

Nova Southeastern University

College of Psychology

2017-2018 Graduate Student Catalog



Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097: Telephone number 404-679-4501) to award associate's, bachelor's, master's, specialist, and doctoral degrees. Nova Southeastern University was first accredited by the Southern Association of Colleges and Schools (SACS) as Nova University in 1971. The Ph.D. and Psy.D. programs in Clinical Psychology are accredited by the Commission on Accreditation of the American Psychological Association. In addition, the College of Psychology has two American Psychological Association accredited pre-doctoral internship programs. The Center's master's degree program in school counseling and specialist and doctoral programs in school psychology are approved by the Florida Department of Education. In addition, the specialist program in school psychology holds the designation of National Recognition by the National Association of School Psychologists (NASP). Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at all university locations and online. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes.

The information contained in this catalog is effective through June 30, 2018. Nova Southeastern University's administration reserves the right without advance notice to change at any time the requirements for admission and graduation, modify the curriculum, adjust tuition or fees, and change regulations affecting the student body.

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President's Welcome Message

Welcome to Nova Southeastern University! As the President of Nova Southeastern University, it is my honor to welcome you to NSU's College of Psychology! As a member of one of the College of Psychology's 12 graduate and undergraduate programs, you join a body of students who have chosen to dedicate themselves to the study of the human mind and behavior. This engaging field of study spans from the nervous system to complex social behavior, and the practice of maintaining mental health and wellbeing.

The College of Psychology maintains a wealth of resources that cater to the diverse needs of its students, as well as the needs of the surrounding community. First and foremost is the College's rich assembly of faculty, with expertise that spans from the provision of community mental health services to basic scientific discovery. As a student, you will gain from this expertise not only through your coursework and fieldwork in the community, but also through your engagement with faculty in a myriad of hands-on learning opportunities available through the College's clinics and research labs.

Whether you are pursuing an undergraduate, master's, specialist, or doctoral degree, I encourage you to explore everything that NSU's College of Psychology has to offer. It is our sincerest ambition to provide you with a quality education in a safe and welcoming community of students, scholars, researchers, and practitioners, so that you can achieve your personal and professional goals with well-earned confidence.

I wish you well as you embark on this phase of your academic career, and look forward to your graduation when I can welcome you into our ever-expanding alumni network. Until then, welcome to Nova Southeastern University's College of Psychology, and Go Sharks!

Sincerely,

A handwritten signature in blue ink, reading "George Hanbury", is displayed on a light blue rectangular background.

George L. Hanbury II, Ph.D.
President and CEO
Nova Southeastern University

Dean's Message

I am pleased to extend you a warm welcome to Nova Southeastern University and the College of Psychology. We hope to guide you through a rich and transformative journey where you will grow personally, academically and socially on the road to becoming major contributors to our society. Our aim is to guide you in your development of skills needed to impact the quality of life of individuals, families, institutions, and communities.

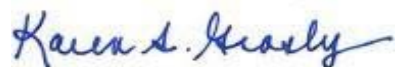
Our College offers bachelor's degree programs in psychology and behavioral neuroscience, as well as graduate programs in clinical and school psychology, counseling, experimental psychology, forensic psychology, and general psychology, along with other specialized training experiences. Our outstanding faculty guide students, not only in discovering and appreciating the factual content of their respective fields of study, but also in developing the critical and creative thinking skills essential to producers or consumers of science and the investigative skills of aspiring professionals, researchers, and clinicians.

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 for experiential placements in community settings.

While the lasting memories of one's years at a university surely 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 at our university will figure positively in the memories our students of their university experience.

Conducting basic and applied research and providing quality assessment and treatment of psychological problems is one of the greatest challenges facing modern society. The College seeks to address these challenges by providing a broad range of training, by conducting research that addresses society's pressing problems, and by offering services to the community through its clinics.

On behalf of the faculty and staff of the College of Psychology, I am pleased to welcome you to Nova Southeastern University. It is my sincere belief and hope that you will find your time here richly rewarding, both during your enrollment with us and, retrospectively, as alumni entering the workforce or continuing to pursue your educational goals.



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

NOVA SOUTHEASTERN UNIVERSITY

Situated on 300 beautiful acres in Davie, Florida, Nova Southeastern University is a dynamic institution dedicated to providing high-quality educational programs of distinction from preschool through the professional and doctoral levels. NSU has more than 24,000 students and is the seventh largest not-for-profit independent institution nationally.

The university awards associate's, bachelor's, master's, specialist, doctoral, and first-professional degrees in a wide range of fields, including the arts and humanities, business, counseling, computer and information sciences, education, medicine, dentistry, various health professions, law, marine sciences, psychology, and other social sciences. The university has been offering distance education programs for more than 45 years. To date, the university has produced more than 152,000 alumni.

The university's programs are administered through academic centers that offer courses at the Fort Lauderdale campuses as well as at locations throughout Florida, across the nation, and at selected international sites in the Bahamas, Bermuda, the Dominican Republic, Greece, Jamaica, Korea, Mexico, and Puerto Rico.

Mission Statement: Nova Southeastern University

The mission of Nova Southeastern University, a private, not-for-profit institution, is to offer a diverse array of innovative academic programs that complement on-campus educational opportunities and resources with accessible, distance-learning programs to foster academic excellence, intellectual inquiry, leadership, research, and commitment to community through engagement of students and faculty members in a dynamic, lifelong learning environment.

Vision 2020 Statement:

By 2020, through excellence and innovations in teaching, research, service, and learning, Nova Southeastern University will be recognized by accrediting agencies, the academic community, and the general public as a premier, private, not-for-profit university of quality and distinction that engages all students and produces alumni who serve with integrity in their lives, fields of study, and resulting careers.

Core Values:

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

The Mission Statement, Vision 2020 Statement, and Core Values were adopted by the NSU Board of Trustees on March 28, 2011.

Notices of Accreditation and Membership

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; Telephone number 404-679-4501) to award associate's, bachelor's, master's, specialist, and doctoral degrees. Nova Southeastern University was first accredited by the Southern Association of Colleges and Schools (SACS) as Nova University in 1971.

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 College of Psychology has two APA accredited doctoral internship programs, the South Florida Consortium Internship Program and the Psychology Services Center internship program.

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

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE

Washington, D.C., 20002-4242

Phone: 202-336-5979; E- mail: apaaccred@apa.org; Web: www.apa.org/ed/accreditation

The College of Psychology offers two programs, (1) the M.S. in Counseling with a concentration in School Counseling and (2) the Psy.S. in School Psychology, for practitioners in P-12 schools that were reviewed by the National Council for Accreditation of Teacher Education (NCATE). Nova Southeastern University is accredited by NCATE. NCATE accreditation is awarded to the university through the Fischler School of Education as follows: The Fischler School of Education at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE) (www.ncate.org). This accreditation covers initial teacher preparation programs and advanced educator preparation programs at all university locations and online. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

Nova Southeastern University's College of Psychology offers continuing education workshops to psychologists, clinical social workers, mental health counselors, marriage and family therapists, and school psychologists. These courses, which are presented by leading mental health professionals, contribute to the lifelong learning of our students and faculty as well as the professionals in our community.

- **Psychologists**

Nova Southeastern University's College of Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. The College 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. 03/31/2019.
- **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. 11/30/2019.

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.

Mission Statement: College of Psychology

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 PROGRAMS

Master of Science Programs

The master's degree in Counseling offers individuals the opportunity to earn a degree with concentrations available in Clinical Mental Health Counseling, School Counseling, Substance Abuse Counseling, Substance Abuse Counseling and Education, and Applied Behavior Analysis (regular and advanced track).

The master's degree in Counseling with a Clinical Mental Health Counseling concentration provides education and training for those who will seek employment in such diverse settings as social agencies, mental health clinics, hospitals, personnel offices, and schools. This program is offered on the main campus in a ground-based semester format, at one of five other NSU regional campuses in an intensive weekend format, or fully online. Currently, there are regional campus programs offered in Florida at Jacksonville, Orlando, Tampa, Miami, and Palm Beach. Many graduates go on to seek licensure in Florida as mental health counselors.

The master's degree in Counseling with a School Counseling concentration provides training to individuals seeking positions as professional school counselors in school systems. At this time, the program is offered on the main campus and in Orlando, Tampa, and Ft. Lauderdale in an intensive weekend format.

School Counseling – Certification Option

The School Counseling program is approved by the Florida Department of Education (FLDOE). Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE).

Teachers, educators, and counselors who hold an eligible master's degree in a related area other than school counseling may apply for admission as a "special (non-degree) student" for the purpose of taking courses in the school counseling concentration that meet the requirements for Florida certification as a school counselor under Plan 2, Rule 6A-4.0181, *Florida Statutes* (course by course basis). All requirements for certification in the Guidance and Counseling subject specialty will be fulfilled prior to degree conferral, including all curriculum and examination requirements.

Special (non-degree) students seeking admission to the school counseling program for the purpose of seeking certification by the Florida Department of Education will be required to complete twelve 3-credit hour courses, including Counseling Practicum and Internship, regardless of previous internship experiences. **Please be advised that waiver of the practicum and internship experience for any reason will not be permitted.**

The master's of science degree program in Experimental Psychology is a 33-credit program offered on main campus 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.

The master's degree in General Psychology is an online program that will prepare 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.

The master's degree program in Forensic Psychology is a 36-credit online program that will present information at the intersection of legal issues and psychology. Students will be prepared to understand what forensic psychologists do, as well as 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 (Psy.S.) in School Psychology

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 the schools. The program is approved by the Florida Department of Education (FL DOE) and is nationally recognized by the National Association of School Psychologists (NASP). NSU is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at all university locations and online, including the specialist program in school psychology.

The specialist program consists of 79 semester hours that span two to three years of coursework (including practica) and one year of full-time internship. In addition to meeting the current certification requirements for the FL DOE and NASP, the program is designed to meet the current educational requirements for licensure as a school psychologist under Chapter 490, *Florida Statutes*.

The program is housed within the College of Psychology, which is enriched through its more than 40 distinguished full-time faculty members. Students also enjoy the benefits of a diverse student body, hands on training within the college's outpatient mental health facility, and a variety of clinical training and research opportunities. At this time, the program is offered at the Fort Lauderdale and Tampa campuses.

Doctoral Programs in 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 also provides preparation for academic and research activities. Both the doctor of philosophy (Ph.D.) and the doctor of psychology (Psy.D.) programs are full-time, on campus programs with a three-year residency requirement. The doctoral 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 pre-doctoral clinical internship at an APA-approved or APPIC-approved site anywhere in the country.

Concentrations/Tracks

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 and tracks 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. Students are permitted to participate in one concentration only. 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.

Concentrations include: Clinical Forensic Psychology, Clinical Health Psychology, Clinical Neuropsychology, Psychodynamic Psychology, and the Psychology of Long-Term Mental Illness.

The program also offers tracks in child/adolescent and family, multi-cultural diversity, and trauma. Tracks encourage students to participate in research and practice associated with the respective areas and to complete a pre-set number of specified courses.

Doctoral Program in 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.

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. Questions related to the accredited status of the program should be directed to the Commission of 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.apa.org/ed/accreditation

The doctoral program in school psychology is approved by the Florida Department of Education (DOE). In addition, the program holds the designation of national recognition by the National Association of School Psychologists (NASP) and has been accredited by the National Council for Accreditation of Teacher Education (NCATE). The accreditation for this program is awarded to the university through the Fischler College of Education as follows: The Fischler College at Nova

Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers initial teacher preparation programs and advanced educator preparation programs at all university locations and online. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes.

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.

Licensure

A degree conferred by any College of Psychology program, including those that are APA or NCATE/CAEP accredited, may not automatically mean (1) acceptance of the program curricula by a given state for the purpose of professional licensure or certification; (2) acceptance of the program curricula for the purpose of any nongovernmental certification; or (3) satisfaction of an employer's preconditions/qualifications for employment. Students are responsible for verifying periodically their individual eligibility for licensure, certification, internship, and employment through a careful review of the applicable requirements of specific states, provinces, agencies, and employers, as such requirements are subject to change without notice.

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.

Southeast Institute for Cross-Cultural Counseling and Psychotherapy

The Southeast Institute for Cross-Cultural Counseling is committed to enhancing the cause of multiculturalism 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 has two American Psychological Association accredited Doctoral internship programs. The South Florida Consortium Internship Program (SFCIP) provides services to a vast array of clinically diverse populations within local community settings. The Psychology Services Center Internship program provides opportunities for supervised clinical experiences and research within the NSU Psychology Services Center.

Questions related to the internship programs' accreditation status 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.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 center'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**
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- **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. 11/30/2019.

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 sophisticated 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 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. Examples of research areas in which the Department of Clinical and School Psychology is currently engaged are the following:

Alcohol and substance abuse Anxiety disorders Attention deficit and hyperactivity Battered women's syndrome Child-clinical psychology Clinical biofeedback Community mental health Domestic and family violence Forensic psychology Gender issues Geriatric mental health Health psychology Long-term mental illness ood disorders	Multicultural assessment and intervention Neuropsychology Pediatric psychology Physical abuse Police stress Posttraumatic stress disorder Psychoanalytic therapy Psychodiagnostic assessment School phobia Sexual abuse Sleep Social-clinical psychology Suicide Trauma and dissociation	Alcohol and substance abuse Anxiety disorders Assessment of minority students Attention deficit and anxiety disorder Behavioral assessment and treatment Child-clinical psychology Clinical biofeedback Community mental health Co-Occurring Disorders Dissociation Detecting Deception Family violence Forensic psychology Gender issues Geriatric mental health
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Protection of Human Subjects

The college adheres to published professional and governmental guidelines and regulations for protecting human subjects in research. Any research that involves human subjects conducted by NSU faculty members, staff members, or students, whether funded or unfunded, must receive approval from the Institutional Review Board (IRB). All faculty members, staff members and students involved in research studies must complete an on- line course with regard to the protection of human subjects (CITI course). All IRB policies and procedures can be accessed at the IRB website: <http://www.nova.edu/irb/manual/policies.html>.

CLINICAL SERVICES

Nova Southeastern University Psychology Services Center

The 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

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 and 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 empirically supported research. Domains of treatment include phobias, generalized anxiety, social anxiety, and panic 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 encouraged. This program also offers EEG feedback for ADD and ADHD. Psychoeducational workshops will periodically be made available for clients to increase their skills for stress management, relaxation, mindfulness meditation, and/or assertive communication.

Child, Adolescent, and Family Services Program. 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 it relates to treatment recommendations, 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

Child and Adolescent Traumatic Stress Program. The Child and Adolescent Traumatic Stress Program provides psychological services to pediatric patients and their families. These services are provided when the child or adolescent experiencing acute, chronic, and/or genetic medical disorders is exhibiting a psychological reaction directly related to the medical problem; physical symptoms as a function of behavioral and psychological problems; and psychological problems and physical complaints due to a trauma such as child abuse. Assessment and treatment services are available for depression and anxiety; adjustment disorders; medical noncompliance; elimination disorders; eating disorders; and psychosomatic illness.

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. Treatment techniques such as: assertiveness skills, communication skills, and problem solving skills are emphasized.

Healthy Lifestyles Guided Self-Change Program. This program provides services to individuals who have alcohol, cocaine, or marijuana problems that are not severe. Smoking cessation services are also available. Guided Self Change treatment is a motivational intervention involving an assessment, four sessions, and two aftercare contacts, with additional sessions available. This program is based on evidence showing that many persons meeting the above criteria prefer and are able to take responsibility for dealing effectively with their alcohol or drug abuse.

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 mental retardation; 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 some other form of psychopathology. Treatment consists of individual, group, family, and/or couples therapy.

Psychological Services for the Emotionally Distressed (PSED). The Psychological Services for the Emotionally Distressed program offers treatment and assessment for children, adolescents, and adults who have psychotic disorders. These patients have a range of psychotic sequelae such as hallucinations, delusions, isolation, regressive and/or bizarre behavior, poor social and daily living skills, and restricted, inappropriate or labile affect. Psychotic diagnosis may include schizophrenia, schizophreniform disorder, bipolar disorder, affective disorders, etc. Treatment comparison research with these special patients is being conducted.

School-Related Psychological Assessments and Clinical Interventions. This program offers comprehensive psychoeducational evaluations for school related academic, developmental, behavioral, and learning problems. These evaluations include: parent and child interviews; behavioral observations; formal test administration; psychoeducational reports; personal feedback to parents; and school consultation as appropriate.

Trauma Resolution Integration Program. This specialized clinical program serves men and women ages 18 and above who: 1) are experiencing adjustment problems resulting from childhood sexual or physical abuse; 2) have posttraumatic stress disorder in response to a single event trauma (e.g., crime, natural disaster, serious injury) in adulthood; or 3) manifest serious dissociative symptoms.

NSU SUPPORT SERVICES

Library Resources

The Alvin Sherman Library, Research, and Information Technology Center, which is a joint-use facility with the Broward County Board of County Commissioners, opened in October 2001. This library has five floors, 325,000 square feet, a 3,800-square-foot atrium lobby, 1,200 user seats (1,000 with Internet access), 100 reference computer workstations, space for 1.4 million volumes (books, journals, and periodicals), and a centralized circulation area. It is one of the largest library buildings in Florida. A multistory parking garage with more than 1,500 spaces is near the library.

The university library system is composed of the Alvin Sherman Library, Health Professions Division Library, Law Library, Oceanographic Library, and four school libraries on the main campus. The catalogs of all NSU libraries are accessible via computers to local and distance education students and faculty members, wherever they may be located. Online databases complement the paper-based holdings and provide full-text resources. Interlibrary loan arrangements through networked organizations such as the Online Computer Library Center (OCLC), the Southeast Florida Library Information Network (SEFLIN), the Consortium of Southeastern Law Libraries (COSELL), and the National Library of Medicine (NLM) provide broad access to a wide range of materials.

To augment the libraries' print materials, the Office of Media Services has an extensive collection of more than 1,200 items of nonprint materials (principally audiovisual materials), and a video production studio to support classroom instruction. In addition, the center provides technical assistance for distance learning delivered by teleconferencing. The university's microcomputer laboratory resources include a growing inventory of instructional software for use by students and faculty members. For further information on the campus libraries, visit www.nova.edu/library.

Computer Facilities

MicroLabs and electronic classrooms are located on the main campus in the Parker Building (first, second, and third floors), the Sonken Building, the Leo Goodwin Sr. Residence Hall, University Park Plaza, the Health Professions Division, the NSU Library, Research, and Information Technology Center and the Maltz Building. The multilab design of the MicroLabs and the choice of technology platforms provide flexibility for faculty and students to apply technology to meet course requirements. Computer systems include Microsoft Windows and access to a wide choice of applications programs. The MicroLabs are equipped with multimedia workstations. Peripherals such as CD-ROMS, color scanners, and digital cameras are also available for student use. The MicroLabs have online connectivity with all systems linked to the Campus Wide Information System (CWIS), the NSU Electronic Library, the Internet, and the World Wide Web. An extensive collection of software housed in the MicroLabs provides access to a broad range of programs and

multimedia applications. Field-based students are provided with access to computer labs in their area.

Career Resources

The purpose of the Career Resource Center is to assist students and alumni in all aspects of the career decision making, planning, and job search process. Its mission is to support Nova Southeastern University undergraduate students, graduate students, and alumni in the implementation of successful career plans.

The Career Resource Center encourages personal responsibility on the part of students and alumni in planning a career and exploring opportunities as they relate to educational and personal development throughout the college years into the future.

Further information can be found at www.nova.edu/career.

Office of Innovation and Information Technology

The Help Desk provides students at Nova Southeastern University with a centralized point of contact for technical support services. Whether the problem is email, online courses, network access, or another technical question, the Help Desk is here to assist and troubleshoot with advanced technical support from the Office of Innovation and Information Technologies (OI²T). Information on the Help Desk is available at <http://www.nova.edu/help/>.

College of Psychology Testing Library

The college maintains its own library of testing instruments and kits for doctoral and specialist level assessment courses. Loan arrangements may vary according to the course and equipment involved.

Financial Aid

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

Nova Southeastern University Assistantships: A limited number of on-campus graduate assistantships will be available in residential life and student life. These assistantships include housing, meal plan, a partial tuition waiver, and a monthly stipend of approximately \$450-\$500. To apply and receive priority consideration, send a letter of interest and resume to:

Residential Life

Nova Southeastern University
Office of Residential Life
3301 College Avenue
Fort Lauderdale, Florida 33314-7796

Student Life

Nova Southeastern University
Student Affairs
3301 College Avenue
Fort Lauderdale, Florida 33314-7796

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. Several positions are open to students regardless of financial need. In addition, part-time clinical positions in the community are developed and made available to doctoral students throughout the center.

College of Psychology Student Aid Programs

Scholarships: The College of Psychology maintains a limited amount of scholarship funds. Information on various scholarships is available at:
<http://www.nova.edu/financialaid/scholarships/>.

Assistantships: Assistantships are available for advanced doctoral students through the center. Included are clinical positions within clinical services and faculty directed specialty clinical training programs, teaching assistantships, and research assistantships.

Student Employment: Student employment opportunities are available within the College of Psychology. These positions are generally awarded on a competitive basis and usually require a 10 to 20 hour time commitment per week.

Veterans' Benefits

Standards of Progress: A student receiving veterans' benefits must maintain satisfactory progress. Students will be considered to be making satisfactory progress as long as they meet the academic standards set by their school for retention in their degree programs.

A student who, at the end of any evaluation period, has not attained and maintained satisfactory progress will be certified, in a probationary status, for only one additional evaluation period. Should this student not attain and maintain satisfactory progress by the end of the probationary period (one evaluation period), the student's VA educational benefits will be terminated for unsatisfactory progress.

A student whose VA educational benefits have been terminated for unsatisfactory progress may petition the school to be re-certified after one evaluation period has elapsed. The school may re-certify the student for VA educational benefits only if there is a reasonable likelihood that the student will be able to attain and maintain satisfactory progress for the remainder of the program.

For VA payment of benefits purposes, an "I" (Incomplete) designation for a course must be converted to a credit grade counting toward graduation, or a failing grade, by the end of one calendar year unless permission for a delay is granted by the Academic Dean for that program. An "NG" (no grade) designation for a course must be converted to a credit grade counting toward graduation, or a failing grade, by the end of one regular semester unless permission for a delay is granted by the Academic Dean for that program.

Grade/Progress Reports: Each VA student will be provided a grade/progress report at the end of every evaluation period (e.g. term, semester). A copy of each report will be placed in the student's permanent file maintained by the school. The university periodically furnishes each student with a working transcript that shows current status of grades and earned semester hours for all courses completed and/or attempted, plus grades for courses in which the student is currently enrolled.

Credit for Prior Training (CPT): Nova Southeastern University complies with federal regulations for veterans' training that it is mandatory for all veterans' benefit recipients to report either prior education and/or training. A student receiving veterans' benefits that has previous post-secondary educational training/experience must request official transcript(s) be sent to the school. If the transcript has not been received prior to the end of the student's second term here at Nova Southeastern University, the student cannot be certified for veterans' benefits for the upcoming term. The student can be certified for veterans' benefits after the transcript has been received.

The school will evaluate the student's previous training and/or experience and grant credit as appropriate. Should credit(s) be accepted and/or granted, the student's tuition and training time will be reduced proportionately, with the veteran and VA so notified.

Nova Southeastern University programs are approved for the training of veterans and other eligible persons by the Bureau of State for Approving Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact:

Nova Southeastern University
Office of the University Registrar
Coordinator of V.A. Benefits
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
(954) 262-7236 or toll free 800-541-6682, ext. 27236
<http://www.nova.edu/financialaid/veterans/index.html>

International Students

International students who intend to reside in the United States and who are required to obtain an I-20 form must be full-time, degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. For further information, contact:

Nova Southeastern University
Office of the University Registrar
International Student Advisor
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
(954) 262-7240 or toll free 800-541-6682, ext. 27240
<http://www.nova.edu/internationalaffairs/students/index.html>

Students with Disabilities

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. No qualified individual with a disability shall be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by reasons of his or her disability.

If an applicant self discloses his or her disability to the university, the university will ensure that the applicant is advised of the procedures to seek accommodation. The procedure the student applicant is to follow is the same as that for those existing students who request an accommodation. As such, the procedures set forth herein would apply to a student applicant. In the event it is determined that a student is qualified to apply following the consideration of an accommodation request, that student will then be placed into the applicant pool and treated as any other applicant.

For additional information on the university ADA policy and obtaining reasonable accommodations, please contact the Office of Student Disability Services at (954) 262-7185 or <http://www.nova.edu/disabilityservices/index.html>. Student's requests for accommodation will be considered on an individual basis in accordance with the center's procedures.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, afford students certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar's Office written requests that identify the record(s) they wish to inspect. The Registrar's Office will arrange for access and notify the student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their problems informally with the University Registrar. If the decision is in agreement with the students' requests, the appropriate records will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended, and will be informed by the Office of the University Registrar of their right to a formal hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent,

loan servicing agent, or the National Student Clearinghouse); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

- The right to file a complaint with the Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605 concerning alleged failures by Nova Southeastern University to comply with the requirements of FERPA.

Nova Southeastern University hereby designates the following student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion:

Student name	Dates of attendance
Local and home address	Degrees, Honors and awards received
Telephone numbers	Enrollment Status
Major field of study	Year in School
Participation in Sports	Anticipated Graduation Date
Place of birth	E-mail address

1. Release of Student Information

Students can give consent to permit Nova Southeastern University to discuss and/or release personal identifiable information to a third party such as a spouse, a parent, a guardian, etc. This consent must be provided in writing with the student's signature. To provide a written consent, complete the [Authorization for Release of Information form](#).

Students may also withhold directory information (as defined above) by completing the [Request to Prevent Disclosure of Directory Information Form](#). . Students are warned; however, prior to making a decision to withhold personally-identifiable data, that undesirable consequences frequently occur, such as, names of students on the Dean's List are not published, names are not listed in commencement bulletins, and requests from prospective employers are denied. After completing the form, submit it to the University Registrar's Office, 3301 College Avenue, Fort Lauderdale, FL 33314.

2. Deceased Student Records

Records of deceased students will be made available to the parent(s), spouse, or executor/executrix of the deceased student and other authorized parties upon written request. The request must include the need for the records; must identify the requestor's relationship to the deceased student; and must be accompanied with an official record certifying authorization to receive the student records, i.e., assignment as executor/executrix. An official copy of the death certificate must accompany the request, if the university does not have prior notice of the student's death. The university reserves the right to deny the request.

For further assistance on this matter, students should contact the University Registrar's Office.

*Acrobat Reader is needed to view any form that is designated with PDF.

ACADEMIC REGULATIONS

Nova Southeastern University Statement of Academic Rights and Responsibilities

Nova Southeastern University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to ensure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- the rights of personal and intellectual freedom, which are fundamental to the idea of a university
- a scrupulous respect for the equal rights and dignity of others
- dedication to the scholarly and educational purposes of the university and participation in promoting and ensuring the academic quality and credibility of the institution

Students are responsible for obtaining, learning, and observing the established university and academic center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution, as well as those of Broward County and the State of Florida, as well as any other laws, rules and/or regulations of other jurisdictions. All members of the community should inform the appropriate official of any violation of conduct regulations.

A. Academic Standards

The university expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The university can function properly only when its members adhere to clearly established goals and values. Accordingly, the academic standards are designed to ensure that the principles of academic honesty are upheld.

The following acts violate the academic honesty standards:

1. **Cheating** - intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise
2. **Fabrication** – intentional and unauthorized falsification or invention of any information or citation in an academic exercise
3. **Facilitating Academic Dishonesty** – intentionally or knowingly helping or attempting to help another to violate any provision of this code
4. **Plagiarism** – the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment

Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Using sources to provide information without giving credit to the original source is dishonest. Students should avoid any impropriety or the appearance thereof in taking examinations or completing work in pursuance of their educational goals.

Students are expected to comply with the following academic standards:

1. Original Work.

Assignments such as course preparations, exams, texts, projects, term papers, practicum, or any other work submitted must be the original work of the student. Original work may include the thoughts and words of another author. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the university and/or program center's recognized form and style manual and accepted citation practice and policy.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, re-examination, and/or remediation.

2. Referencing the Works of Another Author.

All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each program center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that the writer give proper acknowledgement when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (see above) is considered plagiarism at Nova Southeastern University.

3. Tendering of Information.

All academic work must be the original work of the student. Knowingly giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

4. Acts Prohibited

Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals. Violations of academic responsibility include, but are not limited to the following:

- plagiarism
- any form of cheating.
- conspiracy to commit academic dishonesty
- misrepresentation
- bribery in an attempt to gain an academic advantage
- forging or altering documents or credentials
- knowingly furnishing false information to the institution

Students in violation will be subjected to disciplinary action.

5. Additional Matters of Ethical Concern

Where circumstances are such as to place students in positions of power over university personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious or arbitrary manner.

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the university community nor interfere with other students' right to learn. Students are expected to abide by all university, center, and program rules and regulations and all local, state, and federal laws. Students are responsible for adherence to the university code of conduct and all university policies and procedures while attending or participating in university-sponsored programs, activities, and/or events off the main campus or at any NSU sites.

Violations of conduct standards include, but are not limited to

- a. theft (including shoplifting at any university service center, e.g. bookstore, food service facility), robbery, and related crimes
- b. vandalism or destruction of property
- c. disruptive behavior/disorderly conduct (e.g., in residence halls and classrooms, or at university-sponsored events, on or off campus)
- d. physical or verbal altercation, assault, battery, domestic violence, or other related crimes
- e. gambling
- f. possession or use of firearms; pellet, air soft, and paint ball guns, fireworks, explosives, or other dangerous substances or items

- g. possession, transfer, sale, or use of illicit and/or illegal drugs or alcohol of a minor
- h. appearance in class or on campus under the apparent influence of drugs or alcohol, illegal illicit drugs or chemicals
- i. any act or conspiracy to commit an act that is harassing, abusive or discriminatory or that invades an individual's right to privacy; sexual harassment; discrimination and abuse against members of a particular racial, ethnic, religious, on the basis of sex/gender, sexual orientation, marital status or cultural group and/or any other protected group or as a result of an individual's membership in any protected group
- j. sexual misconduct
- k. stalking
- l. unacceptable use of computing resources as defined by the university. Students are also subject to the Acceptable Use of Computing Resources policy at www.nova.edu/common-lib/policies/aucr.policy.html.
- m. impeding or obstructing NSU investigatory, administrative, or judicial proceedings
- n. threats of or actual damage to property or physical harm to others
- o. "hazing"
Any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for purposes including, but not limited to, initiation or admission into or affiliation with any organization operating under the sanction of a postsecondary institution. Hazing includes, but is not limited to, pressuring or coercing the student into violating state or federal law; any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements; forced consumptions of any food, liquor, drug, or other substance or other forced physical activity that could adversely affect the physical health or safety of the student; and any activity that would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct that could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of the student. Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers legal and legitimate objective. (Florida Hazing Law, 1006.63) Engaging in, supporting, promoting, or sponsoring hazing or violating university rules governing hazing is prohibited.
- p. failure to pay tuition and fees in a timely manner
- q. embezzlement or misuse of NSU and/or student organizational funds or monies
- r. failure to comply with the directives of NSU officials
- s. violation(s) of the terms or condition of a disciplinary sanction(s) imposed
- t. violation of any policy, procedure, or regulation of the university or any state or federal law, rule, regulation, or county ordinance
- u. fraud, misrepresentation, forgery, alteration or falsification of any records, information, data, or identity

- v. plagiarism
 - w. possession of drug paraphernalia
 - x. use of another student's ID card
2. Students must have authorization from the university to have access to university documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

C. Supplementary Standards

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the Code of Ethics for Computer Usage. The university and each center or program may prescribe additional standards for student conduct. Reasonable notice may be provided when additions or changes are made to the standards for student conduct. Students should refer to their center and/or Student Affairs Web site for policy updates or changes.

D. Violations

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans, associate deans, or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic misconduct or supplementary standards violations. Violations of academic, conduct, or supplemental standards are subject to disciplinary action, up to and including, expulsion from the university. Violations of academic standards will be handled through the student's academic college, school, or department. Violations of conduct or supplementary standards will be handled by the Office of the Vice President of Student Affairs or by the individual academic college, school, or center as deemed appropriate.

Acceptable Use of Computing Resources

This policy provides guidelines for the appropriate and inappropriate use of the computing resources of Nova Southeastern University. It applies to all users of the university's computing resources including students, faculty and staff members, alumni, and guests of the university. Computing resources include all computers, related equipment, software, data, local area networks, and listservs for which the university is responsible as well as networks throughout the world to which the university provides computer access.

The computing resources of Nova Southeastern University are intended to be used for its programs of instruction and research and to conduct the legitimate business of the university. All users must have proper authorization for the use of the university's computing resources. Users are responsible for seeing that these computing resources are used in an effective, ethical, and legal manner. Users must apply standards of normal academic and professional ethics and considerate conduct to their use of the university's computing resources. Users must be aware of the legal and

moral responsibility for ethical conduct in the use of computing resources. Users have a responsibility not to abuse the network and resources, and to respect the privacy, copyrights, and intellectual property rights of others.

In addition to the policy contained herein, usage must be in accordance with applicable university policies (see Related policies listed at the end of this section) and applicable state and federal laws. Among the more important laws are the Florida Computer Crimes Act, the Federal Computer Abuse Amendment Act 1994, the Federal Electronic Communications Privacy Act, and the U.S. Copyright Act. Copies of these laws and the NSU copyright policy may be examined in the Office of Academic Affairs. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject the student to civil and criminal liabilities.

For more detailed information on Nova Southeastern University's Acceptable Use of Computing Resources, please consult the *Student Handbook*.
(http://www.nova.edu/studentaffairs/forms/studenthbk_2016-17.pdf)

Drug-Free Schools and Campuses

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 86), Nova Southeastern University has adopted the following policy for all workplace, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and the abuse of alcohol are prohibited in and on property owned by Nova Southeastern University and as a part of any of its activities. No Nova Southeastern University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

For more detailed information on this policy, please consult the programs' *Student Handbook* (http://www.nova.edu/studentaffairs/forms/studenthbk_2016-17.pdf).

Cellular Phone Policy

The university recognizes the growing trend regarding student possession of cellular phones with video, camera, or voice recording capabilities. In support of each individual's reasonable expectation of privacy, the copyright and intellectual property laws, the use of these cellular phone features by NSU students must be in conjunction with express consent. Students are expressly forbidden to video, use camera or voice recordings without the express consent of the subject(s) being photographed or recorded. You may not place any pictures or videos of people on a Web page without the expressed permission of the people in the pictures or videos. Any student whose use of their cellular phone violates another's reasonable expectation of privacy or produces any media as a result of the cellular phone capabilities without express consent may be found in violation of this policy. Violations of this policy may lead to disciplinary action that may result in confiscation of the cellular phone and referral to Student Affairs as a violation of the NSU Code of Student Conduct. Students are instructed to refer to their center's or college's individual program policies regarding cellular phone use and possession, because additional restrictions may apply.

Privacy of Records

Nova Southeastern University maintains a system of records that includes application forms, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by current and former students upon written request to the Office of the University Registrar. However, the registrar will not release transcripts of students' academic records until all accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: a) student's name, b) address, c) dates of attendance, d) degree and awards received. Requests for such information must be submitted in writing to the university. The university reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing before September 1 of the relevant school year.

Students do not have the right of access to educational records until they have been admitted to and have actually begun attending Nova Southeastern University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.

Parents or eligible students will be provided a hearing by the university if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S. Department of Education.

Reservation of Power

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the university and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

Policies Governing Student Relations

General

Nova Southeastern University has established specific policies, procedures, and guidelines defining its relationship with its students. The term a student as used in this catalog defines the

student, or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

Institutional and Academic Information

NSU and its composite academic units periodically publish bulletins or catalogs describing the university and its academic programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with the academic units or from the Office of the University Registrar. Each academic unit, group of units, and/or the Office of the University Registrar maintain at least one full-time employee to assist all students in obtaining information.

Notice of Nondiscrimination

Nova Southeastern University admits students of any race, color, sex, age, non-disqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

The Office of the University Registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

Grievances

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. Grievance procedures are explained in the *Student Handbook*.

Student Publications

Nova Southeastern University, as publisher, bears the legal responsibility for the contents of student publications. In the delegation of editorial responsibility to students, the university provides sufficient editorial freedom for the student publications to maintain their integrity of purpose as vehicles of free inquiry and free expression in the Nova Southeastern University academic community.

The delegated editorial freedom of student editors and managers is subject to corollary responsibilities to be governed but the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.

As safeguards for the delegated editorial freedom of student publications, the following provisions are made:

1. The student press shall be free of censorship and advance approval of copy, and its editors and managers shall be free to develop their own editorial policies and new coverage.

2. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes shall editors and managers be subject to removal, and then by orderly and prescribed procedures.
3. All university-published and financed student publications shall explicitly state on the editorial page that the opinions therein expressed are not necessarily those of Nova Southeastern University or of the student body.

Student Participation in University Governance

In furtherance of its commitment to teaching and learning, Nova Southeastern University encourages student participation in institutional decision making.

Within each college, elected student government bodies provide vehicles for student expression of views and opinions on issues of institutional policy. Additionally, students are regularly appointed to committees, task forces, and ad hoc groups dealing with issues of concern to students.

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 9:00am-12:00 noon and 1:00pm to 4:00pm time slots and with specific thesis requirements. Student cohorts are accepted into the program each fall.

General Psychology (Online)*

The Master's Program in General Psychology is 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.

Forensic Psychology (Online)*

The Master's Degree Program in Forensic Psychology is a 36- credit online program that will present information at the intersection of legal issues and psychology. Students will be prepared to understand what forensic psychologists do, as well as 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

* Note: Graduate students who earn these degrees will not have met the educational requirements for certification or licensure in the state of Florida and should not expect to provide psychological services as an independent practitioner. Rather, these degree demonstrate master's-level achievement and enhance employment opportunities.

Clinical Mental Health Counseling Concentration

The Master's in Counseling Program with a Clinical Mental Health Counseling concentration was designed for the continued professional development of persons who currently serve or will serve their community in a variety of counseling capacities. Master's degree training is based on a developmental model that emphasizes interdisciplinary collaboration, prevention of dysfunction, and direct service. The field of clinical mental health counseling, which has experienced a great deal of growth over the past decades, now has professionals placed in such diverse settings as social agencies, mental health settings, hospitals, educational settings, personnel settings, business and industry, and private practice. The College of Psychology is firmly committed to the mission of training competent professionals who will design and implement prevention and treatment programs and provide direct counseling services. The course work provides broad-based training designed to equip individuals with the skills necessary to confront a wide variety of contemporary issues.

The master's in Clinical Mental Health Counseling is offered on the main campus in Fort Lauderdale, in the regional campuses format at various locations in Florida, and fully online.

School Counseling Concentration (Intensive Weekend Format)

The Master's in Counseling Program with a School Counseling concentration is designed for the continued professional development of persons who presently serve or are interested in serving our youth and their families in an educational, Pre-K-12 setting. Master's training is based on a developmental model that emphasizes interdisciplinary collaboration, prevention, and responsive services. The professional school counselor, based on the American School Counselor Association National Model, delivers a comprehensive school counseling program that addresses the academic, career, and social/emotional needs of all students.

The Master's Degree in School Counseling program is approved by the Florida Department of Education. Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at all university locations and online. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes.

This program is designed for the continued professional development of persons who presently serve or are interested in serving our youth and their families in an educational, Pre-K-12 setting. Master's training is based on a developmental model that emphasizes interdisciplinary collaboration, prevention, and responsive services. The professional school counselor, based on the American School Counselor Association National Model, delivers a comprehensive school counseling program that addresses the academic, career, and social/emotional needs of all students. The course work provides broad based training designed to equip individuals with the skills necessary to confront a wide variety of contemporary issues facing today's youth.

The master's programs in Clinical Mental Health Counseling and School Counseling are offered on the main campus in Fort Lauderdale and in the regional campuses format at various locations in Florida.

Certification/Endorsement Option

Teachers, educators, and counselors who hold an eligible master's degree in a related area other than school counseling may apply for admission as a "special (non-degree) student" for the purpose of taking courses in the master's program in school counseling that meet the requirements for Florida certification as a school counselor under Plan 2, Rule 6A-4.0181, *Florida Statutes* (course by course basis).

Special (non-degree) students seeking admission to the school counseling program for the purpose of seeking certification by the FL Department of Education will be required to complete the following courses at NSU: PYCL 0503, PYCL 0510, PYCL 0511, PYCL 0512, PYCL 0515, PYCL 0550, PYCL 0571, PYCL 0560, PYCL 0585, PYCL 0635, PYCL 0665, PYCL 0685, PYCL 0688/0689.

All students will be required to complete PYCL 685 and/or PYCL 688/689 (School Counseling Practicum and Internship) at NSU regardless of previous internship experiences. Please be advised that waiver of the practicum and internship experience for any reason will not be permitted.

Substance Abuse Counseling Concentrations

The Master's in Counseling Program with a Substance Abuse Counseling concentration or Substance Abuse Counseling and Education concentration is an innovative academic program designed for the working professional actively involved in or entering the field of substance abuse counseling or related fields. The online format is particularly designed to serve the training needs of administrators and practitioners who seek advanced training, but who cannot access quality training without the interruption of ongoing work responsibilities.

Applied Behavior Analysis Concentrations (Online)

The Master's in Counseling Program with an Applied Behavior Analysis or Advanced Applied Behavior Analysis concentration is an innovative academic program designed for the working professional actively involved in or entering the field of Applied Behavior Analysis (ABA). The online format is particularly designed to serve the training needs of administrators and practitioners who seek advanced training, but who cannot access quality training without the interruption of ongoing work responsibilities.

Course Formats

Main campus classes in Clinical Mental Health Counseling are typically offered in two regular semesters of approximately 15 weeks each and two 8-week summer terms. Classes typically meet once per week during the fall and winter semesters and twice per week during the summer semesters. Most courses are scheduled from 4:00 p.m.–7:00 p.m. or 7:00 p.m.–10:00 p.m., Monday through Thursday, with some additional daytime and weekend offerings. Applicants should note that course schedules vary each semester.

The Clinical Mental Health Counseling and School Counseling programs and course work are

offered at selected locations in an intensive weekend format at selected regional campuses. Accessibility to main campus administrators, advisors, faculty members, library resources, and information is maintained through on-site coordinators, faculty members, and online services. In addition to main campus personnel, on-site personnel assist students and provide an effective liaison between the main campus and students and are available to students during classes and throughout the program.

In the regional campus format for a Master's degree in Counseling with a Clinical Mental Health Counseling and School Counseling concentrations, courses are taken one at a time (except during practicum/internship). Each individual three- semester-hour course begins with registration and spans an eight-week period.

Students will be required to go online at the beginning of the term to access the syllabus. Intensive weekend format classes have both an online and a face-to-face component. Forty-five hours are required and are scheduled into two full weekends. Courses for a given cluster of students are typically scheduled from August through late June. Each course is offered once for each cohort during the course of the approximately three-year program. **Students admitted at a specific regional campus must begin the program within the first scheduled matriculation course offered for their cohort as course work is sequenced throughout the program.** Instructors are accessible to students throughout course work.

Students register for scheduled courses at the beginning of each semester. **Students will be required to obtain the syllabus at the beginning of the term in Blackboard and complete assignments per the syllabus.** Class meetings (except the practicum/internship) are scheduled on Fridays (6:00 p.m.-10:00 p.m.), Saturday (8:30 a.m.-6:00 p.m.), and Sundays (8:30 a.m.-5:30 p.m.). Practicum/internship classes will be scheduled over a 15-week format and require on-campus attendance during a specified evening during the week.

Schedules will be affected by official university holidays, such as Labor Day and Thanksgiving Day, as posted in the academic calendar.

Important: See detailed description of master's practicum information in this catalog.

Online classes in Clinical Mental Health Counseling, Substance Abuse Counseling, Substance Abuse Counseling and Education, Applied Behavior Analysis, Advanced Applied Behavior Analysis, General Psychology, and Forensic Psychology are offered online in three regular semesters of approximately 15 weeks each (winter, summer, fall). Classes typically meet asynchronously, except during practicum/internship, where synchronous class meetings will be required. Throughout the programs, chat times are required and scheduling is up to the discretion of the instructor.

Note: Length of the program is contingent on choice of concentration. For the Master's in Counseling program, the average length of time to complete the program is 2 ½ to 3 years (taking two courses each semester). For the Master's in Forensic Psychology program and the Master's in Experimental Psychology program, the average length of time to complete the program is 2 years. For the General Psychology program, the average length of time to complete the program is 1 ½ years.

For further specific information on the Master's in Counseling program, please refer to the website at: <http://psychology.nova.edu/graduate/csi/index.html>.

For further specific information on the Master's in Experimental Psychology program, please refer to the website at: <http://psychology.nova.edu/graduate/experimental-psychology/index.html>

For further specific information on the Master's in General Psychology program, please refer to the website at: <http://psychology.nova.edu/graduate/general-psychology/index.html>

For further specific information on the Master's in Forensic Psychology program, please refer to the website at: <http://psychology.nova.edu/graduate/forensic-psychology/index.html>

Master's Program Admissions

Requirements for Experimental Psychology

To be considered for admission to graduate study in the master's program in Experimental Psychology, the applicant is required to present evidence of scholastic ability and a strong interest in the area of psychology and research. The preferred applicant should have a GPA of 3.0 in the last 60 credits of undergraduate study OR completion of a minimum of 18 credits of graduate study with a GPA of 3.0 or better and combined verbal and quantitative GRE score of 300.

To apply for admission to this program, prospective students must each submit:

- completed online application
- \$50 nonrefundable application fee (due at time of application)
- transcripts from all previously attended higher-education institutions
- official GRE report
- official GRE score for the Subject Test in Psychology (required only for applicants who did not major in psychology as undergraduates)
- personal statement of approximately 500 words on the applicant's objectives in applying to the program
- three letters of recommendation on official letterhead from professionals who can speak to the applicant's academic and scholarly accomplishments (e.g., professors familiar with students previous academic work)
- For non-native English speakers and graduates of foreign institutions (where English is not the primary language of instruction): Demonstrate English-language proficiency by submitting documentation of one of the following: successful completion of a degree at an approved U.S. institution of higher education where English is the primary language of instruction; Test of English as a Foreign Language (TOEFL) official score of at least 213 on the computerized test, at least 550 on the paper test format, or at least 79 on the Internet format; official IELTS score of at least 6.0. Note: The university accepts the Pearson Test of English-Academic (PTE-Academic) as an alternative option to the TOEFL as proof of English proficiency. The minimum required overall score for the PTE-Academic is 54.

All required documentation must be submitted to Enrollment Processing Services (EPS) at the following address:

Enrollment Processing Services

Nova Southeastern University
Attn: College of Psychology
3301 College Avenue
P.O. Box 299000
Fort Lauderdale, Florida 33329-9905

Prospective graduate students must submit all required application materials prior to June 1st in order to be evaluated for fall admission. Official transcript(s) showing all post-secondary coursework to date must be submitted as part of these materials.

Requirements for General Psychology

To be considered for admission to graduate study in the master's program in General Psychology, the applicant is required to present evidence of scholastic ability, interest in the area of psychology, personal stability, and strong character. Minimum requirements include an undergraduate GPA of 3.0 in the last 60 credits of undergraduate study **OR** completion of a minimum of 18 credits of graduate study with a GPA of 3.0 or better **OR** completion of the GRE test with a preferred score of 300 (verbal and quantitative).

Note: All students are admitted into graduate study only. Upon completion of the first 4 courses with a 3.0 GPA or better, they will be matriculated into the degree program. Students who do not meet this standard cannot continue in the program.

1. Complete the master's programs application form.
2. Include, with the application, a check for \$50 (nonrefundable application fee) made payable to Nova Southeastern University.
3. Submit two letters of recommendation with completed forms from professors, employers, supervisors, or similar persons most familiar with your work.
4. Arrange for official transcripts from all regionally accredited colleges or universities attended, including agency evaluation of foreign degrees for determination of U.S. equivalence (including Canadian transcripts) to be mailed to:

Nova Southeastern University
Enrollment Processing Services (EPS)
Attention: College of Psychology
3301 College Avenue
PO Box 299000
Fort Lauderdale, Florida 33329-9905

International Students should visit <http://www.nova.edu/internationalstudents/> for further information.

If courses from one college/university appear on another college's/university's transcript, you are still required to submit an official transcript from the college or university where you originally completed the course work. If the initial transcript forwarded does not reflect degree conferral or final semester grades, you must forward a final transcript as soon as this information becomes available.

5. Submit official scores from the GRE (verbal, quantitative, and analytical writing). This submission is **optional** and may be used to supplement the application (i.e. academic record).
6. Provide a personal statement of up to 500 words indicating your goals in pursuing a masters-level degree in psychology.
 - Where applicable for foreign nationals, applicants should submit TOEFL scores. Note: The University accepts the Pearson Test of English-Academic (PTE-Academic) as an alternative option to the TOEFL as proof of English proficiency. The minimum required overall score for the PTE-Academic is 54. International Students should visit <http://www.nova.edu/internationalstudents/prospective/i20.html> for further information.

Requirements for Forensic Psychology

To be considered for admission to graduate study in the master's program in Forensic Psychology, the applicant must have a bachelor's degree from a regionally-accredited or internationally-recognized institution. The applicant must also have a GPA of 3.0 in the last 60 credits of undergraduate study OR completion of a minimum of 18 credits of graduate study with a GPA of 3.0 or better OR completion of the GRE test with a preferred score of 300 (verbal and quantitative).

Applicants with an undergraduate grade point average of 2.5 or higher who have proven work experience in law, law enforcement, corrections, criminal justice, or a related field may be considered. An interview will be required.

Note: All students are admitted into graduate study only. Upon completion of the first 4 courses with a 3.0 GPA or better, they will be matriculated into the degree program. Students who do not meet this standard cannot continue in the program.

The program will accept applications for non-degree seeking students (special students) who may take up to four courses without applying for full admission to the degree program. These students will need approval of the program director. They will be required to follow all procedures if they wish to apply for full admission to the program.

1. Complete the master's programs application form.
2. Include, with the application, a check for \$50 (nonrefundable application fee) made payable to Nova Southeastern University.
3. Submit two letters of recommendation with completed forms from professors, employers, supervisors, or similar persons most familiar with your work.

4. Arrange for official transcripts from all regionally accredited colleges or universities attended, including agency evaluation of foreign degrees for determination of U.S. equivalence (including Canadian transcripts) to be mailed to:

Nova Southeastern University
Enrollment Processing Services (EPS)
Attention: College of Psychology
3301 College Avenue
PO Box 299000
Fort Lauderdale, Florida 33329-9905

International Students should visit <http://www.nova.edu/internationalstudents/> for further information.

If courses from one college/university appear on another college's/university's transcript, you are still required to submit an official transcript from the college or university where you originally completed the course work. If the initial transcript forwarded does not reflect degree conferral or final semester grades, you must forward a final transcript as soon as this information becomes available.

5. Submit official scores from the GRE (verbal, quantitative, and analytical writing). This submission is **optional** and may be used to supplement the application (i.e. academic record).
6. Provide a personal statement of up to 500 words indicating your goals in pursuing a masters-level degree in psychology.
7. Where applicable for foreign nationals, applicants should submit TOEFL scores. Note: The university accepts the Pearson Test of English-Academic (PTE-Academic) as an alternative option to the TOEFL as proof of English proficiency. The minimum required overall score for the PTE-Academic is 54. International Students should visit <http://www.nova.edu/internationalstudents/prospective/i20.html> for further information.

Requirements for the Master of Science in Counseling

To be considered for admission to graduate study in the master's programs in Counseling, the applicant is required to present evidence of scholastic ability, interest in the area of counseling, personal stability, and strong character. A baccalaureate degree from a regionally accredited institution and official transcripts from all schools attended and/or agency evaluation of foreign degree are required. An undergraduate or master's degree in psychology, education, behavioral science, social work, or a related field, and/or demonstrate aptitude to work in counseling through professional, volunteer, research, or personal experience is preferred. Minimum requirements include an undergraduate GPA of 2.5 or higher in the last 60 semester hours of undergraduate coursework or a master's degree with an overall GPA of 3.0 or better in a minimum of 12 credits of coursework, or a total score of 300 or higher on the combined verbal and quantitative sections of the Graduate Record Exam (GRE) taken within the past five years or other similar measures. Students may seek admission to main campus or online programs for fall, winter, or summer sessions. Field-based regional campus cluster start dates vary.

Application Procedures Degree-Seeking Students

1. Complete the master's programs application form online.
2. Include, with the application, payment for \$50 (nonrefundable application fee).
3. Submit two academic or professional letters of recommendation from professors, employers, supervisors, or similar persons most familiar with your work.
4. Arrange for official transcripts from all regionally accredited colleges or universities attended, including agency evaluation of foreign degrees for determination of U.S. equivalence (including Canadian transcripts) to be mailed to:

Nova Southeastern University
Enrollment Processing Services (EPS)
Attention: College of Psychology
3301 College Avenue
PO Box 299000
Fort Lauderdale, Florida 33329-9905

International Students should visit <http://www.nova.edu/internationalstudents/> for further information.

If courses from one college/university appear on another college's/university's transcript, you are still required to submit an official transcript from the college or university where you originally completed the course work. If the initial transcript forwarded does not reflect degree conferral or final semester grades, you must forward a final transcript as soon as this information becomes available.

5. Please briefly explain (500 word minimum) your interest in the field of mental health counseling, school counseling, substance abuse counseling or applied behavior analysis. Submit a 500-word minimum, typed professional statement that includes information about your experience in the field of counseling, professional interests, and career goals. Describe how your professional, academic, and personal experiences led you to apply to this program. Include your full name on the essay. The personal statement helps us get to know you beyond the objective data provided in review of your courses, grades and other objective information. It also demonstrates your ability to communicate your thoughts in a professional, organized and succinct manner.
6. Include a copy of your teaching certificate (school counseling applicants only). Applicants may request a waiver of this requirement by contacting the Office of Graduate Admissions.
7. Where applicable for foreign nationals, applicants should submit TOEFL scores. Note: The university accepts the Pearson Test of English-Academic (PTE-Academic) as an alternative option to the TOEFL as proof of English proficiency. The minimum required overall score for the PTE-Academic is 54. International Students should visit <http://www.nova.edu/internationalstudents/prospective/i20.html> for further information.

8. Students admitted to the master's programs must have access to a computer and their own internet service provider account. Students will be required to demonstrate technological competence and computer literacy during the program, including the use of the electronic library. NSU requires that all students maintain one official university-assigned computer account that is used to access major computing resources, including electronic mail. All official electronic mail communications directed to College of Psychology students will be sent exclusively to NSU-assigned computer accounts to ensure timely and accurate delivery of information. Students may forward their NSU generated electronic mail to external locations, but do so at their own risk.
9. An interview may be required for admission to the program.

Special Students (non-degree-seeking)

1. Complete the master's programs application form online.
2. Include, with the application, payment for \$50 (nonrefundable application fee).
3. Submit two academic or professional letters of recommendation from professors, employers, supervisors, or similar persons most familiar with your work.
4. Arrange for official transcripts from all regionally accredited colleges or universities attended, including agency evaluation of foreign degrees for determination of U.S. equivalence (including Canadian transcripts) to be mailed to:

Nova Southeastern University
Enrollment Processing Services (EPS)
Attention: College of Psychology
3301 College Avenue
PO Box 299000
Fort Lauderdale, Florida 33329-9905

International Students should visit <http://www.nova.edu/internationalstudents/> for further information.

If courses from one college/university appear on another college's/university's transcript, you are still required to submit an official transcript from the college or university where you originally completed the course work. If the initial transcript forwarded does not reflect degree conferral or final semester grades, you must forward a final transcript as soon as this information becomes available.

5. For the Mental Health Counseling Program, submit a letter specifying desired course work.
6. For the School Counseling Program, submit Florida Department of Education Statement of Eligibility for Certification, indicating course work required. Include a copy of your teaching certificate (school counseling applicants only). Applicants may request a waiver of this requirement by contacting the Office of Graduate Admissions (954) 262-5760.

7. Where applicable for foreign nationals, applicants should submit TOEFL scores. An interview or additional documentation may be required for purposes of screening or advisement. Applicants are responsible for ensuring that their file is complete and received by the announced deadline. Check on the status of your file with the Office of Graduate Admissions, (954) 262-5760, before the application deadline.

Note: The university accepts the Pearson Test of English-Academic (PTE-Academic) as an alternative option to the TOEFL as proof of English proficiency. The minimum required overall score for the PTE-Academic is 54.

Application Deadlines

Students may be admitted to main campus programs for fall, winter, or summer sessions. Field-based cluster admission periods will vary. Specific application information related to site(s) is included in a separate application packet available from the College of Psychology.

Admission of Master's Students to Doctoral Programs

Acceptance to or completion of the College of Psychology master's program implies neither automatic admission to the center's doctoral program in clinical psychology nor transfer of credit to a doctoral program. Applicants may apply to both programs, but must do so via separate application procedures. Potential master's applicants considering applying for doctoral program admission should seek advisement at the earliest possible date.

Master of Science in Counseling Programs Transfer of Credits

All transfer credit must be awarded during the student's **first academic year in the Master's programs**. Students requesting transfer of credit must submit a written request for transfer along with supporting documentation to the master's program administration. Sufficient documentation should be presented to allow for evaluation by the Department Chair or designee, including an official transcript from the institution where the course was taken and a course description as listed in the institution's catalog. Other documentation may include syllabi, course notes, or other material as requested.

The number of transfer credits that will be credited toward graduation is six.

- A. Transfer of credits will be awarded when the course being evaluated meets all of the following criteria:
 1. It is a graduate-level course taken at an institution accredited as degree granting by a recognized regional accrediting body for higher education at the time the course work was taken. A graduate-level course is defined as one that would be credited toward a master's degree at the institution where the course was taken. This must be verified in the school's catalog or letter from the chair of the department.
 2. It is equivalent in content to a required course in the curriculum.
 3. It was completed no longer than five years before the student's first enrollment in the

program.

4. A grade of B or higher was received. A grade of P (pass) or CR (credit) or other such grade cannot be accepted as equivalent unless it can be officially verified as such.

It will be the responsibility of the student to satisfactorily demonstrate the equivalence of the course(s) proposed in order for credits to be awarded. Course work submitted from a foreign institution will be evaluated for equivalency in accordance with accreditation standards.

Courses completed at other institutions after the student has enrolled in the Master's Program will be considered only if there has been prior approval by the Department Chair or designee. Typically, such transfer credit is granted only under special circumstances. Transfer credits are not taken into account when computing the student's grade point average. **No transfer credit may be applied to practicum, internship or for portfolio-based experiential learning.**

Federal Regulations require that veteran students MUST report all prior credit and training, and that the school MUST evaluate such and grant credit as appropriate, with training time and tuition reduced proportionately and with the VA and student so notified.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school.

Master's in General Psychology and Master's in Experimental Psychology Program Transfer of Credits

Applicants with previous graduate coursework in psychology from a regionally accredited or international equivalent may transfer up to 2 courses toward a M.S. degree. Only courses with a grade of B or better can be transferred. No courses transferred will receive more than 3 credits. Consideration will only be given to graduate level courses taken within the past 5 years. No transfer credit will be applied to a thesis requirement. Transfer credits are not taken into account when computing the student's grade point average.

Provisional Admissions

Students may be provisionally admitted to a degree-seeking program based on a review of unofficial transcripts or other specific program admission requirements. However, this admission includes a condition that final and official documents and requirements must be received within 90 calendar days from the start of the term. If these final and official documents and/or requirements are not received by that time, the student will not be allowed to continue class attendance. Financial aid will not be disbursed to a provisional/conditional student until he or she has been fully admitted as a regular student (all admissions requirements have been approved by the college/program admissions office).

**Master's Program in Counseling
Regional Campus Information**

Site	Location
Jacksonville	Nova Southeastern University Jacksonville Campus 6675 Corporate Center Parkway, #115 Jacksonville, Florida 32216 (904) 245-8910
Miami	Nova Southeastern University Miami Campus 8585 SW 124 Avenue Miami, Florida 33183 (305) 275-2600
Orlando*	Nova Southeastern University Orlando Campus 4850 Millennia Boulevard Orlando, Florida 32839 (407) 264-5601
Palm Beach	Nova Southeastern University Palm Beach Campus 11501 North Military Trail Palm Beach Gardens, Florida 33410 (561) 805-2100
Tampa*	Nova Southeastern University Tampa Campus 3632 Queen Palm Drive Tampa, Florida 33619 (813) 574-5200

For information regarding site locations, start dates, or deadlines, please refer to the College of Psychology application packet or contact the College of Psychology at (954) 262-5760.

*Current location of Master's Program in School Counseling

Master's Programs Academic Policies and Curricula

Evaluation of Master's Students

Each student is evaluated on an ongoing basis while enrolled in the program. In addition, there are course evaluations, review for matriculation, evaluation of readiness for practicum (counseling students only), and a comprehensive examination. Evaluation provides students with relevant feedback concerning their performance and ensures high standards for the profession. Areas of evaluation include academic achievement, responsible behavior, and interpersonal behavior. Student advisement on relevant information, including practicum evaluations (for counseling students), is available through the program office.

Professional Standing Committee

The Professional Standing Committee of the College of Psychology is appointed by the dean of the college and serves in a variety of capacities related to the review of student professional standing matters. The committee consists of faculty, a student representative and other members as appointed by the dean.

The committee may be asked to review alleged violations of the University Student Code of Conduct, including academic standards and ethical standards of the field. In addition, the committee may conduct reviews concerning emotional behavior problems serious enough to suggest interference with professional functioning, academic performance, or performance in a clinical practicum or internship setting.

The purpose of the committee's review and recommendations are not limited to disciplinary actions, but may encompass efforts to remediate a deficiency or problems so that the student can continue his or her education and function competently as a professional. Committee activities are designed to insure a process by which all relevant facts can be determined, including providing the student with full opportunity to present important information. Actions the committee may recommend to the dean could include, but are not limited to remediation, referral, warning, or sanctions up to suspension or termination.

In instances of complaints regarding violations of Student Conduct and Academic Responsibility, the dean may charge the committee with conducting a formal investigation into the facts pertaining to allegations of misconduct. In such cases, the committee will adhere to professional standing committee guidelines that insure a timely and complete review of the facts. The process will insure that the student and involved parties have opportunity to present relevant information.

Experimental Psychology Master's Program

The Master of Science in Experimental Psychology degree program is a 33 credit program offered on the main campus. The successful M.S. in Experimental Psychology graduate is expected to:

1. Demonstrate knowledge of major concepts, theories, and supportive research in the four non-clinical foundational areas of experimental psychology (biological, cognitive,

- developmental, and social psychology) and in experimental design and analysis;
2. Apply research skills in at least one area of experimental psychology by carrying out an independent piece of research in at least one area of experimental psychology with collaboration from a faculty mentor;
 3. Demonstrate the ability to write experimental reports using APA format and language of the discipline.

Master of Science in Experimental Psychology Program Requirements

(a) 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)

Select 6 credits from the following courses:

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)
PSYC 5700	Grant Writing and Getting Published (3 credits)

(b) Comprehensive Examination

Upon completing core content coursework and the first core methodology course, students must take and pass a comprehensive examination with a score of 70% or better. This examination is designed to measure acquired knowledge in the core content areas of the program and basic

research methodology. The questions are developed by the psychology faculty members who teach in these areas.

Students have two opportunities to pass the comprehensive examination. Students who do not pass the comprehensive examination after the second attempt will be dropped from the degree program.

(c) Thesis

The thesis represents the culmination of the student's work in this program. Completing and successfully defending the thesis demonstrates that the student can work independently, integrate discipline-specific information, and respond to feedback. The student must complete 6 credits of thesis coursework (at 3 credits per semester) to meet degree requirements.

If a student has not successfully defended his/her thesis after completing 6 credits of thesis coursework, the student must remain enrolled in a 3-credit thesis course for each additional semester during which he/she is working on the thesis, including the semester of defense. During this time, the student must maintain active status in the degree program. Students may complete a maximum of 12 credit hours of thesis work.

Grade Requirements:

Full-time graduate student status is six or more credits per semester. Graduate students are allowed a maximum of five years to complete their master's degree program.

In all courses, a grade of A, A-, B+, B, B-, C+, C, F, or P will be assigned based upon the individual instructor's assessment and evaluation of the student's work. A grade of "I" (incomplete) indicates that the student has not completed the course requirements during the scheduled time and is given only with the instructor's and Department Chair's approval. A student will not be permitted to register for a sequential course when a grade of "I" (incomplete) or "F" (failure) has been received in a prerequisite course.

Students must earn a minimum grade of "C" in each master's degree course in order for that course to apply toward the degree. Students must maintain a cumulative grade point average of 3.0 throughout the program. Students whose cumulative GPA falls below 3.0 will be placed on academic probation for one semester. Students on probation who fail to raise their GPA to 3.0 or higher will be dismissed from the program.

Model Curriculum

Semester	Course #1	Course #2	Course #3
Year 1 Fall	PSYC 5400 Social Psychology	PSYC 5200 Cognitive Psychology	PSYC 5920 Research Methods in Experimental Psychology
Year 1 Winter	PSYC 5100 Behavioral Neuroscience	PSYC 5300 Developmental Psychology	PSYC 5900 Psychological Quantitative Methods I
Year 2 Fall	PSYC 5910 Psychological Quantitative Methods II	PSYC 6000 Master's Thesis	Major Elective
Year 2 Winter	PSYC 6000 Master's Thesis	Major Elective	

Experimental Psychology 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 Master's Program

Registration

All students admitted to graduate study are to be in continuous registration every fall and winter semester until they receive their degree unless prior approval is received from the program office. Once candidacy is achieved, in order to remain an active and matriculated student, registration is required in every semester until the completion of degree requirements, unless a leave of absence has been granted. Failure to remain in continuous registration will be deemed as the student's formal withdrawal from the program. All other programs, center, and university requirements will be in effect.

Candidacy (Matriculation)

Students are admitted into graduate study at the master's level and are reviewed for degree candidacy (matriculation) after completion of the first four courses (12 credits).

During the formal review for matriculation, the students' academic performance in the first four courses will be examined. Students need a grade point average of 3.0 or above in the first four courses to be matriculated. **Students who receive two grades below a B minus (B-) or a grade of F in any of the four courses will not be matriculated and will be withdrawn from graduate study.**

Prior to the formal matriculation review, should a student receive a second grade below B- or a grade of F, the student will automatically be withdrawn from graduate study. Under no circumstances will students who achieve a grade point average of 2.5 or below in the first four courses be permitted to take graduate level courses in the Master's General Psychology program. Students with a grade point average greater than 2.5 but less than 3.0 for the first four courses will be maintained in a non-matriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

General Psychology Degree Completion Requirements

A student must complete all course work required for the degree with a minimum grade point average of a 3.0 and successfully complete a thesis (if required) and the comprehensive examination. The Master of Science in General Psychology program requires a minimum of 30 semester hours of graduate credit. A student is expected to complete the program and graduate within five years from the date of first enrollment.

Master's in General Psychology Model Curriculum (Online)
30 Semester Hours

Core Foundational Requirements (12 credits):	PSY 0600	Cognitive Psychology
	PSY 0601	Behavioral Neuroscience
	PSY 0605	Human Growth and Development
	PSY 0607	Social Psychology
Core Methodology Requirements (9 credits):	PSY 0609	Individual Evaluation and Assessment
	PSY 0611	Research Design
Concentration Requirements (9 credits):		
General Psychology (9 credits) Option A: (21 core credits + 9 concentration credits = 30 total credits)	PSY 0614	Adult Psychopathology
	PSY 0615	Human Sexuality*
	PSY 0616	History and Systems of Psychology
OR		
Option B:	PSY 0617	Master's Thesis * (6 credits) PLUS PSY 0614 OR PSY 0615 OR PSY 0616
Applied Health Science (9 credits) (21 core credits + 9 concentration credits = 30 total credits)	PSY 0620	The Business of Psychology
	PSY 0633	Interviewing Techniques*
	PSY 0619	Psychological Aspects of Treating Disease

***Courses that require prerequisites (refer to the handbook for further information)**

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 Master's Program

Program Format

The master's program is offered entirely online. The online format allows for students to participate in courses from anywhere in the world where internet access is available. In addition, it allows for the flexibility of completing your master's degree without interrupting your career.

Master's students are provided NSU computer accounts including email and Blackboard, but must obtain their own Internet service providers, use their own computer systems and have a usable web camera. Online students use the web to access course materials, announcements, email, distance library services, subscription library databases, and other information, and for interaction with faculty and fellow students. Online, interactive learning methods are based on the use of Blackboard as a course management system. Online activities facilitate frequent student-to-faculty and student-to-student interaction. They are supported by threaded discussion boards, white boards, chat rooms, email, and multimedia presentations. In addition, Blackboard enables students to submit assignments online in multimedia formats and to receive their professors' reviews of assignments online in the same formats.

Curriculum Requirements

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 thesis for their capstone course, although if students are looking to continue their studies it is recommended they chose the thesis option.

Master's in Forensic Psychology Sample Curriculum

Below is a sample of a degree plan for a full-time student who begins their studies in the fall term. Degree plans will be modified based on a student's enrollment date and pace of study.

Year 1			
Fall (September)	PSY 0900 Introduction to Forensic Psychological Science	PSY 0904 Ethical Concerns & Multicultural Issues in Forensic Psychology	
Winter (January)	PSY 0901 Psychopathology, Personality Disorders and Behavioral Interventions	PSY 0902 Methods & Tools of Psychological and Violence Risk Assessment	PSY 0903 Evaluation, Methodology, and Psychological Research
Summer (April)	PSY 0907 Gender Violence	PSY 0906 Best Practices and	PSY 0922
	Domestic: Violence, Sexual Assault & Child Abuse	Policies for the Mentally Ill in the Criminal Justice System	Communication Skills, Tools and Expert Witness Testimony
Year 2			
Fall (September)	Specialty Track Course	Specialty Track Course	
Winter (January)	Specialty Track Course		
Summer (April)	Graduation		

Forensic Psychology Core Courses (3 Credits Each)

PSY 0900 Introduction to Forensic Psychological Science

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

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

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

This course will cover the basics of research tools utilized by psychologists, with a major focus on program evaluation and testing scientific hypotheses. The course will describe research methodology and its application in the forensic setting. Basic statistical techniques will also be addressed in order to review research findings. Additionally, the course will address the grant writing process, with specific focus on its use to conduct program evaluation or basic research. In addition, the course will include a review of NSU's electronic databases in the library system, such as PsychInfo, as well as granting foundations.

PSY 0904 Ethical Concerns & Multicultural Issues in Forensic Psychology

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

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

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.

Specialization Tracks

Students will choose one of the following two specialization tracks:

Specialization Track 1 Forensic Psychology in the Legal System – 12 credits (9 credits –3 courses from below PLUS PSY 0914 – Capstone Project - 3 credits)

PSY 0908 Psychological Issues in Dependency & Family Law Cases

This course will focus on reviewing psychological assessment instruments and their use during child custody and parenting fitness evaluations. The application of psychological tools to assist the court in development of parenting plans according to family law principles such as the Uniform Child Custody Act and other such legal documents will be reviewed. Child abuse laws followed by dependency courts will also be presented.

PSY 0909 Therapeutic Jurisprudence & Problem-Solving Courts

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

Psychologists are frequently called upon to assess psychological injury in civil cases. Most common are tort cases where someone has been in an accident and is claiming psychological injury. Other areas include competency to enter into contracts, neuropsychological injuries due to open or closed head trauma or exposure to toxins, and damages from malpractice cases. This course will explore the signs and symptoms of psychological injuries and the tools/tests psychologists use to measure what if any damage has occurred. Students will learn to apply them

to understand the concept of proximate cause – that is “but-for” what happened to the person, he or she would not be in this condition.

PSY 0911 Psychological Issues in Juvenile Justice Assessment & Intervention Programs

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:

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

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.

PLUS

PSY 0914 Capstone Project in Forensic Psychology in the Legal System

Pre-requisite: Completion of all core courses. **Thesis Option** - If the thesis is chosen as the capstone project, students are expected to choose a topic of research that has been raised during the student’s experience in this program. The student will be expected to prepare an outline of what issues will be researched and find a mentor (usually a faculty member in the program) to work with as the topic is researched. Methodology must be consistent with the skills used by researchers in the psychology and legal fields. The final paper will be approved by the faculty member, track coordinator or program director and will follow the format in the student policy manual that is on-line. Students will prepare papers for publication or presentation. It is expected

that the students who choose this option will wish to go on for further education beyond the master's degree. **Field Experience** - If the field experience is chosen as the capstone project, it must first be approved by a faculty supervisor and track coordinator or program director. The field experience is expected to be experiential in nature and should be completed over a semester. The field experience can be a special project connected to the student's current professional responsibilities. In the legal track the student may use case experiences in which psychologists act as consultants or expert witnesses. Clinicians may use a practicum experience in a forensic setting. An evaluation rubric will be developed by the supervising faculty and used during supervision of the student's experience. The rubric will include guidelines for the number of hours students are expected to complete during the field experience, and will detail the clinical skills evaluated.

Specialization Track 2 Forensic Psychology for Mental Health Works, First Responders and Disaster Teams – 12 credits

(9 credits –3 courses from below PLUS PSY 0921 – Capstone Project - 3 credits)

PSY 0915 Suicide Prevention & Crisis Intervention Skills

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, is 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

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

Child physical abuse, sexual abuse, and maltreatment can have a lasting impact on lifetime health and behavior. Assessment of trauma and trauma informed intervention strategies will be explored, including reduction and elimination of trauma triggers, desensitization, restoration of normal biochemicals and neurotransmitters in the brain and nervous system, and restoration of competency. Tools such as sand tray, play therapy, and cognitive-focused groups for older children will also be explored. Strategies for supporting and strengthening the non-offending parent will also be covered.

PSY 0918 Intervening in School & Workplace Violence

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

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

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.

PLUS

PSY 0921 Capstone Course in Forensic Psychology for First Responders and Disaster Team Workers

Pre-requisite: Completion of all core courses. **Thesis** - If the thesis is chosen as the capstone project, it is expected that the student will choose a topic to research that has been raised during the student's experience in this program. The student will be expected to prepare an outline of what issues will be researched and find a mentor (usually a faculty member in the program) to work with as the topic is researched. Methodology must be consistent with the skills used by researchers in the psychology and legal fields. The final paper will be approved by the faculty member, track coordinator or program director and will follow the format in the student policy manual that is on line. Students will be encouraged to prepare papers to be submitted for publication or presentation. It is expected that students who choose the thesis option will be those who wish to go on for further education beyond a master's degree. **Field Experience** - If the field experience is chosen as the capstone project, it must be approved by a faculty supervisor and track coordinator or program director. It is expected to be experiential in nature and should be completed over a semester. In this track, for example, the student may use case experiences where psychologists are used as consultants or expert witnesses. Clinicians may use a practicum experience in a forensic setting. An evaluation rubric will be developed by the supervising faculty and the student's experience will use it during supervision. The rubric will include number of hours expected during the field experience and clinical skills evaluated.

PSY 0922 Communication Skills, Tools and Expert Witness Testimony

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.

Master's Counseling Programs

HIPAA Training

Counseling students entering practicum training are required to complete the NSU online HIPAA training (Health Insurance Portability and Accountability Act of 1996).

Professional Liability Insurance

Each semester College of Psychology counseling students will be charged a nominal fee for liability insurance coverage provided under the university's group policy. All counseling students are required to abide by the ethical standards of the American Counseling Association, the ethical standards of their respective professions, the policies and procedures of the College of Psychology, and agency placement rules and regulations.

Registration

All students admitted to graduate study are to be in continuous registration every fall and winter semester until they receive their degree unless prior approval is received from the program office. Once candidacy is achieved, in order to remain an active and matriculated student, registration is required in every semester until the completion of degree requirements, unless a leave of absence has been granted. Failure to remain in continuous registration will be deemed as the student's formal withdrawal from the program. All other programs, center, and university requirements will be in effect.

Candidacy (Matriculation)

M.S. in Counseling, Clinical Mental Health Counseling Concentration

Students are admitted into graduate study at the master's level and are reviewed for degree candidacy (matriculation) after completion of the designated four courses (12 credits) which must be completed within the first six courses (18 credits) or first two semesters for which the student is enrolled.

These four designated courses require demonstration of written, quantitative, and interpersonal skills, as well as overall professional functioning. The designated four courses for matriculation are:

1. PYCL 0502Counseling Theories and Practice
2. PYCL 0511Introduction to Counseling Techniques
3. PYCL 0507Research and Evaluation for Counselors
4. PYCL 0570Ethical, Legal, and Professional Issues for Counselors

During the formal review for matriculation, the students' academic, behavioral, interpersonal, and professional performance in the four designated courses listed above will be examined. Students need a grade point average of 3.0 or above in the four designated courses to be matriculated. **Students who receive two grades below a B minus (B-) or a grade of F in any of the four designated courses will not be matriculated and will be withdrawn from graduate study.**

Prior to the formal matriculation review, should a student receive a second grade below B minus (B-) or a grade of F, the student will automatically be withdrawn from graduate study. Under no circumstances will students who achieve a grade point average of 2.5 or below in the four designated courses be permitted to take graduate level courses in a College of Psychology program.

Students with a grade point average greater than 2.5 but less than 3.0 for the four designated courses will be maintained in a non-matriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

M.S. in Counseling, School Counseling Concentration

Candidates are admitted into graduate study in school counseling at the master's level and are reviewed for degree candidacy (matriculation) after the completion of the first four courses (12 credits) for which the candidate is enrolled.

During the formal review for matriculation, candidates' academic performance and professional functioning in the first four courses will be examined. Candidates need a grade point average of 3.0 or above in the first four courses to be matriculated. If a candidate does not hold an active and valid Florida teaching certificate, the successful passing of all sub-sections (including the essay) of the General Knowledge Test of the Florida Department of Education Teacher Certification Exam also must be completed during the matriculation period (by the completion of the first 4 courses). If applicable, candidates will not be allowed to matriculate and register for a 5th course until this exam is passed, unless an appeal is submitted and approved by the Department Chair. Any approved extensions may not exceed the two subsequent semesters.

Candidates who achieve a grade point average of 2.5 or below, who receive two grades below a B minus (B-), or who receive a grade of F in any of the first four courses will not be matriculated and will be automatically withdrawn from graduate study. Under no circumstances will that candidate be permitted to take additional graduate level courses in a College of Psychology program.

Candidates with a grade point average greater than 2.5 but less than 3.0 for the first four courses will be maintained in a non-matriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

M.S. in Counseling, Substance Abuse and Applied Behavior Analysis Concentrations.

Students are admitted into graduate study at the master's level and are reviewed for degree

candidacy (matriculation) after completion of the designated four courses (12 credits) which must be completed within the first six courses (18 credits) or two semesters for which the student is enrolled.

These four designated courses require demonstration of written, quantitative, and interpersonal skills, as well as overall professional functioning. The designated four courses for matriculation are:

1. PYCL 0502 Counseling Theories and Practice
2. PYCL 0507 Research and Evaluation for Counselors
3. PYCL 0570 Ethical, Legal, and Professional Issues for Counselors (prerequisite PYCL 0502)
4. SA Students – SA 0710 Foundations of SA/MHC in Community Settings
ABA Students – ABA 0710 Principles of ABA

During the formal review for matriculation, the students' academic, behavioral, interpersonal, and professional performance in the four designated courses listed above will be examined. Students need a grade point average of 3.0 or above in the four designated courses to be matriculated. **Students who receive two grades below a B minus (B-) or a grade of F in any of the four designated courses will not be matriculated and will be withdrawn from graduate study.**

Prior to the formal matriculation review, should a student receive a second grade below B minus (B-) or a grade of F, the student will automatically be withdrawn from graduate study. Under no circumstances will students who achieve a grade point average of 2.5 or below in the four designated courses be permitted to take graduate level courses in a College of Psychology program.

Students with a grade point average greater than 2.5 but less than 3.0 for the four designated courses will be maintained in a non-matriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

Counseling Practicum and Internship Requirements

Practicum and internship are conceived to be that phase of the master's in counseling program in which a counselor-trainee is able to crystallize his or her educational experiences by translating theoretical constructs into practice. This type of supervised practice in counseling is generally viewed as an experience that assists the prospective counselor to function within a clinical setting. It serves as a bridge between the theoretical and the real. It is the first opportunity for the counselor-trainee to apply what he or she has learned from the more didactic portion of the counseling program.

Practicum and internship experiences are designed to provide students with a sequential, supervised field experience in an appropriate clinical setting. Students will be required to complete the designated clinical training (field) experiences in their concentration. If more than one clinical training experience is required in a concentration, students are required to complete the practicum and internships in continuous semesters. Students should be aware that some clinical training sites require evenings and weekends as well as daytime hours. Students are also expected to meet all clinical obligations during holidays and academic session breaks. If the student elects to work more

than the required hours per week, it should be discussed during the initial interview. In addition, the student is required to attend the regularly scheduled class meetings. Students may elect to complete additional hours as required for licensure or certification in their state.

The applied behavior analysis track practica are designed to meet the supervision requirements for the Board Certification in Behavior Analysis. The two practica in the Applied Behavior Analysis track are designed to meet the hours for the BCaBA certification requirements. The three practica in the Advanced Applied Behavior Analysis are designed to meet the supervision hours for the BCBA certification requirements. The practica are electives in this track as students may be able to pursue supervised Independent Field Work at their current work site to fulfill the BACB experience requirements. Students should note, however, that if they wish to pursue licensing in counseling in their state they should assure that their supervised experience of their practica in ABA will meet their state's requirements for experience.

Students eligible to begin practicum will complete and submit a practicum application obtained from the program office. Students will be notified by the program office of their approval or rejection to begin practicum. Those students approved to begin practicum will be provided with instructions regarding applications for site approval. Online students residing out of state and outside of the NSU Florida campus catchment areas will receive instructions for site selection and approval from the program office and may be responsible for providing information on appropriate agencies in their local or surrounding areas and submit information by the deadline dates set each term to allow for sufficient time for placement. The student cannot complete his or her practicum or internship experience in a private practice. If the student would like to do his or her practicum or internship where he or she is employed, it must be completed in a different department/unit, must involve completely different duties, and must be supervised by a qualified professional unrelated to his or her present position. The student must receive permission from the practicum coordinator before requesting a placement in the place of his or her employment. Please be advised that practicum and internship, including clinical mental health counseling, substance abuse counseling, substance abuse counseling and education, applied behavioral analysis, and advanced applied behavioral analysis cannot be completed as part of employment. Students must complete their practicum and internship outside of their workplace or in a place and time of their workplace apart from their daily activities. Practicum and internship time must not be compensated.

Clinical Mental Health Counseling Practicum and Internship: The practicum and internship each span a full 15-week semester. During **practicum**, the student will spend a minimum of 150 clock hours (10 hrs/week) with a minimum of 40 hours of direct client contact in a community agency setting and participate in a weekly practicum class which will include meeting with an instructor for group and individual supervision. During **internship** (which will be completed over two continuous semesters) immediately following practicum, students are required to spend a minimum of 600 hours (20 hrs/week) with a minimum of 240 hours of direct client contact in a community agency setting and participate in bi-weekly practicum seminar class. To fulfill the 600 clock hour requirement, a minimum of three hundred (300) total clock hours must be completed for each of the two semesters with at least one hundred-twenty (120) of those total hours per semester to be direct client contact.

Three consecutive semesters of clinical, field experience are required to afford students the

opportunity of working with a variety of client populations over time. 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. Once placed at a site, students are expected to remain at the same site for the three consecutive semesters of practicum and internship. If a change of site occurs, students may have to complete additional hours.**

For regional campus students, practicum and internship schedules are a departure from the weekend format. The practicum and internship seminars typically will be held on evenings during the week. In the field-based format, practicum/internship is scheduled only once during the curriculum for each cluster, and typically after a minimum of 10 courses have been scheduled. Currently, Practicum is scheduled to begin in the fall semester, with Internship following in the winter and summer semesters. Each site has a local practicum coordinator who assists in all arrangements for site placements. **Please be advised that during practicum/internship, students typically are also enrolled in regularly scheduled weekend classes.**

For online students, practicum and internship schedules are a departure from the asynchronous format. Students will be required to register for a section and be available for the live, synchronous class during the posted class meeting times. Seminars meet during the week at varying times, as listed in WebSTAR.

School Counseling Practicum and Internship: Candidates will choose to do their practicum experience at one of the three Pre-K-12 grade levels and the internship experience at a different Pre-K-12 grade level. The three grade levels from which to choose are elementary (Pre-K-5), middle (6-8) and high school (9-12).

Practicum responsibilities require candidates to spend 100 hours (40 of which are direct student contact hours) at a Pre-K–12 grade school setting. This experience is completed over the course of one semester (3 credit hours) and is to familiarize candidates with the role of the professional school counselor prior to internship. Candidates spend approximately 7 to 8 hours per week at a school.

Internship is an experience which requires candidates to spend 600 hours (240 of which are direct student contact hours) in a Pre-K–12 grade school setting. The six credit hours of internship afford counselors-in-training an opportunity to work with a variety of students, parents or teachers over time.

Candidates may select from the following two scheduling options to fulfill the 600 hours (six credit hours) of internship experience:

1. Completion of one academic semester (fall or winter) where the candidate will be required to complete a minimum of 40 hours per week in a school setting.
2. Completion of two continuous semesters (fall and winter) where the candidate will be required to complete a minimum of 20 hours per week in a school setting.

Candidates employed by the school system will be required to obtain permission from their principal or designated school official for release time to pursue their internship. Candidates may be required to take a leave of absence or make other necessary arrangements to fulfill

this requirement. Candidates are not permitted to complete their internship experience at the school where they work, unless they are employed as a school counselor and there is a supervisor within the school who meets the requirements put forth by the Florida Department of Education.

The practicum and internship courses must be completed with a grade of B minus (B-) or higher, otherwise the course will need to be repeated. The practicum and internship class schedule is a departure from the typical intensive weekend format. In addition to the experiential, in-school work required for practicum over one semester and for internship over one or two continuous semester/s, candidates will participate in bi-weekly group supervision meetings with NSU candidates and faculty members at the university. Additionally, during practicum, individual or triadic supervision will take place on the alternate week with a faculty supervisor. Individual and group supervision meetings are held on evenings during the week. Specific details on practicum and internship are provided to candidates at the appropriate time in their program or upon request. Please be advised that during practicum and internship, candidates may also be enrolled in regularly scheduled, intensive weekend classes.

Substance Abuse Counseling Practicum: One semester of practicum is required. The practicum spans a 15-week semester. The student will spend a minimum of 160 hours (approx. 11 hrs/week) in a community agency setting and participate in a practicum seminar class. Students may elect to take an additional practicum to gain more experience and to satisfy certification requirements.

Substance Abuse Counseling and Education Practicum: Three consecutive semesters of practicum are required to afford students the opportunity of working with a variety of client populations over time. Each practicum spans a 15-week semester. The student will spend a minimum of 160 hours (approx. 11 hrs/week) in a community agency setting and participate in a practicum seminar class each semester.

Applied Behavior Analysis Practicum (Advanced and Non-Advanced concentrations): Three semesters of practicum are offered as electives to help students gain clinical training experience under the supervision of a Board Certified Behavior Analyst. The practicum experience also helps to facilitate students' interest of meeting requirements for certification with the BACB. Students will work closely with a clinical training coordinator to identify and secure a practicum placement. Students will be provided with a list of approved practicum sites, and they will submit a rank order of training sites that they are interested attending. Students may also identify possible practicum sites for review and approval for a practicum placement. The clinical training coordinator will contact the site and determine what types of support and supervision will be needed and secure affiliation agreements with the practicum site. In order to be approved to begin practicum training, students will be required to interview with the site of interest and receive a formal invitation to receive supervised training (as per the agreed upon affiliation agreement) at the site. The student must complete all prerequisite didactic coursework satisfactorily and provide evidence of completion of the BACB Experience and Supervision Standards Training Modules. In addition, students will execute a supervision agreement with both their onsite supervisor and their faculty supervisor before starting accruing experience hours. Lastly, students will need to successfully complete NSU's HIPAA training and receive background screening clearance. During clinical training, students will complete 20 hours per week in the first semester and 25 hours per week in

the second and third courses to meet the requirements. When applying to take the certification exam, students will need to submit their transcripts to the BACB as proof of supervised experience along with the Experience Verification Form signed by their supervisor. Students may choose to pursue supervision privately through their place of employment or through contracting with a local BCBA. If choosing this option, the student will need to complete the Supervised Independent Fieldwork option of the BACB outside the university. For more information regarding specific requirements for certification please consult the BACB at www.bacb.com.

Students in Clinical Mental Health Counseling, School Counseling, Substance Abuse Counseling, Substance Abuse Counseling and Education, Applied Behavioral Analysis, and Advanced Applied Behavioral Analysis concentrations must file an application and receive approval prior to registering for practicum. Students residing in areas outside of the tri-county area will generally submit their application about 5 months prior to starting to allow for negotiating a placement. Students are responsible for meeting deadline dates. Information will be sent to student every term of practicum/internship due dates.

Students who may be completing licensure requirement in other states should contact the respective state licensing board for specific information regarding hourly requirements for practicum and/or internship. Every state has their own regulations. It is important to understand that requirements above and beyond program requirements may be needed to meet state licensure regulations.

Some states may require more practicum hours than required by Nova Southeastern University for licensure/certification. Students wishing to meet their respective state requirements for practicum may increase hours during the regular scheduled practicum or add additional practicum courses to meet state requirements.

It is the student's responsibility to check your respective state or local statutes and requirements for supervised practicum experiences in your selected discipline.

Students are responsible for the cost of their own fingerprinting and background checks for practicum and internships.

*****Immediate placement at a practicum site may not be guaranteed*****

Counseling Degree Completion Requirements

A student must complete all course work required for the degree chosen with a minimum grade point average of at least 3.0 and successfully complete the comprehensive examination (where required).

The Master of Science degree program in Counseling with a concentration in School Counseling requires 48 hours of graduate credit and successful completion of the program's examination requirements. The master's in counseling with a concentration in school counseling program is offered at designated regional campuses in an 8-week, ground-based intensive weekend format.

The Master of Science degree program in Counseling with a concentration in Clinical Mental

Health Counseling requires 60 hours of graduate credit (core courses 33 credit hours + 27 credit hours clinical mental health counseling) and successful completion of the comprehensive exam. The master's in counseling with a concentration in clinical mental health counseling program is offered in three formats: main campus (ground-based, 15 week semesters); fully online; and regional campus (8-week, ground-based intensive weekend). Currently, there are regional campus programs offered in Florida at Jacksonville, Miami, Orlando, Palm Beach, and Tampa.

The Master of Science degree program in Counseling with a concentration in Substance Abuse Counseling requires 48 semester hours of graduate credit (core courses 33 credit hours + 15 credit hours substance track). The Master of Science degree program in Counseling with a concentration in Substance Abuse Counseling and Education requires 60 semester hours of graduate credit (core courses 33 credit hours + 15 credit hours substance track + 12 credit hours substance abuse advanced track which includes a 3 credit elective from the mental health track). The Master of Science degree program in Counseling with concentrations in Substance Abuse Counseling and Substance Abuse Counseling and Education are offered in the online format, and may be taken on a full-time or part-time basis.

The Master of Science degree program in Counseling with a concentration in Advanced Applied Behavior Analysis requires 51 hours of graduate credit; 9 hours elective practicums (core courses 33 credit hours + 18 credit hours advanced applied behavior analysis track; 9 elective practicum hours; 3 elective seminar hours are optional)

The Master of Science degree program in Counseling with a concentration in Non-Advanced Applied Behavior Analysis requires 45 hours of graduate credit; 6 hours elective practicums (core courses 33 credit hours + 12 credit hours advanced applied behavior analysis track; 6 elective practicum hours; 3 elective seminar hours OR 3 elective credits for ABA 0755 Ethical Conduct for Applied Behavior Analysts are optional). Eligibility for certification with the BACB may differ from degree requirements. Please refer to the BACB website for information on becoming credentialed at <http://bacb.com/become-credentialed/>. The Master of Science degree program in Counseling with concentrations in s Advanced Applied Behavior Analysis and Non-Advanced Applied Behavior Analysis is offered in the online format, and may be taken on a full-time or part-time basis.

The master's program in counseling, clinical mental health counseling concentration may be taken on a full-time or part-time basis, excluding the regional campus format, which requires sequential course work.

Students who have achieved matriculation status (completed the four designated courses for their concentration) and would like to add or change an applicable concentration must complete a specialty track request form and submit to the master's program office for approval. In each concentration, students must satisfactorily complete all curriculum requirements for selected concentrations before the degree can be conferred. Students are further advised to contact financial aid to ensure they have enough funding to complete degree requirements for selected concentrations. Depending on the primary concentration, students may or may not be approved to add a concentration. Consult a program advisor for further details.

Students in the **clinical mental health counseling concentration** are required to take the

Counselor Preparation Comprehensive Examination (CPCE). Students are eligible to take the CPCE when they are enrolled in PYCL 0681 Counseling Internship. Students may be required to travel to a Nova Southeastern University Regional Campus or other specified location for the exam. There is a cost associated with this exam that the student is responsible to cover. Please see the Department of Counseling Handbook for further information on the CPCE.

**Master's in Counseling
School Counseling Concentration
48 Semester Hours**

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

**School Counseling
Course Descriptions**

PYCL 0503 Counseling Theories for School Counselors

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

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

This course addresses effective strategies for helping diverse P-12 students develop career, educational, and postsecondary plans. The course surveys career and lifestyle assessment instruments, career development theories, and decision-making models. The course will emphasize college readiness including college exploration, the application process, and financial aid. Computer-based career development and college planning applications will be studied.

PYCL 0511 Introduction to Counseling Techniques

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 for mental health counselors: PYCL 502; Prerequisite for school counselors: PYCL 503.**

PYCL 0512 Human Growth and Development

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

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

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 503.**

PYCL 0560 Appraisal and Evaluation in School Counseling

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 507.**

PYCL 0571 Ethical, Legal, and Professional Issues for School Counselors

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 503.**

PYCL 0585 Psychology of Exceptional and At-Risk Children

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 0632 Social and Cultural Foundations of Counseling

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 diverse clients.

PYCL 0635 – Group Theory and Practice

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 mental health counselors: PYCL 502 & PYCL 511; Prerequisites for school counselors: PYCL 503 & PYCL 511.**

PYCL 0665 School Consultation Skills

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 0685 School Counseling Practicum

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

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 503; PYCL 511; PYCL 512; PYCL 515; PYCL 550; PYCL 571; PYCL 635; PYCL 665; PYCL 685 with a grade of B minus (B-) or better and consent of adviser.**

PYCL 0689 Continuing School Counseling Internship

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**

Master's in Counseling
Clinical Mental Health Counseling, Substance Abuse Counseling, and Applied
Behavior Analysis Concentrations

Core Course Requirements (33 credits)	PYCL 0502 PYCL 0507 PYCL 0512 PYCL 0570	Counseling Theories and Practice Research and Evaluation for Counselors Human Growth and Development Ethical, Legal, and Professional Issues for Counselors*
	PYCL 0584 PYCL 0608 PYCL 0612 PYCL 0631 PYCL 0632	Diagnosis and Treatment of Adult Psychopathology Psychological Testing for Individual Evaluation* Substance Abuse* Career and Lifestyle Assessment Social and Cultural Foundations of Counseling Group Theory & Practice
Concentrations	PYCL 0635 PYCL 0645	Couples and Family Counseling Strategies* Introduction to Counseling Techniques* Human Sexuality
	PYCL 0511 PYCL 0582 PYCL 0586	Diagnosis and Treatment of Child and Adolescent Psychopathology Community Mental Health
<ul style="list-style-type: none"> Only students in the mental health counseling concentration are required to successfully complete the Comprehensive Final Examination 	PYCL 0660 PYCL 0666	Case Conceptualization and Treatment Strategies*
	PYCL 0669 PYCL 0680 PYCL 0681 PYCL 0682 PYCL 0683	Advanced Treatment Interventions* Counseling Practicum* Counseling Internship Continuing Counseling Internship Counseling Internship (Elective)
Substance Abuse Counseling (48 total credits includes 33 credits core courses and 15 credits required SA course credits)	SA 0710 SA 0720 SA 0730 SA 0740 SA 0770 SA 0780	Foundations of Substance Abuse and Mental Health Counseling in Community Settings Issues in Clinical Supervision Treatment of Co-occurring Disorders Psychopharmacology of Illicit and Licit Drugs Substance Abuse Counseling Practicum I
	SA 0750	Substance Abuse Counseling Practicum II (Elective)
Substance Abuse Counseling and Education (60 total credits includes 33 credits core courses, 15 credits Substance Abuse Counseling concentration and 12 credits required SAED course credits)	SA 0770 SA 0780 SA 0790 MHC	Substance Abuse Counseling Courses (15 credits) Prevention Programming and Education Substance Abuse Counseling Practicum I Substance Abuse Counseling Practicum II Substance Abuse Counseling III

	Course	Elective from MHC Track
Effective: Fall 2014 Applied Behavior Analysis (BCaBA) (45 total credits included 33 credits core courses and 12 credits required ABA course credits)	ABA 710	Principles of Applied Behavior Analysis
	ABA 720	Applications of Applied Behavior Analysis
	ABA 730	Behavioral Models of Assessment in Applied Behavior Analysis
	ABA 750	Professional Issues in Applied Behavior Analysis
	ABA 760	Practicum in Applied Behavior Analysis I (Elective)
	ABA 770	Practicum in Applied Behavior Analysis II (Elective)
	EABA 0800	Seminar on Advanced Topics in Applied Behavior Analysis (Elective)
Advanced Applied Behavior Analysis (BCBA) (51 total credits includes 33 credits core courses and 18 credits required ABA course credits)	ABA 710	Principles of Applied Behavior Analysis
	ABA 720	Applications of Applied Behavior Analysis
	ABA 730	Behavioral Assessment Models in Applied Behavior Analysis
	ABA 740	Evaluating Interventions in Applied Behavior Analysis
	ABA 750	Professional Issues in Applied Behavior Analysis
	ABA 0755	Ethical Conduct for Applied Behavior Analysts
	ABA 760	Practicum in Applied Behavior Analysis I (Elective)
	ABA 770	Practicum in Applied Behavior Analysis II (Elective)
	ABA 780	Advanced Practicum in Applied Behavior Analysis I (Elective)
	EABA 0800	Seminar on Advanced Topics in Applied Behavior Analysis (Elective)

Applied Behavior Analysis/Advanced Applied Behavior Analysis Non-Degree Program

Applied Behavior Analysis (BCaBA) Non-Degree Program	ABA 710	Principles of Applied Behavior Analysis
	ABA 720	Applications of Applied Behavior Analysis
	ABA 730	Behavioral Models of Assessment in Applied Behavior Analysis
	ABA 750	Professional Issues in Applied Behavior Analysis
	ABA 760	Practicum in Applied Behavior Analysis I (Elective)
	ABA 770	Practicum in Applied Behavior Analysis II (Elective)
	EABA 0800	Seminar on Advanced Topics in Applied Behavior Analysis (Elective)
Advanced Applied Behavior Analysis (BCBA) Non-Degree Program	ABA 710	Principles of Applied Behavior Analysis
	ABA 720	Applications of Applied Behavior Analysis
	ABA 730	Behavioral Assessment Models in Applied Behavior Analysis
	ABA 740	Evaluating Interventions in Applied Behavior Analysis
	ABA 750	Professional Issues in Applied Behavior Analysis
	ABA 0755	Ethical Conduct for Applied Behavior Analysts
	ABA 760	Practicum in Applied Behavior Analysis I (Elective)
	ABA 770	Practicum in Applied Behavior Analysis II (Elective)
	ABA 780	Advanced Practicum in Applied Behavior Analysis I (Elective)
	EABA 0800	Seminar on Advanced Topics in Applied Behavior Analysis (Elective)

****Students can opt to combine tracks. All required course work must be completed.****

Students who would like to add or change tracks must complete a Specialty Track Request form and submit to the Program Office for approval. In each concentration, students must satisfactorily complete all curriculum requirements.

**MS Counseling Program
Clinical Mental Health,
Substance Abuse Counseling,
and Applied Behavior Analysis
Core Course Descriptions
(Required for All 3 Concentrations - 33 credits)**

PYCL 0502 Counseling Theories and Practice

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 0507 Research and Evaluation for Counselors

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 0512 Human Growth and Development

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 0570 Ethical, Legal, and Professional Issues for Counselors

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 0584 Diagnosis and Treatment of Adult Psychopathology

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 *DSM-5* disorders, supplemented with theoretical considerations of etiology and treatment approaches including the use of psychopharmacological interventions.

PYCL 0608 Psychological Testing for Individual Evaluation

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

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

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

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

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 0502.**

PYCL 0645 Couples and Family Counseling Strategies

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 or consent of adviser.**

Clinical Mental Health Counseling Concentration Course Descriptions (27 credits)

PYCL 0511 Introduction to Counseling Techniques

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.**

PYCL 0582 Human Sexuality

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 0586 Diagnosis and Treatment of Child and Adolescent Psychopathology

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 0660 Community Mental Health

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. 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 (needs assessment, program evaluation) used by counselors in community settings across diverse populations.

PYCL 0666 Case Conceptualization and Treatment Strategies

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 or consent of adviser.**

PYCL 0669 Advanced Treatment Interventions

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

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

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 0680 with a grade of B minus (B-) or better.**

PYCL 0682 Continuing Counseling Internship

This course is a continuation of Counseling Internship. **Prerequisite: PYCL 0681 with a grade of B minus (B-) or better.**

PYCL 0683 Counseling Internship Elective

This course is a continuation of Continuing Counseling Internship. **Prerequisite: PYCL 0682 with a grade of B minus (B-) or better.**

**Substance Abuse Counseling Concentration Course Descriptions
(15 credits)**

SA 0710 Foundations of Substance Abuse and Mental Health Counseling in Community Settings (3 credits)

This course will examine the public policy prevention strategies, treatment philosophies, and legislative history of rehabilitation. Emphasis will be placed on federal legislation, state laws and social action and their impact on the historical, current and future trends in the development of organizational models and the delivery services in rehabilitative settings.

SA 0720 Issues in Clinical Supervision (3 credits)

This course is designed to familiarize the student with the many issues facing those who undertake the professional practice of mental health and substance abuse counseling. This course will cover ethical, legal and professional issues in clinical supervision as well as theoretical models, supervision interventions and approaches. Other factors inherent in the development of a professional identity will be addressed.

SA 0730 Treatment of Co-occurring Disorders (3 credits)

This course will describe the philosophies, theory and practices in the diagnosis, treatment, and recovery and relapse prevention for individuals diagnosed with co-occurring disorders.

SA 0740 Psychopharmacology of Illicit and Licit Drugs (3 credits)

This course will review the physical and psychodynamic effects of legal and illegal drugs. Mental disorders, symptomology, assessment measure for addicts and dual diagnosis, along with a thorough examination of the DSM-IV.

SA 0770 Substance Abuse Counseling Practicum I (3 credits)

This course reviews the many facets of counseling the addicted client. Several topics will be included while focusing on the individual such as, developmental models and dual diagnosis. Discussions regarding other forms of compulsive behaviors will also be introduced. Methods and techniques for intervention, evaluation and treatment will also be covered. Students are encouraged to present topics of interest that arise at their field experience sites and discuss cases for group discussion. **Prerequisites: PYCL 0502; PYCL 0507; PYCL 0584; PYCL 0570; PYCL 0612; SA 0740 with a grade of B minus (B-) or better.**

Elective Practicum

SA 0780 Substance Abuse Counseling Practicum II (3 credits)

This course reviews the many facets of counseling the addicted client. Several topics will be included while focusing on the individual such as, developmental models and dual diagnosis. Discussions regarding other forms of compulsive behaviors will also be introduced. Methods and techniques for intervention, evaluation and treatment will also be covered. Students are encouraged to present topics of interest that arise at their field experience sites and discuss cases for group discussion. **Prerequisites: SA 0770 with a grade of B minus (B-) or better.**

Substance Abuse Counseling and Education Concentration Course Descriptions (27 credits)

Substance Abuse Counseling Concentration Courses (15 credits)

SA 0710 Foundations of Substance Abuse and Mental Health Counseling in Community Settings (3 credits)

This course will examine the public policy prevention strategies, treatment philosophies, and legislative history of rehabilitation. Emphasis will be placed on federal legislation, state laws and social action and their impact on the historical, current and future trends in the development of organizational models and the delivery services in rehabilitative settings.

SA 0720 Issues in Clinical Supervision (3 credits)

This course is designed to familiarize the student with the many issues facing those who undertake the professional practice of mental health and substance abuse counseling. This course will cover ethical, legal and professional issues in clinical supervision as well as theoretical models, supervision interventions and approaches. Other factors inherent in the development of a professional identity will be addressed.

SA 0730 Treatment of Co-occurring Disorders (3 credits)

This course will describe the philosophies, theory and practices in the diagnosis, treatment, and recovery and relapse prevention for individuals diagnosed with co-occurring disorders.

SA 0740 Psychopharmacology of Illicit and Licit Drugs (3 credits)

This course will review the physical and psychodynamic effects of legal and illegal drugs. Mental disorders, symptomology, assessment measure for addicts and dual diagnosis, along with a thorough examination of the DSM-IV.

SA 0750 Prevention Programming and Education (3 credits)

This course will describe the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of prevention programming.

SA 0770 Substance Abuse Counseling Practicum I (3 credits)

This course reviews the many facets of counseling the addicted client. Several topics will be included while focusing on the individual such as, developmental models and dual diagnosis. Discussions regarding other forms of compulsive behaviors will also be introduced. Methods and

techniques for intervention, evaluation and treatment will also be covered. Students are encouraged to present topics of interest that arise at their field experience sites and discuss cases for group discussion. **Prerequisites: PYCL 0502; PYCL 0507; PYCL 0584; PYCL 0570; PYCL 0612; SA 0740 with a grade of B minus (B-) or better.**

SA 0780 Substance Abuse Counseling Practicum II (3 credits)

This course reviews the many facets of counseling the addicted client. Several topics will be included while focusing on the individual such as, developmental models and dual diagnosis. Discussions regarding other forms of compulsive behaviors will also be introduced. Methods and techniques for intervention, evaluation and treatment will also be covered. Students are encouraged to present topics of interest that arise at their field experience sites and discuss cases for group discussion. **Prerequisites: SA 0770 with a grade of B minus (B-) or better.**

SA 0790 Substance Abuse Counseling Practicum III (3 credits)

This course reviews the many facets of counseling the addicted client. Several topics will be included while focusing on the individual such as, developmental models and dual diagnosis. Discussions regarding other forms of compulsive behaviors will also be introduced. Methods and techniques for intervention, evaluation and treatment will also be covered. Students are encouraged to present topics of interest that arise at their field experience sites and discuss cases for group discussion. **SA 0780 with a grade of B minus (B-) or better.**

Elective Course from Clinical Mental Health Counseling Concentration Applied

**Behavior Analysis Concentration Course Descriptions
(45 credits)**

ABA 0710 Principles of Applied Behavior Analysis (3 credits)

This course will focus on the basic tenets of the science of applied behavior analysis that are the underpinnings of effective teaching strategies. Students will study the philosophy and science of applied behavior analysis, an overview of the areas of the field of ABA and its relation to education and psychology, basic vocabulary and concepts in the field, strategies for measuring behavior, basic strategies for increasing and decreasing behaviors of students, and ethical considerations in the application of ABA in a variety of settings.

ABA 0720 Applications of Applied Behavior Analysis (3 credits)

This course will extend the Basic Principles and Concepts course to include application of the principles of applied behavior analysis in educational and other therapeutic settings. It will focus on behavioral intervention strategies and change procedures, evaluation and assessment strategies, and methods of accountability in ABA interventions. In addition, focus will be placed on the ethical use of intervention strategies and making decisions regarding ethical treatment for individuals with a variety of challenges. The course will emphasize applications in applied behavior analysis in education as well as other areas of study. **Prerequisite: ABA 0710**

ABA 0730 Behavioral Models of Assessment in Applied Behavior Analysis (3 credits)

This course will focus on the variety of delivery models for services within the ABA model. Areas of focus will include the behavioral models of development disabilities, treatment of autism,

organizational behavior management, school psychology, sports psychology, and education. Principles and research in each area will be addressed and participants will employ a variety of strategies from each area in the course assignments. **Prerequisite: ABA 0710**

ABA 0750 Professional Issues in Applied Behavior Analysis (3 credits)

This course will focus on issues of professionalism and ethics for the practice of applied behavior analysis in research and clinical settings. It will also address issues of working with systems to effect positive change in organizations and for individuals through consultation and collaboration with other professionals. Using applied behavior analysis to provide systems support and change to enhance work as a consultant will be the underlying basis for the course. **Prerequisite: ABA 0710**

ABA 0760 Practicum in Applied Behavior Analysis I (3 credits) (ELECTIVE)

This introductory practicum is designed to meet the supervision requirements for the BCBA or BcaBA certification. Students must be engaged in practicum activities at least 20 hours per week in a job that requires the application of ABA principles. Supervision will take place weekly in both group and individual formats and will address both increasing and decreasing behaviors. Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisor. **Prerequisite: ABA 0710**

ABA 0770 Practicum in Applied Behavior Analysis II (3 credits) (ELECTIVE)

This course is designed to continue the supervision begun in ABA 0760 and has similar requirements. Students will be expected to provide written reports and intervention plans as part of their supervision. Students must be engaged in practicum activities at least 20 hours per week in a position that requires the application of ABA principles. Supervision will take place weekly in both group format and individual formats and will address both increasing and decreasing behaviors.

EABA 0800 Seminar on Advanced Topics in Applied Behavior Analysis (3 credits) (ELECTIVE)

This course will provide a comprehensive guided review of the necessary content required to fulfill Behavior Analyst Certification Board (BACB) requirements. As such, it is designed to prepare students for this type of professional certification. Students will enhance their knowledge and skills of the following areas of applied behavior analysis (ABA): principles of behavior analysis, evaluating interventions, professional issues, behavioral assessment models, and applications of ABA.

**Advanced Applied Behavior Analysis Concentration Course Descriptions
(51 credits)**

ABA 0710 Principles of Applied Behavior Analysis (3 credits)

This course will focus on the basic tenets of the science of applied behavior analysis that are the underpinnings of effective teaching strategies. Students will study the philosophy and science of applied behavior analysis, an overview of the areas of the field of ABA and its relation to education and psychology, basic vocabulary and concepts in the field, strategies for measuring behavior, basic strategies for increasing and decreasing behaviors of students, and ethical considerations in

the application of ABA in a variety of settings.

ABA 0720 Applications of Applied Behavior Analysis (3 credits)

This course will extend the Basic Principles and Concepts course to include application of the principles of applied behavior analysis in educational and other therapeutic settings. It will focus on behavioral intervention strategies and change procedures, evaluation and assessment strategies, and methods of accountability in ABA interventions. In addition, focus will be placed on the ethical use of intervention strategies and making decisions regarding ethical treatment for individuals with a variety of challenges. The course will emphasize applications in applied behavior analysis in education as well as other areas of study. **Prerequisite: ABA 0710**

ABA 0730 Behavioral Models of Assessment in Applied Behavior Analysis (3 credits)

This course will focus on the variety of delivery models for services within the ABA model. Areas of focus will include the behavioral models of development disabilities, treatment of autism, organizational behavior management, school psychology, sports psychology, and education. Principles and research in each area will be addressed and participants will employ a variety of strategies from each area in the course assignments. **Prerequisite: ABA 0710**

ABA 0740 Evaluating Interventions in Applied Behavior Analysis (3 credits)

This course will focus on evaluation strategies used in both research and in the ethical provision of interventions. It will cover a variety of measurement and assessment strategies for determining the effectiveness of interventions on a single-subject and small group design. Additional focus will be placed on the interpretation of the research literature to make sound decisions about assessment and intervention strategies for a variety of populations.

ABA 0750 Professional Issues in Applied Behavior Analysis (3 credits)

This course will focus on issues of professionalism and ethics for the practice of applied behavior analysis in research and clinical settings. It will also address issues of working with systems to effect positive change in organizations and for individuals through consultation and collaboration with other professionals. Using applied behavior analysis to provide systems support and change to enhance work as a consultant will be the underlying basis for the course. **Prerequisite: ABA 0710**

ABA 0755 Ethical Conduct of Applied Behavior Analysts (3 credits)

This course will focus on the ethical practice of applied behavior analysis across clinical, research and professional settings. The Behavior Analyst Certification Board's current professional and ethical standards will be reviewed, explored and applied. Additional focus will be given to common ethical dilemmas that may arise during clinical research and practice in applied behavior analysis and strategies and guidelines for resolving ethical issues. **Prerequisite: ABA 0710**

ABA 0760 Practicum in Applied Behavior Analysis I (3 credits) (ELECTIVE)

This introductory practicum is designed to meet the supervision requirements for the BCBA or BcaBA certification. Students must be engaged in practicum activities at least 20 hours per week in a job that requires the application of ABA principles. Supervision will take place weekly in both

group and individual formats and will address both increasing and decreasing behaviors. Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisor. **Prerequisite: ABA 0710**

ABA 0770 Practicum in Applied Behavior Analysis II (3 credits) (ELECTIVE)

This course is designed to continue the supervision begun in ABA 0760 and has similar requirements. Students will be expected to provide written reports and intervention plans as part of their supervision. Students must be engaged in practicum activities at least 20 hours per week in a position that requires the application of ABA principles. Supervision will take place weekly in both group format and individual formats and will address both increasing and decreasing behaviors.

ABA 0780 Advanced Practicum in Applied Behavior Analysis I (3 credits) (ELECTIVE) This advanced practicum is designed to meet the supervision requirements for students seeking their BCBA and will continue the work begun in the previous two practicums. Students must be engaged in a position requiring the application of ABA principles at least 20 hours per week. Supervision will take place weekly or bi-weekly in a group or individual format and will address both increasing and decreasing behaviors. Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisor.

EABA 0800 Seminar on Advanced Topics in Applied Behavior Analysis (3 credits) (ELECTIVE)

This course will provide a comprehensive guided review of the necessary content required to fulfill Behavior Analyst Certification Board (BACB) requirements. As such, it is designed to prepare students for this type of professional certification. Students will enhance their knowledge and skills of the following areas of applied behavior analysis (ABA): principles of behavior analysis, evaluating interventions, professional issues, behavioral assessment models, and applications of ABA.

Licensure and Certification/Endorsement

State of Florida Licensure for Mental Health Counselors

Students interested in State of Florida licensure should request in writing a copy of licensure requirements from the

Department of Health
Medical Quality Assurance
Board of Clinical Social Work,
Marriage and Family Therapy and
Mental Health Counseling
4052 Bald Cypress Way
BIN # C08
Tallahassee, Florida 32399-3250
(850) 245-4474
www.doh.state.fl.us/mqa

Individual eligibility should be verified periodically through careful review of the state licensure

regulations, which are subject to change.

State of Florida Certification in Guidance and Counseling

The Master's Degree in School Counseling program is approved by the Florida Department of Education. Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at all university locations and online. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes.

All requirements for certification in the Guidance and Counseling subject specialty will be fulfilled prior to degree conferral, including all curriculum and examination requirements.

Students who **do not** hold an active and valid teaching certificate will be required to complete additional course work or submit documentation as required by the state. Students are responsible for verifying requirements for certification in Guidance and Counseling with their local school board certification office or with the Florida Department of Education. State of Florida approval for certification does not necessarily apply to certification requirements in other states. Certification requirements are subject to change.

Applicants who **do not** hold a current State of Florida Teaching Certificate must also complete the following courses at NSU unless the respective course(s) was (were) taken previously in an approved teacher education program:

1. RED 550 – Foundations of Reading for Content Area Teachers (3 credits)
2. TSOL 510 – Classroom TESOL, Theory and Strategies for Teachers (3 credits)

**2017 – 2018 Master’s Programs in Counseling,
Forensic Psychology,
Experimental Psychology, and General Psychology Estimated
Expenses**

The total expenses of students enrolled in master’s programs vary greatly depending upon individual circumstances. While tuition, registration, the cost of books, and other fees* are relatively constant for all students, other individual expenses may differ.

Tuition	\$730 per credit hour
Student Services Fee	\$350 per semester (for enrollment of 4 or more credits) \$175 per semester (for enrollment of under 4 credits)
Application Fee	\$ 50 (non-refundable)
Registration Fee	\$ 25 per semester
Late Registration Penalty	\$ 50 per semester
Late Payment Penalty	\$100 per semester
Textbooks	\$ 80-200 per course (approximate cost)
Practicum Fee	\$750 (Online Counseling Students-ONE TIME FEE)
Professional Liability Insurance	\$ 10 per semester
Fingerprinting/Background Checks	Fee determined by agency
Counselor Preparation Comprehensive Exam	\$ 75 per attempt for CMHC students Extra exam fees may apply depending on where students elect to take the CPCE
Application for Degree Fee	\$100
Transcript Fee	\$ 10 per transcript

*** Please note that all above fees are subject to change without notice.**

SPECIALIST PROGRAM IN SCHOOL PSYCHOLOGY

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 more than 40 distinguished full-time faculty members that include nationally renowned professionals. Students also enjoy the benefits of a diverse student body, hands on training within the center's outpatient mental health facility and other facilities, and a variety of clinical training and research opportunities.

The specialist program in school psychology is approved by the Florida Department of Education (DOE). In addition, the specialist program in school psychology holds the designation of national Recognition by the National Association of School Psychologists (NASP) and has been approved by the National Council for Accreditation of Teacher Education (NCATE). Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at all university locations and online. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes.

Specialist Program Admissions

Requirements

To be considered for admission to graduate study in the Specialist (Psy.S) Program in School Psychology, applicants are required to present evidence of scholastic ability, significant interest in the area of school psychology, interpersonal sensitivity, personal stability, and sound moral character. The school psychologist is required to interact with children of various ages, parents, and school personnel. Interpersonal effectiveness, including maturity, flexibility, and professionalism must be demonstrated by applicants. Admitted candidates may be subject to a background check on acceptance into the program.

Minimum requirements for admission for all applicants include a baccalaureate degree in psychology, education or related field from a regionally accredited institution and the completion of three credit hours in research and evaluation or statistics prior to the start of the Psy.S. program. Additional criteria reviewed will include the following:

- Relevant experience; professional accomplishment, or exceptional credentials
- The quality of the applicant's written statement of professional experiences
- Professional/faculty letters of recommendation
- Personal interview

Admission Status

Applicants may be eligible for admission to the program in one of the following three categories: Traditional Degree Seeking, Alternative Degree Seeking (based on relevant, professional, or exceptional experience or accomplishment) and Non-Degree Seeking/Special Student.

Traditional Degree Seeking – applicants who meet the following set of criteria in addition to the above minimum requirements for admission may be considered for acceptance into the program as a degree seeking student.

- A baccalaureate degree in psychology, education, or related field from a regionally accredited institution.
- A 3.0 GPA based upon the last two years of undergraduate study preferred **or** a 3.4 GPA from a regionally accredited graduate program in psychology, education, or related field based upon a minimum of 18 credit hours.
- Completion of the Graduate Record Examination (GRE) with a preferred combined verbal and quantitative score of 297 (verbal 153, and quantitative 144) or higher **or** a fortieth percentile score or better on the Miller's Analogies Test (MAT).
- Completion of three credit hours of undergraduate or graduate course work in research and evaluation or statistics.

Alternative Degree Seeking – applicants who do not meet one or more of the criteria for the degree seeking status listed above but have a baccalaureate degree in psychology, education, or related field from a regionally accredited institution may be considered on the basis of relevant, professional, or exceptional experience or accomplishment.

Applicants accepted into the program under Alternative Degree Seeking status must meet the minimum requirements of three (3) credit hours of undergraduate or graduate course work in research and evaluation or statistics. Admitted students will be required to meet the standards for matriculation (*See section on Degree Candidacy*). **Individuals applying under this category must include a resume or other documentation supporting their experience and credentials.**

Non-Degree Seeking/Special Student – applicants who are graduates of or who are currently enrolled in the following programs may request to take courses as a non-degree seeking student:

- Clinical, counseling, or school psychology doctoral program
- Specialist or master's programs in school psychology

Requests for non-degree seeking/special student status will be accommodated on a seat available basis. Course offerings will vary each semester. See the section of Admissions Procedure Checklist for the Non-Degree Seeking/Special Student for information on admissions procedures.

A student must complete all courses for the degree with a grade point average of at least 3.0. **The Specialist Program in School Psychology requires 79 semester hours of graduate credit, including two practica and a full-time internship.** All students will be required to pass the comprehensive examination requirement as part of their degree requirements. A candidate is expected to complete and graduate from the specialist program within seven years from the date of first enrollment.

Application Procedures

Degree Seeking Students

1. Complete the specialist's program application from.
2. Submit a check for \$50 (nonrefundable application fee) made payable to Nova Southeastern University.
3. Submit two letters of recommendation with completed forms from professors, employers, supervisors, or professionals most familiar with your work.
4. Arrange for official transcripts from all regionally accredited colleges or universities attended to be mailed to:

Nova Southeastern University
Enrollment Processing Services (EPS)
Attention: College of Psychology
3301 College Avenue
PO Box 299000
Fort Lauderdale, Florida 33329-9905

If courses from one college/university appear on another college's/university's transcript, you are still required to submit an official transcript from the college or university where you originally completed the course work. If the initial transcript forwarded does not reflect degree conferral or final semester grades, you must forward a final transcript as soon as this information becomes available.

5. Have official GRE or MAT scores mailed directly to the NSU Enrollment Processing Services (EPS) (or provide documentation for alternative admission).
6. Submit a two-page, typed statement of your professional experiences, including a description of your clinical experience, background or experience within school systems, research or program evaluation experience, and/or aspects of school psychology in which you have greatest interest. Additionally, briefly describe your

professional goals. A resume and supporting documentation must be included for those applying under the experience category.

7. If applicable, include a copy of your teaching certificate or other relevant certificates.
- Where applicable, applicants should submit TOEFL scores. Please refer to the section on the TOEFL. International Students should visit <http://www.nova.edu/internationalstudents/prospective/i20.html> for further information. Note: The university accepts the Pearson Test of English-Academic (PTE-Academic) as an alternative option to the TOEFL as proof of English proficiency. The minimum required overall score for the PTE-Academic is 54.

Non-Degree Seeking/Special Students

1. Complete the specialist's program application form for non-degree seeking students.
2. Submit a check for \$50 (nonrefundable application fee) made payable to Nova Southeastern University.
3. Arrange for official transcripts from all regionally accredited colleges or universities attended to be mailed to:

Nova Southeastern University
Enrollment Processing Services (EPS)
Attention: College of Psychology
3301 College Avenue
PO Box 299000
Fort Lauderdale, Florida 33329-9905

If courses from one college/university appear on another college's/university's transcript, you are still required to submit an official transcript from the college or university where you originally completed the course work. If the initial transcript forwarded does not reflect degree conferral or final semester grades, you must forward a final transcript as soon as this information becomes available.

4. Submit a typed letter explaining your needs, courses in which you wish to enroll, and applicable timetables.

Transfer of Credit

All transfer credits must be awarded during the student's first academic year in the specialist program. Consideration will be given only to courses taken before matriculation in the specialist program. For students entering during the fall semester, a request for transfer credit for first semester courses must be made by August 15. Request for all other transfer credit must be made by October 15. For students entering during the winter semester, a request for transfer credit for

first semester courses must be made by December 15. Request for all other transfer credit must be made by February 15.

Students requesting transfer of credit must submit a written request for transfer along with supporting documentation to the specialist program administration. The student must provide a syllabus and catalog description of courses for which transfer is sought. Faculty members evaluating transfer courses may require the student to provide further documentation and supporting material, such as class notes, and/or to meet with them to discuss content. Transfer credits are not taken into account when computing the student's grade point average. The maximum number of credits transferred that will be credited towards graduation is fifteen (15).

Transfer of credits will be awarded when the course being evaluated meets **all** of the following criteria:

1. It is a graduate level course taken at an accredited college, or university as a post-baccalaureate student. A graduate course is defined as one that would be credited towards a post-bachelor's degree at an institution where the course was taken. This must be verified in the school's bulletin or a letter from the chair of the department and an official transcript.
2. It is evaluated as equivalent to a course in the program's required curriculum.
3. It was completed no longer than five years before first enrollment in this program.
4. A grade of B or higher was received. A grade of P (Pass) or CR (Credit) or other such grades cannot be accepted as equivalent to B unless it can be officially verified as such.
5. The student must successfully demonstrate competence to the evaluating faculty member for assessment courses.

It will be the responsibility of the student to satisfactorily demonstrate the equivalence of the course(s) proposed in order for credits to be awarded. Course work submitted from a foreign institution will be evaluated for equivalency in accordance with accreditation standards.

No transfer credit may be applied to practicum or internship.

Federal Regulations require that veteran students **MUST** report all prior credit and training, and that the school **MUST** evaluate such and grant credit as appropriate, with training time and tuition reduced proportionately and with the VA and student so notified.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school.

Provisional Admissions

Students may be provisionally admitted to a degree-seeking program based on a review of unofficial transcripts or other specific program admission requirements. However, this admission includes a condition that final and official documents and requirements must be received within 90 calendar days from the start of the term. If these final and official documents and/or requirements are not received by that time, the student will not be allowed to continue class attendance. Financial aid will not be disbursed to a provisional/conditional student until he or she has been fully admitted as a regular student (all admission requirements have been approved by the college/program admissions office).

School Psychology Specialist Program Academic Policies

Registration and Residency

For program purposes, all degree-seeking and alternative degree-seeking students are considered full-time students when they register for two or more courses per semester. This requirement is independent of the number of transfer credits the student may receive. During the final internship year, students are considered full-time when enrolled in the internship seminar course and completing an approved internship.

In order to maintain an active student status, all students are to be in continuous registration until they receive their degree unless prior approval is received from the program office. **Failure to remain in continuous registration will be considered formal withdrawal from the program. Students who do not complete courses for two consecutive semesters will be considered not in continuous enrollment and will be reviewed by the program office.**

For program purposes, students are considered to be full-time if they complete six credit hours each semester, with the exception of the internship year when completion of two credit hours per semester (fall, winter, summer) is required. A student on financial aid considering completing less than the scheduled credit hours in any given semester, should discuss this with the specialist program office. **It is the responsibility of the student to seek advisement of options available for completing the specialist program.**

For certain forms of financial aid, full-time and part-time status may be defined differently. Aid during the summer semester may require summer registration. Students applying for financial assistance MUST clarify this with the Office of Student Financial Planning. The academic progress of a student is reviewed annually by the office of Student Financial Planning and a student's financial aid may be impacted if they are not found to be making satisfactory academic progress. Only courses that are required within the degree program are eligible for financial aid.

En Route Master of Science in School Psychology

Students enrolled in the Psy.S. program in school psychology may earn as an intermediate degree, the Master of Science in School Psychology. The curriculum for this degree consists of all courses in the first two years of the model specialist curricula (51 credit hours). Courses

transferred into the Nova Southeastern specialist program do not count toward this degree.

Graduates of this degree will not have met the educational requirements for certification or licensure in the State of Florida and should not expect to provide psychological services as an independent practitioner. Rather, this degree should be utilized by the Psy.S. student to demonstrate master's level achievement in school psychology, or qualify for master's level of employment.

Students completing the above requirements may complete a degree application form and pay the required fee to receive the degree, however they may not participate in the graduation ceremony.

Matriculation Requirements (Degree Candidacy)

Students who are admitted into graduate study at the specialist level under the alternative degree-seeking plan are reviewed for degree candidacy (matriculation) after completion of the first four courses (12 credits) in which they are enrolled.

During the formal review for matriculation, students' academic performance in their first four courses will be examined. Students must earn grades of B- or above in the four designated courses to be matriculated. **Students who receive two grades below a "B-" or a grade of "F" in any of the four designated courses will not be matriculated and will be withdrawn from graduate study.**

Prior to the formal matriculation review, should a student receive a second grade below "B-" or a grade of "F", the student will automatically be withdrawn from graduate study. Under no circumstances will students who achieve a grade point average of 2.5 or below in the four designated courses be permitted to take graduate level courses in the College of Psychology.

Students with a grade point average greater than 2.5 but less than 3.0 for the four designated courses will be maintained in a non-matriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

Academic Standing (Following Matriculation)

The grading policy for all graduate programs in the College of Psychology requires students to maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements are in existence. Failure to meet these requirements will result either in academic probation or dismissal as detailed in the student handbook.

In all courses, a grade of A, A-, B+, B, B-, C+, C, C-, F, or P will be assigned based upon the individual instructor's assessment and evaluation of the student's work. A grade of "I" (incomplete) indicates that the student has not completed the course requirements during the scheduled time and is given only with the instructor's approval. A student will not be permitted to register for a sequential course when a grade of "I" (incomplete) or "F" (failure) has been received in a prerequisite course.

Attendance

Students are expected to attend all scheduled learning activities including classes, lectures, and seminars. Anticipated absences should be cleared in advance with the instructor. Absences from any part of eight-weekend format courses will necessitate a withdrawal from the course. Excessive absences from semester length courses may result in a lower grade at the instructor's discretion or may necessitate a withdrawal from the course.

Applied Training Field Experiences in

Coursework and Practica

The applied professional practice sequence in the specialist program is intended to provide the candidate with exposure to a broad range of school psychological service delivery models and closely supervised assessment, consultation, prevention, and intervention experiences. A graduated sequence of field experiences, which take place during each year of the curriculum, is required of all candidates to bridge the gap between theoretical foundations, classroom instruction, and applied practice.

Practicum settings include placement in local school districts and clinics. These practicum placements, which take place in the candidate's second and third years of training, give candidates the opportunity to work with a diverse range of clients and problems. Faculty and administrators of the specialist program will approve the candidate's readiness for practicum and determine the candidate's practicum site placement based upon their annual review. **Candidates who do not meet the minimum requirements will be advised and remediated as appropriate.**

Practicum responsibilities may include providing school support for the MTSS process (e.g. observations, screenings, progress monitoring, graphing of data); individual and small-group skills training/counseling, consultation, parent conferencing, traditional assessment, involvement in the exceptional student education process, and other experiences relevant to the practicum setting. **Students employed by the school system will be required to obtain permission from their principal or designated school official for release time to pursue their practicum. Students may be required to take some leave or make other necessary arrangements to fulfill this requirement. Please be advised that waiver of the practicum experience for any reason will not be permitted.**

Two practicum courses are required to afford students an opportunity to work with a variety of students, parents, and educational stakeholders over time. Students are ineligible for practicum if they have not completed prerequisite courses, have not passed or remediated all FL DOE accomplished practices associated with prerequisite courses, are on academic probation, or have been evaluated as not ready through the annual review process.

HIPAA Training

Students entering the program are required to complete the NSU online HIPAA training (Health Insurance Portability and Accountability Act of 1996) during their first semester of enrollment. Documentation of completion must be provided to the program office during this semester.

Specialist Program Internship

The culminating field-based training experience of the specialist program is the internship in school psychology. All students are required to successfully complete a supervised field placement consisting of a minimum of 1,200 clock hours in an elementary and/or secondary school setting. The internship is typically completed in one academic year following completion of all prerequisite course work with a GPA of 3.0 or higher.

It is the student's responsibility to investigate and apply for internship opportunities. Prior to submitting applications, students' eligibility must be reviewed. The program office will verify the student's eligibility to accept and subsequently begin an internship. Because of the competitive nature of the internship process, each student is required to apply to at least three settings.

To accept an internship placement, a student must be in good academic standing and must have successfully completed all requirements as described above.

Evaluation of Specialist Students

Each student is evaluated on an ongoing basis while enrolled in the program, including during the practicum and internship experience. Formal review of progress takes place annually through annual review, in which faculty and students meet individually. The purpose of evaluation and annual review is to provide students with relevant feedback concerning their performance, to approve students for the next upcoming field experience, and to serve as a screening process in order to ensure high standards for the profession of school psychology. Relevant information including practicum and internship evaluations is available in the Handbook of Field-based Training Experiences in School Psychology.

If, for any reason, a faculty member has reason to question the satisfactory progress of any student in the program, he/she will discuss the problem with the student. If the problem persists, the faculty member may bring the issue to the attention of the Program Director and the College of Psychology faculty. Appropriate faculty will be asked for additional review and comment. Additionally, students are evaluated by instructors in designated semester long courses and by field supervisors during practica and internship. Program administration reviews these evaluations on an on-going basis and a summary of professional behavior is compiled for annual review. Students may be referred to the Professional Standing Committee for ethical violations or on-going behavior concerns.

Professional Standing Committee

The Professional Standing Committee of the College of Psychology is appointed by the dean of the college and serves in a variety of capacities related to the review of student professional standing matters. The committee consists of faculty, a student representative and other members as appointed by the dean.

The committee may be asked to review alleged violations of the University Student Code of Conduct, including academic standards and ethical standards of the field. In addition, the committee may conduct reviews concerning emotional, or behavioral problems serious enough to

suggest interference with professional functioning, academic performance, or performance in a clinical practicum or internship setting.

The purpose of the committee's review and recommendations are not limited to disciplinary actions; but may encompass efforts to remediate a deficiency or problems so that the student can continue his or her education and function competently as a professional. Committee activities are designed to insure a process by which all relevant facts can be determined, including providing the student with full opportunity to present important information. Actions the committee may recommend to the dean could include, but are not limited to, remediation, referral, warning or sanctions up to suspension or termination.

In instances of complaints regarding violations of Student Conduct and Academic Responsibility, the dean may charge the committee with conducting a formal investigation into the facts pertaining to allegations of misconduct. In such cases the committee will adhere to professional standing committee guidelines that insure a timely and complete review of the facts. The process will insure that the student and involved parties have the opportunity to present relevant information.

Degree Completion Requirements

To assure that an awarded degree represents up to date knowledge and skills, students are required to complete the program within seven years from the date of first enrollment. This means that students are expected to graduate with the specialist degree within this time period. In the event that a matriculated student who has been in continuous enrollment does not complete all requirements within the seven year time limit (excluding approved leaves of absences), he or she must enroll in the specialist program and:

1. Maintain full-time status (minimum six (6) credits per semester, excluding summer sessions).
2. Complete remaining degree requirements, which will include any course work that is more than seven (7) years old.

In order to remain an active and matriculated student, registration is required in every semester until the completion of degree requirements unless a leave of absence has been granted. **Failure to remain in continuous registration will be deemed the student's formal withdrawal from the program.** All other program, college, and university requirements will be in effect.

Comprehensive Examination

To demonstrate mastery of subject area competencies in school psychology and as part of the degree requirements, all specialist students will be required to sit for the following written examinations:

1. Florida Teacher Certification Examination – General Knowledge Test (GK) (Year One)
 - GRE test administrations conducted on or after July 1, 2015 may be used as an acceptable means of demonstrating a mastery of general knowledge.

- The GRE scores listed below shall be considered the minimum passing scores that may be used to demonstrate mastery of general knowledge requirements:
 - GK Writing (Essay) GRE Analytical Writing – combined score of 4 out of 6.
 - GK English Language + GK Reading/GRE Verbal Reasoning – Scaled score of 151.
 - GK Mathematics/GRE Quantitative Reasoning – Scaled score of 147.
- 2. Florida Teacher Certification Examination - Professional Education Test (PED) (Year Two)
- 3. Florida Teacher Certification Examination - Subject Area Test in School Psychology (SAE) (Year 3/4) (required for certification in the state of Florida)
- 4. Praxis II Subject Assessment Examination – School Psychologist (Year 4) (required for licensure in the state of Florida and NCSP certification)

Passing scores are required on the FTCE General Knowledge Test, the FTCE Professional Education Test, and the FTCE Subject Area Test in School Psychology in order to graduate. Further information will be provided to students at the appropriate time in their curriculum.

Certification/Licensure

State licensure/certification requirements for the clinical and school psychology programs offered at the College of Psychology are regulated by individual states, and as such vary from state to state. Students are responsible for verifying their individual eligibility for licensure/certification periodically through a careful review of state licensure regulations, as they are subject to change.

A degree conferred from an APA or NCATE accredited program may not automatically mean acceptance of the program curricula by a given state for the purpose of professional certification or licensure. Students are responsible for verifying their individual eligibility through careful review of the state licensure regulations in the state in which they plan to practice to determine its specific requirements.

The Specialist Program in School Psychology (Psy.S.) is approved by the FLDOE. For additional information about certification, contact the Florida Department of Education at (850) 488-2317 (www.firn.edu/doe). The State of Florida currently licenses school psychologists under Chapter 490, *Florida Statutes*. Applicants interested in licensure may contact the Department of Health, School Psychology at (850) 488-0595 (www.doh.state.fl.us) for additional information.

**Specialist Degree (Psy.S.) Program in School Psychology
Model Curriculum**

Course #	Course Name	Credits
General Required Courses:		
PSY 0700	Learning and Human Development	3
PSY 0710	Psychology of Exceptional and At-Risk Children	3
PSY 0715	Child and Adolescent Psychopathology	3
PSY 0720	Biological Bases of Behavior	3
PSY 0735	Organization and Operation of Schools	3
PSY 0750	Counseling Theories and Techniques	3
PSY 0770	Ethical, Legal, and Professional Issues for School Psychologists	3
PSY 0798	Seminar in School Psychology: Introduction	1.5
PSY 0799	Seminar in School Psychology: Current Topics	1.5
Assessment Required Courses:		
PSY 0765	Applied Behavioral Assessment and Intervention	3
PSY 0780	Academic Assessment for Intervention	3
PSY 0782	Cognitive Assessment I: Theory, Research, and Practice with Lab	4
PSY 0784	Cognitive Assessment II: Linking Assessment to Intervention	3
PSY 0786	Assessment of Personality and Social Emotional Functioning for Intervention	3
PSY 0792	Comprehensive Data-Based Assessment: Integrated Report	3
Interventional Required Courses:		
PSY 0705	Diversity Considerations in School Psychology	3
PSY 0730	Instructional Strategies for Students with Diverse Needs	3
PSY 0755	School Consultation Skills	3
PSY 0760	Contemporary Clinical Interventions for School Psychologists	3
PSY 0776	Academic /Behavioral Prevention and Intervention Strategies	3
RED 0550	Foundations of Reading for Content Area Teachers	3
Methodology and Research Required Courses:		
PSY 0740	Educational Statistics	3
PSY 0745	Issues and Techniques in Research Design and Evaluation	3
Practicum and Internship Required Courses:		
PSY 0800	Practicum in School Psychology: School Based	3
PSY 0805	Practicum in School Psychology: Applied Skills	3
PSY 0810	Internship in School Psychology	6
	Total Required Credits:	79 credits

Specialist Degree (Psy.S.) Program in School Psychology 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 0720 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 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-counsee 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

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**

**2017 – 2018 School Psychology Specialist Program
Estimated Expenses**

Students are expected to pay tuition in full at the time of registration. Students receiving financial aid must familiarize themselves with the requirements of that office with regard to payments and may defer payment only if they have been officially notified of an award. Once a loan check is disbursed, students will be responsible for making all appropriate payments.

Tuition	\$790 per credit hour
Application Fee	\$50 (nonrefundable)
Registration Fee	\$30 per semester
Late Registration Penalty	\$50
Student Services Fee	\$450 per semester (4 credits or more)
	\$225 per semester (less than 4 credits)
Professional Liability Insurance Fee	\$10 per semester
Transcript Fee	\$10 per transcript
Application for Degree Fee	\$100

- **Please note that all above fees are subject to change without notice.**

Some courses may require additional fees for laboratory and/or equipment (e.g. calculator, testing materials) and supplemental course materials. Students need to make arrangements for Internet access and pay the corresponding fee. NSU requires that all students maintain one official university-assigned computer account that is used to access major computing resources, including electronic mail. All official electronic mail communications directed to CPS students will be sent exclusively to NSU-assigned computer accounts to ensure timely and accurate delivery of information. Students may forward their NSU generated electronic mail to external locations, but do so at their own risk.

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY

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. Questions related to the accredited status of the program should be directed to the Commission of 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.apa.org/ed/accreditation

The doctoral program in school psychology is approved by the Florida Department of Education (DOE). In addition, the doctoral program in school psychology holds the designation of national recognition by the National Association of School Psychologists (NASP) and has been accredited by the National Council for Accreditation of Teacher Education (NCATE). The accreditation for this program is awarded to the university through the Fischler College of Education as follows: The Fischler College at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers initial teacher preparation programs and advanced educator preparation programs at all university locations and online. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes. 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.

Program Aim

The aim of the doctor of psychology (Psy.D.) program in school psychology is to prepare graduates to serve the educational, behavioral, social, and emotional needs of the individuals,

families, and educational personnel they serve. The program focuses on addressing, assessing, and evaluating attainment of the Profession-Wide Competencies (PWC) and Discipline-Specific Knowledge (DSK) as outlined by the Standards of Accreditation (SoA) of the American Psychological Association (APA) through the lens of the practitioner-informed-by-science training model.

Note: The Minimum Level of Achievement (MLA) for all assessments of competency is 80%. The reader is referred to the Program Remediation Policy, in the Policies and Procedures Handbook, for information regarding support for and remediation of candidates who fail to attain the MLA.

Profession-Wide Competencies

The Standards of Accreditation (SoA) of the American Psychological Association (APA) recognize nine **Profession-Wide competencies**, which serve as the foundation of health service psychology. The nine competencies are as follows:

1. Research

Substantive knowledge of scientific methods, procedures, and practices.

Candidates are expected to demonstrate competency as follows:

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.
- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

2. Ethical and legal standards

Responds professionally in demonstrating ethical and legal standards in increasingly complex situations with a greater degree of independence across all levels of training.

Candidates are expected to demonstrate competency as follows:

- Be knowledgeable of and act in accordance with each of the following:
 - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
 - relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
 - relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

3. Individual and cultural diversity

Demonstrates knowledge, awareness, sensitivity, and skills when working with diverse

individuals and communities who embody a variety of cultural and personal backgrounds and characteristics.

Candidates are expected to demonstrate competency as follow:

- Understand how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Have knowledge regarding the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including research, training, supervision/consultation, and service.
- Demonstrate competency in integrating awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the application of a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and application of this approach effectively in their professional work.

4. Professional values and attitudes

Responds professionally in demonstrating professional values and attitudes in increasingly complex situations with a greater degree of independence across all levels of training.

Candidates are expected to demonstrate competency as follows:

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and to improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

5. Communication and interpersonal skills

Responds professionally in demonstrating communication and interpersonal skills in increasingly complex situations with a greater degree of independence across all levels of training.

Candidates are expected to demonstrate competency as follows:

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

6. Assessment

Responds professionally in demonstrating competence in conducting evidence-based assessment consistent with the scope of health service psychology.

Candidates are expected to demonstrate competency as follows:

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Select and apply assessment methods that draw from the best available empirical literature and that reflect:
 - the science of measurement and psychometrics
 - collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment
 - relevant diversity characteristics of the service recipient
- Interpret assessment results:
 - following current research and professional standards and guidelines to inform case conceptualization, classification, and recommendations guarding against decision-making biases
 - distinguishing the aspects of assessment that are subjective from those that are objective
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

7. Intervention

Implements evidence-based interventions with a wide variety of theoretical orientations or approaches and directed at the individual, family, group, and system levels.

Candidates are expected to demonstrate competency as follows:

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision-making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

8. Supervision

Supervision is grounded in science and integral to the activities of health service psychology.

Candidates are expected to demonstrate competency as follows:

- Demonstrate knowledge of supervision models and practices.

9. Consultation and interprofessional/interdisciplinary skills

Consultation and interprofessional/interdisciplinary skills as integral to the activities of health service psychologists to collaboratively address a problem, seek or share knowledge, or promote effectiveness in professional activities.

Candidates are expected to demonstrate competency as follows:

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Demonstrates knowledge of consultation models and practices.

Discipline-Specific Knowledge

The Standards of Accreditation (SoA) of the American Psychological Association (APA) recognizes four categories of **Discipline-Specific Knowledge** integral to the training of health service psychologists.

Note: A final grade of 80% or higher is needed in order to pass the course and establish that a student has met the required minimal level of achievement (MLA) for attainment of the Discipline-Specific Knowledge.

The categories of discipline specific knowledge must result in substantial knowledge in:

Discipline-Specific Knowledge Category 1: History and Systems of Psychology

- History and Systems of Psychology, including the origins and development of major ideas in the discipline of psychology.

Discipline-Specific Knowledge Category 2: Basic content areas in scientific psychology

- Affective Aspects of Behavior, including topics such as affect, mood, and emotion.
- Biological Aspects of Behavior, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior.
- Cognitive Aspects of Behavior, including topics such as learning, memory, thought processes, and decision-making.
- Developmental Aspects of Behavior, including transitions, growth, and development across an individual's lifespan.
- Social Aspects of Behavior, including topics such as group processes, attributions, discrimination, and attitudes.

Discipline-Specific Knowledge Category 3: Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas

- Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, including graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 2 (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior).

Discipline-Specific Knowledge Category 4: Research Methods, Statistical Analysis, and Psychometrics

- Research Methods, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation.
- Statistical Analysis, including topics such as quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null hypothesis testing and its alternatives, power, and estimation.
- Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

School Psychology Doctoral Program Admissions Requirements:

Candidates will be selected for admission based upon the evaluation of the following criteria:

1. A bachelor's degree from a regionally accredited institution (must be awarded prior to beginning the doctoral program). Applicants with a specialist degree(s) in school psychology will be considered if they are graduates of the College of Psychology to ensure consistency in the attainment of program goals, objectives, and competencies.
2. A minimum 3.0 undergraduate grade point average on a 4.0 scale OR a 3.5 graduate grade point average on a 4.0 scale based on a minimum of 18 semester hours that must be completed by the end of the fall semester prior to beginning the doctoral program.
3. Eighteen semester hours of coursework in psychology
4. Three credit hours in statistics (examples of acceptable statistics courses include Introduction to Statistics, Probability and Statistics, Statistical Methods in Psychology, Inferential Statistics, and Quantitative Psychology). A course in research methods/design will not satisfy this requirement.

The standards required for admission reflect concern for the safety and well-being of clients whom its graduates will eventually serve in clinical/school situations. Candidates for the degree must possess, with or without reasonable accommodation, multiple abilities and skills including intellectual, conceptual, integrative, and quantitative abilities. Moreover, intrapersonal, communication, behavioral, and personal attributes including empathy, emotional self-awareness, and emotional maturity are similarly crucial for success. The above pre-requisites are necessary for an applicant to be considered for a doctoral program. Higher GPA and GRE scores indicating greater potential to complete doctoral-level work, will enhance an application. Other factors considered include: (1) previous courses taken, (2) previous clinical and research experience, (3) evidence of interest in psychology, (4) the applicant's personal statement, and (5) letters of recommendation.

Application Procedures

The following information is required as part of the application:

1. A completed and signed application form.
2. A statement of your professional experiences, including a description of your experience and your professional goals.
3. A check for the \$50 nonrefundable application fee made payable to Nova Southeastern University. The completed application worksheet.
4. The general Graduate Record Examination (GRE), including the verbal, quantitative, and analytical writing scores. A combination score greater than 1000 (or 297 on the revised scoring scale) for GRE verbal and quantitative is preferred. The GRE Psychology test is recommended, but not required.
5. Three letters of recommendation, in addition to the enclosed forms, from professors or supervisors most familiar with your work must be sent directly to the address listed below.
6. Official transcripts from all colleges or universities you attended. If an initial transcript does not reflect degree conferral or final semester grades, you must forward a final transcript to the below address as this information becomes available.
7. Where applicable, foreign nationals should submit TOEFL scores. Note: The university accepts the Pearson Test of English-Academic (PTE-Academic) as an alternative option to the TOEFL as proof of English proficiency. The minimum required overall score for the PTE-Academic is 54.
8. Curriculum vitae.
9. Prospective students who meet the above requirements must also be selected to be interviewed in order to determine appropriateness for the program.

Materials should be submitted
to:

Nova Southeastern University
Enrollment Processing Services
(EPS) Attention: College of
Psychology 3301 College Avenue
P.O. Box 299000
Ft. Lauderdale, FL 33329-9905

Provisional Admission

Students may be provisionally admitted to a degree-seeking program based on a review of unofficial transcripts or other specific program admission requirements. However, this admission includes a condition that final and official documents and requirements must be

received within 90 calendar days from the start of the term. If these final and official documents and/or requirements are not received by that time, the student will not be allowed to continue class attendance. Financial aid will not be disbursed to a provisional/conditional student until he or she has been fully admitted as a regular student (all admission requirements have been approved by the college/program admissions office).

The University welcomes applications from all qualified candidates. Applications are reviewed after all required documents have been received. No waivers of the admission policies stated above will be offered.

Transfer of Credits

All transfer credits must be awarded during the student's first academic year in the doctoral program. Consideration will be given only to graduate level courses taken before beginning coursework in the doctoral program. A request for transfer credit for first semester courses must be made by July 15. Request for all other transfer credit must be made by October 15 of the year in which students enter the program.

Students requesting transfer of credit must submit a written request for transfer along with supporting documentation to the doctoral program administration. The student must provide the Program Director with a syllabus and catalog description of courses for which transfer is sought. Faculty members evaluating transfer courses may require the student to provide further documentation and supporting material, such as class notes, and may request that they meet with the student to obtain clarification of materials. The resulting evaluations are reviewed by the College of Psychology Director of Academic Affairs who makes the final determination. Transfer credits are not taken into account when computing the student's grade point average. The maximum number of credits transferred that will be credited towards graduation is fifteen (15).

Transfer of credits will be awarded when the course being evaluated meets **all** of the following criteria:

1. It is a graduate level course taken at an accredited college or university as a post-baccalaureate student. A graduate course is defined as one that would be credited towards a post-bachelor's degree at an institution where the course was taken. This must be verified in the school's bulletin/catalog or a letter from the chair of the department and an official transcript.
2. It is evaluated as equivalent in content to a course in the program's required curriculum.
Credits will not be awarded for electives.
3. It was completed no longer than five years before first enrollment in this program.
4. A grade of B or higher was received. A grade of P (Pass) or CR (Credit) or other such grades cannot be accepted as equivalent to B unless it can be officially verified as such.
5. The student must successfully demonstrate competence to the evaluating faculty member for assessment courses.

It will be the responsibility of the student to satisfactorily demonstrate the equivalence of the course(s) proposed in order for credits to be awarded. Course work submitted from a foreign institution will be evaluated for equivalency in accordance with accreditation standards.

No transfer credit may be applied to meet the academic requirements for practica, internship, the culminating research project, or electives. No transfer credit may be applied to meet academic requirements in psychological foundations courses taken in a terminal master's program.

Federal Regulations require that veteran candidates **MUST** report all prior credit and training, and that the school **MUST** evaluate such and grant credit as appropriate, with training time and tuition reduced proportionately and with the VA and candidate so notified.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school.

School Psychology Doctoral Program Academic Policies

Residency and Full-Time Status

Students are considered to be full-time if they complete six (6) credit hours each semester. All students must complete a minimum of three full-time academic years within the program to be eligible for the doctoral degree. The final internship year requires completion of two (2) credit hours each semester in order to maintain full-time status. Students receiving financial aid who are considering completing less than the scheduled credit hours in any given semester, should discuss this with the program office. **It is the responsibility of the student to seek advisement of options available for completing the doctoral program.**

For certain forms of financial aid, full-time and part-time status may be defined differently. Students applying for financial assistance MUST clarify this with the Office of Student Financial Services and Registration.

Failure to Register

Students who fail to register for a regular semester without a leave of absence are considered to have withdrawn from their program. Such students must make formal application and go through the entire admission process if they wish to reenter the program at a later date.

En-Route Master of Science with a major in School Psychology

Students enrolled in the Psy.D. program in school psychology may earn as an intermediate degree, the Master of Science with a major in School Psychology. The curriculum for this degree consists of all courses (or their equivalents) including practicum and supervision in the first two years of the model doctoral curriculum (minimum of 73 credit hours). Courses transferred into Nova Southeastern University's program do not count toward this degree.

En-Route Specialist Degree in School Psychology

Students admitted to and enrolled in the Doctoral Program (Psy.D.) in School Psychology who have completed 73 hours in the Specialist Program in School Psychology at Nova Southeastern University may earn, as an intermediate degree, the specialist degree in school psychology (Psy.S.). The curriculum for this degree consists of all courses (or their equivalents), additional requirements as listed in the Specialist Program in School Psychology Policies and Procedures Handbook, and the successful completion of six (6) school psychology internship credits and a minimum of 1200 hours in a PK-12 school setting.

Grading and Academic Standing

The doctoral programs in the College of Psychology assign grades to course work according to the following system: A, A-, B+, B, B-, C+, C, C- and F, except for dissertation, and directed study: research, and internship which receive P, F, PR (Progress), or IP (in progress). A grade of I (incomplete) is given only with instructor's approval and under exceptional circumstances.

The College of Psychology doctoral programs require that, to remain in good academic standing, a student must maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements will result in academic probation or dismissal, as detailed in the student handbook. A student is allowed one year (two full semesters excluding summer session and/or leave of absence) to remove probationary status. Automatic dismissal will occur if more than two grades below B- are recorded; if two grades of F are received; or if academic probation extends beyond one year. Dismissal will also occur if the Clinical Competency Examination is failed a fourth time, if dismissal from internship occurs or if employment is involuntarily ended on internship.

Attendance

Students are required to attend all scheduled learning activities, including classes, lectures, seminars and exams. Anticipated absences should be cleared in advance with the instructor. Excessive absences may result in a lower grade at the instructor's discretion or may necessitate a withdrawal from the class. However, it is the policy of the university to excuse, without penalty, absences due to religious observances and to allow students to make up missed work. First year doctoral students are required to attend Incoming Student Orientation.

Leave of Absence

Degree candidates who must interrupt their studies for a sufficient reason such as illness may be granted a leave of absence. Candidates must apply in writing for a leave of absence to the Program Office. If granted, the leave shall be for a stated period of time, not to exceed one year.

Candidates who interrupt their studies without a leave of absence or register in absentia will be assumed to have terminated their studies. Such candidates must make formal application for readmission if they wish to continue the program at a later date.

Comprehensive Examinations

To demonstrate mastery of subject area competencies in school psychology and as part of the degree requirements, all doctoral candidates will be required to sit for and receive passing scores the following written comprehensive examinations:

1. Florida Teacher Certification Examination – Subject Area Test in School Psychology (SAE)
(required for certification in the state of Florida)
(Complete during Year 3)
2. Praxis II Subject Assessment Examination – School Psychologist
(required for licensure in the state of Florida and NCSP certification) (Complete during internship)

Passing scores are required on all the above listed examinations in order to graduate. A minimum score of 147 is required on the Praxis (5402) Subject Area Exam. Further information will be provided to candidates at the appropriate time in their curriculum

Applied Training

Practica

The practicum sequence in the school psychology doctoral program is intended to provide the student with exposure to a broad range of school psychological service delivery models and closely supervised assessment and intervention experiences. Practicum settings include placements on the NSU campus, as well as in local school districts, community agencies, and clinics. These practicum settings provide students the opportunity to work with a diverse range of clients and problems.

School Psychology Internship

The culminating field based training experience of the doctoral program is the internship in school psychology. Students are required to complete an internship, covering a 50-week period and a minimum of 2,000 hours. The internship is typically completed in one academic year following completion of all prerequisite course work with a GPA of 3.0. Note: All students are required to complete 600 hours in a PK-12 setting prior to graduation.

HIPAA Training

Students entering practicum training are required to complete the NSU online HIPAA training (Health Insurance Portability and Accountability Act of 1996).

Professional Liability Insurance

All doctoral candidates are required to carry professional liability insurance coverage provided through the university. Candidates are required to enroll in the plan at the time of each registration. All candidates are required to abide by ethical standards of the profession as delineated in the State Board of Education, rule 6B-1.001, FAC the Code of Ethics of the Education Profession in Florida. Candidates will similarly adhere to the *National Association of School Psychologists (NASP) Principles for Professional Ethics* (2010 Revision) (http://www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf) and to the *American Psychological Association Ethical Principles of Psychologists and Code of Conduct* (2010 Amendments) (<http://www.apa.org/ethics/code/index.aspx>). In addition to complying with the policies and procedures of the College of Psychology, candidates must also follow all rules and regulations of the agency/school/district where his or her practicum and/or internship will be completed.

The college/student professional liability insurance policy provides protection while the candidate is attending Nova Southeastern University and while he or she is engaging in approved college activities. This policy does not provide coverage for non-approved or non-college related activities.

Time Limits

To assure that an awarded degree represents up-to-date knowledge, skills, and research, students are required to complete their program and be awarded a doctoral degree within seven years from the date of first enrollment. In the event that a matriculated candidate who has been in continuous enrollment does not complete all requirements within the time limit (excluding approved leaves of absence), he or she must enroll and:

1. Maintain full-time status (minimum six (6) credits per semester, excluding summer sessions).
2. Complete remaining degree requirements, which will include any course work that is more than eight (7) years old.

In order to remain an active and matriculated student, registration is required in every semester until the completion of degree requirements unless a leave of absence has been granted. **Failure to remain in continuous registration will be deemed the student's formal withdrawal from the program.** All other program, center, and university requirements will be in effect.

Failure to Register

Students who fail to register for a regular semester without a leave of absence are considered to have withdrawn from their program. Such students must make formal application and go

through the entire admission process if they wish to reenter the program at a later date.

Evaluation of School Psychology Doctoral Candidates

Each student is evaluated on an ongoing basis while enrolled in the program, including during the practicum and internship experiences. The purpose of evaluation is to provide students with relevant feedback concerning their performance and to serve as a screening process in order to ensure high standards for the profession of psychology.

Professional Standing Committee

The Professional Standing Committee of the College of Psychology is appointed by the dean of the college and serves in a variety of capacities related to the review of student professional standing matters. The committee consists of faculty, a student representative, and other members as appointed by the dean.

The committee may be asked to review alleged violations of the University Student Code of Conduct, including academic standards and ethical standards of the field. In addition, the committee may conduct reviews concerning emotional or behavioral problems serious enough to suggest interference with professional functioning, academic performance, or performance in a practicum or internship setting.

The purpose of the committee's review and recommendations are not limited to disciplinary actions; but may encompass efforts to remediate a deficiency or problems so that the student can continue his or her education and function competently as a professional. Committee activities are designed to insure a process by which all relevant facts can be determined, including providing the student with full opportunity to present important information. Actions the committee may recommend to the dean could include, but are not limited to remediation, referral, warning or sanctions up to suspension or termination.

In instances of complaints regarding violations of Student Conduct and Academic Responsibility, the dean may charge the committee with conducting a formal investigation into the facts pertaining to allegations of misconduct. In such cases the committee will adhere to professional standing committee guidelines that insure a timely and complete review of the facts. The process will insure that the student and involved parties have the opportunity to present relevant information.

**Doctoral Program in School Psychology
Program Curriculum ***

Course #	Course Title	Credits
Psychological Foundations		Total: 25.5
PSY 8100	Development: Child and Adolescent	1.5
PSY 8105	Development: Adult and Older Adult	1.5
PSY 8110	Psychology of Exceptional and At-Risk Children	3
PSY 8115	Child and Adolescent Psychopathology	3
PSY 8117	Adult Psychopathology	1.5
PSY 8120	Cognitive/Affective Aspects of Behavior	3
PSY 8125	History & Systems of Psychology	3
PSY 8220	Psychobiology	3
PSY 8225	Social Aspects of Behavior	3
PSY 8305	Diversity Considerations in School Psychology	3
Educational Foundations		Total: 9
PSY 8135	Organization and Operation of Schools	3
PSY 8230	Instructional Strategies for Students with Diverse Learning Needs	3
RED 550	Foundations of Reading for the Content Area Specialist	3
Interventions and Specialized Techniques		Total: 15
PSY 4442	Evidence-Based Treatment of Emotional and Behavioral Disorders in Children and Adolescents	3
PSY8150	Counseling Theories and Techniques with Lab	3
PSY8165	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 (160 practicum hours + Seminar)	2
PSY 8270	Ethical, Legal, & Professional Issues for School Psychologists	3
PSY 8350	Advanced Professional Skills: Supervision, Administration & 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
Statistics, Measurement, and Research Design		Total: 10.5
PSY 8140	Intermediate Statistics with Lab	3
PSY 8145	Issues and Techniques in Research Design and 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 (160 hours)	2
PSY 8197	Practicum in School Psychology: Foundations III (160 hours)	2
PSY 8290	Practicum in School Psychology: School-Based I (225 hours)	3
PSY 8295	Practicum in School Psychology: School-Based II (225 hours)	3
PSY 8390	Practicum in School Psychology: Advanced Assessment and Interventions I (240 hours)	3
PSY 8392	Practicum in School Psychology: Advanced Assessment and Interventions II (240 hours)	3
PSY 8394	Practicum in School Psychology: Advanced Assessment and Interventions III (240 hours)	3
PSY 8400	Internship in School Psychology (2000 hours)	6
Electives		Total: 9
	Elective I	3
	Elective II	3
	Elective III	3
Total Credits Required for Degree		118

**Curriculum is subject to change.*

Doctoral Program (Psy.D.) in School Psychology Course Descriptions

Psychological Foundations

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 factors 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 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 provides an in-depth exploration of specific psychological disorders, emotional/behavioral disabilities, and problematic psycho-social states which occur in childhood and adolescence. Emphasis will be placed on descriptions, theoretical conceptualizations, etiologies, and evidence-based interventions for the disorders, disabilities, and states.

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.

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 clinical 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 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 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 school 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 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.

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 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.

RED 550 Foundations of Reading for the Content Area Specialist (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.

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-counsee 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, Administration, and Teaching with Practicum (3 credits)

This course will focus on the theoretical and practical aspects of supervision, administration, 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. This course is further intended to provide students with skills to be prepared for administrative roles within national and state agencies, district level psychological services departments and university settings. 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

Statistics, Measurements, and Research Design

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 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 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 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 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 on 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 IV (1-3 credits)

The candidate is required to spend a minimum of 15 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*

DOCTORAL PROGRAMS IN 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 pre-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.

Doctor of Psychology (Psy.D.) in Clinical Psychology

Traditionally, the training model for clinical psychologists, or health service psychologists, has focused on the graduate student as scientist first and practitioner second. However, with the growing need in society for practitioners, many graduate students have elected to enter the clinical services arena, rather than the academic or research area. Consequently, in the 1960s, alternate training procedures were proposed that led to the development of a professional scientific-practitioner model. This model was officially accepted by the American Psychological Association at the Vail Conference in 1973, when it was deemed a more viable foundation for the education and training of individuals preparing to enter careers whose primary focus is on direct clinical intervention, delivery of psychological services, and professional practice.

The program is based on the practitioner informed by science model and is distinguished by its focus on empirical analysis of current topics and problems in clinical psychology. The primary goal of the Doctor of Psychology Program (Psy.D.) is to offer academic, practicum, internship, and research experiences directly relevant to the practice of clinical psychology. The training retains the important scientific base upon which professional competence and knowledge rest, has students participate in ongoing research, and prepares them to be lifelong consumers of research. Clinical expertise is molded by a sequence of courses on assessment and intervention, both theory and technique, supplemented by practicum experiences with clients in a variety of settings under intensive supervision. The Psy.D. degree, through its curriculum, trains students to perform as clinicians, private practitioners, supervisors, mental health consultants, administrators of human service programs, instructors and members of a research team. The degree of expertise in these various specialties is contingent upon individuals' educational concentrations and training exposures, as well as their career aspirations.

In summary, the aim of the Psy.D. Clinical Psychology program is to prepare students to enter careers as health service psychologists concerned primarily with direct service delivery informed by the research base. Students will develop proficiencies in the Profession-Wide Competencies and Discipline-Specific Knowledge areas outlined by the Standards of Accreditation (SoA) of the American Psychological Association (APA) through the lens of the practitioner informed by science training model.

Student Admissions, Outcomes, and Other Data for Doctor of Psychology Program

In keeping with the college's philosophy of full disclosure, below is a summary of performance and outcome data between 2009-2015.

Outcome	Year in which Degrees were Conferred															
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Total	
Total number of students with doctoral degree conferred on transcript	8	0	6	1	72		6	2	78		7	0	8	4	50	7
Mean number of years to complete the program	5.4	1	5.1	8	4.9	6	5.4	2	5.2	8	5.5	3	5.4	6	5.33	
Median number of years to complete the program	5		5		5		5		5		5		5		5	
Time	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5	3	4	2	3	7	10	0	0	2	3	1	1	0	0	15	3
Students in 5 years	50	63	45	74	46	64	46	74	57	73	46	66	54	64	344	68
Students in 6 years	18	23	10	16	17	24	10	16	14	18	13	19	24	29	106	21
Students in 7 years	6	8	3	5	2	3	2	3	3	4	6	9	4	5	26	5
Students in more than	3	4	1	2	0	0	4	6	2	3	4	6	2	2	16	3

Program Costs

Description	2017-2018 1 st -year Cohort Cost
Tuition for full-time students (in-state)	\$1,075
Tuition for full-time students (out-of-state)	\$1,075
Tuition per credit hour for part-time students (<i>if applicable enter amount; if not applicable enter "NA"</i>)	N/A
University/institution fees or costs	\$1,470
Additional estimated fees or costs to students (e.g. books, travel, etc.)	\$1,160

****Please note that all above fees are subject to change without notice.**

The college maintains a substantial pool of funds for graduate, research, and teaching assistantships, and clinic program staff that range from 10-20 hours per week. In addition, student positions are available through grant funding. Student employment opportunities and part-time positions are offered throughout the university, including student employment, part-time positions, and federal work study. Travel stipends are available for students presenting at international, national, and regional professional associations. The Office of Residential Life and Student Housing offers assistantships that include housing, meal plan, a partial tuition waiver, and a monthly stipend. The Department of Clinical and School Psychology has established student scholarship funds available to advanced students.

Internship Placement Table 1

Outcome	Year Applied for													
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained APA/CPA-accredited internships	49	59	40	54	43	53	29	42	41	49	56	64	65	84
Students who obtained APPIC member internships that were not APA/CPA-accredited (<i>if applicable</i>)	30	36	28	38	28	35	28	41	32	38	27	31	11	14
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Students who obtained other internships that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained any internship	79	95	68	92	71	88	57	83	73	87	83	94	76	99
Students who sought or applied for internships including those who withdrew from the application process	83	-	74	-	81	-	69	-	84	-	88	-	77	-

Internship Placement Table 2

Outcome	Year Applied for													
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships including those who withdrew from the application process	83	-	74	-	81	-	69	-	84	-	88	-	77	-
Students who obtained paid internships	75	90	62	84	71	88	57	83	73	87	83	94	76	99
Students who obtained half-time internships* (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Attrition

Variable	Year of First Enrollment													
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e. new students)	87		95	-	85	-	83	-	85	-	87	-	81	-
Students whose doctoral degrees were conferred on their transcripts	77	89	74	78	58	68	3	3	0	0	0	0	0	0
Students still enrolled in program	3	3	8	8	17	20	72	87	78	92	81	93	81	100
Students no longer enrolled for any reason other than conferral of doctoral degree	7	8	13	14	10	12	8	10	7	8	6	7	0	0

Licensure

Outcome	2006-2016
The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	603
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	499
Licensure percentage	83%

Applicant Data

Applicant Data	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number of Applicants	355	408	359	412	340	377	346
Number Accepted for Admissions	149	149	143	158	151	169	160
Number of Students Enrolled	87	95	85	83	85	87	81

Accepted for Admission

Accepted for Admission	Scores	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
GRE - Verbal	Mean	482	513	509	508	153	154	153
	Media	470	500	510	510	153	155	153
GRE - Quantitative	Mean	561	593	587	598	149	155	149
	Media	550	610	580	600	149	152	148
GRE - Advanced	Mean	4.1	4.2	4.1	4.2	4.1	4.2	3.9
	Media	4.1	4.0	4.0	4.0	4.0	4.0	4.0
Mean Undergraduate GPA		3.50	3.50	3.50	3.60	3.50	3.50	3.48

Doctor of Philosophy (Ph.D.) in Clinical Psychology

The Ph.D. program in Clinical Psychology is based on a scientist-practitioner training model. Accordingly, its goals are to train future psychologists to (1) understand the core science areas of the discipline, (2) contribute to the knowledge base through active scholarship and research that focuses on evaluating, developing, and scientifically examining theories and methods of assessment, intervention, and other applied aspects of professional practice, (3) understand foundations for the practice of health service psychology/clinical psychology, and (4) employ skills in evidence based assessment and intervention techniques for effective and meaningful service to diverse individuals, groups, and communities. Inherent in these goals is our educational philosophy that psychology is a scientific discipline rooted in empirical investigation, and that professional practice includes both advancing such inquiry and applying its results.

It is our view that the clinical psychologist, or health service psychologist, will contribute most to society when trained for the roles of both scientist and practitioner. Hence, the focus of the program is on the empirical investigation of current topics and problems in clinical psychology, with a particular emphasis on the development of sophistication in applied clinical research. This research frequently involves the development and investigation of innovative assessment and intervention methods. The research training culminates in the dissertation, a mentored research project proposed to and defended before a faculty committee. Integrated with research training is a graduated sequence of courses and experiences with clinical populations in supervised practice. Altogether, the program prepares the graduate to assume the roles of academician, researcher, and practicing clinical psychologist.

In summary, the aim of the Ph.D. Clinical Psychology program is to prepare students to demonstrate understanding of the breadth of scientific psychology and produce clinically relevant scientific research and scholarship while training them to enter careers as health service psychologists who can work effectively in scientist-practitioner professional roles. Students will develop proficiencies in the Profession-Wide Competencies and Discipline-Specific Knowledge areas outlined by the Standards of Accreditation (SoA) of the American Psychology Association (APA) through the lens of the scientist-practitioner training model.

Student Admissions, Outcomes, and Other Data for Doctor of Philosophy Program

In keeping with the college's philosophy of full disclosure, below is a summary of performance and outcome data between 2009-2016.

Time to Completion for all students entering the program

Outcome	Year in which Degrees were Conferred																
	2009-2010			2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Total	
Total number of students with doctoral degree conferred on	17			22		17		15		12		17		10		110	
Mean number of years to complete the program	5.76			5.86		6.59		5.73		5.92		6.41		6.4		6.08	
Median number of years to complete the program	6			6		6		5		6		6		6		6	
Time	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Students in less	3	18	5	23	0	0	0	0	1	8	0	0	0	0	9	8	
Students in 5	4	24	6	27	8	47	9	60	4	33	6	35	5	50	42	38	
Students in 6	5	29	5	23	2	12	4	27	3	25	4	24	0	0	23	21	
Students in 7	4	24	2	9	2	12	0	0	3	25	4	24	2	20	17	15	
Students in	1	6	4	18	5	29	2	13	1	8	3	18	3	30	19	17	

Program Costs

Description	2017-2018 1 st Year Cohort
Tuition for full-time students (in-state)	\$1,075
Tuition for full-time students (out-of-state)	\$1,075
Tuition per credit hour for part-time students (<i>if applicable enter amount; if not applicable enter "NA"</i>)	N/A
University/institution fees or costs	\$1,470
Additional estimated fees or costs to students (e.g. books, travel, etc.)	\$1,160

****Please not that all above fees are subject to change without notice.**

The college maintains a substantial pool of funds for graduate, research, and teaching assistantships, and clinic program staff that range from 10-20 hours per week. In addition, student positions are available through grant funding.

Student employment opportunities and part-time positions are offered throughout the university, including student employment, part-time positions, and federal work study. Travel stipends are available for students presenting at international, national, and regional professional associations. The Office of Residential Life and Student Housing offers assistantships that include housing, meal plan, a partial tuition waiver, and a monthly stipend.

Internship Placement Table 1

Outcome	Ye													
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained APA/CPA-accredited internships	13	52	13	57	14	70	10	53	8	57	8	89	5	100
Students who obtained APPIC member internships that were not APA/CPA-accredited (<i>if applicable</i>)	5	20	9	39	2	10	5	26	5	36	1	11	0	0
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA- accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained any internship	18	72	22	96	16	80	15	79	13	93	9	100	5	100
Students who sought or applied for internships including those who withdrew from the application process	25	-	23	-	20	-	19	-	14	-	9	-	5	-

Internship Placement Table 2

Outcome	Year Applied for													
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships including those who withdrew from the application process	25	-	23	-	20	-	19	-	14	-	9	-	5	-
Students who obtained paid internships	18	72	22	96	16	80	15	79	13	93	9	100	5	100
Students who obtained half-time internships	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Attrition

Variable	Year of First Enrollment													
	2009-		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e. new students)	16		11	-	9	-	9	-	9	-	15	-	9	-
Students whose doctoral degrees were conferred on their transcripts	11	69	7	64	5	56	0	0	0	0	0	0	0	0
Students still enrolled in program	3	19	3	27	3	33	7	78	9	100	15	100	9	100
Students no longer enrolled for any reason other than conferral of doctoral degree	2	13	1	9	1	11	2	22	0	0	0	0	0	0

Licensure

Outcome	2006-2016
The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	156
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	135
Licensure percentage	87%

Applicant Data

Applicant Data	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number of Applicants	233	279	235	227	227	221	175
Number Accepted for Admissions	33	15	14	19	19	18	16
Actual Size of Incoming Class	16	11	9	9	9	15	9

Accepted for Admissions

Accepted for Admission	Scores	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
GRE - Verbal	Mean	556	581	562	508	163	158	156
	Median	555	570	570	585	163	157	159
GRE - Quantitative	Mean	623	688	650	721	156	156	154
	Median	625	700	640	745	158	155	155
GRE - Advanced	Mean	4.4	4.6	4.3	4.3	4.6	4.3	4.3
	Median	4.5	4.5	4.0	4.3	4.5	4.5	4.4
Mean Undergraduate GPA		3.58	3.50	3.40	3.40	3.65	3.60	3.46

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.

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 Physiology; 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.

Psychology of Long Term Mental Illness. The Psychology of Long Term 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.

Doctoral Programs Admissions Requirements:

To be considered for admission to a doctoral program in clinical psychology, the applicant is required to present evidence of scholastic ability, significant interest in the area of psychology for which admission is sought, personal stability, interpersonal sensitivity, and sound moral character. Minimum requirements include a baccalaureate degree from a regionally accredited institution; a 3.0 undergraduate grade point average on a 4.0 scale or a 3.5 graduate-level grade point average on a 4.0 scale based on a minimum of 18 semester hours, which must be completed by the end of the fall semester; three semester hours of statistics; 18 semester hours in psychology; a three-credit-hour experimental psychology course is recommended. The requirement for 18 semester hours of course work in psychology will be waived with a score of 600 or higher on the Graduate Record Examination, Psychology Test. The complete Graduate Records Examination (GRE) scores (Verbal, Quantitative and Analytical writing) are required. A combined score greater than 297 for GRE verbal and quantitative is preferred. The GRE Psychology Test is recommended, but not required.

The standards required for admission keep in mind the safety and well-being of clients whom its graduates will eventually serve in clinical situations. Candidates for the degree must possess, with or without reasonable accommodation, multiple abilities and skills including intellectual, conceptual, integrative, and quantitative abilities; and intrapersonal, communication, behavioral, and personal attributes including empathy, emotional self-awareness, and emotional maturity. Achievement of the minimum requirements above is necessary for an application to be considered for a doctoral program. Higher GPA and GRE scores indicating greater potential to complete doctoral-level work will enhance an application. A combined GRE verbal and quantitative score greater than 297 is preferred. Other factors include:

- previous courses taken, especially quantitative/research methods for Ph.D. and psychobiology for Clinical Health and Clinical Neuropsychology;
- previous clinical and research experience;
- evidence of interest in psychology;
- the applicant's personal statement; and
- three letters of recommendation

Personal interviews are required on Interview Days (which are held in late fall and early winter semesters). Completed applications and all supporting documents (as listed below) must be received in the graduate admissions office by January 8th for consideration for admission beginning the following fall. Students are admitted only once per year for classes starting in the fall semester.

Application Procedure

The following information is required as part of the application:

1. A completed and signed [application form](#).
2. A check for the \$50 nonrefundable application fee (\$100 total if applying to both programs) made payable to Nova Southeastern University.
3. A statement of your professional experiences, including a description of your clinical experience, research experience, and those aspects of psychology in which you have the greatest interest. Additionally, briefly describe your professional goals.
4. The completed application worksheet.
5. Official general GRE scores for the verbal and quantitative tests to be sent directly to the address listed below. Include a photocopy of the GRE scores (if available).
6. Three letters of recommendation from professors or supervisors most familiar with your work must be sent directly to the address listed below.
7. Official transcripts from all colleges or universities you attended. If an initial transcript does not reflect degree conferral or final semester grades, you must forward a final transcript to the below address as this information becomes available.
8. Where applicable, foreign nationals should submit TOEFL scores.
9. Curriculum vitae/resume.

Materials should be submitted

to: Nova Southeastern University
Enrollment Processing Services
(EPS) Attention: College of
Psychology 3301 College
Avenue
P.O. Box 299000
Ft. Lauderdale, FL 33329-9905

Transfer of Credits

All transfer credit must be awarded during the student's first academic year in the doctoral program. Consideration will be given only to doctoral level courses taken prior to matriculation in the doctoral program. Request for transfer credit for FIRST SEMESTER COURSES must be made during the summer, prior to July 30. Request for transfer credit for ALL OTHER COURSES must be made during the fall semester, prior to September 30.

Transfer credits will be awarded when the course being evaluated meets all of the following criteria:

1. It is a doctoral-level course taken at an APA accredited program.
2. Only courses that meet the criteria defined by the APA Standards of Accreditation as Category 1 or Category 2 in discipline-specific knowledge will be considered for transfer. Specifically, these are: History and Systems Psychology, Cognitive and Affective Aspects of Behavior, Biological Aspects of Behavior, Developmental Aspects of Behavior, Research Methods, Quantitative Methods, and Psychometrics. Credits will not be awarded for electives.
3. No transfer credits may be applied to pre practicum, practicum, internship, research, thesis, or electives.
4. It was completed no longer than five years prior to first registration in this program.
5. A grade of B or higher was received. A grade of P (Pass) or CR (Credit) or other such grade cannot be accepted as equivalent.
6. The course was not offered solely in an online format.

The student must provide the Office of Academic Affairs with the syllabus and catalog description of courses for which transfer is sought. Faculty members evaluating transfer courses will consider the quality/rigor, currency, standardization, and fairness of the method of establishing the knowledge of courses being evaluated. Faculty members evaluating transfer courses may require the student to provide further documentation and supporting material such as class notes and to meet with them. The resulting evaluations are reviewed by the Director of Academic Affairs who makes the final determination.

The maximum number of credits transferred that will be credited toward graduation is 15. Although credits awarded beyond this number may be used to excuse a student from a particular course, an equivalent number of elective credits must be taken in order to fulfill the degree requirements.

Federal regulations require that veteran students **MUST** report all prior credit and training, and that the school **MUST** evaluate such and grant credit as appropriate, with training time and tuition reduced proportionally and with the VA and student notified.

Nova Southeastern University complies with federal regulations for veterans' training that it is mandatory for all veterans benefit recipients to report either prior education and/or training (see catalog section on **Veterans' Benefits**).

Provisional Admissions

Students may be provisionally admitted to a degree-seeking program based on a review of unofficial transcripts or other specific program admission requirements. However, this admission includes a condition that final and official documents and requirements must be received within 90 calendar days from the start of the term. If these final and official documents and/or requirements are not received by that time, the student will not be allowed to continue class attendance. Financial aid will not be disbursed to a provisional/conditional student until he or she has been fully admitted as a regular student (all admission requirements have been approved by the college/program admissions office).

Clinical Psychology Doctoral Programs Academic Policies

Registration and Residency

All students must be in full-time residence for the first three academic years to be eligible for the doctoral degree. This requirement is independent of the number of transfer credits the student may receive. In order to maintain student status in either of the clinical psychology programs, students must be registered **continuously** under one of the following categories until all program requirements are met.

1. While fulfilling the three-year residence requirement, students are considered to be full time if they complete at least 9 credit hours each of fall and winter semesters. Completing less than 9 credit hours in each of fall and winter semesters requires special permission from the director of academic affairs. Students should refer to their appropriate curriculum (Ph.D. or Psy.D.) to determine residence requirements for each summer semester.
2. Students who have met the three-year residency requirement are considered full time by the Department of Clinical and School Psychology if they are registered for at least .5 credit.

For certain forms of financial aid, full-time and part-time status may be defined differently. Students applying for financial assistance MUST clarify this with the Office of Student Financial Services and Registration.

Continuous registration for a minimum of 1 credit must be maintained until the degree is awarded. If only research remains to be completed, the student must enroll for 1 credit of continuing dissertation advisement. All students going on internship must register for .5 credit of internship each semester until the completion of that internship.

Failure to Register

Students who fail to register for a required semester or who voluntarily withdraw from the program without a leave of absence are considered to have withdrawn from their program. Such students must make formal application and go through the entire admission process if they wish to reenter the program at a later date.

Candidacy

Upon admission, students are admitted to degree candidacy.

*Students admitted to the doctoral program must have access to a computer and their own Internet service provider account. Students will be required to demonstrate technological competence and computer literacy during the program, including the use of the electronic library. NSU requires that all students maintain one official university-assigned computer account that is used to access major computing resources, including electronic mail. All official electronic mail communications directed to students will be sent exclusively to NSU-assigned computer accounts to ensure timely and accurate delivery of information. Students may forward their NSU generated electronic mail to external locations, but do so at their own risk.

En Route Master's Degree

Students enrolled in the Ph.D. or Psy.D. programs in clinical psychology may earn, as an intermediate degree, the Master of Science in Clinical Psychology. The curriculum for this degree consists of all courses in the first two years of the model doctoral curricula. Courses transferred into Nova Southeastern University's program do not count toward this degree. Any doctoral course with a comparable number of credit hours may be substituted for a transferred course. Graduates with this degree will not have met the educational requirements for certification or licensure in Florida and should not expect to provide psychological services as independent practitioner. Rather, this degree should demonstrate master's-level achievement and enhance employment opportunities.

Grading and Academic Standing

The doctoral programs in the College of Psychology assign grades to course work according to the following system: A, A-, B+, B-, C+, C, C- and F, except for dissertation, and directed study: research, and internship which receive P, F, or PR (progress), or IP (in progress). A grade of I (incomplete) may be given by an instructor when competency remediation for the course is required or under exceptional circumstances.

The College of Psychology doctoral programs require that, to remain in good academic standing, a student must maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements will result in academic probation or dismissal, as detailed in the student handbook. A student is allowed one year (two full semesters excluding summer session) to remove probationary status. Automatic dismissal will occur if more than two grades below B- are recorded, if two grades of F are received, or if academic probation extends beyond one year. Automatic dismissal will also occur in the doctoral programs if the clinical competency exam is failed a fourth time or a grade of Fail is received for internship. In addition, any student dismissed from internship or who has employment involuntarily ended on internship will automatically be dismissed from his/her doctoral program.

Attendance

Students are required to attend all scheduled learning activities, including classes, lectures, seminars and exams. Anticipated absences should be cleared in advance with the instructor. Excessive absences may result in a lower grade at the instructor's discretion or may necessitate a withdrawal from the class. However, it is the policy of the university to excuse, without penalty, absences due to religious observances and to allow students to make up missed work. First year doctoral students are required to attend Incoming Student Orientation and the Colleges' Brown Bag Luncheons which take place during the fall semester of the students' first year.

Clinical Psychology Curricula

Clinical psychology doctoral students must complete a minimum of 119.0 (Psy.D) or 118.0 (Ph.D.) credits, successfully pass the Clinical Competency Examination, and complete a one-year internship to be eligible for the degree. Courses are taken in general psychology, assessment, intervention, and methodology. Some courses have specific prerequisite requirements that students must meet; these should be checked to ensure compliance.

Clinical Training

Clinical practica provide students with conceptually and empirically based assessment, intervention, and consultation experiences. Students have the opportunity to review the list of school-approved placements and indicate their preferences. The director of clinical training then makes assignments, taking student preferences into account. Students are required to complete two full years of practicum, typically during their second and third years of residence. Each practicum placement is for 12 months, beginning in late August for most students, but in early May for others. Students are required to meet all clinical obligations, some of which occur on evenings and weekends and during holidays and session breaks. Students' practicum activities are covered by the university's professional liability insurance.

The Clinical Competency Examination must be taken and passed at least 30 days before the end of the fall semester preceding the calendar year of the internship. This oral and written examination evaluates the students' understanding of and skills in assessment and intervention, along with applicable ethical knowledge. Two faculty members appointed by the director of clinical training conduct the examination. A student failing the exam can retake it up to three times. A fourth failure results in automatic dismissal from the doctoral program.

HIPAA Training

Students entering practicum training are required to complete the NSU online HIPAA training (Health Insurance Portability and Accountability Act of 1996).

Professional Liability Insurance

Each semester all graduate students within the College of Psychology will be charged a nominal fee for liability insurance coverage provided under the university's group policy. All students are required to abide by the ethical standards of the American Psychological Association, the

policies and procedures of the College of Psychology, and agency placement rules and regulations.

Research Training

Clinical Psychology Psy.D. students are expected to demonstrate a capacity for critical thinking and gain an understanding of appropriate methodology for empirical inquiry and the utilization of its results. The Directed Study is a milestone project of the Psy.D. program that is designed to be completed in the spring/summer of the student's third year of study. The primary objective of the directed study project is to provide the trainee with a supervised experience that involves gaining special expertise in a specific substantive area of clinical psychology. The overarching goal is consistent with the Psy.D. program mission of training professional practitioners to be informed by science. Consistent with the program's philosophy, directed study projects are intended to demonstrate the student's level of facility and sophistication in synthesizing an empirical knowledge base in a manner commensurate with doctoral-level training.

Clinical Psychology Ph.D. students are expected to be actively involved in research throughout their graduate training. With mentors integrally involved in the admissions process, students enter the program as members of ongoing research teams. These teams provide a critical context for the research training sequence by introducing newer students to the full spectrum of tasks associated with research. The developmental sequence from research assistant to independent researcher is fostered by program expectations that all students be actively involved in research. The student's transition to independent researcher is advanced further through work on his or her Major Paper, which often leads directly to the dissertation. The student's transition from trainee to independent researcher culminates during completion of the dissertation.

Time Limits

Students are required to complete their program and be awarded a doctoral degree within seven years from the time of first enrollment. Students who do not complete all requirements within the seven-year time limit (excluding approved leaves of absence), must enroll in the College and complete 18 credits (at least six credits each fall and winter semester unless a defense is scheduled), as specified in the doctoral students' *Policies and Procedures Handbook* and approved by the Office of Academic Affairs. Failure to remain in continuous registration will be deemed as the student's withdrawal from the program. Students whose dissertation adviser becomes unavailable after the seven-year limit will have to start their dissertation over with a new chair.

Evaluation of Doctoral Students

Each student is evaluated on an ongoing basis while enrolled in the program. Included are evaluations during each course, each practicum, the Clinical Competency Examination, dissertation defense, and while on internship. In addition, each student meets with a faculty member annually to review and discuss progress in the program and develop an individualized development plan. The purposes of such evaluations are to provide students with relevant and timely feedback, to formulate plans for improvement or remediation if needed, and to serve as a

screening procedure for maintaining high-quality standards in the profession of psychology. Candidates for the degree must possess, with or without reasonable accommodation, multiple abilities and skills including intellectual, conceptual, integrative, and quantitative abilities. Areas of evaluation include academic achievement, responsible behavior, ethical behavior, interpersonal behavior, emotional self-awareness, and emotional maturity.

Professional Standing Committee

The Professional Standing Committee of the College of Psychology is appointed by the dean of the college and serves in a variety of capacities related to the review of student professional standing matters. The committee consists of faculty, a student representative and other members as appointed by the dean.

The committee may be asked to review alleged violations of the University Student Code of Conduct, including academic standards and ethical standards of the field. In addition, the committee may conduct reviews concerning emotional behavior problems serious enough to suggest interference with professional functioning, academic performance, or performance in a clinical practicum or internship setting.

The purpose of the committee's review and recommendations are not limited to disciplinary actions, but may encompass efforts to remediate a deficiency or problems so that the student can continue his or her education and function competently as a professional. Committee activities are designed to insure a process by which all relevant facts can be determined, including providing the student with full opportunity to present important information. Actions the committee may recommend to the dean could include, but are not limited to, remediation, referral, warning, or sanctions up to suspension or termination.

In instances of complaints regarding violations of Student Conduct and Academic Responsibility, the dean may charge the committee with conducting a formal investigation into the facts pertaining to allegations of misconduct. In such cases, the committee will adhere to professional standing committee guidelines that ensure a timely and complete review of the facts. The process will insure that the student and involved parties have the opportunity to present relevant information.

Clinical Psychology Model Curricula and Course Descriptions

Psy.D. Program Model Curriculum

Nova Southeastern University College of Psychology Psy.D. Program 2017-2018 Model Curriculum					
First-Year Fall Semester	Prerequisites	Credits	Third-Year Winter Semester	Prerequisites	Credits
1403 Adult Psychopathology		3	3403 Social Aspects of Behavior OR		3
1405 Developmental: Child and Adolescent		1.5	4607 Group Theory/Processes	1610, 2604	
1407 Developmental: Adult & Older Adult		1.5	3702 Clinical Practicum IV	3701	3
1417 Ethics and Professional Issues		1.5	3704 Supervision IV	3703	1
1418 Ethics and Legal Issues		1.5	5890 Directed Study : Research	2809	2
1501 Assessment: Intelligence Testing with Lab		3			
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	1405	3	370B Summer Supervision II	3704	1
1408 Child & Adolescent Psychopathology	1403	3	Elective*		3
1502 Diagnostic Interviewing	1403, 1407	3			
1610 Adult Intervention I	Co/Pre Req 1605, 1502	1			
1703 Pre-Practicum		3			
1806 Intermediate Statistics w/Lab					
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*		3	4499 Advanced Professional Development		1
			2 Electives*		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*		3
2604 Child & Adolescent Intervention	1405, 1408	1.5			
2701 Clinical Practicum I	All First Year Except 1416,	3			
2703 Supervision I	1806	1			
2809 Research Design		3			
2107 Theories of Measurement		3			
	1806				
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 credit per semester summer, fall, winter & summer)		
2511 Projective Personality Assessment	1501, 2507	3			
2606 Case Conceptualization	1610, 2602, 2604, 2701,	3			
2702 Clinical Practicum II	2703	3			
2704 Supervision II	2701	1			
	2703				
			<p>* For the 15 credits of electives, students must complete 6 credits of intervention (46XX) electives and 9 credits in any area.</p> <p>Students admitted into a concentration should follow concentration requirements.</p>		

Second-Year Summer Semester				In some instances, elective practica that are predominately intervention oriented 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				
3403	Social Aspects of Behavior						
3501	Integrated Report	2507, 2509, 2511	3				
3701	Clinical Practicum III	2507-9-11, 2602, 2604, 2606, 2702-4, 270A	3				
3703	Supervision III	Co/Pre Req 3501	1				
5890	Directed Study: Research	270B 2809	2				

Doctor of Psychology Program 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 be 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 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 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

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 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 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 4420 Police Psychology (3 credits)

Police psychology is an emergent specialty area in professional psychology. The role of a police psychologist is complex. This course is designed to provide didactic training for consultation within law enforcement. Specific topical areas will include: consultant vs. in-house staff, pre-employment assessment, fitness-for-duty evaluation, critical incident stress debriefing, hostage negotiation, and psychological profiling.

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 is 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 to 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.

PSY4565 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.

PSY4566 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 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 4671 Psychotherapy with Lesbians and Gay Men (3 credits)

Lesbians and gay men in psychotherapy present to the clinician issues that are unique to this population. The goal of this course is to make the student aware, sensitive, and knowledgeable of these salient issues in order to work more effectively using gay affirmative psychotherapy technique in treating gay men, lesbians, and their family members. These issues will be viewed through a developmental perspective, i.e., counseling gay adolescents, adults, couples, and the aging. The course design is an interactive approach to using panel presentations, current research, case studies and role playing in a small class atmosphere. Students have the opportunity to volunteer at the Gay and Lesbian Community Center using gay affirmative and brief psychotherapy techniques. Group supervision is provided as part of the course.

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 learns 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 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.

Ph.D. Program 2017-2018 Model Curriculum

First-Year Fall Semester			Prerequisites	Credits	Third-Year Winter Semester			Prerequisites	Credits
1403	Adult Psychopathology			3	4402	Consultation & Supervision		2701-4, 270A, 270B	3
1406	Developmental: Child and Adolescent			1.5	3702	Clinical Practicum IV		3701	3
				1.5	3704	Supervision IV		3703	1
1407	Developmental: Adult & Older Adult			1.5	3803	Major Paper		1807-09, 2808-12	1.5
1417	Ethics and Professional Issues			3	3403	<i>Social Aspects of Behavior</i>			3
1418	Ethics and Legal Issues			3					
1501	Assessment: Intelligence Testing with Lab								
1605	Diversity in Assessment & Intervention								
First-Year Winter Semester					Third-Year Summer Semester				
1408	Child and Adolescent Psychopathology	1405		3	370A	Summer Practicum II		3702	3
				3	370B	Summer Supervision II		3704	1
1412	Psychobiology	1403		3					
1502	Diagnostic Interviewing	1403, 1407, 1605		3					
1610	Adult Intervention I	Pre Req. 1605, Co Req.		1					
1703	Pre-Practicum	1502		3					
1807	Advanced Statistics								
First-Year Summer Semester					Fourth-Year Fall Semester				
1401	<i>History & Systems of Psychology</i>			3	Clinical Competency Exam		All required courses plus 6 credits of intervention electives		
1809	Research Design			3					
					4499	<i>Advanced Professional Development</i>			1
					5850	<i>Dissertation</i>			6
Second-Year Fall Semester					Fourth-Year Winter Semester				
2507	Objective Personality Assessment	1501-2		3	5850	Dissertation			6
				1.5					
2509	Behavioral Assessment			1.5					
2603	Systems/Family Therapy	1408		1.5					
2604	Child and Adolescent Intervention	(All First Yr Except 1412, 1807/09)		3					
				1					
2701	Clinical Practicum I	1807		3					
2703	Supervision I								
2808	Multivariate Statistics I with Lab								
Second-Year Winter Semester					Fifth-Year				
1416	Cognitive/Affective Aspects of Behavior	1501-2, 2507		3	5701	Internship	All course work including 12 credits of PSY 5850: Dissertation		
				3					
2511	Projective Personality Assessment	1610, 2603, 2604, 2701, 2703		3		(0.5 credit per semester Summer, Fall, Winter, and Summer)			
2606	Case Conceptualization	2701		1					
2702	Clinical Practicum II	2703		3					
2704	Supervision II	2808							
2812	Multivariate Statistics II with Lab								
Second-Year Summer Semester					* For the 6 credits of electives, students must take intervention electives (46XX). Concentration students may be required to complete additional credits. In some instances, elective practica that are predominately intervention oriented may counted as intervention electives.				
270A	Summer Practicum I	2702		3					
270B	Summer Supervision I	2704		1					
	*Elective			3					
Third-Year Fall Semester					TOTAL DEGREE CREDITS 118				
2406	Psychopharmacology	1412		1.5	**Neuropsychology and Forensic concentration students require additional credits to fulfill concentration requirements in addition to their two 46XX electives. Neuropsychology students are required to take: PSY 4401, PSY 4405, PSY 4406, PSY 4501, PSY 4515, PSY 4517. Forensic students are required to take: PSY 4418, PSY 4419, PSY 4449, PSY 4450, PSY 4560				
3701	Clinical Practicum III	2507-9-11, 2603-4-6, 2702-4, 270A, 270B		3					
3703	Supervision III	270B		1					
3803	Major Paper			1.5					
3809	Theories of Measurement	1807-09, 2808-12		3					
	*Elective	2812		3					

Doctor of Philosophy Program 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 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 3406 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 (3 credits)**

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 1501-2

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 1501-2, 2507-9

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: 1403, 1407, 1605

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, 2603, 2604, 2701, 2703

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.

Co-requisite: 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 PSY 1412, 1807, 1809.

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, 2603-4-6, 2702-4, 270A-B

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.

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 Colleges. Prerequisite: All course work except PSY 5850

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 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 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 4420 Police Psychology (3 credits)

Police psychology is an emergent specialty area in professional psychology. The role of a police psychologist is complex. This course is designed to provide didactic training for consultation within law enforcement. Specific topical areas will include: consultant vs. in-house staff, pre-employment assessment, fitness-for-duty evaluation, critical incident stress debriefing, hostage negotiation, and psychological profiling.

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 is 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 to 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, synthesization 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.

PSY4565 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 trans nationally conceptions of etiology and treatment of mental health problems.

PSY4566 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.

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.

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. Interventions with solid empirical and theoretical support are highlighted.

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 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 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

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 4671 Psychotherapy with Lesbians and Gay Men (3 credits)

Lesbians and gay men in psychotherapy present to the clinician issues that are unique to this population. The goal of this course is to make the student aware, sensitive, and knowledgeable of these salient issues in order to work more effectively using gay affirmative psychotherapy technique in treating gay men, lesbians, and their family members. These issues will be viewed through a developmental perspective, i.e., counseling gay adolescents, adults, couples, and the aging. The course design is an interactive approach to using panel presentations, current research, case studies and role playing in a small class atmosphere. Students have the opportunity to volunteer at the Gay and Lesbian Community Center using gay affirmative and brief psychotherapy techniques. Group supervision is provided as part of the course.

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 surveyed 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 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 that 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 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.

2016-2017 Doctoral Programs Estimated Expenses

The total expenses of students enrolled in doctoral programs vary greatly depending on individual circumstances. While, registration, and other fees,* and the cost of books are relatively constant for all students, other expenses will differ.

Tuition	\$1075 per credit hour
Application Fee	\$50 (nonrefundable)
Registration Fee	\$30 per semester
Late Registration Penalty	\$50
Student Services Fee	\$450 per semester (4 credits or more)
	\$225 per semester (less than 4 credits)
Professional Liability Insurance Fee	\$10 per semester
Transcript Fee	\$10 per transcript
Application for Degree Fee	\$100

***Please note that all above fees are subject to change without notice.**

Clinical Psychology Student Internship Site Placements (APA/APPIC) Partial Listing

Alexandria Mental Health Center, Alexandria, VA
Arizona State Hospital, Phoenix, AZ
Atascadero State Hospital, Atascadero, CA
Atlanta VA Medical Center, Decatur, GA
Baltimore VA Medical Center, Baltimore, MD
Beth Israel Deaconess Hospital, Boston, MA
Biloxi VA Medical Center, Biloxi, MS
Boston University Counseling Center, Boston, MA
Cambridge Hospital/Harvard Medical School, Cambridge, MA
Central Louisiana State Hospital, Pineville, LA
Child & Adolescent Service Center, Canton, OH
Children's Hospital at Stanford, Stanford, CA
Children's Psychiatric Center, Inc., Miami, FL
Columbia Presbyterian Medical Center, New York, NY
Colorado Mental Health Institute, Denver, CO
Devereux Foundation, Villanova, PA
DC Commission on Mental Health, Washington, DC
Duke University Medical Center, Durham, NC
Dwight D. Eisenhower Army Medical Center, Fort Gordon, GA
Family Service & Guidance Center, Topeka, KS
Federal Bureau of Prisons, Ayer, MA
Federal Correctional Complex, Butner, NC
Federal Correctional Institution, Petersburg, VA
Federal Medical Center, Rochester, MN
Fifth Avenue Center for Counseling & Psychotherapy, New York, NY
Florida State Hospital, Chattahoochee, FL
Franciscan Hospital & Children's Center, Boston, MA
Florida State University Student Counseling Center, Tallahassee, FL
Franciscan Children's Hospital, Boston, MA
Gainesville VA Medical Center, Gainesville, FL
George Washington University, Washington, DC
Greystone Park Psychiatric Hospital, Greystone Park, NJ
Hefner VA Medical Center, Salisbury, NC
Henry Ford Health Science Center, Detroit, MI
Indiana University Health Center, Bloomington, IN
Institute of Living, Hartford, CT
James A. Haley VA Hospital, Tampa, FL
Jerry L. Pettis Memorial VA Hospital, Loma Linda, CA
John L. McClellan Memorial VA, Little Rock, AR
Kaiser Permanente – San Diego, Vista, CA
Lexington VA Medical Center, Lexington, KY
Mailman Center for Child Development, Miami, FL
Malcolm Grow Medical Center, Andrews AFB, Washington, DC
Manhattan Psychiatric Center, New York, NY
Medical University of South Carolina, Charleston, SC
Miami-Dade Department of Human Services, Miami, FL
Miami Children's Hospital, Miami, FL

Miami VA Medical Center, Miami, FL
 Milwaukee VA Medical Center, Milwaukee, WI
 Mississippi State Hospital, Whitfield, MS
 Mount Sinai Medical Center, New York, NY
 National Naval Medical Center, Bethesda, MD
 Naval Medical Center, San Diego, CA
 New York University/Bellevue Hospital, New York, NY
 Norristown State Hospital, Norristown, PA
 Northeast Florida State Hospital, Macclenny, FL
 Park Place Behavioral Health Care, Kissimmee, FL
 Phoenix Psychology Internship Consortium, Phoenix, AZ
 Pittsburgh VA Healthcare System, Pittsburgh, PA
 Pollak MHC/Monmouth Medical Center, Long Branch, NJ
 Psychology Services Center, Nova Southeastern University
 Riverbend Community Mental Health Center, Concord, NH
 Robert Wood Johnson Medical School, Piscataway, NJ
 San Bernardino County Behavioral Health, San Bernardino, CA
 South Florida Consortium, Fort Lauderdale, FL
 Southern Arizona Psychology Internship Consortium, Tucson, AZ
 Southern Illinois University, Carbondale, IL
 Spokane Mental Health Center, Spokane, WA
 St. Mary's Children & Family Services, Syosset, NY
 SUNY Albany Counseling Center, Albany, NY
 Texas Women's University, Denton, TX
 Tripler Army Medical Center, Honolulu, HI
 Ulster County Mental Health Services, Kingston, NY
 U.S. dical Center for Federal Prisoners, Springfield, MO
 University of Arkansas Children's Hospital, Little Rock, AZ
 University of Santa Barbara, Santa Barbara, CA
 UCLA Neuropsychological Institute, Los Angeles, CA
 University of Arkansas Children's Hospital, Little Rock, AR
 University of Colorado Health Science, Denver, CO
 University of Houston, Houston, TX
 University of Massachusetts/Worcester Forensic, Worcester, MA
 University of Memphis, Memphis, TN
 University of Miami/Jackson Memorial Medical Center, Miami, FL
 University of Oklahoma Health Science, Oklahoma City, OK
 University of Rochester Counseling, Rochester, NY
 University of South Florida Mental Health Institute, Tampa, FL
 University of Virginia Counseling Center, Charlottesville, VA
 USAF Medical Center, San Antonio, TX
 Vanderbilt University VAMC, Nashville, TN
 VA Connecticut Healthcare System, West Haven, CT
 VA Medical Center, Togus, ME
 VA New Jersey Healthcare System, East Orange, NJ
 Walter Reed Army Medical Center, Washington, DC
 Westchester Jewish Community Services, Hartsdale, NY
 Wright-Patterson USAF Medical Center, Dayton, OH
 Yale University School of Medicine, New Haven, CT

College of Psychology Organization

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Mindy Ma, Ph.D., Associate Dean
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Tara Jungersen, Ph.D., Chair, Department of Counseling Psychology
Glenn Scheyd, Ph.D., Chair, Department of Psychology and Neuroscience

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Oscar & Beatrice Bekoff
The McCormick Foundation
The Segal Family
The Lane Family
Albert Goldstein
Sylvan Klein

Faculty Professional Interests
Full-Time Faculty
2017-2018

Amarilis Acevedo, Ph.D., ABPP, University of California, associate professor. Geriatric psychology; neuropsychological assessment.

Jonathan Banks, Ph.D., University of North Texas, associate professor. Impact of stress on cognitive processes; working memory and executive functioning; mind wandering; change and inattention blindness; self-control and ego depletion.

Soledad Arguelles-Borge, Ph.D., Nova Southeastern University. Adult caregiving issues, impact of culture on caregiving, best practices for writing dissertation.

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, associate professor. Behavioral measures of cognitive flexibility; understanding the neural correlates of response inhibition; psychophysics.

Paula Brochu, Ph.D., University of Western Ontario, Canada, assistant 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.

Stephen N. Campbell, Ph.D., Howard University, associate professor. General clinical/community psychology of social change; dual diagnosed; program design and consultation; conduct disorder.

Peter Caproni, Ph.D., Adelphi University, assistant 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, associate professor. Cognitive

psychology; cognitive neuroscience; memory development.

Travis Craddock, Ph.D., University of Alberta, assistant professor. Cellular information processes: Molecular Neuroscience; biophysics of neurological/neurodegenerative diseases: Alzheimer's, Parkinson's Traumatic Brain Injury; network theory in systems biology.

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, assistant 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, associate 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.

Frank A. De Piano, Ph.D., University of South Carolina, professor. Professional interests include hypnosis (past president of Division 30, Psychological Hypnosis), community psychology, health and medicine, and the development of models for professional training of psychologists.

Jan Faust, Ph.D., ABPP, University of Georgia, professor. Child-clinical and pediatric psychology: child abuse (sexual and physical) and neglect; child treatment outcome research; PTSD in children and adolescents; child adjustment to acute and chronic medical conditions; lifespan psychosis.

Mercedes Fernandez, Ph.D., University of Arizona, associate professor. Neuropsychology; human electroencephalography; executive control in bilinguals.

Ana Imia Fins, Ph.D., University of Miami, associate professor. Health psychology, sleep medicine; insomnia; chronic fatigue syndrome; posttraumatic stress disorder; periodic limb movement disorder.

Diana Formoso, Ph.D., Arizona State University, assistant 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.

Barbara Garcia-Lavin, Ph.D., Nova Southeastern University, assistant professor. Areas of clinical and research interests include: psychological assessment, training/supervision,

autism and developmental disabilities, youth aggression and conduct problems, health psychology, and school psychology.

Steven N. Gold, Ph.D., Michigan State University, professor. Adult survivors of childhood sexual abuse; dissociative disorders; psychological trauma and post-traumatic stress disorder; sexual addiction; doctoral level clinical training; hypnotherapy; interpersonal, family, and systems theory and intervention; psychotherapy case conceptualization and treatment planning.

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.

Tara Jungersen, Ph.D., University of Tennessee, associate professor. Counseling preparation; vicarious trauma; adults in transition; women's issues.

Elda Kanzki-Veloso, Ph.D., Barry University, associate 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, associate professor. Community mental health, chronic pain, eating disorders, domestic violence, child and adolescent treatment and post-traumatic stress disorder.

Alan D. Katell, Ph.D., West Virginia University, professor. Assessment and treatment of eating disorders; psychological factors in cardiac rehabilitation; exercise promotion and maintenance; health psychology; coping with chronic illnesses and other physical challenges.

Tom Kennedy, Ph.D., University of Miami, 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.

Christina Ladd, Ph. D., Florida Atlantic University, assistant professor. Case conceptualization; competency-based psychotherapy skills; self-efficacy; mindfulness; interactive effects of mind, body, and spirit on wellness; stress management; developing resilience.

John E. Lewis, Ph.D., Syracuse University, professor. Intercultural psychotherapy and

assessment; counseling and psychotherapy with prison populations; educational and vocational assessment and counseling; school psychology; international perspectives.

Mindy Ma, Ph.D., University of Miami, professor. Cardiovascular behavioral medicine; HIV prevention; minority health; health risk behaviors; stress and coping.

W. Bradley McKibben, Ph.D., University of North Carolina at Greensboro, assistant professor. Clinical supervision; professional counselor development.

Madhavi Menon, Ph.D., Florida Atlantic University, associate 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.

Stephen C. Messer, MA, Ph.D., University of Mississippi, Oxford, associate professor. Research methods; multivariable statistics, latent variable models, longitudinal design and analysis; diagnostic validity and measurement; developmental epidemiology and psychopathology; military psychology and combat-related PTSD.

Timothy R. Moragne, Psy.D., Wright State University, professor. Minority issues; health psychology; community psychology; human sexuality; psychological aspects of AIDS; AIDS and minorities.

Barry Nierenberg, Ph.D., ABPP, University of Tennessee, associate 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. The business of psychology and professional credentialing.

James Pann, Ph.D., University of Miami. Use of program evaluation approaches to study and improve programs in the following areas: domestic violence and specialty courts, mental illness and homelessness, youth gang involvement, women's health promotion and prevention, nutrition and physical activity interventions, and out-of-school services.

Carly Paro, Ed.D., Argosy University-Sarasota, assistant professor. Multicultural counseling, social justice, social class, self-harm and suicidal ideation in adolescents and young adults.

Scott Poland, Ed.D., Ball State University, professor. Professional experience has included leading national crisis teams and primary interests are suicide intervention, crisis intervention, youth violence, self-injury, school safety and delivery of psychological and counseling services in schools.

Patrick Powell, Ed. D., Argosy University, assistant 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, assistant 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. Emphasis on disruptive behavior (i.e., attention deficit/hyperactivity disorder, oppositional defiant disorder, conduct disorder). Interventions are behaviorally-based, empirical, and focus on parent disciplinary practices, problem-solving, and skills building.

Glenn Scheyd, Ph.D., University of New Mexico, associate professor. Evolutionary psychology; human mate selection; individual differences in attractiveness perception; intrasexual competition.

Barry A. Schneider, Ph.D., Columbia University, professor. Psychodiagnosis and personality evaluation; integrated psychotherapy; medical psychotherapy; rare neurological disorders.

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.

David Shapiro, Ph.D., ABPP, University of Michigan, professor. Forensic psychology; mental health law; forensic and clinical assessment; expert witness testimony; malingering; legal and ethical issues.

Aya Shigeto, Ph.D., University of Illinois, assistant professor. Social and emotional development in infancy and early childhood; family systems theory; child temperament; parenting behavior; parent-child relationships.

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.

Mark B. Sobell, Ph.D., ABPP, University of California at Riverside, professor. Substance use disorders, especially alcohol use disorders; behavior therapy; motivational interventions; treatment outcome evaluation; public health approach; processes of persuasion and behavior change; philosophy of science.

Valerie Starratt, Ph.D., Florida Atlantic University, associate 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, Gainesville, assistant 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, assistant 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, associate professor. Physiological consequences of stress; influence of emotion on attention; influence of sleep loss on cognition and emotion.

Mercedes B. ter Maat, Ph.D., LPC, ATR-BC, Virginia Polytechnic Institute and State University, associate professor. School counseling, mental health counseling, supervision; multicultural counseling; art therapy.

Eric S. Thompson, Ph.D., University of Florida, assistant 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. assistant 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 Valenzuela, Ph.D., University of Miami, assistant 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, assistant professor. Applied Behavior Analysis; Developmental Disabilities; Life-Span Human Development; Autism

Angela Waguespack, Ph.D., Louisiana State University, associate professor. Psychological, psychoeducational and functional behavior assessment; school- based consultation; psychological services within schools; behavioral interventions with children and adolescents.

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.

Bernard Eingold, Ph.D., University of Florida. Individual psychotherapy; marital and couple therapy; psychodiagnosis.

Tom Fagan, Ph.D., Virginia Tech. Forensic psychology.

A. Eugene Shapiro, Ph.D., ABPP, New York University. Psychodynamic psychotherapy; health services delivery systems; third-party reimbursement for mental health services; communicative processes in psychotherapy; professional issues.

Allan Schulman, Ph.D., Pennsylvania State University. Animal behavior, ethology, behavioral ecology.

Lenore Walker, Ed.D., ABPP, Rutgers, State University of New Jersey, professor. 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

Maribel Del Rio-Roberts, Psy.D. Nova Southeastern University. Autism and developmental disabilities, infant mental health, pediatric psychology, play therapy, parenting, health psychology, and psycho-educational assessment of children and adolescents.

W. Alex Edmonds, Ph.D., Florida State University. Educational psychology, performance psychology, program evaluation, statistics and measurement.

Michelle Gagnon Blodgett, Psy.D., Nova Southeastern University. Geropsychology, interdisciplinary healthcare teamwork, mental capacity, elder abuse, well-being in later-life.

Donna Hillier, Psy.D. Nova Southeastern University. Director of academics at the Mailman Segal Center for Human Development and director of training for the NSU psychology Post-Doctoral Residency Program. Clinical training, supervision and professional development; psychotherapy case conceptualization; stress management; eating disorders.

Michele McGuire, Ph.D., University of Kansas. Emotional and behavioral disorders, alternative teach education programs, alternative certification programs.

Jose A. Rey, Pharm.D., BCPP, University of Florida. Psychopharmacology, pharmacoeconomics, pain management.

Nurit Sheinberg, Ph.D., Harvard University. Early childhood development evaluation, autism, parental support.

Part-Time Core Faculty

William L. Day, Ph.D., LMHC, Florida State University. Counselor education and supervision; counseling with adolescents and adults; development and management of private practice; ethical and multicultural issues in counseling; psychopharmacology; nature-nurture considerations; life-span development; political advocacy for the counseling profession.

Scott Simon Fehr, Psy.D., Nova University. Group and individual psychotherapy; marriage counseling, corporate consultation and expert witness testimony.

Mitchell Gordon, Ph.D., ABPP, University of Mississippi. Family marital therapy; group psychotherapy; child and adolescent therapy, dually diagnosed (emotionally disturbed/mentally handicapped); relaxation training; assertiveness training; treatment program design and implementation; staff development; psychological assessment.

Denise Hildebrand, Ph.D., University of Saskatchewan. School psychology; cognitive and psychoeducational assessment; test development; intervention strategies.

James J. Kaikobad, Psy.D., Nova University. Individual, group and family therapy; neuropsychology; rehabilitation psychology; behavioral medicine; biofeedback; forensic neuropsychology.

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.

Jean Thaw, Ph.D., Louisiana State University. Eating and weight disorders; weight loss and weight gain prevention in children and adults; physical activity and health promotion;

cognitive behavioral therapy; anxiety disorders

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

Kristen Jones, Psy.D., Nova Southeastern University, assistant clinical professor; assistant Director, School Psychology Assessment and Consultation Center. School psychology; psychoeducational assessment and intervention planning, implementation, and monitoring; preschool and school mental health; assessment of autism spectrum disorders; parent-mediated interventions; and developmental-behavioral pediatrics

Maria Fimiani, Psy.D., Nova Southeastern University/Coordinator of Internship Training and Liaison Service at Broward Health Medical Center.

Lisa Lashley, Psy.D., Nova Southeastern University, assistant clinical professor, Assistant director of the Neuropsychological Assessment Center.

Ana Martinez, Psy.D., Nova Southeastern University, associate clinical professor; Director of Clinical Services. Cognitive-behavioral therapy; child, adolescent, adult, and family therapy; specialty anxiety disorders, cross-cultural issues.

Leonard Schnur, Psy.D., ABPP, Nova Southeastern University, associate clinical professor. Clinical supervision and training; interests include treatment of mood disorders for adult and adolescent populations, time-limited dynamic psychotherapy, and psychotherapy integration approaches for treatment of personality disorders.

Yukari Tomozawa, Psy.D., Nova Southeastern University, assistant clinical professor. Provides treatment for children, adolescents, and families as well as psychological testing. Interests include ADHD, Bipolar disorder, anxiety disorders and other chronic mental illnesses.

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