Psychology

Degrees Offered

• Master of Science
• Doctor of Philosophy

Doctoral Program Majors

The doctoral degree major areas of study in Behavior Analysis, Behavioral Neuroscience, Clinical & Clinical Child Psychology, and Life-Span Developmental Psychology prepare students for careers in research, teaching, and/or practice.

Program Accreditation

The Clinical Program at West Virginia University is comprised of two major areas of study: Clinical Psychology and Clinical Child Psychology. The Clinical Program has been accredited continuously by the American Psychological Association since 1966. In 2020, the Program was re-accredited until 2030. For any questions regarding accreditation of this or any other APA-accredited program, contact the Office of Program Consultation and Accreditation of the American Psychological Association, 750 First Street, NE, Washington, DC 20002. Phone number: (202) 336-5979. Website: http://www.accreditation.apa.org (http://www.accreditation.apa.org/).

The Behavior Analysis Program at West Virginia University has been accredited by the Association for Behavior Analysis International since 2003. In 2019, the Program was re-accredited until 2025. For any questions regarding accreditation of this or any other ABAI-accredited program, contact the ABAI Accreditation Board, 550 West Centre Avenue, Portage, MI 49024. Phone number: (269) 492-9310. Website: https://accreditation.abainternational.org (https://accreditation.abainternational.org/accredited-programs.aspx).

FACULTY

CHAIR

• Kevin Larkin - Ph.D. (University of Pittsburgh)
  Clinical Health Psychology, Applied Psychophysiology, Cardiovascular Behavioral Medicine

PROFESSORS

• Christina Duncan - Ph.D. (Louisiana State University)
  Behavioral Pediatrics, Chronic Illness, Adherence
• Barry A. Edelstein - Ph.D. (University of Memphis)
  Eberly Family Distinguished Professor of Clinical Psychology. Clinical Gero-psychology, Anxiety and Decision-making in Older Adults
• Amy Gentzler - Ph.D. (Kent State University)
  Emotion Regulation and Coping in Childhood, Positive Psychology
• Kennon A. Lattal - Ph.D. (University of Alabama)
  Centennial Professor. Experimental Analysis of Behavior, History and Philosophy of Psychology, Human-Pet Interactions
• Cheryl B. McNeil - Ph.D. (University of Florida)
  Disruptive Behavior Disorders of Children, Child Behavior Therapy, Parent-Child Interactions
• Daniel W. McNeil - Ph.D. (University of Alabama)
  Eberly Family Professor for Outstanding Public Service. Experimental Psychopathology, Behavioral Dentistry and Behavioral Medicine, Pain and Anxiety
• Tracy L. Morris - Ph.D. (University of Mississippi)
  Eberly Distinguished Professor of Outstanding Teaching and Associate Dean for Research, Graduate Studies, and Outreach. Developmental Psychopathology, Social Anxiety, Peer Relationships
• Melanie C. Page - Ph.D. (Arizona State University)
  Quantitative/Developmental Psychology
• Julie Hicks Patrick - Ph.D. (University of Akron)
  Decision Making, Family Processes in Mid- and Late-Life
• Michael Perone - Ph.D. (University of Wisconsin-Milwaukee)
  Positive and Negative Reinforcement, Animal and Human Operant Behavior, Research Methodology
• Claire St. Peter - Ph.D. (University of Florida)
  Applied Behavior Analysis, Assessment and Treatment of Problem Behavior, School-Based Interventions
• JoNell Strough - Ph.D. (University of Utah)
  Life-Span Development, Decision Making, Everyday Problem Solving, Gender Development
ASSOCIATE PROFESSORS

- Karen G. Anderson - Ph.D. (University of Florida)
  Behavioral Pharmacology, Self-Control and Impulsivity
- Melissa Blank - Ph.D. (Virginia Commonwealth University)
  Behavioral Neuroscience, Tobacco Use, Tobacco-Related Health Risks, Genetics of Substance Use
- Amy Fiske - Ph.D. (University of Southern California)
  Late Life Depression and Suicide
- Elisa Krackow - Ph.D. (Binghamton University-SUNY)
  Adult and Child Testimony, Developmental Psychopathology
- Nicholas Turiano - Ph.D. (Purdue University)
  Personality, Health, and Aging

ASSISTANT PROFESSORS

- Mariya Cherkasova - Ph.D. (McGill University)
  Addiction; Psychopharmacology; Reward-related Behavior
- Kathryn Kestner - Ph.D. (Western Michigan University)
  Applied Behavior Analysis, Assessment and Treatment of Challenging Behaviors
- Kathleen Morrison - Ph.D. (University of Tennessee)
  Stress and Neuropsychiatric Disease; Women's Health
- Shari Steinman - Ph.D. (University of Virginia)
  Cognitive Bias in Anxiety Disorders, Treatment of Anxiety and Obsessive Compulsive Disorders

TEACHING ASSOCIATE PROFESSOR

- Elizabeth Levelle - Ph.D. (West Virginia University)
  Teaching of Psychology, Academic Advising
- Connie Toffle - Ph.D. (West Virginia University)
  Teaching of Psychology

TEACHING ASSISTANT PROFESSORS

- Sharon Tenenholz - Ph.D. (University of California, Los Angeles)
  Teaching of Psychology, Curriculum Design, Academic Advising

CLINICAL ASSISTANT PROFESSOR

- Stephanie McWilliams - Ph.D. (West Virginia University)
  Youth Mentorship; Sport and Exercise Psychology, Health Psychology, Behavior Change and Weight Management

PROFESSORS EMERITI

- Edward Caldwell - Ph.D.
- Stanley Cohen - Ph.D.
- Philip Comer - Ph.D.
- William J. Fremouw - Ph.D.
- Robert Hawkins - Ph.D.
- Katherine Karraker - Ph.D.
- Kent Parker - Ph.D.
- Hayne Reese - Ph.D.

ADJUNCT PROFESSOR

- Barbara Cubic - Ph.D. (Louisiana State University)

ADJUNCT ASSOCIATE PROFESSORS

- Martin L. Boone - Ph.D. (Oklahoma State University)
- Marissa E. Carey - Ph.D. (Drexel University)
- Amy Herschell - Ph.D. (West Virginia University)
- Steven Kinsey - Ph.D. (Ohio State University)
- Neal A. Newfield - Ph.D. (Texas Tech University)
• Amy K. Root - Ph.D. (University of Maryland)
• Natalie Shook - Ph.D. (Ohio State University)

ADJUNCT ASSISTANT PROFESSORS
• Laura C. Capage - Ph.D. (West Virginia University)
• Jason A. Chong - Psy.D. (Pacific University)
• Molly Fechter-Leggett - Psy.D. (Antioch New England Graduate School)
• Cole Vonder Haar - Ph.D. (Southern Illinois University)
• Matthew E. Iwaniec - Psy.D. (Indiana University of Pennsylvania)
• Jennifer G. Myers - Ph.D. (West Virginia University)
• Kimberly A. Pedersen - Ph.D. (University of Missouri)
• Merideth Smith - Ph.D. (West Virginia University)
• Jenna E. Wallace - Psy.D. (Marshall University)

Admissions

PH.D. IN PSYCHOLOGY

The Psychology program admits students directly to the doctoral degree. The requirements for the master’s of science are completed as part of the doctoral degree requirements.

In addition to WVU’s general admission requirements (http://catalog.wvu.edu/graduate/graduateeducationatwestvirginiauniversity/#classificationtext), applicants for graduate studies in Psychology should have adequate preparation in psychology and related fields and a minimum grade point average of 3.0 in undergraduate coursework. The personal statement should describe the fit between the applicant’s interests and the graduate program major area of study, outline the applicant’s academic and professional goals, and demonstrate the personal qualities that predict success in graduate study.

List of Admission Requirements:
• See the steps to apply for admissions and access the application here (https://graduateadmissions.wvu.edu/how-to-apply/)
• Applicants must submit transcripts from all institutions attended
• Three letters of recommendation, written by people (typically faculty) in a position to evaluate your academic strengths and abilities
• Resume/Curriculum Vitae
• Statement of purpose

International Applicants:
• See the steps to apply for admissions and access the application here (https://graduateadmissions.wvu.edu/how-to-apply/)
• International applications should view additional requirements here (http://catalog.wvu.edu/graduate/graduateeducationatwestvirginiauniversity/ #internationaltext/#internationaltext) and here (https://graduateadmissions.wvu.edu/how-to-apply/apply-for-2020-2021/international-graduate-applicant/)
• Language proficiency is required in order to hold a graduate teaching assistantship. See here (https://elli.wvu.edu/testing-resources/english-proficiency-gtas/).

Application Deadlines:
• Psychology only admits students in the fall semester; all application materials, including letters of recommendation, must be received by the preceding December 1st
• All applicants received by the deadlines will be considered for financial support, typically in the form of a graduate teaching assistantship (GTA). Language proficiency is required in order to hold such an assistantship. See here (https://elli.wvu.edu/testing-resources/english-proficiency-gtas/).
• Exceptional Ph.D. applicants may be nominated by the Psychology program for competitive University Fellowships. Qualified applicants will be notified if they are nominated. More information on WVU fellowships can be found here (https://graduateeducation.wvu.edu/fellowships/).

Applications received after the deadline may be reviewed at the discretion of the admissions committee. Certain application requirements may be waived based on a preliminary review of an application by the program.

NON-DEGREE STUDENTS

Graduate courses in psychology are designed for regularly admitted degree-seeking psychology students as part of an extensive program of preparing those students for professional careers. Thus, students not admitted into one of the psychology graduate program areas are discouraged from taking graduate courses in psychology. Non-psychology graduate students must obtain the instructor’s permission to enroll in any psychology graduate course.

For specific information on the following program, please see the link to the right:
• Psychology, M.S.

For specific information on the following program, please see the link to the right:

• Psychology, Ph.D.

Degree Progress: M.S.

All students will have a plan of study on file no later than their first semester in the program. Students receive at least a yearly letter of evaluation. Thesis proposals should be approved no later than May 15, Year 2. Thesis defense and ETD submission should not occur later than May 15, Year 3.

Degree Progress: Ph.D.

All students will have a plan of study on file no later than their first semester in the program. Students receive at least a yearly letter of evaluation. Dissertation proposals should be approved not later than May 15, Year 4. For students who entered with an approved master’s thesis, this date is May 15, Year 3.

COURSES

PSYC 511. Research Design and Data Analysis 1. 3 Hours.
Principles of experimental research and data analysis, with the goal of building both applied skills (e.g., data analysis and interpretation; excel and SPSS) and conceptual knowledge (e.g., probability, normal distributions, null hypothesis testing, analysis of variance).

PSYC 512. Research Design and Data Analysis 2. 3 Hours.
PR: PSYC 511. Inferential statistics and quasi-experimental design strategies, including correlation and regression, and identification of moderation and indirect effects.

PSYC 531. Experimental Analysis of Behavior. 3 Hours.
Research and theory in the psychology of learning. Assessment of traditional and behavior-analytic approaches to the study of positive reinforcement, aversive control, and stimulus control. Includes laboratory work with animals.

PSYC 532. Human Behavior. 3 Hours.
PR: PSYC 531. Review of the role of basic human operant research in testing the generality of animal-based behavior principles, analyzing phenomena that are specific to humans, and extending behavior analysis to traditional psychological problems.

PSYC 533. Applied Behavior Analysis. 3 Hours.
PR: PSYC 531. Methodological, empirical, and conceptual issues in the application of basic research in behavior analysis to problems of social significance.

PSYC 541. Infant Development. 3 Hours.
Examination of psychological literature on prenatal and infant development. Topics include physical, cognitive, perceptual, language, and socioemotional development.

PSYC 542. Child Development. 3 Hours.
Examination of psychological literature on child development. Topics include perception, learning, language, problem solving, social cognition, peer and family relationships, gender, moral development, friendship, aggression, and altruism.

PSYC 543. Adolescent and Young Adult Development. 3 Hours.
Examination of the psychological literature in adolescence and young adulthood. Topics include learning, problem solving, social cognition, peer and family relationships, gender, moral development, friendship, aggression, and altruism.

PSYC 544. Adult Development and Aging. 3 Hours.
Examination of psychological literature on adulthood and aging. Topics include health, cognition, family relationships, personality, psychopathology, work, and retirement.

PSYC 545. Conceptual Issues in Developmental Psychology. 3 Hours.
History, philosophies, and theories of psychological development in the major age periods and the life span; conceptual issues such as nature-nurture, sex differences, cultural differences, life events, rigidity-plasticity, continuity-discontinuity, and competence-performance.

PSYC 546. Methodological Issues in Developmental Psychology. 3 Hours.
Methodological issues in psychological research on the major age periods and the life span. Topics include: validity; reliability; age, cohort, and time of measurement; cross-sectional, longitudinal, and mixed designs; data analytic methods; ethical issues.

PSYC 593. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

PSYC 601. Professional Issues in Behavior Analysis. 1-3 Hours.
(May be repeated for credit.) Survey of professional issues in behavior analysis.

PSYC 602. Professional Issues in Developmental Psychology. 1-3 Hours.
(May be repeated for credit.) Survey of professional issues in developmental psychology. (Grading may be S/U.).
PSYC 603. Professional Issues in Clinical Psychology. 1-3 Hours.
(May be repeated for credit.) Survey of professional issues in clinical psychology. (Grading may be S/U.)

PSYC 604. Ethical Issues in Psychology. 1-3 Hours.
(May be repeated for credit with consent.) The ethical standards for psychologists as applied to research and clinical problems.

PSYC 605. Legal Issues in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent.) Review of the major areas in which psychologists interact with the civil and criminal legal systems.

PSYC 606. Seminar on Teaching Psychology. 1-3 Hours.
(May be repeated for credit.) Review and discussion of methods and issues in college teaching of psychology.

PSYC 607. Ethical and Legal Issues in Psychology. 3 Hours.
Surveys the ethical guidelines and major legal issues confronted by psychologists.

PSYC 608. Professional Issues - Behavioral Neuroscience. 1 Hour.
Survey of professional issues in behavioral neuroscience.

PSYC 609. Ethics in Behavior Analysis. 3 Hours.
PSYC 609. Ethics in Behavior Analysis. 3-Hr. Surveys the ethical guidelines and standards for behavior analysts.

PSYC 611. Single-Subject Research Methods. 3 Hours.
PR: PSYC 511 and PSYC 531. Critical evaluation of single-subject designs in basic and applied research. Major topics include single-subject methodology’s historical and conceptual bases, its relation to group-statistical methods, and its role in behavioral psychology.

PSYC 612. Multivariate Analysis. 3 Hours.
PR: PSYC 511. Data analysis techniques in psychology with application to typical research problems. Includes simple matrix algebra, discriminant analysis, multivariate analysis of variance, and an introduction to factor analysis.

PSYC 614. Program Evaluation and Intervention. 3 Hours.
Examines the nature, method, and process of evaluative research, especially as it applies to social and behavioral treatment and service delivery programs.

PSYC 615. Software Design in Psychology. 3 Hours.
PR: Consent. Practical introduction to software development for behavioral research applications including real-time experimental control and data collection, graphical user interfaces, and data analysis; general algorithmic methods; event-driven models. No programming background required.

PSYC 630. Behavior Analysis Practicum. 3 Hours.
PR: PSYC 533 and consent. Supervised applied behavior analysis experience integrated with a seminar emphasizing group solutions to problems that individuals encounter in students' applied projects. Progress and final project reports are presented and evaluated. (1 hr. sem., 2 hr. practicum.)

PSYC 650. Behavioral Neuroscience Methods. 3 Hours.
An overview of the most common research methods and techniques used in the behavioral neuroscience field.

PSYC 651. Behavior Pathology. 3 Hours.
Advanced study of diagnostic classification, functional analysis, and experimental research in psychopathology of child, adult, and geriatric adjustment problems.

PSYC 652. Clinical Interviewing. 3 Hours.
Clinical interviewing assessment, and interviewing skills acquisition.

PSYC 653. Behavioral and Psychological Assessment 1. 3 Hours.
Conceptual and methodological bases for behavioral assessment; comparison of trait-oriented versus behavioral assessment; design and evaluation of measurement systems, particularly self-report, ratings by others, and direct observation, within the basic framework of generalizability theory.

PSYC 654. Behavioral and Psychological Assessment 2. 4 Hours.
PR: PSYC 653. Evaluation of clinically relevant behavior and environments by means of testing and other methods. Includes test selection, administration, and report writing.

PSYC 655. Research Methods in Clinical Psychology. 3 Hours.
Fundamental knowledge of research methodology in the science of clinical psychology. Acquisition of skills in research design, evidence-based practice of psychology, scholarly review, and scientific writing.

PSYC 656. Grant Writing in Psychology. 3 Hours.
Essential writing skills for securing extramural funding for research programs in the behavioral sciences.

PSYC 660. Clinical Psychology Practicum. 1-15 Hours.
(May be repeated for credit) PR: Consent. Supervised practice of psychological techniques in clinics or institutional settings; experience in psychological testing, interviewing, report writing, case presentation, interpretation of tests and supportive counseling.

PSYC 661. Behavior Therapy. 3 Hours.
Reviews the roots and development of behavioral interventions. Applied clinical intervention is stressed in concert with evaluation and research application.
(May be repeated for credit.) PR: Consent. Supervised field experience in various aspects of delivering psychological services directly or indirectly to children. Experience in assessment, treatment, program design, administration, and evaluation.

PSYC 671. Child Behavior Therapy. 3 Hours.
Assessment, intervention, and evaluation strategies appropriate for childhood disorders and based on behavior principles.

PSYC 693. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

PSYC 694. Seminar. 6 Hours.
Special seminars arranged for advanced graduate students.

PSYC 696. Graduate Seminar. 1-3 Hours.
PR: Consent. Series of meetings that may include research presentations by students, faculty, or visitors; discussions of professional issues or current literature; or other varying topics.

PSYC 698. Thesis or Dissertation. 1-6 Hours.
PR: Consent. This is an optional course for programs that wish to provide formal supervision during the writing of student reports (698), or dissertations (798). Grading is normal.

PSYC 701. Advanced Professional Issues in Psychology. 1-3 Hours.
(May be repeated for credit.) Discussion of professional issues in psychology relevant to advanced doctoral students. (Grading May be S/U.).

PSYC 711. Seminar in Methodology. 1-3 Hours.
(May be repeated for credit with consent.) Current problems and techniques in research design, data analysis, and research methods.

PSYC 721. History and Systems. 3 Hours.
Study of the history of psychology from its roots in physics, biology, and philosophy. The development of American psychology is emphasized.

PSYC 722. Biological Aspects of Behavior. 3 Hours.
PR: Consent. Overviews of the areas of psychological investigation that pertain to the relation between biology and psychology, including neuroscience, psychobiological theories of personality and development, neurological and neuropsychological assessment, psychophysiology, and biologically-based treatment strategies, including basic psychopharmacology.

PSYC 724. Advanced Neuroscience. 4 Hours.
PR: PSYC 722 with a minimum grade of B-. In-depth exploration of nervous system anatomy and physiological processes, including the biological mechanisms underlying emotion, motivation, memory, and disease.

PSYC 725. Social Psychology. 3 Hours.
Survey of current concepts, research, and findings in social psychology. Includes such topics as self and identity, attribution theory, interpersonal perception, social cognition, attitude change, social influence, interpersonal processes, prosocial behavior, aggression, and prejudice.

PSYC 726. Social Cognition. 3 Hours.
Advanced integrative course that uses both cognitive and social psychological theories and methodologies to understand human behavior. Reviews the major theories of social cognition and how these theories can be used to explain human behavior across many domains. Contemporary and classic research supportive of these theories is reviewed.

PSYC 728. Hormones and Behavior. 3 Hours.
PR: Graduate standing. Explores the complex interactions between the endocrine system, brain, and behavior in a broad range of animals, including people. Special emphasis is placed on reproductive hormones, as well as systems of homeostasis, aggression, and biological rhythms.

PSYC 729. Performance Management. 3 Hours.
PR: PSYC 533 with a minimum grade of B-. Best-practice techniques for performance management, including behavioral approaches to performance management in the context of clinical supervision, personnel management, and consultation.

PSYC 730. Advanced Behavior Analysis Practicum. 1-6 Hours.
PR: PSYC 533 or consent. Supervised applied behavior analysis experience in an approved setting.

PSYC 731. Research Issues in Behavior Analysis. 3 Hours.
(May be repeated for credit with consent.) PR: Consent. Examination of research issues in general psychology from a behavior analytic perspective. Topics vary from year to year.

PSYC 732. Behavior Theory and Philosophy. 3 Hours.
PR: PSYC 531 or equivalent. Critical consideration of contemporary concepts, theories, and methods of psychology.

PSYC 733. Stimulus Control and Memory. 3 Hours.
PR: PSYC 531 or consent. Critical review of basic research and theory in discrimination learning, stimulus generalization, and memory.

PSYC 734. Reinforcement and Punishment. 3 Hours.
PR: PSYC 531. Examination of theories of response acquisition, maintenance, and suppression in the context of recent experimental work with animals and humans.
PSYC 735. Assessment and Intervention for Severe Behavior. 3 Hours.
PR: PSYC 533. Research and clinical practice in functional behavior assessment, including indirect, descriptive assessment, and functional analysis, and behavior-analytic interventions for severe challenging behavior.

PSYC 736. Advanced Experimental Analysis of Behavior. 3 Hours.
(May be repeated for credit with consent.) PR: PSYC 531. Selected topics and research issues in the experimental analysis of behavior.

PSYC 737. Advanced Applied Behavior Analysis. 3 Hours.
(May be repeated for credit with consent.) PR: PSYC 533. Application of research and theory of behavior analysis to social problems; other selected topics.

PSYC 738. Behavior Analysis in Education. 3 Hours.
PR: PSYC 533 with a minimum grade of B-. Behavior-analytic strategies in educational contexts, including problems facing the educational system, curriculum-based measurement, individualized educational assessment, and instructional design.

PSYC 739. Verbal Behavior. 3 Hours.
PR: PSYC 531 or consent. Examination of current empirical and theoretical issues related to the functional analysis of verbal behavior.

PSYC 740. Practicum in Developmental Psychology. 1-6 Hours.
PR: Consent. Provides experience in a wide range of applied settings. Sites are chosen to accommodate exposure to the entire life-span from infancy through old age. Supervising responsibilities are determined by the instructor-in-charge in the agency.

PSYC 745. Seminar in Life-Span Development. 3 Hours.
(May be repeated for credit with consent.) Current issues in life-span development or selected periods of the life span.

PSYC 750. Clinical Internship. 1-15 Hours.
Intensive training in clinical assessment, diagnosis, consultation, and/or treatment skills that occur during an internship placement, typically at an off-campus training site.

PSYC 752. Family and Marital Therapy. 3 Hours.
Examines both theoretical and practical aspects of the assessment and treatment of family and marital difficulties.

PSYC 754. Clinical Psychopharmacology. 3 Hours.
Survey of the ways in which psychotropic drugs are used to treat behavioral and psychological disorders.

PSYC 755. Seminar in Clinical Supervision. 1 Hour.
(May be repeated for credit with consent.) Theoretical foundations and empirical research pertaining to clinical supervision, coupled with experiential training in conducting clinical supervision in applied settings.

PSYC 762A. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762B. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762C. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762D. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762E. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762F. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762G. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762H. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762I. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762J. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762K. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762L. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.
PSYC 762M. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762N. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762O. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762P. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762Q. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762R. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762S. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762T. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762U. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762V. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762W. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762X. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762Y. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 762Z. Seminar in Clinical Psychology. 1-3 Hours.
(May be repeated for credit with consent) Research and problems in clinical psychology.

PSYC 772. Seminar in Clinical Child Psychology. 1-3 Hours.
(May be repeated for credit with consent.) Current issues and research related to a particular area of clinical psychology involving children.

PSYC 780. Advanced Integrative Seminar. 3 Hours.
Examination of the integration of two of the following areas of knowledge in scientific psychology: affective, biological, cognitive, developmental, or social aspects of behavior. (May be repeated for credit with consent.)

PSYC 790. Teaching Practicum. 1-3 Hours.
PR: Consent. Supervised practice in college teaching of psychology. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It will also present a mechanism for students not on assistantships to gain teaching experience. (Grading may be P/F.).

PSYC 792. Directed Study. 1-6 Hours.
Directed study, reading, and/or research.

PSYC 793. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

PSYC 795. Independent Study. 1-9 Hours.
Faculty supervised study of topics not available through regular course offerings.

PSYC 797. Research. 1-9 Hours.
PR: Consent. Research activities leading to thesis, problem report, research paper or equivalent scholarly project, or a dissertation. (Grading will be S/U.).