PSYCHOLOGY (PSCL)

PSCL 101. General Psychology I. 3 Units.
Methods, research, and theories of psychology. Basic research from such areas as psychophysiology, sensation, perception, development, memory, learning, psychopathology, and social psychology.

PSCL 102. General Psychology II. 3 Units.
The applications of psychological research in normal problems of adjustment. Topics include: coping with anxiety, romance and marriage, and interpersonal behavior.

PSCL 220. The Self. 3 Units.
Explore how individuals construct and present the self. Examines how the meaning of the self has changed over time, where the self comes from, and the role of different influences, such as parents, peers and culture. Explores how the self is defined for others, whether through an online presence, fashion choices, or the names that people prefer for themselves. Students should expect to develop critical thinking and writing skills through the class. Recommended preparation: PSCL 101. Counts as a Disciplinary Communication course.

PSCL 230. Child Psychology. 3 Units.
Basic facts and principles of psychological development from the prenatal period through adolescence. Recommended preparation: PSCL 101.

PSCL 282. Quantitative Methods in Psychology. 3 Units.
The theory and application of basic methods used in the analysis of psychological data. A student may receive credit for only one of the following: ANTH 319, PSCL 282, SOCI 307, or STAT 201. Counts as a CAS Quantitative Reasoning course. Counts as a Quantitative Reasoning course.

PSCL 313. Psychology of Personality. 3 Units.
The development and organization of personality; theories of personality and methods for assessing the person; problems of personal adjustment.

PSCL 315. Social Psychology. 3 Units.
Empirical studies of typical human responses to situations. First impressions, attitude change, effects of cash incentives, behavior in emergencies, interpersonal attraction, impression management, crowding, stress, vices. Recommended preparation: PSCL 101.

PSCL 317. Health Psychology. 3 Units.
Examines psychological processes that affect physical health. Covers the physiological factors affecting the immune system, chronic physical disorders, pain, compliance with prescribed medical treatments, the effects of stress and coping, the effects of the patient-physician interaction, and the psychological aspects of the hospital and the health care systems. Recommended preparation : PSCL 101.

PSCL 321. Abnormal Psychology. 3 Units.
Major syndromes of mental disorders, their principal symptoms, dynamics, etiology, and treatment. Recommended preparation: PSCL 101.

PSCL 323. Consumer Psychology. 3 Units.
Examines psychological processes that affect buyer behaviors. Covers the basic psychological processes of purchasing behavior, marketing choices that influence consumer behaviors, and post-purchase behaviors such as brand loyalty. Explores behavior across a number of domains, including motivation, attention, persuasion, comprehension, automatic decision making, and biases. Recommended preparation: PSCL 101.

PSCL 325. Psychotherapy and Personality Change. 3 Units.
Three methods of psychotherapy (behavioral, psychoanalytic, and client-centered) are discussed. The therapy techniques and the manner by which personality change is effected are examined. Recommended preparation: PSCL 101.

PSCL 329. Adolescence. 3 Units.
Psychological perspectives on physical, cognitive, and social development. Recommended preparation: PSCL 101.

PSCL 333. Early Intervention I: Theories and Practice. 3 Units.
This course describes the characteristics of young children (aged between 0 to 5 years) with disabilities and examines the intervention models and practices that are used to address the developmental and social emotional needs of these children. The course covers the legislative and philosophical foundations for contemporary early intervention practice. It discusses the meaning of evidence-based practice and examines contemporary early intervention practices from this perspective. The readings and assignments for this course have been designed to reflect the course objectives. Offered as PSCL 333 and PSCL 434.

PSCL 334C. Seminar and Practicum: Hospitalized Children. 3 Units.
Supervised field placement and attendance at staff conferences in various child and adolescent settings. Regular seminar meetings. Prereq: PSCL 230.

PSCL 335C. Seminar and Practicum: Hospitalized Child. 3 Units.
Supervised field placement and attendance at staff conferences in various child and adolescent settings. Regular seminar meetings. Prereq: PSCL 230 and Junior or Senior Status.

PSCL 336. Introduction to Applied Behavior Analysis. 3 Units.
This course examines the basic principles and concepts of applied behavior analysis as used to improve socially important behavior problems. Behavioral measurement procedures, single-subject designs, interpretation of single-subject data, and ethical considerations will be discussed. Offered as PSCL 336 and PSCL 436.

PSCL 338. Seminar and Practicum in Adolescents. 3 Units.
Supervised field placement and attendance in early childhood, child and adolescent settings including preschools, schools, hospitals, and neighborhood centers. This course is an elective. Recommended preparation: PSCL 101. Offered as EDUC 338, PSCL 338 and SOCI 338.

PSCL 343. Music Cognition. 3 Units.
Why do you like the music you like? How does one learn music without direct instruction? How are music and language processing both similar and different? What about music's predictability makes it euphoric? Music operates as a tangled web of biological, cognitive, behavioral, and sociocultural processes that have captivated philosophers, scientists, and artists for centuries. This interdisciplinary course presents a survey and critical review of scholarly literature and methodologies related to the multiple ways of "knowing" music. Specific topics will include: neuroanatomical reactions related to music perception, cognitive organization and processing of music, psychological measures in music research, and enculturated effects on musical interactions. Students will become familiar with multiple bodies of literature in order to explore their own interests in musical processing and produce theories to help solve musical problems based on those interests and develop potential research strategies for future inquiries. Offered as COGS 343 and COGS 443 and MUED 343 and MUED 443 and PSCL 343 and PSCL 443. Counts as a Human Diversity & Commonality course.

PSCL 344. Developmental Psychopathology. 3 Units.
This course will focus on the interplay of biological, psychological, familial, and social determinants of disorders ranging from autism to delinquency and bulimia. Recommended preparation: PSCL 230 or PSCL 321.

PSCL 350. Behavior Genetics. 3 Units.
Examines the impact of both nature and nurture on human behavior. Basic quantitative genetic methodology will be covered. Current family, twin and adoption studies in the areas of personality, intelligence, alcoholism, criminality, and psychopathology will be reviewed. Recommended preparation: PSCL 101. Offered as PSCL 350 and PSCL 450.

PSCL 352. Physiological Psychology. 3 Units.
This course is designed to teach the fundamentals of neural communication and central nervous system structure. Special attention is placed on common neurological illnesses and their psychopharmacological treatments. Neural systems underlying sensory/perceptual, motor, and higher-order cognitive processes are also explored. Offered as PSCL 352 and PSCL 403. Prereq: PSCL 101.

PSCL 353. Psychology of Learning. 3 Units.
The basic methods in the study of learning. The major theories proposed to account for the learning process. Development of the fundamental concepts and principles governing the learning process in both humans and lower animal. Recommended preparation: PSCL 101.

PSCL 357. Cognitive Psychology. 3 Units.
How individuals encode, store, organize, and use information. Pattern recognition, attention, memory, and problem solving. Recommended preparation: PSCL 101.

PSCL 365. Psychology of Religion and Spirituality. 3 Units.
This course is designed to provide an undergraduate-level overview of the psychology of religion and spirituality. It will emphasize both theory and research in this topic area. Following the order outlined in the text for the course, we will cover religion/spirituality "from the inside out," beginning with biological aspects of r/s and working outward, all the way up to social aspects of r/s. The course will be primarily lecture- and textbook-based but will also include both large-group and small-group discussion. Grading will be based on three exams (with the lowest score dropped), a required final exam, and a variety of assignments. A major aim of the course is to encourage students to apply ideas from the course to their lives; however, because some issues raised in the class might be very personal and/or controversial, the class will not require personal sharing about r/s beliefs (in either discussion or written form). In designing the assignments, care has been taken to provide a menu of options that vary in terms of length/complexity and emphasis on personal experience vs. more abstract reflection. Prereq: PSCL 101.

PSCL 369. Adult Development and Aging. 3 Units.
An overview of concepts and research relating to adult development and aging. The lifespan perspective will be used in examining major developmental paradigms. Personality and cognitive lines of development will be traced across the lifespan. Data from both longitudinal and cross-sectional studies will be analyzed. Both normal and pathological aging will be discussed. Special emphasis will be given to areas of cognitive deterioration in aging. Implications for optimal adult development and aging will also be discussed.

PSCL 375. Research Design and Analysis. 3 Units.
Conceptual and methodological issues confronted by the behavioral scientist conducting research. Major experimental designs and statistical procedures. Intuitive understanding of the mathematical operations. Majors planning to apply to graduate school in Psychology are strongly encouraged to complete this course. Counts as a SAGES Departmental Seminar course. Prereq: PSCL 101 and (PSCL 282 or ANTH 319 or STAT 201 or STAT 201R).

PSCL 379. Neurodevelopmental Disabilities. 3 Units.
Ways in which neurobehavioral development can go awry, the causes of such deviations, and their consequences. The course builds on basic psychological and neuroscience concepts to explore the manner in which developmental disabilities occur, ways of preventing disabilities, and approaches to ameliorating and managing disabling conditions. Recommended preparation: PSCL 101 and PSCL 230. Offered as PSCL 379 and PSCL 479.

PSCL 381. Social Factors in the Development of Psychopathology. 3 Units.
Environmental risk factors for psychopathology are numerous; specific social factors, such as bullying, peer pressure, and social adversity are often linked with the development of psychiatric disorders. Which begs the questions: Can Facebook cause depression? Do television shows like 13 Reasons Why increase the rate of suicide? Are "fitspiration" communities dangerous? This course will review the role social factors (social support, social interactions, social functioning, and the broader social context of communities) relate to the development and maintenance of psychopathology on biological and behavioral levels. In the context of disorders such as autism, schizophrenia, depression (including suicide), eating disorders, and post-traumatic stress disorder, this course will look at how social factors might contribute to the development of mental illness, as well as how social factors might be indicators of mental illness, and finally how social factors might mediate the severity of or even prevent the development of mental illness. Prereq: PSCL 101 and PSCL 321.

PSCL 382. Pseudoscience in Mental Health. 3 Units.
Have you ever wondered whether polygraphs (lie detectors) are valid assessments? Or why inkblots are thought to be useful tests for psychopathology? Or if multiple personality disorder actually exists? And if these ideas are misconstrued or false, why do so many people believe them? This course focuses on distinguishing pseudoscientific claims from scientific claims in clinical psychology. We will evaluate popular, and oftentimes controversial, methods, assessments, and treatments within the field of clinical science. Grounded in the fundamentals of scientific inquiry and research methods, students will sharpen critical thinking skills by evaluating pseudoscientific claims and learning to identify the characteristic features that distinguish pseudoscience and science. We will discuss the psychological issues associated with theories and practices such as false memories, projective testing, facilitated communication, the use of expert testimony, dissociative identity disorder, and harmful or unsupported treatments for psychiatric disorders. Additionally students will complete a semester long research project associated with pseudoscience in mental health. In groups, students will design and run their own experiments and present these data at the end of the semester. Prereq: PSCL 282.

PSCL 385. Science of Emotion and Aging. 3 Units.
In this course we will examine the multi-faceted nature of emotion with an emphasis on the development of emotion in adulthood. We will consider the history, theories, and most recent research and thinking in the science of emotion and aging. We will also be considering how we know what we know about emotions. So, one goal will be to increase our awareness of the assumptions underlying theorists, claims, researchers, findings, and our own belief structures. We will also work to strengthen our general thinking and communicative abilities as we study the psychology of emotion. Specifically, our goals will be to state theories and ideas clearly and concisely, to identify different parts of arguments and analyze the logic of these parts, to integrate the different aspects of emotion, and to generate new ideas based on the theories and research. My shorthand terms for these processes are: "summarizing", "analyzing", "integrating", and "generating".

PSCL 388. Human Sexual Behavior. 3 Units.
Sex is approached as a form of personal and interpersonal behavior. A broad range of theories from social psychology will be used to explain human sexual behavior, and these will be evaluated by using facts and findings from recent research studies. Topics include sexual relationships, gender differences, promiscuity, rape and coercion, finding and choosing sex partners, sexual risk-taking, harassment, sexual identity and orientation, cultural influences and differences, evolution of sexual motivations, prostitution, pornography, and love. Prereq: PSCL 101 and PSCL 315.

PSCL 389. Emotion and Emotion Regulation. 3 Units.
This course will focus on academic research associated with emotional processes and emotion regulation. Specifically, we will answer questions like: What are emotions, and why are they important? How are emotions communicated, and how do researchers measure them? How do emotions influence one's thinking ability, and visa-versa? What is emotion regulation? How do people differ in terms of their overall happiness and well-being, the degree to which they seek/avoid positive/negative experiences, and how they try to control their emotions? And what brain mechanisms are involved in emotional processing and emotion regulation? This course is also intended to help students read research in a thorough, critical manner, which may have a positive impact on students considering an academic career. Prereq: PSCL 101 and PSCL 352.

PSCL 390. Seminars in Psychology. 1 - 3 Units.
Surveys of special subject areas. Topics vary in response to faculty and student interests. Small group discussion. Prerequisite depends on content.

PSCL 392. Capstone: Positive Psychology and Character Strengths. 3 Units.
This seminar-based course is designed to provide a senior capstone experience in the area of positive psychology and character strengths. Students will focus on one specific character strength or positive psychology concept for the class project. The project will include a literature review and critique as well as a self-reflective component. Students will present their projects in two formats: a classroom-based lecture presentation and a literature review (15-20 pages). Class periods will include a blend of lecture, discussion, and student presentations. All students will be assigned to small groups for classroom-based discussions. Assignments are designed to help students develop their projects and will focus on self-reflection, literature review skills, and effective strategies for writing, presenting, and evaluating the work of others. Counts as a SAGES Senior Capstone course. Prereq: Students must be seniors.

PSCL 394. Psychology Capstone Seminar: Current Problems. 3 Units.
This seminar course will revolve around the identification and critical examination of current problems in society. Insights gained from psychological research will be applied to better understand these problems. Successful completion of the course will require critical analysis of published research, integration of information from different areas of psychology and from different disciplines, an oral presentation, and a final written research report including a literature review. Counts as a SAGES Senior Capstone course. Prereq: PSCL 375.

PSCL 395. Capstone and Honors Program. 3 Units.
Supervision in carrying out an independent research study in the student's area of interest. Counts as a SAGES Senior Capstone course. Prereq: PSCL 375.

PSCL 396. Anxiety and Depression: Symptoms, Etiology, and Treatment. 3 Units.
A research-based and writing-intensive presentation of current knowledge regarding the symptoms, etiology, and treatment of anxiety disorders and mood disorders. Counts as a SAGES Departmental Seminar course. Counts as a SAGES Senior Capstone course. Prereq: PSCL 101 and PSCL 375.

PSCL 397. Independent Study. 1 - 3 Units.
Individual study involving specific programs of reading, research, and special projects. Prereq: PSCL 101.

PSCL 398C. Child Policy Externship and Capstone. 3 Units.
Externships offered through CHST/ANTH/PSCL 398C give students an opportunity to work directly with professionals who design and implement policies that impact the lives of children and their families. Agencies involved are active in areas such as public health, including behavioral health, education, juvenile justice, childcare and/or child welfare. Students apply for the externships, and selected students are placed in local public or nonprofit agencies with a policy focus. Each student develops an individualized learning plan in consultation with the Childhood Studies Program faculty and the supervisor in the agency. Offered as CHST 398C, ANTH 398C, and PSCL 398C. Counts as a SAGES Senior Capstone course. Prereq: CHST 301.

PSCL 402. Cognition and Information Processing. 3 Units.
Aspects of cognition beyond the area of sensation and perception, involving symbolic processes, especially problems of meaning, conceiving, reasoning, judging, and thinking.

PSCL 403. Physiological Psychology. 3 Units.
This course is designed to teach the fundamentals of neural communication and central nervous system structure. Special attention is placed on common neurological illnesses and their psychopharmacological treatments. Neural systems underlying sensory/perceptual, motor, and higher-order cognitive processes are also explored. Offered as PSCL 352 and PSCL 403. Prereq: Graduate Standing or Requisites Not Met permission.

PSCL 404. Learning Theory. 3 Units.
The research literature in learning; theoretical formulations of contemporary learning theorists. Limited to graduate students.

PSCL 407. Research Design and Quantitative Analysis I. 3 Units.
Intermediate research design and statistical analysis used in psychological research. Statistical inference from single variables, elementary principles of probability, correlation and regression. Recommended preparation: PSCL 282.

PSCL 408. Research Design and Quantitative Analysis II. 3 Units.
Advanced research design and statistical analysis used in psychological research. Statistical inference from multiple variables, multiple correlation and regression, analysis of variance, nonparametric statistics. Recommended preparation: PSCL 407.

PSCL 409. Advanced Social Psychology. 3 Units.
This seminar-based course provides a broad, graduate-level overview of the field of social psychology. The course draws on theory and basic research in social and personality psychology to teach basic principles of human nature that can be applied to daily life, research, and clinical/applied work. Major topic areas include the self (e.g., self-regulation; self-evaluation), social cognition and relationships (e.g., social comparison; transgression), and group processes (e.g., social influence; prejudice). The interface between social and personality psychology will also receive attention.

PSCL 410. Developmental Psychology. 3 Units.
The research literature and theoretical formulation in the area of developmental psychology. Limited to graduate students.

PSCL 412. Measurement of Behavior. 3 Units.
Theory and methods of human behavior measurements. Reliability, validity, and test construction in the objective assessments of traits and abilities. Recommended preparation: PSCL 282.

PSCL 417. Clinical Neuroscience. 3 Units.
This course focuses on the neurobiology of psychiatric disorders. The goal of this course is to better understand the biological factors that occur in the presence of a mind or brain disorder. In this course we will cover disorders such as schizophrenia, depression, bipolar disorder, substance use disorders, and anxiety disorders, as well as neurodevelopmental disorders (e.g. autism spectrum disorders).

PSCL 418. History and Systems. 3 Units.
Historical antecedents of modern psychology.

PSCL 424. Clinical Interviewing. 3 Units.
Introduction to diagnostic and therapeutic interviewing.

PSCL 425. Methods of Assessment I. 3 Units.
Limited to graduate students in clinical psychology. Recommended preparation: Graduate standing in psychology with department permission.

PSCL 426. Methods of Assessment II. 3 Units.
Methods of psychological assessment, emphasizing personality and family function in childhood and adulthood. Recommended preparation: Limited to Grad students in Clinical Psychology. Requires approval of the Director of Clinical Training.

PSCL 429. Practicum in Assessment I. 1 Unit.
Applied experience for clinical psychology graduate students in the cognitive assessment of children and adults. Recommended preparation: Concurrent enrollment in PSCL 425.

PSCL 430. Practicum in Assessment II. 1 Unit.
Recommended preparation: Approval of the Director of Clinical Training or concurrent enrollment in PSCL 426.

PSCL 431. Supervised Field Placement Year 2. 0 Unit.
Supervised training in clinical psychology in agency, hospital, or university settings. Required in Fall and Spring terms of all second year students in the clinical psychology training program. Recommended preparation: PSCL 425, PSCL 426.

PSCL 432A. Early Intervention Graduate Practicum A: Foundations for Interpersonal Communication. 1 Unit.
This course is set up to provide students with information and practice in collaborative professional skills that are necessary for professional competence in a multidisciplinary world. Skill development will include inter-professional education (IPE) where students will take part in a CWRU-wide course and with students participating from a variety of disciplines (e.g., nursing, speech-language pathology, etc.). Students will develop attitudes and skills related to: 1. Promoting inter-professional practice and mutual respect 2. Inter-professional teamwork and communication 3. Understanding the roles and responsibilities of various individuals in early intervention.

PSCL 432B. Early Intervention Graduate Practicum B: School Practicum and Foundations for IPC. 1 Unit.
This course is part of a series of courses intended to offer students practical experience in the field of early intervention. As part of this course, students will be placed in a school setting and will gain professional experience related to working with young children and their families under professional supervision. This course is set up to provide students with information about, practice in, in addition to development and professional skills that are necessary towards achieving professional competence when with working with young children and families.

PSCL 432C. Early Intervention Graduate Practicum C: Medical Placement. 0 - 2 Units.
This course is part of a series of courses intended to offer students practical experience in the field of early intervention. Students will be placed in a medical setting where they will gain professional experience related to working with young children and their families under professional supervision. This course is set up to provide students with information about, practice in, in addition to development and professional skills that are necessary towards achieving professional competence when with working with young children and families.

PSCL 432D. Early Intervention Graduate Practicum D: Choice. 1 Unit.
This course is part of a series of courses intended to offer students practical experience in the field of early intervention. This course is the fourth in its series. At this point, students are allowed to choose their placement (e.g., medical, school). Students will gain further professional experience related to working with young children and their families under professional supervision in their placement of choice. This course is set up to provide students with information about, practice in, in addition to development and professional skills that are necessary towards achieving professional competence when with working with young children and families.

PSCL 433. Early Intervention Child Psychology: Infant and Toddler Development. 2 Units.
This course is an introductory graduate seminar on child development in the context of psychology, communication science, and social work. Mastery of the theoretical and empirical literature of developmental psychology is critical to the practice of effective social workers and speech language pathologists. Course Objectives: You will gain an appreciation for human development with a focus on the infancy period to adolescence. You will recognize milestones (behavioral, cognitive, physical) throughout the different stages of child development. You will learn about modern and classical psychological theory and gain an appreciation that these various theories all contribute uniquely and invaluably to our understanding of child development. You will learn about prominent research findings as well as research methods unique to the area of developmental psychology. You will be able to demonstrate mastery of the developmental literature and apply it to authentic performance/practice in your chosen field.

PSCL 434. Early Intervention I: Theories and Practice. 3 Units.
This course describes the characteristics of young children (aged between 0 to 5 years) with disabilities and examines the intervention models and practices that are used to address the developmental and social emotional needs of these children. The course covers the legislative and philosophical foundations for contemporary early intervention practice. It discusses the meaning of evidence-based practice and examines contemporary early intervention practices from this perspective. The readings and assignments for this course have been designed to reflect the course objectives. Offered as PSCL 333 and PSCL 434.

PSCL 435. Early Intervention II: Evidence Based Practice. 2 Units.
This course is designed to cover evidence-based early intervention practices when working with young children aged between 0 to 6 years of age. The course covers recent evidence-based practices for contemporary early intervention practice. It discusses the meaning of evidence-based practice and the readings and assignments for this course have been designed to reflect the course objectives. Prereq: PSCL 434.

PSCL 436. Introduction to Applied Behavior Analysis. 3 Units.
This course examines the basic principles and concepts of applied behavior analysis as used to improve socially important behavior problems. Behavioral measurement procedures, single-subject designs, interpretation of single-subject data, and ethical considerations will be discussed. Offered as PSCL 336 and PSCL 436. Prereq: PSCL 434.

PSCL 443. Music Cognition. 3 Units.
Why do you like the music you like? How does one learn music without direct instruction? How are music and language processing both similar and different? What about music's predictability makes it euphoric? Music operates as a tangled web of biological, cognitive, behavioral, and sociocultural processes that have captivated philosophers, scientists, and artists for centuries. This interdisciplinary course presents a survey and critical review of scholarly literature and methodologies related to the multiple ways of "knowing" music. Specific topics will include: neuroanatomical reactions related to music perception, cognitive organization and processing of music, psychological measures in music research, and enculturated effects on musical interactions. Students will become familiar with multiple bodies of literature in order to explore their own interests in musical processing and produce theories to help solve musical problems based on those interests and develop potential research strategies for future inquiries. Offered as COGS 343 and COGS 443 and MUED 343 and MUED 443 and PSCL 343 and PSCL 443. Counts as a Human Diversity & Commonality course.

PSCL 444. Developmental Psychopathology. 3 Units.
This course will focus on the interplay of biological, psychological, familial, and social determinants of disorders ranging from autism to delinquency and bulimia.

PSCL 450. Behavior Genetics. 3 Units.
Examines the impact of both nature and nurture on human behavior. Basic quantitative genetic methodology will be covered. Current family, twin and adoption studies in the areas of personality, intelligence, alcoholism, criminality, and psychopathology will be reviewed. Recommended preparation: PSCL 101. Offered as PSCL 350 and PSCL 450.

PSCL 451. Special Topics in Psychology. 1 Unit.
These 1 credit mini-courses should provide enjoyable opportunities for students to explore interesting material related to clinical psychology that has not been covered in other required courses. A primary goal is to stimulate interest and discussion in the area. Thus, students will not be expected to write term papers or take any exams. In terms of background reading, students should be provided with roughly one journal article per hour of class meeting. The course is graded pass/no pass, and grading will be based on class attendance and class participation.

PSCL 453. Seminars in Psychology. 1 - 3 Units.
A special problem or topic. Content varies with student and faculty interest. Recent offerings: creative thinking in research, community psychological, evaluation of community processes, experimental and computer methods, consultation, and psychoanalytic ego psychology.

PSCL 479. Neurodevelopmental Disabilities. 3 Units.
Ways in which neurobehavioral development can go awry, the causes of such deviations, and their consequences. The course builds on basic psychological and neuroscience concepts to explore the manner in which developmental disabilities occur, ways of preventing disabilities, and approaches to ameliorating and managing disabling conditions. Recommended preparation: PSCL 101 and PSCL 230. Offered as PSCL 379 and PSCL 479.

PSCL 497. Graduate Independent Study. 1 - 9 Units.
Independent research and reading programs with individual members of the faculty.

PSCL 501. Seminar in Health Psychology: Clinical Practice and Research Principles. 1 - 3 Units.
Seminar in Health Psychology: Clinical Practice & Research Principles is a one-credit seminar course intended for clinical psychology graduate students in the CWRU Department of Psychological Sciences and other related graduate programs in addition to upper-level undergraduates in related fields with the permission of the course instructors. This course is designed to provide students with exposure to psychologists at academic medical centers or universities in Northeast Ohio and across the U.S. regarding clinical practice and research as it pertains to the field of health psychology. It is intended for students with interests in either child or adult clinical psychology, including those with early childhood interests to those with a focus on geriatric clinical practice/research. This course is offered one semester/year, and the content and speakers rotate annually so students may enroll multiple times in consultation with their academic advisors. The clinical practice class sessions will include one or more case examples presented by each guest speaker (or by the course instructors), followed by class discussions of conceptualization and intervention strategies and integration of how psychologists with a health psychology specialty collaborate and consult with multiple other specialists. The research principles class sessions will include investigators (guest speakers/instructors) leading class discussions on the conduct of funded research projects (e.g., federal, foundation), clinical research, or other research endeavors specific to topics in health psychology; discussion of unique health psychology models/theories, and emphasis on the collaboration of many different disciplines conducting medical/health research with a behavioral/psychology component.

PSCL 510. Psychology and Diversity. 3 Units.
Diversity and multiculturalism in psychological theory, research and practice.

PSCL 524. Advanced Psychopathology. 3 Units.
Theoretical issues and current research data bearing on major patterns of psychological disturbance.

PSCL 525. Ethical and Professional Issues in Psychology. 3 Units.
Consideration of legal and ethical principles in research and practice in clinical psychology and contemporary controversies in professional psychology. Recommended preparation: Graduate standing in Psychology

PSCL 529A. Practicum in Intervention I: Behavior Therapy. 1 Unit.
Recommended Preparation: Graduate standing in clinical psychology.

PSCL 530A. Practicum in Intervention II: Behavior Therapy. 1 Unit.
Recommended preparation: Graduate standing in clinical psychology.

PSCL 531A. Seminar in Intervention I: Behavior Therapy. 2 Units.
Theoretical issues and research on psychological interventions. Recommended preparation: Graduate standing in clinical psychology.

PSCL 532A. Seminar in Intervention II: Behavior Therapy. 2 Units.
Theoretical issues and research on psychological interventions. Recommended preparation: Graduate standing in clinical psychology.

PSCL 534. Advanced Psychotherapy. 3 Units.
The goals of this course are: to provide an overview of a range of psychotherapeutic approaches, primarily those that address anxiety and depressive disorders, and to discuss the evidence for and implementation of such therapy approaches. Prereq: Must be enrolled in PhD Psychology with a concentration in Clinical Psychology or Requisites Not Met permission.

PSCL 535. Child and Family Intervention. 2 Units.
A course for advanced clinical graduate students that covers psychodynamic and cognitive behavioral approaches for working with children and adolescents and systems approaches for working with families.

PSCL 536. Advanced Child and Family Intervention. 2 Units.
A course for advanced clinical graduate students that covers evidence-based approaches to child and family therapy as well as parent training. Special emphasis on empirically guided treatment planning and outcome evaluation.

PSCL 537. Child and Family Case Seminar I. 1 Unit.
Clinical graduate students in child and family field placements present and receive group supervision on ongoing cases.

PSCL 538. Child and Family Case Seminar II. 1 Unit.
Clinical graduate students in child and family field placements present and receive group supervision on ongoing cases.

PSCL 539. Supervised Field Placement Year 3. 0 Unit.
Supervised training in clinical psychology in agency, hospital, or university settings. Required in Fall and Spring terms of all third year students in the clinical psychology training program. Recommended preparation: PSCL 531A, PSCL 532A.

PSCL 540. Supervised Field Placement Year 4. 0 Unit.
Supervised training in clinical psychology in agency, hospital, or university settings. Required in Fall and Spring terms of all fourth year students in the clinical psychology training program. Recommended preparation: PSCL 531A, PSCL 532A.

PSCL 601. Special Problems. 1 - 18 Units.
(Credit as arranged.)

PSCL 651. Thesis M.A.. 1 - 18 Units.
(Credit as arranged.)

PSCL 700. Internship. 0 Unit.
Full-time predoctoral internship in clinical psychology. Required of all students in clinical psychology program. Registration requires written consent of director of clinical psychology training and must be for one calendar year.

PSCL 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.