

# **Nova Southeastern University Center for Psychological Studies 2013–2014 Catalog**



Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; Telephone number 404-679-4501) to award associate's, bachelor's, master's, specialist, and doctoral degrees. Nova Southeastern University was first accredited by the Southern Association of Colleges and Schools (SACS) as Nova University in 1971. The Ph.D. and Psy.D. programs in Clinical Psychology are accredited by the Commission on Accreditation of the American Psychological Association. The Psychology Services Center Internship Program is also accredited by the Commission on Accreditation of the American Psychological Association. The Center's master's degree program in school counseling and specialist and doctoral programs in school psychology are approved by the Florida Department of Education. In addition, the specialist program in school psychology holds the designation of National Recognition by the National Association of School Psychologists (NASP). The M.S. in School Counseling and the Psy.S. in School Psychology programs for practitioners in P-12 schools have been accredited by the National Council for Accreditation of Teacher Education (NCATE).

The information contained in this catalog is effective through June 30, 2014. Nova Southeastern University's administration reserves the right without advance notice to change at any time the requirements for admission and graduation, modify the curriculum, adjust tuition or fees, and change regulations affecting the student body.

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## **President's Message**

Nova Southeastern University is the largest independent, not-for-profit university in the Southeast, and the seventh largest in the United States. As president of NSU, I invite you to become an ambassador of this extraordinary educational institution that is in its fourth decade of existence.

When it began, NSU served 17 Ph.D. students from one building. Today, we have nearly 29,000 students and more than 5 million square feet of classroom space, libraries, and recreation areas. Our programs are offered throughout Florida and the United States, as well as in 23 countries. And with more than 143,000 alumni, our graduates reside in all 50 states and in more than 63 other countries.

The university continues to experience a sustained period of academic growth, due in large part to its exploration of alternative strategies in educating professionals and its commitment to excellence in academics, clinical training, community service, and well-rounded opportunities for all students. Collaboration at all levels with diverse partners is the essence of NSU.

The entire NSU community is dedicated to providing service and academic excellence to you as you continue on the road to success as you wish it to be defined. We look forward to a lifelong partnership with you, our student.

George L. Hanbury II, Ph.D.  
NSU President/CEO

## **Dean's Message**

Welcome to the Center for Psychological Studies (CPS) that joined partner schools as part of the Division of Applied Interdisciplinary Studies in 2010. Organized in 1967, CPS has distinguished itself nationally through its programs that integrate training, research, and service. Conducting psychological research and providing quality assessment and treatment of psychological problems is one of the greatest challenges facing modern society. The center seeks to address these challenges by providing a broad range of training in evidenced based clinical interventions, by conducting research that addresses society's pressing problems, and by offering services to the community. The center values individual and cultural diversity in the preparation of researchers and practitioners who will serve in a diverse community.

The center offers a Ph.D. (Doctor of Philosophy) program and a Psy.D. (Doctor of Psychology) program that are accredited by the American Psychological Association (APA). The center also offers a specialist program (Psy.S.) and doctoral program (Psy.D.) in school psychology. Both programs are approved by the Florida Department of Education. Moreover, the specialist program in school psychology holds the designation of National Recognition by the National Association of School Psychologists (NASP) and has been accredited by the National Council for Accreditation of Teacher Education (NCATE). The center also offers master's degrees in counseling, mental health counseling, school counseling (Florida Department of Education approved), forensic psychology, and general psychology. The center trains students in its Psychology Services Center that serves children, adolescents, and adults through its outpatient programs and thirteen faculty specialty clinical training programs. The Psychology Services Center Internship Program is accredited by the Commission on Accreditation of the APA. In addition, the center manages the Consortium Internship Program which is an Association of Psychology Postdoctoral and Internship Centers (APPIC) member. The center values interdisciplinary collaborations and works with partners in the postdoctoral residency program, college of medicine, college of dental medicine, school of education, school of business, the Mailman Segal Center, the Institute for the Study of Human Service, community partners, and others.

For professions to advance there must be an active exchange between those providing services and those engaged in research. Research needs to be responsive to community needs and clinical services must reflect the advances put forth by research.

The center has evolved as a leader in providing education and training, advancing an understanding of human behavior, and providing clinical services to the public. Our commitment is to continue to make significant contributions to our community and society well into the future while producing the most advanced training opportunities for our students.

Karen S. Grosby, Ed. D.  
Dean, Center for Psychological Studies



## **NOVA SOUTHEASTERN UNIVERSITY**

Situated on 300 beautiful acres in Davie, Florida, Nova Southeastern University is a dynamic, fully accredited institution dedicated to providing high-quality educational programs of distinction from preschool through the professional and doctoral levels. NSU has more than 29,000 students and is the seventh largest not-for-profit independent institution nationally.

The university awards associate's, bachelor's, master's, specialist, doctoral, and first-professional degrees in a wide range of fields, including the arts and humanities, business, counseling, computer and information sciences, education, medicine, dentistry, various health professions, law, marine sciences, psychology, and other social sciences. The university has been offering distance education programs for more than 40 years. To date, the university has produced more than 143,000 alumni.

Nova Southeastern University has the only college of optometry in Florida, and one of only two colleges of pharmacy in South Florida. The institution also enjoys an excellent reputation for its programs for families offered through the Mailman Segal Center for Early Childhood Studies and the University School. These include innovative parenting, preschool, primary, and secondary education programs.

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

### **Mission Statement: Nova Southeastern University**

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

### **Vision 2020 Statement:**

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

### **Core Values:**

Academic Excellence  
Student Centered  
Integrity  
Innovation

Opportunity  
Scholarship/Research  
Diversity  
Community

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

### **Notices of Accreditation, Membership and Nondiscrimination**

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

The Ph.D. Program in Clinical Psychology is accredited by the Commission on accreditation of the American Psychological Association. The Psy.D. Program in Clinical Psychology is accredited by the Commission on Accreditation of the American Psychological Association. The Psychology Services Center Pre-Doctoral Internship Program is accredited by the Commission on Accreditation of the American Psychological Association.

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

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

*Office of Program Consultation and Accreditation  
American Psychological Association  
750 I<sup>st</sup> Street, NE, Washington, D.C., 20002-4242  
Phone: 202-336-5979/E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)*

Additionally, the Center for Psychological Studies sponsors the South Florida Consortium Internship Program, which is a member in good standing of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

The Center's master's degree program in school counseling and specialist and doctoral programs in school psychology are approved by the Florida Department of Education. In addition, the specialist program in school psychology holds the designation of National Recognition by the National Association of School Psychologists (NASP).

The Center for Psychological Studies offers two programs, (1) the M.S. in School Counseling and (2) the Psy.S. in School Psychology, for practitioners in P-12 schools that have been accredited by the National Council for Accreditation of Teacher Education (NCATE). The

accreditation for these programs is awarded to the university through the Fischler School of Education as follows: The Fischler School of Education at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](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.

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

- **Psychologists**

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

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

Nova Southeastern University's Center for Psychological Studies 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. 03/31/2013.

- **School psychologists**

Nova Southeastern University's Center for Psychological Studies is approved to offer continuing education by the State of Florida Board of Medical Therapies/Psychology, Office of School Psychology. Provider # SCE 11 – exp. 11/30/2013.

Nova Southeastern University's Center for Psychology Studies 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 # 1024.

Nova Southeastern University's Center for Psychological Studies is an NBCC-Approved Continuing Education Provider (ACEP™) and may offer NBCC-approved clock hours for events that meet NBCC requirements. The ACEP solely is responsible for all aspects of the program. Provider #4548, Exp. 04/30/15.

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

**Mission Statement: Center for Psychological Studies**

The Center for Psychological Studies maintains a tripartite mission of education and training in psychology, service to the community, and clinical research. Through the intimate interplay between its Psychology Services Center and its academic programs, learning becomes rooted in real problems and research activities that attempt to find answers to extant concerns. The center seeks to offer programs of excellence in educating future mental health practitioners, in advancing knowledge about psychological problems and their treatment, and in providing high-quality services that address society's current mental health needs.

## ACADEMIC PROGRAMS

### Master of Science Programs

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

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

The master's degree in School Counseling provides training to individuals seeking positions as professional school counselors in school systems. At this time the program is offered on the main campus and in Jacksonville, Miami, Orlando, Palm Beach, and Tampa in a weekend format.

#### School Counseling – Certification Option

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

Teachers, educators, and counselors who hold an eligible master's degree in a related area other than school counseling may apply for admission as a "special (non-degree) student" for the purpose of taking courses in the 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). All requirements for certification in the Guidance and Counseling subject specialty will be fulfilled prior to degree conferral, including all curriculum and examination requirements.

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

The master's degree program in Forensic Psychology is a 36- credit online program that will present information at the intersection of legal issues and psychology. Students will be prepared to understand what forensic psychologists do, as well as to apply this training in a variety of professional contexts. This degree program will provide students with the professional training necessary to function at an optimal level in a variety of forensic settings where psychology is used including court cases, law enforcement, criminal justice, national security offices, prisons, social services agencies, child welfare agencies, and treatment facilities.

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

The master's degree in Human Services is a multidisciplinary program offered through the Institute for the Study of Human Service, Health and Justice. The Psychosocial Foundations in Child Advocacy offered through CPS provides knowledge in child advocacy.

The master's degree in Criminal Justice is an interdisciplinary program offered through the Institute for the Study of Human Service, Health and Justice. The program is designed to provide students with a solid background in the theoretical, historical, public policy, behavioral, and political perspectives related to criminal justice; a foundation in evaluation methods of criminal justice programming and an in-depth knowledge of the legal issues that govern criminal justice activities, including fundamental principles and concepts of criminal and civil law, rules of law and evidence, and state and constitutional laws and their development. The program trains those interested in law enforcement and the justice system. The Behavioral Science Track, offered through the Center for Psychological Studies, provides special knowledge in the area of psychology.

For further information regarding these programs, please visit the NSU Institute for the Study of Human Service, Health and Justice website: [www.humanservices.nova.edu](http://www.humanservices.nova.edu).

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

The Specialist Program (Psy.S.) in School Psychology was developed in response to the national and state shortage of school psychologists and the increased public attention being paid to the important role that psychologists play in the schools. The curriculum was designed following consultation with the district department of psychological services, the Florida Department of Education (DOE), the Florida Association of School Psychologists (FASP), the National Association of School Psychologists (NASP), and the American Psychological Association (APA).

The program consists of 79 semester hours that span three years of course work (including practica) and one year of internship. The program is enriched through its more than 30 distinguished full-time faculty members that include nationally renowned professionals. Students also enjoy the benefits of a diverse student body, hands on training within the center's outpatient mental health facility and other facilities, and variety of clinical training and research opportunities.

The program is approved by the Florida Department of Education (DOE) holds the designation of national Recognition by the National Association of School Psychologists (NASP) and has been accredited by the National Council for Accreditation of Teacher Education (NCATE). It is also designed to meet the current educational requirements for licensure as a school psychologist

under Chapter 490, *Florida Statutes*. At this time the program is offered in Fort Lauderdale, Palm Beach, and Tampa.

### **Doctoral Programs in Clinical Psychology**

The center offers two doctoral programs in clinical psychology, both accredited by the American Psychological Association (APA). Each program prepares students for the practice of clinical psychology. The doctor of philosophy also provides preparation for academic and research activities. Both the doctor of philosophy (Ph.D.) and the doctor of psychology (Psy.D.) programs are full-time, on campus programs with a three-year residency requirement. The doctoral programs typically require a minimum of four years of on-campus post baccalaureate study, including course work, clinical practica, the clinical competency exam, and a Dissertation (Ph.D.) or Directed Study: Research (Psy.D.). In addition, both programs require a 2,000-hour pre-doctoral clinical internship at an APA-approved or APPIC-approved site anywhere in the country.

### **Concentrations/Tracks**

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

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

The Child, Adolescent & Family Psychology track requires students to participate in pre-practicum research, and clinical practica with core faculty. Students will complete 18 hours of specified coursework.

The Multicultural/Diversity track requires students to participate in pre-practicum research, research, and clinical practica with core faculty. Students will complete 12 hours of specified coursework.

The Trauma track requires students to participate in trauma research and clinical practica with core faculty. Students will complete 12 hours of specified coursework.

### **Joint Clinical Psychology Doctoral/MBA**

This program was established in response to the interest of clinical psychologists to be trained in the practice of business. Current CPS doctoral students interested in admittance to the M.B.A.

program should contact the CPS director of Academic Affairs. The student will fulfill the typical clinical psychology admissions process by completing the application packet obtainable at the Center for Psychological Studies and indicate, at that time, that they intend to be admitted to the joint psychology and M.B.A. program. Typically students will begin M.B.A. classes during the 3<sup>rd</sup> year of their psychology studies if they are in good standing and will pay the respective current tuition rates for both the clinical psychology program and the M.B.A. Program.

### **Doctoral Program in School Psychology**

The Doctoral Program in School Psychology builds upon the Center's specialist program and is a full-time, on campus program with a three-year residency requirement. The doctoral program typically requires a minimum of three years of on-campus post baccalaureate study, including course work, practica, and the Professional Research Project. In addition, the program requires a minimum of a 1500-hour predoctoral school psychology internship (1200 hours of which must be in a PK-12 setting) at an approved site anywhere in the country

The curriculum of the doctoral program is consistent with the *Guidelines and Principles for Accreditation of Programs in Professional Psychology* as defined by the American Psychological Association and the National Standards for graduate education as delineated by the NASP. Furthermore, the curriculum meets the credentialing requirements of the Florida Department of Education (DOE) for certification in school psychology, as well as the criteria for licensure as a school psychologist and as a psychologist within the state of Florida, as delineated in Chapter 490 of the Florida Statutes. Certification allows graduates to be employed in the public or private schools, while licensure allows for employment in private practice, hospitals and community agencies.

### **Licensure**

Licensure for programs offered at the Center for Psychological Studies are regulated at the state level and as such may vary from state to state. Individual eligibility should be verified periodically through careful review of state licensure regulations, which are subject to change. Degree conferral from the Center for Psychological Studies does not ensure automatic acceptance of program curricula by a given state for the purpose of licensure. Individual eligibility should be verified through careful review of the state licensure regulations for the state in which you plan to reside to determine its specific requirements.



## **TRAINING PROGRAMS**

### **Professional Development Institute**

The Professional Development Institute, part of the center's Quality Enhancement Plan, is held annually on the main campus in Ft. Lauderdale. In a conference format students gain additional practical knowledge that can be applied in their clinical experiences. The purpose of the Institute is to help students bridge the gap from theory to practice. Topics covered apply to practice with children and adults as well as within a variety of settings, such as mental health clinics, and are designed to provide to students with very practical information for use in clinical settings.

### **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 center. 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 CPS trauma-related programs that share a three-fold mission:

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

### **Southeast Institute for Cross-Cultural Counseling and Psychotherapy**

The Southeast Institute for Cross-Cultural Counseling is committed to enhancing the cause of multiculturalism at the Center for Psychological Studies. 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.

## **Pre-doctoral Internship Programs**

### **Psychology Services Center Internship Program**

Nova Southeastern University's Psychology Services Center Internship Program is accredited by the American Psychological Association. Each year interns are selected to participate in supervised clinical experiences, training meetings, seminars, and research within the NSU Center for Psychological Studies Psychology Services Center.

### **Consortium Internship Program**

The Center for Psychological Studies sponsors the Consortium Internship Program. A member of APPIC, the consortium provides services to a vast array of clinically diverse populations within local community settings.

### **Continuing Education Series**

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

Nova Southeastern University's Center for Psychological Studies is approved by the American Psychological Association to sponsor continuing education for psychologists. Nova Southeastern University's Center for Psychological Studies maintains responsibility for this program and its content. Nova Southeastern University's Center for Psychological Studies 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. 03/31/2015. Nova Southeastern University's Center for Psychological Studies is approved to offer continuing education by the State of Florida Board of Medical Therapies/Psychology, Office of School Psychology. Provider #SCE 11 – exp. 11/30/2013. Nova Southeastern University's Center for Psychological Studies 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 #1024. Nova Southeastern University's Center for Psychological Studies is an NBCC-Approved Continuing Education Provider (ACEP™) and may offer NBCC-approved clock hours for events that meet NBCC requirements. The ACEP solely is responsible for all aspects of the program. Provider #4548, exp. 04/30/2015.

## **RESEARCH**

In addition to training individuals to provide care and treatment for those with psychological problems, the center is equally committed to encouraging sophisticated applied research. The center is distinguished by its special commitment to clinical research geared toward understanding and resolving problems confronting modern society. In addition to ongoing

faculty research, every doctoral student engages in research activities, thereby multiplying the efforts and expertise required to understand the complexities of psychological disorders. Examples of research areas in which the center is currently engaged are the following:

Alcohol and substance abuse	Long-term mental illness
Anxiety disorders	Marital and family systems
Assessment of minority students	Mood disorders
Attention deficit and anxiety disorder	Multicultural assessment and intervention
Behavioral assessment and treatment	Neuropsychology
Child-clinical psychology	Pediatric psychology
Clinical biofeedback	Physical abuse
Community mental health	Posttraumatic stress disorder
Co-Occurring Disorders	Psychoanalytic therapy
Dissociation	Psychodiagnostic assessment
Eating disorders	School phobia
Family violence	Sexual abuse
Forensic psychology	Sexual addiction
Gender issues	Sleep disorders
Geriatric mental health	Social-clinical psychology
Health psychology	Stress disorders

**Computer/Statistical Lab.** Research in the center is supported by extensive computer facilities, including mainframe, workstation, and microcomputer environments. Methodological, statistical, and computer consultation is available to faculty members and students engaged in research or related course work.

### **Protection of Human Subjects**

The center adheres to published professional and governmental guidelines and regulations for protecting human subjects in research. **Any research that involves human subjects conducted by NSU faculty members, staff members, or students, whether funded or unfunded, must be submitted to the CPS representative for decision about possible Institutional Review Board (IRB) review. All faculty members, staff members and students involved in research studies must complete an on-line course with regard to the protection of human subjects (CITI course).** To obtain more information visit the NSU IRB website at [www.nova.edu/irb/manual/](http://www.nova.edu/irb/manual/) All IRB policies and procedures can be accessed at the IRB website: <http://www.nova.edu/irb/manual/policies.html>

## CLINICAL SERVICES

### Nova Southeastern University Psychology Services Center

The Center for Psychological Studies Psychology Services Center provides services to all residents of the tri-county area, including children, adolescents, adults, and elderly clients, regardless of race, color, sex, age, nondisqualifying disability, religion or creed, sexual orientation, or national or ethnic origin.

The Psychology Services Center's clinical staff consists of professionals in psychology and mental health counseling. More than 100 Center for Psychological Studies masters, specialist, and doctoral students receive practicum training within the Psychology Services Center.

Services offered by the Psychology Services Center include the following:

Assistance with smoking, gambling and over-eating issues	Testing and treatment for ADHD
Behavioral modification	Treatment for adolescent drug abuse and prevention
Biofeedback	Treatment for adults with issues resulting from traumatic experiences
Counseling for older adults	Treatment for children and adolescents experiencing behavioral and emotional issues
Family and multifamily therapy	Treatment for children and adolescents who have experienced a trauma
Information and referral	Treatment for depression, anxiety and emotional disturbances
Multilingual services (when available)	Treatment for eating disorders and body imaging issues
Neuropsychological assessment and evaluation	Treatment for serious emotional disturbance
Pain management	Treatment for victims, perpetrators or children affected by domestic violence
Parent skills training	
Psychodynamic psychotherapy	
Psychoeducational evaluations for gifted and school related issues	
Psychological testing	
Stress management	

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

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

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

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

**Anxiety Treatment Center.** This program specializes in the treatment of anxiety and obsessive compulsive disorders. The mission of the clinic is to provide state-of-the-art treatments with proven efficacy based on 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 encouraged. This program also offers EEG feedback for ADD and ADHD. Psychoeducational workshops will periodically be made available for clients to increase their skills for stress management, relaxation, mindfulness meditation, and/or assertive communication.

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

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

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

**Training in Parenting Skills (TIPS).** This program is a four-week course for parents of children two through preteen. It is based on behavioral management techniques and assists parents in using positive discipline to manage their children's behavior.

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

**Family Violence Program.** The Family Violence Program provides psychological services to children, adolescents, and adults in: 1) offering assistance in identifying and overcoming effects of abuse, while also helping perpetrators learn nonviolent behaviors, 2) assisting children who have witnessed violence to overcome its effects, and 3) helping adolescents learn anger management skills and promoting nonviolent ways of resolving conflicts. 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.

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

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

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

**Nova Southeastern University Counseling Center for Older Adults (NCCOA).** This program provides psychotherapy to individuals who are 55 and over. Client services include treatment of anxiety, depression, insomnia, psychosexual dysfunction, interpersonal difficulties,

substance abuse, or some other form of psychopathology. Treatment consists of individual, group, family, and/or marital therapy.

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

**Psychological Assessment Center.** This program provides neurological, psychoeducational and functional behavioral assessment and treatment to individuals who have suffered from some form of central nervous system disorder. Clients served include but are not limited to individuals with head injury, Attention Deficit Hyperactivity Disorder, learning disability, stroke, tumor, multiple sclerosis, cerebral palsy, aneurysms, congenital problems, mental retardation, Aspergers, encephalitis, meningitis, Alzheimer's Disease, poisoning, and schizophrenia.

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

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

## **NSU SUPPORT SERVICES**

### **Library Resources**

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

The university library system is composed of the Alvin Sherman Library, East Campus Branch Library, Health Professions Division Library, Law Library, North Miami Beach Branch Library, Oceanographic Library, and four school libraries on the main campus. Agreements have been signed with academic libraries throughout the world to provide library support for NSU programs offered in specific geographical areas. The catalogs of all NSU libraries are accessible via computers to local and distance education students and faculty members, wherever they may be located. Online databases complement the paper-based holdings and provide full-text resources. Interlibrary loan arrangements through networked organizations such as the Online Computer Library Center (OCLC), the Southeast Florida Library Information Network (SEFLIN), the Consortium of Southeastern Law Libraries (COSELL), and the National Library of Medicine (NLM) provide broad access to a wide range of materials.

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

For further information on the campus libraries, visit the Web site at [www.nova.edu/library](http://www.nova.edu/library).

### **Computer Facilities**

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



to a broad range of programs and multimedia applications. Field-based students are provided with access to computer labs in their area.

In order to access the university's computing resources, all Nova Southeastern University students must obtain Internet access service through a suitable Internet service provider.

### **Career Resources**

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

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

Further information can be found at [www.nova.edu/career](http://www.nova.edu/career).

### **Center for Media and Technology**

The Center for Media and Technology (CMT) exists to provide the faculty, staff and students at the Nova Southeastern University locations with the basic tools of instruction, to develop and produce learning materials, to assist faculty in the development of learning materials, and to provide informed consultation on using technology effectively.

CMT staff is dedicated to helping its clients overcome personal, psychological, social, and geographical obstacles to learning through the effective use of technology, particularly teleconferencing and videoconferencing.

In addition to video production, CMT circulates films, videos, and other non-print resources to faculty from an extensive in-house collection as well as from other university and commercial rental sources.

### **CPS Testing Library**

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

### **Financial Aid**

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

**Nova Southeastern University Assistantships:** A limited number of on-campus graduate assistantships will be available in residential life and student life. These assistantships include

housing, meal plan, a partial tuition waiver (\$7,000-\$8,000), and a monthly stipend of \$450-\$500. To apply and receive priority consideration, send a letter of interest and resume to:

**Residential Life**

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

**Student Life**

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

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

**Student Employment:** Part-time employment is available in many departments on campus. Several positions are open to students regardless of financial need. In addition, part-time clinical positions in the community are developed and made available to doctoral students throughout the center.

**Center for Psychological Studies Student Aid Programs**

**Center Scholarships:** The Center for Psychological Studies maintains a limited amount of scholarship funds. Information on various scholarships, including CPS, is available at: <http://www.nova.edu/financialaid/scholarships/>.

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

**CPS Student Employment:** Student employment opportunities are available within the Center for Psychological Studies. These positions are generally awarded on a competitive basis and usually require a 10 to 20 hour time commitment per week.

**Veterans' Benefits**

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

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

A student whose VA educational benefits have been terminated for unsatisfactory progress may petition the school to be re-certified after one evaluation period has elapsed. The school may re-

certify the student for VA educational benefits only if there is a reasonable likelihood that the student will be able to attain and maintain satisfactory progress for the remainder of the program.

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

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

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

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

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

Nova Southeastern University  
Office of the University Registrar  
Coordinator of V.A. Benefits  
3301 College Avenue  
Fort Lauderdale, Florida 33314-7796  
(954) 262-7236 or toll free 800-541-6682, ext. 27236

## **International Students**

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

Nova Southeastern University  
Office of the University Registrar  
International Student Advisor  
3301 College Avenue  
Fort Lauderdale, Florida 33314-7796  
(954) 262-7240 or toll free 800-541-6682, ext. 27240

### **Students with Disabilities**

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

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

For additional information on the university ADA policy and obtaining reasonable accommodations, please contact Joyce Silverman, M.S., ADA coordinator of the Center for Psychological Studies, at (954) 262-5740. Student's requests for accommodation will be considered on an individual basis in accordance with the center's procedures.

**Student Conduct:** All students are expected to comply with the legal and ethical standards of this institution. Academic dishonesty and/or nonacademic misconduct will result in disciplinary action. Specific instances of misconduct include, but are not limited to, cheating, plagiarism, knowingly furnishing false information to the institution, and forging or altering institution documents and/or academic credentials.

The institution reserves the right to require a student to withdraw at any time for misconduct as described above. It also reserves the right to impose probation or suspension on a student whose conduct is determined to be unsatisfactory.

Students who feel their rights have been denied are entitled to due process.

## **Family Educational Rights and Privacy Act (FERPA)**

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

- The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar's Office written requests that identify the record(s) they wish to inspect. The Registrar's Office will arrange for access and notify the student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their problems informally with the University Registrar. If the decision is in agreement with the students' requests, the appropriate records will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended, and will be informed by the Office of the University Registrar of their right to a formal hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, loan servicing agent, or the National Student Clearinghouse); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- The right to file a complaint with the Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605 concerning alleged failures by Nova Southeastern University to comply with the requirements of FERPA.

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

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

## **1. Release of Student Information**

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

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

## **2. Deceased Student Records**

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

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

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

## ACADEMIC REGULATIONS

### Nova Southeastern University Statement of Academic Rights and Responsibilities

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

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

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

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

#### A. Academic Standards

The university expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practica, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be indicated in a manner consistent with a university-recognized form and style manual.

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

2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require

that proper acknowledgement be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (A)(1) or (A)(2) is considered plagiarism at Nova Southeastern University.

3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.
4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:

- a. plagiarism
  - b. any form of cheating.
  - c. conspiracy to commit academic dishonesty
  - d. misrepresentation
  - e. bribery in an attempt to gain an academic advantage
  - f. forging or altering documents or credentials
  - g. knowingly furnishing false information to the institution
5. **Additional Matters of Ethical Concern.** Where circumstances are such as to place students in positions of power over university personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

## **B. Conduct Standards**

1. Students should not interfere with the rights, safety, or health of members of the university community nor interfere with other students' right to learn. Students are expected to abide by all university, center, and program rules and regulations and all local, state, and federal laws.

Violations of conduct standards include, but are not limited to:

- a. Theft
- b. Vandalism
- c. Disruptive behavior
- d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items



- e. Possession, transfer, sale, or use of illicit drugs
  - f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals
  - g. Violations of housing regulations
  - h. Any act or conspiracy to commit an act that is harassing or abusive or that invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group
  - i. Threats of or actual damage to property or physical harm to others
  - j. Nova Southeastern University prohibits any activity that may be constructed as hazing (hazing is defined as: any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university)
  - k. Failure to pay tuition and fees in a timely manner
2. Students must have authorization from the university to have access to university documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

### **C. Supplementary Standards**

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The university and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

### **D. Violations**

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic misconduct or supplementary standard violations. Any student found guilty of a violation of the academic, conduct, or supplementary standards will be subject to disciplinary action, including expulsion from the university.

### **Student Code of Computer Ethics**

Student users of Nova Southeastern University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act, Chapter 815, *Florida Statutes* and referenced Florida state statutes may be examined online or in a student's academic program office.

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. Ethical conduct by students in the use of this technology is the same as in all other areas of university life and it is of equal importance. All

students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility.

For more detailed information on Nova Southeastern University's Student Code of Computer Ethics, please consult the *Student Handbook*. ([www.nova.edu/cwis/studentaffairs](http://www.nova.edu/cwis/studentaffairs))

### **Drug-Free Schools and Campuses**

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

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

For more detailed information on this policy, please consult the programs' *Student Handbook*.

### **Tobacco-Free Policy**

Smoking and tobacco use are prohibited in all Nova Southeastern University facilities and on all university property and other properties owned or leased by the University with no exception. For a complete description of NSU's tobacco-free policy refer to <http://www.nova.edu/tobacco-free/policy.html>.

### **Cellular Phone Policy**

The university recognizes the growing trend regarding student possession of cellular phones with video, camera, or voice recording capabilities. In support of each individual's reasonable expectation of privacy, the copyright and intellectual property laws, the use of these cellular phone features by NSU students must be in conjunction with express consent. Students are expressly forbidden to video, use camera or voice recordings without the express consent of the subject(s) being photographed or recorded. Any student whose use of their cellular phone violates another's reasonable expectation of privacy or produces any media as a result of the cellular phone capabilities without express consent may be found in violation of this policy. Violations of this policy may lead to disciplinary action that may result in confiscation of the cellular phone and referral to Student Affairs as a violation of the NSU Code of Student Conduct.

### **Privacy of Records**

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

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

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

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

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

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

### **Reservation of Power**

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

The university reserves the right to cancel any class. If a class is cancelled and a replacement is not offered, then students will receive a full refund of tuition paid for the cancelled class. If the student registered for only one class, then the registration fee would be refunded as well.

### **Policies Governing Student Relations**

#### **General**

Nova Southeastern University has established specific policies, procedures, and guidelines defining its relationship with its students. The term a student as used in this catalog defines the student, or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

## **Institutional and Academic Information**

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

## **Notice of Nondiscrimination**

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

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

## **Grievances**

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

## **Student Publications**

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

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

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

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

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

### **Student Participation in University Governance**

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

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

## **MASTER'S PROGRAMS**

### **General Psychology (Online)**

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

\* Note: Graduate students who earn 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 demonstrates master's-level achievement and enhances employment opportunities.

### **Forensic Psychology (Online)**

The Master's Degree Program in Forensic Psychology is a 36- credit online program that will present information at the intersection of legal issues and psychology. Students will be prepared to understand what forensic psychologists do, as well as to apply this training in a variety of professional contexts. This degree program will provide students with the professional training necessary to function at an optimal level in a variety of forensic settings where psychology is used including court cases, law enforcement, criminal justice, national security offices, prisons, social services agencies, child welfare agencies, and treatment facilities

### **Mental Health Counseling**

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

such as substance abuse, family violence, aging, eating disorders, suicidal tendencies, and general emotional problems.

### **School Counseling**

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

The Master's Degree in School Counseling program is approved by the Florida Department of Education and has been accredited by the National Council for Accreditation of Teacher Education (NCATE). The accreditation for this program is awarded to the university through the Fischler School of Education as follows: The Fischler School of Education at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](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.

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

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

### **Certification/Endorsement Option**

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

Special (non-degree) students seeking admission to the school counseling program for the purpose of seeking certification by the FL Department of Education will be required to complete the following courses at NSU. All students will be required to complete PYCL 685 and 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.

### **Counseling (Online)**

The Counseling program, offers an innovative academic program designed for the working professional actively involved in or entering the field of counseling or related fields. The program offers individuals the opportunity to earn a degree in counseling with concentrations in mental health counseling, substance abuse counseling, substance abuse counseling and education, applied behavioral analysis or advanced applied behavioral analysis. 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.

### **Course Formats**

Main campus classes in mental health counseling are typically offered in two regular semesters of approximately 15 weeks each and two summer semesters. 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 Master of Science degree programs and course work are offered at selected locations in a field-based format. Accessibility to main campus administrators, advisors, faculty members, library resources, and information is maintained through on-site coordinators, faculty members, and on line services. In addition to main campus personnel, on-site personnel assist students and provide an effective liaison between the main campus and students and are available to students during classes and throughout the program.

In the field-based format for a master's degree in mental health counseling and school counseling, 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. 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 cluster during the course of the approximately three-year program. **Students admitted at a specific field-based site must begin the program within the first scheduled course offered for their cluster 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. Course preparation begins approximately one month before the first class meeting of each course. 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.

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.

**Note:** Courses in the Master's in Counseling program, the Forensic Psychology program, and the General Psychology program are offered online in a 15 week semester format (winter, summer and fall). Chat times are required and scheduling is up to the discretion of the instructor. Length of the program is contingent on choice of concentration. For the Master's in Counseling program, the average length of time to complete the program is 2 ½ to 3 years (taking two courses each semester). For the Master's in Forensic Psychology program, the average length of time to complete the program is 2 years. For the General Psychology program, the average length of time to complete the program is 1 ½ years.

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

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

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

## **Master's Program Admissions**

### **Requirements for General Psychology**

To be considered for admission to graduate study in the master's program in General Psychology, the applicant is required to present evidence of scholastic ability, interest in the area of psychology, personal stability, and strong character. Minimum requirements include an undergraduate GPA of 3.0 in the last 60 credits of undergraduate study **OR** completion of a minimum of 18 credits of graduate study with a GPA of 3.0 or better **OR** completion of the GRE test with a preferred score of 1000 (verbal and quantitative).

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

1. Complete the master's programs application form.

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

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

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

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

5. Submit official scores from the GRE (verbal, quantitative, and analytical writing). This submission is **optional** and may be used to supplement the application (i.e. academic record).
6. Provide a personal statement of up to 500 words indicating your goals in pursuing a masters-level degree in psychology.
7. Where applicable for foreign nationals, applicants should submit TOEFL scores. International Students should visit <http://www.nova.edu/internationalstudents/prospective/i20.html> for further information.

## **Requirements for Forensic Psychology**

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

a GPA of 3.0 or better OR completion of the GRE test with a preferred score of 1000 (verbal and quantitative).

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

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

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

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

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5. Submit official scores from the GRE (verbal, quantitative, and analytical writing). This submission is **optional** and may be used to supplement the application (i.e. academic record).

6. Provide a personal statement of up to 500 words indicating your goals in pursuing a masters-level degree in psychology.
7. Where applicable for foreign nationals, applicants should submit TOEFL scores. International Students should visit <http://www.nova.edu/internationalstudents/prospective/i20.html> for further information.

### **Requirements Mental Health Counseling or School Counseling**

To be considered for admission to graduate study in the master's programs in Mental Health Counseling or School Counseling, the applicant is required to present evidence of scholastic ability, interest in the area of psychology and counseling, personal stability, and strong character. Minimum requirements include an undergraduate GPA of 2.5 or a 3.25 graduate GPA in a minimum of twelve credits of graduate course work. Students may seek admission to main campus programs for fall, winter, or summer sessions. Field-based cluster start dates vary.

### **Application Procedures**

#### **Degree-Seeking Students**

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

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

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

If courses from one college/university appear on another college's/university's transcript, you are still required to submit an official transcript from the college or university where you originally

completed the course work. If the initial transcript forwarded does not reflect degree conferral or final semester grades, you must forward a final transcript as soon as this information becomes available.

5. Submit a 500 word minimum, typed professional statement that includes information about experience in the field of counseling, professional interests, and career goals. Describe how your professional, academic, and personal experiences led you to apply to this program. Include your full name on the essay. The personal statement helps us get to know you beyond the objective data provided in review of your courses, grades and other objective information. It also demonstrates your ability to communicate your thoughts in a professional, organized and succinct manner.
6. Include a copy of your teaching certificate (school counseling applicants only). Applicants may request a waiver of this requirement by contacting the Office of Graduate Admissions.
7. Where applicable for foreign nationals, applicants should submit TOEFL scores. International Students should visit <http://www.nova.edu/internationalstudents/prospective/i20.html> for further information.

#### **Special Students (non-degree-seeking)**

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

Nova Southeastern University  
Enrollment Processing Services (EPS)  
Attention: Center for Psychological Studies  
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. For the Mental Health Counseling Program, submit a letter specifying desired course work.

6. For the School Counseling Program, submit Florida Department of Education Statement of Eligibility for Certification, indicating course work required. Include a copy of your teaching certificate (school counseling applicants only). Applicants may request a waiver of this requirement by contacting the Office of Graduate Admissions (954) 262-5760.
7. Where applicable for foreign nationals, applicants should submit TOEFL scores. An interview or additional documentation may be required for purposes of screening or advisement. Applicants are responsible for ensuring that their file is complete and received by the announced deadline. Check on the status of your file with the Office of Graduate Admissions, (954) 262-5760, before the application deadline.

### **Requirements Counseling (online)**

1. Complete online application form
2. Baccalaureate degree from a regionally accredited institution. Official transcripts from all schools attended and/or agency evaluation of foreign degree.
3. An undergraduate or masters degree in psychology, education, behavioral science, social work, or a related field, and/or demonstrate aptitude to work in counseling through professional, volunteer, research, or personal experience.
4. A grade point average (GPA) of 2.5 or higher in last 60 semester hours of undergraduate coursework or a total score of 1000 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 or a master's degree with an overall GPA of 3.25 or better in a minimum 12 credits of graduate coursework.
5. Please briefly explain (500 word minimum) your interest in the field of mental health counseling, substance abuse or applied behavior analysis. Describe how your professional, academic, and personal experiences led you to apply to this program. Include your full name on the essay. The personal statement helps us get to know you beyond the objective data provided in review of your course grades and other objective information. It also demonstrates your ability to communicate your thoughts in a professional, organized and succinct manner.
6. Two academic or professional letters of recommendation.
7. TOEFL score (if applicable)
8. An interview is required for admission to the program

\* Students admitted to the master's programs must have access to a computer and their own Internet service provider account. Students will be required to demonstrate technological

competence and computer literacy during the program, including the use of the electronic library. NSU requires that all students maintain one official university-assigned computer account that is used to access major computing resources, including electronic mail. All official electronic mail communications directed to 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.

### **Application Deadlines**

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

### **Admission of Master's Students to Doctoral Programs**

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

### **Master's Counseling and Forensic Programs Transfer of Credits**

All transfer credit must be awarded during the student's **first academic year in the Master's program**. 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 Office of Academic Affairs, including an official transcript from the institution where the course was taken and a course description as listed in the institution's catalog. Other documentation may include syllabi, course notes, or other material as requested.

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

- A. Transfer of credits will be awarded when the course being evaluated meets all of the following criteria:
1. It is a graduate-level course taken at an institution accredited as degree granting by a recognized regional accrediting body for higher education at the time the course work was taken, or an APA professional school. 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 Office of Academic Affairs. Typically, such transfer credit is granted only under special circumstances. Transfer credits are not taken into account when computing the student's grade point average. **No transfer credit may be applied to practicum, internship or for portfolio-based experiential learning.**

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

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

### **Master's General Psychology Program Transfer of Credits**

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

### **Provisional Admissions**

Students may be provisionally admitted to a degree-seeking program based on a review of unofficial transcripts or other specific program admission requirements. However, this admission includes a condition that final and official documents and requirements must be received within 90 calendar days from the start of the term. If these final and official documents and/or requirements are not received by that time, the student will not be allowed to continue class attendance. Financial aid will not be disbursed to a provisional/conditional student until he or she has been fully admitted as a regular student (all admissions requirements have been approved by the college/program admissions office). Students who have an unpaid balance 30 days from the start of the term will be assessed a \$50 fee.



## Master's Programs

### Field-Based Site Information

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

For information regarding site locations, start dates, or deadlines, please refer to the Center for Psychological Studies application packet or contact the Center for Psychological Studies at (954) 262-5760.

\*Current location of Master's Program in School Counseling

## **Master's Programs Academic Policies**

### **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 Center for Psychological Studies students 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 Counseling Association, the ethical standards of their respective professions, the policies and procedures of the Center for Psychological Studies, and agency placement rules and regulations.

\*Excludes General Psychology program students

### **Evaluation of Master's Students**

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

### **Professional Standing Committee**

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

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

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

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

## **Master's Counseling Programs Academic Policies**

### **Registration**

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

### **Candidacy (Matriculation)**

**Mental Health Counseling Program.** 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 include:

1. PYCL 502 – Counseling Theories and Practice
2. PYCL 511 – Introduction to Mental Health Counseling Techniques
3. PYCL 507 – Research and Evaluation for Counselors
4. PYCL 584 – Diagnosis and Treatment of Adult Psychopathology

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 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 a Center for Psychological Studies 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.

**School Counseling Program.** Students are admitted into graduate study 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 student is enrolled.

During the formal review for matriculation, students' academic performance and professional functioning 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. As stated above, the successful passing of the General Knowledge Test of the FLDOE Teacher Certification Exam also must be completed during the matriculation period (by the completion of the first 4 courses). Students will not be allowed to matriculate and register for a 5<sup>th</sup> course until this exam is passed.

**Students who receive two grades below a B or a grade of F in any one 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 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 a Center for Psychological Studies Program. Students with a grade point average greater than 2.5 but less than 3.0 for the first four courses will be maintained in a non-matriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

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

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

1. PYCL 502 Counseling Theories and Practice
2. PYCL 511 Introduction to Mental Health Counseling Techniques  
(MHC concentration)  
SA 710 Foundations of SA/MHC in Community Settings (SA concentration)  
ABA 710 Principles of ABA (ABA concentration)
3. PYCL 507 Research and Evaluation for Counselors
4. PYCL 584 Diagnosis and Treatment of Adult Psychopathology

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 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 a Center for Psychological Studies 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.

### **Mental Health Counseling Practicum and Internship Requirements**

1. Practicum and internship is conceived to be that phase of the Master's in Mental Health 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 effectively in a future employment situation. 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 Mental Health Counseling Program.
2. 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.**
3. **Main Campus Students** - The practicum and internship each span a full 15-week semester. During **Practicum**, the student will spend a minimum of 150 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 (16-20 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. **If an agency where an individual would like to complete practicum does not appear on the main campus approved list, the Associate Director of Clinical Training must be contacted at least five months prior to any semester, so that the possibility of arranging a new placement can be determined.**

4. **Field-based Students - Practicum and internship schedules are a departure from the weekend format.** The practicum and internship each span a full 15- week semester. During **Practicum**, the student will spend a minimum of 150 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) students are required to spend a minimum of 600 hours (16-20 hrs/week) with a minimum of 240 hours of direct client contact in a community agency setting and participate in a bi-weekly practicum seminar class. **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.**

### **School Counseling Practicum and Internship Requirements**

Practicum and internship are conceived to be that phase of the Master's in School 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 school counseling is generally viewed as an experience that assists the prospective counselor to function effectively in a future employment situation. It serves as a bridge between the theoretical and the real. It is an opportunity for the counselor-in-training to apply what he or she has learned from the more didactic portion of the School Counseling Program.

**Candidates 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. Candidates will need to arrange their schedule to complete this degree requirement.**

**Local school boards may charge school counseling candidates a fee for practicum/internship placement in a school with a cooperating school counselor. Should a candidate elect to complete their practicum/internship in a school district that requires such a fee, it will be the candidate's responsibility to submit the fee on the designated day and time stipulated by the school board staff in accordance with their guidelines.**

Practicum responsibilities require candidates to spend 100 hours (40 of which are direct student contact hours) at a Pre-K –12 grade school setting. It is a distinct experience where candidates gain basic counseling skills and professional knowledge which may include individual and small-group counseling, classroom guidance presentations, consultation, parent conferencing, individual and large group testing, involvement in the exceptional student education process, and other experiences relevant to the practicum 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. Candidates integrate knowledge acquired in the classroom to real, on the job supervised training. This experience enhances basic professional school counseling skills in the student academic, social/emotional, and career counseling areas. The six credit hours of internship afford students an opportunity to work with a variety of students, parents or teachers over time. NSU ascribes to the American School Counselor Association National Model for school counseling programs and supports experiences that include leadership, student advocacy, collaboration and teaming, and systemic change.

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

- 1. Completion of one semester 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 where the candidate will be required to complete a minimum of 16-20 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 requirement. NSU policy does not allow candidates to complete their internship at the school where they currently work, even if school districts and/or principals provide permission. Please be advised that waiver of practicum and internship experience for any reason will not be permitted. The candidate must file an application for practicum and internship and receive approval prior to registering for these courses.**

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 students 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 students at the appropriate time in their program or upon request. Please be advised that during practicum and internship, students may also be enrolled in regularly scheduled intensive weekend classes.

### **Counseling Practicum and Internship Requirements (Online Program)**

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 effectively in a future employment situation. 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 counseling setting. Students will be required to complete the designated clinical training (field) experiences in their concentration. If more than one clinical training experience is required in a concentration, students are required to complete the practicum and internships in continuous semesters. Students should be aware that some clinical training sites require evenings and weekends as well as daytime hours. Students are also expected to meet all clinical obligations during holidays and academic session breaks. If the student elects to work more than the required hours per week, it should be discussed during the initial interview. In addition, the student is required to attend the regularly scheduled class meetings. Students may elect to complete additional hours as required for licensure or certification in their state.

The applied behavior analysis track practica are designed to meet the supervision requirements for the Board Certification in Behavior Analysis. The two practica in the Applied Behavior Analysis track are designed to meet the hours for the BCaBA certification requirements. The three practica in the Advanced Applied Behavior Analysis are designed to meet the supervision hours for the BCBA certification requirements. The practica are electives in this track as students may be able to receive the required supervision on the current work site. 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 form to the MS Counseling program office (form is available on the CPS website [www.cps.nova.edu](http://www.cps.nova.edu) under online programs). 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 application for site approval. The student is responsible for providing information on appropriate agencies in their local or surrounding areas. The student cannot complete his or her practicum experience in a private practice. If the student would like to do his or her practicum at the same site 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 director before requesting a placement in the place of his or her employment. An NSU representative will contact the agency on behalf of the student. While many students can complete the requirement while working, they should be prepared to make whatever arrangements are necessary to complete this requirement including a leave of absence, adjustment of the work schedule, etc.

**Mental Health Counseling Practicum and Internship:** The semesters of practicum and internship are required to afford students the opportunity of working with a variety of client populations in a community agency setting and participate in a practicum seminar class each



semester. Students are required to successfully complete at least 750 total clinical hours over a minimum of three consecutive semesters. The student will spend a minimum of 150 hours (10 hrs/week) during practicum and a minimum of 600 hours (approximately 20 hours per week each term) during two consecutive semesters of Internship.

**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:** Two practica are offered as electives to meet the BCaBA certification requirements. Students will be provided with a list of practicum sites in the local area of the university. For distance education students, practicum sites can be arranged through the student's community with supervision provided by BCBAs located at their site. Distance education students will be responsible for identifying possible practicum sites. The university faculty will contact the site and determine what types of support and supervision will be needed. Students will be required to complete 20 hours per week in the first semester and 25 hours per week in the second course to meet the requirements. The university's practicum program is approved by the BACB as meeting the supervision requirements for certification if taken in total and completed successfully. When applying for the certification exam, students will need to submit their transcripts to the BACB as proof of supervised experience along with the supervision 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 Fieldwork option for the BACB (for information see [www.bacb.com](http://www.bacb.com)) outside the university. Please be advised that university practica cannot be completed as part of employment. Students must complete their practicum outside their workplace or in a place and time of their workplace apart from their daily activities. Their practicum time must not be compensated.

**Advanced Applied Behavior Analysis Practicum:** Three semesters of practicum are offered as electives to meet the BCBA certification requirements. Students will be provided with a list of practicum sites in the local area of the university. For distance education students, practicum sites can be arranged through the student's community with supervision provided by BCBAs located at that site. Distance education students will be responsible for identifying possible practicum sites. The university faculty will contact the site and determine what types of support and supervision will be needed. Students will be required to complete 20 hours per week in the first semester and 25 hours per week in the second and third courses to meet the requirements. The university's practicum program is approved by the BACB as meeting the supervision requirements for certification if taken in total and completed successfully. When

applying for the certification exam, students will need to submit their transcripts to the BACB as proof of supervised experience along with the supervision 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 Fieldwork option for the BACB (for information see [www.bacb.com](http://www.bacb.com)) outside the university. Please be advised that university practica cannot be completed as part of employment. Students must complete their practicum outside their workplace or in a place and time of their workplace apart from their daily activities. Their practicum time must not be compensated.

**Some states may require more practicum hours than required by Nova Southeastern University for degree completion. 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 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.**

### **Mental Health Counseling and School 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. The Master of Science in Mental Health Counseling Program requires a minimum of 60 semester hours of graduate credit. The Master of Science in School Counseling Program requires a minimum of 46 semester hours of graduate credit. A candidate is expected to complete the master's program and graduate within five years.

Students must complete their program within five years from the date of first enrollment. This means that students are expected to complete all master's degree requirements including the comprehensive final examination when required and graduate within this time period. In the event that a matriculated student who has been in continuous enrollment does not complete all requirements within the five-year time limit, he or she must enroll in the master's program and

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

### **Counseling (Online) Degree Completion Requirements**

A student must complete all courses for the degree with a grade point average of at least 3.0. Degree completion requirements are as follows:

- master of science degree program in counseling with a concentration in mental health counseling requires 60 hours of graduate credit (core courses 33 credit hours + 27 credit hours mental health counseling) and successful completion of the comprehensive exam
- 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)
- 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)
- master of science degree program in counseling with a concentration in applied behavior analysis requires 42 hours of graduate credit with 9 hours elective practica (core courses 33 credit hours + 9 credit hours applied behavior analysis track; 9 practicum hours are electives)
- master of science degree program in counseling with a concentration in advanced applied behavior analysis requires 48 hours of graduate credit with 15 hours elective practica (core courses 33 credit hours + 15 credit hours advanced applied behavior analysis track; 15 practicum hours are electives)

Students who would like to complete more than one concentration must complete all core and concentration requirements as specified. Students who would like to add on a concentration after they have begun the program must complete a Specialty Track Request form ([www.cps.nova.edu](http://www.cps.nova.edu); select Online Programs link) and submit to the director of the MS Counseling program for approval. In each concentration, students must satisfactorily complete all curriculum requirements.

Students in the **mental health counseling concentration** are required to take a Comprehensive Final Examination under the supervision of a proctor. The Comprehensive Final Examination will be administered in the last semester of classes. Students may be required to travel to a Nova Southeastern University Educational Center or other specified location.

## **Forensic Psychology Master's Program Academic Policies**

### **Program Format**

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

Master's students are provided NSU computer accounts including email and Blackboard, but must obtain their own Internet service providers, use their own computer systems and have a usable web camera. Online students use the web to access course materials, announcements, email, distance library services, subscription library databases, and other information, and for interaction with faculty and fellow students. Online, interactive learning methods are based on the use of Blackboard as a course management system. Online activities facilitate frequent

student-to-faculty and student-to-student interaction. They are supported by threaded discussion boards, white boards, chat rooms, email, and multimedia presentations. In addition, Blackboard enables students to submit assignments online in multimedia formats and to receive their professors' reviews of assignments online in the same formats.

## Curriculum Requirements

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

### Master's in Forensic Psychology Degree Plan

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

Year 1			
Fall (September)	<b>PSY 900</b> Introduction to Forensic Psychological Science	<b>PSY 907</b> Gender Violence Domestic: Violence, Sexual Assault & Child Abuse	
Winter (January)	<b>PSY 901</b> Psychopathology, Personality Disorders and Behavioral Interventions	<b>PSY 902</b> Methods & Tools of Psychological and Violence Risk Assessment	<b>PSY 903</b> Evaluation, Methodology, and Psychological Research
Summer (April)	<b>PSY 904</b> Ethical Concerns & Multicultural Issues in Forensic Psychology	<b>PSY 906</b> Best Practices and Policies for the Mentally Ill in the Criminal Justice System	<b>PSY 905</b> Communication Skills and Tools in Forensic Psychology
Year 2			
Fall (September)	<b>Specialty Track Course</b>	<b>Specialty Track Course</b>	
Winter (January)	<b>Specialty Track Course</b>		
Summer (April)	<b>Graduation</b>		

### **Forensic Psychology Core Courses (3 Credits Each)**

**PSY 900: Introduction to Forensic Psychological Science:** This is a survey course designed to provide students with an understanding of psychology's use in assisting the law with clinical forensic cases. Focus will involve both practical and research applications in clinical and social-cognitive psychology. Additional topics will include admissibility of psychologists to provide expert testimony in the courts; assessment of various mental states to meet legal requirements for competency, insanity, abuse syndromes, and various other psychological harm; working in the criminal justice system; and child custody and dependency issues. The legal system itself will be reviewed with a major focus on the unique aspects of the law as it applies to detained and incarcerated persons. History of the law, the U.S. Supreme Court cases that determined today's mandates, parity between physical and mental health for incarcerated persons, and recent developments will be examined. Students will be expected to review and to understand the laws and research tools used to conduct legal and psychological investigation including library databases. The social-cognitive bases of trial consultation, jury selection, and the limits of eyewitness type of testimony will also be explored.

**PSY 901: Psychopathology, Personality Disorders, and Behavioral Interventions in Forensic Settings:** This course is designed to provide an understanding of the various psychological disorders and their impact on behavior. Legal issues raised in both criminal and civil cases that involve mental illness will be discussed. Psychological interventions that have been determined to have empirical evidence in helping to reduce the symptoms of the various illnesses will be covered, including how to adapt them to various legal settings. In particular, group therapy and cognitive-behavioral interventions commonly used in corrections settings will be discussed. Laws dealing with medication as well as laws associated with the management of violence will similarly be covered. Students will be expected to learn about the tools used by psychologists to conduct legal and psychological research.

**PSY 902: Methods & Tools of Psychological & Violence Risk Assessment:** This course is designed to review various psychological assessment tools and techniques used by psychologists in the forensic setting. Focus will include standardization properties and interpretation of the results. Tests covered will include standardized cognitive assessments including the Wechsler scales, neuropsychological tests, objective and projective personality tests, and other measures specific to forensic settings. Students will not be trained to administer psychological tests, but rather understand the results and when to choose them for particular assessments.

**PSY 903: Evaluation, Methodology, and Psychological Research:** This course will cover the basics of research tools utilized by psychologists, with a major focus on program evaluation and testing scientific hypotheses. The course will describe research methodology and its application in the forensic setting. Basic statistical techniques will also be addressed in order to review research findings. Additionally, the course will address the grant writing process, with specific focus on its use to conduct program evaluation or basic research. In addition, the course will include a review of NSU's electronic databases in the library system, such as PsychInfo, as well as granting foundations.

**PSY 904: Ethical Concerns & Multicultural Issues in Forensic Psychology:** This course will review the ethics of forensic psychology, including the Ethical Principles of Psychologists and Code of Conduct and the Specialty Guidelines for Forensic Psychologists of the American Psychological Association (APA), as well as the American Bar Association (ABA) Ethics. Additionally, the APA Guidelines for Multicultural Psychology will be discussed, as well as their relevance in forensic psychology. Areas of conflict between the rules of legal procedure and the psychologist's administrative code will be highlighted. Ethical issues pertaining to supervision and consultation within forensic settings will also be an integral part of the course, as many psychologists engage in supervision of non-doctoral level associates. Consultation skills will be highlighted, as they are critical for the harmonious integration of laws and psychology. Finally, the ethical and legal aspects of detaining and confining people in the corrections system will be explored, with an emphasis on the responsibilities of those who work in the system.

**PSY 905: Communication Skills and Tools in Forensic Psychology:** Communication of psychological evaluation results is a critical part of psychology. Most psychologists communicate with the referral source, usually an attorney, case manager, or treating professional about their findings through an oral or a written report. If expert testimony is also required, they may be asked to provide a sworn statement or deposition. The focus will be on learning how to organize a referral question for the psychologist and to develop communication strategies following the rules of evidence. The most common deadlines that occur in forensic cases, which must be communicated to psychologists in a timely manner, will be discussed.

**PSY 906: Best Practices and Policies for the Mentally Ill in the Criminal Justice System:** Studies suggest that communities can develop a best practices model to keep the mentally ill out of jail or prison, while still maintaining public safety. This course covers the approach to training law enforcement in crisis intervention skills in order to avoid making an arrest when possible. If not possible, deferral into a mental health or drug court for treatment rather than incarceration should follow the arrest. Subsequently, the availability of treatment programs in the jail or prison is important for those who need to be detained. Finally, this course will discuss practices and policies and how to implement them for seamless reentry into the community.

**PSY 907: Gender Violence: Domestic Violence, Sexual Assault & Child Abuse:** This course reviews the victims and the perpetrators of crimes of gender, specifically those of domestic violence, sexual assault, and child abuse. The focus of this course will address the growing literature related to the psychological damage caused by these traumatic events, including the role of mental illness and how it impacts issues in criminal, civil, family and juvenile law.

### **Specialization Tracks**

Students will choose one of the following two specialization tracks:

#### **Specialization Track 1: Forensic Psychology in the Legal System (9 Credits – Choose 3 courses from below)**

**PSY 908: Psychological Issues in Dependency & Family Law Cases:** This course will focus on reviewing psychological assessment instruments and their use during child custody and

parenting fitness evaluations. The application of psychological tools to assist the court in development of parenting plans according to family law principles such as the Uniform Child Custody Act and other such legal documents will be reviewed. Child abuse laws followed by dependency courts will also be presented.

**PSY 909: Therapeutic Jurisprudence & Problem-Solving Courts:** Due to the criminalization of the mentally ill, jails and prisons have transformed into de facto hospitals for countless inmates with serious mental illness and substance abuse problems. Innovative diversion strategies have emerged to reduce the disparities in the jails and prisons and assist with access to community-based mental health and substance abuse care. Students will learn the philosophies in criminal and juvenile justice relating to the emerging practices of integrated and collaborative models of problem-solving therapeutic approaches. Focus will integrate theory and practical applications from a recovery and problem-solving perspective. Various legal philosophies such as therapeutic jurisprudence and restorative justice will be reviewed. The course will survey important U.S. and International policy reports, introduce students to leaders and pioneers in the field, review the consumer movement, and discuss and identify how to translate and to apply these philosophies and values into key areas from policy development to implementation.

**PSY 910: Assessment of Psychological Injury for Legal Cases:** Psychologists are frequently called upon to assess psychological injury in civil cases. Most common are tort cases where someone has been in an accident and is claiming psychological injury. Other areas include competency to enter into contracts, neuropsychological injuries due to open or closed head trauma or exposure to toxins, and damages from malpractice cases. This course will explore the signs and symptoms of psychological injuries and the tools/tests psychologists use to measure what if any damage has occurred. Students will learn to apply them to understand the concept of proximate cause – that is “but-for” what happened to the person, he or she would not be in this condition.

**PSY 911: Understanding Psychological Reports and Expert Witness Testimony:** When lawyers or others, such as consultants in the legal system, request a psychological evaluation they often receive a psychological report detailing the clinical results of that evaluation but it may not relate to the forensic issues. There are usually places and terms in psychological reports that need interpretation for someone who has little knowledge about psychological issues. This course will review the forensic psychological evaluation process and the manner in which to develop questions of the evaluator to ensure that oral and written reports are more relevant to the requestor. If the attorney believes that the psychological issues enumerated in the report will be helpful in his or her case, then a deposition or expert witness court testimony is requested. The course will also discuss preparing a psychologist for expert witness testimony in deposition or court, and how to develop psychologically informed voir dire and cross-examination questions for the opposition’s forensic psychologist.

**PSY 912: Psychological Evaluation of Competencies, Syndromes, & Sanity Issues:** Forensic psychologists have been assisting attorneys and the courts in assessing criminal defendants for competency and sanity since the early 1900s. By the 1980s psychologists received parity with psychiatrists in the U.S. courts. Case law and legislation have informed forensic psychologists as to what the courts need in order to meet the legal tests for whether or not a defendant is mentally

capable or competent to waive Miranda rights, proceed to trial, assist the attorney in preparing for a defense, voluntarily accept a plea bargain, know and understand the consequences of trial outcomes, etc. Additionally, mens rea or the state of mind at the time of trial is also assessed by a forensic psychological evaluation in order to determine if the defendant meets the insanity laws or downward departure of sentencing guidelines. Newer syndromes like Battered Woman Syndrome or Rape Trauma Syndrome are also assessed by psychologists and will be covered in this course.

**PSY 913/CJI 6230: Behavioral Criminology:** The purpose of this course is to familiarize the student with various techniques for analyzing and understanding criminal behavior through crime and crime scene analysis. These techniques include an introduction to the fundamentals of criminal investigative analysis and profiling. Critical thinking skills will be emphasized in crime and crime scene analysis in order to draw logical inferences regarding any underlying psychopathology, motive, criminal history or other dynamics unique to that particular offender.

**PSY 914: Capstone Project in Forensic Psychology in the Legal System:** Pre-requisite: Completion of all core courses. **Thesis Option** - If the thesis is chosen as the capstone project, students are expected to choose a topic of research that has been raised during the student's experience in this program. The student will be expected to prepare an outline of what issues will be researched and find a mentor (usually a faculty member in the program) to work with as the topic is researched. Methodology must be consistent with the skills used by researchers in the psychology and legal fields. The final paper will be approved by the faculty member, track coordinator or program director and will follow the format in the student policy manual that is on-line. Students will prepare papers for publication or presentation. It is expected that the students who choose this option will wish to go on for further education beyond the master's degree.

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

**Specialization Track 2: Forensic Psychology for Mental Health Workers, First Responders and Disaster Teams**  
(9 Credits – choose 3 courses from below)

**PSY 915: Suicide Prevention & Crisis Intervention Skills:** Suicide is one of the most dangerous actions in which depressed people engage that may, in fact, be preventable. This is true for those with suicidal ideation at all ages. This course will help the student learn how to identify the potential for suicide and how to respond and refer. Since suicide is often precipitated



by situational crises, early intervention techniques, particularly the identification of suicide potential, is crucial. Suicide ideation is frequently seen in criminal defendants, especially those who make suicide attempts when first admitted to jail or prison. Suicide-by-cop and highly publicized intentional and random multiple shooting events will be studied to better understand the shooter's motivations and early identification. Effective suicide prevention and crisis intervention strategies will be explored.

**PSY 916: Trauma Informed Assessment and Intervention:** The large numbers of people using the legal system have reported experiencing trauma in their lives. This includes those in the civil area, those in domestic violence and child abuse cases, and those in other criminal areas. Most of these people remain in the community or re-enter fairly quickly. However, it is important to assess for trauma and provide these individuals with trauma-informed services, as psychotherapy or substance abuse treatment alone are insufficient. This course will cover trauma theories and address trauma-informed assessment tools, as well as best practices in intervention techniques to assist victim/survivors.

**PSY 917: Child Maltreatment and Trauma Assessment and Intervention:** Child physical abuse, sexual abuse, and maltreatment can have a lasting impact on lifetime health and behavior. Assessment of trauma and trauma informed intervention strategies will be explored, including reduction and elimination of trauma triggers, desensitization, restoration of normal biochemicals and neurotransmitters in the brain and nervous system, and restoration of competency. Tools such as sand tray, play therapy, and cognitive-focused groups for older children will also be explored. Strategies for supporting and strengthening the non-offending parent will also be covered.

**PSY 918: Intervening in School & Workplace Violence:** The high publicity of school and workplace violence over the last decade has resulted in the development of psychological interventions to prevent and to intervene following such tragic events. Threat Assessment Teams with security and mental health experts working collaboratively can identify potential problems early on and intervene to interrupt plans to shoot and kill both intended and unintentional victims. This course will review the major high publicity cases such as Columbine H.S. in Colorado, Fort Hood massacre by a military psychiatrist, and the recent shooting of Congresswoman Gabriella Giffords. Crisis intervention following these tragic events will also be discussed.

**PSY 919: Substance Abuse, Mental Illness and Trauma:** The increased incidence of individuals with triple diagnosis, that is, adding a trauma diagnosis to the traditionally dual diagnosis term used to describe people with substance abuse and mental illness, continues to grow as our assessment tools improve. This combination is especially prevalent in jails, prisons, and those assigned to intervention in the community by the therapeutic jurisprudence courts. This course will first review the three areas independently and subsequently integrate them in the context of treatment.

**PSY 920/CJI 6220: Police Psychology:** The purpose of this course is to examine current strategies and issues in the field of police psychology. Specific topics that will be covered include: selection and fitness for duty evaluations, mental health issues in law enforcement (e.g.,

stress, family problems, critical incident debriefings, and domestic violence), role of psychology in crisis (hostage) negotiations, and supportive functions of the police psychologist in police operations. Tactical operations and police procedures relevant to the work of the police psychologist will similarly be covered.

**PSY 921 Capstone Course in Forensic Psychology for First Responders and Disaster Team Workers:** Pre-requisite: Completion of all core courses. **Thesis** - If the thesis is chosen as the capstone project, it is expected that the student will choose a topic to research that has been raised during the student's experience in this program. The student will be expected to prepare an outline of what issues will be researched and find a mentor (usually a faculty member in the program) to work with as the topic is researched. Methodology must be consistent with the skills used by researchers in the psychology and legal fields. The final paper will be approved by the faculty member, track coordinator or program director and will follow the format in the student policy manual that is on line. Students will be encouraged to prepare papers to be submitted for publication or presentation. It is expected that students who choose the thesis option will be those who wish to go on for further education beyond a master's degree. **Field Experience** - If the field experience is chosen as the capstone project, it must be approved by a faculty supervisor and track coordinator or program director. It is expected to be experiential in nature and should be completed over a semester. In this track, for example, the student may use case experiences where psychologists are used as consultants or expert witnesses. Clinicians may use a practicum experience in a forensic setting. An evaluation rubric will be developed by the supervising faculty and the student's experience will use it during supervision. The rubric will include number of hours expected during the field experience and clinical skills evaluated.

## **General Psychology Master's Program Academic Policies**

### **Registration**

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

### **Candidacy (Matriculation)**

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

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

**Prior to the formal matriculation review, should a student receive a second grade below B or a grade of F, the student will automatically be withdrawn from graduate study.** Under no circumstances will students who achieve a grade point average of 2.5 or below in the first four courses be permitted to take graduate level courses in the Master's General Psychology program.

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

### **General Psychology Degree Completion Requirements**

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

## Master's Programs Model Curricula

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

<b>Core Foundational Requirements (12 credits):</b>	PSY 0600	Cognitive Psychology
	PSY 0601	Behavioral Neuroscience
	PSY 0605	Human Growth and Development
	PSY 0607	Social Psychology
<b>Core Methodology Requirements (9 credits):</b>	PSY 0609	Individual Evaluation and Assessment
	PSY 0611	Research Design
	PSY 0613	Psychological Quantitative Methods*
<b>Concentration Requirements (9 credits):</b>		
<b>General Psychology (9 credits) Option A:</b> (21 core credits + 9 concentration credits = 30 total credits)	PSY 0614	Adult Psychopathology
	PSY 0615	Human Sexuality*
	PSY 0616	History and Systems of Psychology
	<b>OR</b>	
<b>Option B:</b>	PSY 0617	Master's Thesis * (6 credits) <b>PLUS</b> PSY 0614 <b>OR</b> PSY 0615 <b>OR</b> PSY 0616
	PSY 0619	Psychological Aspects of Treating Disease*
	PSY 0620	The Business of Psychology
	PSY 0633	Interviewing Techniques*
<b>Applied Health Science (9 credits)</b> (21 core credits + 9 concentration credits = 30 total credits)		
<b>Diversity Studies (9 credits)</b> (21 core credits + 9 concentration credits = 30 total credits)	PSY 0621	Social and Cultural Foundations of Diversity*
	PSY 0622	Gay and Lesbian Studies
	PSY 0623	Research Topics in Cross-Cultural Psychology*

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

## **General Psychology**

### **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. **Prerequisite: PSY 0611**

**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. **Prerequisite: PSY 0633**

**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**

**Diversity Studies Concentration Course Descriptions****PSY 0621 - Social and Cultural Foundations of Diversity (3 credits)**

This course addresses cultural diversity and its implications for psychological research. 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 social and cultural settings. **Prerequisite: PSY 0607**

**PSY 0622 - Gay and Lesbian Studies (3 credits)**

The purpose of this course is to introduce students to key concepts, issues, and major themes related to gay and lesbian studies. Some of the most visible contemporary discussions and debates concerning homosexuality will be examined including sexual discrimination, civil rights legislation, coming-out stories, psychological and social identity.

**PSY 0623 - Research Topics in Cross-Cultural Psychology (3 credits)**

This course examines cultural variations in social behavior, personality, health, child development, emotion and cognition, stress and coping. Multiple theoretical perspectives as well as research applications to communication issues, health care, and international relations will be considered. **Prerequisites: PSY 0611 and PSY 0621**

**Mental Health Counseling**  
**60 Semester Hours**

<b>Required Courses:</b>	PYCL 502	Counseling Theories and Practice
	PYCL 507	Research and Evaluation for Counselors
	PYCL 511	Introduction to Mental Health Counseling Techniques
	PYCL 512	Human Growth and Development
	PYCL 570	Ethical, Legal, and Professional Issues for Counselors
	PYCL 582	Human Sexuality
	PYCL 584	Diagnosis and Treatment of Adult Psychopathology
	PYCL 586	Diagnosis and Treatment of Child and Adolescent Psychopathology
	PYCL 608	Psychological Testing for Individual Evaluation
	PYCL 612	Substance Abuse
	PYCL 631	Career and Lifestyle Assessment
	PYCL 632	Social and Cultural Foundations of Counseling
	PYCL 635	Group Theory and Practice
	PYCL 645	Couples and Family Counseling Strategies
	PYCL 660	Community Mental Health
	PYCL 666	Case Conceptualization and Treatment Strategies
	PYCL 669	Advanced Treatment Interventions
	PYCL 680	Counseling Practicum
	PYCL 681	Counseling Internship
	PYCL 682	Continuing Counseling Internship
	PYCL 683	Counseling Internship <b>Elective</b>

**Mental Health Counseling**  
**Course Descriptions**

**PYCL 502 Counseling Theories and Practice**

This course surveys 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 fields of mental health and school counseling.

**PYCL 507 – 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 511 – Introduction to Mental Health Counseling Techniques**

This course is an overview of the field of mental health counseling. Students will address professional roles, functions, credentialing, and general ethics of mental health counselors. 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, crisis intervention and response as well as mental status assessment will be covered. **Prerequisite: PYCL 502.**

### **PYCL 512 – 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 570 – Ethical, Legal, and Professional Issues for Counselors**

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

### **PYCL 582 - 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 584 - 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-IV disorders, supplemented with theoretical considerations of etiology and treatment approaches including the use of psychopharmacological interventions.

### **PYCL 586 - Diagnosis and Treatment of Child and Adolescent Psychopathology**

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

### **PYCL 608 - 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 507.**

### **PYCL 612 - Substance Abuse**

This course investigates the etiology of alcoholism and drug dependency. Attention is given to assessment and treatment in both individual and family therapy approaches. **Prerequisites: PYCL 502; PYCL 511.**

### **PYCL 631 - 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 632 – 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 635 – 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 502 & PYCL 511; for school counselors PYCL 502**

### **PYCL 645 - 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 502; PYCL 511; PYCL 584 or consent of adviser.**

### **PYCL 660 - Community Mental Health**

The brief history of community psychology is reviewed with a focus on those events that led to the development of a “community point of view.” The course also acquaints students with the various approaches (preventative model, consultative role, etc.) and techniques (needs assessment, program evaluation) used by community counselors across diverse populations. Distinctions between traditional clinical interventions and community intervention are highlighted.

### **PYCL 666 - 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. Video and audiotape 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 502; PYCL 511; PYCL 584 or consent of adviser.**

### **PYCL 669 - Advanced Treatment Interventions**

This course will present advanced training in one or two major approaches to individual psychotherapy and crisis intervention. Students will have the opportunity to explore in depth theoretical and technical applications of the approaches, issues related to the therapeutic alliance, cultural diversity, goal-setting, and outcome evaluation. Videotaped presentations, role-playing, and case studies will be utilized. **Prerequisites: PYCL 502; PYCL 511; PYCL 584; PYCL 666.**

**PYCL 680 - 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 502; PYCL 507; PYCL 511; PYCL 570; PYCL 584; PYCL 586; PYCL 635; PYCL 666 with a grade of B or better. The student must file an application for practicum and receive approval prior to registering for a practicum.**

**PYCL 681 – Counseling Internship**

This course is a continuation 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. **Prerequisite: PYCL 680 with a grade of B or better.**

**PYCL 682 – Continuing Counseling Internship**

This course is a continuation of Internship. **Prerequisite: PYCL 681 with a grade of B or better.**

**PYCL 683 – Counseling Internship (Elective)**

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 continue to increase his or her competence in the areas of basic interviewing, assessment, and counseling skills. Simultaneously, emphasis will be placed upon ethical, legal, and professional issues inherent in the counseling process. **Prerequisite: PYCL 682 with a grade of B or better and must be approved with the consent of an adviser.**

- Course descriptions are subject to change
- Prerequisites can be found in Master's Policy & Procedures Handbook

## School Counseling 48 Semester Hours

<b>Required Courses:</b>	PYCL 502 PYCL 504 PYCL 507 PYCL 510 PYCL 512 PYCL 515 PYCL 550 PYCL 560 PYCL 570  PYCL 585 PYCL 632 PYCL 635 PYCL 665 PYCL 685 PYCL 688 PYCL 689	Counseling Theories and Practice Counseling Skills Research and Evaluation for Counselors Career Development Human Growth and Development Principles of School Counseling Contemporary Clinical Interventions Appraisal and Evaluation in School Counseling Ethical, Legal, and Professional Issues for Counselors  Psychology of Exceptional and At-Risk Children Social and Cultural Foundations of Counseling Group Theory and Practice School Consultation Skills School Counseling Practicum School Counseling Internship I Continuing School Counseling Internship
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## School Counseling Course Descriptions

### **PYCL 502 Counseling Theories and Practice**

This course surveys 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 fields of mental health and school counseling.

### **PYCL 504 Counseling Skills**

This course focuses on the development of school counseling skills including basic interviewing and assessment with an emphasis on therapeutic listening, empathic response, and interviewing skills. Stress will also be placed upon the acquisition of skills related to the counselor/counselee relationship and the establishment of an alliance appropriate to the school setting and in the context of cultural diversity. **Prerequisite: PYCL 502.**

### **PYCL 507 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 510 Career Development**

This course surveys the major theories of career choice, planning, and development as well as standardized methods of assessing vocational interests and aptitudes in school settings. Social, psychological, and economic factors influencing career choice are examined. Emphasis will be

placed on individual and group career counseling skills across diverse populations.

### **PYCL 512 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 515 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 550 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 502.**

### **PYCL 560 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 570 Ethical, Legal, and Professional Issues for Counselors**

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

### **PYCL 585 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 632 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 635 – 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 502 & PYCL 511.**

**PYCL 665 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 685 School Counseling Practicum**

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

**PYCL 688 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 502; PYCL 504; PYCL 512; PYCL 515; PYCL 550; PYCL 570; PYCL 635; PYCL 665; PYCL 685; and consent of adviser.**

**PYCL 689 Continuing School Counseling Internship**

This course is a continuation of School Counseling Internship. Student will be expected to develop more advanced skills in working with students and families in school settings. Simultaneously, continued emphasis will be placed upon ethical, legal, and professional issues. **Prerequisite: PYCL 688**

- **Course descriptions are subject to change**
- **Prerequisites can be found in Master's Policy & Procedures Handbook**

## Master's in Counseling (Online)

<b>Core Course Requirements (33 credits)</b>	PYCL 502 PYCL 507 PYCL 512 PYCL 570  PYCL 584  PYCL 608 PYCL 612 PYCL 631 PYCL 632 PYCL 635 PYCL 645	Counseling Theories and Practice Research and Evaluation for Counselors Human Growth and Development Ethical, Legal, and Professional Issues for Counselors  Diagnosis and Treatment of Adult Psychopathology Psychological Testing for Individual Evaluation* Substance Abuse Career and Lifestyle Assessment Social and Cultural Foundations of Counseling Group Theory & Practice Couples and Family Counseling Strategies*
<b>Concentrations</b>		
<b>Mental Health Counseling (60 total credits includes 33 credits core courses)</b>  <ul style="list-style-type: none"> <li>Only students in the mental health counseling concentration are required to successfully complete the Comprehensive Final Examination</li> </ul>	PYCL 511  PYCL 582 PYCL 586  PYCL 660 PYCL 666  PYCL 669 PYCL 680 PYCL 681 PYCL 682 PYCL 683	Introduction to Mental Health Counseling Techniques* Human Sexuality Diagnosis and Treatment of Child and Adolescent Psychopathology Community Mental Health Case Conceptualization and Treatment Strategies* Advance Treatment Interventions* Counseling Practicum* Counseling Internship Continuing Counseling Internship Counseling Internship (Elective)
<b>Substance Abuse Counseling (48 total credits-core courses 33 credits )</b>	SA 710  SA 720 SA 730 SA 740 SA 770 SA 780	Foundations of Substance Abuse and Mental Health Counseling in Community Settings Issues in Clinical Supervision Treatment of Co-occurring Disorders Psychopharmacology of Illicit and Licit Drugs Substance Abuse Counseling Practicum I Substance Abuse Counseling Practicum II <b>(Elective)</b>
<b>Substance Abuse Counseling and Education (60 total credits-core courses 33 credits)</b>	SA 750 SA 770 SA 780  SA 790	<b>Substance Abuse Counseling Courses (12 credits)</b> Prevention Programming and Education Substance Abuse Counseling Practicum I Substance Abuse Counseling Practicum II Elective Substance Abuse Counseling III Elective <b>Elective from MHC Track</b>

<b>Applied Behavior Analysis (BCABA) (48 credits – core courses 33 credits)</b>	ABA 710 ABA 720 ABA 740  ABA 760  ABA 770	Principles of Applied Behavior Analysis Applications of Applied Behavior Analysis Evaluating Interventions in Applied Behavior Analysis Practicum in Applied Behavior Analysis I <b>(Elective)</b> Practicum in Applied Behavior Analysis II <b>(Elective)</b>
<b>Advanced Applied Behavior Analysis (BCBA) (57 credits required- core courses 33 credits)</b>	ABA 710 ABA 720 ABA 730  ABA 740  ABA 750 ABA 760  ABA 770  ABA 780	Principles of Applied Behavior Analysis Applications of Applied Behavior Analysis Behavioral Assessment Models in Applied Behavior Analysis Evaluating Interventions in Applied Behavior Analysis Professional Issues in Applied Behavior Analysis Practicum in Applied Behavior Analysis I <b>(Elective)</b> Practicum in Applied Behavior Analysis II <b>(Elective)</b> Advanced Practicum in Applied Behavior Analysis I <b>(Elective)</b>

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

**Note: PYCL 666 (MH 730) must be completed with a grade of B or better.**



### Applied Behavior Analysis Non-Degree Program

<b>Applied Behavior Analysis Non-Degree Program</b> Concentration	ABA 710	Principles of Applied Behavior Analysis
	ABA 720	Applications of Applied Behavior Analysis
	ABA 740	Evaluating Interventions in Applied Behavior Analysis
	ABA 760	Practicum in Applied Behavior Analysis I ( <b>Elective</b> )
	ABA 770	Practicum in Applied Behavior Analysis II ( <b>Elective</b> )
<b>Advanced Applied Behavior Analysis Non-Degree Program</b> Concentration	ABA 710	Principles of Applied Behavior Analysis
	ABA 720	Applications of Applied Behavior Analysis
	ABA 730	Behavioral Assessment Models in Applied Behavior Analysis
	ABA 740	Evaluating Interventions in Applied Behavior Analysis
	ABA 750	Professional Issues in Applied Behavior Analysis
	ABA 760	Practicum in Applied Behavior Analysis I ( <b>Elective</b> )
	ABA 770	Practicum in Applied Behavior Analysis II ( <b>Elective</b> )
	ABA 780	Advanced Practicum in Applied Behavior Analysis I ( <b>Elective</b> )

**\*\*Students can opt to combine tracks. All required course work must be completed.\*\*** Students who would like to add or change tracks must complete a Specialty Track Request form ([www.csi.nova.edu](http://www.csi.nova.edu)) and submit to the Director of the Counseling Studies Institute for approval. In each concentration, students must satisfactorily complete all curriculum requirements.

**MS Counseling Program  
Core Course Descriptions  
(All Concentrations)**

**PYCL 502 Counseling Theories and Practice**

This course surveys 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 fields of mental health and school counseling.

**PYCL 507 – 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 512 – 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 570 – Ethical, Legal, and Professional Issues for Counselors**

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

**PYCL 584 - 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-IV disorders, supplemented with theoretical considerations of etiology and treatment approaches including the use of psychopharmacological interventions.

**PYCL 608 - 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 507.**

**PYCL 612 - Substance Abuse**

This course investigates the etiology of alcoholism and drug dependency. Attention is given to assessment and treatment in both individual and family therapy approaches. **Prerequisites: PYCL 502; PYCL 511.**

**PYCL 631 - 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 632 – 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 635 – 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 502 & PYCL 511.**

### **PYCL 645 - 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 502; PYCL 511; PYCL 584 or consent of adviser.**

## **Mental Health Counseling Concentration Course Descriptions**

### **PYCL 511- Introduction to Mental Health Counseling Techniques**

This course is an overview of the field of mental health counseling. Students will address professional roles, functions, credentialing, and general ethics of mental health counselors. 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, crisis intervention and response as well as mental status assessment will be covered. **Prerequisite: PYCL 502.**

### **PYCL 582 - 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 586 - Diagnosis and Treatment of Child and Adolescent Psychopathology**

This course provides an introduction to the specific 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 660 - Community Mental Health**

The brief history of community psychology is reviewed with a focus on those events that led to the development of a “community point of view.” The course also acquaints students with the various approaches (preventative model, consultative role, etc.) and techniques (needs assessment, program evaluation) used by community counselors across diverse populations. Distinctions between traditional clinical interventions and community intervention are highlighted.

**PYCL 666 - 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. Video and audiotape 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 502; PYCL 511; PYCL 584 or consent of adviser.**

**PYCL 669 - Advanced Treatment Interventions**

This course will present advanced training in one or two major approaches to individual psychotherapy and crisis intervention. Students will have the opportunity to explore in depth theoretical and technical applications of the approaches, issues related to the therapeutic alliance, cultural diversity, goal-setting, and outcome evaluation. Videotaped presentations, role-playing, and case studies will be utilized. **Prerequisites: PYCL 502; PYCL 511; PYCL 584; PYCL 666.**

**PYCL 680 - 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 502; PYCL 511; PYCL 570; PYCL 584 and PYCL 666.** (The student must file an application for practicum and receive approval prior to registering for a practicum.)

**PYCL 681 - Counseling Internship – taken for two consecutive semesters**

This course is a continuation 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. **Prerequisite: PYCL 680 with a grade of B or better.**

**PYCL 682 – Continuing Counseling Internship**

This course is a continuation of Counseling Internship. **Prerequisite: PYCL 681 with a grade of B or better.**

**PYCL 683 – Counseling Internship Elective (Elective)**

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 continue to

increase his or her competence in the areas of basic interviewing, assessment, and counseling skills. Simultaneously, emphasis will be placed upon ethical, legal, and professional issues inherent in the counseling process. **Prerequisite: PYCL 682 with a grade of B or better and must be approved with the consent of an adviser.**

### **Substance Abuse Counseling Concentration Course Descriptions (48 Credits)**

#### **Core Courses (33 credits)**

##### **SA 710 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 720 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 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 730 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 740 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 770 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: PYCL502; PYCL507; PYCL570; PYCL584; PYCL612; SA740 with a grade of B or better.**

#### **Elective Practicum:**

##### **SA 780 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 770 with a grade of B or better.**

### **Substance Abuse Counseling and Education Concentration Course Descriptions (60 Credits)**

#### **Core Courses (33 credits)**

#### **Substance Abuse Counseling Courses (15 credits)**

##### **SA 750 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 770 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 502; PYCL 507; PYCL 584; PYCL 570; PYCL 612; SA 740 with a grade of B or better.**

##### **SA 780 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 770 with a grade of B or better.**

##### **SA 790 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 780 with a grade of B or better.**

#### **Elective Course from Mental Health Counseling concentration (3 credits)**

### **Applied Behavior Analysis Concentration Course Descriptions**

## **Core Courses (33 credits) – Degree Seeking Only**

### **ABA 710 Principles of Applied Behavior Analysis (3 credits)**

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

### **ABA 720 Applications of Applied Behavior Analysis (3 credits)**

This course will extend the Basic Principles and Concepts course to include application of the principles of applied behavior analysis in educational and other therapeutic settings. It will focus on behavioral intervention strategies and change procedures, evaluation and assessment strategies, and methods of accountability in ABA interventions. In addition, focus will be placed on the ethical use of intervention strategies and making decisions regarding ethical treatment for individuals with a variety of challenges. The course will emphasize applications in applied behavior analysis in education as well as other areas of study. **Prerequisite: ABA 710**

### **ABA 740 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 760 Practicum in Applied Behavior Analysis I (3 credits) (Elective)**

This introductory practicum is designed to meet the supervision requirements for the BCBA or BCABA certification. Students must be engaged in practicum activities at least 20 hours per week in a job that requires the application of ABA principles. Supervision will take place weekly in both group and individual formats and will address both increasing and decreasing behaviors. Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisor. **Prerequisite: ABA 710**

### **ABA 770 Practicum in Applied Behavior Analysis II (3 credits) (Elective)**

This course is designed to continue the supervision begun in ABA 760 and has similar requirements. Students will be expected to provide written reports and intervention plans as part of their supervision. Students must be engaged in practicum activities at least 20 hours per week in a position that requires the application of ABA principles. Supervision will take place weekly in both group format and individual formats and will address both increasing and decreasing behaviors.

## **Advanced Applied Behavior Analysis Concentration Course Descriptions**

## **Core Courses (33 credits) – Degree Seeking Only**

**ABA 710 Principles of Applied Behavior Analysis (3 credits)**

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

**ABA 720 Applications of Applied Behavior Analysis (3 credits)**

This course will extend the Basic Principles and Concepts course to include application of the principles of applied behavior analysis in educational and other therapeutic settings. It will focus on behavioral intervention strategies and change procedures, evaluation and assessment strategies, and methods of accountability in ABA interventions. In addition, focus will be placed on the ethical use of intervention strategies and making decisions regarding ethical treatment for individuals with a variety of challenges. The course will emphasize applications in applied behavior analysis in education as well as other areas of study. **Prerequisite: ABA 710**

**ABA 730 Behavior Assessment Models in Applied Behavior (3 credits)**

This course will focus on the variety of delivery models for services within the ABA model. Areas of focus will include the behavioral models of development disabilities, treatment of autism, organizational behavior management, school psychology, sports psychology, and education. Principles and research in each area will be addressed and participants will employ a variety of strategies from each area in the course assignments. **Prerequisite: ABA 710**

**ABA 740 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 750 Professional Issues in Applied Behavior Analysis (3 credits)**

This course will focus on issues of professionalism and ethics for the practice of applied behavior analysis in research and clinical settings. It will also address issues of working with systems to effect positive change in organizations and for individuals through consultation and collaboration with other professionals. Using applied behavior analysis to provide systems support and change to enhance work as a consultant will be the underlying basis for the course. **Prerequisite: ABA 710**

**ABA 760 Practicum in Applied Behavior Analysis I (3 credits) (Elective)**

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



Students will be expected to collect and share data on their cases and employ strategies of behavioral assessment and intervention with input from their supervisor. **Prerequisite: ABA 710**

**ABA 770 Practicum in Applied Behavior Analysis II (3 credits) (Elective)**

This course is designed to continue the supervision begun in ABA 760 and has similar requirements. Students will be expected to provide written reports and intervention plans as part of their supervision. Students must be engaged in practicum activities at least 20 hours per week in a position that requires the application of ABA principles. Supervision will take place weekly in both group format and individual formats and will address both increasing and decreasing behaviors.

**ABA 780 Advanced Practicum in Applied Behavior Analysis I (3 credits) (Elective)**

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

## **Licensure and Certification/Endorsement**

### **State of Florida Licensure for Mental Health Counselors**

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

Department of Health  
Medical Quality Assurance  
Board of Clinical Social Work,  
Marriage and Family Therapy and  
Mental Health Counseling  
4052 Bald Cypress Way  
BIN # C08  
Tallahassee, Florida 32399-3250  
(850) 245-4474  
[www.doh.state.fl.us/mqa](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 School Counseling program is approved by the Florida Department of Education (FLDOE). All requirements for certification in the Guidance and Counseling subject specialty will be fulfilled prior to degree conferral, including all curriculum and examination requirements.

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

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

1. RED 585 - Reading in the Content Areas (3 credits)
2. TSOL 510 – Classroom TESOL, Theory and Strategies for Teachers (3 credits)

**2013 – 2014 Master’s Programs in Counseling,  
Mental Health Counseling, Forensic Psychology  
School Counseling, and General Psychology  
Estimated Expenses**

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

Tuition	\$628 per credit hour
Student Services Fee	\$300 per semester (4 credits or more) \$150 per semester (less than 4 credits)
Application Fee	\$ 50 (non-refundable)
Registration Fee	\$ 25 per semester
Late Registration Penalty	\$ 30 per semester
Late Payment Penalty	\$100 per semester
Textbooks	\$ 90-200 per course (approximate cost)
Practicum Fee	<b>\$750 (Online Counseling Students - ONE TIME FEE)</b>
Professional Liability Insurance	\$ 10 per semester
Fingerprinting/Background Checks	Fee determined by agency
Comprehensive Final Examination	No fee
Application for Degree Fee	\$ 100
Transcript Fee	\$ 10 per transcript

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

**Refund Policy**

Students have three working days from the date of signing an enrollment contract or financial agreement with the university to cancel the contract and receive a full refund of any tuition and registration fees paid. Further, a student shall receive a full refund of tuition and registration fees paid by the student before the commencement of instruction if the student submits a written request to the institution within three working days of the payment.

## **SPECIALIST PROGRAM IN SCHOOL PSYCHOLOGY**

The Specialist Program (Psy.S.) in School Psychology was developed in response to the national and state shortage of school psychologists and the increased public attention being paid to the important role that psychologists play in the schools. The curriculum was designed following consultation with the district department of psychological services, the Florida Department of Education (DOE), the Florida Association of School Psychologists (FASP), the National Association of School Psychologists (NASP), and the American Psychological Association (APA).

The program consists of 79 semester hours that span three years of course work (including practica) and one year of internship. The program is enriched through its more than 30 distinguished full-time faculty members that include nationally renowned professionals. Students also enjoy the benefits of a diverse student body, hands on training within the center's outpatient mental health facility and other facilities, and 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 accredited by the National Council for Accreditation of Teacher Education (NCATE). The accreditation for this program is awarded to the university through the Fischler School of Education as follows: The Fischler School of Education at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](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.

### **Specialist Program Admissions**

#### **Requirements**

To be considered for admission to graduate study in the Specialist (Psy.S) Program in School Psychology, applicants are required to present evidence of scholastic ability, significant interest in the area of school psychology, interpersonal sensitivity, personal stability, and sound moral character. Minimum requirements for admission for all applicants include a baccalaureate degree in psychology, education or related field from a regionally accredited institution and the completion of three credit hours in research and evaluation or statistics prior to the start of the Psy.S. program. Additional criteria reviewed will include the following:

- Relevant experience; professional accomplishment, or exceptional credentials
- The quality of the applicant's written statement of professional experiences

- Professional/faculty letters of recommendation
- Personal interview

## Admission Status

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

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

- A baccalaureate degree in psychology, education, or related field from a regionally accredited institution.
- A 3.0 GPA based upon the last two years of undergraduate study preferred **or** a 3.4 GPA from a regionally accredited graduate program in psychology, education, or related field based upon a minimum of 18 credit hours.
- Completion of the Graduate Record Examination (GRE) with a preferred combined verbal and quantitative score of 1000 or higher **or** a fortieth percentile score or better on the Miller's Analogies Test (MAT).
- Completion of three credit hours of undergraduate or graduate course work in research and evaluation or statistics.

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

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

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

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

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

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

## **Application Procedures**

### **Degree Seeking Students**

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

Nova Southeastern University  
Enrollment Processing Services (EPS)  
Attention: Center for Psychological Studies  
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. Complete the GPA calculation worksheet in its entirety.

7. 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 for those applying under the experience category.
8. If applicable, include a copy of your teaching certificate or other relevant certificates.
9. 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

### **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)  
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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 the Office of Academic Affairs 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 to meet with them. Transfer credits are not taken into account when computing the student's grade point average. The maximum number of credits transferred that will be credited towards graduation is fifteen (15).

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

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

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

**No transfer credit may be applied to practicum or internship.**

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

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



## **Provisional Admissions**

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

## **School Psychology Specialist Program Academic Policies**

### **Registration and Residency**

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.**

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.

### **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.

Conferral of this degree will not have met the educational requirements for certification or licensure in the State of Florida and individuals 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 from and pay the required fee to receive the degree, however they may not participate in the graduation ceremony.

### **Matriculation Requirements (Degree Candidacy)**

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

During the formal review for matriculation, students' academic performance in their first four courses will be examined. Students must earn 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" 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 Center for Psychological Studies 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.

### **Academic Standing (Following Matriculation)**

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

## Attendance

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

## Clinical Training

### Practica

The practicum sequence in the specialist 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 in local school districts and clinics. These practicum settings give students the opportunity to work with a diverse range of clients and problems. Students must be matriculated and complete the prerequisite course work prior to enrolling in the practica.

Practicum responsibilities may include individual and small-group counseling, consultation, teacher in-service, parent conferencing, individual and large group testing, 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 teachers over time. Students are ineligible for practicum if they have not completed prerequisite courses, have not passed or remediated all DOE accomplished practices associated with prerequisite courses, are on academic probation, or have been evaluated as not ready. Practica are generally taken in the second and third year of the program.

The student will complete the designated experience and hours in a public school or applied setting and participate in a regular seminar class. Seminars are typically held on evenings during the week and or on weekends. Specific details on practicum are provided to students at the appropriate time in their program. **Please be advised that during practicum, students will also be enrolled in regularly scheduled classes.** Further practicum instructions will be provided to students prior to practicum registration.

## 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.

## **Specialist Program Internship**

A major applied component of specialist training is the internship in school psychology. All students are required to successfully complete a supervised field placement in an approved public or private school consisting of a minimum of 1,200 clock hours. Students should plan to work 40 hours per week over the course of an academic year. The internship is typically completed in one calendar year and typically follows the completion of the 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. Specific guidelines and procedures for the internship application process will be provided to students at the appropriate time in their curriculum.

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

## **Evaluation of Specialist Students**

Each student is evaluated on an ongoing basis while enrolled in the program, including during the practicum and internship experience. 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. 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 administration and the Center for Psychological Studies faculty. Appropriate faculty will be asked for additional review and comment. Students may be referred to the Professional Standing Committee for ethical violations or on-going behavior concerns.

## **Professional Standing Committee**

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

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

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

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

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

### **Degree Completion Requirements**

Students must 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, 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, center, 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 comprehensive examinations:

1. State of Florida FTCE General Knowledge Examination

2. State of Florida FTCE Professional Education Examination
3. State of Florida FTCE Subject Area Examination in School Psychology (required for certification in the state of Florida)
4. Praxis II National School Psychology Specialty Examination (required for licensure in the state of Florida and NCSP certification)

A passing score is required on the State of Florida General Knowledge, the Professional Education, and the Florida Department of Education Subject Area Examination in School Psychology in order to graduate. Further information will be provided to students at the appropriate time in their curriculum.

### **Certification/Licensure**

The certification and licensure of school psychologists is regulated at the state level and as such may vary from state to state. Individual eligibility should be verified through careful review of the certification and licensure regulations for the state in which you plan to reside to determine its specific requirements.

The School Psychology Program meets Florida certification requirements and is DOE approved. For additional information about certification, contact the Florida Department of Education at (850) 488-2317 ([www.firn.edu/doe](http://www.firn.edu/doe)). The State of Florida currently licenses school psychologist 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](http://www.doh.state.fl.us)) for additional information.

**Specialist Program in School Psychology  
Curriculum  
79 Semester Hours**

CRN	COURSE NAME	CREDITS
<b>General Required Courses:</b>		
PSY 700	Learning and Human Development	3 credits
PSY 710	Psychology of Exceptional and At-Risk Children	3 credits
PSY 715	Child and Adolescent Psychopathology	3 credits
PSY 720	Biological Bases of Behavior	3 credits
PSY 735	Organization and Operation of Schools	3 credits
PSY 750	Counseling Theories and Techniques	3 credits
PSY 770	Ethical, Legal, and Professional Issues for School Psychologists	3 credits
PSY 798	Seminar in School Psychology: Introduction	1.5 credits
PSY 799	Seminar in School Psychology: Current Topics	1.5 credits
<b>Assessment Required Courses:</b>		
PSY 765	Applied Behavioral Assessment	3
PSY 780	Academic Assessment for Intervention	3 credits
PSY 782	Cognitive Assessment I: Theory, Research, and Practice with Lab	4 credits
PSY 784	Cognitive Assessment II: Linking Assessment to Intervention	3 credits
PSY 786	Social Emotional Assessment for Intervention	3 credits
PSY 789	Assessment of Special Populations	3 credits
PSY 792	Comprehensive Data-Based Assessment: Integrated Report	3 credits
<b>Interventional Required Courses:</b>		
PSY 705	Social and Cultural Bases of Assessment and Counseling	3 credits
PSY 730	Instructional Strategies for Students with Diverse Needs	3 credits
PSY 755	School Consultation Skills	3 credits
PSY 760	Contemporary Clinical Interventions for School Psychologists	3 credits
PSY 775	Theories and Research in Reading Instruction, Assessment, and Intervention	3 credits
<b>Methodology and Research Required Courses:</b>		
PSY 740	Educational Statistics	3 credits
PSY 745	Research Design	3 credits
<b>Practicum and Internship Required Courses:</b>		
PSY 800	Practicum in School Psychology: School Based	3 credits
PSY 805	Practicum in School Psychology: Applied Skills	3 credits
PSY 810	Internship in School Psychology	6 credits
<b>TOTAL REQUIRED CREDITS:</b>		<b>79 credits</b>

## **Specialist Degree (Psy.S.) Program in School Psychology Course Descriptions**

### **PSY 700 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 705 Social and Cultural Bases of Assessment and Counseling (3 credits)**

This course covers issues involved in the assessment and counseling of culturally and linguistically diverse students. Focus is on the psychological impact of gender, race, ethnicity, culture, religious preference, socioeconomic status, sexual orientation, and able-bodiedness. This course also examines innovative assessment methods for clients of diverse backgrounds based upon individual characteristics, strengths, and needs. Emphasis will be placed on differentiating between the normal stages of second language acquisition and handicapping conditions.

### **PSY 710 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 715 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 720 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 730 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.

### **PSY 735 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 740 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 745 Research Design (3 credits)**

Competencies required for the design, implementation, and evaluation of educational research, including: problem formulation and analysis, sample selection, instrument selection, formulation of research design and procedure, and data analysis. Emphasis 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 services within the schools.

### **PSY 750 Counseling Theories and Techniques (3 credits)**

This course surveys the field of counseling. It considers the various theories of counseling and issues of counseling in school settings, and focuses on the development of school counseling skills including basic interviewing and other assessment skills, with an emphasis on therapeutic listening skills. Stress will also be placed on the acquisition of skills related to empathy, the counselor-counsee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity. Teaching methods will include modeling and role-playing, along with didactic presentations and readings.

### **PSY 755 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 765 or permissions of instructor*

### **PSY 760 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 750*

### **PSY 765 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 770 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 775 Theories & Research in Reading Instruction, Assessment, and Intervention (3 credits)**

The purpose of this course is to provide an analysis of current research and theory in the area of reading, and to develop an understanding of the implications of this research for assessment and intervention. Exploration of the various aspects of instruction and curricula that may require modifications in order to facilitate academic achievement will be discussed. Emphasis will also be placed on functional academic/instructional assessment and intervention for students experiencing reading difficulties.

**PSY 780 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 782 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 784 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 782*

**PSY 786 Social Emotional Assessment for Intervention (3 credits)**

This course will provide an introduction to the theory, administration, scoring, and interpretation of measures of social emotional and behavioral functioning. Various formal and informal assessments including behavioral rating scales, self-report measures, projective assessment, and interviews will be covered. Candidates will be introduced to integrating assessment results for the purpose of writing psychoeducational assessment reports and linking test results to specific, evidence-based interventions.

**PSY 789 Assessment of Special Populations (3 credits)**

This course is designed to provide an overview of assessment and intervention considerations and strategies for low incidence and pre-school populations. Emphasis is placed on observational, developmental, and adaptive assessment as utilized with these challenging populations.

**PSY 792 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: PSY 765, PSY 780, PSY 782, PSY 784, PSY 786*

**PSY 798 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 799 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 800 Practicum in School Psychology: School Based (3 credits)**

This 100 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 700, PSY 710, PSY 715, PSY 735, PSY 750*

**PSY 805 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 755, PSY 770, PSY 780, PSY 782, PSY 784, PSY 786, PSY 792*

**PSY 810 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 760, PSY 800, PSY 805*

**\* *Course descriptions are subject to change***

**2013 – 2014 School Psychology Specialist Program  
Estimated Expenses**

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

Tuition	\$690 per credit hour
Application Fee	\$ 50 (nonrefundable)
Registration Fee	\$ 25 per semester
Late Registration Penalty	\$ 30
Student Services Fee	\$300 per semester (4 credits or more) \$150 per semester (less than 4 credits)
Professional Liability Insurance Fee	\$ 10 per semester
Transcript Fee	\$ 10 per transcript
Application for Degree Fee	\$100

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

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

## DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY

The Doctoral Program in School Psychology (Psy.D.) builds upon the Center's specialist program in school psychology which is approved by the Florida Department of Education (DOE) and conditionally approved by the National Association of School Psychologists (NASP). The doctoral curriculum meets the Florida state licensure requirements as both a school psychologist and a psychologist under Chapter 490, *Florida Statutes*. Moreover, the curriculum is consistent with the *APA Accreditation Guidelines and Principles* of the American Psychological Association (APA), and APA accreditation will be sought for the doctoral program following the enrollment of sufficient candidates at each level of matriculation, including candidacy status. School psychology doctoral programs that earn APA accreditation are eligible for NASP program approval and will be sought by the program faculty.

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, assessment, consultation, and intervention. Training builds upon the crucial base of scientific knowledge and develops the skills necessary for professional competence. It prepares candidates to be lifelong interpreters, utilizers, and producers of research through a mentorship in the process of scientific investigation. Candidates develop a capstone, Professional Research Project that demonstrates their research 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 school psychology practitioner.

### Program Goals

The school psychology program espouses a practitioner-informed-by-science model of training which prepares graduates to serve the educational, behavioral, and emotional needs of all children and youth. In keeping with this model, three broad goals for training are outlined below. Curricular objectives are consistent with the state and national standards for the training of school psychologists as defined by the *Adopted Subject Area Competencies* and *Florida Educator Accomplished Practices* of the Florida Department of Education and the *Standards for Training and Field Placement Programs in School Psychology* (Standards for the Credentialing of School Psychologists, National Association of School Psychologists (NASP), 2000). A detailed discussion of course sequence and integration are similarly addressed.

- Goal 1: Comprehend the knowledge base in psychology and education relevant to school psychology service providers.
- Goal 2: Acquire and use assessment, consultation, prevention, and intervention skills for the practitioner-informed-by-science.
- Goal 3: Evaluate and use scientific findings for professional practice.

## **School Psychology Doctoral Program Admissions**

### **Routes to Admission and Transfer of Credits**

There are two routes for admission to the proposed program, Traditional and Advanced Standing. The Traditional route is for students who hold a bachelor's degree and requires the completion of 118 credit hours for conferral of the doctoral degree. This program of study will include coursework, practica, research, and internship requirements as outlined in the proposed model curriculum. While students who enter the program under this classification may transfer into the program a maximum of 15 graduate credits, no credit will be awarded for previous practicum, internship, or research experiences.

The second route to admission, Advanced Standing, is for students who graduated from a regionally accredited institution with a specialist degree or its equivalent in school psychology and are either licensed or certified at the state or national level as a school psychologist. Students who hold the specialist degree will be required to complete a minimum of 50 credit hours which will consist of coursework, practica, research, and internship requirements as outlined in the proposed model curriculum. Students who hold the NCSP (National Certification in School Psychology), the nationally recognized standard for credentialing school psychologists conferred by the National Association of School Psychologists, will be given priority for admission among applicants pursuing admission via the Advanced Standing route.

It is important to note that the curriculum of the existing specialist program is in support of the doctoral program. As such, current specialist students may apply for admission to the doctoral program in the fall of their third year. If granted admission, these students will be approved to complete the doctoral level internship requirements, upon completion in good standing of the remaining curricular requirements.

### **Application Procedure**

The following information is required as part of the application (available to download at [www.cps.nova.edu](http://www.cps.nova.edu)):

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 (\$100 total if applying to both programs) made payable to Nova Southeastern University.
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). Not required for applicants meeting Advanced Standing requirements.

6. 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.
7. Official transcripts from all colleges or universities you attended. If an initial transcript does not reflect degree conferral or final semester grades, you must forward a final transcript to the below address as this information becomes available.
8. Where applicable, foreign nationals should submit TOEFL scores.
9. Curriculum vitae.
10. National Certification in School Psychology (NCSP), state certification, and/or state license-submit photocopies of each (advanced Standing applicants Only).

Materials should be submitted to:

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

### **Advanced Standing Admissions**

Candidates may be admitted under the route of Advanced Standing when they have graduated from a regionally accredited institution with a specialist degree or its equivalent in school psychology and are either licensed or certified at the state or national level as a school psychologist. Students who hold the specialist degree will be required to complete a minimum of 51.5 credit hours which will consist of coursework, practica, research, and internship requirements as outlined in the model curriculum. Candidates who hold the NCSP (National Certification in School Psychology), the nationally recognized standard for credentialing school psychologists conferred by the National Association of School Psychologists, will be given priority for admission among applicants pursuing admission via the Advanced Standing route.

Current specialist students may apply for admission to the proposed doctoral program in the fall of their third year. If granted admission, these candidates will be approved to complete the doctoral level internship requirements, upon completion in good standing of the remaining curricular requirements.



## Transfer of Credits

All transfer credits must be awarded during the candidate's **first academic year** in the doctoral program. Consideration will be given only to graduate level courses taken before matriculation in the doctoral program. For candidates 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.

Candidates requesting transfer of credit must submit a written request for transfer along with supporting documentation to the doctoral program administration. The candidate must provide the Office of Academic Affairs with a syllabus and catalog description of courses for which transfer is sought. Faculty members evaluating transfer courses may require the candidate to provide further documentation and supporting material, such as class notes, and to meet with them. Transfer credits are not taken into account when computing the candidate'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.
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 candidate must successfully demonstrate competence to the evaluating faculty member for assessment courses.

It will be the responsibility of the candidate 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 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.

### **Provisional Admissions**

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

### **School Psychology Doctoral Program Academic Policies**

#### **Residency and Full-Time Status**

All candidates 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. Candidates 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 candidate 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. Aid during the summer semester may require summer registration. Candidates applying for financial assistance MUST clarify this with the Office of Student Financial Services and Registration.**

#### **Failure to Register**

Candidates who fail to register for a regular semester without a leave of absence are considered to have withdrawn from their program. Such candidates 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 in School Psychology**

Students enrolled in the Psy.D. program in school psychology may earn as an intermediate degree, the master's of science in school psychology. Courses transferred into Nova Southeastern University's program do not count toward this degree.

#### **Grading and Academic Standing**

The doctoral programs in the Center for Psychological Studies assign grades to course work according to the following system: A, B, C, and F, except for dissertation, and directed study:

research, and internship which receive P, F, PG, or PR (in progress). A grade of I (incomplete) is given only with instructor's approval and under exceptional circumstances.

The Center for Psychological Studies 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 C or lower is received for 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 and the CPS Professional Development Institute which is typically scheduled to take place during the summer term.

### **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 the following written comprehensive examinations:

1. Florida Teacher Certification Examination – General Knowledge Test (GK)
2. Florida Teacher Certification Examination – Professional Education Test (PEd)
3. Florida Teacher Certification Examination – Subject Area Test in School Psychology (SAE)  
(required for certification in the state of Florida)

4. Praxis II Subject Assessment Examination – School Psychologist  
(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 candidates at the appropriate time in their curriculum.

## **Applied Training**

### **Practica**

The practicum sequence in the 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 at the Mailman Segal Center (MSC) and University School on the NSU campus, as well as in local school districts and clinics. These practicum settings give candidates the opportunity to work with a diverse range of clients and problems. Faculty and administrators of the doctoral program will approve the candidate's readiness for practicum and will 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.**

Candidates are ineligible for practicum if they have not completed prerequisite courses, have not passed or remediated all DOE accomplished practices associated with the prerequisite courses, are on academic probation, or have been deemed as not ready by the Office of Clinical Training and the Professional Standing Committee (PSC).

### **School Psychology Internship**

The culminating field based training experience of the doctoral program is the internship in school psychology. Candidates are required to complete an internship, covering a 50-week period and a minimum of 1,500 hours. Candidates who do not hold a state credential in school psychology will be required to complete at least 1,200 of the internship hours in a school-based setting. For candidates seeking licensure as a psychologist, a minimum of 2,000 clock hours in a setting approved by the program director is required. The internship is typically completed in one academic year following completion of all prerequisite course work with a GPA of 3.0.

### **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 Center for Psychological Studies students 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 Counseling Association, the ethical standards of their respected professions, the policies and procedures of the Center for Psychological Studies, and agency placement rules and regulations.

### **Time Limits**

To assure that an awarded degree represents up-to-date knowledge, skills, and research, candidates are required to complete their program and be awarded a doctoral degree within eight 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 in the Doctoral 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 eight (8) years old.

In order to remain an active and matriculated candidate, 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 candidate's formal withdrawal from the program.** All other program, center, and university requirements will be in effect.

### **Evaluation of School Psychology Doctoral Candidates**

Each candidate 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 candidates with relevant feedback concerning their performance and to serve as a screening process in order to ensure high standards for the profession of psychology. Relevant information, including practicum and internship evaluations, is available in the *Handbook of Field-Based Training Experiences in School Psychology*.

### **Professional Standing Committee**

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

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

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

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

**Doctoral Program in School Psychology  
Curriculum Requirements\***

<b>CRN</b>	<b>COURSE NAME</b>	<b>CREDITS</b>
<b>Psychological Foundations</b>		
PSY 8100	Development: Child and Adolescent	1.5
PSY 8105	Development: Adult and Older Adult	1.5
PSY 8125	History and Systems of Psychology	3
PSY 8220	Psychobiology	3
PSY 8110	Psychology of Exceptional and At-Risk Children	3
PSY 8120	Cognitive/Affective Bases of Behavior	3
PSY 8115	Developmental Psychopathology	3
PSY 8225	Social Bases of Behavior	3
PSY 8305	Social and Cultural Bases of Assessment and Counseling	3
<b>Educational Foundations</b>		
PSY 8230	Instructional Strategies for Students with Diverse Learning Needs	3
PSY 8135	Organization and Operation of Schools	3
<b>Interventions and Specialized Techniques</b>		
PSY 8150	Counseling Theories and Techniques	3
PSY 8165	Applied Behavioral Assessment	3
PSY 8255	School Consultation Skills	3
PSY 8360	Contemporary Clinical Interventions for the School Psychologist	3
PSY 8275	Theories & Research in Reading Instruction, Assessment, & Intervention	3
<b>Professional School Psychology</b>		
PSY 8198	Seminar in Professional School Psychology: Introduction	1.5
PSY 8199	Seminar in Professional School Psychology: Current Topics	1.5
PSY 8270	Ethical, Legal, & Professional Issues for School Psychologists	3
<b>Psychoeducational Assessment</b>		
PSY 8182	Cognitive Assessment I: Theory, Research, and Practice with Lab	4
PSY 8184	Cognitive Assessment II: Linking Assessment to Intervention	3
PSY 8280	Academic Assessment for Intervention	3
PSY 8286	Social Emotional Assessment for Intervention	3
PSY 8292	Comprehensive Data-Based Assessment: Integrated Report	3
<b>Statistics, Measurement, and Research Design</b>		
PSY 8140	Statistical Foundations for Educational Research	3
PSY 8145	Issues and Techniques in Research Design, Program Evaluation, and Test Construction	3
PSY 8204	Professional Research Project: Proposal	1
PSY 8306	Professional Research Project: Defense	1

<b>Practica and Internship</b>		
PSY 8190	Practicum in School Psychology: Foundations I	3
PSY 8195	Practicum in School Psychology: Foundations II	2
PSY 8290	Practicum in School Psychology: School Based I	3
PSY 8295	Practicum in School Psychology: School Based II	3
PSY 8390	Practicum in School Psychology: Advanced Interventions I	3
PSY 8392	Practicum in School Psychology: Advanced Interventions II	3
PSY 8394	Practicum in School Psychology: Advanced Interventions III	3
PSY 8350	Advanced Professional Skills: Supervision, Administration & Teaching with Practicum	3
PSY 8210	Supervision I	1
PSY 8212	Supervision II	1
PSY 8314	Supervision III	1
PSY 8316	Supervision IV	1
PSY 8318	Supervision V	1
PSY 8400	Internship	6
<b>Approved Specialization Electives</b>		
	Elective I	3
	Elective II	3
	Elective III	3
<b>TOTAL CREDITS REQUIRED FOR DEGREE:</b>		<b>118</b>

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

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

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

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

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

#### **PSY 8110 – Psychology of Exceptional & 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 – Developmental Psychopathology (3 credits)**

This course will provide a comprehensive overview of contemporary developmental psychopathology with an emphasis on specific disorders and problematic psychological states across the lifespan. 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 Bases 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 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 8140 – Statistical Foundations for Educational Research (3 credits)**

This course focuses on the basic concepts of educational statistics with applications to the theories of tests and measurements. Course content includes a review of the application of psychometry, basic descriptive statistics, sampling theory, hypothesis testing, correlation, regression, t-test, one-way ANOVA, two-way ANOVA, repeated measures ANOVA, and MANOVA. SPSS is utilized for in-class statistical demonstrations. Measurements will be presented to facilitate the interpretation of test scores and understanding of test construction. Concepts relating to validity and reliability, as well as the use of derived scores, will be presented.

**PSY 8145 – Issues and Techniques in Research Design, Program Evaluation, and Test Construction (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 8150 – Counseling Theories and Techniques (3 credits)**

This course surveys the field of counseling. It considers the various theories of counseling and issues of counseling in school settings, and focuses on the development of school counseling skills including basic interviewing and other assessment skills, with an emphasis on therapeutic listening skills. Stress will also be placed on the acquisition of skills related to empathy, the counselor-counsee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity. Teaching methods will include modeling and role-playing, along with didactic presentations and readings.

**PSY 8165 – 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 8172 – Research Seminar in School Psychology I (0 credits)**

Students will participate in ongoing research activity with a faculty member and participate in weekly meetings with faculty and colleagues in this course. Objectives include the ability to critically review literature, to abstract and cogently present salient points, to summarize conceptual and methodological issues, to formulate a research problem derived from a thorough review of the literature, to derive research hypotheses from research questions, to develop a research methodology, to test stated hypotheses, to implement research methodology, to analyze and interpret data, and to write research results in APA style. Students will be required to share their literature reviews, papers, posters, and the findings of their professional research project with colleagues and faculty.

**PSY 8174 – Research Seminar in School Psychology II (0 credits)**

See description of PSY 8172 – Research Seminar in School Psychology I.

Prerequisite: PSY 8172

**PSY 8176 – Research Seminar in School Psychology III (0 credits)**

See description of PSY 8172 – Research Seminar in School Psychology I.

Prerequisite: PSY 8174

**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 8190 – Practicum in School Psychology: Foundations I (3 credits)**

This 250 hour, two semester practicum is intended to provide candidates with an orientation to school and community professionals, as well as to clarify the role of the school psychologist. Candidates will observe school psychologists and other professionals conducting screenings and evaluations; consulting with teachers, other school personnel, and parents; developing evidence-based and individualized interventions; coordinating and completing research; and participating in team meetings/case reviews as appropriate.

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

See description of PSY 8190 – Practicum in School Psychology: Foundations I.

Prerequisite: PSY 8190

**PSY 8198 – Seminar in Professional 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 8199 – Seminar in Professional School Psychology: Current Topics (1.5 credits)**

The purpose of this seminar is to discuss contemporary issues and challenges in the fields 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 psychological services, and best practices in the field will also be considered.

**PSY 8200 – Research Seminar in School Psychology IV (0 credits)**

See description of PSY 8172 – Research Seminar in School Psychology I.

Prerequisite: PSY 8176

**PSY 8202 – Research Seminar in School Psychology V (0 credits)**

See description of PSY 8172 – Research Seminar in School Psychology I.

Prerequisite: PSY 8200

**PSY 8204 – Professional Research Project: Proposal (1 credit)**

This course involves writing an in-depth critical review of the research literature and developing a proposal on a selected topic in school psychology. 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. Research will be under the direction of one faculty member. Upon enrollment, the student will submit a prospectus to the Office of Academic Affairs, describing the planned study. Content of the proposal can be a systematic 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. A scholarly paper will be required as a final product, submitted by the student to the supervising faculty member. 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 directed study must be submitted to the Academic Affairs Office no later than the last day of Summer Session I.

Prerequisite: PSY 8202

**PSY 8210 – Supervision I (1 credit)**

The candidate is required to spend approximately one hour weekly face-to-face with a faculty member in an individual or small group format. The candidate is expected to present case material and be prepared to discuss cases each week. Tapes of client 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 8212 – Supervision II (1 credit)**

See description of PSY 8210 – Supervision I.

Prerequisite: PSY 8210

**PSY 8220 – Psychobiology (3 credits)**

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

**PSY 8225 – Social Bases of Behavior (3 credits)**

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

**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.

**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 & academic administrator

**PSY 8270 – Ethical, Legal, & 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 8275 – Theories & Research in Reading Instruction, Assessment, & Intervention (3 credits)**

The purpose of this course is to provide an analysis of current research and theory in the area of reading, and to develop an understanding of the implications of this research for assessment and intervention. Exploration of the various aspects of instruction and curricula that may require modifications in order to facilitate academic achievement will be discussed. Emphasis will also be placed on functional academic/instructional assessment and intervention for students experiencing reading difficulties.

**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 – Social Emotional Assessment for Intervention (3 credits)**

This course will provide an introduction to the theory, administration, scoring, and interpretation of measures of social emotional and behavioral functioning. Various formal and informal assessments including self-report measures, projective assessments, and interviews will be covered. Students will be introduced to integrating assessment results for the purpose of writing

psychoeducational assessment reports and linking test results to specific, evidence-based interventions.

**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). Simultaneous with each practicum registration, candidates enroll for 1 credit of supervision.

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

**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

**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 8305 – Social and Cultural Bases of Assessment and Counseling (3 credits)**

This course covers issues involved in the assessment and counseling of culturally and linguistically diverse students. Focus is on the psychological impact of gender, race, ethnicity, culture, religious preference, socioeconomic status, sexual orientation, and able-bodiedness. This course also examines innovative assessment methods for clients of diverse backgrounds based upon individual characteristics, strengths, and needs. Emphasis will be placed on differentiating between the normal stages of second language acquisition and handicapping conditions.

**PSY 8306 – Professional Research Project: Defense (1 credit)**

The professional research project requires the defense of 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. 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. A public presentation of research results in a colloquium format is also

required following the final dissertation defense. Bound copies of the approved dissertation must be submitted to the Office of the Dean and the University Library.

Prerequisite: PSY 8204

**PSY 8314 – Supervision III (1 credit)**

See description of PSY 8210 – Supervision I.

Prerequisite: PSY 8212

**PSY 8316 – Supervision IV (1 credit)**

See description of PSY 8210 – Supervision I.

Prerequisite: PSY 8314

**PSY 8318 – Supervision V (1 credit)**

See description of PSY 8210 – Supervision I.

Prerequisite: PSY 8316

**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.

**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

**PSY 8390 – Practicum in School Psychology: Advanced 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). Simultaneous with each practicum registration, candidates enroll for 1 credit of supervision.

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 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 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 an internship, covering a 50-week period and a minimum of 1,500 hours. Students who do not hold a state credential in school psychology will be required to complete at least 1,200 of the internship hours in a school-based setting. For candidates seeking licensure as a psychologist, a minimum of 2,000 clock hours in a setting approved by the program director is required.

Prerequisites: PSY 8190, PSY 8195, PSY 8290, PSY 8295, PSY 8390; PSY 8392, PSY 8394, PSY 8350



## **DOCTORAL PROGRAMS IN CLINICAL PSYCHOLOGY**

By offering both the doctor of psychology (Psy.D.) and the doctor of philosophy (Ph.D.) degrees, the Center for Psychological Studies 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 predoctoral 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 center'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 the graduate student as scientist first and practitioner second. However, with the growing need in society for practitioners, many graduate students have elected to enter the clinical services arena, rather than the academic or research area. Consequently, in the 1960s, alternate training procedures were proposed that led to the development of a professional scientific-practitioner model. This model was officially accepted by the American Psychological Association at the Vail Conference in 1973, when it was deemed a more viable foundation for the education and training of individuals preparing to enter careers whose primary focus is on direct clinical intervention, delivery of psychological services, and professional practice.

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

individuals' educational concentrations and training exposures, as well as their career aspirations.

There are three specific program goals. The successful graduate of the Psy.D. program is required to:

- Goal 1. Comprehend the knowledge base for psychological service providers
- Goal 2. Comprehend and use clinical skills for practitioners informed by science
- Goal 3. Comprehend and use scientific findings for clinical practice

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

In keeping with the center's philosophy of full disclosure, below is a summary of performance and outcome data between 2006-2012.

#### **Attrition**

Variable	Year of First Enrollment													
	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	N	%	N	%	N	%	N	N	%	N	%	N	%	N
Students for whom this is the year of first enrollment (i.e. new students)	91	-	73	-	74	-	83	91	-	73	-	74	-	83
Students whose doctoral degrees were conferred on their transcripts	71	78	10	14	48	65	0	71	78	10	14	48	65	0
Students still enrolled in program	4	4	59	81	20	27	78	4	4	59	81	20	27	78
Students no longer enrolled for any reason other than conferral of doctoral degree	16	18	4	5	6	8	5	16	18	4	5	6	8	5

**Time to Completion for Students entering the Program with a Bachelor's Degree**  
(if applicable)

Outcome	Year in which Degrees were Conferred															
	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Total	
Total number of students with doctoral degree conferred on transcript	47		61		64		73		73		67		60		445	
Mean number of years to complete the program	5.17		5		5.11		5.25		5.25		5.24		5.45		5.21	
Median number of years to complete the program	5		5		5		5		5		5		5		5	
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5 years	1	2	0	0	0	0	0	0	1	2	0	0	0	0	0	0
Students in 5 years	41	87	52	85	49	77	50	68	41	87	52	85	49	77	50	68
Students in 6 years	3	6	9	15	12	19	15	21	3	6	9	15	12	19	15	21
Students in 7 years	1	2	0	0	1	2	6	8	1	2	0	0	1	2	6	8
Students in more than 7 years	1	2	0	0	2	3	2	3	1	2	0	0	2	3	2	3

### Internship Placement Table 1

Outcome	Year Applied for Internship													
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships*	69	-	64	-	83	-	74	-	81	-	69	-	88	-
Students who obtained internships	68	98	60	94	79	95	68	92	71	88	57	83	77	87
Students who obtained APA/CPA-accredited internships	54	78	38	59	49	59	40	55	43	53	29	42	39	44
Students who obtained APPIC member internships that were not APA/CPA-accredited ( <i>if applicable</i> )	14	20	22	34	30	36	28	37	28	35	28	41	38	43
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*This includes students who withdrew from the internship application process

### Internship Placement Table 2

Outcome	Year Applied for Internship													
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained internships	68	98	60	94	79	95	68	92	71	88	57	83	77	87
Students who obtained paid internships	68	98	59	93	75	90	62	84	71	88	57	83	77	88
Students who obtained half-time internships* ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## Licensure

Outcome	2003-2004 to 2010-2011
Total number of students with doctoral degrees conferred on transcript in time period	516
Number of students with doctoral degrees conferred on transcripts who became licensed doctoral psychologists in time period	426
Licensure percentage	83%

## Applicant Data

	2006	2007	2008	2009	2010	2011	2012	2013
Number of Applicants	321	359	362	355	408	359	412	340
Number Accepted for Admission	143	207	136	149	149	143	158	151
Actual Size of Incoming Class	91	73	75	86	89	81	81	85

## Accepted for Admission

		2007	2008	2009	2010	2011	2012	2013
GRE – Verbal	Mean Score	481	507	482	513	509	508	153
	Median Score	490	510	470	500	510	510	153
GRE – Quantitative	Mean Score	553	629	561	593	587	598	149
	Median Score	590	620	550	610	580	600	149
GRE – Advanced	Mean Score	4.5	4.3	4.1	4.2	4.1	4.2	4.1
	Median Score	4.5	4.5	4.1	4.0	4.0	4.0	4.0
Mean Undergraduate GPA		3.40	3.44	3.50	3.5	3.5	3.6	3.5

## Program Costs

Description	2013-2014 1 <sup>st</sup> -year Cohort Cost
Tuition for full-time students (in-state)	\$945. per credit hour
Tuition for full-time students (out-of-state)	\$945. per credit hour
Tuition per credit hour for part-time students ( <i>if applicable</i> )	N/A
University/institution fees or costs	\$325. per semester
Additional estimated fees or costs to students (e.g. books, travel, etc.)	\$1160. per semester

\*In the first year of the model curriculum (2013-14) that includes fall, winter and summer sessions, the total tuition is \$36,383.

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

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

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

The center has established student scholarship funds available to advanced students.

\*Defined as those who submitted rank-ordered lists, and thus received feedback on Match Day

## 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 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 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.

There are four broad program goals. The successful graduate of the program is expected to:

- Goal 1. Demonstrate understanding of the breadth of scientific psychology
- Goal 2. Produce clinically relevant scientific research and scholarship
- Goal 3. Demonstrate understanding of the foundations of practice in clinical psychology
- Goal 4. Demonstrate entry-level clinical skills and competencies necessary for effective work in scientist-practitioner professional roles

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

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

#### **Attrition**

Variable	Year of First Enrollment													
	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	N	%	N	%	N	%	N	N	%	N	%	N	%	N
Students for whom this is the year of first enrollment (i.e. new students)	24	-	24	-	25	-	16	24	-	24	-	25	-	16
Students whose doctoral degrees were conferred on their transcripts	13	54	15	63	13	54	1	13	54	15	63	13	54	1
Students still enrolled in program	4	17	8	33	9	37	10	4	17	8	33	9	37	10
Students no longer enrolled for any reason other than conferral of doctoral degree	7	29	1	4	3	12	5	7	29	1	4	3	12	5

In keeping with the center's philosophy of full disclosure, below is a summary of performance and outcome data between 2006-2012.

**Time to Completion for Students entering the Program with Advanced Standing (if applicable)**

Outcome	Year in which Degrees were Conferred															
	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Total	
Total number of students with doctoral degree conferred on transcript	20		15		18		14		21		16		14		118	
<b>Mean</b> number of years to complete the program	6.5		5.8		5.6		5.6		5.8		6.6		5.6		5.9	
<b>Median</b> number of years to complete the program	6		5.5		5.5		5		6		6		5.5		5.5	
<b>Time to Degree Ranges</b>	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5 years	0	0	4	22	3	21	2	10	0	0	4	22	3	21	2	10
Students in 5 years	5	25	6	40	5	28	3	21	5	25	6	40	5	28	3	21
Students in 6 years	5	25	5	33	4	22	3	21	5	25	5	33	4	22	3	21
Students in 7 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students in more than 7 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0



## Internship Placement

**Table 1**

Outcome	Year Applied for Internship													
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships*	22	-	27	-	25	-	23	-	20	-	19	-	17	-
Students who obtained internships	20	91	25	92	18	72	22	96	16	80	15	79	12	71
Students who obtained APA/CPA-accredited internships	15	68	20	74	13	52	13	56	14	70	10	53	11	65
Students who obtained APPIC member internships that were not APA/CPA-accredited ( <i>if applicable</i> )	5	23	5	18	5	20	9	40	2	10	5	26	1	01
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*This includes students that withdrew from the internship application process

## Internship Placement

**Table 2**

Outcome	Year Applied for Internship													
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained internships	20	91	25	92	18	72	22	96	16	80	15	79	12	71
Students who obtained paid internships	19	86	25	92	18	72	22	96	16	80	15	79	12	71
Students who obtained half-time internships* ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## Licensure

Outcome	2003-2004 to 2010-2011
Total number of students with doctoral degrees conferred on transcript in time period	148
Number of students with doctoral degrees conferred on transcripts who became licensed doctoral psychologists in time period	127
Licensure percentage	86%

## Applicant Data

	2006	2007	2008	2009	2010	2011	2012	2013
Number of Applicants	211	242	322	233	279	235	227	227
Number Accepted for Admission	37	26	50	33	15	14	19	19
Actual Size of Incoming Class	14	24	20	12	10	10	8	9

## Accepted for Admission

		2006	2007	2008	2009	2010	2011	2012	2013
GRE – Verbal	Mean Score	490	558	558	556	581	562	508	165
	Median Score	490	570	570	555	570	570	585	163
GRE – Quantitative	Mean Score	562	662	662	623	688	650	721	156
	Median Score	580	630	630	625	700	640	745	158
GRE – Advanced	Mean Score	4.8	4.5	4.5	4.4	4.6	4.3	4.3	4.6
	Median Score	5.0	4.5	4.5	4.5	4.5	4.0	4.3	4.5
Mean Undergraduate GPA		3.52	3.47	3.47	3.58	3.5	3.4	3.4	3.65

## Program Costs

Description	2013-2014 1 <sup>st</sup> -year Cohort Cost
Tuition for full-time students (in-state)	\$945. per credit hour
Tuition for full-time students (out-of-state)	\$945. per credit hour
Tuition per credit hour for part-time students ( <i>if applicable</i> )	N/A
University/institution fees or costs	\$325. per semester
Additional estimated fees or costs to students (e.g. books, travel, etc.)	\$1160. per semester

\*In the first year of the model curriculum (2013-14) that includes fall, winter and summer sessions, the total tuition is \$34,965.

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

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

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

The center has established student scholarship funds available to advanced students.

## Clinical Psychology Concentration/Tracks

Although the center'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; 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 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; Clinical Biofeedback; Professional and Ethical Issues in CHP/Medical Rounds; Psychology Interventions with Medical Patients; Anatomy and Physiology; Chronic Pain/Illness Management.

**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. Ph.D. students will complete their major papers and dissertation with a neuropsychology faculty member. Psy.D. students will complete a research project equivalent to a major paper, 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; 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, psychopharmacology as well as program development and public policy. Course work includes: Community Psychology with Seriously Mentally Ill; Treatment of Serious Mental Illness; Consultative Psychopharmacology.

**Child, Adolescent & Family Psychology Track:** Child, Adolescent & Family (CAFP) addresses 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. Students wishing to specialize in CAFP will complete all existing core requirements. Students will participate in pre-practicum research and clinical practica with core faculty and will complete 18 hours of specified coursework.

**Multicultural/Diversity Track:** As society becomes increasingly more ethnically/racially/culturally diverse, psychologists can expect to work with a clientele that are substantively different in terms of values and expectations about mental health treatment. The APA guidelines for the effective treatment of cultural and linguistic minorities, advocate that psychologists develop multicultural awareness, knowledge, and competence. This track is designed to provide coursework, research, and practicum experiences to better enable students to work effectively in a demographically changing society. Students wishing to specialize in the multicultural track will complete all existing core requirements as well as participation in pre-practicum research and clinical practica with core faculty. Students will also complete 12 hours of specified coursework. In addition the major paper and dissertation will be completed on a topic in multiculturalism with a track faculty member.

**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. The Trauma track requires students to participate in trauma research and clinical practica with core faculty. Students will complete 12 hours of specified coursework.

### **Doctoral Programs Admissions Requirements:**

To be considered for admission to a doctoral program in clinical psychology, the applicant is required to present evidence of scholastic ability, significant interest in the area of psychology for which admission is sought, personal stability, interpersonal sensitivity, and sound moral character. Minimum requirements include a baccalaureate degree from a regionally accredited institution; a 3.0 undergraduate grade point average on a 4.0 scale or a 3.5 graduate-level grade point average on a 4.0 scale based on a minimum of 18 semester hours, which must be completed by the end of the fall semester; three semester hours of statistics; 18 semester hours in psychology; a three-credit-hour experimental psychology course is recommended. The requirement for 18 semester hours of course work in psychology will be waived with a score of 600 or higher on the Graduate Record Examination, Psychology Test. The complete Graduate Records Examination (GRE) scores (Verbal, Quantitative and Analytical writing) are required. A combined score greater than 1000 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 1000 is preferred. Other factors include: (1) previous courses taken, especially quantitative for Ph.D. and biological for Clinical Health and Clinical Neuropsychology; (2) previous clinical and research experience; (3) evidence of interest in psychology; (4) the applicant's personal statement; and (5) three letters of recommendation. Personal interviews are required on Interview Day (held in mid-March). Completed applications and all supporting documents (as listed below) must be complete and received in the graduate admissions office by January 8<sup>th</sup> 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 (available to download at [www.cps.nova.edu](http://www.cps.nova.edu)):

1. A completed and signed application form.
2. 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, describe briefly your professional goals.
3. A check for the \$50 nonrefundable application fee (\$100 total if applying to both programs) made payable to Nova Southeastern University.
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, in addition to the enclosed forms, from professors or supervisors most familiar with your work must be sent directly to the address listed below.
7. Official transcripts from all colleges or universities you attended. If an initial transcript does not reflect degree conferral or final semester grades, you must forward a final transcript to the below address as this information becomes available.
8. Where applicable, foreign nationals should submit TOEFL scores.
9. Curriculum vitae.

Materials should be submitted to:

Nova Southeastern University  
Enrollment Processing Services (EPS)  
Attention: Center for Psychological Studies

3301 College Avenue  
P.O. Box 299000  
Ft. Lauderdale, FL 33329-9905

## **Transfer of Credits**

All transfer credit must be awarded during the student's first academic year in the doctoral program. Consideration will be given only to doctoral-level courses taken before matriculation in the doctoral program. Request for transfer credit for first semester courses must be made during the summer, before July 15. Request for all other transfer credit must be made during the fall, before October 15.

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 accredited college, university, or APA-approved professional school as a post-baccalaureate student. A doctoral-level course is defined as one that would be credited toward a doctoral degree in psychology at the 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 was completed no longer than five years before first enrollment in this program.
3. 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 to B unless it can be officially verified as such.
4. It is evaluated as equivalent to a course in the program's required curriculum. Credits will not be awarded for electives.
5. The student must successfully demonstrate competence to the evaluating faculty member for assessment courses.

The student must provide the Office of Academic Affairs 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 to meet with them.

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

No transfer credits may be applied to pre-practicum, practicum, internship, or electives.

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 **Veterans' Benefits**).

### **Provisional Admissions**

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

### **Clinical Psychology Doctoral Programs Academic Policies**

#### **Registration and Residency**

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

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

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

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



### **Failure to Register**

Students who fail to register for a required semester and 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 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.

Students will not receive transfer credit for required courses taken in their original doctoral program that are at a lower level than those required in their new program.

### **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 an independent practitioner. Rather, this degree should demonstrate master's-level achievement and enhance employment opportunities.

### **Grading and Academic Standing**

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

The Center for Psychological Studies 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 C or lower is received for 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 and the CPS Professional Development Institute which is typically scheduled to take place during the summer term.

### **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. The following pages outline the Psy.D. and Ph.D. curricula.

### **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 Center for Psychological Studies students 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 Counseling Association, the ethical standards of their respected professions, the policies and procedures of the Center for Psychological Studies, 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 fourth 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 doctor-level training.

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

## **Time Limits**

Students are required to complete their program and be awarded a doctoral degree within eight years from the time of first enrollment. Students who do not complete all requirements within the eight-year time limit (excluding approved leaves of absence), must enroll in the center 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 eight-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, the Clinical Competency Examination, dissertation defense, and while on internship. In addition, each student receives annually a written evaluation of progress in the program. The purposes of such evaluations are to provide students with relevant and timely feedback, to formulate plans for improvement or remediation if needed, and to serve as a screening procedure for maintaining high-quality standards in the profession of psychology. Candidates for the degree must possess, with or without reasonable accommodation, multiple abilities and skills including intellectual, conceptual, integrative, and quantitative abilities. Areas of evaluation include academic achievement, responsible behavior, ethical behavior, interpersonal behavior, emotional self-awareness, and emotional maturity.

### **Professional Standing Committee**

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

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

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

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

# Clinical Psychology Model Curricula

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## Course Descriptions

### Psy.D. Program Model Curriculum

#### First-Year Fall Semester

1403	Adult Psychopathology	3
1405	Developmental: Child and Adolescent	1.5
1407	Developmental: Adult & Older Adult	1.5
1409	Professional Issues and Ethics	3
1503	Assessment of Child and Adolescent Intelligence Testing w/ Lab	1.5
1505	Assessment of Adult and Older Adult Intelligence Testing w/ Lab	1.5
1603	Systems of Psychotherapy	3
1605	Diversity in Assessment & Intervention	3

#### First-Year Summer Semester

1416	Cognitive/Affective Bases of Behavior	3
	Elective*	3

#### Second-Year Fall Semester

2507	Objective Personality Assessment	3
2509	Behavioral Assessment	1.5
2603	Systems/Family Therapy	3
2604	Child and Adolescent Intervention	1.5
2701	Clinical Practicum I	3
2703	Supervision I	1
2808	Research Design	3

#### Second-Year Summer Semester

270A	Summer Practicum I	3
270B	Summer Supervision I	1
	Elective*	3

#### Third Year- Fall Semester

3605	Adult Intervention II	3
3501	Integrated Report	3
3701	Clinical Practicum III	3
3703	Supervision III	1
5890	Directed Study: Research	2
3807	Theories of Measurement OR	3
3403	Social Bases of Behavior	

#### Third Year- Summer Semester

#### First-Year Winter Semester

1401	History & Systems of Psychology	3
1403	Child & Adolescent Psychopathology	3
1412	Psychobiology	3
1502	Assessment: Interviewing	3
1610	Adult Intervention I	1.5
1703	Pre-Practicum	3

#### Second Year- Winter Semester

2406	Psychopharmacology	1.5
2511	Projective Personality Assessment	3
2606	Case Conceptualization	3
2702	Clinical Practicum II	3
2704	Supervision II	1
2806	Intermediate Statistics with Lab	3

#### Third Year- Winter Semester

3406	Consultation & Supervision	3
3702	Clinical Practicum IV	3
3704	Supervision IV	1
5890	Directed Study: Research	2
3807	Theories of Measurement OR	3
3403	Social Bases of Behavior	

370A Summer Practicum II	3
370B Summer Supervision II	1
4499 Advanced Professional Development	1
Elective*	3

**Fourth Year- Fall Semester**

Clinical Competency Exam	
Elective*	3

**Fourth Year- Winter Semester**

Electives*	3
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**Fifth Year**

5700 Internship  
(.5 credit per semester summer, fall, winter,  
and summer)

<b>Total Credit Hours</b>	<b>119</b>
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\* For the 15 credits of electives, students must complete 6 credits of Intervention (46XX) electives and 12 credits in any area. Concentration students may be required to complete additional credits.

\*\* Students may take 3605 Adult Intervention II or 3606 Systems/Family Therapy

## **Doctor of Psychology Program Course Descriptions**

### **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-IV* 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. In this course will be selected that focus on normal and accelerated developmental progress, as well as factors that threaten to impede normal development.

#### **PSY 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.

#### **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 Bases 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 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 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.

**PSY 3403 Social Bases of Behavior (3 credits)**

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

**PSY 3406 Consultation and Supervision (3 credits)**

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

**PSY 4499 Advanced Professional Development (1 credit)**

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

**Assessment Required Courses**

**PSY 1502 Assessment: 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.



**PSY 1503 Assessment of Child and Adolescent Intelligence (1.5 credits)**

The administration, scoring, and interpretation of the primary measures used to test intelligence in children and adolescents are the focus of this course. The potential contributions of hereditary, environmental, developmental, and diversity factors to the interpretation of examination results are considered

**PSY 1505 Assessment of Adult and Older Adult Intelligence (1.5 credits)**

The administration, scoring, and interpretation of the primary measures used to test intelligence in adults and older adults are the focus of this course. The potential contributions of hereditary, environmental, developmental, and diversity factors to the interpretation of examination results are considered.

**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.

**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.

**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.

**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 clinical problems, with emphasis on treating adult Axis I 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.

**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.

**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.

**PSY 3605 Adult Intervention II (3 credits)**

This course covers primary approaches to treating Axis II disorders in adults. Problems covered include narcissistic, borderline, antisocial, and dependent personality disorders. Interventions with solid empirical and theoretical support are highlighted.

**PSY 3606 Systems/Family Therapy II (3 credits)**

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

**Practicum and Internship Required Courses****PSY 1703 Pre-Practicum I (1 credit)**

This course will expose students to a variety of client populations and will provide some introductory experiences in a therapeutic context. The course is designed to allow students an opportunity to observe clinical psychology in practice prior to their being required to assume an active therapeutic role.

**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.

**PSY 2702 Clinical Practicum II (3 credits)**

See description for PSY 2701 Clinical Practicum I.

**PSY 270A Summer Clinical Practicum (3 credits)**

See description for PSY 2701 Clinical Practicum I.

**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.

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

**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).

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

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

**PSY 3703 Supervision III (1 credit)** See description for PSY 2704 Supervision II.

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

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

**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.

**Methodology, Research, and Dissertation Required Courses**

**PSY 2806 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 3807 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.

**PSY 5890 Directed Study: Research (4 credits)**

The Directed Study: Research will be under the direction of one faculty member. 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, case study, or other professional activity/product. A scholarly paper will be required as a final product, submitted by the student to the supervising faculty member. 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 directed study must be submitted to the Office of Academic Affairs no later than the last day of Summer Session I.

**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.

**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 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 4421 Skills in Clinical Supervision and Consultation (3 credits)**

This course surveys the recent work on supervision and the supervisory process. Theoretical models of supervision (including the developmental models), issues of gender and diversity, countertransference, and parallel process are viewed from a current literature standpoint. The development and role of the supervisor in supervision is highlighted. Other factors affecting the supervisory experience including the selection of patients to present, the choice of supervisor, ethical and legal issues, and reporting are also discussed. Current convergent and divergent views are then summarized. The role of the psychologist as consultant will also be addressed.

**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 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, musculoskeletal, 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 4491 Consultation and Supervision: Medical Rounds (3 credits)**

This course is designed to introduce students to professional and ethical issues in the field of Clinical Health Psychology. The course includes a field-based experience intended to provide students with an opportunity to participate in interdisciplinary rounds in medical settings. The field-based aspect of the course will require that the students spend approximately 20 hours observing medical rounds. Classroom-based work will focus on practical, professional, and

ethical issues specifically related to the practice of health psychology. Relevant issues arising in the field-based experience will also be discussed in class.

**PSY 4501 Advanced Clinical Neuropsychology (3 credits)**

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

**PSY 4503 MMPI (3 credits)**

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

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

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

**PSY 4517 Neuropsychology Case Analysis (3 credits)**

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

**PSY 4520 Child Sexual Abuse Assessment (3 credits)**

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

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

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



**PSY 4526 Learning Potential Assessment and Instruction (3 credits)**

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

**PSY 4550 Analytic Approaches to Assessment (3 credits)**

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

**PSY 4560 Forensic Assessment (3 credits)**

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

**PSY4565 International Psychology (3 credits)**

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

**Intervention Elective Courses****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. Topics covered include selecting and defining target behaviors, data collection methods, methods to motivate behavior, bring behavior under stimulus control, interventions to increase adaptive, pro-social behavior, and interventions to decrease problematic or anti-social behavior. Although a wide range of target populations will be covered, emphasis will be on interventions for children. A brief review of single case experimental designs as used in ABA services will be covered. The right to effective treatment and education will be reviewed. Ethical considerations in providing KABA services and the concept of social validity will be reviewed throughout the course as different interventions are covered. Students will be introduced to the profession of behavior analysis including the BCBA professional credential, the Association for Behavior Analysis, the Society for the Advancement of Behavior Analysis, the Society for the Experimental Analysis of Behavior, and the journals JABA, JEAB, and TBA. 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 Interventions in Clinical Geropsychology (3 credits)**

This course is designed to give an overview of older adulthood as it is related to normal aging processes, mental health status and needs, assessment, and treatment delivery. A biopsychosocial perspective will be undertaken, with focus on the concomitant factors that may bear on the older adult's level of functioning in various domains (e.g., cognitive, emotional, social, physical). Areas presented will include developmental theories of aging, normal versus abnormal aging, physical/biological status, social functioning, independence and institutionalization, cognition and dementia, psychopathology, assessment and therapeutic approaches, ethics and end-of-life issues, and systems and care delivery settings.

**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 4628 Clinical Biofeedback (3 credits)**

This course provides a review of the areas of clinical application of biofeedback techniques. Emphasis will be placed on integrated biofeedback with general psychotherapeutic processes for children and adults. Diagnostic categories include general anxiety disorders, chronic and acute pain conditions, sexual disorders, and autonomic dysregulation disorders. Biofeedback as a technique for preventive medicine and health will also be discussed. The course includes laboratory experiences.

**PSY 4629 Health Psychology (3 credit)**

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

**PSY 4630 Existential Therapy (3 credits)**

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

**PSY 4631 Humanistic Therapy (3 credits)**

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

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

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

**PSY 4634 Psychodynamic Psychotherapy in Practice (3 credits)**

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

**PSY 4635 Psychodynamic Therapy I (3 credits)**

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

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

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

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

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

**PSY 4638 Narcissistic and Borderline Disorders (3 credits)**

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

**PSY 4640 Special Problems in Psychotherapy (3 credits)**

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

**PSY 4642 Self-Psychology (3 credits)**

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

**PSY 4644 Psychoanalytic Concepts (3 credits)**

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

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

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

**PSY 4647 Psychodynamic Treatment of Affective Disorders (3 credits)**

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

**PSY 4650 Crisis Intervention (3 credits)**

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

**PSY 4651 Seminar in Eclectic Psychotherapy (3 credits)**

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

**PSY 4659 Advanced Cross-Cultural Counseling (3 credits)**

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

**PSY 4662 Post-Traumatic Stress Disorders (3 credits)**

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

**PSY 4663 Counseling in Terminal Care (3 credits)**

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

**PSY 4666 Seminar in Forensic Neuropsychology (3 credits)**

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

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

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

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

### **PSY 4669 Clinical Interventions for Anxiety Disorders (3 credits)**

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

### **PSY 4670 Short Term Therapy (3 credits)**

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

### **PSY 4671 Psychotherapy with Lesbians and Gay Men (3 credits)**

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

### **PSY 4673 Interpersonal Violence (3 credits)**

The purpose of this seminar is to examine current strategies and issues in clinical research and treatment with disparate forms of interpersonal violence with an emphasis on perpetrators of

these acts. Some of these will include: spouse abuse, child maltreatment, incest, (nonfamilial) sexual assault of children and adults, homicide, and serial rape and murder. Within each area, empirically based approaches to assessment, prevention, and treatment will be discussed. Etiologic and maintaining factors for the various types of violence, and psychosocial profiling procedures with selected subtypes of violent offenders, also will be covered.

### **PSY 4677 Feminist Therapy (3 credit)**

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

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

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

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

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

### **PSY 4681 Chronic Pain/Illness Management (3 credits)**

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

### **PSY 4682 Treatment of Serious Mental Illness (3 credits)**

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



**PSY 4683 Interventions with Medical Patients (3 credits)**

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

**PSY 4690 Psychological Interventions in Forensic Settings (3 credits)**

This course will cover psychological intervention techniques that are known to have success with juvenile and adult offenders in jail, prison and court-ordered treatment programs to eliminate behavioral problems that are due to mental illness, abuse, and/or substance abuse. The number of mentally ill inmates in correctional facilities and/or ordered into mental health treatment as a condition of probation have been rapidly increasing so that the jails and prisons of the U.S. are often considered the new mental institutions. Many inmates are also substance abusers who need special alcohol and other drug treatment if they are to remain crime-free when released from custody. Most criminals have long histories of abuse, both as victims and perpetrators. New sex predator laws order those convicted of a sex crime to be assessed for risk for committing further sexual offending behavior and be sent to treatment under civil commitment statutes. Psychological interventions including medication and therapy can assist in the behavioral management of those offenders and hopefully prevent recidivism.

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

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

**PSY 4692 Parent Focused Interventions (3 credits)**

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

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

The focus of the course is on the application of the principles of psychology to organizational settings. Students will acquire understanding of interventions at the individual, group and

organizational development levels. Further, concepts, skills, and tools that are essential to successful organizational interventions will be demonstrated.

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

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

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

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

**PSY 4699 Positive Psychology (3 credits)**

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

**PSY 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.

- **Course descriptions are subject to change**
- **Prerequisites can be found in Doctoral Policy & Procedures Handbook**

## Ph.D. Program 2013 Model Curriculum

### First-Year Fall Semester

1403	Adult Psychopathology	3
1405	Developmental: Child and Adolescent	1.5
1407	Developmental: Adult & Older Adult	1.5
1410	Professional Issues and Ethics	3
1501	Assessment: Intelligence Testing with Lab	3
1605	Diversity in Assessment & Intervention	3

### First-Year Winter Semester

1408	Child and Adolescent Psychopathology	3
1412	Psychobiology	3
1502	Assessment: Interviewing	3
1610	Adult Intervention I	3
1703	Pre-Practicum	1
1807	Advanced Statistics	3

### First-Year Summer Semester

1401	History & Systems of Psychology	3
1809	Research Design	3

### Second-Year Fall Semester

2507	Objective Personality Assessment	3
2509	Behavioral Assessment	1.5
2603	Systems/Family Therapy	1.5
2604	Child and Adolescent Intervention	1.5
2701	Clinical Practicum I	3
2703	Supervision I	1
2808	Multivariate Statistics I with Lab	3

### Second Year- Winter Semester

1416	Cognitive/Affective Bases of Behavior	3
2511	Projective Personality Assessment	3
2606	Case Conceptualization	3
2702	Clinical Practicum II	3
2704	Supervision II	1
2812	Multivariate Statistics II with Lab	3

### Second-Year Summer Semester

270A	Summer Practicum I	3
270B	Summer Supervision I	1
	Elective	3

### Third Year- Fall Semester

2406	Psychopharmacology	1.5
3701	Clinical Practicum III	3
3703	Supervision III	1
3803	Major Paper	1.5
3807	Theories of Measurement	3
	Elective*	3

### Third Year- Winter Semester

3406	Consultation & Supervision	3
3702	Clinical Practicum IV	3
3704	Supervision IV	1
3803	Major Paper	1.5
3403	Social Bases of Behavior	3

### Third Year- Summer Semester

370A	Summer Practicum II	3
370B	Summer Supervision II	1
4499	Advanced Professional Development	1

### Fourth Year- Fall Semester

	Clinical Competency Exam	
5850	Dissertation	6

### Fourth Year- Winter Semester

5850	Dissertation	6
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### Fifth Year

701	Internship	2
	(.5 credit per semester summer, fall, winter, and summer)	
	*For the 6 credits of electives, students must take intervention electives (46XX).	
	Concentration students may be required to complete additional credits.	

**Total Credit Hours** 118

In some instances, elective practica that are predominately intervention oriented may be counted as intervention electives.

## **Doctor of Philosophy Program Course Descriptions**

### **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-IV* 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. In this course will be selected that focus on normal and accelerated developmental progress, as well as factors that threaten to impede normal development.

#### **PSY 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.

#### **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 Bases 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 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.

**PSY 3403 Social Bases of Behavior (3 credits)**

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

**PSY 3406 Consultation and Supervision (3 credits)**

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

**PSY 4499 Advanced Professional Development (1 credit)**

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

**Assessment Required Courses**

**PSY 1501 Assessment: Intelligence Testing with Lab (3 credits)**

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

**PSY 1502 Assessment: 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.

**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.

**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.

**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 clinical problems, with emphasis on treating adult Axis I 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.

**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.

**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.

**Practicum and Internship Required Courses****PSY 1703 Pre-Practicum I (1 credit)**

This course will expose students to a variety of client populations and will provide some introductory experiences in a therapeutic context. The course is designed to allow students an opportunity to observe clinical psychology in practice prior to their being required to assume an active therapeutic role.

**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.

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

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

**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.

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

**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).

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

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

**PSY 3703 Supervision III (1 credit)** See description for PSY 2704 Supervision II.

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

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

**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.

**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 2807 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.

**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.

**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.

### **PSY 3807 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.

### **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. A public presentation of research results in colloquium format is also required following the final dissertation defense. 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.

## **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.

### **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 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 4421 Skills in Clinical Supervision and Consultation (3 credits)**

This course surveys the recent work on supervision and the supervisory process. Theoretical models of supervision (including the developmental models), issues of gender and diversity, countertransference, and parallel process are viewed from a current literature standpoint. The development and role of the supervisor in supervision is highlighted. Other factors affecting the supervisory experience including the selection of patients to present, the choice of supervisor, ethical and legal issues, and reporting are also discussed. Current convergent and divergent views are then summarized. The role of the psychologist as consultant will also be addressed.

**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 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 4438 The Psychology of Aging (3 credits)**

This course is designed to give an overview of older adulthood as it related to normal aging processes, mental health status and needs, assessment, and treatment delivery. A biopsychosocial perspective will be undertaken, with focus on the concomitant factors that may bear on the older adult's level of functioning in various domains (e.g., cognitive, emotional, social, physical). Areas presented will include developmental theories of aging, normal versus abnormal aging, physical/biological status, social functioning, independence and institutionalization, cognition and dementia, psychopathology, assessment and therapeutic approaches, ethics and end-of-life issues, and systems and care delivery settings.

**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 4491 Consultation and Supervision: Medical Rounds (3 credits)**

This course is designed to introduce students to professional and ethical issues in the field of Clinical Health Psychology. The course includes a field-based experience intended to provide students with an opportunity to participate in interdisciplinary rounds in medical settings. The field-based aspect of the course will require that the students spend approximately 20 hours observing medical rounds. Classroom-based work will focus on practical, professional, and

ethical issues specifically related to the practice of health psychology. Relevant issues arising in the field-based experience will also be discussed in class.

**PSY 4501 Advanced Clinical Neuropsychology (3 credits)**

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

**PSY 4503 MMPI (3 credits)**

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

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

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

**PSY 4517 Neuropsychology Case Analysis (3 credits)**

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

**PSY 4520 Child Sexual Abuse Assessment (3 credits)**

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

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

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

**PSY 4526 Learning Potential Assessment and Instruction (3 credits)**

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

**PSY 4550 Analytic Approaches to Assessment (3 credits)**

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

**PSY 4560 Forensic Assessment (3 credits)**

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

**PSY4565 International Psychology (3 credits)**

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

**Intervention Elective Courses****PSY 3605 Adult Intervention II (3 credits)**

This course covers primary approaches to treating Axis II disorders in adults. Problems covered include narcissistic, borderline, antisocial, and dependent personality disorders. Interventions with solid empirical and theoretical support are highlighted.

**PSY 3606 Systems/Family Therapy II (3 credits)**

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

**PSY 4603 Play Therapy (3 credits)**

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

**PSY 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 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 4628 Clinical Biofeedback (3 credits)**

This course provides a review of the areas of clinical application of biofeedback techniques. Emphasis will be placed on integrated biofeedback with general psychotherapeutic processes for children and adults. Diagnostic categories include general anxiety disorders, chronic and acute pain conditions, sexual disorders, and autonomic dysregulation disorders. Biofeedback as a technique for preventive medicine and health will also be discussed. The course includes laboratory experiences.

**PSY 4629 Health Psychology (3 credit)**

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

**PSY 4630 Existential Therapy (3 credits)**

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

**PSY 4631 Humanistic Therapy (3 credits)**

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

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

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



**PSY 4634 Psychodynamic Psychotherapy in Practice (3 credits)**

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

**PSY 4635 Psychodynamic Therapy I (3 credits)**

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

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

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

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

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

**PSY 4638 Narcissistic and Borderline Disorders (3 credits)**

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

**PSY 4640 Special Problems in Psychotherapy (3 credits)**

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

**PSY 4642 Self-Psychology (3 credits)**

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

**PSY 4644 Psychoanalytic Concepts (3 credits)**

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

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

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

**PSY 4647 Psychodynamic Treatment of Affective Disorders (3 credits)**

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

**PSY 4650 Crisis Intervention (3 credits)**

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

**PSY 4651 Seminar in Eclectic Psychotherapy (3 credits)**

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

students will develop intervention strategies based on recent trends in theory and technique. In addition, current psychotherapy literature and films will be critically examined.

**PSY 4659 Advanced Cross-Cultural Counseling (3 credits)**

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

**PSY 4662 Post-Traumatic Stress Disorders (3 credits)**

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

**PSY 4663 Counseling in Terminal Care (3 credits)**

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

**PSY 4666 Seminar in Forensic Neuropsychology (3 credits)**

This course will explore the use of neuropsychological testing and theory in forensic settings. The focus will include applications to both criminal cases as well as civil cases. The course will take both a neuropsychological and forensic perspective on the testing procedures and how they relate to legal as well as neuropsychological data. Applications to mitigation in criminal sentencing, competency, ability to stand trial, determination of mental retardation, civil damages, civil liability, and related issues will be discussed along with the appropriate examples from actual cases. Students with practicum or other experience will be encouraged to present cases that illustrate the issues described in the case as well. The course will have a seminar format in which the implications of this information can be thoroughly discussed and debated. Mock testimony will be presented by students to illustrate the practical applications of the course material.

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

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

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

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

mindfulness, and motivational interviewing approaches. Students will practice the interventions studied.

**PSY 4670 Short Term Therapy (3 credits)**

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

**PSY 4671 Psychotherapy with Lesbians and Gay Men (3 credits)**

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

**PSY 4673 Interpersonal Violence (3 credits)**

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

**PSY 4677 Feminist Therapy (3 credit)**

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

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

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

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

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

**PSY 4681 Chronic Pain/Illness Management (3 credits)**

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

**PSY 4682 Treatment of Serious Mental Illness (3 credits)**

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

**PSY 4683 Interventions with Medical Patients (3 credits)**

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

**PSY 4690 Psychological Interventions in Forensic Settings (3 credits)**

This course will cover psychological intervention techniques that are known to have success with juvenile and adult offenders in jail, prison and court-ordered treatment programs to eliminate behavioral problems that are due to mental illness, abuse, and/or substance abuse. The number of mentally ill inmates in correctional facilities and/or ordered into mental health treatment as a condition of probation have been rapidly increasing so that the jails and prisons of the U.S. are often considered the new mental institutions. Many inmates are also substance abusers who need special alcohol and other drug treatment if they are to remain crime-free when released from custody. Most criminals have long histories of abuse, both as victims and perpetrators. New sex predator laws order those convicted of a sex crime to be assessed for risk for committing further sexual offending behavior and be sent to treatment under civil commitment statutes. Psychological interventions including medication and therapy can assist in the behavioral management of those offenders and hopefully prevent recidivism.

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

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

**PSY 4692 Parent Focused Interventions (3 credits)**

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

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

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

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

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

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

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

**PSY 4699 Positive Psychology (3 credits)**

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

**PSY 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.

- **Course descriptions are subject to change**
- **Prerequisites can be found in Doctoral Policy & Procedures Handbook**

### **2013-2014 Doctoral Programs Estimated Expenses**

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

Tuition	\$945 per credit hour
Application Fee	\$ 50 (nonrefundable)
Registration Fee	\$ 25 per semester
Late Registration Penalty	\$ 30
Student Services Fee	\$300 per semester (4 credits or more)
	\$150 per semester (less than 4 credits)
Professional Liability Insurance Fee	\$ 10 per semester
Transcript Fee	\$ 10 per transcript
Application for Degree Fee	\$100

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

### **Refund Policy**

Students have three working days from the date of signing an enrollment contract or financial agreement with the university to cancel the contract and receive a full refund of any tuition and registration fees paid. Further, a student shall receive a full refund of tuition and registration fees paid by the student before the commencement of instruction if the student submits a written request to the institution within three working days of the payment.



## **CPS Doctoral Student Internship Site Placements (APA/APPIC) Partial Listing**

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

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

## Center for Psychological Studies Organization

### Administrative Committee

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The Paul Palank Memorial Foundation  
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**Faculty Professional Interests**  
**Full-Time Faculty**  
**2013-2014**

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

**Carolyn Berger, Ph.D.**, University of Florida, assistant professor. Student underachievement; school counselor accountability practices; counseling gifted students.

**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.

**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.

**Gordon Broderick, Ph.D.** University of Montreal, professor. Physiological, behavioral and cognitive ramifications of immune dysfunction and autoimmunity from an integrated systems perspective.

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

**Peter Caproni, Ph.D.**, Adelphi University, assistant professor. Therapeutic/collaborative assessment; school-based consultation; psychological services within schools; emotional/behavioral issues with children and adolescents.

**Ralph E. (Gene) Cash, Ph.D., 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.

**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, University-wide faculty appointments. Professional interests include hypnosis (past president of Division 30, Psychological Hypnosis), community psychology, health and medicine, and the development of models for professional training of psychologists.

**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.

**Jan Faust, Ph.D.,** 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.

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

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

**Steven N. Gold, Ph.D.,** Michigan State University, professor. Adult survivors of childhood sexual abuse; dissociative disorders; psychological trauma and post-traumatic stress disorder; sexual addiction; doctoral level clinical training; hypnotherapy;

interpersonal, family, and systems theory and intervention; psychotherapy case conceptualization and treatment planning.

**Charles Golden, Ph.D.,** ABPP/ABCN, University of Hawaii, professor. Neuropsychology of head injury, stroke, and multiple sclerosis; neuropsychological and personality assessment; rehabilitation and community reintegration following brain injury; neuropsychology in childhood and in school settings; learning disabilities; hyperactivity; general assessment.

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

**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.

**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.

**F. Charles Mace, PhD, BCBA-D, ABAI International Fellow,** University of Arizona, professor. Applied behavior analysis, autism and developmental disabilities, the experimental analysis of behavior, translational research, severe behavior disorders.

**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.

**Wiley Mittenberg, Ph.D., ABPP-CN,** Chicago Medical School, professor. Neuropsychology of head injury in adults and children, the neuropsychology of age related dementias, neuropsychological and psychological test construction, interpretation, and validation, and professional issues in clinical neuropsychology.

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

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

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

**Bady Quintar, Ph.D., ABPP,** University of Kentucky, professor. Projective techniques; psychoanalytic psychotherapy; ego psychology; postdoctoral training.

**David Reitman, Ph.D.,** University of Mississippi, associate professor. Cross-setting (home and school) problems involving children and adolescents. Emphasis on disruptive behavior (i.e., attention deficit/hyperactivity disorder, oppositional defiant disorder, conduct disorder). Interventions are behaviorally-based, empirical, and focus on parent disciplinary practices, problem-solving, and skills building.

**Stephen A. Russo, Ph.D.,** Nova Southeastern University, assistant professor. Sport psychology; sports medicine, physical rehabilitation, and recovery from injury; performance enhancement and coaching consultation; anxiety, anger, and emotional regulation; counseling college student-athletes, performance artists, and athletes of all ability levels.

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

**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.

**Jedidiah Siev, Ph.D.,** University of Pennsylvania, assistant professor. OCD and related disorders; scrupulosity; judgment and decision making, cognitions, and information processing in OCS and related disorders; anxiety disorders; psychotherapy outcome research; empirically-supported research.

**Edward R. Simco, Ph.D.,** Nova University, professor. Applied and computational statistics; research design and evaluation; cluster and analysis; psychometrics.

**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.

**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.

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

**Isabel A. Thompson, Ph.D.**, University of Florida, assistant professor. Counselor well-being and burnout prevention, wellness and stress management, integrating creativity and mindfulness in group counseling, the application of contemplative approaches in counseling, and school-based interventions for students at risk.

**Jessica Valenzuela, Ph.D.**, University of Miami, assistant professor. Pediatric psychology; Disparities in child health outcomes and health care quality; Chronic illness prevention and disease management; Psychologists in medical settings; Community-based participatory research approaches and academic-community partnerships for health.

**Sarah Valley-Gray, Psy.D.**, Nova University, associate 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.

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

**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.

## **Professors Emeriti**

**W. Joseph Burns, Ph.D., ABPP**, University of North Dakota. Lifespan developmental neuropsychology; developmental neuropsychology; neuropsychological effects of toxins, infections, and head injury in children; neuropsychiatric disorders in the elderly; pediatric neurorehabilitation.

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

**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.

**Robert Weitz, Ph.D., ABPP**, New York University. Hypnotherapy with psychophysiological disorders, anxiety, and phobic states; development of professional education for practicing health psychologists.

## **Full-Time Faculty from Other NSU Centers**

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

**Tom Kennedy, Ph.D.**, University of Miami. Neuropsychological assessments, behavioral medicine interventions, psychotherapy, group therapy, family therapy

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

## **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.

**Lori Eickleberry, Ph.D.**, Nova Southeastern University. Behavioral medicine (addictions, eating disorders) and dual diagnosis; motivational interviewing; psychological assessment, case conceptualization and intervention strategies with complex cases; development of a work within a private practice setting; psychotherapy with GLBTQ.

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

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

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

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

**Eugene May, Ph.D.**, University of Illinois. Humanistic and existential psychology; individual and group psychotherapy; psychology in fiction; diversity issues; therapy relationship, and posttraumatic stress disorder.

**Traci Schatzburg, Ed.D., NCSP**, University of Sarasota. School psychology. Response to Intervention/Multi-Tiered System of Supports; intervention strategies; bullying prevention; behavior analysis

**Adam Schulman, Ph.D.**, Nova Southeastern University. Individual and group therapy with adults; marital and family therapy; parenting issues.

**Alicia Scott, Ph.D.**, University of Florida. School psychology; cognitive and psychoeducational assessment; private practice; intervention strategies; reading; early childhood and lifespan development; professional development.

**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**

**Jean Bratcher, Psy.D.**, Nova Southeastern University, assistant clinical professor. Clinical supervisor for both the Psychology Services Center and Henderson Behavioral Health.

Psychodynamic orientation, with interests and experience in treating severe chronic mental illness, trauma-based disorders, substance abuse, and health psychology issues with adults and adolescents.

**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

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

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

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

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

### **Adjunct Faculty 2013 - 2014**

**Beatriz Amador, Psy.D.**  
**Carlos Albizu University**

**Erin M. Anderson, Ph.D.**  
**University of Florida**

**Betty Badger, Ed.D.**  
**Nova University**

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**Jan Burte, Ph.D.**  
**Hofstra University**

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**Christine Collado-Acebal, Ph.D.**  
**Barry University**

**James Conti, Ph.D.**  
**University of Massachusetts**  
**Amherst**

**Migdalia Coubertier, Ph.D.**  
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**Arthur Cox, DSW**  
**Columbia University**

**Robert Crandall, Ed.D.**  
**Florida Atlantic University**

**John Crocitto, Ed.D.**  
**George Washington University**

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**Louise Fitzgerald, Ph.D.**  
**Ohio State University**

**Jessica Garcia, Ph.D, Psy.D.**  
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**Silvia Garcia-Molinet, Psy.D.**  
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**Kevin Glavin, Ph.D.**  
**Kent State University**

**Anna M. Gillard, Ph.D.**  
**Loyola University of Chicago**

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**Martin Greengrass, Ph.D.**  
**University of Connecticut**

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**Argosy University**

**Gretchen Moy, Ph.D.**  
**Nova Southeastern University**

**Joanne Oestmann, Ed.D.**  
**University of Sarasota**

**Ghan Omar, Psy.D.**  
**Florida Institute of Technology**

**Agatha D. Parks-Savage, Ed.D.,**  
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**Amanda Prive, Ph.D.**  
**University of South Florida**

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**University of Miami**

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**Stephen Rudin, Ed.D.**  
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**Michele Sanchez, Psy.D.**  
**Miami Institute of Psychology**

**Alicia Scott, Ph.D.**  
**University of Florida**

**Kenneth Shamlian, Ph.D.**  
**University of Southern Maine**

**Nurit Sheinberg, Ed.D.**  
**Harvard University**

**Kenneth Smylie, Ph.D., LMFT**  
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**University of Florida**

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**University of Maryland**

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**University of Newcastle**

**Ayala Winer, Ph.D.**  
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**David Womack, Ed.D.**  
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**Marlene Zychowicz, Ed.D.**  
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## Correspondence Directory

<b>Program Information</b>	Nova Southeastern University Center for Psychological Studies 3301 College Avenue Fort Lauderdale, Florida 33314-7796	(954) 262-5790 Toll free: 1-800-541-6682 Ext: 25790 Email: <a href="mailto:cpsinfo@nova.edu">cpsinfo@nova.edu</a> <a href="http://www.cps.nova.edu">www.cps.nova.edu</a>
<b>Admissions Information</b>	Nova Southeastern University Center for Psychological Studies 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: <a href="mailto:gradadm@nova.edu">gradadm@nova.edu</a> <a href="http://www.cps.nova.edu">www.cps.nova.edu</a>
<b>Financial Aid Information</b>	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 <a href="http://www.nova.edu/cwis/finaid">www.nova.edu/cwis/finaid</a>
<b>Housing Information</b>	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 <a href="http://www.nova.edu">www.nova.edu</a>
<b>International Student Advisement</b>	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
<b>Veterans' Benefits Information</b>	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
<b>Other Nova Southeastern University Programs</b>	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 <a href="http://www.nova.edu">www.nova.edu</a>



