

6

CLINICAL COGNITIVE SCIENCE: APPLYING QUANTITATIVE MODELS OF COGNITIVE PROCESSING TO EXAMINE COGNITIVE ASPECTS OF PSYCHOPATHOLOGY

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Numerous theoretical approaches implicate a role for altered cognitive processing in the development, maintenance, and treatment of a wide range of clinically relevant behaviors. Clinical scientists have been slow, however, to capitalize on the wealth of contemporary theoretical, measurement, and analytical models of cognitive processing when constructing, evaluating, and extending these theoretical approaches to psychopathology (MacLeod, 1993; McFall & Townsend, 1998; McFall, Treat, & Viken, 1998). To date, the translation of cognitive science models to clinical science has occurred primarily at the measurement or task level, leading to an impoverished understanding and utilization of the multifaceted complexity of the relevant theoretical constructs, such as attention, classification, memory, and learning. As a result, clinical scientists have tended to collapse, or ignore the distinctions between, theoretical and measurement models of cognitive

