psychology in-house consulting firm). Students will complete 1 credit hour in Spring semester of their senior year which will not count towards the completion of the master's degree. This will be followed by 9 credit hours in the Fall and 3 credit hours in Spring of their fifth year. Students will complete a written report describing their accomplishments and completed projects in ARC at the end of the master's program.

This accelerated BA-MS non-thesis degree program is designed for students who desire an advanced degree including consulting experience and training in research methods, statistics and program evaluation that may lead to higher entry positions in their chosen career path. An associated benefit of the accelerated BA-MS degree program to students that have advanced degree aspirations is the ability to save time and money by completing their studies more quickly at the same institution and double-counting 9 credit hours. This accelerated BA-MS non-thesis degree program is NOT designed for students who may wish to transition to a Ph.D. program in Psychology.

#### **BRAIN AND COGNITIVE SCIENCES CONCENTRATION**

The Brain and Cognitive Sciences program (BCS) emphasizes cognitive behavior approached from a combination of developmental (infancy and childhood, adolescence and aging), neurobiological (neurophysiology, neuropsychology, genetics), behavioral (human and animal experimentation) and computational (neural networks, statistical analyses, intelligent software agents) perspectives. Students specializing in Brain and Cognitive Sciences typically pursue careers in academic settings such as departments of psychology, neuroscience, cognitive science or medical schools, or in non-academic settings such as pharmaceutical companies, hospitals, or in government research facilities.

In addition to department requirements, BCS students will take four courses from the following three pairs: PSYC 511 and 515 (Cognitive), PSYC 554 and 555 (Developmental), and PSYC 514 and 516 (Biopsychology). They must choose at least one course from each pair. Students will get experience with at least two different research methodologies (behavioral/cognitive experimentation, computational modeling, neurobiological experimentation, psychological assessment) either through individual research or appropriate course work, and must enroll for PSYC 572 (BCS Proseminar) throughout their tenure in the

department. An additional four to six courses are required for the specialization.

#### **CLINICAL PSYCHOLOGY CONCENTRATION**

The Clinical Psychology program, accredited since 1961 by the American Psychological Association and the current Commission on Accreditation, is designed to train clinical psychologists for careers in clinical service, teaching and research. In addition to completing a required departmental core (designed in accordance with APA accreditation and state licensing board requirements), students take required courses in clinical skills, psychopathology, assessment, therapy, advanced/integrative discipline-specific knowledge, and ethical/professional issues (PSYC 594C, 535 or 581, 540, 580, and 598).

Students in the Adult Clinical Psychology specialization take required courses in psychotherapy and assessment (PSYC 530 and 544), in addition to two clinically relevant electives. Students in the Child Clinical Psychology specialization take two required developmental psychology courses (one of which usually fulfills a core requirement), and several courses in child assessment plus child treatment (PSYC 543, 556, and 559).

#### **COUNSELING PSYCHOLOGY CONCENTRATION**

The Counseling Psychology program, accredited since 1961 by the Accreditation Committee, Education Directorate of the American Psychological Association, is designed to teach students a wide range of skills which will prepare them to function as scientist-practitioners. Graduates are qualified for employment in a university setting (either in an academic department or a counseling center), in hospitals, community agencies, and educational and correctional institutions. The student is expected to develop competence in counseling, psychological assessment, research, and teaching. The required courses are as follows: PSYC 523, 525, 526, 530, 536, 537, 538, 540, 548, 553, 558, 561, 594F, and 598.

#### **Research, Practicum, and Training Assignments**

Research or practica are required in each area of concentration. In addition, each term the student must be engaged in a training assignment which supplements formal course work by professional activities such as research, teaching, or clinical service. The assignment varies according to the needs, professional goals, and competencies of the student, and increases in responsibility as the student progresses. The assignments require from 10 to 20 hours of service per week. This is a degree requirement of all students each term and is independent of any financial support. Therefore, each term the student signs up for one hour of PSYC 597.

#### **Master's Degree Requirements**

The master's degree requires a minimum of 48 semester hours of acceptable graduate credit, distributed according to the requirements of the student's major area, and the completion of an approved thesis. The master's thesis may be either original research or the replication of an important study. The master's degree is a prerequisite for the doctorate.

#### **Doctoral Requirements**

**Admission.** Admission to the Ph.D. program requires a master's degree, a grade point average of 3.25 or above in graduate studies, and acceptance by the department. A student

who receives the master's degree from SIU must apply formally to the Graduate School for admission to doctoral-level study, and must be approved by the faculty.

Records of students entering the program with a master's degree from another institution are evaluated by the departmental admissions committee which notes deficiencies, recommends methods for removing them, and specifies a time limit to do so. Such deficiencies must be removed before the student can be classified as a Ph.D. candidate. The student is recommended to the graduate dean for admission to Ph.D. candidacy only when core curriculum requirements and the preliminary examination(s) have been satisfactorily completed.

**Accelerated Entry into Ph.D. Degree Program.** Students enrolled in the M.A. degree program may be admitted directly to the Ph.D. degree program following departmental certification of graduate work comparable to a master's degree in psychology at SIU. Accelerated entry is acceptable only for students who have completed substantial work in other programs in psychology which grant the Ph.D. degree but not a master's degree. Students seeking accelerated entry may apply after enrollment at the master's level for one semester. Applications for accelerated entry are reviewed and decided by a faculty committee appointed by the department chair.

**Internship.** Doctoral students who are concentrating in counseling or clinical psychology must complete an approved internship. The internship is viewed as an integral part of training and the Ph.D. degree is not awarded until the completion of all academic work and the internship. Students are responsible for scheduling and obtaining internships. Internships in counseling and clinical psychology require a full-time experience either for one calendar year, or for two years of half-time experience. Counseling and clinical students are approved for internship after completion of their master's degree, major and minor preliminary examinations, and all courses required for the Ph.D. Clinical students must have an approved dissertation prospectus before applying for internship.

Students in applied psychology are encouraged to complete an internship in an applied setting away from campus that is selected with the help of their faculty advisers in their major area of concentration.

**Preliminary Examinations.** Ph.D. candidacy is contingent upon successful completion of a written preliminary examination in the student's major area of concentration. The examination is composed primarily of essay questions requiring substantive knowledge of empirical and theoretical topics. Questions are not limited to course content.

Every student is expected to pass each examination on first taking. In any event a second failure on a preliminary examination will result in a thorough faculty review of the student's entire academic record in order to determine whether the student will be allowed to continue in the program and, if continued, under what conditions.

**Major/Comprehensive.** Fields of concentration for the major/comprehensive preliminary examination are listed below:

1. Experimental. Either applied psychology or brain and cognitive science may be selected for the comprehensive examination.

2. Clinical. The major examination includes the following: psychological assessment, psychotherapy, psychopathology, research methods, and professional/ethical issues. In addition, the examination reflects the student's specialization emphasis, i.e., adult or child.

3. Counseling. The major examination includes the following areas: (a) adult personal, social, and career development; (b) assessment; (c) group and individual counseling theories and techniques; (d) research methodology and measurement; and (e) professional issues.

Major/comprehensive examinations are scheduled by the department once a term. Notices are posted well in advance and students are expected to notify the Graduate Program Coordinator of their intention to take the examination. Examination committees are appointed by the chair.

**Minor/Specialization.** In addition to the major/comprehensive preliminary examination, a specialization paper is required in the experimental area.

**Dissertation.** Each candidate for the Ph.D. degree must write a dissertation showing high attainment in independent, original scholarship and creative effort. A total of 24 semester hours is required. A maximum of six hours of dissertation credit taken prior to passing the major preliminary examination will count. A student may not hold a prospectus meeting before successful completion of the preliminary examination.

### Thesis and Dissertation Committee

Because the thesis or dissertation project and the proposed committee composition must be formally approved by the department chair, the student should submit the proposed committee in writing for approval by the chair well in advance of the prospectus meeting.

A master's thesis committee consists of three or more faculty members and a dissertation committee of five or more faculty members (counting the committee chair). Committee chairs and a majority of committee members must be tenure-track faculty of the Department of Psychology. Thesis and dissertation committees must have one Psychology faculty member outside the student's program area—to better reflect the diversity of departmental perspectives. Dissertation committees also must have a faculty member from a department other than Psychology.

**Prospectus.** Prior to starting the empirical research on a thesis or dissertation, a student must submit a written prospectus to each member of the committee at least one week prior to the prospectus meeting. A carefully written prospectus ordinarily serves as the opening chapters of the thesis or dissertation.

The approval of the prospectus indicates that the committee members accept the research design. Faculty members not on the committee may attend the prospectus meeting, or may forward suggestions and comments to the committee chair prior to the meeting. Prospectus meetings are not scheduled during the recess period between semesters.

If the prospectus is approved with no major modifications, a letter of approval, noting any minor modifications is sent by the committee chair to the department chair for filing in the student's permanent records. If major modifications are needed, the student may be asked to rewrite the prospectus,

circulate the revised prospectus and arrange another committee meeting. A prospectus must be approved at least one semester before graduation.

**Style.** The student has the option of writing the thesis or dissertation in the traditional fashion or in journal style. In the latter case, ancillary material (full survey of literature, subsidiary analyses, etc.) are placed in the appendices, although figures and tables appear in the text. The Psychology department prefers that citations, table headings, etc. follow the APA style (Publication Manual of the American Psychological Association, latest edition, Washington, D.C.).

**General Procedures.** Students should not register for PSYC 599 or 600 hours until they have supervisors and will actually be using University facilities, or faculty time for assistance and direction.

Prior to graduation (a minimum of five weeks for master's students and eight weeks for doctoral students), and at least one week prior to the oral defense meeting, the candidate must submit a final draft of the thesis or dissertation to the full committee so that appropriate suggestions can be made.

**Number of Copies.** Two bound copies of the complete thesis or dissertation are required: one for the committee chair, and one for the departmental thesis and dissertation library.

### Oral Examination

The Department of Psychology requires an oral examination, conducted by the student's thesis or dissertation committee, for each M.A. and Ph.D. candidate. The examination covers the thesis or dissertation and also includes questions designed to ascertain the student's general competence in psychology.

Oral examinations are open to all interested observers. Notices of the time and place of the examination, and abstracts of the thesis or dissertation, are circulated throughout the department and, in the case of Ph.D. examinations, throughout the University. Two copies of the abstract should be given to the Graduate Program Coordinator at least one week prior to the oral defense meeting.

The Graduate Program Coordinator delivers the oral examination form and the thesis or dissertation evaluation form to the committee chair the day before the orals are scheduled. Orals meetings are not scheduled during the recess period between semesters.

### General Information

**Waiving of Course Requirements.** Students who wish to have a course waived should consult with their advisers, the course instructor, and the head of their major area. One of the following recommendations will be made: (a) the course will be waived; (b) a proficiency examination (theoretical, practical, or both) will be given prior to deciding on the student's request; (c) the request will be refused and the student will take the course. A student may appeal the decision by writing a letter to the department chair requesting that the case be reviewed.

**Grading Policies.** Any student who receives a grade of *Inc.* is responsible for contacting the instructor to determine the time allowed for the completion of the course (normally not more than one year).

For internal records to be used within the department only,

pluses and minuses are added to the standard *A, B, C* grades reported to the Office of Admissions and Records.

**Student Evaluation.** All students are evaluated by the faculty at least once a year, normally during fall semester. New students are evaluated in the beginning of spring semester (first year) and students on departmental probation at times specified in their probation. The evaluation is based on the following criteria: (1) academic performance on a 10 point rating scale (*A+* = 10); (2) ratings on the training assignment; and (3) progress toward the degree. The student's evaluation may also be based upon evidence relating to professional attitudes or ethical behavior.

Each student's adviser informs the student of the evaluation and of any faculty recommendations as soon as possible after the meeting. In addition, the department chair writes a formal letter notifying the student of the evaluation and recommendations.

### Courses (PSYC)

**PSYC 402-3 Psychology and Medicine.** This course is an extensive review of psychology concepts as they relate to medicine and medical training. The overall goal of this course is to provide review of psychology concepts as they appear in the new form of the MCAT.

**PSYC 407-3 Theoretical Issues in Learning.** An introduction to the major theoretical issues in learning and their importance. A brief review of the history of such problems will be followed by a summary of the current research concerning these issues. Traditional figures in learning theory will be considered within the context of their positions on specific questions. Prerequisite: PSYC 211 and PSYC 309 or equivalent or graduate status.

**PSYC 409-3 History and Systems of Psychology.** A review of the conceptual and empirical antecedents of modern psychology. Prerequisite: PSYC 211. Restricted to senior status, or graduate status.

**PSYC 411-3 Applied Learning.** An in-depth coverage of practical problems concerned with training to which the principles of learning derived from pure laboratory investigations can be applied. Prerequisite: PSYC 211 and PSYC 309 or graduate status.

**PSYC 415-4 Psychopharmacology.** A survey of the effects of drugs on the normal and abnormal behavior of humans and animals. A primary focus is upon understanding drug influences on behavior in relation to actions on the nervous and endocrine systems. Prerequisite: PSYC 302 or graduate status.

**PSYC 416-3 Recovery of Function Following Brain Damage.** A survey of experimental animal and human clinical research as they relate to behavioral recovery following damage in the central nervous system. Recent theories and literature are stressed. Prerequisite: PSYC 302 or consent of instructor, or graduate status.

**PSYC 419-3 Behavioral Genetics.** Provides an overview of the experimental and quantitative methods used in studying behavioral differences associated with genetic variables. Elementary aspects of genetics will be included in the course, which will examine several aspects of both human and nonhuman behavior. Prerequisite: PSYC 211 or consent of instructor, or graduate status.

**PSYC 420-3 Industrial/Organizational Psychology.** Topics in industrial and organizational psychology; applications

of psychology to human resource management, such as job analysis, performance appraisal systems, personnel selection and training. Prerequisite: PSYC 211.

**PSYC 421-3 Psychological Tests and Measurements.** Introduction to measurement theory and test development. Detailed coverage of selected tests from such areas as intelligence, aptitude and personality, and the use of psychological tests in various settings. Prerequisite: PSYC 211 or graduate status.

**PSYC 425-3 Psychology of Positive Parenting.** This course will provide a comprehensive overview of key concepts in parenting, the nature of parenting across the lifespan and specific challenges for parents with children in each of the developmental stages. We will discuss effective strategies for addressing these challenges in addition to programs and approaches that demonstrate a strong evidence base. Special focus will additionally be given to diversity issues, parenting in high risk families and in families with exceptional children. Prerequisites: PSYC 102, PSYC 301 with grades of C or better.

**PSYC 431-3 Advanced Psychopathology.** An advanced presentation of theoretical and empirical issues in contemporary psychopathology research. Explores the role empirical research plays in understanding the features of major psychological disorders and their treatment. Provides a broad understanding of the many factors that contribute to the development and maintenance of abnormal behaviors. Prerequisite: PSYC 211, PSYC 331 or consent of instructor or graduate status.

**PSYC 432-3 Psychopathology of Childhood.** An extensive review and systematic evaluation of theories and research pertaining to the behavior disorders of childhood. Emphasis will be upon empirical data and the implications of these data for the classification and treatment of these disorders. Prerequisite: PSYC 211, PSYC 301, PSYC 311 or graduate status.

**PSYC 440-3 Advanced Personality.** Advanced presentation of theoretical and research issues related to current issues in personality psychology. The overarching focus of the course is presentation and discussion of a scientific approach to understanding what personality is, how it can be measured, how it develops and how it relates to various aspects of individual functioning. Prerequisite: PSYC 211 or consent of instructor.

**PSYC 441-3 Helping Skills in Clinical and Counseling Psychology.** (Same as COUN 493) Provides systematic training in helping skills for students considering clinical or counseling psychology as a career. Students learn to identify and demonstrate such skills as paraphrasing, reflection of feeling, interpretation, and confrontation, and will use them in practice situations. Prerequisite: PSYC 211 and PSYC 340. Restricted to senior standing in psychology.

**PSYC 443-3 Bilingualism.** (Same as LING 443) Examines the linguistic, psycholinguistic, sociolinguistic and educational aspects of bilingualism, particularly as pertaining to the care and education of bilingual children. Useful for teachers, speech therapists, doctors, psychologists, counselors, and others working with bilinguals. Practical applications and data-based research. Prerequisite: PSYC 211.

**PSYC 445-3 Psycholinguistics.** (Same as LING 445) A broad spectrum introduction to psycholinguistics. Topics to be covered include general methodology for the study of psycholinguistics, the nature of language, theories of human

communication, language comprehension and production, first and second language acquisition, meaning and thought, natural animal communication systems and language of the brain. Prerequisite: PSYC 211.

**PSYC 451-3 Advanced Child Psychology.** An assessment of concepts, methods, and research techniques within selected topic areas of developmental psychology. Prerequisite: PSYC 211 and PSYC 301, or graduate status.

**PSYC 461-3 Advanced Social Psychology.** Critical examination of contemporary theories and research in social psychology. Practice in application of scientific findings to real-life problems of individuals and groups. Issues treated in depth are chosen for relevance to student's personal needs and career interests. Prerequisite: PSYC 211 and PSYC 307 or graduate status.

**PSYC 470-3 Psychology of Race and Racism.** (Same as AFR 472) This course reviews the history and evolution of the construct of race as a psychological phenomenon. While the course will be largely psychological in nature, the pervasiveness of race in practically every sphere of life necessitates a multidisciplinary approach. The course will emphasize a theoretical and conceptual approach toward understanding the psychology of racialized thinking. Prerequisite: PSYC 211.

**PSYC 471-3 Judgment and Decision Making.** A survey of the academic field of judgment and decision making, its major methods, theories, results, and controversies. We will examine the generality of experimental results across various domains including gambling, clinical prediction, perception of randomness, and medical decision making. Prerequisite: PSYC 211 or graduate status.

**PSYC 480-3 Effective Correctional Practices.** (Same as CCJ 480) Exploration and evaluation of correctional intervention strategies developed for the sentencing of adjudicated persons. Particular emphasis on examining empirical research literature on effective correctional practices, including programs currently implemented in institutional settings, alternatives to institutional corrections, and community based programs. Prerequisite: PSYC 211.

**PSYC 489-1 to 12 Seminar: Selected Topics.** Varied content. Offered as need exists and as faculty interests and time permit. Prerequisite: PSYC 211. Special approval needed from the instructor.

**PSYC 503-3 Individual Differences.** Reviews the reliable and theoretically significant individual and group difference that have been revealed by research in the behavioral sciences. Examines differences in general intelligence, specific verbal and spatial abilities, stylistic and personality characteristics, as well as such group differences as sex, race and socioeconomic status. Restricted to graduate status in Psychology.

**PSYC 507-3 Advanced Social Psychology.** Review of new and traditional theories and research findings within social psychology. Provides an overview of major areas of study and consideration of more recent topics of study. Topics include (but are not limited to) cultural and evolutionary perspectives in social psychology, motivation, social cognition, self-knowledge, person-perception, cognitive consistency, attitudes, intergroup relationships, stereotyping, and group behavior. Restricted to graduate standing.

**PSYC 509-3 History and Systems of Psychology.** A review of conceptual and empirical antecedents of modern psychology. Students research and summarize topics on 20th Century

systematic developments. Restricted to graduate status in Psychology.

**PSYC 511-3 Human Learning and Memory.** Reviews principles of learning and memory. Covers both human and animal research literature from experimental and theoretical perspectives.

**PSYC 512-3 Sensory Processing.** A study of the structure and functions of the sense organs. Emphasizes the psychological data, which describe the function of these organs.

**PSYC 513-3 Human Psychophysiology.** Physiology, instrumentation, and methodology of psychophysiological measurements including both autonomic and central nervous systems. Attention will be given to basic and applied research. Restricted to graduate standing.

**PSYC 514-4 Neurobiological Bases of Behavior.** An advanced study of neuroanatomical and neurophysiological principles underlying behavior. Topics covered include structure and function of neurons, synaptic transmission, sensory processing, motor control, development and plasticity of the nervous system and other current topics in neurobiology. Prerequisite: PSYC 302 or equivalent. Special approval needed from the instructor.

**PSYC 515-3 Theory and Research in Cognitive Psychology.** A detailed survey of current studies of attention, short-term memory and thought processes. Special approval needed from the instructor.

**PSYC 516-4 Human Clinical Neuroanatomy.** Basic functioning of the nervous system, detailed gross anatomy and dissection of the human brain, functional disorders following brain damage, noninvasive cranial nerve examination. The course includes a lab component. Restricted to graduate standing.

**PSYC 517-3 Aging, Memory and Cognition.** (Same as GRON 517) A detailed survey of current methodology, research and theory dealing with cognitive and memory processes in later adulthood. Topics covered include attention, memory, reasoning and problem solving, language processing and inference and age-associated pathologies affecting cognition and memory. Special approval needed from the instructor.

**PSYC 518-4 Psychopharmacology and Behavior.** A detailed survey of the effects of drugs on the normal and abnormal behaviors of humans and animals. A primary focus is upon understanding drug influences on behavior in relation to actions on the nervous system, endocrine system and behavior pathology. Students review and summarize original research in the area. Restricted to graduate status in psychology or permission of instructor.

**PSYC 519-3 Research on Individual Differences.** Reviews the reliable and theoretically significant individual and group differences that have been revealed by research in the behavioral sciences. Examines difference in general intelligence, specific verbal and spatial abilities, stylistic and personality characteristics, as well as such group differences as gender, race and socioeconomic status. Students review and summarize original research in the area and lecture on that topic. Restricted to graduate status in psychology or permission of instructor.

**PSYC 520-3 Applications of the Psychology of Learning and Memory.** A survey of the theories and methods of training that have resulted from research in the areas of learning and memory. Students will review some of the very recent methods as well as those that are better developed. Practice will be provided. Prerequisite: PSYC 309 or consent of instructor.

**PSYC 522-4 Experimental Design and Analysis.** (Same as QUAN 508) In-depth coverage of the rationale underlying the design and analysis of complex experimental designs used in psychological research. Restricted to Psychology graduate students.

**PSYC 523-3 Research Methods in Applied & Professional Psychology.** Discussion of problems in experimental and quasi-experimental design, control and analysis that are encountered by researchers and professional psychologists. The course covers critical evaluation of internal, construct, and external validity and the application of randomized and non-randomized designs for causal inference. Passive-observational and qualitative designs are covered at the instructor's discretion. Examples of current research practice from applied, counseling and clinical psychology are reviewed. Restricted to graduate status in psychology or consent of instructor.

**PSYC 524-4 Multivariate Methods of Psychology.** Detailed treatment of multiple-factor analysis and multiple regression analysis. Also includes introduction to other multivariate methods such as discriminant analysis and cluster analysis. Prerequisite: PSYC 522. Restricted to Psychology graduate students.

**PSYC 525-3 Psychological Measurement.** (Same as QUAN 531) Intensive coverage of such topics in test theory as item analysis, reliability, validity, problems of weighting in differential prediction, and problems in selection and classification. Prerequisite: PSYC 421 or consent of instructor.

**PSYC 526-3 Research in Counseling Psychology.** This course provides a basic foundation of research skills. The course includes extensive reading in counseling psychology research and coverage of research design, specific research techniques, technical writing and research ethics.

**PSYC 527-3 Theory and Methods of Scaling.** The theory of measurement, by which observed behavioral events can be translated into quantitative scales of psychological constructs. The course will cover several axiom systems that form the foundation for psychological measurement, including representation in more than one dimension. Prerequisite: PSYC 522. Restricted to graduate standing.

**PSYC 528-3 Decision Analysis: Techniques for Aiding Decisions.** A survey of formal methods for making decisions, based on subjective probability and multiattribute utility assessments. Students will be given practice in using methods of decision analysis for solving decision problems. Special approval needed from the instructor.

**PSYC 529-3 Advanced Applied Multivariate Statistics.** This course will introduce multivariate analyses such as structural equation modeling, hierarchical linear modeling and latent curve analysis, with additional topics addressed dependent upon student interest (e.g., missing data, categorical and/or dyadic data analysis). After presenting conceptual information on latent variable analysis, the course will focus on the application of advanced analytic techniques. Understanding of correlation and regression is essential for this course. Prerequisite: graduate level multivariate statistics course.

**PSYC 530-3 Theories of Counseling and Psychotherapy.** A survey of the major theories of personality and systems of counseling and psychotherapy. Stresses relationship between theory and application. Special approval needed from the instructor.

**PSYC 531-3 to 6 Community and Institutional Field Placement.**

Introduction to a variety of area agencies with each student affiliating with two agencies at least two days per week. Individual and group supervision with special attention to the variety of clinically related problems and approaches to treatment encountered in the course of their activities. Required for clinical students. Restricted to psychology graduate students in clinical or counseling.

**PSYC 532-3 Development, Personality & Psychopathology.**

An extensive review and systematic evaluation of theories and research pertaining to developmental processes as they influence temperament, personality and psychopathology with emphasis on normal and disordered pathways. Restricted to graduate status or consent of instructor.

**PSYC 533-2 Experimental Approaches to Psychopathology.**

An examination of the research literature on several issues in clinical psychopathology. Restricted to psychology graduate or consent of instructor.

**PSYC 534-3 Cognitive and Behavior Therapy.** An extensive review and systematic evaluation of clinical methods including desensitization, assertion training, cognitive restructuring, and conditioning strategies. Restricted to graduate status (clinical/counseling) or consent of instructor.

**PSYC 535-3 Psychopathology.** Surveys the following issues and content areas in psychopathology: categorical and dimensional models and definitions of psychopathology, anxiety and related disorders, depressive disorders, schizophrenia spectrum and psychotic disorders, substance-related disorders, and personality disorders. Also reviews diagnostic procedures, including differential diagnosis. This course is required for all clinical students within their first two years. Restricted to psychology graduate students or consent of instructor.

**PSYC 536-4 Fundamentals of Counseling.** An introduction to counseling psychology as a professional specialty. Professional and ethical issues in the training and work of counseling psychologists are examined. Basic counseling skills are acquired through practice interviewing. Restricted to psychology graduate students or consent of instructor.

**PSYC 537-3 Advanced Treatment Planning and Implementation.** An advanced level course designed to help students grapple with the more complex issues of psychological practice in today's health care system. Students will practice comprehensive treatment planning and outcome management that is theoretically driven and evidence-based. Students will also gain specific knowledge and skills related to delivering therapy in a culturally relevant and time-limited manner. Restricted to psychology graduate status.

**PSYC 538-3 Theory and Practice of Group Facilitation.** Didactic presentation of group dynamics and group counseling/therapy. Restricted to Psychology graduate status.

**PSYC 539-3 Experimental Approaches to Psychotherapy.** A review and evaluation of empirical research related to the amelioration of maladjustment. Emphasis is on measurement and methodological problems. Prerequisite: PSYC 530 or consent of instructor.

**PSYC 540-4 Psychological Assessment.** Basic theory, practice and research on psychological assessment with emphasis on objective, validated measures of intelligence and personality. Includes one hour laboratory section. Restricted to psychology graduate status. Course Fee: \$100.

**PSYC 542-3 Principles and Problems in Personality Assessment.** Critical review of research related to such topics as scale construction strategies, response styles, trait attribution, judgmental accuracy, and judgmental processes. Special approval needed from the instructor.

**PSYC 543-3 Advanced Child Assessment.** Basic theory, research, and practice in the psychological assessment of children's learning and emotional problems. Prerequisite: PSYC 540. Restricted to psychology graduate standing. Special approval needed from the instructor.

**PSYC 544-3 Advanced Adult Assessment.** Practical experience at conceptualizing psychopathology from a standard clinical test battery and in writing clinically meaningful test reports. Prerequisite: PSYC 540. Restricted to Psychology graduate standing. Special approval needed from the instructor.

**PSYC 545-3 Introduction to Neuropsychological Assessment.** Overview of the development of neuropsychology from signs to test batteries and methodology. Prerequisite: PSYC 540. Restricted to psychology graduate status. Special approval needed from the instructor.

**PSYC 546-3 Human Clinical Neuropsychology.** This course will familiarize students with the basic concepts, empirical foundations, and clinical applications of human clinical neuropsychology. The neurobehavioral manifestations of both acute and chronic conditions will be covered. Prerequisite: PSYC 540. Restricted to psychology graduate status. Special approval needed from the instructor.

**PSYC 548-3 Vocational Psychology and Career Development.** Introduces students to vocational psychology as an area of academic inquiry. Topics include theories of career development, occupational information, career assessment, research issues, and career counseling techniques. Restricted to graduate standing.

**PSYC 549-3 Behavioral Assessment.** A didactic and practicum course concerned with principles and methods of behavioral assessment including behavioral interviewing, questionnaires, self-monitoring, naturalistic and structured observation and psychophysiological assessment.

**PSYC 550-3 The Psychological Construction of Gender.** (See WGSS 550)

**PSYC 552-3 Social Development.** Advanced consideration of current methods, research, and theory in development psychology with emphasis on infancy through adolescence. Includes integration of social, developmental, and biological aspects of child development, with particular attention paid to social and personality development and parent-child relations. Special approval needed from the instructor.

**PSYC 553-3 Cross-Cultural Psychology.** This course helps students increase their awareness of the importance of cross-cultural differences in psychology. The course also integrates theory and research from different fields of psychology (e.g., biological, social, developmental, cognitive, psychopathology) from the cross-cultural perspective. Special approval needed from the instructor.

**PSYC 554-3 Life-Span Developmental Psychology.** Theories of human development, as well as current research trends and methodologies, will be examined from a life-span perspective.

**PSYC 555-3 Language and Cognition.** Current theoretical problems in language and cognitive developments are investigated from the perspective of psychology, physiology,

linguistics and computer simulations. Special approval needed from the instructor

**PSYC 556-3 Child Psychotherapy.** Survey and analysis of traditional and contemporary approaches to individual child psychotherapy. Includes psychodynamic, humanistic-nondirective, hypnotherapy-imagery and other perspectives as well as therapy outcome research. Restricted to psychology graduate status. Special approval needed from the instructor.

**PSYC 557-3 Family Psychotherapy.** Investigation of the psychosocial interior of the family. Evolution and dynamics of interaction in families. Study of the methods of therapeutic intervention with families. Restricted to psychology graduate status. Special approval needed from the instructor.

**PSYC 558-3 Personality and Social Development of Adults.** A lecture-discussion course which presents the major theoretical and empirical literature in the area of adult personality and social development. Students are encouraged to apply normal developmental constructs to understand individual adults, as well as to gain competence in research methods in this area. Restricted to psychology graduate students or consent of instructor.

**PSYC 559-3 Behavioral Child Therapy.** Survey and analysis of behavioral and cognitive-behavioral approaches to the treatment of child psychopathology. Restricted to psychology graduate status. Special approval needed from the instructor.

**PSYC 560-3 Couples and Marital Therapy.** This course is designed to provide doctoral level psychology students the basic theoretical and technical background necessary before beginning to work in supervised marital/couples therapy clinical practica. Restricted to psychology graduate status or consent of instructor.

**PSYC 561-3 Supervision of Psychotherapy.** Presentation of the theories and techniques of psychotherapy supervision, as well as cultural, ethical and legal issues in supervision. Students will also provide individual supervision to beginning counselors and receive supervision of their supervision. Restricted to psychology graduate status.

**PSYC 562-3 Adolescent Clinical Psychology.** Discusses specific characteristics of adolescent psychopathology, techniques for psychological assessment, common and empirically supported treatment approaches. Restricted to psychology graduate students or consent of instructor.

**PSYC 563-3 Research in Attitudes and Persuasion.** Detailed review of current theory and research in social psychology of attitude formation and change and of persuasion techniques. Students will develop literature reviews and conduct original research. Restricted to graduate status in psychology or consent of instructor.

**PSYC 564-3 Program Evaluation: Experimental and Quasi-Experimental Approaches.** Review of experimental and quasi-experimental designs for assessment of program impact. Discussion of design, logistic, and political implementation problems. Detailed examination of a number of attempts at program evaluation. Prerequisite: 500-level statistics course.

**PSYC 565-3 Research in Organizational Psychology.** In-depth examination of theoretical and research literature in organizational psychology. Topics include, but are not limited to, theory and research literature on work motivation, job attitudes, leadership, group processes, organizational stress and women and minorities in the work place. Restricted to

graduate status in psychology or permission of instructor.

**PSYC 566-3 Health Psychology.** This course will explore the interface between psychological theory and research and health issues including health behavior, prevention and intervention, stress and coping, management of chronic and terminal illness, health care service utilization, and patient/provider interaction. Graduate standing required.

**PSYC 569-1 to 3 Applied Research Consultants.** Consulting firm which provides applied research experiences for advanced graduate students on planning, data gathering, evaluation, and decision making projects for units of university and area agencies and businesses. Students exercise decision making power in all aspects of the firm: project solicitation, fee setting, expenditures. Graded S/U only. Prerequisite: PSYC 571 or consent of instructor.

**PSYC 570-3 Early Cognitive Development.** Surveys the major theories, methods, and data in the field of human cognitive development, with a particular emphasis on the qualitative changes that occur during infancy and early childhood. Special approval needed from the instructor.

**PSYC 571-6 (2,2,2) Proseminar in Applied Experimental Psychology.** A survey of the problem areas to which applied experimental psychology is applicable and of the principal methods employed by applied experimental psychologists. Integration of these approaches within a comprehensive metatheory. Case studies apply the information to actual and simulated application problems. Graded S/U.

**PSYC 572-1 Proseminar in Brain and Cognitive Sciences.** Discussions of various research topics within the brain and cognitive sciences. Presentations of current research by faculty and graduate students.

**PSYC 573-3 Personnel Psychology.** This course will give an in-depth treatment of modern theories and practice of personnel selection. Students will learn about the psychological variables used in personnel selection as well as how to apply these findings in modern organizations. Course content will include individual difference traits related to subsequent job performance, methods used to select employees, personnel selection practices, adverse impact, and other related topics. Restricted to graduate students in Psychology or instructor's permission.

**PSYC 574-3 The Psychology of Groups and Teams.** This course examines the good, the bad and the ugly with groups and teams, with an emphasis on group dynamics and performance. Topics include: leadership, group composition and performance, group decision-making, ostracism, minority influence, groups and technology, and creativity. Restricted to graduate students in psychology or permission of instructor.

**PSYC 575-3 Computational Modeling.** Introduction to computational modeling of cognitive processes. Covers theoretical and methodological issues in computational simulations of psychological behavior. Lectures and practical simulation assignments. Special approval needed from the instructor.

**PSYC 577-3 Second Language Acquisition.** (Same as LING 541) Introduction to key concepts and major theoretical and methodological issues in second language acquisition. Major developments in SLA in the areas of phonology, morphology, lexis, syntax, semantics and discourse and provides students with hands-on experience in describing and accounting for

second language data. Prerequisite: Introduction to linguistics or consent of instructor.

**PSYC 578-3 Bilingualism.** (Same as LING 543) A comprehensive introduction to the study of bilingualism. Course will examine the linguistics, psycholinguistic, sociolinguistic and educational aspects of bilingualism, particularly as pertaining to the care and education of bilingual children. Prerequisite: one previous course in linguistics or consent of instructor.

**PSYC 580-3 Cognition, Affect and Behavior.** Provides an integrative exploration of the relations among cognition, affect and behavior (CAB). Foundations of this integration are provided, including examination of basic principles, experimental evidence, and biological bases. Emphases will be placed on learning, stability, self-regulation, and change of CAB, and relationships to individual differences, personality, psychopathology, and genetically influenced temperaments. Restricted to psychology graduate student status or instructor permission.

**PSYC 581-3 Developmental Psychopathology.** An extensive review and systematic evaluation of theories and research pertaining to developmental psychopathology. Emphasis will be on empirical data and the implications of these data for the classification and treatment of disorders. Restricted to graduate status. Special approval needed from the instructor.

**PSYC 584-3 Pediatric Psychology.** This course is an introduction to pediatric psychology. Clinical and research applications to working with youth and their families in medical settings will be covered. Topics include clinical roles and settings in pediatric psychology, pediatric medical and developmental conditions and role of the pediatric psychologist, consultation-liaison in the pediatric medical setting, assessment and intervention approaches for children with medical conditions, and ethical issues in pediatric psychology. Prerequisite: PSYC 556 or PSYC 559. Restricted to psychology graduate student status or instructor permission.

**PSYC 585-1 to 18 Advanced Seminar.** Seminars of varied content for advanced students. Special approval needed from the instructor.

**PSYC 586-1 Proseminar in Clinical Psychology.** Required seminar for first-year graduate students enrolled in the Clinical Psychology program. Graded S/U. Restricted to psychology graduate status.

**PSYC 587-1 Advanced Professional Seminar in Psychology: Systems, Administration, and Advocacy.** The purpose of this professional seminar is to provide students with an opportunity to consider and consolidate their various training, experiences related to interdisciplinary systems, management and administration, and advocacy. These core competencies are relevant to all professional psychology work settings. Students will bring in case examples from their applied work, professional meetings, and personal reading. Learning will be facilitated via readings, case examples, and discussion. Restricted to Doctoral Student in Counseling or Clinical Psychology.

**PSYC 590-1 to 12 Readings in Psychology.** Readings in selected topics in psychology under staff supervision. Graded S/U only. Special approval needed from the instructor.

**PSYC 591-3 Readings on Culture and Diversity.** Readings on multicultural and diversity issues in Clinical Psychology, which may include, but not necessarily be limited to issues of racial and ethnic differences, gender, sexual orientation, socioeconomic

status, religious affiliation, and disability, as they impact the assessment and treatment of psychopathology. Restricted to Classified Status Graduate Students in Psychology. Special approval needed from the instructor.

**PSYC 593-1 to 24 Research in Psychology.** Research under staff supervision in selected areas of psychology. Graded S/U only. Special approval needed from the instructor.

**PSYC 594A-1 to 16 Practicum in Psychology-Applied Experimental Psychology.** Practicum experience in a professional setting is offered under staff supervision. Graded S/U only. Special approval needed from the instructor.

**PSYC 594C-1 to 16 Practicum in Psychology-Clinical Skills.** Practicum experience in a professional setting is offered under staff supervision. Introduction to the professional skills and issues of clinical psychology, including ethics, interviewing, change processes, diversity issues. Special approval needed from the instructor.

**PSYC 594E-1 to 16 Practicum in Psychology-Clinical Psychology.** Practicum experience in a professional setting is offered under staff supervision. Graded S/U only. Special approval needed from the instructor.

**PSYC 594F-1 to 16 Practicum in Psychology-Counseling Psychology.** Practicum experience in a professional setting is offered under staff supervision. Graded S/U only. Special approval needed from the instructor.

**PSYC 594L-1 to 16 Practicum in Psychology-Teaching of Psychology.** Practicum experience in a professional setting is offered under staff supervision. Graded S/U only. Special approval needed from the instructor.

**PSYC 595-1 to 12 Internship.** Placement in an approved setting required of all students in clinical, bioclinical, and counseling psychology. Graded S/U only. Restricted to psychology graduate students.

**PSYC 597-1 to 15 Preprofessional Training.** Experience given in research, teaching, or clinical or counseling activities. One hour required each semester of residence. Graded S/U only. Restricted to psychology graduate students.

**PSYC 598-3 Ethical and Professional Problems in Psychology.** The code of ethics in professional practice, in teaching and research; problems and issues of the field are discussed; and relations to other professions and the public are considered. Special approval needed from the instructor.

**PSYC 599-1 to 6 Thesis.**

**PSYC 600-1 to 16 Dissertation.**

**PSYC 601-1 per semester Continuing Enrollment.** For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation, thesis, or research paper. The student must have completed a minimum of 24 hours of dissertation research, or the minimum thesis, or research hours before being eligible to register for this course. Concurrent enrollment in any other course is not permitted. Graded S/U or DEF only.

**PSYC 699-1 Postdoctoral Research.** Must be a Postdoctoral Fellow. Concurrent enrollment in any other course is not permitted.