College of Psychology

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

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

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

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

For questions and comments about the catalog, please contact:
College of Psychology
3301 College Avenue
Fort Lauderdale, FL 33314
Phone: 954-262-5727
Email: Kirk@nova.edu
Notice of Nondiscrimination

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

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

Notices of Accreditation and Membership

Nova Southeastern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate’s, baccalaureate, master’s, educational specialist, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Nova Southeastern University. The Ph.D. and Psy.D. programs in Clinical Psychology and the Psy.D. program in school 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 College's master's degree program in school counseling, and the specialist program 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). 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.
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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,

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. 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, engineering, computer and information sciences, education, medicine, dentistry, various health professions, law, marine sciences, psychology, counseling, and other social sciences.

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

Campus Facilities
Nova Southeastern University operates four campuses in the Miami to Fort Lauderdale area—the Fort Lauderdale-Davie Campus, the East Campus in Fort Lauderdale, the North Miami Beach Campus, and the Oceanographic Campus in Hollywood. The university also has campuses in the Florida cities of Miami (Kendall), Jacksonville, Orlando, Tampa, Fort Myers, Miramar, and Palm Beach, and its newest campus in San Juan, Puerto Rico. The Campus in Fort Lauderdale-Davie is located on a lush 314-acre site 10 miles inland from the Atlantic Ocean and readily accessible via several highways and Florida’s Turnpike. The Fort Lauderdale-Davie Campus is the central location for most of NSU’s colleges with state-of-the-art classrooms, laboratories, patient simulation facilities, auditoriums, and computer centers.
NSU’s Fort Lauderdale-Davie Campus is home to the Rose and Alfred Miniaci Performing Arts Center, and the Alvin Sherman Library Research and information Technology Center, which serves the university and the residents of Broward County in a unique private-public partnership. NSU’s library system, composed of the Alvin Sherman Library, Health Professions Division Library, Panza Maurer Law Library, the William S. Richardson Ocean Sciences Library, and four junior K-12 school libraries contribute to NSU’s strong academic research environment.

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

Seven residence halls at the Fort Lauderdale-Davie Campus serve undergraduate and graduate students, including The Commons, a modern, 501-bed residence hall.

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

For a full overview of NSU’s campuses and facilities, refer to the Fact Book.
COLLEGE OF PSYCHOLOGY

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

Academic Calendar
The academic calendar is published annually and can be found on the College’s website: https://psychology.nova.edu/students/current-students.html

Academic Programs

Master of Science Programs

Counseling
The master’s degree in Counseling offers individuals the opportunity to earn a degree with concentrations available in Clinical Mental Health Counseling, School Counseling, Substance Abuse Counseling, Substance Abuse Counseling and Education, and Applied Behavior Analysis. The Clinical Mental Health Counseling concentration is offered on-campus, at several regional campuses, and online with field experiences and a residential institute. The School Counseling concentration is offered on-campus and periodically at regional campuses. The Substance Abuse Counseling/Education and Applied Behavior Analysis concentrations are offered online.

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

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

**Forensic Psychology**
The master’s degree program in Forensic Psychology is an online program that presents information at the intersection of legal issues and psychology. Students will gain knowledge on the role of forensic psychologists, as well as be prepared to apply this training in a variety of professional contexts. This degree program will provide students with the professional training necessary to function at an optimal level in a variety of forensic settings where psychology is used, including court cases, law enforcement, criminal justice, national security offices, prisons, social services agencies, child welfare agencies, and treatment facilities.

**Specialist Degree Program**

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

**Doctoral Programs**

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

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

**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.

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

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

**Doctoral Internship Programs**
The College of Psychology 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 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 college’s faculty and other leading professionals within the field, these courses offer the latest information in psychology and mental health in both a practical lecture and hands-on format. Workshops are specifically designed to meet the needs of postgraduate professionals in the field.

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

Clinical social workers, mental health counselors, and marriage and family therapists
Nova Southeastern University's College of Psychology is approved to offer continuing education by the State of Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling. Provider # BAP 330 – exp. 03/31/2019. NSU is also approved by the National Board for Certified Counselors.

School psychologists
Nova Southeastern University's College of Psychology is approved to offer continuing education by the State of Florida Board of Medical Therapies/Psychology, Office of School Psychology. Provider # SCE 11 – exp.11/30/2019.

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 innovative basic and applied research. The college is distinguished by its special commitment to research geared toward understanding and resolving problems confronting modern society. In addition to ongoing faculty research, undergraduate and master’s students may and every doctoral student must engage in research activities, thereby multiplying the efforts and expertise required to understand the complexities of psychological disorders. Below are examples of active research within the College of Psychology.

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<th>Neuro-inflammation in complex chronic illness</th>
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<td>Mindfulness meditation</td>
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<td>Minority health and health disparities</td>
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<td>Motivational interviewing</td>
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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, or students, whether funded or unfunded, must receive approval from the Institutional Review Board (IRB). All faculty members, staff, and students involved in research studies must complete an on-line course on the protection of human subjects (CITI course). All IRB policies and procedures can be accessed at the IRB website: [http://www.nova.edu/irb/manual/policies.html](http://www.nova.edu/irb/manual/policies.html).

**Clinical Services**

The Nova Southeastern University Psychology Services Center, housed within the College of Psychology, provides services to all residents of the tri-county area, including children, adolescents, adults, and elderly clients, regardless of race, color, sex, age, non-disqualifying disability, religion or creed, sexual orientation, or national or ethnic origin.
The Psychology Services Center’s clinical staff consists of professionals in psychology. More than 100 College of Psychology masters, specialist, and doctoral students receive practicum training within the Psychology Services Center. Services offered by the Psychology Services Center include the following:

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

**Adult Services Program**

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

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

**Faculty Specialty Clinical Training Programs**

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

**ADHD Assessment Consultation & Treatment Program.** This program serves children 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 cutting-edge research. Domains of treatment include phobias, generalized anxiety, social anxiety, and panic disorders. In addition, a specialized track within the program offers treatment for obsessive-compulsive disorder, body dysmorphic disorder, hoarding, hair pulling and skin picking, and tic disorders.

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

**Child and Adolescent Traumatic Stress Program.** The NSU Child and Adolescent Traumatic Stress Program (CATSP) provides children, and adolescents (from birth to 18 years) who are experiencing post-trauma symptoms with specialized psychological services to help them gain greater satisfaction in their lives. In addition to the availability of services for children and adolescents, the families of these traumatized children may also obtain services. Special populations served include: 1) children who are experiencing psychological problems and physical complaints as a result of suffering some type of trauma; 2) children who have experienced trauma as a function of witnessing violence, automobile accidents, school shootings, or natural disasters; 3) children and adolescents who have been abused and are experiencing elimination disorders (wetting and soiling), nightmares, regressive behavior, fear and avoidance, and other problems associated with post-traumatic stress disorder; 4) children with acute, chronic, and/or genetic medical disorders who are exhibiting a traumatic stress reaction related to the medical problem. Services are also offered to families of children with these medical disorders. CATSP also houses the division of Forensic Family Psychology Program of CATSP which serves individuals and/or families that have been ordered by the court to complete psychological evaluations, family therapy, reunification therapy, or parent effectiveness and empathy training. Often these services are rendered as part of a multi-disciplinary team including guardians ad litem and other community professionals.

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

**Guided Self-Change Healthy Lifestyles Program.** The Guided Self-Change (GSC) Healthy Lifestyles outpatient program at Nova Southeastern University's College of Psychology offers a unique short-term, evidence-based, non-12 step alternative treatment for substance use disorders. The treatment is not available elsewhere in Florida and has been recognized in the Surgeon General's report Facing Addiction in America (November 2016) as an appropriate treatment for individuals who have mild alcohol or drug problems. The GSC program which has been evaluated and is available in both English and Spanish is a motivational cognitive-behavioral harm reduction treatment developed in 1984 by Drs. Linda and Mark Sobell. The clinic offers services for individuals concerned about their use of alcohol, other drugs (prescribed and non-prescribed), or their use of tobacco products. It also offers services for individuals who have difficulties falling asleep or staying asleep, who want to develop a healthier lifestyle, lose weight, exercise more, quit gambling, or reduce internet or video game use. The program, evaluated in over 12 clinical studies, empowers people to take responsibility for their own change and utilize personal strengths for setting and achieving goals. Services are available in English and Spanish.

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

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

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

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

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

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

**Library Resources**

At the heart of the NSU main campus is the Alvin Sherman Library, Research, and Information Technology Center. Standing five stories high, the library offers wireless access throughout the building; 23 study rooms; a collaborative study room; five meeting rooms; the Cotilla Gallery with ongoing exhibits; the Weiner Holocaust Resource and Reflection Center; 1,000 user seats; and a cafe. Staffing consists of professional librarians and support staff who provide assistance in accessing the collection of books and other materials including e-books and e-journals available through over 500 databases as well as provide instructional assistance. The Library also has an active schedule of programming for all ages. The Sherman Library is a joint use facility with the Broward County Board of County Commissioners. The Library provides access to the Foundation Directory Online and other funding resources, in cooperation with the New York-based Foundation Center, serving the research needs for people who apply for grants and solicit funds from foundations.

The NSU Libraries system is composed of the Alvin Sherman Library, Health Professions Division Library, Panza Maurer Law Library, and the Oceanographic Campus Library. The holdings of all of the NSU libraries are accessible online to NSU students, faculty and staff, both on campus and off. Online databases along with traditional holdings provide full-text resources for books and periodicals. Interlibrary Loan is available through regional and national 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) and provide broad access to a wide range of materials to supplement the NSU Libraries.
For further information on the NSU libraries, visit http://www.nova.edu/community/libraries.html

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.

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

Online Course Access
The university uses a secure course management platform for developing and delivering interactive courses and their components over the Web. Students are granted access to this platform based on registration for online courses. Students must use their SharkLink login and password in order to access their online courses. All online students must use this platform when communicating with their program. Course communication will be done through the particular course that the student is attending. Online courses can be accessed through Canvas at (https://sharklearn.nova.edu).

NSU Email
All official NSU business, such as information on accounts, financial aid, class emails, etc., is done through students’ NSU email accounts. Students can access NSU email by logging into sharkmail.nova.edu. Students’ SharkLink ID serves as their NSU email username.

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

Financial Aid, Employment, and Scholarships

- **Financial Aid.** Financial aid information can be found at: http://www.nova.edu/financialaid/

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

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

- **Nova Southeastern University Assistantships.** The Graduate Assistant for Student Counseling is a graduate assistantship within the Division of Student Affairs and College of Undergraduate Students for a doctoral student in Psychology, or Mental Health Counseling. This assistantship may include but not limited to housing, meal plan, partial tuition waiver, and monthly stipend. Inquiries on this assistantship should be directed to Dr. Michelle Manley, Interim Assistant Dean of Student Development (mmichell@nova.edu).

- **College of Psychology Assistantships.** Assistantships are available for advanced doctoral students through the college. Included are clinical positions within clinical services and faculty directed specialty clinical training programs, teaching assistantships, and research assistantships. Contact the graduate program office for information on the assistantships.

- **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/index.html](http://www.nova.edu/financialaid/scholarships/index.html)
  - [https://psychology.nova.edu/students/scholarships.html](https://psychology.nova.edu/students/scholarships.html)

**Veterans Resource Center**
The Mission of the Nova Southeastern University Veterans Resource Center (VRC) is to link veterans with university and community resources. In addition, the VRC provides a welcoming environment for student veterans to study, connect and relax. The VRC is located on the second floor of the Rosenthal Student Center in Room #218. The room is open from 7:00 am to 10:00 pm, seven days a week.

For more information about NSU’s Veterans Resource Center, Please call: (954) 262-FLAG (3524) or email vrc@nova.edu
Please support the VRC by following:
- www.facebook.com/NSUVets/
- www.instagram.com/nsuvets/

**Academic Policies**

**Attendance Policy**

**Class Attendance.** Students are expected to attend all scheduled classes, including but not limited to lectures, laboratories, studios, clinical rotations, and online activities. Students are required to arrive on time and to fulfill all course requirements set by the instructor. A strong positive
correlation exists between class attendance and academic performance.

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

Illness & Special Circumstances: The Office of Student Disability Services (http://www.nova.edu/disabilityservices/index.html) can review documentation to verify absences due to temporary injuries or family emergencies. The most common examples of temporary injuries are broken bones, sprains, hospitalization, or recovery from a medical procedure/surgery. The most common examples of family emergencies are birth of a child, death of an immediate family member, or hospitalization of an immediate family member. Following review, the office will communicate with the instructor requesting an excuse of absences.

**Religious Holidays.** Students should notify the instructor of their intention to take off for religious holidays during the first week of the semester. If the religious holiday coincides with an examination, arrangements should be made to set an alternative date at the NSU Tutoring and Testing center as appropriate. http://www.nova.edu/tutoring-testing/index.html

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

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

**Military Leaves of Absence.** Students in the military whether active, reserve, or national guard desiring to take a leave of absence because of military deployment Nova Southeastern University or changes in orders may request a leave of absence for the duration of the time indicated in their orders. To request a military leave of absence, students must contact their academic advisor.

**Weekend Format Courses.** Absences from any part of the weekend format courses will necessitate a withdrawal from the course.

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

**Grading System**
Instructors assign grades based on criteria established in course syllabi.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points or Percentage Earned</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.75</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>3.50</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.75</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td>2.50</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.75</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Programs may also use the following grades: P (Pass), I (Incomplete), W (Withdrawn), AU (Audit), and TR (Transfer). The grade of PR (Progress) may be used for programs with a thesis or dissertation in which a student continues to demonstrate progress toward the completion of said requirement. Programs with clinical rotations, internships, or externships in which grades may not be available within the university’s approved grading period may use the IP (In Progress) grade.

**Grade Reports**
Student grades are disseminated online via SharkLink at https://sharklink.nova.edu. Legal provisions prohibit the release of personally identifiable information to anyone other than legally authorized persons. Students are permitted to inspect, review, and challenge such information as provided by law.

**Incomplete**
A grade of Incomplete (I) is issued in rare cases because of unusual and exceptional circumstances. Students are only eligible for an Incomplete if:

- 50% of the coursework has been completed with a passing grade.
- The remaining coursework must be completed in a time frame agreed upon by the faculty member and not exceeding 10 calendar weeks from the last day of the semester.

It is the student’s responsibility to consult the faculty member regarding an Incomplete request. Based on the unusual and exceptional circumstances surrounding the Incomplete request, documentation may be required to be submitted. Both the student and faculty member must sign the Incomplete Grade Agreement Form/Contract prior to the end of the course, and agree upon its conditions.

If the student does not complete the coursework within the agreed upon time period, the Incomplete grade will be changed to the grade earned based on the work accepted by the instructor to date as
stipulated in the contract or agreement; the student only gains points for assignments completed that were included in the incomplete agreement. A student who is absent at the final examination without prior approval is generally not eligible to receive an Incomplete grade.

Incompletes that have not been addressed by the student and college will ultimately be converted to a Failing grade after 1 year from the end of the term.

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

- a. Course Instructor/Supervisor
- b. Director of Training (for clinical and school programs only)
- c. Program Director (for experimental, general, and forensic psychology only)
- d. Program Coordinator (for counseling only)
- e. Department Chair (final level of appeal)

A candidate seeking to resolve a grade problem or dispute through the administrative channels cited above must initiate such action in writing within five (5) business days (excluding official school holidays and weekends) from the date that the grade was recorded on WEBSTAR. The grade appeal should include a concise statement of the basis of the appeal and shall not exceed one (1) page. The candidate will then have five (5) days from the time of notification of the decision at each level in order to proceed to the next level in the administrative channels cited above (i.e., if the candidate receives notification of an unfavorable decision by the course instructor/supervisor, the candidate must proceed with his/her appeal to the program administrator within five days of said notification). Where a candidate fails to either initiate this process or proceed through this process within the specified time frame, the candidate will be deemed to have waived his/her right to dispute the grade in question.

In the case of a grade dispute or other appeals relating directly to a candidate’s academic performance, an administrator may not substitute his/her judgment for the performance appraisal of the faculty member rendering the grade or assessing the candidate’s work.

**Student Conduct – Academic Integrity**

**Standards of Conduct**
Students should refer to the full Code of Student Conduct and Academic Responsibility in the NSU Student Handbook (http://www.nova.edu/student-handbook). Nova Southeastern University has established clear expectations regarding student conduct and academic responsibility. When these standards are violated, significant disciplinary action can be expected, including expulsion from the university. Students are expected to abide by all university, college, and program rules and regulations as well as all federal, state, and local laws. Students are also expected to comply with the legal and ethical standards of their chosen fields of study.
**Academic Integrity in the Classroom**
The university is an academic community and expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. Faculty members are committed to uphold the standards of academic integrity and do their utmost to prevent academic misconduct by being alert to its possibility. If academic misconduct is detected, the faculty member communicates with the student and takes appropriate grade actions within the scope of the course. Depending on the severity or reoccurrence of the academic misconduct, faculty members file a report with the Professional Standing Committee via the Office of the Dean.

Refer to the NSU Student Handbook (http://www.nova.edu/student-handbook) and the specific program handbook for information on the NSU academic standards.

**Violations of Standards**
Violation(s) of any 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 department chairs 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.

**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 or associate 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.
Title IX Misconduct

Nova Southeastern University is committed to maintaining a safe and healthy educational environment that is free from discrimination, harassment, and misconduct based on race, religion/creed, sex (including sexual orientation), disability, age, or military/veteran status. The university is committed to taking immediate action to eliminate any harassment, prevent its recurrence, and address its effects. Any student or employee found to have engaged in acts of harassment are subject to the University Disciplinary process, including potential suspension or expulsion for students, and suspension or termination for employees.

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

Laura Bennett  
Title IX Coordinator  
(954) 262-7858  
Laura.bennett@nova.edu
Information about NSU’s Title IX/Sexual Misconduct policy, confidential resources, rights of all parties, definitions and examples of prohibited behaviors, and the procedures for investigating and resolving reports of sexual misconduct is available on the Title IX website at nova.edu/title-ix. Individuals may report incidents through a secure online form on the Title IX website and/or may contact the Title IX Coordinator directly. The Title IX Coordinator also assists students in learning about their protections under Title IX, such as those for pregnant/parenting students as well as those who may have experienced sexual violence on- or off-campus that affects their ability to participate in an NSU educational program or activity.

MASTER’S PROGRAMS

The College of Psychology houses four master’s degree programs that collectively cover a wide range of specializations, from advanced training in basic scientific research to mental health and substance abuse counseling. Each master’s program, Experimental Psychology, General Psychology, Forensic Psychology, and Counseling, is tailored to the unique needs of its students, whether that is to prepare for advancement to doctoral level training, to engage in continued development as an active professional, or to acquire the necessary skills to serve the community in a variety of counseling capacities.

Admission Requirements

Experimental, General, and Forensic Psychology Programs

To be considered for admission to graduate study in the master’s program in Experimental, General, and Forensic Psychology, the applicant must have a bachelor's degree from a regionally-accredited or internationally-recognized institution. The applicant is required to present evidence of scholastic ability and a strong interest in the area of psychology. For the Experimental Psychology program, the preferred applicant should have a GPA of 3.0 and combined verbal and quantitative GRE score of 300. For the General Psychology program, 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). For the Forensic Psychology program, 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.

To apply for admission to these programs, prospective students must each submit:

1. Completed online application.
2. $50 nonrefundable application fee (due at time of application).
3. Transcripts from all previously attended higher-education institutions to be mailed directly from the institution to the Nova Southeastern University. International Students should visit http://www.nova.edu/internationalstudents/ for further information.
4. If courses from one college/university appear on another college’s/university’s
transcript, students are still required to submit an official transcript from the college or university where they originally completed the course work. If the initial transcript forwarded does not reflect degree conferral or final semester grades, students must forward a final transcript as soon as this information becomes available.

5. Official GRE report. **The GRE is required for Experimental Psychology. It is optional and may be used to supplement the application (i.e. academic record) for General Psychology and Forensic Psychology.**

6. Official GRE score for the Subject Test in Psychology (**required only for Experimental Psychology applicants who did not major in psychology as undergraduates**).

7. Personal statement of approximately 500 words on the applicant’s objectives in applying to the program.

8. Two letters of recommendation on official letterhead from professionals who can speak to the applicant’s academic and scholarly accomplishments (e.g., professors familiar with the student’s previous academic work) for the General and Forensic programs. **Three letters are required for the Experimental Psychology program.**

9. 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

**Application Deadlines.** For the Experimental Psychology program, 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. For the General and Forensic Psychology programs, students may be admitted for fall, winter, or summer sessions.

**Counseling Program**
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 is preferred, and/or demonstrate aptitude to work in counseling through professional, volunteer, research, or personal experience. 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. Recommendation letters should address the applicant’s ability to complete the Counseling program, maturity and emotional stability, oral and written communication skills, empathy with or sensitivity to others, and the ability to work with a diverse clientele.
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. In 5 distinct paragraphs (using the questions below as headings for your responses), please tell us in no more than 800 words: (1) your interest in pursuing your selected concentration offered in the Master’s in Counseling (Clinical Mental Health Counseling, School Counseling, Applied Behavior Analysis, or Substance Abuse Counseling); (2) how this interest is relevant to your career and personal goals; (3) your potential for graduate-level study (e.g., your understanding of the demands of graduate level work and the personal characteristics that you
possess that will aid in your success in a masters level program); (4) a specific experience in your life that illustrates your awareness in understanding the importance of and respect for cultural differences; and (5) your potential for forming effective counseling relationships (e.g., your professional behavior, ethical values, attitude and insight, and communication style that would assist you in forming professional helping relationships).

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. An interview may be required for admission to the program.

Non-degree-seeking Students:

1. Complete the master’s programs application form online.

2. Include, with the application, payment for $50 (nonrefundable application fee). Submit two academic or professional letters of recommendation from professors, employers, supervisors, or similar persons most familiar with your work. Recommendation letters should address the applicant’s ability to complete the Counseling program, maturity and emotional stability, oral and written communication skills, empathy with or sensitivity to others, and the ability to work with a diverse clientele.

3. 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.

4. For the Clinical Mental Health Counseling Program, submit a letter specifying desired course work.

5. 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.

6. For the non-degree ABA concentration, supply official transcripts showing evidence of having a minimum of a Master’s degree in Education, Psychology, or ABA from a regionally accredited institution.

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 Deadline: 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.

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.

2018 – 2019 Master’s Programs 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.
<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Cost Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$755 per credit hour</td>
</tr>
<tr>
<td>Student Services Fee</td>
<td>$450 per semester (for enrollment of 4 or more credits)</td>
</tr>
<tr>
<td></td>
<td>$225 per semester (for enrollment of under 4 credits)</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$50 (non-refundable)</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$30 per semester</td>
</tr>
<tr>
<td>Late Registration Penalty</td>
<td>$50 per semester</td>
</tr>
<tr>
<td>Late Payment Penalty</td>
<td>$100 per semester</td>
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<tr>
<td>Textbooks</td>
<td>$80-200 per course (approximate cost)</td>
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<tr>
<td>Practicum Fee</td>
<td>$750 (Online Counseling Students-ONE TIME FEE)</td>
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<tr>
<td>Professional Liability Insurance</td>
<td>$10 per semester</td>
</tr>
<tr>
<td>Fingerprinting/Background Checks</td>
<td>Fee determined by agency</td>
</tr>
<tr>
<td>Counselor Preparation Comprehensive Exam (CPCE)</td>
<td>Extra exam fees may apply depending on where students elect to take the CPCE</td>
</tr>
<tr>
<td>Application for Degree Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$10 per transcript</td>
</tr>
</tbody>
</table>

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

### Master’s Programs Policies

#### Registration
All students admitted to a master’s program 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. For the counseling program, students are required to be in continuous enrollment all three semesters. 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, college, and university requirements will be in effect.

#### 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 College’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.

#### 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 professional dispositions and readiness for practicum (counseling students only), and a comprehensive examination. For the counseling program, the comprehensive examination is only required for the clinical mental health counseling students only. Evaluation provides students with relevant feedback concerning their performance and ensures high standards for the profession. Areas of evaluation include academic achievement, responsible behavior, intrapersonal behavior, and interpersonal behavior. Student advisement on relevant information, including practicum evaluations (for counseling
students), is available through the program director or academic advisor.

**Length of Degree Completion**

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. For the counseling program, any approved leave of absence not exceeding one-year will not count toward the five-year maximum.

**Experimental Psychology**

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

**Program Requirements**

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, in the form of a thesis;
3. Demonstrate the ability to write experimental reports using APA format and language of the discipline.

**Major Course Requirements (33 credits)**

**Core Courses (12 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5100</td>
<td>Behavioral Neuroscience (3 credits)</td>
</tr>
<tr>
<td>PSYC 5200</td>
<td>Cognitive Psychology (3 credits)</td>
</tr>
<tr>
<td>PSYC 5300</td>
<td>Developmental Psychology (3 credits)</td>
</tr>
<tr>
<td>PSYC 5400</td>
<td>Social Psychology (3 credits)</td>
</tr>
</tbody>
</table>

**Required Methodology Courses (9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5900</td>
<td>Psychological Quantitative Methods I (3 credits)</td>
</tr>
<tr>
<td>PSYC 5910</td>
<td>Psychological Quantitative Methods II (3 credits)</td>
</tr>
<tr>
<td>PSYC 5920</td>
<td>Research Methods in Experimental Psychology (3 credits)</td>
</tr>
</tbody>
</table>

**Thesis (6 credits)**
PSYC 6000 Master’s Thesis (3 credits, repeatable)

**Elective Courses (6 credits)**
- PSYC 5110 Sleep, Dreams, and Consciousness (3 credits)
- PSYC 5120 Comparative Psychology (3 credits)
- PSYC 5210 Sensation and Perception (3 credits)
- PSYC 5310 Seminar in Self-concept Development (3 credits)
- PSYC 5320 Seminar in Gender and Development (3 credits)
- PSYC 5330 Seminar in Social and Personality Development in Childhood (3 credits)
- PSYC 5410 Evolutionary Psychology (3 credits)
- PSYC 5430 Interpersonal Perception (3 credits)
- PSYC 5440 The Social Self (3 credits)
- PSYC 5510 Personality and Individual Differences (3 credits)
- PSYC 5520 Applied Behavior Analysis (3 credits)
- PSYC 5600 History and Systems in Experimental Psychology (3 credits)
- PSYC 5700 Grant Writing and Getting Published (3 credits)

**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.

**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.

**Academic Standing**
Students admitted into the program are on track for degree candidacy without an additional formal matriculation process. Students must maintain a cumulative grade point average of 3.0 or greater 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. Students who receive two grades below a B
minus (B-) or a grade of F in any course will be dismissed from the program.

**Length of Program**
The average length of time to complete the program is 2 years.

**Sample Curriculum**

<table>
<thead>
<tr>
<th>Year 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>PSYC 5200</td>
<td>Cognitive Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 5400</td>
<td>Social Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 5920</td>
<td>Research Methods</td>
</tr>
<tr>
<td>Winter</td>
<td>PSYC 5100</td>
<td>Behavioral Neuroscience</td>
</tr>
<tr>
<td></td>
<td>PSYC 5300</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 5900</td>
<td>Psychological Quantitative Methods I</td>
</tr>
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</table>

<table>
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<tr>
<th>Year 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>PSYC 5910</td>
<td>Psychological Quantitative Methods II</td>
</tr>
<tr>
<td></td>
<td>PSYC 5410</td>
<td>Evolutionary Psychology *</td>
</tr>
<tr>
<td></td>
<td>PSYC 6000</td>
<td>Master’s Thesis</td>
</tr>
<tr>
<td>Winter</td>
<td>PSYC 5510</td>
<td>Personality and Individual Differences *</td>
</tr>
<tr>
<td></td>
<td>PSYC 6000</td>
<td>Master’s Thesis</td>
</tr>
</tbody>
</table>

* Electives are selected at the cohort level, with consideration given to student interests and faculty availability.

**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 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. Prerequisite: Permission of Department Chair.
General Psychology

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

Program Requirements

A student must complete all course work required for the degree with a minimum grade point average of a 3.0 and successfully pass the comprehensive examination. The Master of Science in General Psychology program requires a minimum of 30 graduate credits.

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 in General Psychology. 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.

Candidacy (Matriculation)

Students are admitted into graduate study 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. 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.

Academic Standing (Following Matriculation)
Students must maintain a cumulative grade point average of 3.0 or greater throughout the program. In addition, other minimum requirements are in existence. Failure to meet these requirements will result either in academic probation or dismissal as detailed below.

**Probation**
Academic probation will occur automatically when any of the following conditions exist:

1. The cumulative grade point average falls below 3.0
2. A grade of “F” is received.
3. Three concurrent incompletes (I) appear on the transcript.

The student, the director of the program, and the Office of Student Financial Services will be notified in writing of the student’s probationary status. A student is allowed one year (excluding leaves of absence) to remove probationary status. Academic probation may affect the student’s financial aid status.

**Dismissal**
Automatic dismissal from any graduate program in the College of Psychology will occur when any of the following conditions exist:

1. Academic probation extends beyond one year.
2. More than 2 grades below B are received.
3. Two grades of F are received.

**Length of Program**
The average length of time to complete the program is 1 1/2 years.

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

**Core Foundational Requirements (12 credits)**
- PSY 0600 Cognitive Psychology (3 credits)
- PSY 0601 Behavioral Neuroscience (3 credits)
- PSY 0605 Human Growth and Development (3 credits)
- PSY 0607 Social Psychology (3 credits)

**Core Methodology Requirements (9 credits)**
- PSY 0609 Individual Evaluation and Assessment (3 credits)
- PSY 0611 Research Design (3 credits)
- PSY 0613 Psychological Quantitative Methods (3 credits)
Concentration Requirements: General Psychology Option A (9 credits)
PSY 0614 Adult Psychopathology (3 credits)
PSY 0615 Human Sexuality * (3 credits)
PSY 0616 History and Systems of Psychology (3 credits)

Concentration Requirements: General Psychology Option B (9 credits)
PSY 0617 Master’s Thesis * (6 credits)
PLUS 3 credits from the following:
PSY 0614 Adult Psychopathology (3 credits)
PSY 0615 Human Sexuality * (3 credits)
PSY 0616 History and Systems of Psychology (3 credits)

Concentration Requirements: Applied Health Science (9 credits)
PSY 0620 The Business of Psychology (3 credits)
PSY 0633 Interviewing Techniques * (3 credits)
PSY 0619 Psychological Aspects of Treating Disease (3 credits)

*Courses require prerequisites (see course description below)

Core Foundational Course Descriptions

PSY 0600 Cognitive Psychology (3 credits)
This course examines the various cognitive processes that affect behavior. Topics include information processing, memory, attention, unconscious processing, decision making in social context, language, and self-schemata development.

PSY 0601 Behavioral Neuroscience (3 credits)
This course emphasizes the principles of behavioral neuroscience, stressing the methods and rationales used to acquire information and reach conclusions about brain mechanisms underlying behavior. Students will survey topics related to the biology of psychology including: the basic anatomy of the nervous system, the normal physiological functions of the nervous systems, cellular electrophysiology, behavioral disorders, and brain diseases. The course also reviews current research on the role of the biological basis of behavior. The relative contribution of heredity and environment will also be examined.

PSY 0605 Human Growth and Development (3 credits)
This course examines how developmental maturation and social learning shape personality, both in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality and self-regulation, and self-concept.

PSY 0607 Social Psychology (3 credits)
This course is designed to provide graduate students with a broad overview of current theories and research in social psychology. This course will review, in detail, the scientific study of how people’s thoughts, feelings, and behaviors are influenced by the real or imagined presence of other people. Topics such as self-perception, judgment and decision-making, attitude change, conformity, social influence, obedience, attraction, love, aggression, violence, altruism, deception,
nonverbal communication, and prejudice will be covered.

Core Methodology Course Descriptions

PSY 0609 Individual Evaluation and Assessment (3 credits)
This course surveys frequently used psychological tests of aptitude, interest, and personality. Test content, purpose, psychometric properties, administration, and scoring procedures are compared and evaluated. Issues of test use with culturally diverse populations are addressed.

PSY 0611 Research Design (3 credits)
The focus of this course is research methodology and scientific thinking. It covers basic experimental designs (between and within groups), single subject experiments, group experimental designs, non-experimental designs (correlational research, case studies, meta-analysis), and program evaluation. Validity issues in research (internal and external) and research ethics are emphasized throughout.

PSY 0613 Psychological Quantitative Methods (3 credits)
This course will focus on the theory and application of the most commonly used parametric statistical methods in Psychology. Specifically, this course will explore the relationship between advanced statistical methods and psychological research methods by providing students with an advanced understanding of the univariate methods commonly used for the analysis of behavioral data.

General Psychology Concentration Courses

PSY 0614 Adult Psychopathology (3 credits)
This course covers descriptive psychopathology and research on the etiology, epidemiology, dynamics and diversity issues of major adult pathologic syndromes. It provides a thorough introduction to DSM-IV-TR as a diagnostic tool.

PSY 0615 Human Sexuality (3 credits)
This course is an overview of the basics of sexual anatomy, physiology, and development. The student will acquire an understanding of human sexual response, concepts of sex therapies, and human sexual dysfunction. Also included are methods of contraception, sex and family planning, variations of sexual behavior. Prerequisite: PSY 0605

PSY 0616 History and Systems of Psychology (3 credits)
This course will review some of the major theoretical concepts and schools of thought in the history of psychology. More specifically, the course covers the history of various psychological concepts (such as perception, memory, emotions, consciousness, self, mental illness, etc.) as interpreted by various scholars of the mind over time. A historically-informed perspective of these concepts will help students realize the subtle changes in interpreting various psychological processes and phenomena across different time periods and the connections between these changes and the larger socio-political and intellectual environments at the time.
**PSY 0617 Master’s Thesis (6 credits)**
Students will work with an NSU faculty member in creating and conducting their own research project. A thesis is an original contribution to knowledge resulting from the systematic study of a significant problem or issue. Prerequisites: PSY 0611 and PSY 0613.

**Applied Health Science Concentration Course Descriptions**

**PSY 0619 Psychological Aspects of Treating Disease (3 credits)**
This course will explore both the strengths and limitations of utilizing a strict bio-medical model for treating disease. Current research on the effective management of pain and chronic disease will be reviewed and discussed from a psychological perspective. Implications for a better understanding and evaluation of psychological distress associated with chronic disease will be explored as well as research on the role of psychological support from family members and care givers.

**PSY 0620 The Business of Psychology (3 credits)**
This course will introduce students to the business of psychology. Issues related to private practice, employment, program development, and implementation will be presented. Specific topics will include: developing a private practice, surviving in a changing marketplace, marketing strategies, establishing fees, coding and reimbursement, negotiating employment contracts, and development and implementation of psychological service units.

**PSY 0633 Interviewing Techniques (3 credits)**
This is a basic course on the theoretical and practical aspects of the clinical assessment interview. Emphasis is placed on the development of communication skills, rapport building, evaluation strategies, and the consideration of diagnostic data as well as cultural/ethnic diversity, the mental status evaluation, and the ability to organize information in written and oral form. Prerequisite: PSY 0609
Forensic Psychology

The Master’s Degree Program in Forensic Psychology is an online program that presents 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.

Program 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 plus 9 credits in a specialization track of the student’s choosing. Students may choose from either Specialization Track 1: Forensic Psychology and the Legal System or Specialization Track 2: Forensic Psychology for Mental Health Workers, First Responders, and Disaster Teams. All students also must complete one of two 3-credit capstone course options: PSY 0930 Advanced Research or PSY 0931 Field Experience. It is strongly recommended that students who are seeking advanced studies beyond a master’s degree select PSY 0930 Advanced Research.

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.

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, 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 first 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 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 first four courses be permitted to take graduate level courses in the MS Forensic Psychology program.

Students with a grade point average greater than 2.5 but less than 3.0 for the first four courses may petition to 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 the MS Forensic Psychology program 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 below:

**Probation**

Academic probation will occur automatically when any of the following conditions exist:

1. The cumulative grade point average falls below 3.0.
2. A grade of “F” is received.
3. Three concurrent incompletes (I) appear on the transcript.

The student, the director of the program, and the Office of Student Financial Services will be notified in writing of the student’s probationary status. A student is allowed one year (excluding leaves of absence) to remove probationary status.

Academic probation may affect the student’s financial aid status.

**Dismissal**

Automatic dismissal from any graduate program in the College of Psychology will occur when any of the following conditions exist:

1. Academic probation extends beyond one year.
2. More than 2 grades below B minus (B-) are received.
3. Two grades of F are received.

**Length of Program**

The average length of time to complete the program is 2 years.

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

<table>
<thead>
<tr>
<th>Core Requirements (24 credits)</th>
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<tbody>
<tr>
<td>PSY 0900</td>
<td>Introduction to Forensic Psychological Science (3 credits)</td>
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<tr>
<td>PSY 0901</td>
<td>Psychopathology, Personality Disorders, and Behavioral Interventions in Forensic Settings (3 credits)</td>
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<tr>
<td>PSY 0902</td>
<td>Methods &amp; Tools of Psychological &amp; Violence Risk Assessment (3 credits)</td>
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<td>PSY 0903</td>
<td>Evaluation, Methodology, and Psychological Research (3 credits)</td>
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<td>PSY 0904</td>
<td>Ethical Concerns &amp; Multicultural Issues in Forensic Psychology (3 credits)</td>
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PSY 0906  Best Practices and Policies for the Mentally Ill in the Criminal Justice System (3 credits)
PSY 0907  Gender Violence: Domestic Violence, Sexual Assault & Child Abuse (3 credits)
PSY 0922  Communication Skills, Tools, & Expert Witness Testimony (3 credits)

**Specialization Track 1: Forensic Psychology in the Legal System (9 credits)**
PSY 0908  Psychological Issues in Dependency & Family Law Cases (3 credits)
PSY 0909  Therapeutic Jurisprudence & Problem-Solving Courts (3 credits)
PSY 0910  Assessment of Psychological Injury for Legal Cases (3 credits)
PSY 0911  Psychological Issues in Juvenile Justice Assessment & Intervention Programs (3 credits)
PSY 0912  Psychological Evaluation of Competencies, Syndromes, & Sanity Issues (3 credits)
PSY 0913  Behavioral Criminology (3 credits)

**Specialization Track 2: Forensic Psychology for Mental Health Workers, First Responders, and Disaster Teams (9 credits)**
PSY 0915  Suicide Prevention & Crisis Intervention Skills (3 credits)
PSY 0916  Trauma Informed Assessment and Intervention (3 credits)
PSY 0917  Child Maltreatment and Trauma Assessment and Intervention (3 credits)
PSY 0918  Intervening in School & Workplace Violence (3 credits)
PSY 0919  Substance Abuse, Mental Illness and Trauma (3 credits)
PSY 0920  Police Psychology (3 credits)

**Capstone Requirement (3 credits)**
PSY 0930  Advanced Research (3 credits)
PSY 0931  Field Experience (3 credits)
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.

<table>
<thead>
<tr>
<th>Year 1</th>
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<tr>
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<td>Fall</td>
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<td>PSY 0900</td>
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<td>PSY 0909</td>
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<td></td>
<td>Therapeutic Jurisprudence &amp; Problem-Solving Courts</td>
<td>Assessment of Psychological Injury for Legal Cases</td>
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Core Course Descriptions

**PSY 0900 Introduction to Forensic Psychological Science (3 credits)**
This is a survey course designed to provide students with an understanding of psychology's use in assisting the law with clinical forensic cases. Focus will involve both practical and research applications in clinical and social-cognitive psychology. Additional topics will include admissibility of psychologists to provide expert testimony in the courts; assessment of various mental states to meet legal requirements for competency, insanity, abuse syndromes, and various other psychological harm; working in the criminal justice system; and child custody and dependency issues. The legal system itself will be reviewed with a major focus on the unique aspects of the law as it applies to detained and incarcerated persons. History of the law, the U.S. Supreme Court cases that determined today’s mandates, parity between physical and mental health for incarcerated persons, and recent developments will be examined. Students will be expected to review and to understand the laws and research tools used to conduct legal and psychological investigation including library databases. The social-cognitive bases of trial consultation, jury selection, and the limits of eyewitness type of testimony will also be explored.

**PSY 0901 Psychopathology, Personality Disorders, and Behavioral Interventions in Forensic Settings (3 credits)**
This course is designed to provide an understanding of the various psychological disorders and their impact on behavior. Legal issues raised in both criminal and civil cases that involve mental illness will be discussed. Psychological interventions that have been determined to have empirical evidence in helping to reduce the symptoms of the various illnesses will be covered, including how to adapt them to various legal settings. In particular, group therapy and cognitive-behavioral
interventions commonly used in corrections settings will be discussed. Laws dealing with medication as well as laws associated with the management of violence will similarly be covered. Students will be expected to learn about the tools used by psychologists to conduct legal and psychological research.

**PSY 0902 Methods & Tools of Psychological & Violence Risk Assessment (3 credits)**
This course is designed to review various psychological assessment tools and techniques used by psychologists in the forensic setting. Focus will include standardization properties and interpretation of the results. Tests covered will include standardized cognitive assessments including the Wechsler scales, neuropsychological tests, objective and projective personality tests, and other measures specific to forensic settings. Students will not be trained to administer psychological tests, but rather understand the results and when to choose them for particular assessments.

**PSY 0903 Evaluation, Methodology, and Psychological Research (3 credits)**
This course will cover the fundamentals of research methodologies commonly associated with psychological studies, with specific emphasis on observational, correlational, experimental, and quasi-experimental research designs. Students will gain an understanding of the strengths and limitations methodological approaches. Students will learn the process of identifying research problems and formulating testable hypotheses. This course will also provide students with an understanding of operationalizing variables as well as data collection and analysis strategies. Students will also learn about relevant ethical issues present in psychological research. Program evaluation will also be reviewed with an emphasis on the use of practical techniques.

**PSY 0904 Ethical Concerns & Multicultural Issues in Forensic Psychology (3 credits)**
This course will review the ethics of forensic psychology, including the Ethical Principles of Psychologists and Code of Conduct and the Specialty Guidelines for Forensic Psychologists of the American Psychological Association (APA), as well as the American Bar Association (ABA) Ethics. Additionally, the APA Guidelines for Multicultural Psychology will be discussed, as well as their relevance in forensic psychology. Areas of conflict between the rules of legal procedure and the psychologist's administrative code will be highlighted. Ethical issues pertaining to supervision and consultation within forensic settings will also be an integral part of the course, as many psychologists engage in supervision of non-doctoral level associates. Consultation skills will be highlighted, as they are critical for the harmonious integration of laws and psychology. Finally, the ethical and legal aspects of detaining and confining people in the corrections system will be explored, with an emphasis on the responsibilities of those who work in the system.

**PSY 0906 Best Practices and Policies for the Mentally Ill in the Criminal Justice System (3 credits)**
Studies suggest that communities can develop a best practices model to keep the mentally ill out of jail or prison, while still maintaining public safety. This course covers the approach to training law enforcement in crisis intervention skills in order to avoid making an arrest when possible. If not possible, deferral into a mental health or drug court for treatment rather than incarceration should follow the arrest. Subsequently, the availability of treatment programs in the jail or prison is important for those who need to be detained. Finally, this course will discuss practices and policies and how to implement them for seamless reentry into the community.
**PSY 0907 Gender Violence: Domestic Violence, Sexual Assault & Child Abuse (3 credits)**
This course reviews the victims and the perpetrators of crimes of gender, specifically those of domestic violence, sexual assault, and child abuse. The focus of this course will address the growing literature related to the psychological damage caused by these traumatic events, including the role of mental illness and how it impacts issues in criminal, civil, family and juvenile law.

**PSY 0922 Communication Skills, Tools and Expert Witness Testimony (3 credits)**
Communication of psychological evaluation results is a critical part of psychological evaluations. Most communication is done with the referral source (attorney, client, judge, case manager) through oral or written reports. If sworn expert testimony is required, usually by deposition or at trial, the attorney will form the questions usually with the psychologist's assistance. Understanding the different parts of a report and preparing for expert witness testimony will also be covered including voir dire, direct, and cross-examination.

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

**PSY 0908 Psychological Issues in Dependency & Family Law Cases (3 credits)**
This course will focus on the intersection of psychological issues and legal issues that arise during child custody cases especially where domestic violence is alleged. This course will review a variety of evaluative processes and reports and how courts utilize this information. Guidelines will be reviewed and critiqued from both practical and conceptual viewpoints. This course will also critique the court’s ability to protect those who come before it and study what can be done to make the system more effective.

**PSY 0909 Therapeutic Jurisprudence & Problem-Solving Courts (3 credits)**
Due to the criminalization of the mentally ill, jails and prisons have transformed into de facto hospitals for countless inmates with serious mental illness and substance abuse problems. Innovative diversion strategies have emerged to reduce the disparities in the jails and prisons and assist with access to community-based mental health and substance abuse care. Students will learn the philosophies in criminal and juvenile justice relating to the emerging practices of integrated and collaborative models of problem-solving therapeutic approaches. Focus will integrate theory and practical applications from a recovery and problem-solving perspective. Various legal philosophies such as therapeutic jurisprudence and restorative justice will be reviewed. The course will survey important U.S. and International policy reports, introduce students to leaders and pioneers in the field, review the consumer movement, and discuss and identify how to translate and to apply these philosophies and values into key areas from policy development to implementation.

**PSY 0910 Assessment of Psychological Injury for Legal Cases (3 credits)**
This course will provide students with an overview of the civil court system and the various forms of psychological injury claims that arise during legal proceedings. Issues faced by workers within the legal system will be covered with a specific focus on liability, standards of proof, ethical grievances, privilege, confidentiality, negligence, and malpractice. Additional topics will include the difference between judicial opinion and expert knowledge, the proper use of legal terminology, and the evidentiary standards that govern the admissibility of scientific evidence and expert witness testimony.
**PSY 0911 Psychological Issues in Juvenile Justice Assessment & Intervention Programs (3 credits)**

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

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

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

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

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

**Specialization Track 2: Forensic Psychology for Mental Health Workers, First Responders, and Disaster Teams Course Descriptions**

**PSY 0915 Suicide Prevention & Crisis Intervention Skills (3 credits)**

Suicide is one of the most dangerous actions in which depressed people engage that may, in fact, be preventable. This is true for those with suicidal ideation at all ages. This course will help the student learn how to identify the potential for suicide and how to respond and refer. Since suicide is often precipitated by situational crises, early intervention techniques, particularly the identification of suicide potential, 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 (3 credits)**
The large numbers of people using the legal system have reported experiencing trauma in their lives. This includes those in the civil area, those in domestic violence and child abuse cases, and those in other criminal areas. Most of these people remain in the community or re-enter fairly quickly. However, it is important to assess for trauma and provide these individuals with trauma-informed services, as psychotherapy or substance abuse treatment alone are insufficient. This course will cover trauma theories and address trauma-informed assessment tools, as well as best practices in intervention techniques to assist victim/survivors.

**PSY 0917 Child Maltreatment and Trauma Assessment and Intervention (3 credits)**
Students in this course will gain familiarity with child physical abuse, emotional abuse, sexual abuse, and neglect and their impact on health and behavior. This course will also explore the pattern of familial abuse and the effect it has on a child development. Students will also learn about trauma and its impact on functioning and well-being. Issues faces by children with PTSD, and the overlapping symptoms faced by children with Attention-Deficit/Hyperactivity Disorder, Oppositional Defiant Disorder and Conduct Disorder will be reviewed.

**PSY 0918 Intervening in School & Workplace Violence (3 credits)**
The high publicity of school and workplace violence over the last decade has resulted in the development of psychological interventions to prevent and to intervene following such tragic events. Threat Assessment Teams with security and mental health experts working collaboratively can identify potential problems early on and intervene to interrupt plans to shoot and kill both intended and unintentional victims. This course will review the major high publicity cases such as Columbine H.S. in Colorado, Fort Hood massacre by a military psychiatrist, and the recent shooting of Congresswoman Gabriella Giffords. Crisis intervention following these tragic events will also be discussed.

**PSY 0919 Substance Abuse, Mental Illness and Trauma (3 credits)**
The increased incidence of individuals with triple diagnosis, that is, adding a trauma diagnosis to the traditionally dual diagnosis term used to describe people with substance abuse and mental illness, continues to grow as our assessment tools improve. This combination is especially prevalent in jails, prisons, and those assigned to intervention in the community by the therapeutic jurisprudence courts. This course will first review the three areas independently and subsequently integrate them in the context of treatment.

**PSY 0920/CJI 6220: Police Psychology (3 credits)**
The purpose of this course is to examine current strategies and issues in the field of police psychology. Specific topics that will be covered include: selection and fitness for duty evaluations, mental health issues in law enforcement (e.g., stress, family problems, critical incident debriefings, and domestic violence), role of psychology in crisis (hostage) negotiations, and supportive functions of the police psychologist in police operations. Tactical operations and police procedures relevant to the work of the police psychologist will similarly be covered.
Capstone Course Descriptions

PSY 0930 Advanced Research (3 credits)
Under the supervision of a faculty mentor, students will select a specific topic from the field of forensic psychology. They will prepare an outline of issues to be examined, conduct an extensive review of the existing research, and compose a paper suitable for publication or presentation. This course is strongly recommended for students who wish to pursue further education beyond the master's degree. Requirement: Final paper must receive approval from the faculty member and the director of the degree program.

PSY 0931 Field Experience (3 credits)
Students will select a field placement site and complete a minimum of 90 volunteer/unpaid hours on-site over the course of the semester. Examples include experiential work in a forensic setting, performance of administrative functions, and clinical observation. Requirement: Approval of placement by a faculty supervisor and by the director of the degree program.
Counseling

Nova Southeastern University offers an innovative academic program designed for the working professional actively involved in or entering the field of counseling. The College offers individuals the opportunity to earn a degree in counseling with concentrations in clinical mental health counseling, school counseling, substance abuse counseling, applied behavior analysis, and advanced applied behavior analysis.

Concentrations in Counseling

Clinical Mental Health Counseling Concentration
The Master of Science in Counseling, Clinical Mental Health Counseling (CMHC) concentration program is designed for the continued professional development of persons who presently serve or will serve their community in a variety of counseling or related capacities. Master’s training is based on a developmental model that emphasizes interdisciplinary collaboration, prevention of dysfunction, and direct service. Professional counselors work in a variety of settings in mental health agencies, business and industry, substance abuse clinics, hospices, hospitals, correctional institutions, educational settings, and private practices. The course work provides broad-based training designed to equip individuals with the skills necessary to address a wide variety of contemporary issues. The Clinical Mental Health Counseling concentration curriculum meets the academic requirements for licensure as a Mental Health Counselor in the State of Florida, and allows graduates to pursue National Certification as Counselors through the National Board for Certified Counselors (NBCC).

The Clinical Mental Health Counseling concentration is offered in the traditional, ground-based main campus format, the regional campus weekend hybrid format, and online with a one weekend residential institute requirement. The main campus ground-based format offers ground-based instruction across a 15-week (on average) semester in a traditional, face-to-face academic format. The regional campus weekend hybrid format also offers face-to-face classroom instruction, but utilizes an intensive weekend format that allows students to complete their degree in focused, ground-based classes complemented by online ancillary activities. The online program is particularly designed to serve the training needs those who seek advanced training, but who cannot access quality training without the interruption of ongoing work responsibilities. These three formats offer accessibility and flexibility along with a quality educational opportunity for the mature independent student.

School Counseling Concentration (Intensive Weekend Format)
The Master of Science in Counseling, School Counseling concentration program is a Florida Department of Education, state-approved program. Additionally, Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE). The School Counseling 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. The professional school counselor, based on the American School Counselor Association National Model, delivers a comprehensive, developmentally appropriate, 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 Pre-K-12 students 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.

**Substance Abuse Counseling Concentrations**
The Master’s in Counseling Program with a Substance Abuse Counseling (SAC) concentration or Substance Abuse Counseling and Education (SACE) concentration, housed under the College of Psychology at Nova Southeastern University, offers an innovative academic program designed for the working professional actively involved in or entering the field of substance abuse counseling or related fields. The program offers individuals the opportunity to earn a fully online degree in counseling with concentrations in Substance Abuse Counseling or Substance Abuse Counseling and Education. The online program 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.

The master’s in counseling program will develop the skills and leadership abilities of counselors who have a desire to provide, create and maintain high quality service delivery. The online instruction offers accessibility and flexibility along with a quality educational opportunity for the mature independent student.

The Substance Abuse Counseling or Substance Abuse Counseling and Education concentrations are designed for the continued professional development of persons who presently serve or will serve their community in a variety of counseling or related capacities. Master’s training is based on a developmental model that emphasizes interdisciplinary collaboration, prevention of dysfunction, and direct service. The field of counseling, which has experienced a great deal of growth over the past decades, now has professionals placed in mental health settings, business and industry, substance abuse clinics, hospices, hospitals, educational settings, and private practices. The course work provides broad-based training designed to equip individuals with the skills necessary to confront a wide variety of contemporary issues. The Substance Abuse Counseling or Substance Abuse Counseling and Education concentration curriculum meets the academic requirements for certification as a Florida Certified Addictions Professional and Florida Masters Level Addiction Professional through the Florida Certification Board.

**Applied Behavior Analysis Concentrations**
The Master’s in Counseling Program with an Applied Behavior Analysis concentration, housed under the College of Psychology at Nova Southeastern University, is an innovative academic program designed for the working professional actively involved in or entering the field of Applied Behavior Analysis (ABA). The program offers individuals the opportunity to earn a fully online degree in counseling with a concentration in Applied Behavior Analysis.

The master’s in counseling program will develop the skills and leadership abilities of counselors who have a desire to provide, create and maintain high quality service delivery. The online instruction offers accessibility and flexibility along with a quality educational opportunity for the mature independent student.
The Applied Behavior Analysis concentration is designed for those students interested in becoming credentialed as a Board Certified Behavior Analyst (BCBA) through the Behavior Analyst Certification Board (BACB). Increased recognition of the field of ABA as an empirically validated discipline has led to an identifiable need to prepare well educated professionals in this field. The program is focused on developing behavior-analytic competent practitioners, scholars, and instructors who are solidly grounded in basic principles derived from the systematic study of behavior. As such, students in this program will be expected to take on a dynamic behaviorist perspective and inform their practice with current research findings. The mission of this program is to develop strong practitioners informed by science, supervisors, and consultants who will contribute to the advancement of the field of Applied Behavior Analysis. The Applied Behavior Analysis concentration is a BACB verified course sequence that meets the academic and experience requirements for certification.

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).

Non-degree seeking students pursuing admission to the school counseling program for the purpose of preparation for 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.

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.

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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.

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 Canvas 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, and Applied Behavior Analysis 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. Clinical Mental Health Counseling students completing their degree in the online format are required to complete a three-day residency experience at either the NSU Fort Lauderdale/Davie campus or the NSU Orlando campus. Please see the Program Handbook for further details.

**General Program Information and Requirements**

*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. 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 grand 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.

**Length of Program**
The average length of time to complete the program is 2½ to 3 years (taking two courses each semester).

**Regional Campus Information**

<table>
<thead>
<tr>
<th>Jacksonville</th>
<th>Orlando*</th>
</tr>
</thead>
</table>
| Nova Southeastern University Jacksonville Campus  
6675 Corporate Center  
Parkway, #115  
Jacksonville, Florida 32216  
(904) 245-8910 | Nova Southeastern University Orlando Campus  
4850 Millennia Boulevard  
Orlando, Florida 32839  
(407) 264-5601 |
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, in addition to the Ft. Lauderdale Campus weekend format.

**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. All Clinical Mental Health Counseling students must be covered by individual professional counseling liability insurance policies while enrolled in Practicum and Internship.

**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:

- PYCL 0502 Counseling Theories and Practice
- PYCL 0511 Introduction to Counseling Techniques
- PYCL 0507 Research and Evaluation for Counselors
- PYCL 0570 Ethical, 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:

PYCL 0502 Counseling Theories and Practice
PYCL 0507 Research and Evaluation for Counselors
PYCL 0570 Ethical, Legal, and Professional Issues for Counselors (prerequisite PYCL 0502)
SA 0710 Foundations of SA/MHC in Community Settings (SA students)
ABA 0710 Principles of ABA (ABA students)

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 concentration practica are designed to meet the supervision requirements for the Board Certification in Behavior Analysis. 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, and applied behavioral analysis, and 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. 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, and 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); online with a one weekend residential institute requirement; 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’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 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.

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 Applied Behavior Analysis requires 51 hours of graduate credit; 9 hours elective practicums (core courses 33 credit hours + 18 credit hours applied behavior analysis track; 9 elective practicum hours; 3 elective seminar hours 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](http://bacb.com/become-credentialed) The Master of Science degree program in Counseling with a concentration in Applied Behavior Analysis is offered in the online format, and may be taken on a full-time or part-time basis.

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.

**School Counseling Concentration**

**Major Course Requirements (48 credits)**

PYCL 0503  Counseling Theories for School Counselors (3 credits)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PYCL 0503</td>
<td>Counseling Theories for School Counselors</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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<tr>
<td>PYCL 0507</td>
<td>Research and Evaluation for Counselors</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>PYCL 0510</td>
<td>Career Development and College Planning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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</tr>
<tr>
<td>PYCL 0511</td>
<td>Introduction to Counseling Techniques</td>
<td>3</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>PYCL 0512</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>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</td>
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</table>
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. Students 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

Clinical Mental Health Counseling Concentration

Requirements (27 credits)
PYCL 0502 Counseling Theories and Practice
PYCL 0507 Research and Evaluation for Counselors
PYCL 0511 Introduction to Counseling Techniques
PYCL 0512 Human Growth and Development
PYCL 0570 Ethical, Legal, and Professional Issues for Counselors
PYCL 0608 Psychological Testing for Individual Evaluation
PYCL 0631 Career and Lifestyle Assessment
PYCL 0632 Social and Cultural Foundations of Counseling
PYCL 0635 Group Theory and Practice

Clinical Mental Health Counseling Concentration Requirements (Additional 33 credits)
PYCL 0582 Human Sexuality
PYCL 0584 Diagnosis and Treatment of Adult Psychopathology
PYCL 0586 Diagnosis and Treatment of Child and Adolescent Psychopathology
PYCL 0612 Substance Abuse
PYCL 0645 Couples and Family Counseling Strategies
PYCL 0660 Community Mental Health
Substance Abuse Counseling and Substance Abuse Counseling and Education

Substance Abuse Counseling (SAC) Concentration Requirements (48 credits total)

Core Course Requirements (33 credits)
PYCL 0502 Counseling Theories and Practice
PYCL 0507 Research and Evaluation for Counselors
PYCL 0512 Human Growth and Development
PYCL 0570 Ethical, Legal, and Professional Issues for Counselors
PYCL 0584 Diagnosis and Treatment of Adult Psychopathology
PYCL 0608 Psychological Testing for Individual Evaluation
PYCL 0612 Substance Abuse
PYCL 0631 Career and Lifestyle Assessment
PYCL 0632 Social and Cultural Foundations of Counseling
PYCL 0635 Group Theory and Practice
PYCL 0645 Couples and Family Counseling Strategies

Substance Abuse Counseling Concentration Requirements (Additional 15 credits)
SA 0710 Foundations of Substance Abuse and Mental Health Counseling in Community Settings
SA 0720 Issues in Clinical Supervision
SA 0730 Treatment of Co-occurring Disorders
SA 0740 Psychopharmacology of Illicit and Licit Drugs
SA 0770 Substance Abuse Counseling Practicum I
SA 0780 Substance Abuse Counseling Practicum II Elective

Substance Abuse Counseling and Education (SACE) Concentration Requirements (60 credits total)

Core Course Requirements (33 credits)
PYCL 0502 Counseling Theories and Practice
PYCL 0507 Research and Evaluation for Counselors
PYCL 0512 Human Growth and Development
PYCL 0570 Ethical, Legal, and Professional Issues for Counselors
PYCL 0584 Diagnosis and Treatment of Adult Psychopathology
PYCL 0608 Psychological Testing for Individual Evaluation
PYCL 0612 Substance Abuse
PYCL 0631 Career and Lifestyle Assessment
PYCL 0632 Social and Cultural Foundations of Counseling
PYCL 0635 Group Theory and Practice
PYCL 0645 Couples and Family Counseling Strategies
Substance Abuse Counseling and Education Concentration Requirements (Additional 27 credits)
SA 0710  Foundations of Substance Abuse and Mental Health Counseling in Community Settings
SA 0720  Issues in Clinical Supervision
SA 0730  Treatment of Co-occurring Disorders
SA 0740  Psychopharmacology of Illicit and Licit Drugs
SA 0750  Prevention Programming and Education
SA 0770  Substance Abuse Counseling Practicum I
SA 0780  Substance Abuse Counseling Practicum II
SA 0790  Substance Abuse Counseling Practicum III
Clinical Mental Health Counseling Concentration Elective

Applied Behavior Analysis Concentrations

Applied Behavior Analysis (BCBA) Concentration Requirements (51 credits total; 63 credits total if all 12 credits electives taken)

Core Course Requirements (33 credits)
PYCL 0502 Counseling Theories and Practice
PYCL 0507 Research and Evaluation for Counselors
PYCL 0512 Human Growth and Development
PYCL 0570 Ethical, Legal, and Professional Issues for Counselors
PYCL 0584 Diagnosis and Treatment of Adult Psychopathology
PYCL 0608 Psychological Testing for Individual Evaluation
PYCL 0612 Substance Abuse
PYCL 0631 Career and Lifestyle Assessment
PYCL 0632 Social and Cultural Foundations of Counseling
PYCL 0635 Group Theory and Practice
PYCL 0645 Couples and Family Counseling Strategies

Applied Behavior Analysis Requirements (Additional 18 credits)
ABA 0710  Principles of Applied Behavior Analysis
ABA 0720  Applications of Applied Behavior Analysis
ABA 0730  Behavior Assessment Models in Applied Behavior
ABA 0740  Evaluating Interventions in Applied Behavior Analysis
ABA 0750  Professional Issues in Applied Behavior Analysis
ABA 0755  Ethical Conduct for Applied Behavior Analysts

Optional Electives Required for BCBA Examination Eligibility (Additional 12 credits)
ABA 0760  Practicum in Applied Behavior Analysis I (Elective)
ABA 0770  Practicum in Applied Behavior Analysis II (Elective)
ABA 0780  Advanced Practicum in Applied Behavior Analysis I (Elective)
EABA 0800  Seminar on Advanced Topics in ABA (Elective)*
Non-Degree Applied Behavior Analysis
(Please note: Candidates must have a minimum of a Master’s degree in Education, Psychology
and/or ABA from a regionally accredited institution to apply for the non-degree ABA
concentration.)

- ABA 0710 Principles of Applied Behavior Analysis
- ABA 0720 Applications of Applied Behavior Analysis
- ABA 0730 Behavioral Assessment Models in Applied Behavior Analysis
- ABA 0740 Evaluating Interventions in Applied Behavior Analysis
- ABA 0750 Professional Issues in Applied Behavior Analysis
- ABA 0755 Ethical Conduct of Applied Behavior Analysts
- ABA 0760 Practicum in Applied Behavior Analysis I (Elective)
- ABA 0770 Practicum in Applied Behavior Analysis II (Elective)
- ABA 0780 Advanced Practicum in Applied Behavior Analysis I (Elective)
- EABA 0800 Seminar on Advanced Topics in Applied Behavior Analysis (Elective)*

*EABA 0800 is an elective course that students may take to prepare for the examination.
This course is not required for the examination.

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

Course Descriptions

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
Clinical Mental Health Counseling Concentration Course Descriptions

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

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.

**Substance Abuse Counseling and Education Concentration Course Descriptions**

**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 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.

**Applied Behavior Analysis Concentration Course Descriptions**

**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, and basic strategies for increasing and decreasing behaviors of students 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. It will focus on assessment strategies, behavioral
intervention strategies and change procedures, and methods of accountability in ABA interventions. In addition, focus will be placed on making decisions regarding treatment for individuals with a variety of challenges.

Prerequisites: ABA 0710

ABA 0730 Behavior Assessment Models in Applied Behavior (3 credits)
This course will focus on conducting behavior analytic assessments in order to identify targets for behavior change programs. Additionally, the class will cover the variety of delivery models for services within the ABA model. Areas of focus will include the behavioral models of developmental disabilities, behavioral medicine, treatment of autism/developmental disabilities, organizational behavior management, 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.

Prerequisites: 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 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 and to enhance work as a consultant will be the underlying basis for the course. Prerequisites: 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 participate at least 20 hours per week in a clinical experience that requires the application of ABA principles. Students will be responsible for ensuring they receive at least 1 hour of supervision weekly from their onsite supervisor, as required by the Behavior Analyst Certification Board. Students will also be responsible for attending and participating in weekly group supervision sessions online with the Practicum Instructor, also required by the Behavior Analyst Certification Board. 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 during the online sessions. **Prerequisites: ABA 0710**

**ABA 0770 Practicum in Applied Behavior Analysis II (3 credits) (ELECTIVE)**
This practicum is the continuation of ABA 0760 and designed to meet the supervision requirements for the BCBA or BCaBA certification. Students must participate at least 25 hours per week in a clinical experience that requires the application of ABA principles. **Students will be responsible for ensuring they receive at least 1 ½ hours of supervision weekly from their onsite supervisor, as required by the Behavior Analyst Certification Board. Students will also be responsible for attending and participating in weekly group supervision sessions online with the Practicum Instructor, also required by the Behavior Analyst Certification Board.** 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 during the online sessions. **Prerequisites: ABA 0710, ABA 0760**

**ABA 0780 Advanced Practicum in Applied Behavior Analysis I (3 credits) (ELECTIVE)**
This practicum is the continuation of ABA 0770 and designed to meet the supervision requirements for the BCBA certification. Students must participate at least 25 hours per week in a clinical experience that requires the application of ABA principles. **Students will be responsible for ensuring they receive at least 1 ½ hours of supervision weekly from their onsite supervisor, as required by the Behavior Analyst Certification Board. Students will also be responsible for attending and participating in weekly group supervision sessions online with the Practicum Instructor, also required by the Behavior Analyst Certification Board.** 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 during the online sessions. **Prerequisites: ABA 0710, ABA 0760, ABA 0770**

**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:

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](http://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](http://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:

- **RED 550** – Foundations of Reading for Content Area Teachers (3 credits)
- **TSOL 510** – Classroom TESOL, Theory and Strategies for Teachers (3 credits)
SPECIALIST PROGRAM

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 coursework (including practica) and one year of internship. The program is enriched through its distinguished full-time faculty members that include nationally renowned professionals. Students also enjoy the benefits of a diverse student body, and a variety of 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.

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 a 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 and/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 form.

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).
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
three-credit 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.

**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 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 Multi-tiered Systems of Support (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 pre or co-requisite 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.

**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 secondary PK-12 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 experiences. 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.

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 2/3)
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 NASP accredited or approved 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 FL DOE. 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.

**Major Course Requirements (79 total credits)**

**General (24 credits)**
- PSY 0700 Learning and Human Development (3 credits)
- PSY 0710 Psychology of Exceptional and At-Risk Children (3 credits)
- PSY 0715 Child and Adolescent Psychopathology (3 credits)
- PSY 0720 Biological Bases of Behavior (3 credits)
- PSY 0735 Organization and Operation of Schools (3 credits)
- PSY 0750 Counseling Theories and Techniques (3 credits)
- PSY 0770 Ethical, Legal, and Professional Issues for School Psychologists (3 credits)
- PSY 0798 Seminar in School Psychology: Introduction (1.5 credits)
- PSY 0799 Seminar in School Psychology: Current Topics (1.5 credits)

**Assessment (19 credits)**
- PSY 0765 Applied Behavioral Assessment and Intervention (3 credits)
- PSY 0780 Academic Assessment for Intervention (3 credits)
- PSY 0782 Cognitive Assessment I: Theory, Research, and Practice with Lab (4 credits)
PSY 0784 Cognitive Assessment II: Linking Assessment to Intervention (3 credits)
PSY 0786 Assessment of Personality and Social Emotional Functioning for Intervention (3 credits)
PSY 0792 Comprehensive Data-Based Assessment: Integrated Report (3 credits)

Interventional (18 credits)
PSY 0705 Diversity Considerations in School Psychology (3 credits)
PSY 0730 Instructional Strategies for Students with Diverse Needs (3 credits)
PSY 0755 School Consultation Skills (3 credits)
PSY 0760 Contemporary Clinical Interventions for School Psychologists (3 credits)
PSY 0776 Academic /Behavioral Prevention and Intervention Strategies (3 credits)
RED 0550 Foundations of Reading for Content Area Teachers (3 credits)

Methodology and Research (6 credits)
PSY 0740 Educational Statistics (3 credits)
PSY 0745 Issues and Techniques in Research Design and Evaluation (3 credits)

Practicum and Internship (12 credits)
PSY 0800 Practicum in School Psychology: School Based (3 credits)
PSY 0805 Practicum in School Psychology: Applied Skills (3 credits)
PSY 0810 Internship in School Psychology (6 credits)

Course Descriptions

PSY 0700 Learning and Human Development (3 credits)
This course covers how developmental maturation and social learning shape personality, in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality, self-regulation, and self-concept. Applications to the school setting are examined.

PSY 0705 Diversity Considerations in School Psychology (3 credits)
This course addresses research and principles related to diversity factors that influence learning, behavior, and mental health, including family strengths, needs, and culture. The focus builds upon student understanding of individual differences, abilities, disabilities, and other diverse characteristics to enhance school psychology service provision by addressing evidence-based assessment and intervention strategies for children, families and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. The course also examines the manner in which diversity factors impact family, school, and community partnerships and focuses on developing skills to engage families and schools to address the needs of children.

PSY 0710 Psychology of Exceptional and At-Risk Children (3 credits)
This course addresses the history, laws, policies, and practices in exceptional student education. Included are the definitions, prevalence, causes, and assessment techniques utilized with the various exceptionalities within special education.
PSY 0715 Child and Adolescent Psychopathology (3 credits)
This course provides an introduction to the specific disorders and problematic psychological states manifested during childhood and adolescence. Currently used interventions with psychologically troubled youths will be examined.

PSY 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-counselee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity will similarly be addressed.

PSY 0755 School Consultation Skills (3 credits)
This course focuses on developing specific techniques including communication and interpersonal
skills necessary in effective consultation at the individual, group, and systems levels. Integration of the various aspects of school psychology consultation, including knowledge of behavioral, mental health, collaborative, and other consultation models and their application within the school setting are explored. Emphasis is placed upon team building. Case examples are discussed, and opportunities for skill development are provided through role-playing.
Prerequisite: PSY 0765 or permissions of instructor

**PSY 0760 Contemporary Clinical Interventions for the School Psychologist (3 credits)**
The course focuses on an understanding of critical psychological issues when dealing with children, adolescents, and adults in school settings. Topics covered include substance abuse, suicide, violence, divorce, and other contemporary clinical issues. Primary and secondary prevention strategies will be examined that promote the mental health and physical well-being of students. Short-term individual psychotherapy techniques as well as structured group therapy programs will be explored.
Prerequisite: PSY 0750

**PSY 0765 Applied Behavioral Assessment (3 credits)**
This course covers basic behavior analytic principles and methods in applied settings. The principles of learning and applied behavior management techniques within the classroom and school setting will be addressed. Particular emphasis is also placed on the functional assessment of behavior as well as techniques in counseling parents and relevant school personnel in behavioral intervention.

**PSY 0770 Ethical, Legal, and Professional Issues for School Psychologists (3 credits)**
This course covers standards for professional conduct in school psychology and educational law. Ethical and legal decisions that school psychologists must make, such as scope of professional competence, confidentiality, legal rights of students, duty to warn and protect, and value differences with students are discussed. Ethical use of computer generated reports as well as issues in report writing will be explored. Case examples, current regulations, standards on utilizing assessment data, and issues in counseling culturally diverse students are explored. Emphasis will similarly be placed on the history and foundation of school psychology, service models and methods, as well as public policy.

**PSY 776 Academic/Behavioral Prevention and Intervention Strategies (3 credits)**
This course will address content specific to research-based strategies and material that can be implemented within a multi-tiered system of supports (MTSS). More specifically, academic (reading, writing, mathematics) and behavioral (including social/emotional) strategies, programs, and supports will be reviewed at each of the three tiers: Tier 1 (prevention) and Tiers 2/3 (intervention). The research and/or evidence basis of the strategies will be discussed, as well as implementation considerations (e.g., training, time, feasibility). The information obtained in this course will provide the basis for prospective school psychologists to appropriately recommend and/or select and implement academic and behavioral strategies for students within the school setting.
Prerequisite or corequisite: PSY 765, RED 550
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

2018-2019 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.

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<tr>
<td>Tuition</td>
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<td>Registration Fee</td>
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<td>Late Registration Penalty</td>
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<td>Student Services Fee</td>
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<td>Professional Liability Insurance Fee</td>
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<td>Transcript Fee</td>
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<tr>
<td>Application for Degree Fee</td>
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* 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 PROGRAMS

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

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

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:

**Competency 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.

**Competency 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.

**Competency 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.

**Competency 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.

**Competency 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.
**Competency 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.

**Competency 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.

**Competency 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.

**Competency 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:

**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.

**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.

**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).

**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.

**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

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.

**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 Exam in School Psychology (SAE) This exam required for certification in the state of Florida. It is completed during Year 3.

2. Praxis II Subject Assessment Examination – School Psychologist. The exam is required for licensure in the state of Florida and NCSP certification. It is completed 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.

**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.

**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.

**Program Curriculum** *

**Major Course Requirements (118 total credits)**

<table>
<thead>
<tr>
<th>Psychological Foundations (25.5 credits)</th>
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<tr>
<td>PSY 8100</td>
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<td>PSY 8225</td>
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<td>PSY 8305</td>
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Educational Foundations (9 credits)
PSY 8135 Organization and Operation of Schools (3 credits)
PSY 8230 Instructional Strategies for Students with Diverse Learning Needs (3 credits)
RED 550 Foundations of Reading for the Content Area Specialist (3 credits)

Interventions and Specialized Techniques (15 credits)
PSY 4442 Evidence-Based Treatment of Emotional and Behavioral Disorders in Children and Adolescents (3 credits)
PSY 8150 Counseling Theories and Techniques with Lab (3 credits)
PSY 8165 Applied Behavioral Assessment and Intervention (3 credits)
PSY 8255 School Consultation Skills (3 credits)
PSY 8360 Contemporary Clinical Interventions for the School Psychologist (3 credits)

Professional School Psychology (8 credits)
PSY 8190 Practicum in School Psychology: Foundations I (160 practicum hours + Seminar) (2 credits)
PSY 8270 Ethical, Legal, & Professional Issues for School Psychologists (3 credits)
PSY 8350 Advanced Professional Skills: Supervision, Administration &Teaching with Practicum (3 credits)

Psychoeducational Assessment (16 credits)
PSY 8182 Cognitive Assessment I: Theory, Research, & Practice with Lab (4 credits)
PSY 8184 Cognitive Assessment II: Linking Assessment to Intervention (3 credits)
PSY 8280 Academic Assessment for Intervention (3 credits)
PSY 8286 Assessment of Personality and Social-Emotional Functioning for Intervention (3 credits)
PSY 8292 Comprehensive Data-Based Assessment: Integrated Report (3 credits)

Statistics, Measurement, and Research Design (10.5 credits)
PSY 8140 Intermediate Statistics with Lab (3 credits)
PSY 8145 Issues and Techniques in Research Design and Evaluation (3 credits)
PSY 8147 Theories of Measurement (3 credits)
PSY 8206 Directed Study (1.5 credits)

Practica and Internship (25 credits)
PSY 8195 Practicum in School Psychology: Foundations II (160 hours) (2 credits)
PSY 8197 Practicum in School Psychology: Foundations III (160 hours) (2 credits)
PSY 8290 Practicum in School Psychology: School-Based I (225 hours) (3 credits)
PSY 8295 Practicum in School Psychology: School-Based II (225 hours) (3 credits)
PSY 8390 Practicum in School Psychology: Advanced Assessment and Interventions I (240 hours) (3 credits)
PSY 8392 Practicum in School Psychology: Advanced Assessment and Interventions II (240 hours) (3 credits)
PSY 8394 Practicum in School Psychology: Advanced Assessment and Interventions III (240 hours) (3 credits)
PSY 8400  Internship in School Psychology (2000 hours) (6 credits)

Electives (9 credits)
Elective I (3 credits)
Elective II (3 credits)
Elective III (3 credits)

*Curriculum is subject to change.

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 Biological Aspects of Behavior (3 credits)
This course covers theory, research, and applications for the following topics: structure, function, and disorders of the nervous system; physiological mechanisms and disorders in vegetative and intellectual functions; and psychophysiological methods and technology.

PSY 8225 Social Aspects of Behavior (3 credits)
This course studies the social antecedents of human behavior. The main theories of social psychology are examined in relation to 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-counselee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity will similarly be addressed.

PSY 8165 Applied Behavioral Assessment and Intervention (3 credits)
This course covers basic behavior analytic principles and methods in applied settings. The principles of learning and applied behavior management techniques within the classroom and school setting will be addressed. Particular emphasis is also placed on the functional assessment of behavior as well as techniques in counseling parents and relevant school personnel in behavioral intervention.

PSY 8255 School Consultation Skills (3 credits)
This course focuses on developing specific techniques including communication and interpersonal skills necessary in effective consultation at the individual, group, and systems levels. Integration of the various aspects of school psychology consultation, including knowledge of behavioral, mental health, collaborative, and other consultation models and their application within the school setting are explored. Emphasis is placed upon team building. Case examples are discussed, and opportunities for skill development are provided through role-playing. Prerequisite: PSY 8165 or permission of instructor & Program Director

PSY 8360 Contemporary Clinical Interventions for the School Psychologist (3 credits)
The course focuses on an understanding of critical psychological issues when dealing with children, adolescents, and adults in school settings. Topics covered include substance abuse, suicide, violence, divorce, HIV/AIDS, and other contemporary clinical issues. Primary and
secondary prevention strategies will be examined that promote the mental health and physical well-being of students. Short-term individual psychotherapy techniques as well as structured group therapy programs will be explored.

Prerequisite: PSY 8150

**Professional School Psychology**

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

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

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

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

**PSY 8350 Advanced Professional Skills: Supervision, 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, behavior 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*
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 has focused on training the graduate student first as a scientist and second as a practitioner. However, with the growing need in society for practitioners, many graduate students have elected to enter directly into the clinical services arena rather than academics or research. Consequently, in the 1960s, proposed alternate training procedures led to the development of programs emphasizing a practitioner informed by science model. This model was officially endorsed at the APA Vail Conference in 1973 as a more viable foundation for the education and training of individuals preparing to enter careers concerned primarily with direct delivery of psychological services and professional practice, as opposed to the research-oriented training they had been receiving.

The Psy.D. program is founded on this practitioner-informed-by-science model, which prepares students to provide empirically supported or evidence-based assessment and intervention methods, and to evaluate their efficacy. The Psy.D. program offers academic, practicum, internship, and research experience directly relevant to the practitioner, while retaining the important scientific base upon which professional competence and knowledge rest. To that end, the Psy.D. program prepares students to be lifelong consumers of research. Clinical skills are molded by a sequence of courses in assessment and intervention, both in theory and practice. These courses are supplemented by a variety of practicum experiences, which include intensive supervision. The Psy.D. curriculum trains students to perform as clinicians, public and private practitioners, supervisors, mental health consultants, instructors of clinical psychology, administrators of human service programs, and members of research teams. The degree of expertise in these various specialties, of course, is contingent upon the individual’s educational concentrations, training exposures, and career aspirations.
The overarching 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. Accordingly, we aim to train future Health Service psychologists who demonstrate (a) an understanding of the breadth of scientific psychology through knowledge of the foundations of the discipline of psychology (or the discipline-specific knowledge areas), including the history and systems of psychology, basic knowledge in scientific psychology, integrative knowledge in scientific psychology, and methods of inquiry and research; (b) an understanding of the foundations of practice in health service psychology, including ethical and legal standards, individual and cultural diversity, professional values and attitudes, and communication and interpersonal skills; (c) entry-level clinical skills and competencies necessary for effective work in practitioner informed by science roles, including assessment, intervention, supervision, and consultation; and (d) An understanding of and ability to apply research methods and statistics to inform professional practice.

Our program prepares students for entry-level practice as health service psychologists who will be life-long consumers of research. Following degree conferral, our graduates will be eligible for licensure as doctoral-level psychologists. We expect they will be well-prepared to practice in a wide-range of health service psychology settings, including medical, government and community institutions and agencies, and they will be committed to engage in service delivery with diverse clients in accordance with the highest ethical and professional standards.

The integration of science and practice is accomplished through the coverage of discipline-specific areas of knowledge (Affective, Behavioral, Cognitive, Developmental, and Social), Profession-Wide Competencies, and the conceptual foundations underlying them. In addition, students are exposed to evidence-based assessments and interventions in courses and through formal practicum/supervision experiences. This integration is furthered through statistics and research methods courses, which provide students with tools to be more effective and critical consumers of scientific research.

**Program Data**

In keeping with the college’s philosophy of full disclosure, updated summaries of performance and outcome data for the Psy.D. in Clinical Psychology program are available on the program website  ([https://psychology.nova.edu/graduate/clinical-psychology/psyd/index.html](https://psychology.nova.edu/graduate/clinical-psychology/psyd/index.html)) under the link for Student Admissions, Outcomes, and Other Data.
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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 practica. 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.

**Program Data**
In keeping with the college’s philosophy of full disclosure, updated summaries of performance and outcome data for the Ph.D. in Clinical Psychology program are available on the program website (https://psychology.nova.edu/graduate/clinical-psychology/phd/index.html) under the link for Student Admissions, Outcomes, and Other Data.

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<td></td>
<td>Median</td>
<td>4.5</td>
<td>4.0</td>
<td>4.4</td>
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<tr>
<td>Mean Undergraduate GPA</td>
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<td>3.55</td>
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<td>3.40</td>
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</table>

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.

**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.

Materials should be submitted to:
Nova Southeastern University
Enrollment Processing Services (EPS)
Attention: College of Psychology
3301 College Avenue
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 before matriculation in the doctoral program. Request for transfer credit for FIRST SEMESTER COURSES must be made during the summer, before July 20. Request for transfer credit for ALL OTHER COURSES must be made during the fall, before 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 specific 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 of Psychology, Cognitive and Affective Aspects of Behavior, Biological Aspects of Behavior, Developmental Aspects of Behavior, 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 before the student’s first enrollment in the program.

5. 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 unless it can be officially verified as such.

6. The course is 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 noted 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 electives 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).

**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 completed the minimum of the first three years in residence should refer to their model curriculum (Ph.D. or Psy.D.) for their fourth and fifth year requirements.

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, 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 and winter semesters 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. Additionally, students will be required to engage in dissemination of research. For Psy.D. students, this may take the form of a publication in peer-reviewed journals or, alternatively, a presentation of a paper session, poster session, or symposium at a conference, where the student is the first author of the work and where the proposal is peer-reviewed by a scientific committee that reviews submissions and includes doctoral-level psychologists. These conferences can be international, national, statewide, or local (including research events sponsored by the College of Psychology or other college or
academic unit of NSU). In some instances, approval of the conference will be required by the Director of Academic Affairs. Travel stipends are available for students presenting at international, national, and regional professional associations.

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. Additionally, students will be required to engage in dissemination of research. For Ph.D. students research publications in peer-reviewed journals will fulfill the research dissemination requirement. Alternatively, a presentation of a paper session, poster session, or symposium at a conference, where the student is the first author of the work, will also fulfill the research dissemination requirement, as long as the proposal is peer-reviewed and that the scientific committee that reviews submissions includes doctoral-level psychologists. This will cover international, national, statewide, and local conferences. Travel stipends are available for students presenting at international, national, and regional professional associations.

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, at the end of fall and winter semesters of the first year, the Clinical Competency Examination, dissertation defense, (for Ph.D. students) and directed study completion (for Psy.D. students), 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.
## Clinical Psychology Model Curricula and Course Descriptions

### Psy.D. Program 2018-2019 Model Curriculum

**First-Year Fall Semester**

<table>
<thead>
<tr>
<th>Course Title</th>
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<th>Credits</th>
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<tbody>
<tr>
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<tr>
<td>1405 Developmental: Child and Adolescent</td>
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<td>1.5</td>
</tr>
<tr>
<td>1407 Developmental: Adult &amp; Older</td>
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</tr>
<tr>
<td>1417 Ethics and Professional Issues</td>
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<tr>
<td>1418 Ethics and Legal Issues</td>
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</tr>
<tr>
<td>1501 Assessment: Intelligence Testing with Lab</td>
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</tr>
<tr>
<td>1603 Systems of Psychotherapy</td>
<td></td>
<td></td>
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<tr>
<td>1605 Diversity in Assessment &amp; Intervention OR</td>
<td></td>
<td></td>
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<tr>
<td>1401 History &amp; Systems of Psychology</td>
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**Third-Year Winter Semester**

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<th>Course Title</th>
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<tbody>
<tr>
<td>3403 Social Aspects of Behavior OR</td>
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<tr>
<td>4607 Group Theory/Processes</td>
<td>1610, 2604</td>
<td>3</td>
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<tr>
<td>3702 Clinical Practicum IV</td>
<td>3701</td>
<td>3</td>
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<td>3704 Supervision IV</td>
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<tr>
<td>5890 Directed Study : Research</td>
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**First-Year Winter Semester**

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<td>1605 Diversity in Assessment &amp; Intervention</td>
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<tr>
<td>1408 Child &amp; Adolescent</td>
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<td>1502 Diagnostic Interview</td>
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<td>1610 Adult Intervention</td>
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<td>1703 Pre-Practicum</td>
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<td>1806 Intermediate Statistics w/Lab</td>
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**Third-Year Summer Semester**

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<td>370A Summer Practicum II</td>
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<tr>
<td>370B Summer Supervision II</td>
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<tr>
<td>4409 Advanced Professional Development</td>
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<td>2 Electives*</td>
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**Second-Year Summer Semester**

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<th>Course Title</th>
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<tr>
<td>2107 Theories of Measurement</td>
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**Fourth-Year Winter Semester**

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<th>Course Title</th>
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<tr>
<td>2507 Objective Personality</td>
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<tr>
<td>2602 Systems/Family Therapy</td>
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<tr>
<td>2604 Child &amp; Adolescent Intervention</td>
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<tr>
<td>2701 Clinical Practicum I</td>
<td>1416, 1806</td>
<td>1</td>
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<tr>
<td>2703 Supervision I</td>
<td></td>
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<tr>
<td>2809 Research Design</td>
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**Fourth-Year Winter Semester**

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<tr>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Credits</th>
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<tbody>
<tr>
<td>4402 Consultation &amp; Supervision</td>
<td>2701-4, 270A, 270B</td>
<td>3</td>
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<tr>
<td>2 Electives*</td>
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**Fourth-Year Winter Semester**

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<th>Course Title</th>
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<th>Credits</th>
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<tr>
<td>2112 Biological Bases of Behavior</td>
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<tr>
<td>2509 Behavioral Assessment</td>
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<td>2511 Projective Personality</td>
<td>1501, 2507</td>
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<tr>
<td>2606 Case Conceptualization</td>
<td>2701, 2703</td>
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<tr>
<td>2702 Clinical Practicum II</td>
<td>2701</td>
<td>1</td>
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<tr>
<td>2704 Supervision II</td>
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**Fourth-Year Winter Semester**

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<tr>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Credits</th>
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<tbody>
<tr>
<td>5700 Internship</td>
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<td>(1 credit per semester summer, fall, winter &amp; summer)</td>
<td></td>
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<tr>
<td>5890 Directed Study: Research</td>
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**Fifth-Year**

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<th>Course Title</th>
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<tr>
<td>4607 Group Theory/Processes OR</td>
<td>1610, 2604</td>
<td>3</td>
</tr>
<tr>
<td>3403 Social Aspects of Behavior</td>
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<tr>
<td>3501 Integrated Report</td>
<td>2507, 2509, 2511</td>
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<tr>
<td>3701 Clinical Practicum III</td>
<td>2507-9, 2602, 2604, 2606, 2702-4, 270A</td>
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<tr>
<td>5890 Directed Study: Research</td>
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**TOTAL DEGREE CREDITS**

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<th>Course Title</th>
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<td>3403 Social Aspects of Behavior</td>
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<td>3501 Integrated Report</td>
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<td>5890 Directed Study: Research</td>
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**Neuropsychology and Forensic concentration students require additional credits to fulfill concentration requirements beyond their 15 credits of electives. Neuropsychology students are required to take: PSY 4401, PSY 4405, PSY 4406, PSY 4501, PSY 4515, PSY 4517, PSY 1807, PSY 2808, PSY 2812. Forensic students are required to take: PSY 4418, PSY 4419, PSY 4449, PSY 4450, PSY 4508, PSY 4609. Of these required concentration courses, several will fulfill some of the elective requirements, the remaining concentration-required courses will be taken over and above the model curriculum requirements.
### Ph.D. Program 2018-2019 Model Curriculum

<table>
<thead>
<tr>
<th>First-Year Fall Semester</th>
<th>Prerequisites</th>
<th>Credits</th>
<th>Third-Year Winter Semester</th>
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<td>2511 Projective Personality Assessment</td>
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<td>2606 Case Conceptualization</td>
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<td>2812 Multivariate Statistics II with Lab</td>
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<tr>
<th>Second-Year Summer Semester</th>
<th>Prerequisites</th>
<th>Credits</th>
<th>*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.</th>
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<tbody>
<tr>
<td>270A Summer Practicum I</td>
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<td>3803 Major Paper</td>
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<tr>
<td>3809 Theories of Measurement</td>
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<td>*Elective</td>
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</table>

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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 1409 Professional Issues and Ethics (3 credits)**
This course acquaints the student with the extant legal and ethical principles and standards of practice that psychologists have developed for the profession.

PSY 1412 Psychobiology (3 credits)**
This course covers theory, research, and applications for the following topics: structure, function,
and disorders of the nervous system; physiological mechanisms and disorders in vegetative and intellectual functions; and psychophysiological methods and technology.

**PSY 1416 Cognitive/Affective Aspects of Behavior (3 credits)**
This course examines cognitive and affective processes that affect behavior. Topics include information processing, memory, attachment, unconscious processing, schemata development, bias, self-regulations, and attribution theory. The interface of cognition and affect will be examined in relation to issues in clinical psychology.

**PSY 1417 Ethics and Professional Issues (1.5 credits)**
The course consists of eight three-hour sessions that address ethical conduct and professional issues in the science and practice of health service psychology. Areas include clinical practice of psychology, research, evidence based treatments, obtaining how to use the APA Publication Manual (6th ed.), and a brief historical review of the development of the profession. Professional issues and topics will include (a) becoming a doctoral psychologist including membership in professional organizations (e.g., state and national groups including the American Psychological Association); (b) social media in practice and personal use; (c) becoming licensed and board certified; (d) presenting oneself as a professional and self-care; (e) early career building starting in graduate school; (f) developing a professional CV and completing the CITI research training certificate; and (g) suicidal clients and confidentiality. The course will provide an opportunity for discussion and interaction among students as they come to understand professional and ethical issues and concerns facing health services psychologists today. Discussions will also focus on key benchmarks going through the 4-year doctoral program at the College of Psychology [e.g., selecting practicum and internship sites, clinical competency exams (CCE), selecting a COP mentor, directed studies, dissertations, posters and publications as a graduate student].

**PSY 1418 Ethics and Legal Issues (1.5 credits)**
This course consists of eight three hour sessions that address ethical conduct and legal issues in the science and practice of health service psychology. The course covers the clinical practice of psychology, research, teaching, supervision, assessments, treatment, diversity issues, licensing issues and the historical development of the APA Code of Ethics.

**PSY 1603 Systems of Psychotherapy (1.5 credits)**
This course covers the scientific and philosophical origins, fundamental principles, and treatment implications of the primary systems of psychotherapy. It follows the integrative steps that flow from each system's theory of personality to its theory of psychopathology and culminates in its therapeutic process and therapy relationship. How these systems utilize theoretical formulations and assessment data to inform treatment is highlighted.

**PSY 2112 Biological Bases of Behavior (3 credits)**
This course covers theory, research, and applications for the following topics: structure, function, and disorders of the nervous system; physiological mechanisms and disorders in vegetative and intellectual functions; and psychophysiological methods and technology.

**PSY 2406 Psychopharmacology (1.5 credits)**
This course covers the basic science, theory, research and clinical applications of
psychopharmacology. It promotes the understanding of psychobiological processes in medicated patients and emphasizes the special psychotherapeutic requirements that relate to the currently prevalent combined therapeutic approach. The clinical issues are illustrated by case presentations and the review of the relevant literature. Prerequisite: PSY 1412

**PSY 3403 Social Aspects of Behavior (3 credits)**
This course studies the social antecedents of human behavior. The main theories of social psychology are examined in relation to clinical psychology.

**PSY 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 4402 Consultation and Supervision (3 credits)**
This course is intended to increase a student’s awareness and competencies with ethical issues in therapy. In addition, students’ consultation and supervision skills are developed.

**PSY 4499 Advanced Professional Development (1 credit)**
To enhance critical thinking, oral and written exposition, and knowledge of career development needed to enter the profession; this course will focus on enhancing internship application effectiveness. Students will be directed in preparing a curriculum vita, conducting self-evaluation of personal and professional roles, developing effective interviewing skills, and synthesizing training, experience, conceptualization models, and philosophy. Students will learn to make application decisions in terms of goodness of fit. Course assignments include the development of written products needed for internship application.

**Assessment Required Courses**

**PSY 1501 Assessment: Intelligence Testing with Lab**
The administration, interpretation, and communication of results of major intelligence tests is the focus of this course. Emphasis is placed on the many aspects of interpretation and report writing.

**PSY 1502 Diagnostic Interviewing (3 credits)**
This is a basic course on the theoretical and practical aspects of the clinical assessment interview. Emphasis is placed on development of communication skills, rapport building, evaluation strategies, consideration of diagnostic data, cultural and ethnic diversity, the mental status evaluation, and the ability to organize information in written and oral form. Prerequisite: PSY 1403

**PSY 2507 Objective Personality Assessment (3 credits)**
This course examines theoretical, conceptual, and methodological issues in objective personality assessment. An emphasis will be placed upon objective personality tests such as the MMPI-2, MMPI-A, 16 PF, Millon’s MCMI, and others. Prerequisite: PSY 1503, 1505

**PSY 2509 Behavioral Assessment (1.5 credits)**
This course will provide an overview of current strategies and issues in contemporary behavioral assessment. Included will be self-report and monitoring, direct and naturalistic observation of
behavior and physiological measurement. Application to a variety of clinical disorders will be addressed and attention directed to collateral factors such as behavioral assets and limitations and environmental supports and restrictions that often have an impact on the client.

**PSY 2511 Projective Personality Assessment (3 credits)**
This course will provide an introduction to the theory, administration, scoring and interpretation of the major projective assessment measures including the Rorschach, TAT, sentence completion, and figure drawings. The specific value of the projective measures and associated research findings will be discussed. The student will also receive an introduction to integrating assessment materials for the purpose of writing psychological test reports. Prerequisite: PSY 1503, 1505, 2507

**PSY 3501 Integrated Report (3 Credits)**
The primary goal of this course is to help the student write a well-integrated and meaningful psychological report. Starting with basic data obtained from a well-balanced battery of tests and other sources, which may include interviews and developmental and social histories, the student is guided through the process of clinical inference, learning to examine and analyze the data, formulate integrative hypotheses, and generate a synthesized, integrated and meaningful psychological report. Prerequisite: PSY 2507, 2509, 2511

**Intervention Required Courses**

**PSY 1605 Diversity in Assessment and Intervention (3 credits)**
This course covers diversity issues and their implications for assessment and intervention. Specifically, it considers the psychological impact of gender, race, ethnicity, culture, religious preference, socioeconomic status, sexual orientation, and able-bodiedness. It includes exploration of common stereotypes and their impact on therapy. This course also includes an examination of innovative assessment methods for clients of diverse backgrounds.

**PSY 1610 Adult Intervention I (3 credits)**
This course covers primary approaches to treating adult psychological disorders. Interventions with strong empirical and theoretical support are emphasized; relationship factors are also addressed. Development of treatment interventions based on a wide range of conceptual models is highlighted. Prerequisite: PSY 1403, 1407

**PSY 2602 Systems/Family Therapy (3 credits)**
This course will cover systems theory with emphasis on applications to marital and family therapy. General systems theory, and conceptualizations from such schools as the Bowenian, Structural, and Strategic will be considered.

**PSY 2603 Systems/Family Therapy (1.5 credits)**
This course will cover systems theory with emphasis on applications to marital and family therapy. General systems theory, and conceptualizations from such schools as the Bowenian, Structural, and Strategic will be considered.

**PSY 2604 Child and Adolescent Intervention (1.5 credits)**
This course covers current intervention strategies for children and adolescents. Application of
theory, methods, and current research in this area will be reviewed. Prerequisite: PSY 1408

**PSY 2606 Case Conceptualization (3 credits)**
This course addresses the processes of conceptualizing case material from diverse theoretical models and translating these conceptualizations into effective treatment strategies. Video- and/or audiotaped clinical interviews, and written and/or orally presented case histories are used in class to demonstrate and provide practice in case conceptualization skills. Prerequisite: PSY 1610, 2602, 2604, 2701, 2703

**PSY 4607 Group Theory and Processes (3 credits)**
Group process provides an introduction to the theories and research pertaining to small group behavior. Experiencing group dynamics first hand and processing these experiences provide opportunities to become familiar with factors which influence behavior in small groups. Prerequisite: PSY 1610, 2604

**Practicum and Internship Required Courses**

**PSY 1703 Pre-Practicum I (1 credit)**
This course provides the student with the opportunity to learn and practice a variety of interviewing and clinical skills necessary for effective psychotherapeutic functioning. This experiential lab course will focus on brief didactic presentations followed by student role-playing and instructor feedback. Corequisite: PSY 1502

**PSY 2701 Clinical Practicum I (3 credits)**
The student is required to spend a minimum of 10 hours per week for 12 months at a selected agency(s). In this course the student is to acquire competency in the areas of interview and assessment, psychological testing, and psychotherapy. Prerequisite: All first year courses; except 1416

**PSY 2702 Clinical Practicum II (3 credits)**
See description for PSY 2701 Clinical Practicum I. Prerequisite: PSY 2701

**PSY 270A Summer Clinical Practicum (3 credits)**
See description for PSY 2701 Clinical Practicum I. Prerequisite: PSY 2702

**PSY 2703 Supervision I (1 credit)**
The student is required to spend approximately one hour face-to-face with a faculty member in an individual or small group format. The student is expected to present case material and be prepared to discuss cases each week. Tapes of therapy sessions may be required. If supervision is provided in a group format, the time is adjusted to account for the multiple members of the supervision group. For instance, when two students receive 90 minutes of supervision in a group per week, that would constitute the equivalent of 45 minutes of individual supervision per week.

**PSY 2704 Supervision II (1 credit)**
See description for PSY 2703 Supervision I. Prerequisite: PSY 2703
PSY 270B Summer Clinical Supervision (1 credit)
See description for PSY 2703 Supervision I. Prerequisite: PSY 2704

PSY 3701 Clinical Practicum III (3 credits)
The student is required to spend a minimum of 15 hours per week for 12 months at a selected agency(s). Prerequisite: PSY 2507, 9, 11; 2602, 4, 6; 2702, 4; 270A; co-prerequisite: 3501

PSY 3702 Clinical Practicum IV (3 credits)
See description for PSY 3701 Clinical Practicum III. Prerequisite: PSY 3701

PSY 370A Summer Clinical Practicum (3 credits)
See description for PSY 3701 Clinical Practicum III. Prerequisite: PSY 3702

PSY 3703 Supervision III (1 credit)
See description for PSY 2704 Supervision II. Co-requisite/Prerequisite: PSY 3501, 2704

PSY 3704 Supervision IV (1 credit)
See description for PSY 3703 Supervision III. Prerequisite: PSY 3703

PSY 370B Summer Clinical Supervision (1 credit)
See description for PSY 3703 Supervision III. Prerequisite: PSY 3704

PSY 5700 Internship (2 credits)
The student is required to complete an internship, covering a 50-week period of 2,000 hours. The internship site must be accredited by the American Psychological Association or be a member of the Association of Psychology Internship Centers. Prerequisite: All course work including 5890.

Methodology, Research, and Directed Study Required Courses *

PSY 1806 Intermediate Statistics with Lab (3 credits)
This course covers basic inferential and descriptive statistics to proficiency. Multivariate statistics is taught from a consumer perspective. A computer lab is included.

PSY 2809 Research Design (3 credits)
The focus of this course is research methodology and scientific thinking. It covers basic experimental designs (between and within groups), single subject experiments, group experimental designs, non-experimental designs (correlational research, case studies, meta-analyses), and program evaluation. Validity issues in research (internal and external) and research ethics are emphasized throughout.

PSY 2107 Theories of Measurement (3 credits)
This course examines the theories, techniques, and statistics of psychological measurement. Topics covered include classical test theory, methods of reliability and validity assessment, test and item analysis, scaling procedures, test construction, item response theory, and generalizability theory. Both conceptual understanding and practical application are covered. Prerequisite: PSY 2806
PSY 5890 Directed Study: Research (4 credits)
Directed Study: Research will be under the direction of two faculty members. Upon enrollment, the student will submit a prospectus to the Office of Academic Affairs, describing the planned study. Content of the study can be an empirical study, part of a larger study, a critical literature review a case study, or a treatment manual. A scholarly paper will be required as a final product, submitted by the student to the supervising faculty members. In order for a student to be eligible to apply for an internship placement, as signed and dated Research Completion Form with a copy of the Abstract and a complete copy of the directed study must be submitted to the Office of Academic Affairs no later than the last day of Summer Session I. Prerequisite: PSY 2809

Methodology, Research, and Dissertation Required Courses**

PSY 1807 Advanced Statistics (3 credits)
This course will focus on analysis of variance strategies for analyzing data from experimental and quasi-experimental designs. Topics covered include completely randomized designs, randomized block designs, repeated measures designs, hierarchical designs, and analysis of covariance designs. Planned and post-hoc comparisons will be addressed throughout.

PSY 1809 Research Design (3 credits)
The focus of this course is research methodology and scientific thinking. It covers basic experimental designs (between and within groups), single subject experiments, group experimental designs, non-experimental designs (correlational research, case studies, meta-analyses), and program evaluation. Validity issues in research (internal and external) and research ethics are emphasized throughout.

PSY 2808 Multivariate Statistics I with Lab (3 credits)
This course focuses on multivariate statistical analyses through a detailed exploration of bivariate and multivariate regression and correlation. Other multivariate procedures such as canonical correlation will also be introduced. The course includes a computer lab that focuses on the use of statistical package(s) to perform these analyses. Prerequisite: PSY 1807

PSY 2812 Multivariate Statistics II with Lab (3 credits)
This course is a continuation of the content of Multivariate Statistics I and will include such topics as MANOVA and MANCOVA, classification and discrimination, and factor analytic methodology. The course includes a computer lab that focuses on the use of statistical package(s) to perform these analyses. Prerequisite: PSY 2808

PSY 3803 Major Paper (3 credits)
This course requires the student to design and implement an original research project. It requires a prospectus at enrollment and a written final research report of results. In order for a student to be eligible to apply for an internship placement, a signed and dated Research Completion Form with a copy of the Abstract and a complete copy of the Major Paper must be submitted to the Office of Academic Affairs no later than the last day of Summer Session I. Prerequisite: PSY 1807-9, 2808-12
PSY 3809 Theories of Measurement (3 credits)
This course examines the theories, techniques, and statistics of psychological measurement. Topics covered include classical test theory, methods of reliability and validity assessment, test and item analysis, scaling procedures, test construction, item response theory, and generalizability theory. Prerequisite: PSY 2812

PSY 5850 Dissertation (12 credits)
The Dissertation requires the design and implementation of an original significant research project. Upon enrollment, the student will submit a prospectus to the Office of Academic Affairs describing the study. Upon securing a Committee, it must be submitted to the Dean’s office for approval. The student must orally defend the proposal and final product. Bound copies of the approved Dissertation must be submitted to the Office of the Dean and the University Library. Registration is minimally for two semesters.

PSY 5851 Continuing Dissertation (1 credit)
Continuation of PSY 5850 Dissertation. (If needed)

General Elective Courses

PSY 4401 Clinical Neuropsychology (3 credits)
The study of the relationship between brain function and behavior. Major topics include: anatomy and physiology of the human brain, behavioral functions associated with the cerebral hemispheres and lobes, neurobehavioral presentations of common neurologic and psychiatric conditions, administration and interpretation of major neuropsychological test batteries, and diagnostic examination for brain dysfunction. Prerequisite: PSY 1412

PSY 4405 Clinical Neuroanatomy (3 credits)
The understanding of the anatomical organization of the human nervous system is an important skill for a student of clinical neuropsychology. In this course the focus will be on those aspects of neuroanatomy that will aid in neuropsychological assessment and research. Topics will include the development, structure, and function of the human nervous system, neuroanatomical correlates of behavior, and the anatomical substrates of neuropathology. Prerequisite: PSY 1412

PSY 4406 Behavioral Neuropathology (3 credits)
This course is designed to provide an introduction to neuropathology. The understanding of the major diseases and disorders of the human nervous system is an important skill for a student of clinical neuropsychology. In this course the focus will be on those aspects of neuropathology that will aid in neuropsychological assessment and research. Topics will include the development of structural and chemical dysfunction of the human nervous system, neuroanatomical correlates of dysfunction, and the anatomical substrates of neuropathology. Prerequisite: PSY 4401

PSY 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 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 (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; handing 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
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
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.

*Psy.D. program only; **Ph.D. program only.

2018-2019 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.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$1110 per credit hour</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$50 (nonrefundable)</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$30 per semester</td>
</tr>
<tr>
<td>Late Registration Penalty</td>
<td>$50</td>
</tr>
<tr>
<td>Student Services Fee</td>
<td>$450 per semester (4 credits or more)</td>
</tr>
<tr>
<td>Professional Liability Insurance Fee</td>
<td>$10 per semester</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$10 per transcript</td>
</tr>
<tr>
<td>Application for Degree Fee</td>
<td>$100</td>
</tr>
</tbody>
</table>

*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
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

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Miami VA Medical Center, Miami, FL
Milwaukee VA Medical Center, Milwaukee, WI
Mississippi State Hospital, Whitfield, MS
Mount Sinai Medical Center, New York, NY
Naval Medical Center, Bethesda, MD
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 MHCM/ 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
Army Medical Center, Honolulu, HI
Ulster County Mental Health Services, Kingston, NY
U.S. Medical Center for Federal Prisoners, Springfield, MO
University of Arkansas Children’s Hospital, Little Rock, AR
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

Karen S. Grosby, Ed.D., Dean
Mindy Ma, Ph.D., Associate Dean
John E. Lewis, Ph.D., Chair, Department of Clinical & School Psychology
Tara Jungersen, Ph.D., Chair, Department of Counseling Psychology
Glenn Scheyd, Ph.D., Chair, Department of Psychology and Neuroscience

Full-Time Faculty

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

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

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 inattentional blindness; self-control and ego depletion.

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, associate professor. Therapeutic/collaborative assessment; school-based consultation; psychological services within schools; emotional/behavioral issues with children and adolescents.

Ralph E. (Gene) Cash, Ph.D., ABPP, NCSP, New York University, professor. School psychology; psychoeducational assessment, diagnosis, and treatment; depression; anxiety
disorders; suicide prevention; forensics, including child custody, wrongful death effects, and disabilities; stress management; and psychology and public policy.

William (Matt) Collins, Ph.D., McMaster University, 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; development of models for professional training of psychologists.

Mindy Dunagan, Ph.D., LAPC, NCC, University of Mississippi, assistant professor. Individual and group counseling with children, adolescents, adults, and geriatrics; focused clinical populations include athletes, LGBT clients, and college students.

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, professor. Neuropsychology; human electroencephalography; executive control in bilinguals.

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

Diana Formoso, Ph.D., Arizona State University, associate professor. Risk and protective factors that shape youth development within low-income, ethnic minority families; family conflict, parenting, and child outcome and how they are impacted by families' ecological and cultural
context (e.g., economic hardship, neighborhood risk, immigration and acculturation); intervention development for ethnic minority children and families experiencing adversity; the family lives and school experiences of immigrant youth.

**Barbara Garcia-Lavin, Ph.D.,** Nova Southeastern University, assistant professor. Psychological assessment; training/supervision; autism and developmental disabilities; youth aggression and conduct problems; health psychology; school psychology.

**Emily Georgia-Salivar, Ph.D.,** University of Miami, visiting professor. The role of traumatic events on dyadic adjustment; couples’ help seeking behaviors; impact of flexibly-delivered couple interventions with a focus on the underserved populations.

**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.

**Jessica Haas, Ph.D.,** Loyola University, assistant professor. Multicultural research; effects of racism-trauma on individuals, communities, and organizations.

**Allie Holschbach, Ph.D.,** Michigan State University, assistant professor. Behavioral neuroendocrinology; social behavior; anxiety-like behaviors; serotonin; hormones; brain plasticity; neural underpinnings of social and emotional behavior; hormones and behavior; sex differences in the brain and behavior.

**Melanie Iarussi, Ph.D., LPC-S, CSAC,** Kent State University, associate professor. MI training; integration of MI and CBT; professional identity and advocacy.

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

**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, associate professor. Neuropsychological assessments; behavioral medicine interventions; psychotherapy; group therapy; family therapy.

**Jeffrey L. Kibler, Ph.D.,** University of Miami, professor. Cognitive-behavioral regulation of emotion/mood disorders. Behavioral medicine: biobehavioral aspects of posttraumatic stress, psychosocial stress, and pain; psychosocial risks for illness (e.g., heart disease); health risk reduction; psychophysiology; minority health: predictors of biobehavioral research participation for individuals of racial minority.

**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.

**James Munoz, Ph.D.,** Tulane University, assistant professor. Factors that regulate the proliferation, migration, and differentiation of neural stem cells.

**Barry Nierenberg, Ph.D., ABPP,** University of Tennessee, professor. Rehabilitation and Health Psychology: psychological factors in chronic illness, biopsychosocial aspects of wellness and disease, healthcare disparities, pediatric psychology, child and family adaptations to acute and chronic medical conditions; business of psychology and professional credentialing.

**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. Suicide intervention; crisis intervention; youth violence; self-injury; school safety; 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.


David Reitman, Ph.D., University of Mississippi, professor. Cross-setting (home and school) problems involving children and adolescents; 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, associate 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, professor. Physiological consequences of stress; influence of emotion on attention; influence of sleep loss on cognition and emotion.

Vanessa Teixeira, Ed.D., Argosy University, lecturer. Complex trauma; early trauma on classroom behaviors; LGBT issues; TF-CBT; severe mental illness; supervision; gatekeeping; social justice; professional counselor development.

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

Kayla Thayer, Ph.D., University of Miami, assistant professor. Treatment of mood, anxiety, psychosis, personality, alcohol, and substance use disorders; OCD; PTSD.

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 ingroup counseling; the application of contemplative approaches in counseling; and school-based interventions for students at risk.

Jessica Valenzuela, Ph.D., University of Miami, associate professor. Pediatric psychology; disparities in child health outcomes and health care quality; chronic illness prevention and disease management; psychologists in medical settings; community-based participatory research approaches and academic-community partnerships for health.
Sarah Valley-Gray, Psy.D., ABPP, Nova University, professor. Neuropsychological, psychological, and psychoeducational assessment; pediatric neuropsychological disorders; psychological services within the schools; infancy and child development (interaction with caregiver); issues of professional development including training and supervision.

Vincent B. Van Hasselt, Ph.D., University of Pittsburgh, professor. Family and interpersonal violence; police psychology; criminal investigative analysis (psychological profiling) and apprehension; interviewing and interrogation techniques; cognitive behavioral interventions with juvenile offenders; behavioral criminology.

Michael Voltaire, Ph.D., Florida International University, associate professor. Applied behavior analysis; developmental disabilities; life-span human development; autism.

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

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.

William Dorfman, Ph.D., ABPP, Ohio State University, professor. Community mental health; short-term approaches to psychotherapy; eclectic approaches to individual and marital psychotherapy; psycho-diagnosis; objective personality measurement with the MMPI-2 and MMPI-A; role of families and primary caretakers in the treatment and rehabilitation of the chronically and severely mentally ill.

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

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

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

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.

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

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

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.

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.

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

Troy Robinson, Ed.D., Nova Southeastern University. Multiple intelligences; cooperative learning; professional learning communities; technology integration; educational leadership; organizational leadership; quality online graduate education.

Timothy Scala, Psy.D., C.F.C., Nova Southeastern University. Therapeutic recreation; developmental disabilities; psychological and psychoeducational assessment; counseling and mental health issues, supervision.

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; 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.

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; treatment of mood disorders for adult and adolescent populations; time-limited dynamic psychotherapy; 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. ADHD; Bipolar disorder; anxiety disorders; other chronic mental illnesses.
# NSU Resources

<table>
<thead>
<tr>
<th>Department</th>
<th>Nova Southeastern University</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| College of Psychology Graduate Program Information | Nova Southeastern University College of Psychology 3301 College Avenue Fort Lauderdale, Florida 33314-7796 | (954) 262-5790  
Toll free: 1-800-541-6682  
Ext: 25790  
Email: gradschool@nova.edu |
| Admissions                         | Nova Southeastern University College of Psychology Graduate Admissions Office 3301 College Avenue Fort Lauderdale, Florida 33314-7796 | (954) 262-5760  
Toll free: 1-800-541-6682  
Ext: 25760  
Fax: (954) 236-3893  
Email: gradadm@nova.edu  
www.psychology.nova.edu |
| Financial Aid                      | Nova Southeastern University Office of Student Financial Assistance Horvitz Administration Building First Floor 3301 College Avenue Fort Lauderdale, Florida 33314-7796 | (954) 262-3380  
Toll free: 1-800-806-3680  
www.nova.edu/cwis/finaid |
| Housing                             | Nova Southeastern University Office of Residential Life & Housing 3301 College Avenue Fort Lauderdale, Florida 33314-7796 | (954) 262-7052  
Toll free: 1-800-541-6682  
Ext: 27052  
www.nova.edu |
| International Student Advisement   | Nova Southeastern University Office of the University Registrar International Student Advisor 3301 College Avenue Fort Lauderdale, Florida 33314-7796 | (954) 262-7240  
Toll free: 1-800-541-6682  
Ext: 27240 |
| Veterans’ Benefits                 | Nova Southeastern University Office of the University Registrar Coordinator of V.A. Benefits 3301 College Avenue Fort Lauderdale, Florida 33314-7796 | Toll free: 1-800-541-6682  
Ext: 27236 |
| Other NSU Programs                 | Nova Southeastern University Office of the University Registrar 3301 College Avenue Fort Lauderdale, Florida 33314-7796 | (954) 262-7255  
Toll free: 1-800-541-6682  
Ext: 27255  
www.nova.edu |