

NSU

Florida

College of Psychology

**NOVA SOUTHEASTERN
UNIVERSITY**

2024-2025 Graduate Student Catalog



College of Psychology

The Nova Southeastern University College of Psychology Graduate Student Catalog serves as the official source for information about academic programs and curriculum requirements, policies, course descriptions, and other information specifically relevant to a graduate career in the College of Psychology.

The College of Psychology Student Catalog is published annually. Students are bound by the curricula published in the catalog in effect the semester they enter the university. Students are bound by the policies in the most recently published version of the catalog. If there is an interruption in studies of more than one calendar year from the end of the last semester enrolled, the student must abide by the NSU College of Psychology Student Catalog in effect upon return, or to requirements approved by the student's department chair.

This catalog is for information purposes only and does not represent a contract. Information contained herein is subject to change at any time by administrative decision or the direction of the NSU Board of Trustees. Reasonable notice may be furnished to the College community of any substantive changes but is not required. The failure to read this catalog does not excuse students from the rules, policies, and procedures contained in it. The rights and responsibilities that follow take effect immediately upon publication of this document.

In addition to this Catalog, students are expected to consult the [Nova Southeastern University Student Handbook](#) for statements on student rights and responsibilities, academic and conduct standards, grievance procedures, policies related to use of computer and telecommunications technology, and other guidelines relevant to their membership in the NSU community. Students are also expected to consult the graduate program handbook on program specific policies.

For questions and comments about the catalog, please contact:

College of Psychology
3300 S. University Dr.
Fort Lauderdale, FL 33328-2004
Phone: 954-262-5727
Email: Kirk@nova.edu

NSU Nondiscrimination Statement

Consistent with all federal and state laws, rules, regulations, and/or local ordinances (e.g., Title VII, Title VI, Title III, Title II, Rehab Act, ADA, Title IX, and the Florida Civil Rights Act), it is the policy of Nova Southeastern University not to engage in any discrimination or harassment against any individuals because of race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, gender, gender identity, military service, veteran status, or political beliefs or affiliations, and to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations. Any such acts are unacceptable and strictly prohibited by the university.

In addition, the law prohibits retaliation against an individual for opposing any practices forbidden under this policy, for bringing a complaint of discrimination or harassment, for assisting someone with such a complaint, for attempting to stop such discrimination or harassment, or for participating in any manner in any investigation or resolution of a complaint of discrimination or harassment. This nondiscrimination policy applies to admissions; enrollment; scholarships; loan programs; athletics; employment; and access to, participation in, and treatment in all university centers, programs, and activities. NSU admits students of any race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, gender, gender identity, military service, veteran status, or political beliefs or affiliations, to all the rights, privileges, programs, and activities generally accorded or made available to students at NSU, and does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

For inquiries or complaints regarding perceived discrimination based on gender or sex, please contact:

Laura Bennett

Title IX Coordinator

Phone: (954) 262-7858

Email: laura.bennett@nova.edu or titleIX@nova.edu

Website and Online Reporting Form: nova.edu/title-ix

Office of Human Resources

3100 SW 9th Ave #248

Fort Lauderdale, FL 33315-3025

Inquiries about the application of Title IX may be directed to the Title IX Coordinator, the Assistant Secretary of Education of the United States, or both.

All other inquiries or complaints regarding perceived discrimination should be directed to:

Benjamin Johnson, Ph.D.

Assistant Dean for Student Development

Phone: (954) 262-7281

Email: bj379@nova.edu

NSU Accreditation Statement

Nova Southeastern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate's, baccalaureate, master's, educational specialist, doctoral, and professional degrees. Nova Southeastern University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Nova Southeastern University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

The Ph.D. Program in Clinical Psychology is accredited by the Commission on Accreditation of the American Psychological Association. The Psy.D. Program in Clinical Psychology is accredited by the Commission on Accreditation of the American Psychological Association. The Psychology Services Center Internship Program is accredited by the Commission on Accreditation of the American Psychological Association. The South Florida Consortium Internship Program is accredited by the Commission on Accreditation of the American Psychological Association.

Additionally, the College of Psychology sponsors the Consortium Internship Program, which is a member in good standing of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The center's master's degree program in school counseling and specialist degree program in school psychology are approved by the Florida Department of Education. The college is approved by the state of Florida's Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling to offer continuing education to clinical social workers, mental health counselors, and marriage and family therapists. The college is approved by the state of Florida's Board of Medical Therapies/Psychology, Office of School Psychology to offer continuing education.

Questions related to the accredited status of these programs should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: 202-336-5979 / E-mail: apaaccred@apa.org
Web: www.accreditation.apa.org

The doctoral program in school psychology holds the designation of full accreditation status by the National Association of School Psychologists (NASP). The doctoral curriculum is designed to be consistent with the Florida state licensure requirements as both a school psychologist and a psychologist under Chapter 490, Florida Statutes.

The specialist program in school psychology hold the designation of National Recognition by the National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814; Telephone: (301) 657-0270.

The NSU College of Psychology (COP) internship programs (i.e., the NSU/South Florida Consortium Internship Program and the NSU Psychology Services Center/College of Psychology) are independently accredited by the Commission on Accreditation of the American Psychological Association. Questions related to the accredited status of either of these internship programs should be directed to the Commission on Accreditation.

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 / Email: apaaccred@apa.org
Web: <https://www.apa.org/ed/accreditation>

The Psy.S. program and M.S. in Counseling, School Counseling concentration are approved by the Florida Department of Education and are part of the accreditation by the Council for the Accreditation of Educator Preparation (CAEP) as follows: The Abraham S. Fischler College of Education and School of Criminal Justice (FCE & SCJ) is accredited by the Council for the Accreditation of Educator Preparation (CAEP). This accreditation covers the following initial teacher preparation programs: Bachelor of Science in Elementary Education - ESOL/Reading Endorsements and Bachelor of Science in Exceptional Student Education - ESOL Endorsement, and the following advanced-level programs: M.S. in Reading Education, M.S. in Educational Leadership, Ed.S. in Educational Leadership, M.S. in School Counseling, and Psy.S. in School Psychology.

For accreditation information, please contact or visit:

Council for the Accreditation of Educator Preparation (CAEP)
1140 19th St NW
Suite 400
Washington, DC 20036
202-223-0077

The M.S. in Counseling, School Counseling concentration is nationally recognized by the American School Counselor Association (ASCA), the Specialized Professional Association (SPA) under the Council for the Accreditation of Educator Preparation (CAEP).

For accreditation information, please contact or visit:

American School Counselor Association
277 S Washington Street
Suite 390
Alexandria, VA 22314
Phone: 703-683-ASCA
Web: <https://www.schoolcounselor.org/Recognition/ASCA-Recognized-School-Counselor-Preparation-Progr>

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted 8-year accreditation to the M.S. in Counseling, Clinical Mental Health Counseling (CMHC) concentration at Nova Southeastern University.

Flexibilities in Policy Statement

University policies are intended to describe some of the expectations of members of the University community, as well as outline the University's community policies and programs. It is intended to be used as a guideline and does not create an express or implied contract which cannot be changed or modified. Circumstances not specifically addressed in university policies will be handled on a case-by-case basis by the appropriate official selected by the University. As the need may arise, the University reserves the right to, in its sole discretion, modify, revise, supplement, rescind, suspend, terminate, or change its policies, procedures, programs, activities and services, in whole or in part, to the fullest extent permitted by law.

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Dean's Message

On behalf of our faculty, staff, and alumni, I am honored to extend a warm welcome to you from Nova Southeastern University and the College of Psychology. We look forward to guiding you through a rich and transformative journey where you will grow personally, academically, and socially on the road to becoming major contributors to our diverse society. We strive to provide students with the support and opportunities necessary to develop skills needed to impact the quality of life for individuals, families, communities, and institutions.


Our College offers a wide range of degree programs from bachelor's programs in psychology and neuroscience to graduate programs in counseling, clinical psychology, school psychology and experimental, forensic, and general psychology. In addition, the College has doctoral internship and postdoctoral residency programs, and offers continuing education to professionals. Our Psychology Services Center offers an array of therapy and assessment services to the community, while providing supervised training for future practitioners. Students in every program, from first year undergraduates to doctoral and postdoctoral candidates, benefit from the instruction and mentorship of experienced faculty who reach beyond the classroom to model professional success in the lab, clinic, and community.

The scope of psychology, counseling, neuroscience, and related fields is expansive, as our disciplines describe and explain the effects of psychological processes from the level of individual brain cells to the scale of complex social interactions. The areas of expertise our faculty collectively possess are similarly diverse. Regardless of the specific field or subfield of study, however, our students benefit from the greater involvement that small classes provide and from the related opportunities for research collaborations and experiential placements in community settings.

While the lasting memories of one's years at a university include many events beyond the confines of the classroom, one's day-to-day enjoyment while enrolled as a university student depends largely on his or her chosen field of study and engagement with its particular subject matter. The College of Psychology is proud to house engaging undergraduate majors, an array of highly regarded graduate programs and related training opportunities, and a clinic that serves our community. We hope that these opportunities will figure positively in the memories our students have of their university experience.

On behalf of all of us at NSU and in the College of Psychology, I encourage you to explore everything the university and college has to offer. We look forward to working with you as you grow, learn, and serve.

Sincerely,



Karen S. Grosby, Ed. D.
Dean,
College of Psychology

NOVA SOUTHEASTERN UNIVERSITY

At Nova Southeastern University, our approach to learning has always been innovative and unique. We're not like every other university because you're not like any other student.

Established in Fort Lauderdale, Florida, in 1964 as a small college with some revolutionary ideas, today we're a university dedicated to making our world a healthier and better place to live. Classified as a research university with "high research activity" by the Carnegie Foundation for the Advancement of Teaching, NSU is 1 of only 50 universities nationwide to also be awarded Carnegie's Community Engagement Classification. NSU is also the largest private, not-for-profit institution in the United States that meets the U.S. Department of Education's criteria as a Hispanic-serving institution.

From our beautiful, 314-acre main campus in Fort Lauderdale to our nine campus locations in the U.S., and around the world, more than 280 undergraduate, graduate, and professional degree programs give students the edge they need to become confident, capable, and caring professionals who can outsmart, outperform, and outlast their competition.

[About NSU | Nova Southeastern University](#)

Vision 2025

By 2025, NSU will be recognized as a preeminent, professional-dominant, doctoral-research university that provides competitive career advantages to its students and produces alumni who serve and lead with integrity.

Mission Statement

The mission of NSU—a selective, doctoral-research university—is to deliver innovative academic programs in a dynamic, lifelong learning and research environment fostering integrity, academic excellence, leadership, and community service through engaged students, faculty, and staff.

Core Values

Integrity
Academic Excellence
Community
Diversity
Innovation
Opportunity
Scholarship/Research
Student Centered

The Vision 2025 Statement, Mission Statement, and Core Values were adopted by the NSU Board of Trustees on March 29, 2021.

[NSU Vision 2025, Mission, and Core Values | Nova Southeastern University](#)

Campus Facilities

Nova Southeastern University operates four campuses in the Miami to Fort Lauderdale area—the Fort Lauderdale/Davie campus, the East Campus in Fort Lauderdale, the North Miami Beach Campus, and the Oceanographic Campus in Dania Beach. The university also has campuses in the Florida cities of Miami (Kendall), Jacksonville, Orlando, Tampa Bay, Fort Myers, Miramar, and Palm Beach, and in San Juan, Puerto Rico. In August 2019, NSU will open the new Tampa Bay Regional Campus in Clearwater, featuring a 325,000 square-foot, state-of-the-art facility. The campus also includes a new branch site for NSU's Dr. Kiran C. Patel College of Osteopathic Medicine. All existing programs and services in Tampa will move to the new location before the Fall 2019 semester.

The campus in Fort Lauderdale/Davie is located on a 314- acre site 10 miles inland from the Atlantic Ocean and readily accessible via several highways and Florida's Turnpike. The campus is the central location for most of NSU's colleges, with state-of-the-art classrooms, laboratories, patient simulation facilities, auditoriums, and computer centers.

NSU's campus expansion added, new educational facilities, athletic venues, residence halls, and performing arts theatres. In 2003, the university dedicated the 110,000-square-foot Jim & Jan Moran Family Center Village, a model for early education programs across the country. It also dedicated the Carl DeSantis Building, the 261,000-square-foot home of the H. Wayne Huizenga College of Business and Entrepreneurship, and the College of Computing and Engineering. NSU's Guy Harvey Oceanographic Center opened in 2012 as, one of the largest facilities in the U.S. dedicated to research and the conservation of marine life. Westside Regional Medical Center emergency center opened on NSU's Fort Lauderdale/Davie campus in summer 2015. The NSU Art Museum Fort Lauderdale boasts a permanent collection of more than 6,000 works, visual arts exhibits, arts curriculum, and educational programs in South Florida.

NSU's Fort Lauderdale/Davie campus is home to the Rose and Alfred Miniaci Performing Arts Center, and the Alvin Sherman Library Research and information Technology Center, which serves the university and the residents of Broward County in a unique private-public partnership. NSU's library system, composed of the Alvin Sherman library, Martin and Gail Press Health Professions Division Library, Panza Maurer Law Library, the William S. Richardson Ocean Sciences Library, and four junior K- 12 school libraries contribute to NSU's strong academic research environment.

In 2006, the university opened the Don Taft University Center, a 366,000-square-foot recreation, athletic, and arts complex at the Fort Lauderdale/Davie Campus. The center is home to a multipurpose 4,500-seat arena and, studios, the Flight Deck Pub, a state-of-the-art gym, food court, and a performing and visual arts wing. The wing houses the Department of Communication, Media, and the Arts at the Halmos College of Arts and Sciences and the Guy Harvey Oceanographic Research Center. It includes the intimate Black Box Theatre, art gallery, performance theatre, and additional rooms supporting theatre, music, art, dance, and other creative activities.

Eight residence halls at the Fort Lauderdale/Dave Campus serve undergraduate students, including Mako Hall, a modern newly constructed 608-bed residence hall.

Opened in September 2016, NSU's Center for Collaborative Research (CCR) is one of the largest and most advanced research facilities in Florida. The CCR provides wet and dry labs for NSU's innovative researchers, a General Clinical Research Center, an outpatient facility, a technology incubator offering partnerships with innovative companies, and the NSU Cell Therapy Institute. The CCR also houses NSU's Institute for Neuro-Immune Medicine; NSU's Rumbaugh-Goodwin Institute for Cancer Research; the Emil Buehler Research Center for Engineering, Science and Mathematics; the U.S. Geological Survey (USGS), which partners with NSU on collaborative research. The Noel P. Brown Sports Center has a state-of-the-art fitness center, two full-sized basketball courts, a volleyball court, and areas for physical fitness activities and programming. For a full overview of NSU's campuses and facilities, refer to the Fact Book at [2024 NSU Fact Book \(nova.edu\)](https://nova.edu/factbook)

COLLEGE OF PSYCHOLOGY

Mission Statement

The College of Psychology fosters academic excellence, intellectual inquiry, leadership, research, and commitment to our community through the exploration, discovery, dissemination, and application of knowledge relevant to the psychological and behavioral sciences. Our undergraduate programs promote scientific literacy, while emphasizing critical evaluation, effective communication, and the principles and practice of scientific methods. Our graduate programs focus on specialized training in fields dedicated to the advancement of behavioral sciences and the professional practice of psychology and counseling. The synergy between our Psychology Services Center and academic programs provides educational opportunities rooted in real problems and research activities that attempt to find answers to extant concerns. Through these programs, students will develop knowledge in the science of psychology, counseling, or neuroscience and its application to the understanding of human activity, as they prepare for success in a variety of professional and academic pursuits.

Academic Calendar

The academic calendar is published annually and can be found on the College's website: [Academic calendar and general student resources](#).

Academic Programs

Master of Science Programs

Counseling

The master's degree in Counseling offers individuals the opportunity to earn a degree with concentrations available in Clinical Mental Health Counseling, School Counseling, and Applied Behavior Analysis. The Clinical Mental Health Counseling concentration is offered on-campus, at several regional campuses, and online with required field experiences and a required residential institute. The School Counseling concentration is offered online with two required residential institutes and required field experiences. Applied Behavior Analysis concentration is offered online.

Experimental Psychology

The master's degree in Experimental Psychology is an on-campus program that provides students with a strong academic foundation in the theories and concepts of experimental psychology. Through focused coursework and the experience of mentored independent research, students are equipped with comprehensive skills in scientific inquiry and research methodology. These skills prepare students for admission into a doctoral program in psychology or for career opportunities that include teaching and research in industrial, government, private consulting, health care, and community settings.

General Psychology

The master's degree in General Psychology is an online program that prepares students to develop foundational knowledge in psychological theory and research as an opportunity to obtain prerequisite courses to meet eligibility requirements for application to other psychology programs, including advanced doctoral studies.

Forensic Psychology

The master's degree program in Forensic Psychology is an online program that presents information at the intersection of legal issues and psychology.

Students will gain an understanding of how forensic psychology is used and learn how to apply this training in a variety of professional contexts.

This degree program will provide students with the professional training necessary to function at an optimal level in a variety of forensic settings where psychology is used, including court cases, law enforcement, criminal justice, national security offices, prisons, social services agencies, child welfare agencies, and treatment facilities.

Specialist Degree Program

School Psychology

The specialist in school psychology (Psy.S.) program prepares graduate students to work as professional practitioners to help children and youth succeed academically, socially and behaviorally. The program was developed in response to the state and national critical shortage of school psychologist and the increased public attention being paid to the important role that school psychologist play in addressing daunting challenges such as school violence, increased mental health challenges in youth, poor academic achievement, etc. The program is offered at the Fort Lauderdale campus and online.

Doctoral Programs

Clinical Psychology

The college offers two doctoral programs in clinical psychology, both accredited by the American Psychological Association (APA). Each program prepares students for the practice of clinical psychology. The doctor of philosophy (Ph.D.) and the doctor of psychology (Psy.D.) programs typically require a minimum of four years of on-campus post baccalaureate study, including course work, clinical practica, the clinical competency exam, and a Dissertation (Ph.D.) or Directed Study Research (Psy.D.). In addition, both programs require a 2,000-hour doctoral clinical internship at an APA-approved or APPIC-approved site anywhere in the country.

School Psychology

The doctor of psychology program (Psy.D.) in school psychology builds upon the College's specialist program and is a full-time, on campus program with a three-year residency requirement. The program typically requires a minimum of three years of on-campus post baccalaureate study, including course work, practica, and the completion of a capstone research project, the Directed Study. In addition, the program requires a minimum of a 2000-hour doctoral internship (600 hours of which must be in a PK-12 setting) at an approved site anywhere in the country.

Graduate Training Programs

Institute of Trauma and Victimization

The Institute of Trauma and Victimization (ITV) was founded to create a focus of interest in the area of trauma and victimization and to form a network for collaboration between students and colleagues from both within and outside of the College of Psychology. The mission of the institute is to stimulate research and sponsor training and service delivery in the field of trauma and victimization, to develop and evaluate innovative interventions for those exposed to trauma, and establish links with relevant groups, organizations and colleagues in the local, national, and international community, and involving students in existing College of Psychology trauma-related programs that share a three-fold mission:

1. Provision of specialized psychological services to a particular population of clients exposed to trauma.
2. Doctoral level clinical training in the provision of psychological services to the population of traumatized clientele.
3. Execution of an ongoing program of research on that population of traumatized clientele.

Institute for Cross-Cultural Counseling and Psychotherapy

The Institute for Cross-Cultural Counseling and Psychotherapy is committed to fostering initiatives in multiculturalism and diversity at the College of Psychology. It strives to promote a welcoming climate for ethnic minority students and for those mainstream students who are particularly interested in pursuing cross-cultural studies. Nontraditional methodologies in counseling and assessment specifically targeted for minority groups are introduced. Courses and in-service colloquia in the area of multiculturalism and cross-cultural counseling and psychotherapy are provided.

The institute seeks to promote multicultural and international research. In addition, students are encouraged to initiate projects and dissertations that validate existing and newly constructed assessment methods with diverse populations.

Doctoral Internship Programs

The College of Psychology Doctoral Program in School Psychology (Psy.D.) is accredited by the Commission on Accreditation of the American Psychological Association. Questions related to the accredited status of the program should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 / Email: apaaccred@apa.org
Web: <https://www.apa.org/ed/accreditation>

Continuing Education Series

The College of Psychology offers the professional community a series of continuing education programs each year, featuring nationally recognized speakers. Constantly seeking the expert knowledge of the college's faculty and other leading professionals within the field, these courses offer the latest information in psychology and mental health in both a practical lecture and hands-on format. Workshops are specifically designed to meet the needs of postgraduate professionals in the field.

Psychologists

Nova Southeastern University's College of Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. Nova Southeastern University's College of Psychology maintains responsibility for this program and its content.

Clinical social workers, mental health counselors, and marriage and family therapists

Nova Southeastern University's College of Psychology is approved to offer continuing education by the State of Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling. Provider # BAP 330 – exp. 03/31/2025. NSU is also approved by the National Board for Certified Counselors.

School psychologists

Nova Southeastern University's College of Psychology is approved to offer continuing education by the State of Florida Board of Medical Therapies/Psychology, Office of School Psychology. Provider # SCE 11 – exp. 11/30/2025.

Nova Southeastern University's College of Psychology is approved by the National Association of School Psychologists to provide continuing education for school psychologists. Nova Southeastern University maintains responsibility for the program. Provider number 1024.

Nova Southeastern University's College of Psychology has been approved by NBCC as an Approved Continuing Education Provider, ACEP No.4548. Programs that do not qualify for NBCC credit are clearly identified. Nova Southeastern University's College of Psychology is solely responsible for all aspects of the programs.

Research

In addition to training individuals in the core foundational domains of psychology and to provide care and treatment for those with psychological problems, the college is equally committed to encouraging innovative basic and applied research. The college is distinguished by its special commitment to research geared toward understanding and resolving problems confronting modern society. In addition to ongoing faculty research, undergraduate and master's students may and every doctoral student must engage in research activities, thereby multiplying the efforts and expertise required to understand the complexities of psychological disorders. Below are examples of active research within the College of Psychology.

Acculturation and youth development	Mindfulness meditation
Alzheimer's disease and dementias	Minority health and health disparities
Alternative medicine interventions	Motivational interviewing
At-risk children and adolescents	Neuro-inflammation in complex chronic illness
Behavioral markers for chronic illnesses	Neurophysiological changes post psychotherapy
Biofeedback	Neuropsychological and personality assessment
Cardiovascular risks in PTSD	Neuropsychology in childhood
Child abuse and neglect	Prejudice, stereotyping, discrimination, and stigma
Crisis negotiation	PTSD in children and adolescents
Deception detection	PTSD, dissociation, and complex trauma in adults
Domestic violence	Psychosocial development in childhood
Ethnic minority mental health	Psychosocial issues and aging
Gratitude and wellbeing	Racial/ethnic pediatric health disparities
Health outcomes of underserved youth	Second language proficiency and neural inhibition
Infidelity and intimate partner violence	Sleep and chronic illness
Intimate relationships and sexual conflict	Sleep, emotion processing, and physiological functioning
Issues in clinical supervision	Socioemotional development in infancy and childhood
Lifespan psychosis	Stress, cognitive function, and health
Mechanisms and consequences of stress	Substance use disorders and recovery
Memory and cognition	Treatment of anxiety disorders
Mind wandering	Weight bias on health and well-being

Protection of Human Subjects

The college adheres to published professional and governmental guidelines and regulations for protecting human subjects in research. Any funded or unfunded research that involves human subjects conducted by NSU faculty members, staff, or students must receive approval from the Institutional Review Board (IRB). All faculty members, staff, and students involved in research studies must complete an on-line course on the protection of human subjects (CITI course). All IRB policies and procedures can be accessed at the IRB website: [IRB Process | Institutional Review Board \(nova.edu\)](#)

Clinical Services

The Nova Southeastern University Psychology Services Center, housed within the College of Psychology, provides services to all residents of the tri-county area, including children, adolescents, adults, and elderly clients, regardless of race, color, sex, age, non-disqualifying disability, religion or creed, sexual orientation, or national or ethnic origin.

The Psychology Services Center's clinical staff consists of professionals in psychology. More than 100 College of Psychology masters, specialist, and doctoral students receive practicum training within the Psychology Services Center. Services offered by the Psychology Services Center include the following:

- Smoking, gambling, and over-eating issues
- Behavioral modification
- Biofeedback
- Counseling for older adults
- Family and multifamily therapy
- Neuropsychological assessment and evaluation
- Psychodynamic psychotherapy
- Psychoeducational evaluations for gifted and school related issues
- Psychological testing
- Stress management
- Testing and treatment for ADHD
- Treatment for adolescent drug abuse and prevention
- Treatment for trauma related issues
- Treatment for children and adolescents experiencing behavioral and emotional issues
- Treatment for depression, anxiety, and emotional disturbances
- Treatment for serious emotional disturbance
- Treatment for victims, perpetrators, or children affected by domestic violence

Adult Services Program

Adult Services Program treatment providers are committed to working with individuals motivated to improve their level of functioning and mental health wellbeing. Services available include individual and group psychotherapy as well as psychological assessments as it relates to treatment recommendations. A comprehensive biopsychosocial diagnostic and treatment approach is used to help adults 18 and older with a wide variety of psychological problems/difficulties including:

- anxiety
- depression
- severe and persistent mental illness
- social skills problems
- stress
- other mental health issues

Child, Adolescent and Family Services

Child, Adolescent, and Family Services Program treatment providers are committed to working together with children, adolescents, and their families toward the goal of improving their quality of life. Services include individual, group, play therapy, and psychological assessment, as well as parenting skills training.

A comprehensive diagnostic and treatment approach is used to assist families with children ages 4 through 17 with varying emotional, cognitive, and/or behavioral difficulties such as.

- attention deficit/hyperactivity disorder
- school and behavioral problems
- childhood bedwetting and incontinence
- other mental health issues facing children and adolescents

Faculty Specialty Clinical Training Programs

Adolescent Drug Abuse Prevention and Treatment Program. This program provides comprehensive assessment and treatment to adolescents who have been arrested for minor offenses, have substance abuse problems, or are at risk for developing such problems. Services include individual, group, and family therapy. Treatment components include social skills training, parent-child relationship enhancement, anger management, communication skills training, and behavioral contracting.

ADHD Assessment Consultation & Treatment Program. This program serves children, adolescents and their families that demonstrate behavioral problems consistent with a diagnosis of ADHD. Empirically supported assessment and treatment is emphasized.

Anxiety Treatment Center. This program specializes in the treatment of anxiety and obsessive-compulsive disorders. The mission of the clinic is to provide state-of-the-art treatments with proven efficacy based on cutting-edge research. Domains of treatment include phobias, generalized anxiety, social anxiety, and panic disorders. In addition, a specialized track within the program offers treatment for obsessive-compulsive disorder, body dysmorphic disorder, hoarding, hair pulling and skin picking, and tic disorders.

Biofeedback and Health Psychology Center. This program offers psychological evaluation, intervention, and consultation for the optimum management of an ongoing health-related concern, as well as for the optimum maintenance of a healthy lifestyle. Biofeedback and other health psychology interventions can be provided to assist individuals with the management of a chronic disease, headaches and other types of chronic pain, healthy eating and exercise, changing health-compromising behaviors, coping with aversive medical/dental procedures, and overall health promotion. When indicated, and with appropriate release of information, interaction with the clients' significant others and/or other health care providers can be incorporated.

Child and Adolescent Traumatic Stress Program. The NSU Child and Adolescent Traumatic Stress Program (CATSP) specializes in providing psychological services to children and adolescents (from age 3 to 18 years) who have experienced trauma, bereavement, or family discord, and are experiencing significant distress reactions and adjustment-related difficulties. These distress reactions can include posttraumatic stress symptoms, intense or unhelpful grief reactions, depression, and anxiety.

Our Team works with these youth and their families with the aim of reducing distress reactions and to help them adjust and heal. We adopt a strong developmental and strength-based approach that emphasizes:

- Reducing distress (posttraumatic stress symptoms, intense or unhelpful grief reactions, depression, anxiety)

- Improving youth and family functioning
- Reducing risky behavior (maladaptive coping)
- Promoting adaptive developmental progression

Whom Do We Help?

- Children and adolescents experiencing psychological problems, physical complaints, and impaired functioning due to trauma exposure. Examples include abuse, abandonment, witnessing violence, automobile accidents, natural disasters, homelessness, accidental injury, witnessing harm or death befall a primary caregiver, hostage situations, kidnapping, and urban or school violence. Types of distress reactions include posttraumatic stress reactions, anxiety, elimination disorders (wetting and soiling), nightmares, regressive behavior, fear and avoidance, and other problems associated with post-traumatic stress disorder.
- Children and adolescents bereaved by the death of a loved one, such as a parent, sibling, grandparent, or close friend, whether the death occurred under peaceful, traumatic, or unknown circumstances.
- Children and adolescents with acute, chronic, and/or genetic medical disorders who are exhibiting a traumatic stress reaction related to the medical problem (medical trauma), as well as their families.

Psychological Services

- Clinical Services—psychological risk screening, in-depth clinical assessment and diagnosis, evaluation, as well as individual and family therapy for children and their families.
- Research-Based Treatment—development of more effective regimens conducted under the direction of a licensed psychologist and clinical supervisor.
- Consultations—liaison support for medical personnel, court personnel/programs, professional agencies, educators, and school personnel.
- Training—specialized instruction for mental health professionals, students, school counselors and regional agencies. We use a broad range of training tools in this work. These include the Core Curriculum on Childhood Trauma—a major training initiative undertaken by the National Child Traumatic Stress Network (NCTSN.org) to raise the national standard of care for trauma-exposed youth and their families.

Family Violence Program. The Family Violence Program provides psychological services to children, adolescents, and adults in: 1) offering assistance in identifying and overcoming effects of abuse, while also helping perpetrators learn nonviolent behaviors, 2) assisting children who have witnessed violence to overcome its effects, and 3) helping adolescents learn anger management skills and promoting nonviolent ways of resolving conflicts. Individual and/or group therapy sessions are offered on a sliding scale fee basis. Treatment techniques such as: assertiveness skills, communication skills, and problem-solving skills are emphasized.

Guided Self-Change Healthy Lifestyles Program. The Guided Self-Change (GSC) Healthy Lifestyles outpatient program at Nova Southeastern University's College of Psychology offers a unique short-term, evidence-based, non-12 step alternative treatment for substance use disorders. The treatment is not available elsewhere in Florida and has been recognized in the Surgeon

General's report Facing Addiction in America (November 2016) as an appropriate treatment for individuals who have mild alcohol or drug problems. The GSC program, which has been evaluated and is available in both English and Spanish is a motivational cognitive-behavioral harm reduction treatment developed in 1984 by Drs. Linda and Mark Sobell. The clinic offers services for individuals concerned about their use of alcohol, other drugs (prescribed and non-prescribed), or their use of tobacco products. It also offers services for individuals who have difficulties falling asleep or staying asleep, who want to develop a healthier lifestyle, lose weight, exercise more, quit gambling, or reduce internet or video game use. The program, evaluated in over 12 clinical studies, empowers people to take responsibility for their own change and utilize personal strengths for setting and achieving goals. Services are available in English and Spanish.

Intensive Psychodynamic Psychotherapy Center. This program provides diagnostic and in-depth treatment services to adolescents and adults with moderate to severe characterological disorders who would benefit optimally from more intensive treatment. Treatment emphasizes the use of a variety of techniques including ego-psychology, self-psychology, object relations and others.

Neuropsychology Assessment Center. The goals of the Neuropsychology Assessment Center are to diagnose disorders of the central nervous system; to provide consultation on the etiology, rate of progression, and prognosis of known or suspected cerebral pathology; and to offer recommendation or referral for the patient's treatment. Examples of typical referrals include differential diagnosis of organic versus functional psychiatric symptoms; differential diagnosis of dementia versus depression; evaluation to determine cognitive, emotional, or behavioral symptoms subsequent to head injury; diagnosis of learning disability, Attention Deficit Hyperactivity Disorder, or intellectual disability; determination of mental competence; diagnosis of Alzheimer's disease, seizure disorders, multiple sclerosis, stroke, and organic mood syndrome; evaluation of headache; determination of appropriate school placement; and identification of malingering or symptom exaggeration.

Nova Southeastern University Counseling Center for Older Adults (NCCOA). This program provides psychotherapy to individuals who are 55 and over. Client services include treatment of anxiety, depression, insomnia, psychosexual dysfunction, interpersonal difficulties, substance abuse, or other forms of psychopathology. Treatment consists of individual, group, family, and/or marital therapy.

Psychological Services for the Emotionally Distressed. Psychological Services for the Emotionally Distressed offers treatment and assessment for adolescents and adults with severe and persistent mental illness, including psychotic disorders and severe mood disorders. These patients experience a range of psychotic sequelae such as hallucinations, delusions, isolation, regressive and/or bizarre behavior, impaired social and daily living skills, and restricted, inappropriate or labile affect. Diagnoses may include schizophrenia, schizophreniform disorder, schizoaffective disorder, bipolar disorder, major depressive disorder, and severe personality disorders. Students will work primarily within a supportive psychodynamic framework, but will also have the opportunity to integrate other approaches.

School-Related Psychological Assessments and Clinical Interventions. This program offers comprehensive psychological evaluations for school-related academic, developmental, behavioral, and learning problems. These evaluations include interviews of all individuals as necessary (e.g., parents, child or adult client, teachers), behavioral observations, formal test administration, personal feedback on results, psychological reports, and school consultation as appropriate. In addition, a variety of evidence-based and innovative interventions are available as needed.

Trauma Resolution Integration Program (TRIP). This clinic specializes in assessing and treating men and women ages 18 and above with psychological difficulties related to a history of trauma (including but not limited to child abuse, domestic violence, combat trauma, rape, criminal assault, natural disasters or political violence,); or 2) who are experiencing serious dissociative symptoms, whether or not they seem to be related to a trauma history. Treatment modalities offered by TRIP include individual therapy, group Dialectical Behavioral Therapy (DBT) and, when indicated, couples and family therapy.

Unicorn Children’s Foundation Developmental Assessment Clinic

Diagnostic Services: The Unicorn Children’s Foundation Developmental Assessment Clinic provides comprehensive developmental evaluations for children 18 months – 7 years demonstrating symptoms indicative of autism spectrum disorder (ASD) or exhibiting developmental delays. Additionally, our clinic serves children with a prior diagnosis of ASD for reassessment purposes. The evaluation is typically completed in one day and families receive feedback on the day of testing.

Community Outreach: As part of our commitment to increase awareness and early identification of autism spectrum disorder, we offer free trainings for schools, parents, faith-based organizations, and community groups within Broward, Miami-Dade, and Palm Beach counties.

NSU Resources and Support Services

Library Resources

Through a unique agreement with Broward County, NSU's Alvin Sherman Library, Research, and Information Technology Center serves the residents of Broward County as well as the university's students, faculty, and staff members. This means the community at large can enjoy the resources and services this spectacular venue has to offer. NSU is also home to three additional libraries that serve students, faculty and staff in the areas of health professions, law and oceanography.

Stunningly modern and towering a full five stories, the 325,000-square-foot Alvin Sherman Library is one of the largest library buildings in the state of Florida and offers full collections of research materials, specialized databases, popular fiction and nonfiction books, magazines and journals, CDs, and DVDs.

Cozy reading niches, 31 study rooms, 1,000 user seats, wireless internet service, and a café. Special programs for children and teens, book discussion groups, author readings, and classes on using research tools and resources. Most importantly, you will find a professional library staff attuned and ready to serve your needs.

The Alvin Sherman Library is also home to several permanent [works of art](#), including a one-of-a-kind creation by famed glass artist Dale Chihuly, and a hand-forged Buddhist Prayer Wheel blessed by His Holiness the Dalai Lama.

Visit one of our libraries websites:

- [Alvin Sherman Library](#)
 - [Public Library Services](#)
- [Martin and Gail Press Health Professions Division Library](#)
- [Panza Maurer Law Library](#)
- [Oceanographic Campus Library](#)
- [Tampa Bay Regional Campus Library](#)

For further information on the NSU libraries, visit [Libraries at Nova Southeastern University](#).

The College of Psychology Testing Library

The college maintains its own library of testing instruments and kits for use by current masters, specialist, and doctoral students, Psychology Services Center and Consortium interns, post-doctoral residents, and College of Psychology Faculty. Loan arrangements may vary according to the course and equipment involved. (954) 262-5940 or psychtests@nova.edu.

The NSU “Write from the Start” Writing and Communication Center

The NSU “Write from the Start” Writing and Communication Center (WCC) is an innovative workspace where students, consultants, and faculty come together, in person and online, to talk about writing and communication. Staffed by trained professional and peer consultants, the WCC offers individualized assistance to all NSU students. Students can work with consultants on all types of academic writing and communication projects at any stage of the process. For more information or to make an appointment, visit the WCC website, www.nova.edu/wcc, or call 954-262-4644.

SharkLink

SharkLink is NSU's online information portal. With a single username and password, it provides

students access to their NSU email account, online courses, discussion groups, university announcements, calendar reminders, and student records. SharkLink also enables students to register online, view course availability, and check their grades. All students are assigned a SharkLink ID, which is also their NSU email username that uniquely identifies them and provides them access to the NSU administrative system. SharkLink can be accessed at (<https://sharklink.nova.edu>).

Online Course Access

The university uses a secure course management platform, [Canvas](#), for developing and delivering interactive courses and their components over the Web. Canvas is used to administer exclusively online and hybrid classes, as well as to supplement classroom instruction of live classes.

NSU Email

All official NSU business, such as information on accounts, financial aid, class emails, etc., is done through students' NSU email accounts. Students can access NSU email by logging into (<https://sharklink.nova.edu>) and clicking on the EMAIL link. Students' SharkLink ID serves as their NSU email username. This is the main form of communication used by the university. Students need to regularly check their NSU email accounts for important updates and communications.

Technical Help

The Help Desk is dedicated to serving the NSU community from enrollment to graduation and beyond. Help Desk services include, but are not limited to, computer and browser configuration for NSU online resources, SharkLink account support, academic specified program installations, email configuration, basic network troubleshooting and configuration, and mobile device support. For technical help, call (954) 262-4357; 800-541-6682 ext. 24357; or email help@nova.edu.

Financial Aid, Employment, and Scholarships

Financial Aid

Financial aid information can be found at: <http://www.nova.edu/financialaid/>

Federal Work-Study

Part-time jobs in the work-study program on campus are available for students demonstrating need. Generally, students work 10 to 20 hours per week. Federal work-study awards are based on financial need.

Student Employment

Part-time employment is available in many departments on campus. These positions are open to students regardless of financial need. In addition, part-time clinical positions in the community may be available to doctoral students.

Nova Southeastern University Assistantships

The Graduate Assistant for Student Counseling is a graduate assistantship within the Division of Student Affairs and College of Undergraduate Students for a doctoral student in Psychology, or Mental Health Counseling. This assistantship may include but not limited to housing, meal plan,

partial tuition waiver, and monthly stipend. Inquiries on this assistantship should be directed to Dr. Benjamin O. Johnson, Assistant Dean of Student Development (BJ379@nova.edu).

Scholarships

The College of Psychology maintains a limited amount of scholarship funds for our students. The main financial aid office has additional funding opportunities. Information on various scholarships is available at:

<http://www.nova.edu/financialaid/scholarships/index.html>

<https://psychology.nova.edu/scholarships/>

Veterans Resource Center

NSU's Veterans Resource Center (VRC) is the centralized location for resources and services specifically designed for our veterans and military affiliated students. Located on the second floor of the Rosenthal Student Center, room 218, the VRC is a home away from home that offers the following:

- Assistance with the GI Bill® and Yellow Ribbon program
- Computer Lab with Free Printing
- Lounge Area with TV, microwave, and refrigerator
- Meeting Space
- Home of the Student Veterans of America chapter Freedom Sharks
- Career Development drop-in's
- University and community engagement opportunities

For more information about NSU's Veterans Resource Center, call (954) 262-FLAG (3524) or email vrc@nova.edu, or connect with us at [Veterans Resource Center](#) www.facebook.com/NSUVets/ or www.instagram.com/nsuvets/.

Department of Veterans Affairs (DVA) educational benefits are designated to provide eligible individuals with an opportunity for educational and career growth. Eligible veterans and their dependents should contact the Veterans Benefits Administrator Office at (954) 262-7236, toll free 800-541-6682, ext. 27236, Monday through Friday, between the hours of 8:30 a.m. and 5:00 p.m., or visit the office in the Horvitz Administration Building on the Fort Lauderdale/Davie campus. Detailed information is also available on the veterans education benefits web page at [Veterans Education Benefits](#). If you have any questions concerning eligibility, you may also contact the U.S. Department of Veterans Affairs (DVA) at 888-442-4551 or visit their website at benefits.va.gov/gibill/.

Official Transcripts

- **Official transcripts for Master's/graduate degrees** - Sealed official transcripts from the applicants conferred 4-year bachelor's degree institution attended (**excluding CAS program applications and international student applications**). If a student is seeking to transfer in college or institutional credits toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree, the admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official

transcripts from all institutions attended, per CAS requirements.

- **Official transcripts for Doctoral/graduate degrees-** Sealed official transcripts from the applicants conferred 4-year bachelor's degree and conferred master's degree institutions attended (**excluding CAS program applications and international student applications**). If a student is seeking to transfer in college or institutional credits, toward the degree applying to, and it is different from where the applicant earned a 4-year bachelor's degree and master's degree, the admissions office may require sealed official transcripts from that institution. All CAS program applicants are required to submit sealed official transcripts from all institutions attended, per CAS requirements.

Policies

NSU Student Handbook

All NSU students are required to familiarize themselves with the university wide policies located in the [NSU Student Handbook](#).

Class Absences

Official University Activities: Absences for official University activities are permissible providing the instructor is notified in writing in advance of such an absence. An official University activity is an activity where a student officially represents the University through an academic department, sponsored University program, or NSU NCAA Division II Athletics event.

Illness & Special Circumstances: The Office of Student Disability Services ([Student Disability Services | Nova Southeastern University](#)) can review documentation to verify absences due to temporary injuries or family emergencies. The most common examples of temporary injuries are broken bones, sprains, hospitalization, or recovery from a medical procedure/surgery. The most common examples of family emergencies are birth of a child, death of an immediate family member, or hospitalization of an immediate family member. Following review, the office will communicate with the instructor requesting an excuse for absences.

Excused Absences for Participation in Co-Curricular Activities

While enrolled at NSU, students are expected to make academic participation their top priority. However, there may be instances when students must miss class due to their commitment to officially represent the University in certain co-curricular activities. NSU will consider travel to and participation in certain University-sponsored co-curricular events as grounds for approval of an excused absence, including but not limited to: NCAA intercollegiate athletic competition, musical/theatrical performances, and academic program field trips. Practices and rehearsals for university-sponsored co-curricular events, participation in club or intramural athletic competition, and field trips that are not associated with the student's academic program are not considered grounds for an approved absence. Students who intend to miss class due to participation in a co-curricular event must still follow all applicable policies and procedures of their academic program to ensure that their academic program and instructors are aware of their absence and to receive direction on the makeup of any missed academic instruction and/or coursework. Students who are approved for an excused absence pursuant to this policy remain responsible for the completion any

academic instruction and/or coursework missed during the period of excused absence.

Religious Holidays

Students should notify the instructor of their intention to take off for religious holidays during the first week of the semester. If the religious holiday coincides with an examination, arrangements should be made to set an alternative date at the NSU Tutoring and Testing center as appropriate. [Study Skills Resources | Tutoring and Testing Center \(nova.edu\)](#)

Excused absences do not relieve the student from responsibility for any part of the course missed during the period of absence. Students will be given an opportunity to make up work missed due to an excused absence, at the instructor's discretion.

Absences not addressed above are unexcused. Students will not be allowed to make up any work, including exams, missed due to an unexcused absence.

A student with a personal religious belief, requesting to be excused from class or an educational activity for a work-restricted religious holiday, shall notify the NSU Assistant Dean for Student Development, Benjamin O. Johnson, Ph.D. at BJ379@nova.edu or (954) 262-7281 within three (3) calendar days after the start of the semester. [Religious Holiday Policy](#)

Leave of Absence Policy

A leave of absence (LOA) is a university-approved temporary period of time during which the student is not in attendance but is not considered withdrawn from the university. Students who experience extenuating and unavoidable circumstances that prevent them from maintaining an active status through continuous enrollment must consult with their advisor/program office or the office of the dean of students to determine whether their circumstances warrant an LOA request and to discuss the impacts of an approved LOA on their degree/program completion, academic standing, and course grades.

An LOA request must be submitted at least 14 days prior to the beginning of the semester/term for the leave. An approved LOA may be granted for up to 180 days within a 12-month period. For more details, including the Leave of Absence Request Form, visit the Office of the University Registrar's website at [University Registrar Forms | NSU \(nova.edu\)](#).

Conditions for a Leave of Absence

All approved LOAs (status and dates) must be reported to the National Student Clearinghouse (NSC). A student who was approved for a leave for less than 180 days but fails to return to the university when the LOA is over will be reported as withdrawn to the NSC as of the last date of attendance.

Students who are concurrently enrolled in multiple programs of study cannot request a leave from one program and remain enrolled in a second program. Students cannot be registered in any program at the university during an approved LOA. The university will not disburse any financial aid to students while on an approved LOA.

A student is expected to return at the end of his or her approved LOA. A student returning from

an LOA is required to complete the courses they started prior to the leave. The university cannot impose additional charges or disburse additional financial aid until the student has earned the Title IV financial aid previously paid for the courses.

Requesting a Leave of Absence

The *Leave of Absence Request Form* must be submitted at least 14 days prior to the start of the requested leave unless the student is incapacitated and unable to meet the 14-day requirement. Leaves requested after the semester/term has begun will be considered for approval only in a documented extreme circumstance.

To receive an approved LOA:

1. The student must have successfully completed one (1) semester/term in their current degree program.
2. The student must confer with their academic advisor/program office prior to submitting the *Leave of Absence Request Form*.
3. The student must not be in an academic standing that prohibits registration.
4. The student must not have a hold(s) (e.g., disciplinary, financial, etc.) which would prohibit registration. An employee hold is an exception to this requirement.
5. The student must submit a written, signed, and dated *Leave of Absence Request Form*, with documentation, detailing the reason(s) for the LOA being requested and declaring an expected return date. Medical LOA requests must be accompanied by a signed typed letter/form from a medical doctor or treating psychologist their letterhead. Military LOA requests must be accompanied by a copy of the military orders.

Students, where possible, should seek advisement from their program director or advisor when considering a leave. The Leave of Absence Request Form and policy statement can be found here: [Leave of Absence Policy \(nova.edu\)](#).

Course Evaluations

Course evaluations facilitate the collection of feedback from students about their classes—how they feel about course content, appropriateness of textbook selection, and other aspects of the course. All evaluations are confidential and anonymous. Students are urged to be honest and constructive in their remarks. The course evaluation process is conducted completely online. Students must have an NSU email account to access the course evaluation website. Students will receive an email to their @mysu.nova.edu account when the online evaluation system is open prior to the Exam Week. Evaluations will remain open for a limited time, usually seven days. It is important to complete the course evaluations when you are sent the link for your courses. Administration uses student feedback to evaluate the course, and the textbook.

Discrimination

Nova Southeastern University is committed to maintaining a safe and healthy educational environment that is free from discrimination, harassment, and misconduct based on race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, gender, gender identity, military service, veteran status, and political beliefs or affiliations. The university is committed to taking immediate action

to eliminate any harassment, prevent its recurrence, and address its effects. Any student or employee found to have engaged in acts of harassment are subject to the relevant University accountability or disciplinary procedures, including potential suspension or expulsion for students, and suspension or termination for employees.

For inquiries or reports regarding perceived discrimination or harassment based on sex, gender, gender identity, pregnancy status or sexual orientation, please contact:

Laura Bennett
Title IX Coordinator
(954) 262-7858
Laura.bennett@nova.edu

Information about NSU's Title IX/Sexual Misconduct policy, confidential resources, rights of all parties, definitions and examples of prohibited behaviors, and the procedures for investigating and resolving reports of sexual misconduct is available on the Title IX website at [Title IX | Nova Southeastern University](#). Individuals may report incidents through a secure online form on the Title IX website and/or may contact the Title IX Coordinator directly. The Title IX Coordinator also assists students in learning about their protections under Title IX, such as those for pregnant/parenting students as well as those who may have experienced sexual violence on- or off-campus that affects their ability to participate in an NSU educational program or activity.

All other reports or inquiries regarding perceived discrimination should be directed to:

Benjamin O. Johnson, Ph.D.
Assistant Dean for Student Development
(954) 262-7281
BJ379@nova.edu

Force Majeure

NSU's duties and obligations to the student shall be suspended or modified immediately, without notice, during all periods that the University determines it is closed or ceases or modifies or curtails operations because of force majeure events including, but not limited to, any fire or any casualty, flood, earthquake, hurricane, lightning, explosion, strikes, lockouts, prolonged shortage of energy supplies, riots or civil commotion, Act(s) of God, war, governmental action, act(s) of terrorism, infectious diseases, epidemic, pandemic, physical or structural dangers, or any other event beyond the University's control. If such an event occurs, NSU's duties and obligations to the student (including its delivery and format of classes, student housing and dining, campus facilities, and related services, activities, and events) will be postponed, cancelled, or modified until such time as the school, in its sole discretion, may safely reopen or resume normal operations. Under no circumstances, except as otherwise required by Federal or State statute, will NSU be obligated to refund, reduce or credit any portion of tuition, housing, meal plans, fees, or any other cost or charge attributable to any location, delivery modality, or service affected by any such force majeure event necessitated by Acts of God, University or academic or health and safety decisions, and/or any situations outside of the University's control. This includes, but is not limited to, any suspensions

to or changes from in person, on-campus education, services and/or activities to remote services, activities, and/or remote learning. By choosing to enroll or study at NSU, students agree to these terms.

NSU Student Service Fee

NSU offers to all students—on campus, online, clinical or hybrid—the same quality education and many opportunities for student benefits depending on the student’s choice of educational modality. Therefore, the University sets the overall student fees on an aggregate, student-centric basis for the entire student body. The overall costs exceed the amount collected from student fees charged to all students.

University Fees

NSU offers to all students—on campus, online, clinical, or hybrid—the same quality education and many opportunities for student benefits depending on the student’s choice of educational modality selected. Therefore, the university sets the overall student fees on an aggregate, student-centric basis for the entire student body. The overall costs exceed the amount collected from student fees charged to all students. These student fees are blended together to create INSU with high-tech systems, student activities, and many other essential student services that make a complete, integrated university. This mission transcends the development and ultimate determination of the amount of student fees for all students, irrespective of their choice of learning modality.

Image Use Statement

As part of the Student Enrollment Agreement (SEA), which students must complete with their first registration each academic year, students are required to agree with the following Image Use Statement:

I permit and authorize Nova Southeastern University (NSU) and its employees, agents, representatives, contractors, and personnel, who are acting on behalf of NSU at any NSU-related event(s) or at any public area(s) on NSU’s property, to take and/or obtain and use my photograph, name, alias, a video and/or audio recording, or other likeness of myself (hereinafter collectively referred to as “my likeness”). I grant NSU permission to take and use my likeness for purposes related to the educational mission of NSU— including instructional and/or educational purposes, as well as publicity, marketing, promotion, or other commercial ventures for NSU and its various programs—without compensation to me. I understand my likeness may be copied/reproduced and distributed in any media format. I further understand that my likeness may be subject to reasonable modification and/or editing. I acknowledge that NSU has the right to make one or more reproductions of my likeness in any media. I waive any right to inspect or approve the finished product or material in which NSU may eventually use my likeness. I acknowledge that NSU owns all rights to my likeness. I understand that, although NSU will endeavor to use my likeness in accordance with standards of good judgment, NSU cannot warrant or guarantee that any further dissemination of my likeness will be subject to NSU’s supervision or control. Accordingly, I release NSU from any and all liability related to the dissemination, reproduction, distribution, and/or display of my likeness in any media format, and any alteration, distortion, or illusionary effect of my likeness, whether intentional or otherwise, in connection with said use. I also understand that I may not withdraw my permission for use of

my likeness, which was granted.

Classroom Recording Policy

NSU recognizes that recordings of live class content can be a valuable tool in enhancing the academic experience for students and in supporting the University's goals in improving the delivery of education. As such, course instructors are permitted to record their live class content (e.g. lectures, presentations, student participation, etc.) and make it available for review utilizing the tools provided by NSU and subject to the requirements of this policy. Students, faculty, staff, and visitors should not have an expectations of privacy while they are in recordable spaces at NSU, such as classroom/lecture halls (including online participants), common areas, or other spaces that are generally open to members of the NSU community. Any course where class content may be recorded should include a syllabus statement detailing the terms and conditions associated with such recordings, such as statement included in this policy detailed below.

Recordings depicting personally identifiable information of students (such as images, audio recordings, or documents) are considered education records subject to the Family Educational Records Privacy Act ("FERPA"). As such, student access to recorded class content will be limited to those students registered to participate in the live offering of the class, regardless of a student's section, discipline, or if they are participating online. ***(Some class lectures/content may be delivered to students form separate courses, colleges, or disciplines, in a single classroom setting. For purposes of this policy, all students registered to participate in the class, including those participating online, will be permitted to access and review the recorded course content.)*** Faculty members seeking to grant access to or share recordings of class content with students or third parties who were not registered to participate in the live offering of the class must obtain written approval from their college's Dean or designee before doing so. If approved, the faculty member must make the following steps before making the recording available to students or third parties who were not registered to participate in the liver offering of the class:

1. Review the lecture recording for any personally identifiable student information and remove or redact any such information from the recording (e.g. blurring the student's image, altering the student's voice, removing sections of the recording featuring student information, etc.); or
2. Obtain written consent from any student whose personally identifiable information appears in the recording (including video, audio, or student documentation) using the Distribution Student Recording Classroom Consent Form. The college must provide a copy of the signed form to the NSU Registrar's Office to be maintained in accordance with the student's educational records. Faculty members cannot compel or require students to give consent to the release of their information.
3. Nothing in this policy restricts access to or disclosure of classroom recordings where in such access or disclosure is otherwise permissible in accordance with the Family Educational Rights and Privacy Act ("FERPA").

Students are prohibited from recording audio or video or taking photographs in classrooms in all modalities (including online classes) without prior written permission from the instructor or

pursuant to an approved disability accommodation. Students are further prohibited from reproducing, sharing, or disseminating class content recordings, or any portion thereof with individuals who are not registered for the class. Engaging in such activities will be considered a breach of the Student Code of Conduct and subject to disciplinary action.

Individuals seeking guidance on issues related to student consent and FERPA should contact Nova Southeastern University's Office of the University Registrar at (954) 262-7263 or nsuregistrar@nova.edu.

Student Health Insurance Requirement

NSU requires all students to carry adequate health insurance coverage. Therefore, students will automatically be enrolled in the NSU Student Health Insurance Plan, and their student accounts will be charged when they register for classes. Students who already have health insurance must opt out of the NSU Student Health Insurance Plan each academic year by the given waiver deadline for their program. For detailed information, including waiver deadlines, access to the online waiver, NSU Student Health Insurance Plan features, costs, and more, students should visit the Bursar's website at <https://www.nova.edu/bursar/health-insurance/index.html>

Health Insurance Portability and Accountability Act (HIPAA)

Nova Southeastern University is committed to protecting the confidentiality of health information and in complying with Federal and state regulations regarding protected health information. The standards for protecting patient health information are described in the Federal law known as the Health Insurance Portability and Accountability Act (HIPAA). Refer to the [NSU HIPAA website](#) for information and guidance on the policies and procedures related to HIPAA Privacy compliance at NSU. Students in designated graduate programs, particularly those with practicum training, are required to complete the NSU online HIPAA training. Refer to the student handbook for additional information on program specific HIPAA training requirements.

Student Enrollment Agreement (SEA)

As part of the registration process, all students must complete the Nova Southeastern University Student Enrollment Agreement (SEA) once per academic year or risk being dropped from their courses. A registration hold on a student's account does not prevent the student from completing the SEA. Students are encouraged to register online via SharkLink.

Student Enrollment Agreement Requirement

All students must complete the Student Enrollment Agreement (SEA) form in order to register for classes. The SEA requires students to agree with NSU standards and policies regarding course registration and withdrawal, financial responsibility, a release of liability, and more. Students registering for courses will be prompted to complete the form as part of the registration process on [SharkLink](#) and [Self-Service Banner](#).

To complete the SEA, follow the steps below once registration has opened:

Log in to [SharkLink](#).

Click on the **Academics** tab.

In the **Useful Links** section, select **Registration - Add/Drop/SEA**.

Students must complete the SEA or course registration will not occur. For more information, please view a [copy of the SEA](#) or see our [FAQs](#).

Students who do not know their SharkLink username ID and password should visit www.nova.edu/resources/nsuidentity.html .

Grade/Progress Reports for Students Receiving Veterans' Benefits

Nova Southeastern University furnishes each student with a Notification of Posting of Grade with instructions on how to view an unofficial transcript that shows current status of grades and earned semester hours for all courses completed and/or attempted, and grades for courses in which the student is currently enrolled. At the end of every evaluation period (e.g., term, semester) each veteran can request an official transcript which shows the current status of grades and earned semester hours for all courses completed and/ or attempted. This transcript can be obtained from the One-Stop Shop in the Horvitz or Terry Administration Buildings or online at sharklink.nova.edu/ for a \$10 fee.

Veterans Affairs Payment Policy

In accordance with Title 38 US Code 3679 subsection (e) of the Veterans Benefits and Transition Act of 2018, Nova Southeastern University (NSU) will not impose a penalty on any student using veterans education benefits under Chapter 31 (Vocational Rehabilitation & Employment) or Chapter 33 (Post 9/11 GI Bill®) because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs (VA). NSU will not:

- Prevent the student from attending or participating in the course of education during periods in which there is a delayed disbursement;
- Assess late payment fees if the financial obligation is fully funded by the Department of Veterans Affairs (VA);
- Require the student to secure alternative or additional funding for delayed disbursements;
- Deny the student access to institutional facilities and services (e.g. access to the University Center RecPlex, grades, transcripts, and registration) available to other students who have satisfied their tuition and fee bills.

Degree Recission Policy

Nova Southeastern University (NSU) awards degrees on the basis of the successful completion of all academic and program requirements and in accordance with NSU's Code of Conduct requiring academic honesty and integrity. NSU reserves the right to rescind a degree in the event there are findings of academic misconduct, fraud, or other violations committed by a student in completing and/or obtaining the degree. The Dean or designee of the college or school that oversees the degree program is essential in determining the discovery and receipt of credible information for review or investigation and will follow the protocols outlined in the applicable student catalog and handbook.

The recission recommendation is presented to the Provost and President for review and support. The decision to rescind the degree is the responsibility of the President of the University with the

approval of the NSU Board of Trustees.

Once the decision to rescind a degree has been approved by the NSU Board of Trustees, the following will occur.

1. The Provost will communicate the actions required to formally rescind the degree and will provide the University Registrar, with a copy to the Dean, written authorization to proceed as follows:

- a. Send a certified notification to the individual informing the individual of the university's decision to rescind the degree and requesting return of the diploma provided after degree conferral.
- b. Remove the degree conferred status and date from the individual's academic record, the official transcript, and in all other pertinent education records maintained in the student information system (current and archive).
- c. Inform the College Dean, the National Student Clearinghouse, the Office of Alumni Affairs, the Library (if applicable for publications), and, if applicable, any local, state, national, or international agency of the degree rescission so that their records are revised to reflect this action.
- d. Enter a "Degree Rescinded" notation on the individual's academic record indicating rescission action and date of the Board of Trustee's decision.
- e. Place a University (UA) Hold on the individual's record to prevent future admissions, registration, and enrollment at the university.
- f. Ensure the Provost's written authorization and all supporting documentation are placed in the individual's permanent university records.

Degree Limits

To encourage focused academic achievement, promote postgraduate professional success, and allocate university resources efficiently, NSU has established the following limitations with respect to the number of degrees it will award to a single student:

- A maximum of four degrees at the master's level, regardless of academic program, major or concentration
- A maximum of two education specialist (EdS) degrees
- One of each type of all other doctoral or professional degrees (e.g., PhD, MD, JD, DO, etc.) at NSU.

Multiple doctoral degrees of the same type are not permitted, regardless of whether they have different majors/concentrations or are offered through different colleges or academic programs at NSU. By setting these limits, NSU aims to support students in achieving depth and specialization in their chosen fields while balancing academic rigor and maintaining the quality and accessibility of its educational offerings.

Although degrees awarded at other institutions do not count toward this policy, when exercising its academic discretion with respect to admissions decisions, NSU considers the totality of an applicant's academic history, including the nature and number of degrees possessed by the applicant.

Course Audit Policy

[Course Audit Policy \(nova.edu\)](#)

An audit is a registration status allowing students to attend a course without receiving academic credit. Undergraduate, graduate, and professional students may audit a course that does not require special preparation (e.g., prerequisite courses) and/or admissions to a program of study. Students have access to course materials and assignments but will not be required to submit assignments, participate in discussions, or take exams.

NSU must ensure all students participating in a course are registered to have accurate class rosters of individuals in a classroom in case of an emergency, to comply with maximum seating limits as set by fire marshal regulations, and to maintain university records.

Requirements for Course Audit:

- A course may only be audited with the written approval from the instructor and Department Chair/Director after determining if the student has met any prerequisites tied to the course.
- Students wishing to audit a course must complete the Course Audit Request Form found at [Course Audit Policy \(nova.edu\)](#).
- A course can only be audited on a space-available basis. The registration will not be processed until all non-audit students are registered.
- Students are not able to register to audit a course through their SharkLink account. The registration(s) must be processed through their advisor or program office.
- An audit course does not affect a student's part-time or full-time enrollment status and does not count toward the determination of continuous enrollment.
- An "AU" grade will be posted to the student's academic record and will appear on the academic transcript for any audited course(s) but will not affect the student's attempted credits, earned credits, and grade point average (GPA).
- Students must identify themselves to their instructor as auditing students and discuss the parameters of participating in class discussions and completing assignments and exams.
- Evaluation of course work is at the discretion of the instructor.
- An audited course cannot be changed to a letter grade once the course has begun (or vice versa). If a letter grade is required, a student must retake the course and pay full tuition and all applicable fees.
- An audited course(s) does not fulfill degree or certificate requirements.

- Except for students participating in the Lifelong Learning Institute, the cost of an audit course will be 100 percent of the course tuition cost as well as the University Student Services Fee, the Registration Fee, and any additional applicable fees.
- Financial aid (e.g., scholarships, grants, discounts, and loans) will not be available to cover the cost of an audit course. Audited courses will not be counted toward a student's financial aid eligibility.
- Instructors may request the Department Chair/Director to officially withdraw a student who is auditing a course if the student is interfering with learning in the class. A tuition refund will be considered in accordance with the semester/term refund schedule dates.
- Any course required for the completion of the student's program/degree can only be audited after it has been previously passed. In other words, students may audit a course as a "refresher" but not as a "practice run."

Roster Reconciliation

Students are required to attend the first class of each course in order to start academic work for the semester, unless they have obtained prior approval for an absence from the instructor. Without such approval, a student will be reported as not in attendance, which may result in the student being dropped from the class through the university's roster reconciliation process. However, it remains the student's responsibility to monitor class registration status in accordance with the Student Enrollment Agreement (SEA), regardless of the instructor's roster reconciliation submission.

Student COVID-19 and Vaccine Information

Students are encouraged to be vaccinated against COVID-19 and to monitor developments and requirements for reporting. COVID-19 information can be found at: [Coronavirus Updates | Nova Southeastern University](#).

Students who are assigned to practicum or internship in clinical psychology, school psychology, or counseling may be required to show proof of vaccinations as a condition of their placement, including but not limited to COVID-19.

Drug and Alcohol Policy

The use of illegal drugs, the use of controlled substances without a prescription, and the use of or being under the influence of alcohol while in class or a clinical rotation/clinical experience are prohibited. Should a student receive a positive drug or alcohol screen and a positive follow-up screen the student will be referred to the dean's office for a professional standing review that could result in dismissal from the program. Students who receive a positive test or screen must follow the procedure for medical review. They cannot participate in a clinical or counseling placement until the disposition of the matter is determined.

If a student reports to the academic program chair for help with a personal drug or alcohol use concern, PRIOR to an impending drug test, the student will be required to report to the Dean's Office for referral to the Student Assistance Program. The student will only be permitted to

report to class or a placement if cleared by the committee and Dean's Office.

Drug and Background Screenings

The College of Psychology may require students to submit to Level 1 and/or Level 2 background checks and/or drug screenings. This will be particularly applicable to students assigned to clinical and counseling placements. These programs include, but are not limited to, School Psychology – Psy.D.; Specialist in School Psychology – Psy.S.; Clinical Psychology – Psy.D.; Clinical Psychology – Ph.D.; and Master's in Counseling programs.

College of Psychology Drug Screening

College of Psychology students may be required to submit to urine drug screen testing. Students who test positive for illegal or illicit drugs, marijuana even if prescribed or certified by a physician, or for a controlled substance for which they do not have a prescription, will be referred to the College to be handled in connection with the College's policies and procedures.

College of Psychology Background Screening

The NSU College of Psychology may require students within its graduate programs to submit to a Level 1 and/or Level 2 background check, as defined in Chapter 435, Florida Statutes, prior to enrollment in a practicum, internship, or other training activity. Each College of Psychology program may have program-specific requirements for background screening of students that can be found in their program and/or practicum and internship handbooks. Students enrolled in such programs are required to authorize the NSU College of Psychology or affiliate clinical training facilities to obtain background check(s) pursuant to this policy.

If the background check(s) reveals information of concern, which the NSU College of Psychology may deem unfavorable, the College will request that the individual provide a detailed written explanation of the information contained in this report, along with appropriate documentation (e.g., police reports). Students may also be required to authorize clinical training facilities that they are assigned to by the College of Psychology to obtain a background check with the results reported to the clinical training facility. Acceptance of a background screening by an NSU College of Psychology program does not automatically guarantee that a student with information of concern will be accepted by clinical training facilities to which they may be assigned. Students with questions concerning the background checks should contact their respective college and/or academic program for more information.

If information received in connection with any background check indicates that the student has provided false or misleading statements, has omitted required information, or in any way is unable to meet the requirements for completion of the program, then the student may be disciplined or dismissed, or his or her enrollment may be terminated.

Student, Intern, or Resident Continuing Duty to Disclose

Students enrolled in NSU's College of Psychology have a continuing duty to disclose any arrest, conviction, guilty or no contest plea, adjudication of guilt withheld for a criminal offense or participation in a pretrial diversion program or its equivalent for any criminal offense. Students are required to notify the dean's office within 10 days of any arrest or subsequent conviction, guilty or no contest plea, or participation in a pretrial diversion program or its equivalent for any criminal

offense.

While enrolled at NSU, students have a continuing duty to disclose all the above, along with any arrests or pending criminal charges, within 10 days of any arrest or charges filed. Students must notify the Dean or designee of any arrests or pending criminal charges. A failure to timely disclose any arrests or pending criminal charges may result in disciplinary action, up to and including dismissal from NSU.

Grade Dispute Policy

Grade disputes shall be limited to concerns about the method(s) (i.e., error in calculation of grades) by which grades are determined. A student seeking to dispute a decision regarding a course grade and/or other evaluation should seek solutions through the following administrative channels by entering at the appropriate level and proceeding in the order stated:

- a. Course Instructor/Supervisor
- b. Program Coordinator
- c. Department Chair or Designee (**Final Decision of Dispute Process**)

A student seeking to resolve a grade problem or dispute through the administrative channels cited above must initiate such action in writing within five business days (excluding official school holidays and weekends) from the date that the grade was recorded in Self-Service Banner/WebSTAR. The grade appeal should include a concise statement of the basis of the appeal and shall not exceed one (1) page. The student will then have five days from the time of notification of the decision at each level in order to proceed to the next level in the administrative channels cited above (i.e., if the student receives notification of an unfavorable decision by the course instructor/supervisor, the student must proceed with his/her appeal to the program administrator within five days of said notification). Where a student fails to either initiate this process or proceed through this process within the specified time frame, the student will be deemed to have waived his/her right to dispute the grade in question.

In the case of a grade dispute or other appeals relating directly to a student's academic performance, an administrator may not substitute his/her judgment for the performance appraisal of the faculty member rendering the grade or assessing the students' work. **The decision of the faculty chair is the final decision in the process. There are no further appeals permitted.**

Indebtedness to the University

NSU offers to all students—on campus, online, clinical, or hybrid—the same quality education and many opportunities for student benefits depending on the educational modality selected. Therefore, the University sets the overall student fees on an aggregate, student-centric basis for the entire student body. The overall costs exceed the amount collected from student fees charged to all students.

These student fees are blended together to create 1NSU with high-tech systems, student activities, and many other essential student services that make a complete, integrated University. This

mission transcends the development and ultimate determination of the amount of student fees for all students, irrespective of their choice of learning modality.

By registering for courses at Nova Southeastern University, the student accepts financial responsibility for payment of all institutional costs including, but not limited to, tuition, fees, housing, health insurance, and meal plan (if applicable), and any additional costs when those charges become due. Payment is due in full at the time of registration. NSU eBills are sent the middle of each month to the student's NSU email address. However, to avoid late charges, students should not wait for their billing statement to pay their tuition and fees. A student will not be able to register for future semesters until all outstanding balances from previous semesters have been paid in full. If a student has a balance 30 days after the start of the semester, a hold and a \$100 late fee will be placed on his or her account. This hold stops all student services, including, but not limited to, access to the NSU RecPlex, academic credentials, grades, and future registrations. It will remain on the student's account until the balance has been paid in full. Delinquent student account balances may be reported to a credit bureau and referred to collection agencies or litigated. Students with delinquent accounts will be liable for any costs associated with the collection of unpaid charges, including attorney fees and court costs. All registration agreements shall be construed in accordance with Florida law, and any lawsuit to collect unpaid fees shall be brought exclusively in the appropriate court sitting in Broward County, Florida, regardless of the student's domicile.

University-Wide Academic Inactivity Policy

NSU requires all students to make consistent progress toward obtaining an eligible degree or certificate program at the university. Any student who does not complete a course and earn credit(s) for three consecutive semesters/four terms will be considered inactive and withdrawn from the University, excluding any semesters/terms where the student is on an approved leave of absence. Students withdrawn pursuant to this policy who wish to continue their academic program are required to follow the readmission process as detailed in their college or academic program's student handbook/catalog. Readmission is solely at the discretion of the student's college or academic program and may include specific conditions, including the repeat of courses or the entirety of the academic program, when deemed appropriate by the college/academic program. Additionally, students may be subject to the admissions standards and academic program requirements as outlined in the student handbook/catalog for the academic year in which the student is seeking readmission. While this policy is intended to set forth the maximum period of academic inactivity, colleges and academic programs are permitted to adopt more stringent standards, i.e., shorter time periods of inactivity that will lead to withdrawal. Students should consult with their college or academic program for additional information about the maximum period of academic inactivity applicable to their course of study.

Student Contact and Personal Information

Students must keep their contact information current in SharkLink at <https://sharklinkportal.nova.edu>, including preferred and permanent mailing addresses and phone numbers, to ensure that they can be contacted in an emergency, receive financial aid refunds, and any important information sent by postal mail. Students may update their address in *SharkLink*.

To make a change to other personal information, such as a name, Social Security Number, date

of birth, or gender, Nova Southeastern University requires official documentation. Students must submit a completed Data Change Request available at nova.edu/registrar/forms1.html along with supporting legal documentation. For details on acceptable documentation for each change, visit the Registrar's website at [Office of the University Registrar | NSU \(nova.edu\)](http://Office of the University Registrar | NSU (nova.edu))

Preferred Name and Pronouns

An inclusive and collegial environment is critical to Nova Southeastern University's (NSU) mission of delivering innovative academic programs that foster integrity, academic excellence, leadership, and community service. NSU encourages self-expression and expects all university community members to treat one another with respect, dignity, and civility.

NSU recognizes that some university community members may wish to utilize and be addressed by a name other than their legal name. As such, NSU has adopted the [**Preferred Name and Pronouns Policy**](#) to permit members of the university community to self-designate Preferred Names and/or Pronouns within specific university systems and records where feasible and appropriate in furtherance of NSU's commitment to its Core Values of Community and Diversity.

This page offers information on the usage of preferred names and personal gender pronouns, provides links to essential resources currently available at NSU, and guides anyone with questions about using preferred names and pronouns.

Learn more about key terms frequently used in discussions about [**belonging, equity, diversity, and inclusion**](#) and the [**usage of pronouns**](#).

CURRICULUM AND COURSE DESCRIPTIONS

Master's Programs

Experimental Psychology

The Master of Science in Experimental Psychology degree program provides students with a strong academic foundation in the theories and concepts of experimental psychology. Through focused coursework and the experience of mentored independent research, students are equipped with comprehensive skills in scientific inquiry and research methodology. These skills prepare students for admission into a doctoral program in psychology or for career opportunities that include teaching and research in industrial, government, private consulting, health care, and community settings. This program is offered as a day program on the main campus with courses typically offered in 9:00 am-12:00 noon and 1:00 pm to 4:00 pm time slots and with specific thesis requirements. Student cohorts are accepted into the program each fall.

Major Course Requirements (33 credits)

Core Courses (12 credits)

PSYC 5100	Behavioral Neuroscience (3 credits)
PSYC 5200	Cognitive Psychology (3 credits)
PSYC 5300	Developmental Psychology (3 credits)
PSYC 5400	Social Psychology (3 credits)

Required Methodology Courses (9 credits)

PSYC 5900	Psychological Quantitative Methods I (3 credits)
PSYC 5910	Psychological Quantitative Methods II (3 credits)
PSYC 5920	Research Methods in Experimental Psychology (3 credits)

Thesis (6 credits)

PSYC 6000	Master's Thesis (3 credits, repeatable)
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Elective Courses (6 credits)

PSYC 5110	Sleep, Dreams, and Consciousness (3 credits)
PSYC 5120	Comparative Psychology (3 credits)
PSYC 5210	Sensation and Perception (3 credits)
PSYC 5310	Seminar in Self-concept Development (3 credits)
PSYC 5320	Seminar in Gender and Development (3 credits)
PSYC 5330	Seminar in Social and Personality Development in Childhood (3 credits)
PSYC 5410	Evolutionary Psychology (3 credits)
PSYC 5430	Interpersonal Perception (3 credits)
PSYC 5440	The Social Self (3 credits)
PSYC 5510	Personality and Individual Differences (3 credits)
PSYC 5520	Applied Behavior Analysis (3 credits)
PSYC 5600	History and Systems in Experimental Psychology (3 credits)

Course Descriptions**PSYC 5100 Behavioral Neuroscience (3 credits)**

This course emphasizes the principles of behavioral neuroscience, stressing the methods and rationales used to acquire information and reach conclusions about brain mechanisms underlying behavior. Students will survey topics related to the biology of psychology including: the basic anatomy of the nervous system, the normal physiological functions of the nervous systems, cellular electrophysiology, behavioral disorders, and brain diseases. The course also reviews current research on the role of biological basis of behavior. The relative contribution of heredity and environment will also be examined.

PSYC 5110 Sleep, Dreams, and Consciousness (3 credits)

The focus of this course is to provide students with an in-depth introduction to the biological and behavioral features of various states of consciousness, with a focus on sleeping and dreaming, as well as on several altered states of consciousness. Neural correlates of consciousness form the core of the course.

PSYC 5120 Comparative Psychology (3 credits)

This course will explore research on animal behavior conducted in the field and lab by psychologists, biologists and anthropologists. The course will cover the comparison of behavior and cognition across a broad range of animal species. Includes phenomena, principles, mechanisms, theories, and research techniques. Applications of evolutionary theory emphasized and implications for humans explored.

PSYC 5200 Cognitive Psychology (3 credits)

This seminar reviews historical and current research in cognition. Topics include literature from cognitive psychology, cognitive neuroscience, cognitive development, and social cognition. Students in this course are expected to take an active role in class and express their ideas and opinions in class.

PSYC 5210 Sensation and Perception (3 credits)

In this course, students are introduced to the relationship between the process of transducing physical energy into neural energy. This class will also review the interpretation of sensation.

PSYC 5300 Developmental Psychology (3 credits)

This course is designed to provide graduate students with a broad overview of current theories and research in developmental psychology. The focus of this seminar is the examination of development during infancy and childhood, including biological, cognitive, social, emotional, and cultural aspects. In particular, we will focus on theories, research, and applications for everyday interactions and contexts to garner an appreciation and understanding of normative and non-normative patterns of development. The principal goal of this course is to help students develop foundational knowledge about child development, and also to develop analytical skills for evaluating and conducting developmental research.

PSYC 5310 Seminar in Self-Concept Development (3 credits)

This course will examine theory and research on self-concept development. Current issues will be identified and relevant theoretical and empirical work critically examined. Students will gain a comprehensive overview of the field as well as an introduction to a number of specific empirical areas of research related to the psychological study of self-concept development. Readings will be assigned from both the developmental and the social psychology disciplines, with the goal of integrating information from these two sources so as to identify promising future directions as well as current trends in the field. Prerequisite: PSYC 5300 and PSYC 5400.

PSYC 5320 Seminar in Gender and Development (3 credits)

This course introduces students to theories and research on gender role expectations and their influence on the psychosocial developmental experience of men, women, and children. This course will examine the impact of gender and gender role systems on developmental processes. Students will survey contemporary theory and research on gender systems and roles and the impact of gender on psychosocial development and relationship processes. Current gender research will be applied to understanding self-concept, achievement, work, relationships, and violence. Students will gain a comprehensive overview of the field as well as an introduction to a number of specific empirical areas of research related to the psychological study of gender role development. Prerequisite: PSYC 5300.

PSYC 5330 Seminar in Social and Personality Development in Childhood (3 credits)

This course will survey theory and research in the field of social and personality development. The general goal of the course is to provide an introduction to the scientific study of processes in personality and social development with an emphasis on basic theory and research rather than applied topics such as child rearing and educational practices. Prerequisite: PSYC 5300.

PSYC 5400 Social Psychology (3 credits)

This course is designed to provide graduate students with a broad overview of current theories and research in social psychology. This course will review, in detail, the scientific study of how people's thoughts, feelings, and behaviors are influenced by the real or imagined presence of other people. Topics such as self-perception, judgment and decision-making, rationalization, attitude change, conformity, social influence, obedience, attraction, love, aggression, violence, altruism, deception, nonverbal communication, and prejudice will be covered.

PSYC 5410 Evolutionary Psychology (3 credits)

This course serves as an overview to the theoretical approach of evolutionary psychology as well as a survey of the major topics areas that have been approached from an evolutionary perspective. Adaptationism, the theoretical approach that understands present-day behavior and mental processes as products of past Darwinian selection pressures, is central to this course. Students are expected to develop the ability to evaluate adaptationist hypotheses, to understand the fundamental differences between the evolutionary approach and traditional social science approaches (esp. tabula rasa behaviorism), and to recognize/avoid the common errors of naïve adaptationism. As such, the course will also present necessary information from the field of evolutionary biology (intragenomic conflict, special design criteria, the evolution of sex, etc.).

PSYC 5430 Interpersonal Perception (3 credits)

This course examines the psychological processes involved in our perception of others' behavior, personality, and affective states. The goal of the course is to provide students with a broad survey of the factors that influence the way in which we perceive people, and to give students experience with the methods with which experimental psychology investigates these issues. Readings are from such diverse fields as nonverbal communication, social cognition, empathy, gender studies, cognitive development, and personality psychology.

PSYC 5440 The Social Self (3 credits)

This course is a study of the social construction of identity. The focus of the course centers on (a) an analysis of identity from early theorists (e.g., James, Mead and Cooley) to more contemporary theorists, and (b) the various social elements of individuals' lives that contribute to a sense of self.

PSYC 5510 Personality and Individual Differences (3 credits)

This course serves as an overview to the study of inter-individual variation among humans and is, therefore, a complement to most psychology courses, in which the content is based on the group means from relevant studies. Much of the course will be devoted to personality theories, but variations in intelligence (e.g., 'g' factor intelligence), sexuality (e.g., sexual orientation), emotions (e.g., emotional lability), and localization of brain function (e.g., lateralization of language comprehension) will also be given thorough treatment.

PSYC 5520 Applied Behavior Analysis (3 credits)

This course introduces students to ABA through readings, lecture, homework assignments, and exercises; the content, although applicable to the normal population, relates specifically to people with developmental disabilities. The students will learn about basic principles of behavior and how to apply them to produce effective, ethical, and meaningful change in the behavior of people they support. The students learn how to assess the functions or causes of behavior, develop interventions appropriate to those functions, design behavior intervention programs, and assess their effectiveness.

PSYC 5600 History and Systems in Experimental Psychology (3 credits)

This course will introduce students to the development of modern psychological thought beginning with the Greeks. While some topics such as dualism, will be discussed in terms of earlier origins, the emphasis will be upon the development of post-renaissance concepts such as mechanism, determinism, and empiricism. The origins of the scientific method and the early attempt to apply this methodology to the psychological issues will also be presented from several perspectives. Particular attention will also be given to the antecedents, formal developments and ultimate fate of the major schools of thought in contemporary psychology.

PSYC 5700 Grant Writing and Getting Published (3 credits)

Students in this course will learn how to research and identify potential grant sources and develop the skills needed to successfully write competitive grant proposals. Students will practice writing and reviewing proposals, with specific concentration on the following components: (a) statement of need/ rationale, (b) implementation strategies, (c) outcomes, (d) personnel, (e) evaluation, and (f) budget.

PSYC 5900 Psychological Quantitative Methods I (3 credits)

This course will focus on the theory and application of the most commonly used parametric statistical methods in Psychology. Specifically, this course will explore the relationship between advanced statistical methods and psychological research methods by providing students with an advanced understanding of the univariate methods commonly used for the analysis of behavioral data.

PSYC 5910 Psychological Quantitative Methods II (3 credits)

Study of multiple-response, multi-factor regression analysis, multivariate analysis of variance, alternative models in factor analysis, moderator/mediator effects, dyadic data analysis, and statistical classification methods. Prerequisite: PSYC 5900

PSYC 5920 Research Methods in Experimental Psychology (3 credits)

This course covers the methodological tools used in psychological research studies, with specific emphasis on observational, correlational, experimental, and quasi-experimental designs. Students will develop testable hypotheses, design a quantitative experimental research study, and use APA-format to write a report similar to those found in professional psychological journals.

PSYC 6000 Master's Thesis (3 credits)

In this course, the student will conduct and report an extensive independent research project under supervision of a faculty advisor. As part of the master's thesis the student will develop scientific questions and hypotheses, study design, data collection, data analysis, interpretation of the results. The students will also write a report and successfully defend the study to the master's thesis committee in an oral colloquium. This course is repeatable. Prerequisites: Permission of Department Chair.

General Psychology

The Master's Program in General Psychology is an online program designed to prepare students to develop foundational knowledge in psychological theory and research. Local, national, and international students may select this M.S. degree as an opportunity to obtain prerequisite courses to meet eligibility requirements for application to other psychology programs, including advanced doctoral studies. Through its specialty tracks, the program will also allow a variety of professionals within the fields of education, human services, and allied health to access coursework both as degree-seeking and non-degree seeking students in order to advance their psychological knowledge and use of psychological applications in their respective fields. In addition to the direct benefit of obtaining foundational knowledge in psychology, the curriculum is designed to facilitate the development of basic interpersonal skills, cultural sensitivity, and additional knowledge and skills that enhance the preparation of students for professional work in increasingly diverse social agencies, school and community settings, in business and industry environments, and in hospitals.

Major Course Requirements (21 core credits + 9 concentration credits = 30 total credits)

Core Foundational Requirements (12 credits)

- PSY 0600 Cognitive Psychology (3 credits)
- PSY 0601 Behavioral Neuroscience (3 credits)
- PSY 0605 Human Growth and Development (3 credits)
- PSY 0607 Social Psychology (3 credits)

Core Methodology Requirements (9 credits)

- PSY 0609 Individual Evaluation and Assessment (3 credits)
- PSY 0611 Research Design (3 credits)
- PSY 0613 Psychological Quantitative Methods (3 credits)

Concentration Requirements: General Psychology Option A (9 credits)

- PSY 0614 Adult Psychopathology (3 credits)
- PSY 0615 Human Sexuality * (3 credits)
- PSY 0616 History and Systems of Psychology (3 credits)

Concentration Requirements: General Psychology Option B (9 credits)

- PSY 0617 Master's Thesis * (6 credits)
- PLUS 3 credits from the following:**
- PSY 0614 Adult Psychopathology (3 credits)
- PSY 0615 Human Sexuality * (3 credits)
- PSY 0616 History and Systems of Psychology (3 credits)

Concentration Requirements: Applied Health Science (9 credits)

- PSY 0620 The Business of Psychology (3 credits)
- PSY 0633 Interviewing Techniques * (3 credits)
- PSY 0619 Psychological Aspects of Treating Disease (3 credits)

*Courses require prerequisites (see course description below)

Core Foundational Course Descriptions

PSY 0600 Cognitive Psychology (3 credits)

This course examines the various cognitive processes that affect behavior. Topics include information processing, memory, attention, unconscious processing, decision making in social context, language, and self-schemata development.

PSY 0601 Behavioral Neuroscience (3 credits)

This course emphasizes the principles of behavioral neuroscience, stressing the methods and rationales used to acquire information and reach conclusions about brain mechanisms underlying behavior. Students will survey topics related to the biology of psychology including: the basic anatomy of the nervous system, the normal physiological functions of the nervous systems, cellular electrophysiology, behavioral disorders, and brain diseases. The course also reviews current research on the role of the biological basis of behavior. The relative contribution of heredity and environment will also be examined.

PSY 0605 Human Growth and Development (3 credits)

This course examines how developmental maturation and social learning shape personality, both in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality and self-regulation, and self-concept.

PSY 0607 Social Psychology (3 credits)

This course is designed to provide graduate students with a broad overview of current theories and research in social psychology. This course will review, in detail, the scientific study of how people's thoughts, feelings, and behaviors are influenced by the real or imagined presence of other people. Topics such as self-perception, judgment and decision-making, attitude change, conformity, social influence, obedience, attraction, love, aggression, violence, altruism, deception, nonverbal communication, and prejudice will be covered.

Core Methodology Course Descriptions**PSY 0609 Individual Evaluation and Assessment (3 credits)**

This course surveys frequently used psychological tests of aptitude, interest, and personality. Test content, purpose, psychometric properties, administration, and scoring procedures are compared and evaluated. Issues of test use with culturally diverse populations are addressed.

PSY 0611 Research Design (3 credits)

The focus of this course is research methodology and scientific thinking. It covers basic experimental designs (between and within groups), single subject experiments, group experimental designs, non-experimental designs (correlational research, case studies, meta-analysis), and program evaluation. Validity issues in research (internal and external) and research ethics are emphasized throughout.

PSY 0613 Psychological Quantitative Methods (3 credits)

This course will focus on the theory and application of the most commonly used parametric statistical methods in Psychology. Specifically, this course will explore the relationship between advanced statistical methods and psychological research methods by providing students with an advanced understanding of the univariate methods commonly used for the analysis of behavioral data.

General Psychology Concentration Courses**PSY 0614 Adult Psychopathology (3 credits)**

This course covers descriptive psychopathology and research on the etiology, epidemiology, dynamics and diversity issues of major adult pathologic syndromes. It provides a thorough introduction to DSM-IV-TR as a diagnostic tool.

PSY 0615 Human Sexuality (3 credits)

This course is an overview of the basics of sexual anatomy, physiology, and development. The student will acquire an understanding of human sexual response, concepts of sex therapies, and human sexual dysfunction. Also included are methods of contraception, sex and family planning, variations of sexual behavior. Prerequisite: PSY 0605

PSY 0616 History and Systems of Psychology (3 credits)

This course will review some of the major theoretical concepts and schools of thought in the history of psychology. More specifically, the course covers the history of various psychological concepts (such as perception, memory, emotions, consciousness, self, mental illness, etc.) as interpreted by various scholars of the mind over time. A historically-informed perspective of these concepts will help students realize the subtle changes in interpreting various psychological processes and phenomena across different time periods and the connections between these changes and the larger socio-political and intellectual environments at the time.

PSY 0617 Master's Thesis (6 credits)

Students will work with an NSU faculty member in creating and conducting their own research project. A thesis is an original contribution to knowledge resulting from the systematic study of a significant problem or issue. Prerequisites: PSY 0611 and PSY 0613.

Applied Health Science Concentration Course Descriptions**PSY 0619 Psychological Aspects of Treating Disease (3 credits)**

This course will explore both the strengths and limitations of utilizing a strict bio-medical model for treating disease. Current research on the effective management of pain and chronic disease will be reviewed and discussed from a psychological perspective. Implications for a better understanding and evaluation of psychological distress associated with chronic disease will be explored as well as research on the role of psychological support from family members and care givers.

PSY 0620 The Business of Psychology (3 credits)

This course will introduce students to the business of psychology. Issues related to private practice, employment, program development, and implementation will be presented. Specific topics will include: developing a private practice, surviving in a changing marketplace, marketing strategies, establishing fees, coding and reimbursement, negotiating employment contracts, and development and implementation of psychological service units.

PSY 0633 Interviewing Techniques (3 credits)

This is a basic course on the theoretical and practical aspects of the clinical assessment interview. Emphasis is placed on the development of communication skills, rapport building, evaluation strategies, and the consideration of diagnostic data as well as cultural/ethnic diversity, the mental status evaluation, and the ability to organize information in written and oral form. Prerequisite: PSY 0609

Forensic Psychology

The Master of Science in Forensic Psychology program requires a total of 36 semester hours of graduate course work. The program consists of a core of 24 credits and students are required to complete one of two possible 9-credit specialization tracks, and a 3-credit capstone course. Students can choose to complete either a field experience or advanced research for their capstone course, although if students are looking to continue their studies, it is recommended they choose the advanced research option.

Major Course Requirements (24 core credits + 9 specialization credits + 3 capstone credits = 36 total credits)

Core Requirements (24 credits)

- PSY 0900 Introduction to Forensic Psychological Science (3 credits)
- PSY 0901 Psychopathology, Personality Disorders, and Behavioral Interventions in Forensic Settings (3 credits)
- PSY 0902 Methods & Tools of Psychological & Violence Risk Assessment (3 credits)
- PSY 0903 Evaluation, Methodology, and Psychological Research (3 credits)
- PSY 0904 Ethical Concerns & Multicultural Issues in Forensic Psychology (3 credits)
- PSY 0906 Best Practices and Policies for the Mentally Ill in the Criminal Justice System (3 credits)
- PSY 0907 Gender Violence: Domestic Violence, Sexual Assault & Child Abuse (3 credits)
- PSY 0922 Communication Skills, Tools, & Expert Witness Testimony (3 credits)

Specialization Track 1: Forensic Psychology in the Legal System (9 credits)

- PSY 0908 Psychological Issues in Dependency & Family Law Cases (3 credits)
- PSY 0909 Therapeutic Jurisprudence & Problem-Solving Courts (3 credits)
- PSY 0910 Assessment of Psychological Injury for Legal Cases (3 credits)
- PSY 0911 Psychological Issues in Juvenile Justice Assessment & Intervention Programs (3 credits)
- PSY 0912 Psychological Evaluation of Competencies, Syndromes, & Sanity Issues (3 credits)
- PSY 0913 Behavioral Criminology (3 credits)

Specialization Track 2: Forensic Psychology for Mental Health Workers, First Responders, and Disaster Teams (9 credits)

- PSY 0915 Suicide Prevention & Crisis Intervention Skills (3 credits)
- PSY 0916 Trauma Informed Assessment and Intervention (3 credits)
- PSY 0917 Child Maltreatment and Trauma Assessment and Intervention (3 credits)
- PSY 0918 Intervening in School & Workplace Violence (3 credits)
- PSY 0919 Substance Abuse, Mental Illness and Trauma (3 credits)
- PSY 0920 Police Psychology (3 credits)

Capstone Requirement (3 credits)

PSY 0930	Advanced Research (3 credits)
PSY 0931	Field Experience (3 credits)

Core Course Descriptions

PSY 0900 Introduction to Forensic Psychological Science (3 credits)

This is a survey course designed to provide students with an understanding of psychology's use in assisting the law with clinical forensic cases. Focus will involve both practical and research applications in clinical and social-cognitive psychology. Additional topics will include admissibility of psychologists to provide expert testimony in the courts; assessment of various mental states to meet legal requirements for competency, insanity, abuse syndromes, and various other psychological harm; working in the criminal justice system; and child custody and dependency issues. The legal system itself will be reviewed with a major focus on the unique aspects of the law as it applies to detained and incarcerated persons. History of the law, the U.S. Supreme Court cases that determined today's mandates, parity between physical and mental health for incarcerated persons, and recent developments will be examined. Students will be expected to review and to understand the laws and research tools used to conduct legal and psychological investigation including library databases. The social-cognitive bases of trial consultation, jury selection, and the limits of eyewitness type of testimony will also be explored.

PSY 0901 Psychopathology, Personality Disorders, and Behavioral Interventions in Forensic Settings (3 credits)

This course is designed to provide an understanding of the various psychological disorders and their impact on behavior. Legal issues raised in both criminal and civil cases that involve mental illness will be discussed. Psychological interventions that have been determined to have empirical evidence in helping to reduce the symptoms of the various illnesses will be covered, including how to adapt them to various legal settings. In particular, group therapy and cognitive-behavioral interventions commonly used in corrections settings will be discussed. Laws dealing with medication as well as laws associated with the management of violence will similarly be covered. Students will be expected to learn about the tools used by psychologists to conduct legal and psychological research.

PSY 0902 Methods & Tools of Psychological & Violence Risk Assessment (3 credits)

This course is designed to review various psychological assessment tools and techniques used by psychologists in the forensic setting. Focus will include standardization properties and interpretation of the results. Tests covered will include standardized cognitive assessments including the Wechsler scales, neuropsychological tests, objective and projective personality tests, and other measures specific to forensic settings. Students will not be trained to administer psychological tests, but rather understand the results and when to choose them for particular assessments.

PSY 0903 Evaluation, Methodology, and Psychological Research (3 credits)

This course will cover the fundamentals of research methodologies commonly associated with psychological studies, with specific emphasis on observational, correlational, experimental, and quasi-experimental research designs. Students will gain an understanding of the strengths and limitations methodological approaches. Students will learn the process of identifying research

problems and formulating testable hypotheses. This course will also provide students with an understanding of operationalizing variables as well as data collection and analysis strategies. Students will also learn about relevant ethical issues present in psychological research. Program evaluation will also be reviewed with an emphasis on the use of practical techniques.

PSY 0904 Ethical Concerns & Multicultural Issues in Forensic Psychology (3 credits)

This course will review the ethics of forensic psychology, including the Ethical Principles of Psychologists and Code of Conduct and the Specialty Guidelines for Forensic Psychologists of the American Psychological Association (APA), as well as the American Bar Association (ABA) Ethics. Additionally, the APA Guidelines for Multicultural Psychology will be discussed, as well as their relevance in forensic psychology. Areas of conflict between the rules of legal procedure and the psychologist's administrative code will be highlighted. Ethical issues pertaining to supervision and consultation within forensic settings will also be an integral part of the course, as many psychologists engage in supervision of non-doctoral level associates. Consultation skills will be highlighted, as they are critical for the harmonious integration of laws and psychology. Finally, the ethical and legal aspects of detaining and confining people in the corrections system will be explored, with an emphasis on the responsibilities of those who work in the system.

PSY 0906 Best Practices and Policies for the Mentally Ill in the Criminal Justice System (3 credits)

Studies suggest that communities can develop a best practices model to keep the mentally ill out of jail or prison, while still maintaining public safety. This course covers the approach to training law enforcement in crisis intervention skills in order to avoid making an arrest when possible. If not possible, deferral into a mental health or drug court for treatment rather than incarceration should follow the arrest. Subsequently, the availability of treatment programs in the jail or prison is important for those who need to be detained. Finally, this course will discuss practices and policies and how to implement them for seamless reentry into the community.

PSY 0907 Gender Violence: Domestic Violence, Sexual Assault & Child Abuse (3 credits)

This course reviews the victims and the perpetrators of crimes of gender, specifically those of domestic violence, sexual assault, and child abuse. The focus of this course will address the growing literature related to the psychological damage caused by these traumatic events, including the role of mental illness and how it impacts issues in criminal, civil, family and juvenile law.

PSY 0922 Communication Skills, Tools and Expert Witness Testimony (3 credits)

Communication of psychological evaluation results is a critical part of psychological evaluations. Most communication is done with the referral source (attorney, client, judge, case manager) through oral or written reports. If sworn expert testimony is required, usually by deposition or at trial, the attorney will form the questions usually with the psychologist's assistance. Understanding the different parts of a report and preparing for expert witness testimony will also be covered including voir dire, direct, and cross-examination.

Specialization Track 1: Forensic Psychology in the Legal System Course Descriptions

PSY 0908 Psychological Issues in Dependency & Family Law Cases (3 credits)

This course will focus on the intersection of psychological issues and legal issues that arise during child custody cases especially where domestic violence is alleged. This course will review a variety of evaluative processes and reports and how courts utilize this information. Guidelines will be reviewed and critiqued from both practical and conceptual viewpoints. This course will also critique the court's ability to protect those who come before it and study what can be done to make the system more effective.

PSY 0909 Therapeutic Jurisprudence & Problem-Solving Courts (3 credits)

Due to the criminalization of the mentally ill, jails and prisons have transformed into de facto hospitals for countless inmates with serious mental illness and substance abuse problems. Innovative diversion strategies have emerged to reduce the disparities in the jails and prisons and assist with access to community-based mental health and substance abuse care. Students will learn the philosophies in criminal and juvenile justice relating to the emerging practices of integrated and collaborative models of problem-solving therapeutic approaches. Focus will integrate theory and practical applications from a recovery and problem-solving perspective. Various legal philosophies such as therapeutic jurisprudence and restorative justice will be reviewed. The course will survey important U.S. and International policy reports, introduce students to leaders and pioneers in the field, review the consumer movement, and discuss and identify how to translate and to apply these philosophies and values into key areas from policy development to implementation.

PSY 0910 Assessment of Psychological Injury for Legal Cases (3 credits)

This course will provide students with an overview of the civil court system and the various forms of psychological injury claims that arise during legal proceedings. Issues faced by workers within the legal system will be covered with a specific focus on liability, standards of proof, ethical grievances, privilege, confidentiality, negligence, and malpractice. Additional topics will include the difference between judicial opinion and expert knowledge, the proper use of legal terminology, and the evidentiary standards that govern the admissibility of scientific evidence and expert witness testimony.

PSY 0911 Psychological Issues in Juvenile Justice Assessment & Intervention Programs (3 credits)

Juvenile Court referrals for children and youth may be sent to dependency and juvenile courts where the goal is rehabilitation necessitating psychological evaluation. This may include assessment of cognitive, affective, physiological and behavioral development including impact from social issues such as poverty, culture, trauma, language and immigration status. New information about brain development has changed the law governing execution and life without parole for juveniles who commit violent crimes given the recent U.S. Supreme Court rulings. Drugs, gangs, domestic violence, child abuse necessitating anger management, substance abuse, sexual health and pregnancy issues will be studied. We will also cover reaching out to parents of juvenile justice involved children. Psychological interventions for youth involved with the legal system such as medication, psychotherapy, competency restoration, and cognitive retraining also will be reviewed.

PSY 0912 Psychological Evaluation of Competencies, Syndromes, & Sanity Issues (3 credits)

Forensic psychologists have been assisting attorneys and the courts in assessing criminal defendants for competency and sanity since the early 1900s. By the 1980s psychologists received parity with psychiatrists in the U.S. courts. Case law and legislation have informed forensic psychologists as to what the courts need in order to meet the legal tests for whether or not a defendant is mentally capable or competent to waive Miranda rights, proceed to trial, assist the attorney in preparing for a defense, voluntarily accept a plea bargain, know and understand the consequences of trial outcomes, etc. Additionally, mens rea or the state of mind at the time of trial is also assessed by a forensic psychological evaluation in order to determine if the defendant meets the insanity laws or downward departure of sentencing guidelines. Newer syndromes like Battered Woman Syndrome or Rape Trauma Syndrome are also assessed by psychologists and will be covered in this course.

PSY 0913/CJI 6230: Behavioral Criminology (3 credits)

The purpose of this course is to familiarize the student with various techniques for analyzing and understanding criminal behavior through crime and crime scene analysis. These techniques include an introduction to the fundamentals of criminal investigative analysis and profiling. Critical thinking skills will be emphasized in crime and crime scene analysis in order to draw logical inferences regarding any underlying psychopathology, motive, criminal history or other dynamics unique to that particular offender.

Specialization Track 2: Forensic Psychology for Mental Health Workers, First Responders, and Disaster Teams Course Descriptions**PSY 0915 Suicide Prevention & Crisis Intervention Skills (3 credits)**

Suicide is one of the most dangerous actions in which depressed people engage that may, in fact, be preventable. This is true for those with suicidal ideation at all ages. This course will help the student learn how to identify the potential for suicide and how to respond and refer. Since suicide is often precipitated by situational crises, early intervention techniques, particularly the identification of suicide potential, are crucial. Suicide ideation is frequently seen in criminal defendants, especially those who make suicide attempts when first admitted to jail or prison. Suicide-by-cop and highly publicized intentional and random multiple shooting events will be studied to better understand the shooter's motivations and early identification. Effective suicide prevention and crisis intervention strategies will be explored.

PSY 0916 Trauma Informed Assessment and Intervention (3 credits)

The large numbers of people using the legal system have reported experiencing trauma in their lives. This includes those in the civil area, those in domestic violence and child abuse cases, and those in other criminal areas. Most of these people remain in the community or re-enter fairly quickly. However, it is important to assess for trauma and provide these individuals with trauma-informed services, as psychotherapy or substance abuse treatment alone are insufficient. This course will cover trauma theories and address trauma-informed assessment tools, as well as best practices in intervention techniques to assist victim/survivors.

PSY 0917 Child Maltreatment and Trauma Assessment and Intervention (3 credits)

Students in this course will gain familiarity with child physical abuse, emotional abuse, sexual abuse, and neglect and their impact on health and behavior. This course will also explore the pattern of familial abuse and the effect it has on a child development. Students will also learn about trauma and its impact on functioning and well-being. Issues faces by children with PTSD, and the overlapping symptoms faced by children with Attention-Deficit/Hyperactivity Disorder, Oppositional Defiant Disorder and Conduct Disorder will be reviewed.

PSY 0918 Intervening in School & Workplace Violence (3 credits)

The high publicity of school and workplace violence over the last decade has resulted in the development of psychological interventions to prevent and to intervene following such tragic events. Threat Assessment Teams with security and mental health experts working collaboratively can identify potential problems early on and intervene to interrupt plans to shoot and kill both intended and unintentional victims. This course will review the major high publicity cases such as Columbine H.S. in Colorado, Fort Hood massacre by a military psychiatrist, and the recent shooting of Congresswoman Gabriella Giffords. Crisis intervention following these tragic events will also be discussed.

PSY 0919 Substance Abuse, Mental Illness and Trauma (3 credits)

The increased incidence of individuals with triple diagnosis, that is, adding a trauma diagnosis to the traditionally dual diagnosis term used to describe people with substance abuse and mental illness, continues to grow as our assessment tools improve. This combination is especially prevalent in jails, prisons, and those assigned to intervention in the community by the therapeutic jurisprudence courts. This course will first review the three areas independently and subsequently integrate them in the context of treatment.

PSY 0920/CJI 6220: Police Psychology (3 credits)

The purpose of this course is to examine current strategies and issues in the field of police psychology. Specific topics that will be covered include: selection and fitness for duty evaluations, mental health issues in law enforcement (e.g., stress, family problems, critical incident debriefings, and domestic violence), role of psychology in crisis (hostage) negotiations, and supportive functions of the police psychologist in police operations. Tactical operations and police procedures relevant to the work of the police psychologist will similarly be covered.

Capstone Course Descriptions

Capstone Course (3 Credits. Students choose from one of the two courses below)

PSY 0930 or PSY 0931 Capstone in Forensic Psychology

Pre-requisite: Completion of all core courses.

PSY 0930 Advanced Research (3 credits)

Under the supervision of a faculty mentor, students will select a specific topic from the field of forensic psychology. They will prepare an outline of issues to be examined, conduct an extensive review of the existing research, and compose a paper suitable for publication or presentation. This course is strongly recommended for students who wish to pursue further education beyond the

master's degree. Requirement: Final paper must receive approval from the faculty member and the director of the degree program.

NOTE: The MS in Forensic Psychology does not meet eligibility for professional licensure or certification.

PSY 0931 Field Experience (3 credits)

Students will select a field placement site and complete a minimum of 90 volunteer/unpaid hours on-site over the course of the semester. Examples include experiential work in a forensic setting, performance of administrative functions, and clinical observation. Requirement: Approval of placement by a faculty supervisor and by the director of the degree program.

Counseling

Nova Southeastern University offers innovative academic programs designed for students who aspire to enter the workforce as a professional counselor. The College offers individuals the opportunity to earn a degree in counseling with concentrations in Clinical Mental Health Counseling, School Counseling, and Applied Behavior Analysis.

Master's Degree in Counseling, School Counseling Concentration

Curriculum—Forty-eight (48) Semester Hours Total (does not include additional courses that may need to be completed by candidates who are not certified teachers by the Florida Department of Education)

Major Course Requirements (48 credits)

PYCL 0503	Counseling Theories for School Counselors (3 credits)
PYCL 0507	Research and Evaluation for Counselors (3 credits)
PYCL 0510	Career Development and College Planning (3 credits)
PYCL 0511	Introduction to Counseling Techniques (3 credits)
PYCL 0512	Human Growth and Development (3 credits)
PYCL 0515	Principles of School Counseling (3 credits)
PYCL 0550	Contemporary Clinical Interventions (3 credits)
PYCL 0560	Appraisal and Evaluation in School Counseling (3 credits)
PYCL 0571	Ethical, Legal, and Professional Issues for School Counselors (3 credits)
PYCL 0585	Psychology of Exceptional and At-Risk Children (3 credits)
PYCL 0632	Social and Cultural Foundations of Counseling (3 credits)
PYCL 0635	Group Theory and Practice (3 credits)
PYCL 0665	School Consultation Skills (3 credits)
PYCL 0685	School Counseling Practicum (3 credits)
PYCL 0688	School Counseling Internship (3 credits)
PYCL 0689	Continuing School Counseling Internship (3 credits)

*All School Counseling concentration students are required to complete two sub-tests of the Florida Teacher Certification Exam (FTCE) Professional Education Test (Prof Ed Test) and the Subject Area Exam (SAE) in School Counseling PK-12.

*All School Counseling concentration students who do not possess a Professional Florida Teaching Certificate are required to complete RED 0550 Reading in the Content Area (3 credits) and TSOL 0510 Classroom TESOL, Theory and Strategies for Teachers (3 credits) in addition to the 48-credit curriculum outlined.

**Residential Institute: School Counseling students are required to complete two separate, three-day residential institutes at either the NSU Fort Lauderdale/Davie campus or the NSU Orlando campus during courses PYCL 0511 and PYCL 0635.

Master's Degree in Counseling, Clinical Mental Health Counseling Concentration

Curriculum—Sixty (60) Semester Hours Total

Foundational Counseling Course Requirements (27 credits):

PYCL 0502	Counseling Theories and Practice
PYCL 0507	Research and Evaluation for Counselors

PYCL 0511 Introduction to Counseling Techniques
PYCL 0512 Human Growth and Development
PYCL 0570 Ethical, Legal, and Professional Issues for Counselors
PYCL 0608 Psychological Testing for Individual Evaluation
PYCL 0631 Career and Lifestyle Assessment
PYCL 0632 Social and Cultural Foundations of Counseling
PYCL 0635 Group Theory and Practice

Clinical Mental Health Counseling Concentration Requirements (Additional 33 credits)

PYCL 0582 Human Sexuality
PYCL 0584 Diagnosis and Treatment of Adult Psychopathology
PYCL 0586 Diagnosis and Treatment of Child and Adolescent Psychopathology
PYCL 0612 Substance Abuse
PYCL 0645 Couples and Family Counseling Strategies
PYCL 0660 Community Mental Health
PYCL 0666 Case Conceptualization and Treatment Strategies
PYCL 0669 Advanced Treatment Interventions
PYCL 0680 Counseling Practicum
PYCL 0681 Counseling Internship
PYCL 0682 Continuing Counseling Internship

*All Clinical Mental Health Counseling concentration students are required to complete the Counselor Preparation Comprehensive Examination (CPCE).

**Residential Institute: Clinical Mental Health Counseling students completing their degree in the online format are required to complete a three-day residency experience at either the NSU Fort Lauderdale/Davie campus or the NSU Orlando campus.

Master's Degree in Counseling, Applied Behavior Analysis (BCBA) Concentration Requirements (54 credits total; 63 credits total if all 9 credits of optional electives taken)

Core Course Requirements (33 credits)

PYCL 0502 Counseling Theories and Practice
PYCL 0507 Research and Evaluation for Counselors
PYCL 0512 Human Growth and Development
PYCL 0570 Ethical, Legal, and Professional Issues for Counselors
PYCL 0584 Diagnosis and Treatment of Adult Psychopathology
PYCL 0608 Psychological Testing for Individual Evaluation
PYCL 0612 Substance Abuse
PYCL 0631 Career and Lifestyle Assessment
PYCL 0632 Social and Cultural Foundations of Counseling
PYCL 0635 Group Theory and Practice
PYCL 0645 Couples and Family Counseling Strategies

Applied Behavior Analysis Requirements (Additional 18 credits)

ABA 0713 Behaviorism and Philosophical Underpinnings
ABA 0714 Concepts and Principles of Applied Behavior Analysis
ABA 0721 Applied Behavior Analysis Assessment and Application

ABA0731 Applied Behavior Analysis Assessment and Delivery Models
ABA 0741 Evaluating Interventions in Applied Behavior Analysis
ABA 0751 Supervision and Management in Applied Behavior Analysis **OR**
ABA 0752 Organizational Behavior Management
ABA 0756 Ethical and Professional Issues in Applied Behavior Analysis

Optional Electives Required for BCBA Examination Eligibility (Additional 9 credits)

·ABA 0761 Fieldwork in Applied Behavior Analysis I (Elective)
·ABA 0771 Fieldwork in Applied Behavior Analysis II (Elective)
·ABA 0781 Fieldwork in Applied Behavior Analysis III (Elective)

Non-Degree Applied Behavior Analysis

(Please note: Candidates must have a minimum of a Master's degree from a regionally accredited institution to apply for the non-degree ABA concentration.)

ABA 0713 Behaviorism and Philosophical Underpinnings
ABA 0714 Concepts and Principles of Applied Behavior Analysis
ABA 0721 Applied Behavior Analysis Assessment and Application
ABA 0731 Applied Behavior Analysis Assessment and Delivery Models
ABA 0741 Evaluating Interventions in Applied Behavior Analysis
ABA 0751 Supervision and Management in Applied Behavior Analysis **OR**
ABA 0752 Organizational Behavior Management
ABA 0756 Ethical and Professional Issues in Applied Behavior Analysis

****Students can opt to combine concentrations. All required course work must be completed.**** Students who would like to add or change concentrations must complete a Dual Concentration and Format Change Request form and submit to the Program Office for approval. In each concentration, students must satisfactorily complete all curriculum requirements.

Course Descriptions

ABA 0713 Behaviorism and Philosophical Underpinnings (3 credits)

This 45-hour graduate-level is an introduction to Behaviorism. Students will study the history of behavior analysis and its various branches: behaviorism, experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis. Focus will be placed on understanding behavior from the radical behaviorist perspective.

Prerequisites: None

ABA 0714 Concepts and Principles of Applied Behavior Analysis (3 credits)

This 45-hour graduate-level course provides an overview of the concepts and principles of Applied Behavior Analysis (ABA). Students will describe and explain behavior utilizing the technical terminology of the science and learn strategies for understanding human behavior and impacting behavior change.

Prerequisite: None

ABA 0721 – Applied Behavior Analysis Assessment and Application (3 credits)

This 45-hour graduate-level course will delve into the application of the concepts and principles of applied behavior analysis. It will focus on the current research on behavior assessment

strategies, behavioral intervention strategies and change procedures, and methods of accountability in ABA interventions. This course covers BACB Fifth Edition Task List content areas: F: Behavior Assessment, G: Behavior-Change Procedures, and H: Selecting and Implementing Interventions.

Prerequisite: ABA 0714

ABA 0731 – Applied Behavior Analysis Assessment and Delivery Models (3 credits)

This 45-hour graduate-level course will focus on conducting behavior analytic assessments in order to identify targets for behavior change programs. Additionally, the class will explore the variety of delivery models for services within the ABA model. Specifically, the delivery models of behavioral medicine, treatment of autism/developmental disabilities, organizational behavior management, and education will be examined. This course covers BACB Fifth Edition Task List content areas F: Behavior Assessment, G: Behavior-Change Procedures, and H: Selecting and Implementing Interventions.

Prerequisite: ABA 0714

ABA 0741 – Evaluating Interventions in Applied Behavior Analysis (3 credits)

This 45-hour graduate-level course will focus on evaluation strategies used in research and in the ethical provision of interventions. This course covers the following BACB Fifth Edition content areas: C: Measurement, Data Display, and Interpretation and D: Experimental Design. Mastery of this content allows for critical evaluation of research literature resulting in evidenced based decision making on assessment and intervention strategies across a variety of populations.

Prerequisite: ABA 0714

ABA 0751 – Supervision and Management in Applied Behavior Analysis (3 credits)

This 45-hour graduate-level course will focus on applied behavior analysis supervision and management of behavior change agents. It will address the components of effective supervision, as well as the development of performance monitoring, reinforcement, and feedback systems. In addition, focus will be placed on the role of assessment in supervision and management. This course covers the following BACB Fifth Edition content areas: F: Behavior Assessment and I: Personnel Supervision and Management.

Prerequisite: ABA 0714

OR

ABA 0752 – Organizational Behavior Management (3 credits)

This 45-hour graduate-level course will focus on applied behavior analysis supervision and organizational behavior management. It will address the components of effective supervision, as well as the development of performance monitoring, reinforcement, and feedback systems. In addition, focus will be placed on culturally responsive performance management procedures (i.e., promoting equity in supervision practices). **Prerequisite: ABA 0714**

ABA 0756 – Ethical and Professional Issues in Applied Behavior Analysis (3 credits)

This 45-hour graduate-level course will focus on the ethical practice of applied behavior analysis across clinical, research, and professional settings. It covers content area E: Ethics (*Professional and Ethical Compliance Code for Behavior Analysts*) from the BACB's Fifth Edition Task List. Students will evaluate common ethical dilemmas that arise during clinical research and practice in applied behavior analysis and identify and apply strategies and guidelines for resolving ethical issues.

Prerequisite: ABA 0714

ABA 0761 – Fieldwork in Applied Behavior Analysis I (3 credits – Elective – Optional)

This 45-hour graduate-level course is designed to provide students the opportunity to apply theory to practice in an approved ABA fieldwork setting where they are required to accrue the specified amount of clinical training and supervision hours. Students will gain meaningful training experiences with the oversight of highly qualified university faculty dedicated to training future practitioners in the philosophy and evidence-based practice of ABA. Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisors.

Prerequisites: ABA 0714 with grade of B- or better

ABA 0771 – Fieldwork in Applied Behavior Analysis II (3 credits – Elective – Optional)

This 45-hour graduate-level course is a continuation of ABA 0761. These courses were designed to provide students the opportunity to apply theory to practice in an approved ABA fieldwork setting where they are required to accrue the specified amount of clinical training and supervision hours. These courses are spiraled, meaning each successive course builds upon the previous course, thus promoting advanced competencies and skills. Students will gain meaningful training experiences with the oversight of highly qualified university faculty dedicated to training future practitioners in the philosophy and evidence-based practice of ABA. Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisors.

Prerequisites: ABA 0714, ABA 0761 with grades of B- or better

ABA 0781 – Fieldwork in Applied Behavior Analysis III (3 credits – Elective – Optional)

This 45-hour graduate-level course is a continuation of ABA 0771. These courses were designed to provide students the opportunity to apply theory to practice in an approved ABA fieldwork setting where they are required to accrue the specified amount of clinical training and supervision hours. These courses are spiraled, meaning each successive course builds upon the previous course, thus promoting advanced competencies and skills. Students will gain meaningful training experiences with the oversight of highly qualified university faculty dedicated to training future practitioners in the philosophy and evidence-based practice of ABA. Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisors.

Prerequisites: ABA 0714, ABA 0761, and ABA 0771 with grades of B- or better

PYCL 0502 – Counseling Theories and Practice (3 credits)

This course provides a foundation and overview of the fields of psychotherapy and counseling. It reviews the various theories and techniques of counseling that are consistent with current professional research and practice in the field of clinical mental health counseling. Additional topics include professional roles and functions, credentialing, and general ethics in clinical mental health.

PYCL 0503 Counseling Theories for School Counselors (3 credits)

This course provides a foundation and overview of theories relevant to the fields of counseling and psychotherapy. The course focuses on the theories and techniques that are consistent with current professional research and practice in school counseling.

PYCL 0507 – Research and Evaluation for Counselors (3 credits)

This course seeks to prepare mental health and school counselors to be informed consumers of research and evaluation. It covers basic statistics, research designs, and program evaluation within the counseling and educational fields. It provides experience in developing accountability measures and in reading research and evaluating reports applicable to multicultural populations.

PYCL 0510 Career Development and College Planning (3 credits)

This course surveys the major theories of career choice, planning, and development as well as standardized methods of assessing vocational interests and aptitudes in school settings. Social, psychological, and economic factors influencing career choice are examined. Emphasis will be placed on individual and group career counseling skills across diverse populations.

PYCL 0511 – Introduction to Counseling Techniques (3 credits)

This course is an overview of basic counseling skills. The major focus will be on the development of fundamental counseling skills, including listening, empathy training, and basic interviewing. Issues regarding the development of the therapeutic relationship, cultural diversity, and the impact of the counselor on the counseling process will be covered.

Prerequisite: PYCL 0502 or PYCL 0503 for School Counseling students

PYCL 0512 – Human Growth and Development (3 credits)

This course covers how developmental maturation and social learning impacts individuals across the lifespan. Theory and research in social development and learning are covered in topics for mental health and school counselors.

PYCL 0515 Principles of School Counseling (3 credits)

This course covers the history, philosophy, functions, management, and operation of comprehensive school counseling programs in elementary and secondary schools with emphasis on the role of the professional school counselor.

PYCL 0550 Contemporary Clinical Interventions (3 credits)

This course focuses on an understanding of critical psychological, academic, and socioeconomic issues when working with children, adolescents, and adults in school settings. Topics covered include substance abuse, suicide, violence, teen pregnancy, and other issues affecting the well-being and academic success of students. Primary and secondary prevention strategies will be examined for suitable school-based interventions.

Prerequisite: PYCL 0503

PYCL 0560 Appraisal and Evaluation in School Counseling (3 credits)

This course covers basic measurement concepts, test content and purpose, psychometric properties, administration, and scoring procedures. Frequently used tests of aptitude, interest, achievement, and personality are reviewed. Issues involved with standardized and non-standardized assessment of achievement, educational diagnostic tests, and vocational interest tests are examined from the school counseling perspective. Issues of ethical test use and use with culturally diverse students are also addressed.

Prerequisite: PYCL 0507

PYCL 0570 – Ethical, Legal, and Professional Issues for Counselors (3 credits)

This course covers standards for ethical, legal, and professional conduct in counseling. It considers ethical and legal decisions that mental health counselors must make. Case examples, current federal and state laws/statutes, ethical codes, and standards on assessment, diagnosis, practice, and placement data are discussed in relation to counseling a variety of populations in multiple settings.

Prerequisite: PYCL 0502

PYCL 0571 Ethical, Legal, and Professional Issues for School Counselors (3 credits)

This course covers standards for ethical, legal, and professional conduct in counseling. It considers ethical and legal decisions that school counselors must make. Case examples, current federal and state laws/statutes, ethical codes, and standards on assessment, diagnosis, practice, and placement data are discussed in relation to counseling a variety of populations in multiple settings.

Prerequisite: PYCL 0503

PYCL 0582 – Human Sexuality (3 credits)

This course is an overview of the basics of sexual anatomy, physiology, and development. The student will acquire an understanding of human sexual response, concepts of sex therapies, and human sexual dysfunction. Also included are methods of contraception, sex and family planning, variations of sexual behavior, and the importance of the counselor in the role of the educator.

PYCL 0584 – Diagnosis and Treatment of Adult Psychopathology (3 credits)

This course provides an introduction to the definition and study of abnormal or maladaptive behavior, including a broad range of psychopathology relevant to the adult and aged populations. Emphasis will be placed on a descriptive review of the major *DSM5* disorders, supplemented with theoretical considerations of etiology and treatment approaches including the use of psychopharmacological interventions.

PYCL 0585 Psychology of Exceptional and At-Risk Children (3 credits)

This course covers the etiology and characteristics of exceptionalities and children at risk for underachievement and dropping out. Also covered is the role of the school counselor in identifying such problems, drawing on available resources, and making appropriate referrals.

PYCL 0586 – Diagnosis and Treatment of Child and Adolescent Psychopathology (3 credits)

This course provides an introduction to the specific *DSM-5* disorders and problematic psychological states manifested during childhood and adolescence. It will also provide an overview of currently used behavioral and psychopharmacological interventions with psychologically troubled youth.

PYCL 0608 – Psychological Testing for Individual Evaluation (3 credits)

This course surveys frequently used tests of aptitude, interest, and personality. Test content, purpose, psychometric properties, administration, and scoring procedures are compared and evaluated. Issues of test use with culturally diverse populations are addressed.

Prerequisite: PYCL 0507

PYCL 0612 – Substance Abuse (3 credits)

This course investigates the etiology of substance-related and addictive disorders. Attention is given to assessment and treatment in both individual and family therapy approaches. The course

examines the role of co-occurring disorders in diagnosis and treatment planning and the role of the professional counselor in working with this population.

Prerequisites: PYCL 0502; PYCL 0511

PYCL 0631 – Career and Lifestyle Assessment (3 credits)

This course surveys the major theories of career choice, planning, and development as well as standardized methods of assessing vocational interests and aptitudes. Social, psychological, and economic factors influencing career choice are examined. Emphasis will be placed on individual and group career counseling skills across diverse populations.

PYCL 0632 – Social and Cultural Foundations of Counseling (3 credits)

This course addresses cultural diversity and its implications for counseling. It considers the psychological impact of factors such as gender, race, ethnicity and culture, religious preference, socioeconomic status, sexual orientation, and physical disability in a variety of counseling and educational settings. Finally, it reviews counseling issues and strategies for counseling diverse clients.

PYCL 0635 – Group Theory and Practice (3 credits)

This course addresses group theory and practice in multiple settings with a variety of diverse populations and age groups. Major themes include group dynamics, group process, and group states for mental health and school counselors.

Prerequisites for clinical mental health counselors: PYCL 0502; PYCL 0511 - For school counselors: PYCL 0503; PYCL 0511

PYCL 0645 – Couples and Family Counseling Strategies (3 credits)

This skills course surveys current approaches to couples and family counseling with an emphasis on a systemic conceptual model of family functioning and culturally sensitive therapeutic interventions. It is designed to develop specific intervention competencies.

Prerequisites: PYCL 0502; PYCL 0511; PYCL 0584

PYCL 0660 – Community Mental Health (3 credits)

Principles, theories, and practices of community needs assessment and community interventions are reviewed with a focus on the history, events, and attitudes that led to the development of community mental health delivery systems within clinical mental health counseling. This course surveys the design and utilization of public and private programs, networks and facilities within the mental health continuum of care, as well as the interplay of public and private funding and service utilization. This course acquaints students with the various approaches (prevention, consultation) and techniques used by counselors in community settings across diverse populations and provides an orientation to the Clinical Mental Health Counseling profession.

PYCL 0665 School Consultation Skills (3 credits)

This course focuses on developing specific techniques in consultation, leadership, and advocacy. It integrates the various aspects of a developmental comprehensive school counseling program with particular reference to problem-solving and the utilization of available data and resources.

PYCL 0666 – Case Conceptualization and Treatment Strategies (3 credits)

This course focuses on the processes of conceptualizing clinical cases from a variety of theoretical orientations and translating them into effective treatment strategies. Clinical interviews, case

studies, and role-plays will be utilized to assist students in formulating hypotheses about client difficulties and developing appropriate clinical interventions, which address those difficulties in a culturally sensitive manner.

Prerequisites: PYCL 0502; PYCL 0511; PYCL 0584

PYCL 0669 – Advanced Treatment Interventions (3 credits)

This course will present advanced training in counseling approaches and techniques. Students will learn more about an integrative approach to counseling to further the development of their own personal counseling model. Students will integrate their knowledge of case conceptualization, treatment planning, and diagnosis with the practice of counseling techniques. Presentations, recorded role-plays, and case studies will be utilized.

Prerequisites: PYCL 0502; PYCL 0511; PYCL 0584; PYCL 0666

PYCL 0680 – Counseling Practicum (3 credits)

The student is required to spend a specified number of hours per week at a selected agency working under supervision with clients. During that time, the student is expected to increase his or her competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student will be made more aware of the ethical, legal, and professional issues inherent in the counseling process.

Prerequisites: PYCL 0502; PYCL 0507; PYCL 0511; PYCL 0570; PYCL 0584; PYCL 0586; PYCL 0635; PYCL 0666 with a grade of B minus (B-) or better. The student must file an application for practicum and receive approval prior to registering for a practicum.

PYCL 0681 – Counseling Internship (3 credits)

This course is an extension of Counseling Practicum. The student will be expected to develop more advanced skills in interviewing, assessment, and intervention. Simultaneously, continued emphasis will be placed upon ethical, legal, and professional issues, as well as development of a personal theory of clinical mental health counseling.

Prerequisite: PYCL 0632; PYCL 0680 with a grade of B minus (B-) or better.

PYCL 0682 – Continuing Counseling Internship (3 credits)

This course is a continuation of Counseling Internship.

Prerequisite: PYCL 0681 with a grade of B minus (B-) or better.

PYCL 0685 School Counseling Practicum (3 credits)

This course provides students with knowledge and exposure to educational K-12 settings and requires an in-school field experience.

PYCL 0688 School Counseling Internship (3 credits)

Students are required to spend a specified number of hours per week at a selected K-12 public school setting working under the supervision of a professional school counselor. During that time, students are expected to become advocates for and increase competence in providing services to youth and their families in the personal/social, academic, and career domains. Furthermore, students will be made aware of the ethical, legal, and professional issues inherent in the counseling process.

Prerequisites: PYCL 0503; PYCL 0511; PYCL 0512; PYCL 0515; PYCL 0550; PYCL 0571; PYCL 0632; PYCL 0635; PYCL 0665; PYCL 0685 with a grade of B minus (B-) or better

and consent of adviser.

PYCL 0689 Continuing School Counseling Internship (3 credits)

This course is a continuation of School Counseling Internship. Student will be expected to develop more advanced skills in working with students and families in school settings. Simultaneously, continued emphasis will be placed upon ethical, legal, and professional issues.

Prerequisite: PYCL 0688 with a grade of B minus (B-) or better.

*Course descriptions are subject to change.

** Students entering practicum/internship training may find it necessary to make special arrangements with their employer, including taking a leave of absence, to fulfill this requirement. Students will need to arrange their schedules to complete this degree requirement. State restrictions may prevent placement and may require students to relocate in order to complete the practicum/internship. Licensure and certification rules vary from state to state and require continual monitoring to determine eligibility.

Specialist Program

School Psychology – Specialist Program

The Specialist Program (Psy.S.) in School Psychology was developed in response to the national and state shortage of school psychologists and the increased public attention being paid to the important role that psychologists play in addressing daunting challenges such as school violence, youth suicide, and academic failures.

The program consists of 79 semester hours that span two to three years of course work (including practica) and one year of internship. The program is enriched through its distinguished full-time faculty members that include nationally renowned professionals. Students also enjoy the benefits of a diverse student body, and a variety of applied training and research opportunities.

The specialist program in school psychology is approved by the Florida Department of Education (DOE) and is a part of the accreditation by the Council for the Accreditation of Educator Preparation (CAEP) through the Abraham Fischler College of Education and School of Criminal Justice. In addition, the specialist program in school psychology holds the designation of National Recognition by the National Association of School Psychologists (NASP).

Major Course Requirements (79 total credits)

General (21. credits)

PSY 0700	Learning and Human Development (3 credits)
PSY 0710	Psychology of Exceptional and At-Risk Children (3 credits)
PSY 0715	Child and Adolescent Psychopathology (3 credits)
PSY 0735	Organization and Operation of Schools (3 credits)
PSY 0750	Counseling Theories and Techniques (3 credits)
PSY 0770	Ethical, Legal, and Professional Issues for School Psychologists (3 credits)
PSY 0798	Seminar in School Psychology: Introduction (1.5 credits)
PSY 0799	Seminar in School Psychology: Current Topics (1.5 credits)

Assessment (19 credits)

PSY 0765	Applied Behavioral Assessment and Intervention (3 credits)
PSY 0780	Academic Assessment for Intervention (3 credits)
PSY 0782	Cognitive Assessment I: Theory, Research, and Practice with Lab (4 credits)
PSY 0784	Cognitive Assessment II: Linking Assessment to Intervention (3 credits)
PSY 0786	Assessment of Personality and Social Emotional Functioning for Intervention (3 credits)
PSY 0792	Comprehensive Data-Based Assessment: Integrated Report (3 credits)

Intervention (18 credits)

PSY 0705	Diversity Considerations in School Psychology (3 credits)
PSY 0730	Instructional Strategies for Students with Diverse Needs (3 credits)
PSY 0755	School Consultation Skills (3 credits)

PSY 0760	Contemporary Clinical Interventions for School Psychologists (3 credits)
PSY 0776	Academic /Behavioral Prevention and Intervention Strategies (3 credits)
PSY 742	Evidence-based Treatment of Emotional and Behavioral Disorders of Children and Adolescents (3 credits)
RED 0550	Foundations of Reading for Content Area Teachers (3 credits)

Methodology and Research (6 credits)

PSY 0740	Educational Statistics (3 credits)
PSY 0745	Issues and Techniques in Research Design and Evaluation (3 credits)

Practicum and Internship (12 credits)

PSY 0800	Practicum in School Psychology: School Based (3 credits)
PSY 0805	Practicum in School Psychology: Applied Skills (3 credits)
PSY 0810	Internship in School Psychology (6 credits)

Course Descriptions

PSY 0700 Learning and Human Development (3 credits)

This course covers how developmental maturation and social learning shape personality, in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality, self-regulation, and self-concept. Applications to the school setting are examined.

PSY 0705 Diversity Considerations in School Psychology (3 credits)

This course addresses research and principles related to diversity factors that influence learning, behavior, and mental health, including family strengths, needs, and culture. The focus builds upon student understanding of individual differences, abilities, disabilities, and other diverse characteristics to enhance school psychology service provision by addressing evidence-based assessment and intervention strategies for children, families and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. The course also examines the manner in which diversity factors impact family, school, and community partnerships and focuses on developing skills to engage families and schools to address the needs of children.

PSY 0710 Psychology of Exceptional and At-Risk Children (3 credits)

This course addresses the history, laws, policies, and practices in exceptional student education. Included are the definitions, prevalence, causes, and assessment techniques utilized with the various exceptionalities within special education.

PSY 0715 Child and Adolescent Psychopathology (3 credits)

This course provides an introduction to the specific disorders and problematic psychological states manifested during childhood and adolescence. Currently used interventions with psychologically troubled youths will be examined.

PSY 0730 Instructional Strategies for Students with Diverse Needs (3 credits)

This course covers the principles of curriculum development and related research as they apply specifically to students with various styles, exceptionalities, and achievement levels. Theory and

research regarding teaching and instructional planning for at-risk and exceptional students with unique needs are emphasized. Prerequisite: PSY 776 or permission from instructor.

PSY 0735 Organization and Operation of Schools (3 credits)

This course is designed to provide an overview of educational administration. Emphasis is placed on issues related to special education, school and community-based resources, and alternative service delivery systems. The role of the school psychologist as well as that of other support and itinerant staff is explored.

PSY 0740 Educational Statistics (3 credits)

This course covers basic inferential and descriptive statistics as it applies to educational data and problems. Emphasis will be placed on the application of statistics to program evaluation in school psychology.

PSY 0745 Issues and Techniques in Research Design and Program Evaluation (3 credits)

This course will focus on research methodology and scientific thought. Students will consider a variety of ways to conduct evaluation and critically evaluate data. Course material will examine basic experimental design (between and within groups), single subject experiments, group experimental design, non-experimental design (correlational research, case study, meta-analyses), and program evaluation. Validity issues in research (internal and external) and research ethics are emphasized. Focus will be placed upon the evaluation of research, translation of research into practice, and the ability to plan and conduct program evaluations for the improvement of service provision within the schools.

PSY 0750 Counseling Theories and Techniques (3 credits)

This course surveys the field of counseling and psychotherapy and their application to school settings. Emphasis will also be placed upon developing a theoretical foundation upon which to base a counseling approach. The acquisition of skills related to empathy, therapeutic listening skills, the counselor-counselee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity will similarly be addressed.

PSY 0755 School Consultation Skills (3 credits)

This course focuses on developing specific techniques including communication and interpersonal skills necessary in effective consultation at the individual, group, and systems levels. Integration of the various aspects of school psychology consultation, including knowledge of behavioral, mental health, collaborative, and other consultation models and their application within the school setting are explored. Emphasis is placed upon team building. Case examples are discussed, and opportunities for skill development are provided through role-playing.

Prerequisite: PSY 0765 or permissions of instructor

PSY 0760 Contemporary Clinical Interventions for the School Psychologist (3 credits)

The course focuses on an understanding of critical psychological issues when dealing with children, adolescents, and adults in school settings. Topics covered include substance abuse, suicide, violence, divorce, and other contemporary clinical issues. Primary and secondary prevention strategies will be examined that promote the mental health and physical well-being of students. Short-term individual psychotherapy techniques as well as structured group therapy

programs will be explored.
Prerequisite: PSY 0750

PSY 0765 Applied Behavioral Assessment (3 credits)

This course covers basic behavior analytic principles and methods in applied settings. The principles of learning and applied behavior management techniques within the classroom and school setting will be addressed. Particular emphasis is also placed on the functional assessment of behavior as well as techniques in counseling parents and relevant school personnel in behavioral intervention.

PSY 0770 Ethical, Legal, and Professional Issues for School Psychologists (3 credits)

This course covers standards for professional conduct in school psychology and educational law. Ethical and legal decisions that school psychologists must make, such as scope of professional competence, confidentiality, legal rights of students, duty to warn and protect, and value differences with students are discussed. Ethical use of computer generated reports as well as issues in report writing will be explored. Case examples, current regulations, standards on utilizing assessment data, and issues in counseling culturally diverse students are explored. Emphasis will similarly be placed on the history and foundation of school psychology, service models and methods, as well as public policy.

PSY 776 Academic/Behavioral Prevention and Intervention Strategies (3 credits)

This course will address content specific to research-based strategies and material that can be implemented within a multi-tiered system of supports (MTSS). More specifically, academic (reading, writing, mathematics) and behavioral (including social/emotional) strategies, programs, and supports will be reviewed at each of the three tiers: Tier 1 (prevention) and Tiers 2/3 (intervention). The research and/or evidence basis of the strategies will be discussed, as well as implementation considerations (e.g., training, time, feasibility). The information obtained in this course will provide the basis for prospective school psychologists to appropriately recommend and/or select and implement academic and behavioral strategies for students within the school setting.

Prerequisite or corequisite: PSY 765, RED 550

PSY 742 Evidence-based Treatment of Emotional and Behavioral Disorders of Children and Adolescents (3 credits)

This course focuses on specific evidence-based strategies that may be implemented in school settings for the prevention and treatment of child and adolescent disorders. Specific emphasis will be on the rationale and empirical support for selecting appropriate interventions, implementation and monitoring of selected interventions, and assessment of intervention outcomes.

RED 0550 Foundations of Reading for Content Area Teachers (3 credits)

This course is designed for students who are not enrolled in a Reading Education Program. The focus of this course is to offer a general overview of literacy study, including major aspects of written, oral, and visual literacy and the reading process. Additionally, students will learn classroom instructional strategies for reading across the curriculum with specific emphasis on content areas such as social studies, science, language arts, and mathematics.

PSY 0780 Academic Assessment for Intervention (3 credits)

This course introduces students to the administration, interpretation, and communication of psychoeducational assessment results and the link to educational intervention. Emphasis is placed upon planning and conducting comprehensive assessment of learning problems. Focus will include integrating and presenting results verbally and within the context of a psychoeducational report. Candidates will identify appropriate data gathering methods (e.g., background information, checklists, record reviews, assessment instruments, interviews, behavioral observations, and curriculum-based assessments). Candidates will synthesize data from multiple sources to make appropriate recommendations and to determine response to evidence-based interventions via progress monitoring.

PSY 0782 Cognitive Assessment I: Theory, Research, and Practice with Lab (4 credits)

This course is designed to provide an in-depth overview of the theories, research, and practice in assessing the cognitive functioning of children, adolescents, and adults. Fundamentals of test construction, its psychometric properties, and the history and current status of cognitive theory will be examined. Candidates will be trained to administer, score (including computer scoring), interpret and communicate the results of cognitive assessment data to answer educationally relevant questions. Psychological issues in intelligence testing, as well as ethical and legal considerations will be explored. Emphasis is placed upon the principal aspects of interviewing, establishment of rapport, behavioral observation, interpretation, and report writing. Special emphasis will be placed upon developing foundational assessment skills that can be generalized to other measures.

PSY 0784 Cognitive Assessment II: Linking Assessment to Intervention (3 credits)

This course explores the rationale for selection of cognitive measures based upon the referral questions, as well as variables such as cultural and linguistic background, and/or handicapping conditions. Focus will be placed on interviewing, behavioral observations, test interpretation, and reporting assessment results, with the goal of linking assessment results to intervention.

Prerequisite: PSY 0782

PSY 0786 Assessment of Personality and Social Emotional Functioning for Intervention (3 credits)

This course provides an introduction to the theory, administration, scoring, and interpretation of the major implicit or performance-based measures of personality and social-emotional functioning (including apperception, drawing, and sentence completion measures) as well as major explicit or self-report measures. The specific values of implicit/performance-based measures and explicit/self-report measures and associated research findings will be discussed. An introduction to integrating assessment materials into coherent case conceptualizations, evidence-based intervention plans, and the writing of psychological test reports that provide personalized, collaborative, culturally-informed, and highly involving test feedback to clients and families will be provided.

PSY 0792 Comprehensive Data-Based Assessment: Integrated Report (3 credits)

The primary goal of this course is to teach the candidate how to write a well-integrated and meaningful psychoeducational report and to learn the art of providing feedback to the person being

evaluated, parents, teachers, and other professional as appropriate. Starting with basic data obtained through interview and developmental history, the candidate is guided through the process of clinical inference; learning to select appropriate data collection procedures; to examine and analyze the data; to formulate integrative hypotheses; and to generate a synthesized, integrated, and meaningful psychoeducational report useful to all target audiences. Emphasis will also be placed on understanding the legal issues involved in psychoeducational report writing.

Prerequisites or co-requisites: PSY 0765, PSY 0780, PSY 0782, PSY 0784, PSY 0786

PSY 0798 Seminar in School Psychology: Introduction (1.5 credits)

The purpose of this course is to introduce students to the field of school psychology from a historical and current perspective. The roles and functions of school psychologists will be emphasized, along with an introduction to the expected competencies required of school psychologists by state and national accrediting bodies. Legal and ethical issues, professional association involvement, and research and technology within the practice of school psychology will also be addressed.

PSY 0799 Seminar in School Psychology: Current Topics (1.5 credits)

The purpose of this seminar is to discuss contemporary issues and challenges in the field of school psychology and education. The multiple roles and functions of school psychologists in assessment, prevention, and intervention contexts will be examined. An introduction to current educational issues and legislation influencing the profession, the impact of cultural and linguistic diversity in the provision of school psychology services, and best practices in the field will also be considered.

PSY 0800 Practicum in School Psychology: School Based (3 credits)

This 125 hour practicum is designed to provide a comprehensive field experience in a school setting which allows candidates to further their understanding of the roles and functions of school psychologists practicing in PK-12 settings. Under close supervision, candidates will develop skills in assessment, consultation, and intervention planning, implementation, and evaluation.

Prerequisites: PSY 0700, PSY 0710, PSY 0715, PSY 0735, PSY 0750 or permission of Program Director.

PSY 0805 Practicum in School Psychology: Applied Skills (3 credits)

The 150 hour practicum is designed to facilitate the development of competencies in the areas of assessment, consultation, and intervention with expanded populations in varied settings. Candidates will complete psychoeducational evaluations, as well as intervention case studies for students with academic, behavioral, and social emotional difficulties.

Prerequisites: PSY 0755, PSY 0770, PSY 0780, PSY 0782, PSY 0784, PSY 0786, PSY 0792

PSY 0810 Internship in School Psychology (6 credits)

The student is required to complete a supervised field placement in a public or private school setting or related agency, covering a 30-week period of 1,200 hours. This will provide the student with an opportunity to demonstrate competencies and refine skills in the areas of assessment, consultation, and intervention.

Prerequisites: PSY 0760, PSY 0800, PSY 0805

* Course descriptions are subject to change

Doctoral Programs

School Psychology – Doctoral Program

The College of Psychology Doctor of Psychology (Psy.D.) program in School Psychology is accredited by the Commission on Accreditation of the American Psychological Association. The doctoral program in school psychology also holds full accreditation status by the National Association of School Psychologists (NASP). The doctoral curriculum is designed to be consistent with the Florida state licensure requirements as both a school psychologist and a psychologist under Chapter 490, *Florida Statutes*.

The program is committed to a practitioner-informed-by-science training model. Candidates are prepared as highly competent problem-solvers who draw upon a strong foundation in core knowledge areas of school psychology to promote the educational and social-emotional competence of children. Moreover, candidates are prepared to offer the continuum of empirically supported services, including prevention, consultation, assessment and intervention. Graduate education builds upon the crucial base of scientific knowledge and develops the skills necessary for professional competence. It prepares candidates to be lifelong interpreters and utilizers of research through a mentorship in the process of scientific investigation. Candidates develop a capstone Directed Study that demonstrates their research interpretation and utilization proficiency. Intensive, sequential practica and course-specific tasks are designed to provide candidates with opportunities for the application and integration of methods of psychological assessment and intervention under close supervision. Internship provides the culminating training experience in preparing the candidate as a health service provider. Additional supervised experience may be required for licensure as a psychologist. Candidates should carefully review state licensure and certification laws and rules to ensure adequate preparation for credentialing, including the number of internship hours which must be spent in schools.

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY Program Curriculum*

Course #	Course Title	Credits
HISTORY AND SYSTEMS OF PSYCHOLOGY		Total: 18
BASIC CONTENT AREAS IN SCIENTIFIC PSYCHOLOGY		
PSY 8100	Development: Child and Adolescent	1.5
PSY 8105	Development: Adult and Older Adult	1.5
PSY 8120	Cognitive/Affective Aspects of Behavior	3
PSY 8125	History and Systems of Psychology	3
PSY 8220	Biological Aspects of Behavior	3
PSY 8225	Social Aspects of Behavior	3
PSY 8305	Diversity Considerations in School Psychology	3
PSYCHOLOGICAL FOUNDATIONS		Total: 7.5
PSY 8110	Psychology of Exceptional and At-Risk Children	3
PSY 8115	Child and Adolescent Psychopathology	3
PSY 8117	Adult Psychopathology	1.5

EDUCATIONAL FOUNDATIONS		Total: 9
PSY 8135	Organization and Operation of Schools	3
PSY 8176	Academic/Behavioral Prevention and Intervention Strategies	3
PSY 8230	Instructional Strategies for Students with Diverse Learning Needs	3
INTERVENTIONS AND SPECIALIZED TECHNIQUES		Total: 15
PSY 4442	Evidence-Based Treatment of Emotional and Behavioral Disorders in Children and Adolescents	3
PSY 8150	Counseling Theories and Techniques with Lab	3
PSY 8165	Applied Behavioral Assessment and Intervention	3
PSY 8255	School Consultation Skills	3
PSY 8360	Contemporary Clinical Interventions for the School Psychologist	3
PROFESSIONAL SCHOOL PSYCHOLOGY		Total: 8
PSY 8190	Practicum in School Psychology: Foundations I <i>(160 practicum hours + Seminar)</i>	2
PSY 8270	Ethical, Legal, & Professional Issues for School Psychologists	3
PSY 8350	Advanced Professional Skills: Supervision and Teaching with Practicum	3
PSYCHOEDUCATIONAL ASSESSMENT		Total: 16
PSY 8182	Cognitive Assessment I: Theory, Research, & Practice with Lab	4
PSY 8184	Cognitive Assessment II: Linking Assessment to Intervention	3
PSY 8280	Academic Assessment for Intervention	3
PSY 8286	Assessment of Personality and Social-Emotional Functioning for Intervention	3
PSY 8292	Comprehensive Data-Based Assessment: Integrated Report	3
RESEARCH METHODS, STATISTICAL ANALYSIS, AND PSYCHOMETRICS		Total: 10.5
PSY 8140	Intermediate Statistics with Lab	3
PSY 8145	Issues and Techniques in Research Design & Program Evaluation	3
PSY 8147	Theories of Measurement	3
PSY 8206	Directed Study	1.5

Course #	Course Title	Credits
PRACTICA AND INTERNSHIP		Total: 25
PSY 8195	Practicum in School Psychology: Foundations II <i>(160 hours)</i>	2
PSY 8197	Practicum in School Psychology: Foundations III <i>(160 hours)</i>	2
PSY 8290	Practicum in School Psychology: School-Based I <i>(225 hours)</i>	3
PSY 8295	Practicum in School Psychology: School-Based II <i>(225 hours)</i>	3
PSY 8390	Practicum in School Psychology: Advanced Assessment and Interventions I <i>(240 hours)</i>	3
PSY 8392	Practicum in School Psychology: Advanced Assessment and Interventions II <i>(240 hours)</i>	3
PSY 8394	Practicum in School Psychology: Advanced Assessment and Interventions III <i>(240 hours)</i>	3
PSY 8400	Internship in School Psychology <i>(2000 hours)</i>	6
ELECTIVES		Total: 9
	Elective I	3
	Elective II	3
	Elective III	3
Total Credits Required for Degree		118

*Curriculum is subject to change.

Course Descriptions

PSY 8100 – Development: Child and Adolescent (1.5 credits)

This course covers issues in human development that are especially relevant to children and adolescents, beginning with the earliest aspects of development during the prenatal period and ending with the final phase of transition from adolescence to adulthood. In this course will be selected that focus on normal and accelerated developmental progress, as well as factors that threaten to impede normal development.

PSY 8105 – Development: Adult and Older Adult (1.5 credits)

This course will review developmental theories of aging and personality development in adulthood and later adulthood. Topics will include perceptual, cognitive, personality and social processes of aging.

PSY 8120 – Cognitive/Affective Aspects of Behavior (3 credits)

This course examines cognitive and affective processes that affect behavior. Topics include information processing, memory, attachment, unconscious processing, schemata development, bias, self-regulations, and attribution theory. The interface of cognitive and affect will be examined in relation to issues in health service psychology.

PSY 8125 – History and Systems of Psychology (3 credits)

This course examines the historical progression of ideas central to psychology, the philosophical and empirical roots of those ideas, and their confluence into the predominant systems of the present day. In so doing, it covers the fundamentals of scientific thinking, their bearing on theory development, the relationship between philosophical and empirical thought, and theoretical models of historical and current significance. It also focuses on the dynamic interplay between theoretical constructs and empirically derived knowledge. Particular emphasis is placed on principles used to examine the merits of evidence that supports or disconfirms theory.

PSY 8220 – Biological Aspects of Behavior (3 credits)

This course covers theory, research, and applications for the following topics: structure, function, and disorders of the nervous system; physiological mechanisms and disorders in vegetative and intellectual functions; and psychophysiological methods and technology.

PSY 8225 – Social Aspects of Behavior (3 credits)

This course studies the social antecedents of human behavior. The main theories of social psychology are examined in relation to health service psychology.

PSY 8305 – Diversity Considerations in School Psychology (3 credits)

This course addresses research and principles related to diversity factors that influence learning, behavior, and mental health, including family strengths, needs, and culture. The focus builds upon student understanding of individual differences, abilities, disabilities, and other diverse characteristics to enhance school psychology service provision by addressing evidence-based assessment and intervention strategies for children, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. The course also examines the manner in which diversity factors impact family, school and community partnerships and

focuses on developing skills to engage families and to address the needs of children.

PSYCHOLOGICAL FOUNDATIONS

PSY 8110 – Psychology of Exceptional and At-Risk Children (3 credits)

This course addresses the history, laws, policies, and practices in exceptional student education. Included are the definitions, prevalence, causes, and assessment techniques utilized with the various exceptionalities within special education.

PSY 8115 – Child and Adolescent Psychopathology (3 credits)

This course will provide a comprehensive examination of specific disorders and problematic psychological states during childhood and adolescence. An emphasis will be placed on the description, theoretical conceptualization, and etiology of disorders.

PSY 8117 – Adult Psychopathology (1.5 credits)

This course will provide a comprehensive overview of contemporary developmental psychopathology with an emphasis on specific disorders and problematic psychological states in adults and older adults. Focus will be placed on the description, theoretical conceptualization, epidemiology, life-course, and etiology of psychological disorders. Areas of physical-motor, cognitive, social, and personality development will be examined. Strategies for prevention and intervention will be highlighted.

EDUCATIONAL FOUNDATIONS

PSY 8135 – Organization and Operation of Schools (3 credits)

This course is designed to provide an overview of educational administration. Emphasis is placed on issues related to special education, school and community-based resources, and alternative service delivery systems. The role of the school psychologist as well as that of other support and itinerant staff is explored.

PSY 8176 – Academic/Behavioral Prevention and Intervention Strategies (3 credits)

This course will address content specific to research-based strategies and materials that can be implemented within a multi-tiered system of supports (MTSS). Academic (reading, writing, and mathematics) and behavioral (including social/emotional) strategies, programs, and supports will be reviewed at each of the three tiers: Tier 1 (prevention) and Tiers 2/3 (intervention). The research and/or evidence basis of the strategies will be discussed, as well as implementation considerations (e.g., training, time, feasibility). The information obtained in the course will provide the basis to appropriately recommend and/or select and implement academic and behavioral strategies for students within the school setting.

Prerequisite: PSY 8165

PSY 8230 – Instructional Strategies for Students with Diverse Learning Needs (3 credits)

This course covers the principles of curriculum development and related research as they apply specifically to students with various learning styles, exceptionalities, and achievement levels. Theory and research regarding teaching and instructional planning for at-risk and exceptional students with unique needs are emphasized.

INTERVENTIONS AND SPECIALIZED TECHNIQUES

PSY 4442 – Evidence-Based Treatment of Emotional and Behavioral Disorders of Children and Adolescents (3 credits)

This course focuses on specific evidence-based strategies for child and adolescent disorders including Attention-Deficit/Hyperactivity Disorder, Disruptive Behavior Disorders, and Anxiety Disorders. Specific emphasis will be on the rationale and empirical support for selecting appropriate interventions, implementation of selected interventions, and assessment of treatment outcomes.

PSY 8150 – Counseling Theories and Techniques (3 credits)

This course surveys the major theories of counseling and psychotherapy and their application to school settings. Emphasis will also be placed upon developing a theoretical foundation upon which to base a counseling approach. The acquisition of skills related to empathy, therapeutic listening skills, the counselor-counselee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity will similarly be addressed.

PSY 8165 – Applied Behavioral Assessment and Intervention (3 credits)

This course covers basic behavior analytic principles and methods in applied settings. The principles of learning and applied behavior management techniques within the classroom and school setting will be addressed. Particular emphasis is also placed on the functional assessment of behavior as well as techniques in counseling parents and relevant school personnel in behavioral intervention.

PSY 8255 – School Consultation Skills (3 credits)

This course focuses on developing specific techniques including communication and interpersonal skills necessary in effective consultation at the individual, group, and systems levels. Integration of the various aspects of school psychology consultation, including knowledge of behavioral, mental health, collaborative, and other consultation models and their application within the school setting are explored. Emphasis is placed upon team building. Case examples are discussed, and opportunities for skill development are provided through role-playing.

Prerequisite: PSY 8165 or permission of instructor & Program Director

PSY 8360 – Contemporary Clinical Interventions for the School Psychologist (3 credits)

The course focuses on an understanding of critical psychological issues when dealing with children, adolescents, and adults in school settings. Topics covered include substance abuse, suicide, violence, divorce, HIV/AIDS, and other contemporary clinical issues. Primary and secondary prevention strategies will be examined that promote the mental health and physical well-being of students. Short-term individual psychotherapy techniques as well as structured group therapy programs will be explored.

Prerequisite: PSY 8150

PROFESSIONAL SCHOOL PSYCHOLOGY

PSY 8190 – Practicum in School Psychology: Foundations I (2 credits)

The purpose of this course is to introduce candidates to the field of school psychology from a historical and current perspective and to allow for an observational field-based experience to orient candidates to professional practice. The roles of school psychologists will be emphasized, along with an introduction to the expected competencies required of school psychologists by state and national accrediting bodies. Professional association involvement, ethics, and research and technology within the practice of school psychology will also be addressed.

PSY 8270 – Ethical, Legal, and Professional Issues for School Psychologists (3 credits)

This course covers standards for professional conduct in school psychology and educational law. Ethical and legal decisions that school psychologists must make, such as scope of professional competence, confidentiality, legal rights of students, duty to warn and protect, and value differences with students are discussed. Ethical use of computer generated reports as well as issues in report writing will be explored. Case examples, current regulations, standards on utilizing assessment data, and issues in counseling culturally diverse students are explored. Emphasis will similarly be placed on the role of advocacy in decision-making.

PSY 8350 – Advanced Professional Skills: Supervision and Teaching with Practicum (3 credits)

This course will focus on the theoretical and practical aspects of supervision and teaching. Students will be introduced to the process of clinical supervision to prepare for future supervisory roles. Functional aspects of the supervisor-supervisee relationship will be examined through classroom discussion, readings, and supervisory or mentoring activities. Lastly, examination of models of course construction, teaching pedagogy, and assessment of learning within a university setting will be explored. Students will create an individual philosophy of teaching with a focus on identity development, both as a psychologist and educator. Students will be expected to be actively involved in the teaching/learning process as participants, presenters, and discussion facilitators.

PSYCHOEDUCATIONAL ASSESSMENT

PSY 8182 – Cognitive Assessment I: Theory, Research, and Practice with Lab (4 credits)

This course is designed to provide an in-depth overview of the theories, research, and practice in assessing the cognitive functioning of children, adolescents, and adults. Fundamentals of test construction, its psychometric properties, and the history and current status of cognitive theory will be examined. Students will be trained to administer, score (including computer scoring), interpret and communicate the results of cognitive assessment data to answer educationally relevant questions. Psychological issues in intelligence testing, as well as ethical and legal considerations will be explored. Emphasis is placed upon the principal aspects of interviewing, establishment of rapport, behavioral observation, interpretation, and report writing. Special emphasis will be placed upon developing foundational assessment skills that can be generalized to other measures.

PSY 8184 – Cognitive Assessment II: Linking Assessment to Intervention (3 credits)

This course explores the rationale for selection of cognitive measures based upon the referral question, as well as variables such as cultural and linguistic background, and/or handicapping conditions. Focus will be placed on interviewing, behavioral observations, test interpretation, and

reporting assessment results, with the goal of linking assessment results to intervention.

Prerequisite: PSY 8182

PSY 8280 – Academic Assessment for Intervention (3 credits)

This course introduces students to the administration, interpretation, and communication of psychoeducational assessment results and the link to educational intervention. Emphasis is placed upon planning and conducting comprehensive assessment of learning problems. Focus will include integrating and presenting results verbally and within the context of a psychoeducational report. Students will identify appropriate data gathering methods (e.g. background information, checklists, record reviews, assessment instruments, interviews, behavioral observations, and curriculum-based assessments). Students will synthesize data from multiple sources to make appropriate recommendations and to determine response to evidence-based interventions via progress monitoring.

PSY 8286 – Assessment of Personality and Social-Emotional Functioning for Intervention (3 credits)

This course provides an introduction to the theory, administration, scoring, and interpretation of the major implicit or performance-based measures of personality and social-emotional functioning (including apperception, drawing, and sentence completion measures) as well as major explicit or self-report measures. The specific values of implicit/performance-based measures and explicit/self-report measures and associated research findings will be discussed. An introduction to integrating assessment materials into coherent case conceptualizations, evidence-based intervention plans, and the writing of psychological test reports that provide personalized, collaborative, culturally-informed, and highly involving test feedback to clients and families will be provided.

PSY 8292 – Comprehensive Data-Based Assessment: Integrated Report (3 credits)

The primary goal of this course is to teach the student how to write a well-integrated and meaningful psychoeducational report and to learn the art of providing feedback to the person being evaluated, parents, teachers, and other professionals as appropriate. Starting with basic data obtained through interview and developmental history; the student is guided through the process of clinical inference; learning to select appropriate data collection procedures; to examine and to analyze the data; to formulate integrative hypotheses; and to generate a synthesized, integrated, and meaningful psychoeducational report useful to all target audiences. Emphasis will also be placed on understanding the legal issues involved in psychoeducational report writing.

Prerequisites: PSY 8165, PSY 8182, PSY 8184, PSY 8280, PSY 8286

RESEARCH METHODS, STATISTICAL ANALYSIS, AND PSYCHOMETRICS

PSY 8140 – Intermediate Statistics with Lab (3 credits)

This course covers basic inferential and descriptive statistics to proficiency. Multivariate statistics is taught from a consumer perspective. A computer lab is included.

PSY 8145 – Issues and Techniques in Research Design and Program Evaluation (3 credits)

This course will focus on research methodology and scientific thought. Students will consider a variety of ways to conduct evaluation and critically evaluate data. Course material will examine

basic experimental design (between and within groups), single subject experiments, group experimental design, non-experimental design (correlational research, case study, meta-analyses), and program evaluation. Validity issues in research (internal and external) and research ethics are emphasized. Focus will be placed upon the evaluation of research, translation of research into practice, and the ability to plan and conduct program evaluations for the improvement of service provision within the schools.

PSY 8147 – Theories of Measurement (3 credits)

This course examines the theories, techniques, and statistics of psychological measurement. Topics covered include a history and overview of measurement theory, scaling, individual differences and correlation, dimensionality, reliability and classical test theory, standard error of measurement, validity, test construction and refinement, and modern test theories.

PSY 8206 – Directed Study (1.5 credits)

This course is designed to assist students in preparing for the required professional research project which requires a systemic review of the existing literature in a specific scholarly area of applied psychology, an evaluation of a research based intervention project, or an original empirical study. Students are expected to summarize conceptual and methodological issues in the literature, to formulate a research problem derived from the literature, to derive research hypotheses and interpret data, and to write research in APA style.

PRACTICA AND INTERNSHIP

PSY 8195 – Practicum in School Psychology: Foundations II (2 credits)

This 160-hour practicum is intended to build upon the foundational knowledge base of Foundations Practicum I in clarifying the role of the school psychologist in professional practice. Through field-based placement, candidates will increase their understanding of best practices in early childhood education and effective learning environments that support healthy development of children with diverse needs. Under close supervision, they begin to apply knowledge to collect behavioral and academic data, provide information to parents and teachers, complete assessment measures, and support intervention implementation in schools.

Prerequisite: PSY 8190

PSY 8197 – Practicum in School Psychology: Foundations III (2 credits)

This 160-hour practicum is the third in the sequence intended to clarify the role of the school psychologist in professional practice. Through field-based placement, candidates develop a further understanding of effective learning environments and multi-tiered systems of supports while assisting stakeholders in planning, implementing, monitoring, and evaluating educational interventions. In addition, consideration of continuous professional improvement within the context of the role of school psychologist is addressed.

Prerequisite: PSY 8195

PSY 8290 – Practicum in School Psychology: School Based I (3 credits)

This 450 hour, two semester practicum sequence is designed to assist candidates in developing consultation skills; gathering assessment data relevant to intervention planning; and developing, implementing, and evaluating interventions within school settings. The practicum is designed as

an integrative experience to blend theory with practice in providing services to children and adolescents, as well as key stakeholders in their environments. Candidates will complete a minimum of 15 hours per week at (a) selected school(s).

Prerequisites: PSY 8100, PSY 8110, PSY 8115, PSY 8135, PSY 8150, PSY 8190, PSY 8195

PSY 8295 – Practicum in School Psychology: School Based II (3 credits)

See description of PSY 8290 – Practicum in School Psychology: School Based I.

Prerequisite: PSY 8290

PSY 8390 – Practicum in School Psychology: Advanced Assessment and Interventions I (3 credits)

This 720 hour, three semester practicum sequence is designed for candidates to further develop competencies in the areas of assessment, consultation, and intervention with expanded populations in varied settings. The candidate is required to spend a minimum of 15 hours per week for 48 weeks at (a) selected school(s), agency(cies), or clinic(s).

Prerequisites: PSY 8182, PSY 8184, PSY 8190, PSY 8195, PSY 8255, PSY 8270, PSY 8280, PSY 8286, PSY 8292

PSY 8392 – Practicum in School Psychology: Advanced Assessment and Interventions II (3 credits)

See description of PSY 8390 – Practicum in School Psychology: Advanced Interventions I.

Prerequisite: PSY 8390

PSY 8394 – Practicum in School Psychology: Advanced Assessment and Interventions III (3 credits)

See description of PSY 8390 – Practicum in School Psychology: Advanced Interventions I.

Prerequisite: PSY 8392

PSY 8400 – Internship in School Psychology (6 credits)

The student is required to complete a 2000-clock hour doctoral internship in an approved setting.

Prerequisites: All coursework, including PSY 8206 – Directed Study

ELECTIVES

PSY 4401 – Clinical Neuropsychology (3 credits)

The study of the relationship between brain functioning and behavior. Major topics include anatomy and physiology of the human brain, behavioral functions associated with the cerebral hemispheres and lobes, neurobehavioral presentations of common neurological and psychiatric conditions, administration and interpretation of major neuropsychological test batteries, and diagnostic examination for brain dysfunction.

PSY 4405 – Clinical Neuroanatomy (3 credits)

The understanding of the anatomical organization of the human nervous system is an important skill for a student of clinical neuropsychology. In this course the focus will be on those aspects of neuroanatomy that will aid in neuropsychological assessment and research. Topics will include

the development, structure, and function of the human nervous system, neuroanatomical correlates of behavior, and the anatomical substrates of neuropathology.

PSY 4406 – Behavioral Neuropathology (3 credits)

This course is designed to provide an introduction to neuropathology. The understanding of the major diseases and disorders of the human nervous system is an important skill for a student of clinical neuropsychology. In this course the focus will be on those aspects of neuropathology that will aid in neuropsychological assessment and research. Topics will include the development of structural and chemical dysfunction of the human nervous system, neuroanatomical correlates of dysfunction, and the anatomical substrates of neuropathology.

PSY 4409 – Pediatric Psychology (3 credits)

The purpose of this course is to provide the student with a comprehensive overview of the field of pediatric psychology. Students will be taught the various roles of a pediatric psychologist functioning within the medical environment and the interface between psychological and medical services and systems. Also, a significant proportion of the course will address the assessment and treatment of children who have psychological and adjustment difficulties due to a chronic, acute, and/or genetic medical diagnosis, and the relevant medical intervention.

PSY 4414 – Behavioral Principles of Learning (3 credits)

This course provides a comprehensive review of the psychological principles of learning derived from experimental research and validated by applied experimental/empirical studies. General topics include the nature of learning, behavior without learning, learning without words, and learning with words. Specific topics covered include types of behavior, motivational influences on behavior, respondent behavior and conditioning, operant behavior and conditioning, stimulus control, schedule influences on behavior, observational learning, verbal behavior and rule-governed behavior, and behavioral accounts of language and cognition. The course is designed to give students a good grounding for assessment and intervention courses with a behavioral orientation.

PSY 4419 – Forensic Psychology: Family Law (3 credits)

Basic principles in concepts of forensic psychology; the relationship between juvenile and family law and the scientific study of human behavior. Emphasis will also be given to areas of child physical and sexual abuse and domestic violence. There will be a critical review of pertinent literature. Special attention will be paid to the legal-ethical issues in evaluation, treatment, and research in family and juvenile law.

PSY 4515 – Child and Adolescent Neuropsychological Assessment (3 credits)

This course is designed to provide an introduction to developmental neuroanatomy, and developmental neuropsychological research and theory in the neuropsychological assessment of children. Cases of acute brain trauma, chronic brain injury, communicative disorders, learning disabilities, brain disease, sensory-motor handicaps, and seizure disorders will be presented to demonstrate the behavioral effects of these conditions.

PSY 4520 – Child Sexual Abuse Assessment (3 credits)

The purpose of this course is to provide the student with state-of-the-art knowledge and the tools

necessary to properly assess the validity of allegations of CSA, and to assess the psychological impact of CSA on known victims.

PSY 4525 – Assessment of Culturally Diverse Clients (3 credits)

This course involves a critical review of traditional assessment methods and instruments when used to measure the intelligence and aptitudes of those persons who differ markedly from the social and cultural norms. It will demonstrate the counterproductive pitfalls in the application of such techniques when used to label ethnic minorities and underprivileged clients. Students will learn to use and apply alternative methods. The theoretical and practical innovations of dynamic assessment will be analyzed.

PSY 4603 – Play Therapy (3 credits)

The purpose of this course is to delineate the various theoretical and practical approaches to play therapy. Conducted in a seminar fashion, class sessions will involve the discussion and instruction of theory, methods of intervention, and the special therapy issues. Additionally, an applied clinical approach will also be emphasized via student play therapy case presentations.

PSY 4604 – Advanced Applied Behavior Analysis (3 credits)

This course provides a comprehensive review of Applied Behavior Analysis at an advanced level. Students will learn the history of behavioral psychology, the experimental analysis of behavior and applied behavior analysis. The basic principles of behavior are reviewed as a foundation for the application in ABA methods. Students will design an intervention program using ABA methods to improve socially meaningful behavior with the approval of the instructor.

PSY 4607 – Group Theory and Processes (3 credits)

Group process provides an introduction to the theories and research pertaining to small group behavior. Experiencing group dynamics first hand and processing these experiences provide opportunities to become familiar with factors which influence behavior in small groups.

PSY 4608 – Advanced Group Theory and Processes (3 credits)

This course continues the student's training and experience in group psychotherapy. It is primarily focused on group-leader facilitation, empathy, sensitivity, lessening of prejudicial judgment as it relates to the many hues of human experience and behavior, and anxiety reduction with multiple-client interactions. A paper is required summarizing what was learned about group process and being a group member and leader.

PSY 4619 – Applications of Mindfulness in Psychology (3 credits)

This course provides an introduction to the traditions, practice and applications of Mindfulness in Psychotherapy. Recent empirical research points to the influence of Mindfulness on both brain development and therapeutic application. This course will examine some of the empirical research and help students participate and lead in some of the practices that make this a very rich and life-enhancing model for both patient and practitioner.

PSY 4629 – Health Psychology (3 credits)

This course seeks to define the field of Health Psychology and provides a conceptual overview of current assessment and treatment models. Emphasis is placed on the interrelationships among

affective responses, recurrent behavior patterns, and organ performance. Intervention strategies directed at lifestyle, as well as specific behavior changes, are highlighted.

PSY 4630 – Existential Therapy (3 credits)

Contemporary existential issues are explored as they affect both client and therapist in psychotherapy. How existential views complement other theoretical orientations, affect the therapist/client relationship, and lead to implementation of treatment strategies, are of particular interest and focus.

PSY 4631 – Humanistic Therapy (3 credits)

This course is a practitioner-oriented exploration of theories and practices of humanistic psychotherapy, including Rogers' person-centered, Bugental's existential-analytic, Mahrer's experiential, and Rollo May's approaches. Theoretical bases for psychotherapy, the therapist as a person, core therapeutic conditions, and the therapy relationship receive major emphasis.

PSY 4635 – Psychodynamic Therapy I (3 credits)

The introductory course is designed to familiarize students with the basic concepts, range, scope, and limitations of psychoanalytic psychotherapy as a treatment modality. It is anticipated that by the end of this course, the student will have acquired the basic concepts necessary to have a fuller appreciation of this therapeutic approach.

PSY 4649 – Autism Spectrum Disorders: Assessment and Intervention (3 credits)

This course provides an in-depth study of evidence-based practice in assessment and intervention for individuals with autism spectrum disorders (ASD). Candidates will examine current best practice strategies for assessment and diagnosis of ASD, including use of autism-specific screening and evaluation tools addressing the core and supplemental domains of assessment. Emphasis will be placed on a comprehensive developmental approach to assessment and interpretation of assessment data, summarizing and reporting results to interdisciplinary teams, including families, in a systematic manner that leads directly to intervention and programmatic recommendations for individuals with ASD. Common co-occurring (comorbid) disorders will be reviewed. Course content will also include a focus on scientifically-based interventions in the areas of social-emotional, communication, cognitive, academic, sensory, and adaptive development.

PSY 4668 – Substance Use, Health, and Mental Health (3 credits)

The major goal of this course is for students to learn about substance use and misuse, and related prevention and treatment. In addition, because substance use disorders can significantly affect other health and mental health problems and concerns (e.g., depression, aging, medication use, diabetes, and hypertension) the course will address a broad range of issues involved in the assessment and treatment of comorbidity and the relationship of substance use disorders to the management of different health and mental health problems.

PSY 4669 – Clinical Interventions for Anxiety Disorders (3 credits)

This course will cover the assessment, diagnosis, and treatment of anxiety disorders. Available literature on treatment outcome studies, as well as current literature on the theories of anxiety disorders will be reviewed. The course will focus on actual treatment applications of anxious patients. Treatment modalities will include cognitive/behavioral therapy, mindfulness, and

motivational interviewing approaches. Students will practice the interventions studied.

PSY 4670 – Short Term Therapy (3 credits)

This course will review the history and development of time-limits therapies and survey different approaches, including brief dynamic therapy, cognitive therapies, solution-oriented models and others. New developments in brief treatment will be covered, including managed care models and “HMO therapy.”

PSY 4678 – Eating Disorders: Theory and Intervention (3 credits)

This course will review the history of eating disorders and the development of interventions for the treatment of eating disorders, including psychoanalytic, self-psychological, relational, systemic and cognitive-behavioral. Individual, familial, socio-cultural and biological aspects of eating issues and body image difficulties will be addressed as well as relevant research.

PSY 4679 – Abuse, Trauma, and Dissociation (3 credits)

This course is primarily designed to provide a comprehensive survey of knowledge and skills required to treat adult survivors of prolonged childhood abuse (PCA). Identification and treatment of the problems in adaptation and functioning commonly found among PCA survivors will be contrasted with forms of intervention more appropriate for survivors of other forms of trauma. There will be detailed coverage of interpersonal, behavioral, cognitive, emotional and experiential difficulties associated with PCA, and of strategies for addressing them.

PSY 4691 – Infant and Toddler Mental Health (3 credits)

This course will cover clinical applications of developmental psychopathology, with an emphasis on infants, toddler and their families. Major theories of development and current research on the systemic etiological pathways of atypical adaptation will be reviewed. Assessment strategies will include observing infants and toddlers at play, clinical interviewing of caregivers, identifying red flags, recognizing 0-3 diagnostic classifications, administered developmental screening tests, and interpreting results. Implications for appropriate theory driven and empirically based treatment will be discussed including play techniques and attachment-theory driven interventions.

PSY 4692 – Parent Focused Interventions (3 credits)

This course will review current theory and research on parent-focused prevention and intervention efforts intended to benefit children and adolescents. Topics will include the rationale for a behavioral/family systems approach to parent training and its application to contemporary families. Difficulties associated with conducting both research and interventions in family setting will be reviewed with particular attention to problems of measuring and defining “ideal” parenting practices and difficulties in translating program objectives into clinically meaningful outcomes. Parent-focused interventions for both externalizing and internalizing problems will be considered.

PSY 4699 – Positive Psychology (3 credits)

The present course will describe how the scope of psychology has recently been broadened beyond exclusive concern with identifying pathology and treating or preventing disorder. This course will provide an overview of the emerging field of ‘Positive Psychology.’ Students will be provided with opportunities to understand theory and research pertaining to the psychology of human strengths, assets, abilities and talents as well as the constructs of optimism, happiness, hope and

resiliency. Students will be challenged to use their understanding of this theory and research to suggest opportunities for intervention with various populations.

PSY 8235 – Family/Systems Therapy (3 credits)

This course surveys current approaches to family systems theory and therapy with an emphasis on systemic conceptual models of family functioning and culturally sensitive therapeutic interventions. It is designed to develop specific intervention competencies.

PSY 8240 – Child and Adolescent Group Interventions (3 credits)

This course seeks to provide a comprehensive guide to counseling children and adolescents with a variety of problems in a group format designed to improve their emotional, behavioral, and social functioning. The focus is on both prevention and intervention with emphasis on beginning skills for conducting group interventions for students in schools. It encompasses both theoretical issues and practical applications with the latter including concerns pertaining to ethical standards and legal requirements. In addition, evidence based methods and programs will be taught. Issues related to group counseling with children and adolescents and implementation issues specific to school settings will be examined.

PSY 8330 – Public Policy, Advocacy, and Ethical Decision-Making (3 credits)

This course introduces students to contemporary educational and mental health policy issues and ethical principles that affect the practice of psychology. Candidates will review newly proposed legislation, develop fact sheets on relevant topics, critically evaluate legislative platforms, prepare speeches for committee hearings, contact legislators, and initiate lobbying efforts and letter-writing campaigns.

PSY 8396 – Elective Practicum in School Psychology: Advanced Assessment and Interventions (1-3 credits)

The candidate is required to spend a minimum of 20 hours per week for one semester at (a) selected school(s), agency(ies), or clinic(s).

PSY 8398 – Elective Internship in School Psychology (1-3 credits)

This 600-hour elective internship in school psychology is designed to meet the requirements for national certification in school psychology (NCSP). Candidates must complete a minimum of 600 hours in a school setting that serves the educational needs of P-12 students of diverse backgrounds, characteristics, abilities and needs, and provides the full range of school psychological services.

* Course descriptions are subject to change

Clinical Psychology

By offering both the doctor of psychology (Psy.D.) and the doctor of philosophy (Ph.D.) degrees, the College of Psychology demonstrates its commitment to train psychologists both as researchers and as practitioners. The Psy.D. program is based on a model of the practitioner informed by science and the Ph.D. program is based on a model of the scientist-practitioner. Each program has a structured curriculum that develops the knowledge and skills of the doctoral student relevant to the program's model. Both require clinical training that includes clinical practica, the clinical competency exam, and a 2,000-hour doctoral internship at a site where the student has applied and been accepted.

Beyond the required courses and experiences of each doctoral program, individual interests in psychology are accommodated through elective course offerings. Students have the option of seeking admission to a concentration, or specializing in a track in which a series of electives are taken in a single specialty area.

The department's faculty is committed to the development of strong collegial relationships with doctoral students. The development of such relationships facilitates the instructional support available to students as they strive for scholarship and mastery of the roles of the clinical psychologist.

Clinical Psychology Concentrations

Although the college's doctoral programs are committed to the general training of clinical psychologists, we also give students the option of beginning to specialize. Concentrations have been developed in recognized areas of psychology. Each concentration accepts a limited number of students at admission or during the first or second year of study and therefore a student is not guaranteed a slot in a particular concentration. Each concentration consists of a set of electives, a practicum in an approved clinical program related to the concentration, and research activities with faculty in the concentration. Below are listed current concentrations with their required courses.

Clinical Forensic Psychology

Recognizing the crucial need for competent clinical psychologists working within the justice system, the Clinical Forensic Psychology (CFP) concentration emphasizes clinical psychological skills applicable in the criminal justice system, which include issues regarding competency and criminal responsibility; psychological damages in civil trials; civil competencies; psychological autopsies and criminal profiling; and child custody and parental fitness. Course work includes: Introduction to Forensic Psychology; Forensic Psychology: Criminal Law; Forensic Psychology Assessment; Psychological Interventions in Forensic Settings; Forensic Psychology: Family Law; and Special Issues in Forensic Psychology: Supervision, Consultation, Ethics, and Controversial Issues or Police Psychology.

Clinical Health Psychology

Clinical Health Psychology (CHP) specializes in the study, treatment, and professional training in the interaction of physical health with the individual's cognitive, emotional, behavioral, and social functions. Its broad scope encompasses intervention for managing severe illnesses, rehabilitating disability, prevention of chronic disease, and maintenance of good health. Significant contributions have been made in chronic pain management, weight control, cardiovascular rehabilitation,

pediatric diseases, and coping with medical procedures. Course work includes: Health Psychology; Anatomy and Pathophysiology; Assessment in Health Psychology; and two intervention Health Psychology courses.

Clinical Neuropsychology

Clinical Neuropsychology (CN) is concerned with the function of the brain and its relationship to all aspects of behavior, as well as the impact of brain dysfunction and injury on individuals' abilities to function. The program not only encompasses the approaches, perspectives, and practice settings of neuropsychology, but also extends to the related disciplines of neuroanatomy, neurophysiology, neuropathology, neurorehabilitation, and child neuropsychological assessment. Course work includes: Clinical Neuropsychology; Clinical Neuroanatomy; Behavioral Neuropathology; Advanced Clinical Neuropsychology; Neuropsychological Case Analysis; and Child and Adolescent Neuropsychological Assessment. Psy.D. students will complete a research project equivalent to a Major Paper, and a Dissertation- equivalent project in the area of neuropsychology under the direction of a neuropsychology faculty member, as well as the Ph.D. three course statistical sequence.

Psychodynamic Psychology

Psychodynamic Psychology (PP) is a discipline of psychology that presents a theory of personality and an explanation of the framework for understanding psychopathology. Psychodynamic theory and technique have demonstrated applicability to conceptualizing and providing treatment for a wide range of interpersonal and intrapsychic difficulties. This program emphasizes contemporary psychoanalytic theories of personality, pathology, and psychotherapy. Course work includes: Psychodynamic Psychotherapy I and II; Narcissistic, Borderline, and Other Character Disorders; Psychodynamic Treatment of Affective Disorders; Psychodynamic Treatment Approach to Family and Group Therapy; and Psychodynamic Psychotherapy in Practice.

Serious Mental Illness

Serious Mental Illness (LTMI), an emerging area of specialization in psychology, studies the treatment and evaluation of severely and persistently mentally ill adults and children and their families. The area focuses on specialized assessment techniques of psychopathology and level of functioning, psychotherapeutic interventions and psychosocial rehabilitation, and psychopharmacology, as well as program development and public policy. Course work includes: Community Psychology with the Seriously Mentally Ill; Treatment of Serious Mental Illness; Consultative Psychopharmacology; and Diagnostic Assessment of Long Term Mental Illness.

Tracks

Students wishing to specialize in a subject area can elect to complete course work in a track. No formal admission requirements are necessary and students complete the courses at their own volition. Students will notify the Director of Academic Affairs of their intention to complete a track.

Child, Adolescent, and Family Psychology Track

Child, Adolescent, and Family Psychology (CAFP) address the assessment and treatment of children and adolescents with significant emotional and behavioral problems and troubled families. The area focuses on empirically supported assessment and treatment methods. In

addition, the area is concerned with efforts to promote and better understand healthy child and family development as well as the prevention of psychological problems of youth.

Multicultural/Diversity Track

This track is designed to provide coursework, research, and practicum experiences to better enable students to work effectively in our demographically changing society.

Trauma Track

The object of the Trauma track is to deliver specialized training in trauma as it pertains to the assessment and treatment of individuals. In addition, research into trauma issues is stressed.

Clinical Psychology Model Curricula and Course Descriptions

Psy.D. Program 2024-2025 Model Curriculum

Nova Southeastern University College of Psychology Psy.D. Program 2024-2025 Model Curriculum					
First-Year Fall Semester	Prerequisites or Corequisites	Credits	Third-Year Winter Semester	Prerequisites	Credits
1403 Adult Psychopathology**		3	3403 Social Aspects of Behavior* OR		3
1405 Development: Child and Adolescent*		1.5	4607 Group Theory/Processes**	1610, 2604	
1407 Development: Adult & Older Adult*		1.5	3702 Clinical Practicum IV**	3701	3
1409 Professional Issues & Ethics**		1.5	3704 Supervision IV	3703	1
1501 Assessment: Intelligence Testing with Lab**		3	5890 Directed Study: Research**	2809	2
1603 Systems of Psychotherapy*		1.5			
1605 Diversity in Assessment & Intervention** OR		3			
1401 History & Systems of Psychology*					
First-Year Winter Semester			Third-Year Summer Semester		
1401 History & Systems of Psychology* OR		3	370A Summer Practicum II**	3702	3
1605 Diversity in Assessment & Intervention**			370B Summer Supervision II	3704	1
1408 Child & Adolescent Psychopathology**	1405	3	Elective ¹		3
1502 Diagnostic Interviewing**	1403	3	4499 Advanced Professional Development**		.5
1610 Adult Intervention I**	1403, 1407	3			
1703 Pre-Practicum**	Pre/Co Req 1605, 1502	1			
1806 Intermediate Statistics w/Lab*		3			
First-Year Summer Semester			Fourth-Year Fall Semester		
1416 Cognitive/Affective Aspects of Behavior*		3	Clinical Competency Exam**	All required courses plus 6 credits of intervention electives	
Elective ¹		3	4499 Advanced Professional Development**		.5
			2 Electives ¹		6
Second-Year Fall Semester			Fourth-Year Winter Semester		
2507 Objective Personality Assessment**	1501, 1502	3	4402 Consultation & Supervision**	2701-4, 270A, 270B	3
2602 Systems/Family Therapy**		3	Elective ¹		3
2604 Child & Adolescent Intervention**	1405, 1408	1.5			
2701 Clinical Practicum I**	All First Year Except 1416, 1806	3			
2703 Supervision I		1			
2809 Research Design***	1806	3			
2107 Theories of Measurement*		3			
Second-Year Winter Semester			Fifth-Year		
2112 Biological Bases of Behavior*		3	5700 Internship	All course work including 5890: Directed Study: Research	2
2509 Behavioral Assessment**		1.5	“(5 - 1 credit per semester depending on internship start date. Confirm with office of clinical training prior to registration)”		
2511 Projective Personality Assessment**	1501, 2507	3			
2606 Case Conceptualization**	1610, 2602, 2604, 2701, 2703	3			
2702 Clinical Practicum II**	2701				
2704 Supervision II	2703	3			
		1			
Second-Year Summer Semester			All elective practica may be counted as intervention electives.		
2406 Psychopharmacology*	2112	1.5			
270A Summer Practicum I**	2702	3			
270B Summer Supervision I	2704	1			
Third-Year Fall Semester					

4607	Group Theory/Processes** OR	1610, 2604	3	TOTAL DEGREE CREDITS 119 ² Neuropsychology and Forensic concentration students require additional credits to fulfill concentration requirements beyond their 15 credits of electives. Of these required concentration courses, several will fulfill some of the elective requirements, the remaining concentration-required courses will be taken over and above the model curriculum requirements. * Discipline-specific Knowledge (DSK) Course ** Profession-wide Competency (PWC) Course ***Both DSK & PWC course
3403	Social Aspects of Behavior*	2507, 2509, 2511	3	
3501	Integrated Report**	2507-9-11, 2602, 2604, 2606, 2702-4,	3	
3701	Clinical Practicum III**	270A Pre/Co Req 3501	3	
3703	Supervision III	270B	1	
5890	Directed Study: Research**	2809	2	

Ph.D. Program 2024-2025 Model Curriculum

Nova Southeastern University College of Psychology Ph.D. Program 2023-2024 Model Curriculum					
First-Year Fall Semester	Prerequisites or Corequisites	Credits	Third-Year Winter Semester	Prerequisites	Credits
1403 Adult Psychopathology**		3	4402 Consultation & Supervision**	2701-4, 270A, 270B	3
1405 Development: Child and Adolescent*		1.5	3702 Clinical Practicum IV**	3701	3
1407 Development: Adult & Older Adult*		1.5	3704 Supervision IV	3703	1
1409 Professional Issues & Ethics		3	3803 Major Paper**	1807-09, 2808-12	1.5
1501 Assessment: Intelligence Testing w/ Lab**		3	3403 Social Aspects of Behavior*		3
1605 Diversity in Assessment & Intervention**		3			
First-Year Winter Semester			Third-Year Summer Semester		
1408 Child and Adolescent Psychopathology**	1405	3	370A Summer Practicum II**	3702	3
1412 Psychobiology*		3	370B Summer Supervision II	3704	1
1502 Diagnostic Interviewing**	1403	3	4499 Advanced Professional Development*		.5
1610 Adult Intervention I**	1403, 1407,	3			
1703 Pre-Practicum**	1605	1			
1807 Advanced Statistics*	Pre Req. 1605, Co Req. 1502	3			
First-Year Summer Semester			Fourth-Year Fall Semester		
1401 History & Systems of Psychology*		3	Clinical Competency Exam**	All required courses plus 6 credits of intervention electives	
1809 Research Design***		3			
			4499 Advanced Professional Development*		1.5
			5850 Dissertation		6
Second-Year Fall Semester			Fourth-Year Winter Semester		
2507 Objective Personality Assessment**	1501-2	3	5850 Dissertation**		6
2509 Behavioral Assessment**		1.5			
2603 Systems/Family Therapy**		1.5			
2604 Child and Adolescent Intervention**	1408	1.5			
2701 Clinical Practicum I**	(First Yr Except	3			
2703 Supervision I	1412, 1807/09)	1			
2808 Multivariate Statistics I w/ Lab*	1809	3			
Second-Year Winter Semester			Fifth-Year		
1416 Cognitive/Affective Aspects of Behavior*		3	5700 Internship	All course work including 12 credits of PSY 5850: Dissertation	
2511 Projective Personality Assessment**	1501-2, 2507	3	"(.5 - 1 credit per semester depending on internship start date. Confirm with office of clinical training prior to registration)"		2
2606 Case Conceptualization**	1610, 2603, 2604, 2701, 2703	3			
2702 Clinical Practicum II**	2701	1			
2704 Supervision II	2703	3			
2812 Multivariate Statistics II w/ Lab*	2808	3			
Second-Year Summer Semester			¹For the 6 credits of electives, students must take intervention electives (36XX, 46XX and 47XX). Concentration students may be required to complete additional credits. All elective practica may be counted as intervention electives.		
270A Summer Practicum I**	2702	3			
270B Summer Supervision I	2704	1			
¹ Elective		3			
Third-Year Fall Semester			TOTAL DEGREE CREDITS 118 * Discipline-specific Knowledge (DSK) Course ** Profession-wide Competency (PWC) Course *** Both DSK & PWC Course		
2406 Psychopharmacology*	1412	1.5			
3701 Clinical Practicum III**	2507-9-11, 2603-4-6, 2702-4, 270A, 270B	3			
3703 Supervision III		1			
3803 Major Paper**		1.5			
3809 Theories of Measurement*	1807-09, 2808, ¹ Elective 2812	3			

Course Descriptions

There are some required courses (e.g., Diversity in Assessment & Intervention, Group Theory and Process) that may require some personal disclosures by the student as part of the course requirements. Other elective courses (e.g., Advanced Group Theory and Process) may require a higher level of ongoing self-disclosure as part of the class process.

General Required Courses

PSY 1401 History & Systems of Psychology (3 credits)

This course examines the historical progression of ideas central to psychology, the philosophical and empirical roots of those ideas, and their confluence into the predominant systems of the present day. In so doing, it covers the fundamentals of scientific thinking, their bearing on theory development, the relationship between philosophical and empirical thought, and theoretical models of historical and current significance. It also focuses on the dynamic interplay between theoretical constructs and empirically derived knowledge. Particular emphasis is placed on principles used to examine the merits of evidence that supports or disconfirms theory.

PSY 1403 Adult Psychopathology (3 credits)

This course covers descriptive psychopathology and research on the etiology, epidemiology, dynamics and diversity issues of major adult and aged pathologic syndromes. It provides a thorough introduction to DSM-5 as a diagnostic tool.

PSY 1405 Developmental: Child and Adolescent (1.5 credits)

This course covers issues in human development that are especially relevant to children and adolescents, beginning with the earliest aspects of development during the prenatal period and ending with the final phase of transition from adolescence to adulthood. This course will focus on normal and accelerated developmental progress, as well as factors that threaten to impede normal development.

PSY 1407 Developmental: Adult & Older Adult (1.5 credits)

This course will review developmental theories of aging and personality development in adulthood and later adulthood. Topics will include perceptual, cognitive, personality and social processes of aging.

PSY 1408 Child and Adolescent Psychopathology (3 credits)

This course will provide a comprehensive examination of specific disorders and problematic psychological states during childhood and adolescence. An emphasis will be placed on the description, theoretical conceptualization, and etiology of disorders. Prerequisite: PSY 1405

PSY 1409 Professional Issues and Ethics (3 credits)**

This course acquaints the student with the extant legal and ethical principles and standards of practice that psychologists have developed for the profession.

PSY 1412 Psychobiology (3 credits)**

This course covers theory, research, and applications for the following topics: structure, function, and disorders of the nervous system; physiological mechanisms and disorders in vegetative and

intellectual functions; and psychophysiological methods and technology.

PSY 1416 Cognitive/Affective Aspects of Behavior (3 credits)

This course examines cognitive and affective processes that affect behavior. Topics include information processing, memory, attachment, unconscious processing, schemata development, bias, self-regulations, and attribution theory. The interface of cognition and affect will be examined in relation to issues in clinical psychology.

PSY 1417 Ethics and Professional Issues (1.5 credits)*

The course consists of eight three-hour sessions that address ethical conduct and professional issues in the science and practice of health service psychology. Areas include clinical practice of psychology, research, evidence based treatments, obtaining how to use the APA Publication Manual (6th ed.), and a brief historical review of the development of the profession. Professional issues and topics will include (a) becoming a doctoral psychologist including membership in professional organizations (e.g., state and national groups including the American Psychological Association); (b) social media in practice and personal use; (c) becoming licensed and board certified; (d) presenting oneself as a professional and self-care; (e) early career building starting in graduate school; (f) developing a professional CV and completing the CITI research training certificate; and (g) suicidal clients and confidentiality. The course will provide an opportunity for discussion and interaction among students as they come to understand professional and ethical issues and concerns facing health services psychologists today. Discussions will also focus on key benchmarks going through the 4-year doctoral program at the College of Psychology [e.g., selecting practicum and internship sites, clinical competency exams (CCE), selecting a COP mentor, directed studies, dissertations, posters and publications as a graduate student].

PSY 1418 Ethics and Legal Issues (1.5 credits)*

This course consists of eight three hour sessions that address ethical conduct and legal issues in the science and practice of health service psychology. The course covers the clinical practice of psychology, research, teaching, supervision, assessments, treatment, diversity issues, licensing issues and the historical development of the APA Code of Ethics.

PSY 1603 Systems of Psychotherapy (1.5 credits)*

This course covers the scientific and philosophical origins, fundamental principles, and treatment implications of the primary systems of psychotherapy. It follows the integrative steps that flow from each system's theory of personality to its theory of psychopathology and culminates in its therapeutic process and therapy relationship. How these systems utilize theoretical formulations and assessment data to inform treatment is highlighted.

PSY 2112 Biological Bases of Behavior (3 credits)*

This course covers theory, research, and applications for the following topics: structure, function, and disorders of the nervous system; physiological mechanisms and disorders in vegetative and intellectual functions; and psychophysiological methods and technology.

PSY 2406 Psychopharmacology (1.5 credits)

This course covers the basic science, theory, research and clinical applications of psychopharmacology. It promotes the understanding of psychobiological processes in medicated

patients and emphasizes the special psychotherapeutic requirements that relate to the currently prevalent combined therapeutic approach. The clinical issues are illustrated by case presentations and the review of the relevant literature. Prerequisite: PSY 1412

PSY 3403 Social Aspects of Behavior (3 credits)

This course studies the social antecedents of human behavior. The main theories of social psychology are examined in relation to clinical psychology.

PSY 4402 Consultation and Supervision (3 credits)*

This course is intended to increase a student's awareness and competencies with ethical issues in therapy. In addition, students' consultation and supervision skills are developed.

PSY 4499 Advanced Professional Development (1 credit)

To enhance critical thinking, oral and written exposition, and knowledge of career development needed to enter the profession; this course will focus on enhancing internship application effectiveness. Students will be directed in preparing a curriculum vita, conducting self-evaluation of personal and professional roles, developing effective interviewing skills, and synthesizing training, experience, conceptualization models, and philosophy. Students will learn to make application decisions in terms of goodness of fit. Course assignments include the development of written products needed for internship application.

Assessment Required Courses

PSY 1501 Assessment: Intelligence Testing with Lab

The administration, interpretation, and communication of results of major intelligence tests is the focus of this course. Emphasis is placed on the many aspects of interpretation and report writing.

PSY 1502 Diagnostic Interviewing (3 credits)

This is a basic course on the theoretical and practical aspects of the clinical assessment interview. Emphasis is placed on development of communication skills, rapport building, evaluation strategies, consideration of diagnostic data, cultural and ethnic diversity, the mental status evaluation, and the ability to organize information in written and oral form. Prerequisite: PSY 1403

PSY 2507 Objective Personality Assessment (3 credits)

This course examines theoretical, conceptual, and methodological issues in objective personality assessment. An emphasis will be placed upon objective personality tests such as the MMPI-2, MMPI-A, 16 PF, Millon's MCMI, and others. Prerequisite: PSY 1503, 1505

PSY 2509 Behavioral Assessment (1.5 credits)

This course will provide an overview of current strategies and issues in contemporary behavioral assessment. Included will be self-report and monitoring, direct and naturalistic observation of behavior and physiological measurement. Application to a variety of clinical disorders will be addressed and attention directed to collateral factors such as behavioral assets and limitations and environmental supports and restrictions that often have an impact on the client.

PSY 2511 Projective Personality Assessment (3 credits)

This course will provide an introduction to the theory, administration, scoring and interpretation of the major projective assessment measures including the Rorschach, TAT, sentence completion, and figure drawings. The specific value of the projective measures and associated research findings will be discussed. The student will also receive an introduction to integrating assessment materials for the purpose of writing psychological test reports. Prerequisite: PSY 1503, 1505, 2507

PSY 3501 Integrated Report (3 Credits)*

The primary goal of this course is to help the student write a well-integrated and meaningful psychological report. Starting with basic data obtained from a well-balanced battery of tests and other sources, which may include interviews and developmental and social histories, the student is guided through the process of clinical inference, learning to examine and analyze the data, formulate integrative hypotheses, and generate a synthesized, integrated and meaningful psychological report. Prerequisite: PSY 2507, 2509, 2511

Intervention Required Courses**PSY 1605 Diversity in Assessment and Intervention (3 credits)**

This course covers diversity issues and their implications for assessment and intervention. Specifically, it considers the psychological impact of gender, race, ethnicity, culture, religious preference, socioeconomic status, sexual orientation, and able-bodiedness. It includes exploration of common stereotypes and their impact on therapy. This course also includes an examination of innovative assessment methods for clients of diverse backgrounds.

PSY 1610 Adult Intervention I (3 credits)

This course covers primary approaches to treating adult psychological disorders. Interventions with strong empirical and theoretical support are emphasized; relationship factors are also addressed. Development of treatment interventions based on a wide range of conceptual models is highlighted. Prerequisite: PSY 1403, 1407

PSY 2602 Systems/Family Therapy (3 credits)*

This course will cover systems theory with emphasis on applications to marital and family therapy. General systems theory, and conceptualizations from such schools as the Bowenian, Structural, and Strategic will be considered.

PSY 2603 Systems/Family Therapy (1.5 credits)**

This course will cover systems theory with emphasis on applications to marital and family therapy. General systems theory, and conceptualizations from such schools as the Bowenian, Structural, and Strategic will be considered.

PSY 2604 Child and Adolescent Intervention (1.5 credits)

This course covers current intervention strategies for children and adolescents. Application of theory, methods, and current research in this area will be reviewed. Prerequisite: PSY 1408

PSY 2606 Case Conceptualization (3 credits)

This course addresses the processes of conceptualizing case material from diverse theoretical

models and translating these conceptualizations into effective treatment strategies. Video- and/or audiotaped clinical interviews, and written and/or orally presented case histories are used in class to demonstrate and provide practice in case conceptualization skills. Prerequisite: PSY 1610, 2602, 2604, 2701, 2703

PSY 4607 Group Theory and Processes (3 credits)*

Group process provides an introduction to the theories and research pertaining to small group behavior. Experiencing group dynamics first hand and processing these experiences provide opportunities to become familiar with factors which influence behavior in small groups. Prerequisite: PSY 1610, 2604

Practicum and Internship Required Courses

PSY 1703 Pre-Practicum I (1 credit)

This course provides the student with the opportunity to learn and practice a variety of interviewing and clinical skills necessary for effective psychotherapeutic functioning. This experiential lab course will focus on brief didactic presentations followed by student role-playing and instructor feedback. Corequisite: PSY 1502

PSY 2701 Clinical Practicum I (3 credits)

The student is required to spend a minimum of 10 hours per week for 12 months at a selected agency(s). In this course the student is to acquire competency in the areas of interview and assessment, psychological testing, and psychotherapy. Prerequisite: All first year courses; except 1416

PSY 2702 Clinical Practicum II (3 credits)

See description for PSY 2701 Clinical Practicum I. Prerequisite: PSY 2701

PSY 270A Summer Clinical Practicum (3 credits)

See description for PSY 2701 Clinical Practicum I. Prerequisite: PSY 2702

PSY 2703 Supervision I (1 credit)

The student is required to spend approximately one hour face-to-face with a faculty member in an individual or small group format. The student is expected to present case material and be prepared to discuss cases each week. Tapes of therapy sessions may be required. If supervision is provided in a group format, the time is adjusted to account for the multiple members of the supervision group. For instance, when two students receive 90 minutes of supervision in a group per week, that would constitute the equivalent of 45 minutes of individual supervision per week.

PSY 2704 Supervision II (1 credit)

See description for PSY 2703 Supervision I. Prerequisite: PSY 2703

PSY 270B Summer Clinical Supervision (1 credit)

See description for PSY 2703 Supervision I. Prerequisite: PSY 2704

PSY 3701 Clinical Practicum III (3 credits)

The student is required to spend a minimum of 15 hours per week for 12 months at a selected agency(s). Prerequisite: PSY 2507, 9, 11; 2602, 4, 6; 2702, 4; 270A; co-prerequisite: 3501

PSY 3702 Clinical Practicum IV (3 credits)

See description for PSY 3701 Clinical Practicum III. Prerequisite: PSY 3701

PSY 370A Summer Clinical Practicum (3 credits)

See description for PSY 3701 Clinical Practicum III. Prerequisite: PSY 3702

PSY 3703 Supervision III (1 credit)

See description for PSY 2704 Supervision II. Co-requisite/Prerequisite: PSY 3501, 2704

PSY 3704 Supervision IV (1 credit)

See description for PSY 3703 Supervision III. Prerequisite: PSY 3703

PSY 370B Summer Clinical Supervision (1 credit)

See description for PSY 3703 Supervision III. Prerequisite: PSY 3704

PSY 5700 Internship (2 credits)

The student is required to complete an internship, covering a 50-week period of 2,000 hours. The internship site must be accredited by the American Psychological Association or be a member of the Association of Psychology Internship Centers. Prerequisite: All course work including 5890.

Methodology, Research, and Directed Study Required Courses*

PSY 1806 Intermediate Statistics with Lab (3 credits)

This course covers basic inferential and descriptive statistics to proficiency. Multivariate statistics is taught from a consumer perspective. A computer lab is included.

PSY 2809 Research Design (3 credits)

The focus of this course is research methodology and scientific thinking. It covers basic experimental designs (between and within groups), single subject experiments, group experimental designs, non-experimental designs (correlational research, case studies, meta-analyses), and program evaluation. Validity issues in research (internal and external) and research ethics are emphasized throughout.

PSY 2107 Theories of Measurement (3 credits)

This course examines the theories, techniques, and statistics of psychological measurement. Topics covered include classical test theory, methods of reliability and validity assessment, test and item analysis, scaling procedures, test construction, item response theory, and generalizability theory. Both conceptual understanding and practical application are covered. Prerequisite: PSY 2806

PSY 5890 Directed Study: Research (4 credits)

Directed Study: Research will be under the direction of two faculty members. Upon enrollment, the student will submit a prospectus to the Office of Academic Affairs, describing the planned

study. Content of the study can be an empirical study, part of a larger study, a critical literature review a case study, or a treatment manual. A scholarly paper will be required as a final product, submitted by the student to the supervising faculty members. In order for a student to be eligible to apply for an internship placement, as signed and dated Research Completion Form with a copy of the Abstract and a complete copy of the directed study must be submitted to the Office of Academic Affairs no later than the last day of Summer Session I. Prerequisite: PSY 2809

Methodology, Research, and Dissertation Required Courses**

PSY 1807 Advanced Statistics (3 credits)

This course will focus on analysis of variance strategies for analyzing data from experimental and quasi-experimental designs. Topics covered include completely randomized designs, randomized block designs, repeated measures designs, hierarchical designs, and analysis of covariance designs. Planned and post-hoc comparisons will be addressed throughout.

PSY 1809 Research Design (3 credits)

The focus of this course is research methodology and scientific thinking. It covers basic experimental designs (between and within groups), single subject experiments, group experimental designs, non-experimental designs (correlational research, case studies, meta-analyses), and program evaluation. Validity issues in research (internal and external) and research ethics are emphasized throughout.

PSY 2808 Multivariate Statistics I with Lab (3 credits)

This course focuses on multivariate statistical analyses through a detailed exploration of bivariate and multivariate regression and correlation. Other multivariate procedures such as canonical correlation will also be introduced. The course includes a computer lab that focuses on the use of statistical package(s) to perform these analyses. Prerequisite: PSY 1807

PSY 2812 Multivariate Statistics II with Lab (3 credits)

This course is a continuation of the content of Multivariate Statistics I and will include such topics as MANOVA and MANCOVA, classification and discrimination, and factor analytic methodology. The course includes a computer lab that focuses on the use of statistical package(s) to perform these analyses. Prerequisite: PSY 2808

PSY 3803 Major Paper (3 credits)

This course requires the student to design and implement an original research project. It requires a prospectus at enrollment and a written final research report of results. In order for a student to be eligible to apply for an internship placement, a signed and dated Research Completion Form with a copy of the Abstract and a complete copy of the Major Paper must be submitted to the Office of Academic Affairs no later than the last day of Summer Session I. Prerequisite: PSY 1807-9, 2808-12

PSY 3809 Theories of Measurement (3 credits)

This course examines the theories, techniques, and statistics of psychological measurement. Topics covered include classical test theory, methods of reliability and validity assessment, test and item analysis, scaling procedures, test construction, item response theory, and generalizability theory.

Prerequisite: PSY 2812

PSY 5850 Dissertation (12 credits)

The Dissertation requires the design and implementation of an original significant research project. Upon enrollment, the student will submit a prospectus to the Office of Academic Affairs describing the study. Upon securing a Committee, it must be submitted to the Dean's office for approval. The student must orally defend the proposal and final product. Bound copies of the approved Dissertation must be submitted to the Office of the Dean and the University Library. Registration is minimally for two semesters.

PSY 5851 Continuing Dissertation (1 credit)

Continuation of PSY 5850 Dissertation. (If needed)

General Elective Courses

PSY 4401 Clinical Neuropsychology (3 credits)

The study of the relationship between brain function and behavior. Major topics include: anatomy and physiology of the human brain, behavioral functions associated with the cerebral hemispheres and lobes, neurobehavioral presentations of common neurologic and psychiatric conditions, administration and interpretation of major neuropsychological test batteries, and diagnostic examination for brain dysfunction. Prerequisite: PSY 1412

PSY 4405 Clinical Neuroanatomy (3 credits)

The understanding of the anatomical organization of the human nervous system is an important skill for a student of clinical neuropsychology. In this course the focus will be on those aspects of neuroanatomy that will aid in neuropsychological assessment and research. Topics will include the development, structure, and function of the human nervous system, neuroanatomical correlates of behavior, and the anatomical substrates of neuropathology. Prerequisite: PSY 1412

PSY 4406 Behavioral Neuropathology (3 credits)

This course is designed to provide an introduction to neuropathology. The understanding of the major diseases and disorders of the human nervous system is an important skill for a student of clinical neuropsychology. In this course the focus will be on those aspects of neuropathology that will aid in neuropsychological assessment and research. Topics will include the development of structural and chemical dysfunction of the human nervous system, neuroanatomical correlates of dysfunction, and the anatomical substrates of neuropathology. Prerequisite: PSY 4401

PSY 4410 Psychology in Fiction (3 credits)

This course is about psychology, i.e., human experience, as told by fiction writers. By studying selected works, portions of truth about human behavior are sampled. Class discussions focus on this truth. Students are helped to experience vicariously different portions of the human condition, become more empathic with people whose experiences are different from their own, refine skills of observing and influencing behavior, and internalize values significance in our work as therapists.

PSY 4414 Behavioral Principles of Learning (3 credits)

This course provides a comprehensive review of the psychological principles of learning derived from experimental research and validated by applied experimental/empirical studies. General topics include the nature of learning, behavior without learning, learning without words, and learning with words. Specific topics covered include types of behavior, motivational influences on behavior, respondent behavior and conditioning, operant behavior and conditioning, stimulus control, schedule influences on behavior, observational learning, verbal behavior and rule-governed behavior, and behavioral accounts of language and cognition. The course is designed to give students a good grounding for assessment and intervention courses with a behavioral orientation.

PSY 4418 Forensic Psychology: Criminal Law (3 credits)

This course will cover topics dealing with the interaction of psychology and criminal law. Topics to be covered include: insanity, competency to stand trial, clinical assessment of dangerousness, delinquency, and the evaluation of malingering.

PSY 4419 Forensic Psychology: Family Law (3 credits)

Basic principles in concepts of forensic psychology; the relationship between juvenile and family law and the scientific study of human behavior. Emphasis will also be given to areas of child physical and sexual abuse and domestic violence. There will be a critical review of pertinent literature. Special attention will be on the legal-ethical issues in evaluation, treatment, and research in family and juvenile law.

PSY 4424 The Business of Psychology (3 credits)

This course will introduce students to the business of psychology. Issues related to private practice, employment, program development, and implementation will be presented. Specific topics will include: developing a private practice, surviving in a changing marketplace, establishing fees, coding and reimbursement, negotiating employment contracts, and development and implementation of psychological service units.

PSY 4432 Concepts and Issues in Substance Abuse (3 credits)

This course provides a foundation for understanding clinical efforts aimed at the prevention and treatment of substance use problems. It examines major perspectives on the nature and etiology of substance use problems, and how those perspectives translate into social actions and clinical practices. Explanations of substance use and abuse are presented as exemplifying lay and scientific views of abnormal behavior.

PSY 4433 Advanced Readings in Behavior Analysis (3 credits)

This course provides an advanced in-depth examination of seminal and contemporary articles in Applied Behavior Analysis and the Experimental Analysis of Behavior. The course is designed to give students a broader understanding of key scientific and conceptual developments in the field. It also provides students with the opportunity to identify, describe, and discuss advanced articles in the field and prepare students to effectively explain behavior analysis to other professionals and consumers.

PSY 4435 The Teaching of Psychology (1 credit)

This seminar will focus on the theoretical and practical aspects of teaching undergraduate and

graduate psychology. Examination of models of course construction, teaching pedagogy, and assessment of learning will be explored. Students will create an individual philosophy of teaching with a focus on identity development, both as a psychologist and educator. Didactic training will be complemented by experiential opportunities for teaching in a variety of formats.

PSY 4441 Object Relations Theories (3 credits)

The primary objectives of this course are to trace back the origin and subsequent development from the work of Freud through the growth of both British and American object relations theorists.

PSY 4449 Introduction to Forensic Psychology (3 credits)

This is a survey course designed to provide students with a knowledge of psychology that can be used to provide assistance in the law. It will deal with both practical and research applications in clinical and social-cognitive psychology. Some topics will include admissibility of psychologists in the courts to provide expert witness testimony; assessment of various mental states to meet legal requirements for competency; insanity; abuse syndromes and other psychological harm; ethical guidelines for forensic psychologists; working with police and others in the criminal justice system; and child custody and dependency issues. The legal system will be reviewed, as will the ability to conduct legal research.

PSY 4450 Forensic Psychology: Special Issues (3 credits)

This course covers current special issues through the study of various cases in the particular area of psychology and the law. Each year that the course is offered, the topics and cases chosen for study may change depending on what is current in the courts, in psychology, and in the news.

PSY 4460 Basic Anatomy and Pathophysiology (3 credits)

This course is designed for students of clinical health psychology to gain a physiologic understanding of disease processes. Cellular physiology, neuro-pathology, immunology, cardiovascular, respiratory, gastrointestinal, musculo-skeletal, and endocrine physiology as well as pertinent disorders in each area will be studied.

PSY 4481 Community Psychology with the Seriously Mentally Ill (3 credits)

This course covers a variety of topics relevant to psychologists specializing in long term mental illness. The focus will be on developing skills in areas including qualitative research, supervision, consultation, administration, advocacy and public policy, program development, grant writing and teaching/workshop planning. Guest speakers, field trips and clinical exercises will augment class lectures.

PSY 4482 Consultative Psychopharmacology (3 credits)

This course in advanced psychopharmacology emphasizes the selection and coordination of appropriate pharmacological treatments for specific psychological disorders. It focuses on the consultation function of psychologists with non-psychiatric medical personnel.

PSY 4490 Military Psychology (3 credits)

This course covers the application of psychology to military environments. It provides an overview of current assessment and treatment models, covering both clinical operational psychology. Topics include fitness for duty evaluations, brief psychotherapy in the U.S. Military, clinical health

psychology and behavioral medicine in military healthcare settings, suicide prevention in the military, combat stress, psychological interventions after disaster or trauma, assessment and selection of personnel, future directions in military psychology, and military internship opportunities for graduate students. This course is relevant to those interested in a career in the military or those providing services to veterans, law enforcement, or intelligence personnel in the civilian sector.

PSY 4501 Advanced Clinical Neuropsychology (3 credits)

Intensive study of specialized methods of neuropsychological assessment as they apply to the recognition of central nervous system disorders. Examination results are presented and discussed in a case conference format. Topics include: administration and interpretation of the Luria-Nebraska Neuropsychological Battery, selection and interpretation of flexible batteries, functional systems of the brain, and profession issues.

PSY 4503 MMPI (3 credits)

The MMPI, MMPI-2, and MMPI-A are the most widely used clinical instruments, and the most widely used personality test. More than 15,000 research studies have been published using the test, and 1,000 specialized research scales have been developed. The course is intended to help the advanced student become more familiar with clinical interpretation of the MMPIs. We will also examine its various forms and the utility of specialized scales. In addition, we will explore its usefulness in conjunction with other instruments, such as the MCMI.

PSY 4515 Child and Adolescent Neuropsychological Assessment (3 credits)

This course is designed to provide an introduction to developmental neuroanatomy, and developmental neuropsychological research and theory in the neuropsychological assessment of children. Cases of acute brain trauma, chronic brain injury, communicative disorders, learning disabilities, brain disease, sensory-motor handicaps, and seizure disorders will be presented to demonstrate the behavioral effects of these conditions.

PSY 4517 Neuropsychology Case Analysis (3 credits)

This course will cover the interpretation of batteries of neuropsychological tests that reflect classic conditions such as open and closed-head trauma, stroke, dementia, tumor, anoxia, carbon monoxide poisoning, Parkinson's disease, and other common conditions seen in adult acute hospital settings. The class will involve analysis of cases presented in the literature, as well as cases presented by the students.

PSY 4520 Child Sexual Abuse Assessment (3 credits)

The purpose of this course is to provide the student with state-of-the-art knowledge and the tools necessary to properly assess the validity of allegations of CSA, and to assess the psychological impact of CSA on known victims.

PSY 4525 Assessment of Culturally Diverse Clients (3 credits)

This course involves a critical review of traditional assessment methods and instruments when used to measure the intelligence and aptitudes of those persons who differ markedly from the social and cultural norms. It will demonstrate the counterproductive pitfalls in the application of such techniques when used to label ethnic minorities and underprivileged clients. Students will learn to

use and apply alternative methods. The theoretical and practical innovations of dynamic assessment will be analyzed.

PSY 4526 Learning Potential Assessment and Instruction (3 credits)

This course will include specific training in the concepts and application of Feuerstein's methods for assessing potential in culturally different clients and students and in enhancing their learning by means of remedial programs of instrumental enrichment.

PSY 4550 Analytic Approaches to Assessment (3 credits)

Frequently used projective tests from the test battery (Rorschach, TAT, SC, Bender, and DAP) will be examined from a psychoanalytic viewpoint. Test protocols will be reviewed and analyzed with similar content from different tests pointed out. How the structure will be accentuated. Report writing stressing the principal conflict, and showing how conceptualization of a case begins with the patient's initial response and builds from this impression, reinforcing or offering new ideas, will be demonstrated. The work of a number of outstanding authors will be examined from a conflict/defense orientation. Organization, synthetization and integration of material will be highlighted.

PSY 4560 Forensic Assessment (3 credits)

This course is designed to teach the basic principles and concepts of forensic psychology as it relates to assessment. Students will be instructed in the basic areas of forensic assessment, including how to approach a forensic assessment case, ethical guidelines associated with forensic assessment, how to prepare a forensic assessment report, and how to testify as an expert witness. The class will focus on a variety of general psychological tests used in forensic assessment, such as the MMPI-2, MCMI-III, Wechsler Scales, and Rorschach. In addition, the use of these tests in particular forensic contexts, such as the MMPI-2 in child custody cases and the Wechsler Scales in criminal competency cases, will be discussed. Finally, specialized tests that can be used in forensic evaluations, such as the Trauma Symptom Inventory (TSI), Parenting Stress Index (PSI), and the Hare Psychopathy Checklist-Revised (PCL-R) will be covered.

PSY 4565 International Psychology (3 credits)

This course examines a variety of contemporary psychological topics in International psychology. Students evaluate mainstream as well as alternative theoretical, methodological, and applied approaches that are relevant to the study and practice of psychology within a global context. Clinical issues are reviewed with regard to transnationally conceptions of etiology and treatment of mental health problems.

PSY 4566 Assessment in Clinical Health Psychology (3 credits)

This course is designed to provide students with basic competencies in the selection and utilization of appropriate psychological assessment strategies in health care settings and in communicating assessment findings to various audiences across these settings.

Intervention Elective Courses

PSY 3605 Adult Intervention II (3 credits)

This course covers primary approaches to treating personality disorders in adults. Problems

covered include narcissistic borderline, antisocial, and dependent personality disorders. Intervention with solid empirical and theoretical support, are highlighted. Prerequisite: PSY 1610, 2507, 2511, 2606

PSY 3606 Systems/Family Therapy II (3 credits)

This course will explore family-of-origin issues and multigenerational processes as well as their influences on couples' relationships. Students will learn to apply family methods to specific problem areas such as divorce, parenting, chronic illness, phobias, suicide, etc.

PSY 4603 Play Therapy (3 credits)

The purpose of this course is to delineate the various theoretical and practical approaches to play therapy. Conducted in a seminar fashion, class sessions will involve the discussion and instruction of theory, methods of intervention, and the special therapy issues. Additionally, an applied clinical approach will also be emphasized via student play therapy case presentations.

PSY 4604 Advanced Applied Behavior Analysis (3 credits)

This course provides a comprehensive review of Applied Behavior Analysis at an advanced level. Students will learn the history of behavioral psychology, the experimental analysis of behavior and applied behavior analysis. The basic principles of behavior are reviewed as a foundation for the application in ABA methods. Students will design an intervention program using ABA methods to improve socially meaningful behavior with the approval of the instructor.

PSY 4607 Group Theory and Processes (3 credits)**

Group process provides an introduction to the theories and research pertaining to small group behavior. Experiencing group dynamics firsthand and processing these experiences provide opportunities to become familiar with factors which influence behavior in small groups.

PSY 4608 Advanced Group Theory and Processes (3 credits)

This course continues the student's training and experience in group psychotherapy. It is primarily focused on group-leader facilitation, empathy, sensitivity, lessening of prejudicial judgment as it relates to the many hues of human experience and behavior, and anxiety reduction with multiple-client interactions. A paper is required summarizing what was learned about group process and being a group member and leader.

PSY 4610 Human Sexuality and Sex Therapy (3 credits)

Addresses topics in the area of human sexuality and sexual functioning from several perspectives, such as historical, biological, psychosocial, behavioral and clinical intervention. Various approaches to conducting sex therapy will be presented as well.

PSY 4612 Therapy with HIV/AIDS Patients (3 credits)

The objective of this course is to have students become thoroughly familiar with psychosocial, medical, and legal aspects of HIV, as well as to examine their own feelings as therapists dealing with people infected with HIV.

PSY 4613 Intervention in Clinical Geropsychology (3 credits)

This course covers multiple aspects of working with older adults, including psychopathology,

clinical assessment approaches, and psychotherapeutic interventions. The focus is on the effects of age upon psychopathology, conceptualization from a biopsychosocial perspective, the use of instruments in the assessment of mood, personality, and cognition, specialized psychotherapeutic approaches, and a description of the settings in which a clinical geropsychologist works. Emphasis is on familiarizing students with evidence-based interventions designed for the unique problems of the older adult.

PSY 4614 Interventions in Depression (3 credits)

This course will cover the assessment, diagnosis, and treatment of mood disorders. Available literature on treatment outcome studies will be reviewed. The course will focus on actual treatment applications of depressed patients. Treatment modalities will include cognitive/behavioral therapy, interpersonal psychotherapy, and group approaches. Students must be in practicum and should expect to demonstrate some direct patient experience with the interventions studied.

PSY 4617 Ericksonian Hypnosis and Therapy (3 credits)

Basic skills of Ericksonian hypnosis (e.g., indirect methods of induction, utilization techniques) and therapy (e.g., use of metaphors, expectation sets, paradoxical interventions) will be taught through Erickson's writings, lecture and class discussion, in-class demonstrations and exercises, and videotaped demonstrations.

PSY 4618 Clinical Applications of Hypnosis (3 credits)

This course is intended to familiarize students with both research issues and clinical applications of hypnosis. Such topics as the nature of hypnosis; physiological and psychological manifestations of hypnosis; the effects of hypnosis on physical, cognitive, and intellectual performance; applications of hypnosis to psychosomatic disorders; hypnotic amnesia; and applications of hypnosis to a variety of clinical and addictive disorders will be examined. The second phase of the course will provide students with experience in hypnotic inductions and in the use of Hypnotic Susceptibility Scales.

PSY 4619 Applications of Mindfulness in Psychology (3 credits)

This course provides an introduction to the traditions, practice and applications of Mindfulness in Psychotherapy. Recent empirical research points to the influence of Mindfulness on both brain development and therapeutic application. This course will examine some of the empirical research and help students participate and lead in some of the practices that make this a very rich and life-enhancing model for both patient and practitioner.

PSY 4623 Cognitive Behavioral Case Conceptualization (3 credits)

This course addresses the process of conceptualizing case material from a cognitive behavioral theoretical model and translating these conceptualizations into effective treatment strategies. Video and/or audiotaped clinical interviews and written and/or orally presented case histories are used in class to demonstrate and provide practice in case conceptualization skills.

PSY 4628 Clinical Biofeedback (3 credits)

This course provides a review of the areas of clinical application of biofeedback techniques. Emphasis will be placed on integrated biofeedback with general psychotherapeutic processes for children and adults. Diagnostic categories include general anxiety disorders, chronic and acute

pain conditions, sexual disorders, and autonomic dysregulation disorders. Biofeedback as a technique for preventive medicine and health will also be discussed. The course includes laboratory experiences.

PSY 4629 Health Psychology (3 credit)

This course seeks to define the field of Health Psychology, and provides a conceptual overview of current assessment and treatment models. Emphasis is placed on the interrelationships among affective responses, recurrent behavior patterns, and organ system performance. Intervention strategies directed at lifestyle, as well as specific behavior changes, are highlighted.

PSY 4630 Existential Therapy (3 credits)

Contemporary existential issues are explored as they affect both client and therapist in psychotherapy. How existential views complement other theoretical orientations, affect the therapist/client relationship, and lead to implementation of treatment strategies, are of particular interest and focus.

PSY 4631 Humanistic Therapy (3 credits)

This course is a practitioner-oriented exploration of theories and practices of humanistic psychotherapy, including Rogers' person-centered, Bugental's existential-analytic, Mahrer's experiential, and Rollo May's approaches. Theoretical bases for psychotherapy, the therapist as a person, core therapeutic conditions, and the therapy relationship receive major emphasis.

PSY 4632 Interpersonal/Systems Approaches to Therapy (3 credits)

An overview of a range of perspectives and treatment approaches (e.g., Sullivanian, family systems, strategic intervention, Ericksonian, Langian) that have in common an emphasis on the role of interpersonal, social, cultural, and political forces in their conceptualization of and response to psychological problems. Conducted in a seminar format, class meetings will consist of a discussion of concepts, issues, and intervention strategies covered in readings, videotapes, and case presentations.

PSY 4634 Psychodynamic Psychotherapy in Practice (3 credits)

The focus of this seminar is the communicative process in psychotherapy. The student will not only attend to the manifest content of the patient's communication, but will also learn to hear and understand the latent (unconscious) message. In order to accomplish this goal each student must develop a working knowledge of Lang's text: *A Primer of Psychotherapy*, or Lang's *Psychotherapy: A basic text*. The first several sessions will be devoted to this task. Students are required to tape some sessions of interesting, difficult, or troublesome cases for classroom presentation. Prerequisite: Students must have cases for discussion.

PSY 4635 Psychodynamic Therapy I (3 credits)

The introductory course is designed to familiarize students with the basic concepts, range, scope, and limitations of psychoanalytic psychotherapy as a treatment modality. It is anticipated that by the end of this course, the student will have acquired the basic concepts necessary to have a fuller appreciation of this therapeutic approach.

PSY 4636 Psychodynamic Therapy II: Classic and Ego (3 credits)

This course explains in depth the concepts of transference and countertransference, starting with the seminal work of Sigmund Freud in 1912 to the current time.

PSY 4637 Psychodynamic Treatment Approach to Family and Group (3 credits)

This course introduces the student to a dynamic approach to family and group psychotherapy. The approaches of the leading family and group therapists will be presented and compared. Students will become familiar with the basic concepts of both family and group therapy, how to conceptualize case material, and the factors that influence family and group dynamics. These will include the therapist-client relationship, major family and group resistances, transference and countertransference. Assessment techniques and intervention strategies with an emphasis on dynamic case analysis will be highlighted.

PSY 4638 Narcissistic and Borderline Disorders (3 credits)

The main objective of this course is to explore systematically the clinical pictures, the therapeutic techniques, and the developmental theories of both the borderline and narcissistic personality disorders.

PSY 4640 Special Problems in Psychotherapy (3 credits)

This course is open to advanced students who are carrying patients in treatment. Clinical material will be used throughout the course. The following areas will be pursued: setting the stage for psychotherapy; establishing the frame; early trauma; self-disclosure; special events, extra-therapeutic contact; negativity; the revenge motive; handling dreams and fantasy; the metaphor and other poetic dictation; and the erotic transference and countertransference.

PSY 4642 Self-Psychology (3 credits)

The purpose of this course is to acquaint students with the theoretical background and practical application of self-psychology. Class will be devoted to discussion of readings and case presentation.

PSY 4644 Psychoanalytic Concepts (3 credits)

This course will offer a survey of concepts and theory of psychoanalysis and review their application within the psychoanalytic situation. The first part of each session will be devoted to theory and technique, while the second part of each session will focus on the practical or clinical application of theory. It is expected that students will participate actively in class discussions, as well as contribute to the clinical section of each session. Each student will be expected to present case material relevant to the subject being discussed. In addition, some written assignments may be given. There will be no examinations in this class.

PSY 4646 The Use of Dreams in Psychotherapy (3 credits)

This course will deal with Freud's theory from the Interpretation of Dreams brought up to date to accommodate weekly and brief/time-limited psychotherapy. The concept of "dream work", as well as the function, value, and language of the dream will be discussed. Additionally, the significance of the first or initial dream, the interpersonal/communicative function, and intrapsychic aspects of the dream will be explored. The dream in psychopathology, the biology of dreaming, and adaptive aspects of the dream will also be addressed.

PSY 4647 Psychodynamic Treatment of Affective Disorders (3 credits)

This course is designed to familiarize students with the genesis, development, and treatment of affective disorders. Topics covered include anxiety reactions, depression and mania, and allied disorders. The mechanisms, dynamics and process of depression, despair, loneliness, self-destructive behavior, boredom, apathy, enthusiasm, and related conditions will be reviewed critically. Throughout, the students will be helped to understand the impact of resistance, transference, and countertransference issues in treating affective disorders will also be discussed.

PSY 4650 Crisis Intervention (3 credits)

This course will consist of an overview of crisis intervention, including differing approaches and techniques for this type of work. Specific topics will include working with the suicidal client, coping with grief, divorce, adolescent issues, victimization, aging and illness. Community resources available for crisis intervention and the process of involuntary commitment will also be covered.

PSY 4651 Seminar in Eclectic Psychotherapy (3 credits)

Eclecticism refers to the method or practice of choosing what seems best or most likely to have therapeutic benefit for a client/patient from the variety of available systems, methods, and techniques. In order to help develop skills in thinking and application to foster an eclectic orientation, this course will lean heavily on case histories. Students will read, present, and discuss cases from modern therapists and from their own clinical experiences (e.g., practicum). In addition to the wealth of knowledge gleaned from analysis of these cases, students will develop intervention strategies based on recent trends in theory and technique. In addition, current psychotherapy literature and films will be critically examined.

PSY 4659 Advanced Cross-Cultural Counseling (3 credits)

This course is designed to explore advanced issues related to the counseling and assessment of culturally diverse clients. Skills will be developed through the use of critical incident analysis and case study conceptualization. Students will be required to construct a case study, read weekly assignments and participate in critical-incident analysis.

PSY 4662 Post-Traumatic Stress Disorders (3 credits)

This course surveys the history, research, and treatment approaches of post-traumatic stress disorder in its many manifestations, including post-combat syndromes, natural disaster survivors, occupational critical incidents, and victims of crime, sexual abuse, or accidents.

PSY 4663 Counseling in Terminal Care (3 credits)

This course will provide an integrated model for counseling the terminally ill that will include the patient, the family, and social system. It will acquaint students with both a humanistic and a cognitive-behavioral thanatology. The needs of therapists dealing with the stresses of terminal care will also be addressed.

PSY 4666 Seminar in Forensic Neuropsychology (3 credits)

This course will explore the use of neuropsychological testing and theory in forensic settings. The focus will include applications to both criminal cases as well as civil cases. The course will take both a neuropsychological and forensic perspective on the testing procedures and how they relate

to legal as well as neuropsychological data. Applications to mitigation in criminal sentencing, competency, ability to stand trial, determination of intellectual disability, civil damages, civil liability, and related issues will be discussed along with the appropriate examples from actual cases. Students with practicum or other experience will be encouraged to present cases that illustrate the issues described in the case as well. The course will have a seminar format in which the implications of this information can be thoroughly discussed and debated. Mock testimony will be presented by students to illustrate the practical applications of the course material.

PSY 4668 Substance Abuse, Health, and Mental Health (3 credits)

The major goal of this course is for students to learn about substance use and misuse, and related prevention and treatment. In addition, because substance use disorders can significantly affect our health and mental health problems and concerns (e.g., depression, aging, medication use, diabetes, hypertension) this course will address a broad range of issues involved in the assessment and treatment of comorbidity and the relationship of substance use disorders to the management of different health and mental health problems.

PSY 4669 Clinical Interventions for Anxiety Disorders (3 credits)

This course will cover the assessment, diagnosis, and treatment of anxiety disorders. Available literature on treatment outcome studies, as well as current literature on the theories of anxiety disorders will be reviewed. The course will focus on actual treatment applications of anxious patients. Treatment modalities will include cognitive/behavioral therapy, mindfulness, and motivational interviewing approaches. Students will practice the interventions studied.

PSY 4670 Short Term Therapy (3 credits)

This course will review the history and development of time-limits therapies and survey different approaches, including brief dynamic therapy, cognitive therapies, solution-oriented models and others. New developments in brief treatment will be covered, including managed care models and “HMO therapy.”

PSY 4673 Interpersonal Violence (3 credits)

The purpose of this seminar is to examine current strategies and issues in clinical research and treatment with disparate forms of interpersonal violence with an emphasis on perpetrators of these acts. Some of these will include: spouse abuse, child maltreatment, incest, (nonfamilial) sexual assault of children and adults, homicide, and serial rape and murder. Within each area, empirically based approaches to assessment, prevention, and treatment will be discussed. Etiologic and maintaining factors for the various types of violence, and psychosocial profiling procedures with selected subtypes of violent offenders, also will be covered.

PSY 4677 Feminist Therapy (3 credit)

Feminist therapy is an intervention technique based on the social psychology theories of the new women’s movement. The goal is to help empower women by separating the issues of life that come from living with discrimination and the resulting feelings of oppression from the psychobiological and intrapsychic issues that are brought into the therapy session. Feminist techniques that emphasize analysis of power of dynamics across the lifespan have impacted the various interventions used in treatment towards mental health as well as in its own therapy theory. Feminist therapy theory and the various feminist therapy techniques will be surveys in this course.

PSY 4678 Eating Disorders: Theory and Intervention (3 credits)

This course will review the history of eating disorders and the development of interventions for the treatment of eating disorders, including psychoanalytic, self-psychological, relational, systemic and cognitive-behavioral. Individual, familial, socio-cultural and biological aspects of eating issues and body image difficulties will be addressed as well as relevant research.

PSY 4679 Abuse, Trauma, and Dissociation (3 credits)

This course will provide a comprehensive survey of knowledge and skills required to treat adult survivors of childhood abuse. Identification and treatment of complex post-traumatic stress disorder, the spectrum of dissociative disorders, and the pervasive impact on personality functioning of long-standing abuse in childhood will comprise the central focus of the course.

PSY 4681 Chronic Pain/Illness Management (3 credits)

This course will cover the conceptual model and the particular psychological assessment and intervention methods that have been found to be effective in work with those experiencing chronic pain and/or illness. Emphasis will be on assisting individuals with chronic pain/illness to minimize the impact it is having on their mood, lifestyle, productivity, recreational activity, family and social relationships. The focus will include managing with such clinical examples of chronic pain/illness conditions as: tension and migraine headaches, back pain, temporomandibular disorder, diabetes, Parkinson's disease, and chronic obstructive pulmonary disease. Consideration will be given to care delivered as part of an interdisciplinary treatment team as well as in psychoeducational group and individual treatment settings. Opportunities will be provided for supervised peer practice with the recommended interventions.

PSY 4682 Treatment of Serious Mental Illness (3 credits)

This course will cover the history and current practice of treatment of serious mental illness. Special focus will be placed on the role of psychological interventions in the cure of this population. The increasingly active role of the psychiatric consumer will be highlighted.

PSY 4683 Interventions with Medical Patients (3 credits)

This course is designed to familiarize students with clinical interventions, related assessment concerns and research relevant to health problems. Topics that will be covered include relevant assessment issues that need to be considered when evaluating medical patients for psychological intervention and psychological interventions with specific medical populations. Students will learn to design and implement intervention protocols for a number of different physical disorders as well as learn applied techniques, such as various forms of relaxation procedures.

PSY 4687 Rehabilitation Psychology (3 credits)

This course provides an overview of Rehabilitation Psychology as a specialty area within professional psychology that assists people dealing with chronic, traumatic and/or congenital injuries or illnesses to achieve optimal physical, psychological and interpersonal functioning. Students in the course will learn how the field is differentiated from both Neuropsychology and Health psychology. Furthermore, students will be provided with opportunities to understand the role of the Rehabilitation Psychologist in being an effective member of the central interprofessional team. Particular attention will be paid to theory and research pertaining to

providing services consistent with the level of impairment, disability and handicap relative to the personal preferences, needs and resources of the individual. Students will be challenged to use their understanding of this theory and research to suggest opportunities for intervention with various populations.

PSY 4690 Psychological Interventions in Forensic Settings (3 credits)

This course will cover psychological intervention techniques that are known to have success with juvenile and adult offenders in jail, prison and court-ordered treatment programs to eliminate behavioral problems that are due to mental illness, abuse, and/or substance abuse. Psychological interventions including medication and therapy can assist in the behavioral management of those offenders and hopefully prevent recidivism.

PSY 4691 Infant and Toddler Mental Health (3 credits)

This course will cover clinical applications of developmental psychopathology, with an emphasis on infants, toddler and their families. Major theories of development and current research on the systemic etiological pathways of atypical adaptation will be reviewed. Assessment strategies will include observing infants and toddlers at play, clinical interviewing of caregivers, identifying red flags, recognizing 0-3 diagnostic classifications, administered developmental screening tests, and interpreting results. Implications for appropriate theory driven and empirically based treatment will be discussed including play techniques and attachment-theory driven interventions.

PSY 4692 Parent Focused Interventions (3 credits)

This course will review current theory and research on parent-focused prevention and intervention efforts intended to benefit children and adolescents. Topics will include the rationale for a behavioral/family systems approach to parent training and its application to contemporary families. Difficulties associated with conducting both research and interventions in family setting will be reviewed with particular attention to problems of measuring and defining “ideal” parenting practices and difficulties in translating program objectives into clinically meaningful outcomes. Parent-focused interventions for both externalizing and internalizing problems will be considered.

PSY 4693 The Application of Psychology to Organization Settings (3 credits)

The focus of the course is on the application of the principles of psychology to organizational settings. Students will acquire understanding of interventions at the individual, group and organizational development levels. Further, concepts, skills, and tools that are essential to successful organizational interventions will be demonstrated.

PSY 4695 School Based Interventions with Ethnically Diverse Families I (3 credits)

This course, which includes both academic and clinical components, is designed to teach students about the family lives and school experiences of low-income, ethnic minority youth, then train and supervise students as they co-lead an intervention targeting children’s academic and mental health outcomes. Coursework is devoted to understanding how families and schools can better support low-income youth, and the intervention is intended to enhance family and school support for local ethnic minority and immigrant communities.

PSY 4696 School Based Interventions with Ethnically Diverse Families II (3 credits)

This course is a continuation of School Based Interventions with Ethnically Diverse Families I.

PSY 4699 Positive Psychology (3 credits)

The present course will describe how the scope of psychology has recently been broadened beyond exclusive concern with identifying pathology and treating or preventing disorder. This course will provide an overview of the emerging field of 'Positive Psychology.' Students will be provided with opportunities to understand theory and research pertaining to the psychology of human strengths, assets, abilities and talents as well as the constructs of optimism, happiness, hope and resiliency. Students will be challenged to use their understanding of this theory and research to suggest opportunities for intervention with various populations.

PSY 4709 Psychological Interventions for Obsessive-Compulsive and Related Disorders (3 credits)

This course will encompass how to diagnose and treat the new DSM-5 section of Obsessive-Compulsive Disorder (OCD) and Related Disorders, which include Body Dysmorphic Disorder, Hoarding Disorder, Trichotillomania (Hair-Pulling Disorder), and Excoriation (Skin-Picking) Disorder. These problems will be examined from the perspectives of theoretical principles and mechanisms of action, treatment outcome studies, and practical considerations pertaining to implementing evidence supported treatments (ESTs) in various clinical settings. Given its well-documented utility in this area of practice, the focus will be on learning about cognitive behavioral methodologies such as exposure and response prevention (ERP) and habit reversal training (HRT). Illustrated by "real-life" case examples, students will have the opportunity to craft case formulations and practice designing and troubleshooting clinical interventions for these conditions.

PSY 4711 Police Psychology (3 credits)

Police Psychology is an emergent specialty area in Clinical and Public Service Psychology. The role of the Police Psychologist is complex and multifaceted. This course is designed to provide instruction in psychological assessment and treatment strategies specifically tailored to meet the unique needs of law enforcement personnel. In addition, consultation with law enforcement agencies in the context of external vs. in-house mental health service provision is covered. Additional topics include: the role of the Psychologist in crisis (hostage) negotiations, pre-employment and fitness-for-duty evaluations, Crisis Intervention Teams, and strategies and issues relevant to the prevention and treatment of depression, substance abuse, PTSD, and suicide in police officers.

PSY 4712 Pediatric Psychology (3 credits)

The purpose of this course is to provide the student with a comprehensive overview of the field of pediatric psychology. Students will be taught the various roles of a pediatric psychologist functioning within the medical environment and the interface between psychological and medical services and systems. Also, a significant proportion of the course will address the assessment and treatment of children who have psychological and adjustment difficulties due to a chronic, acute, and/or genetic medical diagnosis, and the relevant medical intervention.

PSY 4713 Affirmative Approaches to Sexual Orientation and Gender Diversity (3 credits)

The purpose of this course is to introduce students to key concepts, issues, and major themes

related to sexual orientation and gender identity in historical and contemporary contexts. Minority stress and marginalization of sexual minorities will be addressed. Practice standards that contribute to affirmative approaches in working with sexual orientation and gender diverse individuals, families and communities will be covered. In addition, personal exploration will occur to increase self-awareness as it applies to acquisition of relevant knowledge, attitudes, and skills in this arena.

PSY 4714 Psychological Clinical Aspects of Deafness

The primary goal of this course is to enhance student understanding of the impact of Deafness on psychological constructs such as culture, language development, psychopathology, assessment, and therapeutic interventions. Emphasis is placed on the psychological and cultural aspects of Deafness, as opposed to the physical condition. The course covers the relationship of language, community, and social justice on the psyche of the Deaf individual and community as a whole. It also explores the nuances of psychology related to the Deaf individual and diagnosis, testing, and treatment. Prerequisites: PSY 1403, PSY 1501, PSY 1603, PSY 2507, PSY 2511

PSY 4701 Clinical Practicum V (3 credits)

The student is required to spend a minimum of 15 hours per week for one semester at a selected agency.

PSY 4702 Clinical Practicum VI (3 credits)

See description for PSY 4701 Clinical Practicum V

PSY 470A Summer Elective Practicum (3 credits)

See description for PSY 4701 Clinical Practicum V

PSY 5701 Clinical Practicum VII (3 credits)

See description for PSY 4701 Clinical Practicum V

PSY 5702 Clinical Practicum VIII (3 credits)

See description for PSY 4701 Clinical Practicum V

PSY 8701 Supplemental Practicum and Supervision (1 credit)

This course is designed to enhance the knowledge, skills, and profession-relevant attitudes of students preparing for the predoctoral internship.

*Psy.D. program only; **Ph.D. program only.

College of Psychology Organization

Karen S. Grosby, Ed.D., Dean
Mindy Ma, Ph.D., Associate Dean
Sarah Valley-Gray, Psy.D., ABPP, Chair, Department of Clinical & School Psychology
Melanie Iarussi, Ph.D., Chair, Department of Counseling
Jaime L. Tartar, Ph.D., Chair, Department of Psychology and Neuroscience

Faculty

Full-Time Faculty

Soledad Arguelles-Borge, Ph.D., Nova Southeastern University, associate professor. Adult caregiving issues; impact of culture on caregiving; best practices for writing dissertation.

John S. Auerbach, Ph.D., State University of New York at Buffalo, professor. Psychological and performance-based assessment; attachment theory; relational-intersubjective approaches to assessment and psychotherapy; personality disorders; developmental, relational, and complex trauma.

Jonathan Banks, Ph.D., University of North Texas, associate professor. Impact of stress on cognitive processes; working memory and executive functioning; mind wandering; mindfulness.

Ryan Bennett, Psy.D., Nova Southeastern University, assistant professor. Neuropsychology in sport and associated traumatic brain injuries; Neurorehabilitation following brain injury; Neuropsychological profiles related to neurodevelopmental disorders; Neuropsychological and personality assessment.

Ryan Black, Ph.D., Nova Southeastern University, assistant professor. Psychometrics, including Classical Test Theory and Modern Test Theories (e.g., Item Response Theory); linear and nonlinear mixed effects regression models; research design and methodology; assessment and treatment of serious and persistent mental illness; post-marketing surveillance of prescription opioid abuse.

Leanne Boucher, Ph.D., Dartmouth College, professor. Behavioral measures of cognitive flexibility; understanding the neural correlates of response inhibition; psychophysics.

Paula Brochu, Ph.D., University of Western Ontario, Canada, associate professor. Prejudice, stereotyping, discrimination, and stigma from the perspectives of both the perceiver and the target, including the processes underlying the expression of prejudice, as well as the consequences of stigma on human functioning.

Myron Burns, Ph.D., Tennessee State University, associate professor. HIV/AIDS; minority health; stress-process of health outcomes; drug prevention; family therapy.

Peter Caproni, Ph.D., Adelphi University, associate professor. Therapeutic/collaborative assessment; school-based consultation; psychological services within schools;

emotional/behavioral issues with children and adolescents.

Ralph E. (Gene) Cash, Ph.D., ABPP, NCSP, New York University, professor. School psychology; psychoeducational assessment, diagnosis, and treatment; depression; anxiety disorders; suicide prevention; forensics, including child custody, wrongful death effects, and disabilities; stress management; and psychology and public policy.

William (Matt) Collins, Ph.D., McMaster University, professor. Cognitive psychology; cognitive neuroscience; memory development.

Alexandru F. Cuc, Ph.D., New School University, associate professor. Cognitive psychology; conversational remembering; group dynamics; collective amnesia of traumatic events; autobiographical memories.

Jennifer Davidtz, Ph.D., University of Massachusetts Amherst, associate professor. Community mental health; the treatment of long-term mental illness, borderline personality disorder, and complex trauma; countertransference and other intersubjective psychotherapy process phenomena; psychotherapy integration.

Christian DeLucia, Ph.D., Arizona State University, professor. Emergence of problem behaviors during adolescence, with a particular emphasis on adolescent substance use and abuse; statistical methods for the analysis of longitudinal data; and methodological issues relevant for the design and analysis of psychosocial interventions.

Mindy L. Dunagan, Ph.D., University of Mississippi, assistant professor. Holistic wellness, sport counseling, athlete wellness and performance, group counseling, and play therapy.

Amy E. Ellis, Ph.D., Nova Southeastern University, assistant professor. Director of the Trauma Resolution & Integration Program. Complex trauma, trauma and trauma-related disorders; trauma-informed affirmative care for sexual and gender minority individuals; traumatization in underserved populations; trauma-informed clinical training and supervision; psychologists' role in advocacy.

David Feldman, Ph.D., Gallaudet University, associate professor. Clinical and forensic psychology specializing with the deaf and hard-of-hearing; sexual offenders; competency; correctional psychology; psychology and the law; psychological evaluation and assessment; military psychology; psychology of leadership; combat and post-traumatic stress disorders.

Mercedes Fernandez, Ph.D., University of Arizona, professor. Neuropsychology; human electroencephalography; executive control in bilinguals.

Maria Fimiani, Psy.D., Nova Southeastern University. Assistant Professor. Clinical Health psychology; Consultation-Liaison psychology; medical education and behavioral medicine; provider wellness/burnout prevention.

Ana Imia Fins, Ph.D., University of Miami, professor. Clinical health psychology; behavioral

sleep medicine; insomnia; Cognitive Behavioral Therapy for Insomnia; bi-directional relationships between sleep and psychological and physiological markers of health.

Diana Formoso, Ph.D., Arizona State University, associate professor. Risk and protective factors that shape youth development within low-income, ethnic minority families; family conflict, parenting, and child outcome and how they are impacted by families' ecological and cultural context (e.g., economic hardship, neighborhood risk, immigration and acculturation); intervention development for ethnic minority children and families experiencing adversity; the family lives and school experiences of immigrant youth.

Maritza Gallardo-Cooper, Ph.D. University of Florida. Counseling, assessment, crisis intervention, play therapy, multicultural/bilingual practice, and clinical supervision.

Barbara Garcia-Lavin, Ph.D., Nova Southeastern University, associate professor. Psychological assessment; training/supervision; autism and developmental disabilities; youth aggression and conduct problems; health psychology; school psychology.

Emily Georgia, Ph.D., University of Miami, assistant professor. The role of traumatic events on dyadic adjustment; couples' help seeking behaviors; impact of flexibly-delivered couple interventions with a focus on the underserved populations.

Charles Golden, Ph.D., ABPP/ABCN, University of Hawaii, professor. Neuropsychology of head injury, stroke, and multiple sclerosis; neuropsychological and personality assessment; rehabilitation and community reintegration following brain injury; neuropsychology in childhood and in school settings; learning disabilities; hyperactivity; general assessment.

Arie T. Greenleaf, Ph.D., University of Iowa, professor. Nature-based counseling; research on the efficacy of ecotherapeutic interventions; physical activity and mental health; military veterans; sports counseling.

Donna Hillier, Psy.D., Nova Southeastern University, assistant professor. Program director, forensic psychology master program. Clinical psychology supervision and professional training; emotional intelligence; high achievers; women's issues.

Allie Holschbach, Ph.D., Michigan State University, assistant professor. Behavioral neuroendocrinology; social behavior; anxiety-like behaviors; serotonin; hormones; brain plasticity; neural underpinnings of social and emotional behavior; hormones and behavior; sex differences in the brain and behavior.

Jung (June) Hyun, Ph.D., Georgia State University, associate professor. Multicultural counseling and social justice issues, school counselor supervision, SFC (School, Family, and Community) partnership, and promoting resiliency of AAPI.

Melanie Iarussi, Ph.D., Kent State University, associate professor. Clinical mental health counseling; substance use and addiction counseling; counselor education and supervision; motivational interviewing; evidence-based practices; professional training.

Taylor Irvine, Ph.D., Florida Atlantic University, assistant professor. Couples and infidelity; eating disorders and body image concerns; culturally responsive and evidence-based methods across counseling research, training, and practice.

Nicole Jimenez, Psy.D., Nova Southeastern University, assistant clinical professor. Supervisor of the School-related Psychological Assessments and Clinical Interventions (SPACI) clinic and Director of Internship Training for the South Florida Consortium Internship Program (SFCIP). Clinical supervision and training; treatment of the child, adolescent, and family population; psychological assessment; trauma-informed care.

Tara Jungersen, Ph.D., University of Tennessee, professor. Counselor preparation; vicarious trauma; adults in transition; women's issues; domestic violence; clinical supervision.

Elda Kanzki-Veloso, Ph.D., Barry University, professor. Developmentally and contextually oriented family-based treatment, drug counseling, mediation, crisis intervention, clinical supervision, MDFT trainer, family-based brief therapy.

Shannon Karl, Ph.D., University of Central Florida, professor. Community mental health, chronic pain, eating disorders, domestic violence, child and adolescent treatment and post-traumatic stress disorder.

Iryna Kasi, Ph.D., University of Central Arkansas, assistant professor. Psychological and psychoeducational evaluations, school neuropsychological assessment, assessment and intervention with culturally and linguistically diverse individuals, differentiating cultural and linguistic differences from disorders.

Tom Kennedy, Ph.D., University of Miami, associate professor. Neuropsychological assessments; behavioral medicine interventions; psychotherapy; group therapy; family therapy.

Jeffrey L. Kibler, Ph.D., University of Miami, professor. Cognitive-behavioral regulation of emotion/mood disorders. Behavioral medicine: biobehavioral aspects of posttraumatic stress, psychosocial stress, and pain; psychosocial risks for illness (e.g., heart disease); health risk reduction; psychophysiology; minority health: predictors of biobehavioral research participation for individuals of racial minority.

Justin Landy, Ph.D., University of Pennsylvania, assistant professor. Social cognition of moral judgment and decision-making, especially moral reasoning, judgments of moral character, and related processes; meta-science and reproducibility.

Christopher Layne, Ph.D., University of California, Los Angeles, associate professor. Traumatic stress bereavement, and grief; community violence and war trauma; developmental psychopathology; theory building; test construction; evidence-based assessment; evidence-based practice; competency based professional training and curriculum development; developing and evaluating manualized interventions for traumatic stress and bereavement; psychosocial mediators and moderators of post-traumatic adjustment.

Patrice Leopold, Ph.D., University of Florida, assistant professor. Couples and family counseling, marginalized populations, diversity, intersectionality, relational-cultural theory, clinical supervision, and creativity in counseling.

Mindy Ma, Ph.D., University of Miami, professor. Cardiovascular behavioral medicine; HIV prevention; minority health; health risk behaviors; stress and coping.

Madhavi Menon, Ph.D., Florida Atlantic University, professor. Developmental costs of high self-esteem; gender identity development; narcissism and psychosocial adjustment; social development in middle childhood and emerging adulthood; peer and parental relationships in middle childhood and emerging adulthood.

Janell L. Mensinger, Ph.D., City University of New York, Graduate Center, associate professor. Eating disorders prevention and treatment, weight stigma, intuitive eating, positive embodiment, biofeedback interventions, interoceptive awareness, traumatic stress, heart rate variability monitoring, self-care and resilience, quantitative methods, psychometrics, mechanisms and moderators of treatment effects.

Timothy R. Moragne, Psy.D., Wright State University, professor. Minority issues; health psychology; community psychology; human sexuality; psychological aspects of AIDS; AIDS and minorities.

James Munoz, Ph.D., Tulane University, associate professor. Factors that regulate the proliferation, migration, and differentiation of neural stem cells.

Barry Nierenberg, Ph.D., ABPP, University of Tennessee, professor. Rehabilitation and Health Psychology: psychological factors in chronic illness, biopsychosocial aspects of wellness and disease, healthcare disparities, pediatric psychology, child and family adaptations to acute and chronic medical conditions; business of psychology and professional credentialing.

Anna Owens, Ph.D., Florida Atlantic University, assistant professor. Clinical supervision, school-based mental health counseling, evidence-based K-16 programs, SEL development, college/career readiness, child and adolescent diagnosis and treatment.

Randy K. Otto, Ph.D., ABPP, Florida State University, associate professor. Forensic psychological assessment, clinical judgment and decision making, assessment of response style, assessment of violence risk, expert testimony and forensic report writing, mental health law, legal and professional regulation of psychologists.

Carly Paro-Tompkins, Ed.D., Argosy University-Sarasota, associate professor. Multicultural counseling; social justice; social class; self-harm and suicidal ideation in adolescents and young adults.

Ashlei Petion, Ph.D., Georgia State University, assistant professor. Promoting healthy familial relationships that contribute to healthy, strong communities; generational trauma

and healing in Black communities.

Scott Poland, Ed.D., Ball State University, professor. Suicide intervention; crisis intervention; youth violence; self-injury; school safety; delivery of psychological and counseling services in schools.

Patrick Powell, Ed.D., Argosy University, associate professor. Trauma; PTSD; vicarious traumatization; military counseling; behavioral addictions; counselor preparation.

Bady Quintar, Ph.D., ABPP, University of Kentucky, professor. Projective techniques; psychoanalytic psychotherapy; ego psychology; postdoctoral training.

Tim Razza, Psy.D., Nova Southeastern University, associate professor. Clinical psychology; child and adolescent psychopathology; psychological assessment; treatment of anxiety and disruptive behavior disorders; assessment of suicide in children and adolescents.

David Reitman, Ph.D., University of Mississippi, professor. Cross-setting (home and school) problems involving children and adolescents; disruptive behavior; interventions are behaviorally-based, empirical, and focus on parent disciplinary practices, problem-solving, and skills building.

Michele Rivas, Ph.D., Syracuse University, assistant professor. multicultural counseling competencies, disability counseling competencies, counselor development, and disability rhetoric within the counseling discourse.

Lisa Robison, Ph.D., Stony Brook University, assistant professor. Influence of health behaviors on brain health and diseases with a neurobiological basis. Influence of biological factors on lifestyle interventions.

Josephine Rodriguez, Ph.D., Barry University, lecturer. Couples and families; Mental health counseling; substance use and addiction; co-occurring disorders; integrative practice; clinical supervision; Bariatric Counseling; and telehealth.

Jessica J. Ruiz, Psy.D., Nova Southeastern University, associate professor. Director of the Healthy Lifestyles Guided Self-Change Program. Assessment, prevention, and intervention of substance use disorders and behavioral addictions; co-occurring disorders; PTSD and other trauma-related disorders; Motivational Interviewing and harm reduction.

Mohammad Golam Sabbir, Ph.D., University of Jadavpur, assistant professor. Specialized in molecular biology and neuroscience, with a focus on unraveling the molecular mechanisms underlying Alzheimer's pathogenesis.

Emily Salivar, Ph.D., University of Miami, assistant professor. Couple processes and intervention; treatment dissemination and cost-effectiveness; underserved populations; impact of trauma on relationship functioning.

Glenn Scheyd, Ph.D., University of New Mexico, associate professor. Evolutionary psychology;

human mate selection; individual differences in attractiveness perception; intrasexual competition.

Robert Seifer, Ph.D., Nova Southeastern University, associate professor. Sport psychology; psychological performance enhancement in athletes; attention deficit hyperactivity disorder; positive psychology; clinical practice in community mental health and private practice settings.

LaToya Shakes Malone, Ph.D., Boston College, assistant professor. Risk and protective factors influencing outcomes for people of color and immigrant youth and families; psychological and psychoeducational assessment; clinical diagnosis and treatment.

Aya Shigeto, Ph.D., University of Illinois, associate professor. Social and emotional development in infancy and early childhood; family systems theory; child temperament; parenting behavior; parent-child relationships.

Nurit Sheinberg, Ed.D., Harvard University, assistant professor. Early childhood development evaluation; autism; parental support.

Linda C. Sobell, Ph.D., ABPP, University of California, Irvine, professor. Alcohol, tobacco, and other drug use disorders; cognitive-behavior therapy; research dissemination; assessment and treatment evaluation; natural recovery; motivational interventions; professional issues.

Valerie Starratt, Ph.D., Florida Atlantic University, professor. Evolutionary psychology; verbal and physical domestic abuse; mate value and mate retention behaviors; resource management strategies; neurophysiology of evolved psychological mechanisms.

Weylin Sternglanz, Ph.D., University of Virginia, associate professor. Interpersonal perception; nonverbal decoding accuracy; deception detection; empathic accuracy; romantic attraction.

Ashley Stripling, Ph.D., University of Florida, associate professor. Geropsychology; clinical training; research and advocacy; promotion of successful; healthy aging through advocacy and clinical interventions; understanding ageism, subjective aging, and the intersection of aging language and perceptions; combating ageist stereotypes.

Lourdes Suarez-Morales, Ph.D., University of Missouri-Columbia, associate professor. Cultural factors in clinical research; cognitive, environment, and cultural factors and their relationship to anxiety in youth.

Jaime Tartar, Ph.D., University of Florida, professor. Physiological consequences of stress; influence of emotion on attention; influence of sleep loss on cognition and emotion.

Vanessa Teixeira, Ed.D., Argosy University, Washington D.C., lecturer. Transgender counseling issues, trauma focused cognitive behavioral therapy, severe mental illness, supervision, and social justice.

Mercedes B. ter Maat, Ph.D., LPC, ATR-BC, Virginia Polytechnic Institute and State University, professor. School counseling, mental health counseling, supervision; multicultural

counseling; art therapy; risk and protective factors in immigrant and low-income children and families; humanitarian work.

Kayla Gurak Thayer, Ph.D., University of Miami, assistant professor. Psychological treatment of severe psychopathology in adults during all phases of treatment; complex clinical presentations with psychiatric and medical comorbidities; recovery-oriented and evidence-based treatments; veteran and military populations; chronic and severe mental illness; culturally-informed treatments; improving patient mental health outcomes; sociocultural variables and other treatment-related beliefs and behaviors that impact attrition or premature dropout from treatment.

Eric S. Thompson, Ph.D., University of Florida, associate professor. Family-school-community collaboration, social justice advocacy, the use of data and evaluation to facilitate comprehensive change in school guidance programs, interdisciplinary research collaboration with health sciences, advanced statistics, contemplative methods for attention development and well-being in adults and children.

Isabel A. Thompson, Ph.D., University of Florida, associate professor. Counselor well-being and burnout prevention, wellness and stress management, integrating creativity and mindfulness in group counseling, the application of contemplative approaches in counseling, and school-based interventions for students at risk.

Jessica Tinstman Jones, Ph.D., University of Central Florida, assistant professor. Disaster Mental Health Counseling; individual, family, and group services in community, school, and hospital settings at inpatient and outpatient levels; crisis and trauma; suicidal ideations and behaviors; crisis intervention training and services; suicide prevention with a focus on Military families and youth mental health; mental health services for Military populations.

Jessica Valenzuela, Ph.D., University of Miami, associate professor. Pediatric psychology; disparities in child health outcomes and health care quality; chronic illness prevention and disease management; psychologists in medical settings; community-based participatory research approaches and academic-community partnerships for health.

Sarah Valley-Gray, Psy.D., ABPP, Nova University, professor. Neuropsychological, psychological, and psychoeducational assessment; pediatric neuropsychological disorders; psychological services within the schools; infancy and child development (interaction with caregiver); issues of professional development including training and supervision.

Vincent B. Van Hasselt, Ph.D., University of Pittsburgh, professor. Family and interpersonal violence; police psychology; criminal investigative analysis (psychological profiling) and apprehension; interviewing and interrogation techniques; cognitive behavioral interventions with juvenile offenders; behavioral criminology.

Michael Voltaire, Ph.D., Florida International University, associate professor. Applied behavior analysis; developmental disabilities; life-span human development; autism.

Angela Waguespack, Ph.D., Louisiana State University, professor. Psychological,

psychoeducational and functional behavior assessment; school- based consultation; psychological services within schools; behavioral interventions with children and adolescents.

Galaxina G. Wright, Ph.D., University of Central Florida, assistant professor. Career development barriers, with a particular emphasis on historically marginalized populations; career counseling interventions; mentorship in counselor education; school-based mental health therapy interventions within elementary schools.

Professors Emeriti

W. Joseph Burns, Ph.D., ABPP, University of North Dakota. Lifespan developmental neuropsychology; developmental neuropsychology; neuropsychological effects of toxins, infections, and head injury in children; neuropsychiatric disorders in the elderly; pediatric neurorehabilitation.

Frank A. De Piano, Ph.D., University of South Carolina. Professional interests include hypnosis (past president of Division 30, Psychological Hypnosis); community psychology; health and medicine; development of models for professional training of psychologists.

William Dorfman, Ph.D., ABPP, Ohio State University. Community mental health; short-term approaches to psychotherapy; eclectic approaches to individual and marital psychotherapy; psycho-diagnosis; objective personality measurement with the MMPI-2 and MMPI-A; role of families and primary caretakers in the treatment and rehabilitation of the chronically and severely mentally ill.

Tom Fagan, Ph.D., Virginia Tech. Forensic psychology.

Allan Schulman, Ph.D., Pennsylvania State University. Animal behavior; ethology; behavioral ecology.

David Shapiro, Ph.D., ABPP, University of Michigan. Forensic psychology; mental health law; forensic and clinical assessment; expert witness testimony; malingering; legal and ethical issues.

Lenore Walker, Ed.D., ABPP, Rutgers, State University of New Jersey. Forensic psychology; expert witness testimony; battered women syndrome; violence against women; family and interpersonal violence; sexual harassment; impact of trauma; post-traumatic stress disorder; feminist theory.

Contributing Faculty

W. Alex Edmonds, Ph.D., Florida State University. Educational psychology; performance psychology; program evaluation; statistics and measurement.

Jose A. Rey, Pharm.D., BCPP, University of Florida. Psychopharmacology, pharmacoeconomics; pain management.

Troy Robinson, Ed.D., Nova Southeastern University. Multiple intelligences; cooperative learning; professional learning communities; technology integration; educational leadership; organizational leadership; quality online graduate education.

Part-Time Core Faculty

Erin Anderson, Ph.D., NCSP, University of Florida. School psychology; pediatric psychology; pre-kindergarten assessment and intervention; neurodevelopmental disabilities; assessment and evaluation; social-emotional and behavioral challenges and disorders.

Emily Luis Cimino, Ph.D., University of South Florida, core faculty. School Psychology. Early Childhood Intervention.

Denise Hildebrand, Ph.D., University of Saskatchewan. School psychology; cognitive and psychoeducational assessment; test development; intervention strategies.

Lidia Martinez, Ph.D., LMHC, MCAP, ADC, Nova Southeastern University. Substance abuse treatment and prevention; individual and group therapy; family and marital therapy; and childhood obesity prevention.

Mary Alice Myers, Ed.D., University of Central Florida. Multi-Tiered System of Supports (MTSS), special education policy and practices, addressing critical shortage of school psychologists, and advocacy in education.

Amanda Prive, Ph.D., NCSP, BCBA, University of South Florida. School psychology; adolescent psychopathology; crisis intervention; pre-kindergarten assessment and intervention; behavior analysis.

Steve Rudin, Ed.D., University of Illinois. Associate lecturer.

Sejal Shah, Psy.D., Nova Southeastern University, associate lecturer. Clinical Psychology.

Victor O. Wallen, Ph.D., Florida International University. Social welfare; cross-cultural understanding; substance abuse; individual and group therapy; family and marital therapy.

Clinical Faculty

Sohani Char, Psy.D., Nova Southeastern University, assistant clinical professor. clinical supervisor of the Unicorn Children's Foundation Developmental Assessment Clinic. Psychological assessment for autism spectrum disorder and developmental delays; cultural disparities in identification and treatment of autism; clinical supervision and training.

Nicole Jimenez, PsyD, Nova Southeastern University, assistant clinical professor. Assistant Director of the School-related Psychological Assessments and Clinical Interventions (SPACI) clinic. Provides clinical supervision and training for psychological assessment and therapy; Interests include treatment of the child, adolescent, and family population, specifically who have

endured trauma-related experiences.

Leonard Schnur, Psy.D., ABPP, Nova Southeastern University, associate clinical professor. Clinical supervision and training; treatment of mood disorders for adult and adolescent populations; time-limited dynamic psychotherapy; psychotherapy integration approaches for treatment of personality disorders.

Tara Sheehan, Ph.D., BCBA, Nova Southeastern University, assistant clinical professor; clinical supervisor of the Kapila Family Foundation Challenging Behavior Clinic. Clinical supervision and training in applied behavior analysis, functional behavior assessment, behavior intervention, functional skills assessment, skill acquisition training, functional communication training, and caregiver training. Autism Spectrum Disorder; Intellectual and Developmental Disabilities; Attention Deficit and Hyperactivity Disorder, Oppositional Defiant Disorder.

Gesenia Sloan-Pena, Psy.D., Pepperdine University, assistant clinical professor; clinical supervisor of the School-related Psychological Assessments and Clinical Interventions (SPACI) clinic. Research and clinical Interests include Neuropsychological/Psychological assessment; Neurocognitive Disorders; Assessment of Autism Spectrum Disorder (ASD) and developmental delays; NICU neurodevelopmental follow-up; research of disparities in identification and treatment of ASD and ADHD; Spanish language testing and assessment; clinical supervision and training. Co-director of the Diversity in Assessment Research Initiative (DARI) Training Lab.

Yukari Tomozawa, Psy.D., Nova Southeastern University, assistant clinical professor. Provides treatment for children, adolescents, and families as well as psychological testing. Parent training, behavioral and developmental disorders/ADHD; anxiety disorders; other chronic mental illnesses.

Shannon Worton, PsyD, Nova Southeastern University, associate clinical professor/Director of the School-related Psychological Assessments and Clinical Interventions (SPACI) clinic; clinical supervision and training, and psychological assessment.

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As of July 2022

COLLEGE OF PSYCHOLOGY				REVISED 8/9/24			
F/T & CLINICAL FACULTY	Phone	Email	Room	FACULTY (87 Total)	Phone	Email	Room
Argüelles-Borge, Soledad	25820	soledada	2040	Shakes Malone, LaToya	24166	shakesma	1082
Auerback, John	22725	jauerba1	1061	Shapiro, David	25705	shapirod	1058
Banks, Jonathan	27965	jb2676	Prkr 241	Sheinberg, Nurit	27136	nurit	2067
Bennett, Ryan	25886	rb1934	1111	Shigeto, Aya	28006	as1959	Prkr 238
Black, Ryan	25794	blackrya	1076	Simco, Ed	25744	ed	2030A
Boucher, Leanne	28469	lb1079	Prkr 223	Starratt, Valerie	27674	vs311	Prkr 236
Brochu, Paula	25870	pbrochu	2065	Sternglanz, Weylin	28177	sterngla	Prkr 240
Burns, Myron	27914	myron.burns	Prkr 229	Stripling, Ashley	25762	astripling	1029
Caproni, Peter	24447/25882	pc491	U Schl 127A/2077	Suarez-Morales, Lourdes	25813	lsuarezmorales	2078
Cash, Gene	25703	cralph	2063	Tartar, Jaime, Chair	28192	tartar	Prkr 226
Cohen, Laura	25711	Lcohen1	Flex/Tampa	ter Maat, Mercedes	25728	termaat	1058
Collins, Matt	28101	wc292	Prkr 222	Teixeira, Vanessa	45636	vteixeira	ORL 221G
Cuc, Alexandru	25889	calex	2064	Thayer, Kayla	25880	kthayer	1027
Davidtz, Jennifer	25817	jdavidtz	1036	Thompson, Eric	25691	ethompson	2034
DeLucia, Christian	25810	cdelucia	1081	Thompson, Isabel	25602	ithompson	2040A
Dorfman, William	N/A	dorfman	N/A	Tinstman Jones, Jessica	25606	jtinstma	ORL
Dunagan, Mindy	25781	mdunagan	Tampa 1219	Valenzuela, Jessica	25737	fv637	1028
Ellis, Amy	25902	Amy.Ellis	1034	Valley-Gray, Sarah, Chair	25783	valleygr	2023
Feldman, David	25651	dfeldman	2032	Van Hasselt, Vincent	25752	vanhasse	1079
Fernandez, Mercedes	27804	mf934	Prkr 242	Voltaire, Michael	28190	mvoltair	Prkr 230
Fimiani, Maria	25689	mf245	2026A	Waguespack, Angela	25719	waguespa	2070
Fins, Ana	25897	anaifins	1066	Walker, Lenore	25724	walkerle	2030A
Formoso, Diana	25772	formoso	2068	Wright, Galaxina	25608	gwright2	2048A
Gallardo-Cooper, Maria	27897	mg1011	2048	CLINICAL FACULTY	Phone	Email	Room
Garcia-Lavin, Barbara	27917	garciala	1077	Char, Sohani	27194	sb1824	MSC 1218
Georgia, Emily	25895	esalivar	1039	Jiminez, Nicole	25785	nm519	1027A
Golden, Charles	25715	goldench	1055	Schnur, Leonard	25731	schnur	1102
Greenleaf, Arie	25610	agreele	2031	Singh, Amrita	27089	as1561	MSC 2242
Holschbach, Mary (Allie)	25899	mholschb	Prkr 228	Sloan-Pena, Gesenia	25841	gsloanpe	1083A
Hillier, Donna	27264	donnangu	2079	Tomozawa, Yukari	25755	tomozawa	1100A
Hubbard, Juliette	25830	jh2688	1057	Worton, Shannon	25884	worton	1101
Iarussi, Melanie, Chair	25734	miarussi	2024	RECRUITMENT/ADM	Phone	Email	Room
Irvine, Taylor	25742	ti480	2041	Datis, Gabriella	25898	gd875	2083
Jungersen, Tara	25764	tj290	2036	Gayle, Gregory	25903	ggayle1	2078A
Kanzki-Veloso, Elda	52652/25804	veloso	Miami 127/1058	Kalam, Sherene (ADM)	25721	kalamd	2030
Karl, Shannon	25725	shannon.karl	ORL 221D/1058	Matthies, Austin	25832	am3810	2010
Kasi, Iryna	25716	ikasi	2073	McIntosh, Ashley		ashley.mcintosh	2083
Kennedy, Thomas	25807	ktom	2026B	Noriega, Anthony	26902	anorieg0	DeSantis 1100
Kibler, Jeffrey	25879	kibler	1072	Perez, Carlos	25702	perez	2026C
Landy, Justin	25653	jlandy	Prkr 247	CLINICAL PSYCHOLOGY	Phone	Email	Room
Layne, Christopher M.	25718	clayne	1062	Burrion, Wendy	25726	wburrion	2020
Leopold, Patrice	25605	pleopold	2037	Vassell, Cavell	25749	cavell.vassell	2026
Ma, Mindy	27934	mmindy	Prkr 243	MASTERS PROGRAMS	Phone	Email	Room
Menon, Madhavi	27988	madhavi	Prkr 239	Castro, Daiana	25891	daiana	2081B
Mensing, Janell	25402	jmensing	1073	Gonzalez, Safiye	25709	sgonzalez1	2081
Moragne, Timothy	25735	moragne	1075	Levine, Brenda	25799	bl174	2077A
Munoz, James R.	28070	jm2701	Prkr 237	Quesada, Nancy	25740	qnancy	2081
Nierenberg, Barry	25732	nierenbe	1056	Zawoyski, Pat	25720	zawoyski	2081
Otto, Randy	25787	rotto1	1074	SCHOOL PSYCHOLOGY	Phone	Email	Room
Owens, Anna	25904	aowens1	2060	O'Sullivan, Suzanne	25826	osulliva	2081
Paro, Carly	25736	cparo1	Flex/Tampa	UNDERGRADUATE/MASTERS	Phone	Email	Room
Poland, Scott	25881	spoland	1063	Ruggiero, Jeanne	28063	jruggier	Prkr 227
Powell, Patrick	45224	ppowell1	Tampa 1220	Schenck, Regina	25757	rschenck	2014
Quintar, Bady	25751	badyq	2066	SUPPORT STAFF	Phone	Email	Room
Quesada, David	22874	dquesada	CCR 440	Berner, Kirk (Student Support)	25727	kirk	2018
Razza, Timothy	28096	razzatim	Prkr 257	Coello, Yvette (Dean's Office)	25712	ycoellp	2020
Reitman, David	25717	reitmand	2035	Consalvo, Toni (Finance)	27114	ctoni	2017
Rivas, Michele	25847	mrivas1	2073A	Crevecocour, Carise (HR)	25782	crevecocoe	2016
Robison, Lisa	25604	lrobiso1	Prkr 245A	Freyre, Erised (EVAL)	25816	freyre	2039
Rodriguez, Josephine	25603	Jrodrig2	2037A	Gutierrez, Digna	25612	gdigna	2015B
Ruiz, Jessica	25614	jessruiz	1035	Iglesias, Robert (Development)	23017	riglesia	DeSantis 5182B
Sabbir, Mohamad	27901	msabbir	Prkr 307	Izzi, Doreen (Clinic)	25788	gainesde	1123
Scheyd, Glenn	27991	scheydjr	Prkr 231	Kriss, Marilyn (WP)	25763	krissm	2014
Seifer, Robert	25681	seiferro	1040	Marshall, Susie (Development)	23014	msusanne	Sonken 405D
Maltz Reservations - 25763				Munoz, Lee (Student Support)	25803	mleonisa	2020
Tech Support 20070/ http://nsuservicenow.nova.edu , Clinic Intake - 25823				Palmer, Stacy (HR)	25765	stacpalm	2015A
Public Safety-28999/Testing Library-25940/NSU Student Counseling - 27050				Project Rise	25756	projectrise	2029

NSU Resources

College of Psychology Graduate Program Information	Nova Southeastern University College of Psychology 3301 College Avenue Fort Lauderdale, Florida 33314-7796	(954) 262-5790 Toll free: 1-800-541-6682 Ext: 25790 Email: gradschool@nova.edu
Admissions	Nova Southeastern University College of Psychology Graduate Admissions Office 3301 College Avenue Fort Lauderdale, Florida 33314-7796	(954) 262-5760 Toll free: 1-800-541-6682 Ext: 25760 Fax: (954) 236-3893 Email: gradadm@nova.edu www.nova.edu/dra/index.html
Financial Aid	Nova Southeastern University Office of Student Financial Assistance Horvitz Administration Building First Floor 3301 College Avenue Fort Lauderdale, Florida 33314-7796	(954) 262-3380 Toll free: 1-800-806-3680 https://www.nova.edu/financialaid/index.html
Residential Life and Housing	Nova Southeastern University Office of Residential Life & Housing 3301 College Avenue Fort Lauderdale, Florida 33314-7796	(954) 262-7052 Toll free: 1-800-541-6682 Ext: 27052 www.nova.edu/housing/
International Student Advisement	Nova Southeastern University Office of the University Registrar International Student Advisor 3301 College Avenue Fort Lauderdale, Florida 33314-7796	(954) 262-7240 Toll free: 1-800-541-6682 Ext: 27240 www.nova.edu/internationalaffairs/index.html
Veterans' Benefits	Nova Southeastern University Office of the University Registrar Coordinator of V.A. Benefits 3301 College Avenue Fort Lauderdale, Florida 33314-7796	Toll free: 1-800-541-6682 Ext: 27236 www.nova.edu/veterans/benefits.html