NSU
Florida

College of Psychology
NOVA SOUTHEASTERN UNIVERSITY

Ph.D. Program in Clinical Psychology Handbook

2025-2026

Supplemental to Nova Southeastern University
Policy and Procedure Handbook at
www.nova.edu/student-handbook and
College of Psychology Graduate Student Catalog at
https://psychology.nova.edu/students/current-students.html

(800) 541-6682, ext. 25726
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http://psychology.nova.edu

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NOVA SOUTHEASTERN UNIVERSITY

Nova Southeastern University is a not-for-profit, fully accredited, coeducational University classified by Carnegie as both a "high research" and "community engaged" University. It was founded in 1964 as Nova University. NSU's main campus is located on the 314-acre main campus in Ft. Lauderdale-Davie. It has a presence throughout Florida, the U.S. and in nine countries. Its 18 Colleges of study offer undergraduate, graduate, and professional programs in the fields of medicine, psychology, pharmacy, arts and sciences, dental medicine, education, law, optometry, computer and information sciences, humanities and social sciences, human services and justice, nursing, business, and oceanography. NSU also brings cultural enrichment to the community through the Museum of Art, the Miniaci Performing Arts College, public access to the Alvin Sherman Library, Research and Information Technology College, and programs in the performing and visual arts.

From the beginning, the University has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving problems of immediate concern to the community. The University's Colleges and programs share a common mission to educate students for leadership roles in a variety of professions. Through the Nova Southeastern University plan, students master competencies at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

NSU stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, the University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching on the main campus, online, at regional campuses throughout Florida and Puerto Rico, and across the country. NSU also delivers programs through a variety of educational technologies, including telecommunications. Nova Southeastern University is committed to the idea that education should not be time-bound or place-bound. Through its educational offerings, research projects, and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

Nova Southeastern University programs are approved for educational benefits by the Bureau of State Approval for Veterans Training, Florida Department of Veterans Affairs. The University is authorized under federal law to enroll nonimmigrant alien students.

Nova Southeastern University's general policies on student relations are on file in the Office of the University Registrar.

Accreditation
Nova Southeastern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate's, baccalaureate, master's, educational specialist, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Nova Southeastern University.

Introduction

The College of Psychology welcomes you to graduate study at Nova Southeastern University. The College of Psychology, first organized in 1967 as the Behavioral Sciences Center, is concerned with integrative graduate training, research, and service in psychology and counseling. Because of the competitive nature of the application process for the doctor of philosophy (Ph.D.) clinical program, your admission signifies that you have distinguished yourself by your academic and professional achievements.

This *Policies & Procedures Handbook* was designed to familiarize you with the specific policies and procedures governing the Ph.D. in clinical psychology program. Knowledge of the contents of this handbook and of the *College of Psychology Catalog*, available at College of Psychology Catalog available on the College's general student resources webpage (https://psychology.nova.edu/students/current-students.html), is essential to ensure the smooth functioning of your graduate training. You are urged to read this handbook and the catalog at the start of your program and to make frequent reference to it. **Ignorance of policies and procedures in this handbook and in the catalog is not an acceptable defense for failing to abide by them.** The graduate programs continue to evolve, and periodically there may be changes in curriculum, research, practica, or other requirements. Because these changes occur to improve the training of health service psychologists, changes will become part of the requirements for graduation for all students at the discretion of the Dean, regardless of the student's status in the program.

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

In addition to the general training provided in the doctoral programs, students may elect to complete a concentration in Clinical Forensic Psychology, Clinical Health Psychology, Clinical Neuropsychology, Psychodynamic Psychology, or Serious Mental Illness. Concentrations consist of a set of courses (taken as electives), research, and a clinical practicum in the specialty area. There are limited slots in each concentration, and acceptance is typically during the first year.

In addition to the concentrations, students develop their individual interests through elective course offerings. The elective courses provide the opportunity for additional learning in a variety of areas such as family therapy, child-clinical psychology, cross-cultural counseling, family

violence, the applied analysis of behavior, etc. The electives provide flexibility for students to establish specialized interests.

The College of Psychology seeks to develop strong mentoring relationships between faculty members and students. These relationships provide individualized supervision and training in scientific thinking, research, ethical decision making, and professional practice.

Doctor of Philosophy (Ph.D.) Program
The Ph.D. program in Clinical Psychology has been continuously accredited by the American Psychological Association since 1981 using a scientist-practitioner training model. Thus, the program adheres firmly to the principle that psychology is an empirically based discipline. The clinical psychology program will contribute most to the society that supports it if the education provides for the acquisition of the roles of the scientist and the practitioner. The focus of this program is on the empirical analysis of current topics and problems in health service psychology. The development of sophistication in applied clinical research is emphasized. It is believed that only through the investigation of the psychological problems confronting contemporary society can solutions be found. Accordingly, the overarching aim of the Ph.D. Clinical Psychology program is to prepare students to demonstrate understanding of the breadth of scientific psychology and produce clinically relevant scientific research and scholarship while training them to enter careers as health service psychologists who can work effectively in scientist-practitioner professional roles.

Students will develop proficiencies in the Profession-Wide Competencies and Discipline-Specific Knowledge areas outlined by the Standards of Accreditation (SoA) of the American Psychological Association through the lens of the scientist-practitioner training model. We aim to train future Health Service psychologists who (a) understand the core science areas of the discipline (i.e., discipline-specific knowledge), (b) 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, (c) understand foundations for the practice of clinical psychology, and (d) employ skills in evidence based assessment and intervention techniques for effective and meaningful service to diverse individuals, groups, and communities.

The program prepares students for entry-level practice as health service psychologists who will contribute to and advance the evidence base of the field as well as engage in a wide-range of professional activities relevant to health promotion, prevention, consultation, assessment, and treatment for psychological and other health-related disorders. Following degree conferral, our graduates will not only be competent researchers but will also be eligible for licensure as doctoral-level psychologists. We expect they will be well-prepared to practice in a wide-range of scientific and clinical settings, including academic, research, medical, government and community institutions and agencies, and they will be committed to engage in evidence-based practice with diverse clients in accordance with the highest ethical and professional standards.

The program curriculum is anchored in the cumulative body of psychological knowledge and provides a firm basis in statistics, research design, and experimental research methodology. Through a sequence of formal clinical courses, and through exposure to clinical populations in

supervised practica, the program develops the knowledge and skill required for the student to assume the role of a research-oriented health service psychologist.

Licensure Associated with Degrees Conferred Through the Academic Programs
Please be advised that in accordance with state and federal regulations, NSU is required to provide the following information to applicants and students completing their coursework outside of the state of Florida, including field experiences (e.g., internships, practica, clinical placements), when their program of study customarily leads to professional licensure.

Nova Southeastern University, College of Psychology, Doctor of Philosophy and Doctor of Psychology in Clinical Psychology programs are accredited by the American Psychological Association (APA). These programs meet the educational degree completion requirement for licensure as a psychologist in the state of Florida, as delineated in Chapter 490 of the Florida Statutes.

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

Licensure allows for independent practice or employment in hospitals and community agencies. Students should note that requirements for professional licensure and certification can vary by state. At this time, the College of Psychology cannot confirm whether its Ph.D. or Psy.D. degrees in Clinical Psychology meet all of the licensure requirements in a student's state of residence. Students should refer to their state licensing body for further information. Information regarding state, provincial, and territorial agencies responsible for licensure of psychologists throughout the United States and Canada may be obtained through the Association of State and Provisional Psychology Boards (ASPPB), http://www.asppb.net/page/BdContactNewPG.

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

The Ph.D. curriculum is developed and monitored on an ongoing basis by program faculty to:
1. Be consistent with APA accreditation requirements, and
2. Prepare graduates for the professional practice of health service psychology.

As a result, the curriculum is subject to change in response to accreditation/certification standards.

Curriculum and Degree Completion Requirements

The overarching aim of the Ph.D. Clinical Psychology program is to prepare students to demonstrate understanding of the breadth of scientific psychology and produce clinically relevant scientific research and scholarship while training them to enter careers as health service psychologists who can work effectively in scientist-practitioner professional roles. More specifically, the program aims to train future Health Service psychologists who (a) understand the core science areas of the discipline (i.e., discipline-specific knowledge), (b) 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, (c) understand foundations for the practice of clinical psychology, and (d) employ skills in evidence based assessment and intervention techniques for effective and meaningful service to diverse individuals, groups, and communities. Students will develop proficiencies in the Profession-Wide Competencies and Discipline-Specific Knowledge areas outlined by the Standards of Accreditation (SoA) of the American Psychological Association through the lens of the scientist-practitioner training model. These Profession-Wide Competencies and Discipline-Specific Knowledge areas are outlined in appendix I.

The Ph.D. program is a full-time, on campus program typically requiring the successful completion of a minimum of five years of post-baccalaureate study, including four years on campus, and one year on a full-time doctoral clinical internship. A minimum residency requirement of at least the first three years of full-time study must be met. A student is required to graduate within seven years of the date of first enrollment. (See Time Limits Section).

Students must satisfactorily complete the following requirements:
1. Required curriculum
2. Successful attainment of discipline-specific and profession-wide competencies
3. Elective course work and/or concentration coursework
4. Advanced Professional Development in Individual Differences
5. Clinical requirements: clinical practica, Clinical Competency Examination, and clinical internship
6. Research requirements: Major Paper, Dissertation, dissemination of research

Through these required components students will develop proficiencies in the Profession-Wide Competencies and Discipline-Specific Knowledge areas outlined by the SoA of the American Psychological Association. Each of these components is discussed in the following sections of this handbook.

Required Curriculum Course Work
The curriculum of the Ph.D. doctoral program is designed to provide the knowledge and training necessary for the student to develop as a health service psychologist. The curriculum was developed by the faculty to provide both depth and breadth in psychology to the extent feasible within the time span of a graduate program. The program meets curricular requirements of the American Psychological Association (APA). Graduates from the Ph.D. program have been

eligible for licensure in Florida and other states. However, a degree conferred from an APA accredited program may not automatically mean acceptance of the program curricula by a given state for the purpose of professional licensure. Students are responsible for verifying their individual eligibility through careful review of the state licensure regulations in the state in which they plan to practice to determine its specific requirements. A list of state boards from which current requirements and addresses can be obtained can be accessed through the Association of State and Provincial Psychology Boards website or you can address general questions to the Office of Academic Affairs.

The Ph.D. curricula are developed and monitored on an ongoing basis by College of Psychology faculty to:

1. be consistent with APA accreditation requirements, and
2. prepare graduates for the professional practice of health service psychology.

The doctoral curriculum allows the student to take elective courses or apply for a concentration to meet individual special interests and enrich the educational experience. Students may choose electives from any of the doctoral offerings of the College of Psychology. Note that in each curriculum a certain number of electives must be taken in the intervention area. Students should note that PSY 1806 (Intermediate Statistics with Lab) is not considered an elective for Ph.D. students.

The Ph.D. program requires a minimum of 118 credit hours. The required courses are arranged in a model sequence presented on the pages to follow. While the courses will generally be offered in the sequences shown, exceptions do occur. The student should not regard the sequences as inviolable. However, students are strongly discouraged from deviating from the recommended model curriculum sequence as this may impact their financial aid status. To assist the student in completing the program, a selection of required and elective courses is offered during the summer sessions. In unusual circumstances, students may plan an individualized course sequence that will best meet their educational goals and timetables. In doing so, care should be exercised to ensure that all prerequisites and co-requisites are met, and students must clear their course plan with the Office of Academic Affairs. Students are advised to consult with faculty mentors about choice of electives that best meet their career objectives.

Discipline-Specific Knowledge Areas and Profession-Wide Competencies
For successful completion of the program, students must complete the curriculum presented herein. In so doing, students must demonstrate successful attainment of competencies that reflect general knowledge of the field of psychology (e.g., history and systems, basic content areas in scientific psychology, advanced integrative knowledge, research methods, statistical analysis, and psychometrics) as well as foundational skills in areas integral to successful practice as a health service psychologist (e.g., research, assessment, intervention, ethical/legal standards, communication and interpersonal skills, individual and cultural diversity, professional values and attitudes, supervision, and consultation/interprofessional/ interdisciplinary skills). These competencies are embedded within the program's requirements and are listed in Appendix I.

Elective Coursework
Students are required to complete 6 credits of electives as part of the curriculum requirements. These credits must be intervention courses (listed as PSY 36XX, PSY 46XX and some 47XX). All courses that meet the intervention elective requirements can be found below in the section *Intervention Elective Courses.* A variety of elective courses are offered each semester. Students in concentrations may be able to fulfill the elective intervention courses requirement (depending on the concentration). It should be noted, however, that all concentrations require more than the 6 credits of electives and, moreover, that in some instances, the concentration requirements will not fulfill the specific intervention elective curriculum requirements. Students should consult with the model curriculum to determine when elective courses should be taken.

Participation Advanced Professional Development in Individual Differences (APDD) Activities
The doctoral program in clinical psychology emphasizes training in understanding individual differences to enhance clinical competence in psychological practice.
 The knowledge base and clinical skills in this area are of such substantive significance to the understanding of all human thought and behavior that they are central to the teaching, research, practice and public policy efforts of all psychologists. As such, knowledge of, experience with, and exposure with, and exposure to these issues are essential to the training of clinical psychologists.

To enhance student training in diversity, beginning with the Fall 2021 student cohort, students are required to participate in Advanced Professional Development in Individual Differences (APDD) activities each year in the program through Year 3. Continued participation is strongly encouraged, but not required for fourth-year students and beyond as long as the prior requirements have been met. More specifically, beginning in their second semester in the program, all students are required to attend <u>two APDD seminars/activities per calendar year through Year 3</u>. Students will document their
APDD trainings by completing an Attestation of Attendance and Reflection form (aka Reflection Form) for each training. These forms will be reviewed and discussed during students' Annual Review Meeting with their faculty mentors, and their completion of the diversity training requirement will be documented on their annual review form (See Appendix V for more information about the Annual Review meeting).

This requirement must be fulfilled prior to internship, and students who have not fulfilled this requirement will not be approved to submit their internship applications or their rank order list to the internship match.

A Canvas course entitled Advanced Professional Development in Individual Differences, or APDD, houses a repository of training opportunities that meet this requirement and outlines the process for participation and documentation of completion of required training activities. More information on this requirement and all required forms can be found in this Canvas course.

The APDD training initiative is intended solely to enhance clinical competence in working with clients of varied backgrounds, not to promote any particular ideological stance or preferential treatment based on protected characteristics. The APDD program is structured to meet American

Psychological Association (APA) profession-wide competencies for clinical practice with diverse populations, focusing on ethical, client-centered care, and to our knowledge, complies with applicable federal regulations.

Concentrations

Although the College's doctoral programs are committed to the general training of health service psychologists, we also give students the option of beginning to specialize. Concentrations have been (and may continue to be) 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. Ph.D. students in concentrations will be required to take additional courses beyond the required number for graduation.

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 court system, which include issues regarding competency and criminal responsibility; psychological damages in civil trials; civil competencies; psychological autopsies; and child custody and parental fitness. Course work includes: Introduction to Forensic Psychology; Forensic Psychology: Criminal Law; Forensic Psychology Assessment; Psychological Interventions in Forensic Settings; Forensic Psychology: Family Law; and Special Issues in Forensic Psychology: Supervision, Consultation, Ethics, and Controversial Issues or Police Psychology.

Clinical Health Psychology. Clinical Health Psychology (CHP) specializes in the study, treatment, and professional training in the interaction of physical health with the individual's cognitive, emotional, behavioral, and social functions. Its broad scope encompasses intervention for managing severe illnesses, rehabilitating disability, prevention of chronic disease, and maintenance of good health. Significant contributions have been made in chronic pain management, weight control, cardiovascular rehabilitation, pediatric diseases, and coping with medical procedures. Course work includes: Health Psychology; Anatomy and Pathophysiology; Assessment in Health Psychology; and two intervention Health Psychology courses.

Clinical Neuropsychology. Clinical Neuropsychology (CN) is concerned with the function of the brain and its relationship to all aspects of behavior, as well as the impact of brain dysfunction and injury on individuals' abilities to function. The program not only encompasses the approaches, perspectives, and practice settings of neuropsychology, but also extends to the related disciplines of neuroanatomy, neurophysiology, neuropathology, neurorehabilitation, and child neuropsychological assessment. Course work includes: Clinical Neuropsychology; Clinical Neuroanatomy; Behavioral Neuropathology; Advanced Clinical Neuropsychology; Neuropsychological Case Analysis; and Child and Adolescent Neuropsychological Assessment, in addition to a one year practicum in neuropsychology. Students will also complete yearly research submissions to APA and the National Academy of Neuropsychologists as well as other activities to enhance their knowledge and skills.

Psychodynamic Psychology. Psychodynamic Psychology (PP) is a discipline of psychology that presents a theory of personality and 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 Approach to Family and Group Therapy; and Psychodynamic Psychotherapy in Practice.

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

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

Child, Adolescent, and Family Psychology Track. Child, Adolescent, and Family Psychology (CAFP) address the assessment and treatment of children and adolescents with significant emotional and behavioral problems and troubled families. The area focuses on empirically supported assessment and treatment methods. In addition, the area is concerned with efforts to promote and better understand healthy child and family development as well as the prevention of psychological problems of youth.

Multicultural/Diversity Track. This track is designed to provide coursework and research experiences to better enable students to work effectively in our demographically changing society.

Trauma Track. The object of the Trauma track is to deliver specialized training in trauma as it pertains to the assessment and treatment of individuals. In addition, research focused on trauma is encouraged.

En Route Master of Science in Clinical Psychology
Students enrolled in the Ph.D. program in clinical psychology may earn as an intermediate degree, the Master of Science in clinical psychology. The curriculum for this degree consists of successful completion of all courses including practicum and supervision in the first two years of the model doctoral curricula (74.5 credit hours). Courses transferred into Nova Southeastern University's doctoral programs 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 the state of Florida and should not expect to provide psychological services as independent practitioners. Rather, this degree should be utilized by the Ph.D. students to demonstrate master's level achievement or qualify for master's level employment.

Students completing the above requirements may complete a degree application form to receive the degree; however, they may not participate in the graduation ceremony. The earliest this degree can be conferred will be the end of the Fall term of the year following the completion of all required credits.

2025-2026 Model Curriculum
The following pages contains the model curriculum to be followed by students entering the program in 2025-2026 academic year and descriptions of all required and elective courses offered by the program.

Nova Southeastern University College of Psychology
Ph.D. Program 2025-2026 Model Curriculum

First-Year Fall Semester	Prerequisites or Corequisites	Credits	Third-Year Winter Semester	Prerequisites	Credits
1403 Adult Psychopathology**		3	4402 Consultation & Supervision**	2701-4, 270A, 270B	3
1405 Development: Child and Adolescent*		1.5	3702 Clinical Practicum IV**	3701	3
1407 Development: Adult & Older Adult*		1.5	3704 Supervision IV	3703	1
1409 Professional Issues & Ethics		3	3803 Major Paper**	1807-09, 2808-12	1.5
1501 Assessment: Intelligence Testing w/ Lab**		3	3403 Social Aspects of Behavior*		3
1605 Individual Differences Assessment & Intervention**		3			
First-Year Winter Semester			**Third-Year Summer Semester**		
1408 Child and Adolescent Psychopathology**	1405	3	370A Summer Practicum II**	3702	3
1412 Psychobiology*		3	370B Summer Supervision II	3704	1
1502 Diagnostic Interviewing**	1403	3	4499 Advanced Professional Development**		.5
1610 Adult Intervention I**	1403, 1407, 1605	3			
1703 Pre-Practicum**	Pre Req. 1605, Co Req. 1502	1			
1807 Advanced Statistics*		3			
First-Year Summer Semester			**Fourth-Year Fall Semester**		
1401 History & Systems of Psychology*		3	Clinical Competency Exam**	All required courses plus 6 credits of intervention electives	
1809 Research Design***		3			
			4499 Advanced Professional Development**		.5
			5850 Dissertation		6
Second-Year Fall Semester			**Fourth-Year Winter Semester**		
2507 Objective Personality Assessment**	1501-2	3	5850 Dissertation**		6
2509 Behavioral Assessment**		1.5			
2603 Systems/Family Therapy**		1.5			
2604 Child and Adolescent Intervention**	1408	1.5			
2701 Clinical Practicum I**	(All First Yr Except 1412, 1807/09)	3			
2703 Supervision I		1			
2808 Multivariate Statistics I w/ Lab*	1807	3			
Second-Year Winter Semester			**Fifth-Year**		
1416 Cognitive/Affective Aspects of Behavior*		3	5700 Internship	All course work including 12 credits of PSY 5850: Dissertation	2
2511 Projective Personality Assessment**	1501-2, 2507	3	"(.5 - 1 credit per semester depending on internship start date. Confirm with office of clinical training prior to registration)"		
2606 Case Conceptualization**	1610, 2603, 2604, 2701, 2703	3			
2702 Clinical Practicum II**	2701	3			
2704 Supervision II	2703	1			
2812 Multivariate Statistics II w/ Lab*	2808	3			
Second-Year Summer Semester					
270A Summer Practicum I**	2702	3			
270B Summer Supervision I	2704	1			
[1]Elective		3			

[1]**For the 6 credits of electives, students must take intervention electives (36XX, 46XX and 47XX). Concentration students may be required to complete additional credits.**

All elective practica may be counted as intervention electives.

Third-Year Fall Semester			
2406 Psychopharmacology*	1412	1.5	
3701 Clinical Practicum III**	2507-9-11, 2603-4-6, 2702-4, 270A	3	
3703 Supervision III	270B	1	
3803 Major Paper**	1807-09, 2808-12	1.5	
3809 Theories of Measurement*	2812	3	
[1]Elective		3	

TOTAL DEGREE CREDITS   **118**

[2]Concentration students require additional credits to fulfill concentration requirements in addition to their two intervention electives.

* **Discipline-specific Knowledge (DSK) Course** ** Profession-wide Competency (PWC) Course ***Both DSK & PWC Course

Clinical Training

Clinical Practicum
The Clinical Practicum sequence in the doctoral program is intended to provide the student with closely supervised assessment and intervention experiences. Depending on the setting, it can also include training in consultation and liaison. Practicum settings include the NSU Psychology Services Center (PSC) and a broad array of community treatment settings in Broward, Dade, and Palm Beach counties. The PSC consists of both general programs for adult and child/adolescent/family services and 13 faculty specialty clinics. Collectively, these practicum settings give students the opportunity to work with a diverse array of clients and clinical presentations.

Students are required to complete six (4-month) practica, usually during their second and third years of matriculation. Except in unusual circumstances, practicum placements typically span three practica over a 12-month period. Students register for both the clinical practicum and faculty supervision during each of the three semesters of each practicum year. In addition, following successful completion of the two required practica, students have the option of registering for an elective practicum, which may span two or three consecutive semesters or 8-12 months depending on the site and the student's internship start date. Students may request elective practicum placements, but such placements cannot be guaranteed, as the number of requests may exceed the number of available positions. Four weeks during each 12-month placement (and a proportional equivalent for an 8-month rotation) are allowed for vacation time. Leave time is to be discussed and approved in advance with the program supervisor. Agency placements and faculty supervision assignments are made by the Director of Clinical Training, whose office oversees the practicum process. Students should be aware that some practicum sites require evening or weekend as well as daytime hours. Students are also expected to meet all clinical obligations during holidays and academic session breaks, unless they have previously arranged for vacation. Students should carefully read the most recent practicum brochure descriptions for other relevant requirements including some that require working during NSU's holidays.

The first year-long practicum, typically taken in the second year of study, requires a minimum of ten (10) hours per week, and the second year-long practicum, typically taken in the third year of study, requires a minimum of fifteen (15) hours per week. The required hours for an elective practicum, typically taken in the fourth year of study by those who choose to take it, are identical to those for the first practicum. Because some practicum sites require more hours than the minimum, students need to carefully read the practicum brochure descriptions before applying to sites. Of the total hours, 40% are expected to be devoted to clinical contact (assessment, intervention, or consultation). The balance is to be committed to support activities (writing progress notes, reports, and other documentation, consulting with other staff, returning telephone calls, and related functions), receiving supervision, and participating in training activities. Clients in some practicum programs or facilities have higher than average cancellation or no-show rates. Students in these practica will have to adjust their caseloads accordingly and schedule more clients per week to meet the expected number of client contact hours.

As a result of the COVID-19 global pandemic, practicum hours and activities may be modified during the 2021-2022 training year in order to prioritize safety. As a result, the focus will remain on preparing students for internship and to practice as competent health service psychologists with a reduced focus on direct service hours.

Most practicum placements have fall start times and generally start when the fall semester begins Students are advised to review the practicum site description regarding any onboarding requirements or pre-/co-requisites. Students are responsible for the cost of their own fingerprinting and background checks, parking fees and any other site-specific requirements for practicum placements that require them.

As health service psychologists in training, students must be cognizant that psychological services are provided in an increasingly regulated health care environment. Federal, state, and local regulatory bodies, federal and state statutes, and the practices of such third-party payers as insurance companies all impact service delivery. Students in clinical practicum are required to comply with all applicable state, federal, and professional statutes, guidelines, and rules for such matters as charting, other aspects of clinical documentation, and confidentiality. Attendance is mandatory at compliance training sessions that may be provided multiple times during each practicum year for students placed in the NSU PSC as well as community placements.

In the first practicum year, students who begin in the summer enroll sequentially in PSY 270A and PSY 270B in the summer, PSY 2701 and PSY 2703 in the fall, and PSY 2702 and PSY 2704 in the winter. By contrast, in the first practicum year, students who begin in the fall enroll sequentially in PSY 2701 and PSY 2703 in the fall, PSY 2702 and PSY 2704 in the winter, and PSY 270A and PSY 270B in the summer. In the second practicum year, students who begin in the summer enroll sequentially in PSY 370A and PSY 370B in the summer, PSY 3701 and PSY 3703 in the fall, and PSY 3702 and PSY 3704 in the winter. By contrast, in the second practicum year, students who begin in the fall enroll sequentially in PSY 3701 and PSY 3703 in the fall, PSY 3702 and PSY 3704 in the winter, and PSY 370A and PSY 370B in the summer. Eligibility for practicum is determined by successful completion of all prerequisite courses for practicum placement listed below and by meeting all of the *College of Psychology Core Performance Standards for Admissions and Progress* (outlined elsewhere in this handbook). Policies regarding practicum selection and assignment, performance evaluation, problem resolution, and related matters can be found in the *Handbook of Doctoral Practicum Training* at https://psychology.nova.edu/students/current-students.html.

Prerequisite Courses for Practicum Placement

To enroll in the first semester practicum, the following courses must be successfully completed:

PSY 1401 History and Systems of Psychology
PSY 1403 Adult Psychopathology
PSY 1405 Developmental: Child and Adolescent
PSY 1407 Developmental: Adult and Older Adult
PSY 1408 Child and Adolescent Psychopathology
PSY 1409 Professional Issues & Ethics
PSY 1501 Assessment: Intelligence Testing with Lab
PSY 1502 Diagnostic Interviewing
PSY 1605 Individual Differences in Assessment and Intervention
PSY 1610 Adult Intervention I
PSY 1703 Pre-Practicum I

To enroll in the second semester of the first practicum, the following courses must be successfully completed:

PSY 270A Summer Practicum (for Summer starts), or PSY 2701 Clinical Practicum I (for Fall starts)
PSY 270B Summer Supervision (for Summer starts), or PSY 2703 Supervision I (for Fall starts)

To enroll in the third semester of the first practicum, the following courses must be successfully completed:

PSY 2701 Clinical Practicum I (for Summer starts), or PSY 2702 Clinical Practicum II (for Fall starts)
PSY 2703 Supervision I (for Summer starts), or PSY 2704 Supervision II (for Fall starts)

To enroll in the first semester of the second practicum, the following courses must be successfully completed:

PSY 2507 Objective Personality Assessment PSY 2509 Behavioral Assessment
PSY 2511 Projective Personality Assessment PSY 2603 Systems/Family Therapy
PSY 2604 Child & Adolescent Intervention
PSY 2606 Case Conceptualization - Co/prerequisite
PSY 2702 Clinical Practicum II and PSY 270A Summer Practicum PSY 2704 Supervision II and PSY 270B Summer Supervision

To enroll in the second semester of the second practicum, the following courses must be successfully completed:

PSY 370A Summer Practicum (for Summer starts), or PSY 3701 Clinical Practicum III (for Fall starts)

PSY 370B Summer Supervision (for Summer starts), or PSY 3703 Supervision III (for Fall starts)

To enroll in the third semester of the second practicum, the following courses must be successfully completed:

PSY 3701 Clinical Practicum III (for Summer starts), or PSY 3702 Clinical Practicum IV (for Fall starts)
PSY 3703 Supervision III (for Summer starts), or PSY 3704 Supervision IV (for Fall starts)

To enroll in elective practicum all required assessment and intervention courses and the required practicum sequences must have been successfully completed. Placement in an elective practicum is contingent on practicum site availability. First and second practicum students will be assigned to practicum sites before elective practicum assignments are made.

Practicum Placement Assignments
As the initial step in the practicum assignment process, students are given an opportunity to review the list of available practicum placements, and to indicate placement preferences each winter semester. Lists and site descriptions are on the practicum brochure found on the College of Psychology website (https://psychology.nova.edu/students/current-students.html). The two required practica must be completed within sites listed in the practicum brochure. Placement preferences are considered but cannot be guaranteed. **UNDER NO CIRCUMSTANCES SHOULD STUDENTS SEEK A PLACEMENT ON THEIR OWN, NOR SHOULD THEY ATTEMPT TO CONTACT COMMUNITY SUPERVISORS TO DISCUSS PLACEMENTS WITHOUT THE ADVICE AND CONSENT OF THE DIRECTOR OF CLINICAL TRAINING.** Only in extraordinary circumstances will students be permitted to accept a practicum in a setting where they are currently or were recently employed. The Director of Clinical Training is responsible for final assignments. Elective practicum placements will be offered on the basis of availability.

Once a student is notified of their placement, they MUST contact the specified contact person at the practicum site within two weeks to schedule an interview. Most sites require an interview to which students should bring an up-to-date curriculum vitae. Some placements require criminal or other background checks, substance abuse screening, and/or health status/immunization confirmation. The Veteran's Affairs (VA) hospitals in Miami and West Palm beach require a *Trainee Qualifications and Credentials Verification Letter* (TQCVL) letter from the Office of Clinical Training (OCT), which will require students matched to a VA to submit confidential health information to the OCT and allow the OCT to disclose this information to the VA. For more information about the TQCVL process, please carefully review the Practicum Handbook located on the COP student resources webpage at https://psychology.nova.edu/students/current-students.html. Students should also ask each site about what they consider appropriate dress standards.

Practicum Training Evaluations
At the end of each semester of clinical practicum, both the site supervisor and faculty supervisor complete a written evaluation of the student's attainment of profession-wide competencies,

including: research; ethical and legal standards; individual and cultural diversity; professional values, attitudes and behaviors; communication and interpersonal skills; assessment; intervention; supervision; and consultation and interprofessional/interdisciplinary skills. Every semester, all practicum students must be directly observed by their primary licensed supervisor (this does not apply to intensive supervisors) either live-in person, by a one-way mirror, or audio/video recordings. These observations are intended to inform the evaluations of student performances. Supervisors are expected to have the student review, discuss, and sign the evaluation. The supervisor submits a recommended grade to the Director of Clinical Training, who assigns the final grade. The student also submits an evaluation of both the site and his/her faculty supervisor. Grades are not assigned until all evaluation forms have been received. At the conclusion of each practicum year, practicum sites will receive summary comments compiled from all student evaluations, excluding comments specific to the on-site supervisor.

A grade lower than a B- in practicum or failure to attain minimum levels of achievement for any profession-wide competency area is considered unsatisfactory performance and will require remediation and/or retaking of the practicum course (see Remediation Policy in this handbook and in *the Handbook of Doctoral Practicum Training*). It is a policy of the department that students are assured due process regarding concerns which might arise over their performance and functioning in practicum. For additional information please refer to the *Grievance and Appeals* section of the handbook.

If a student experiences any difficulty while at the practicum site, he or she should report it immediately to the Director of Clinical Training or his/her designee. Such problems may include lack of or inadequate supervision, impaired staff relationships, not receiving sufficient clinical hours, inappropriate or inadequate assignments, etc. Questions regarding practicum policies and procedures should also be directed to the Office of Clinical Training.

Clinical Competency Examination
All Ph.D. students are required to sit for and pass the Clinical Competency Examination (CCE) as part of meeting internship eligibility. The examination evaluates the student's knowledge and skills across the following domains: assessment and diagnosis, intervention, communication and interpersonal skills, and professionalism. A student following the model curriculum may sit for the CCE as early as the sixthsemester of clinical practicum, provided that grades of B- or better were obtained in fiveprior semesters of Clinical Practicum and Supervision. Additional eligibility requirements can be found in the most recent version of the *Clinical Competency Examination Guidelines* found at https://psychology.nova.edu/common-pdf/studentresources/cce-guidelines-04.2024.pdf. In the event a student fails the examination, it can be retaken up to three times, using a new case each time. A remediation process lasting no less than three months is required after a first failure and lasting no less than six months after a second or third failure. Failure to pass the examination on the fourth sitting results in automatic dismissal from the Ph.D. program.

The Clinical Competency Examination is designed to ensure that students have attained the discipline specific knowledge areas and profession-wide competencies needed to enter the doctoral internship and thereafter enter the profession. The CCE requires the student to prepare written and oral case presentations, and to defend them before a faculty committee assigned for

this purpose. It is the student's responsibility to obtain case materials necessary to sit for the CCE.

To be eligible to sit for the examination after successfully completing the first-year practicum and the first two semesters of the second-year practicum of Clinical Practicum and Intensive Supervision, students must have successfully completed the required assessment and therapy course sequence plus six credits of intervention electives (PSY 36XX, PSY 46XX, or PSY 47XX) .Students in the Clinical Neuropsychology and Forensic concentrations should check with the Director of Clinical Training regarding the number of intervention electives to be completed. The course sequences noted herein are outlined elsewhere in this student handbook. In addition, the student must be in good academic standing (e.g., not on probation, leave of absence, etc.).

The CCE must be successfully passed prior to a student's first internship application deadline. CCEs cannot be scheduled during semester breaks. Examinations may be scheduled in the summer session if the Committee members are available. It is the student's responsibility to be certain that he or she sits for and passes the examination after all prerequisite courses are completed.

Specific procedures for the CCE are outlined in the *Clinical Competency Examination Guidelines* (https://psychology.nova.edu/common-pdf/studentresources/cce-guidelines-24-25.pdf) promulgated each year and are available on the College of Psychology web site.

Internship
The final component of the Ph.D. in Clinical Psychology curriculum is the completion of a 1-year, 2000-hour doctoral internship. Students are required to complete such training at APA-accredited or CPA-accredited internship training programs. Students should be aware of the potential challenges of completing a CPA-accredited internship if they are not a Canadian citizen due to work visa requirements, etc. Request to apply to unaccredited programs are considered by the Director of Clinical Training on an individual basis. These programs must hold APPIC membership. Students who wish to apply APPIC member sites that are not APA accredited must complete a waiver. The specifics about this waiver will be discussed in PSY 4499 Advanced Professional Development. With the permission of the Director of Clinical Training, a student may take up to two years to complete the internship, which will require a minimum commitment of half time. It is the student's responsibility to investigate and apply for internship opportunities.

In order to apply to internship, a student must be in good academic standing. Students are expected to demonstrate readiness for internship by having successfully completed, or being projected to complete prior to the start of internship, all prerequisite courses and DSK and PWC competency assignments delineated on appendix I, and must have successfully completed the Clinical Competency Examination within the time frame specified. Eligibility for internship application in the fall also requires a student's completion of the Major Paper research project. Such eligibility entails submission to the Academic Affairs Office of a signed and dated Research Completion Form and a completed copy of the Major Paper by July 1 of the summer immediately preceding the fall semester when the student applies to internship. Additionally, the research dissemination competency requirement will have to be met by September 1 of the fall semester when a student is applying to internship and defense of the dissertation proposal must

occur no later than October 1 of the same semester. Additionally, the research dissemination competency requirement will have to be met by September 1 of the year a student is applying to internship.

The Director of Clinical Training will verify the student's eligibility to accept and subsequently begin an internship.

All students will be formally evaluated at least twice during internship. Students are encouraged to contact the Director of Clinical Training to discuss any problems or concerns about meeting internship competencies. Students should review the academic dismissal policy to familiarize themselves with internship-related circumstances that may lead to automatic dismissal from the program. Prior to voluntarily or involuntarily resignation from an internship a student must immediately contact the Director of Clinical Training.

Specific guidelines and procedures for the internship application process are made available annually on the College of Psychology website. Concurrently with their completion and submission of internship applications, students complete a course entitled Advanced Professional Development (PSY 4499) to facilitate critical thinking and related skills needed for success on internship and in their careers.

Research Training

Upon completion of the program, all Ph.D. students will exhibit research-related competencies that reflect their ability to engage and disseminate scholarly research. These competencies will be developed through a variety of experiences in the program, including coursework, completion of the Major Paper and dissertation, as well as through activities associated with dissemination of research. Research training also includes ethical comportment and decision making, some of which is covered in this section and some in the section on Protection of Human Subjects in Research.

Ph.D. Program Research Requirements

It is expected that Ph.D. students will be actively involved in research throughout their graduate training. The research course sequence is structured both as an apprenticeship in the acquisition of research skills and as a structured individual learning experience. Initially, the required courses PSY 1807 (Advanced Statistics), PSY 1809 (Research Design), PSY 2808 (Multivariate Statistics I with Lab), PSY 2812 (Multivariate Statistics II with Lab) and PSY 3809 (Theories of Measurement) provide students with the opportunity to gain discipline-specific knowledge in the areas of research methods, statistical analysis and psychometrics.

Research Dissemination

In addition to the major paper and dissertation, students in the Ph.D. program are expected to engage in dissemination of research. Students must meet this requirement by having at least one publication or presentation that is completed by September 1 of the year students apply for internship in order to be eligible to apply for internship. The following requirements must be met:

1. Research publications in peer-reviewed journals will fulfill the research dissemination requirement. Either a first- or junior-author peer reviewed manuscript or chapter will satisfy this requirement. For encyclopedia entries, first author is required. However, there is a possibility that a junior author on an encyclopedia entry will suffice when a professor writes a letter stating that the junior author's contribution merits satisfaction of the competency. Alternatively, a presentation of a paper session, poster session, or symposium at a conference, where the student is the first author of the work, will also fulfill the research dissemination requirement, as long as the proposal is peer-reviewed and that the scientific committee that reviews submissions includes doctoral-level psychologists. A junior author on a peer reviewed symposium presentation may suffice when a professor writes a letter stating that the junior author's contribution merits satisfaction of the competency. This will cover international, national, statewide, and local conferences. Proof of acceptance, proof of registration and a copy of their poster/presentation must be provided to the Office of Academic Affairs.

2. There will be a list of acceptable organizations/conferences where research may be presented on file in the Office of Academic Affairs. Submissions to conferences not listed must first be approved by the DAA or his/her designee who will make the decision whether said conference is appropriate, (and if deemed appropriate will be included on a list for future students to see).

Major Paper & Dissertation

In the more advanced phases of the research course sequence, students are expected to develop sophistication in conceptualizing and conducting independent research. Specifically, in PSY 3803 (Major Paper), the student, under faculty supervision, must complete a project, which may serve as a literature review for their dissertation or an empirical study (e.g., pilot study). Lastly, in PSY 5850 (Dissertation), which completes this research course sequence, the student must demonstrate competency in conducting independent research by completing and defending a research study. This original research is expected to contribute to the field and be of sufficient quality and rigor to have the potential to contribute to the scientific, psychological or professional knowledge base. The dissertation represents the culmination of the student's research training and the final predoctoral opportunity to demonstrate the attainment of research competency.

For most Ph.D. students the dissertation is related to practical or theoretical topics relevant to psychology that is supported by four committee members. Traditionally, the dissertation represents an independent project that demonstrates the student's ability to survey, integrate, and evaluate literature relevant to the student's project; to formulate and conduct a procedure designed to investigate a question, problem, or hypothesis; and to organize, clearly communicate, and defend in both written and oral form, results and implications.

To successfully complete major paper and dissertation requirements students will be required to receive ratings of "meets competencies" or "exceeds competencies" for all competencies listed on rubrics (Appendix II) designed to evaluate a critical literature review (in the case of a major paper) and an empirical study (in the case of dissertation and some major papers). Appendix III provides guidelines for dissertations.

Major Paper must be completed by July 1 (See PSY 3803 Major Paper) and Dissertation proposal must be defended by October 1, both on the year of internship application.

Before registering for dissertation, Ph.D. students are expected to be in good academic standing and to have identified a chairperson. A prospectus must be completed and placed on file in the Office of Academic Affairs before registering for dissertation for the first time. In addition, a Dissertation Committee approval form is required by the Office of Academic Affairs (see Dissertation Guidelines, Appendix III).

The student is to enroll for six credits in each of two semesters. If dissertation is not complete, the student must register each fall and winter semester for one credit of Continuing Dissertation until complete. Student must be registered for a dissertation course at the time of their final dissertation defense.

It is in the student's best interest to identify a chairperson and form a Dissertation Committee as early as possible. The proposed Committee and Dissertation topic must be approved by the Chair of the Department of Clinical and School Psychology. This approval must be submitted prior to registration for dissertation.

Dissertation approval forms are available on the College of Psychology web site and from the Office of Academic Affairs.

Students should become familiar with current guidelines that contain specific and detailed information about eligibility; chairperson selection; committee formation; dissertation content, format, and procedure; and IRB guidelines.

To be eligible for internship, Major Paper must be completed by July 1 (See PSY 3803 Major Paper) and Dissertation proposal must be defended by October 1, both on the year of internship application.

To be eligible for degree conferral, students must submit to Office of the Dean three bound copies of their Dissertation and must upload their Dissertation to Dissertation Abstracts International (UMI). It is mandatory that the dissertation be reviewed for appropriate form by the Office of the Dean prior to submission for binding. The Dean's Office will also provide the name of the binding company approved by the school. It is the responsibility of the student to pay for preparation and binding the dissertation. Detailed instructions for the binding process can be found in Appendix III. In addition to the bound copies submitted to the Office of the Dean, students are required to submit their dissertation to UMI (Dissertation Abstracts International), following review for appropriate format by the Office of the Dean. During the UMI submission process, students will have the option to request that ProQuest/UMI file for copyright on their behalf. There is a fee associated with this service. It is HIGHLY recommended that students choose this option.

Research with Human Subjects
All research conducted at the College of Psychology, including that done with clinic clients, students, or volunteers, must be submitted to the Institutional Review Board (IRB) and receive approval or exemption **prior to beginning the research.** Additional information about IRB procedures are described elsewhere in this handbook. Additionally, IRB policies and procedures can be accessed at the IRB Web site at https://www.nova.edu/irb/policies.html

Statement on Research Conduct and Use of Research Data
The College of Psychology adheres to the ethical principles of the American Psychological Association on research conduct and the use of research data.

For faculty-initiated and directed research, the faculty member bears the responsibility for clarifications concerning research data. For student-initiated research, the student bears the responsibility for clarifications concerning research data. For research done at external agencies, the cooperating agency will provide approval in writing for all relevant aspects of the research. The student's faculty supervisor/dissertation chair is responsible for monitoring this process. To protect the originality of the research, the student's faculty supervisor/directed study chair is also responsible to approve or disapprove requests by others in or out of the college to use the student's data before the publication of the research by the university.

Statement on Authorship of Research Involving Students

The College of Psychology adheres to the ethical principles of the American Psychological Association and Nova Southeastern University policies on authorship of research involving students, as presented below.

Authorship Credit. "Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have contributed. Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are appropriately acknowledged, such as in footnotes or in an introductory statement. Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral Dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate." (American Psychological Association, 2003 with 2010 Amendments, *Ethical Principles of Psychologists*, and *Code of Conduct Principle* 8.12).

Evaluation of Doctoral Students

Grading Policy

The following policies apply to all academic programs in the College of Psychology. All degree programs in the College of Psychology assign grades to course work according to the following system:

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

The following policies apply to all academic programs in the College of Psychology. All degree programs in the College of Psychology programs assign grades to course work according to the following system:

Table with letter grades and corresponding points/percentages

In all courses, a letter grade will be assigned based on the individual instructor's assessment and evaluation of the student's work. Some courses, for example, Major Paper, Directed Study: Research, and internship are graded in terms of pass (P) or fail (F).

A grade of "**W**" is assigned when a student withdraws from a course after the "last day to withdraw from courses with a refund" as indicated on the College's academic calendar. A grade of "**W**" will appear on the student's official transcript. Students failing to officially withdraw before the "last day to withdraw from classes" will be subject to grading as described in the course syllabus. Students should consult the College's academic calendar for specific dates associated with these deadlines.

An "**PR**" (Progress) grade indicates that clinical activities are ongoing, such as the first two semesters of internship. The grade of "**PR**" (Progress) may be used for clinical practicum, supervision, any courses or practicum where remediation of Profession Wide Competency (PWC) elements are required (refer to the remediation section below for additional details about remediation process in courses and practicum) and/or Major Paper in which a student continues to demonstrate progress toward the completion of said requirement.

A grade of n "**I**" (incomplete) indicates that the student has not completed some of the course requirements during the scheduled time <u>and</u> the instructor has given additional time to do so. An "**I**" grade is not routinely assigned in courses. An "**I**" grade is not assigned by faculty members

when students fail to complete the majority (at minimum 50%) of course requirements. Students cannot be assigned an "**I**" to finish extra credit work. **A student must request an "incomplete" from the instructor.** If the instructor approves an incomplete, a contract form is signed by the instructor and student and submitted to the Office of Academic Affairs. The contract must specify the following:

The requirements to be completed by the student to remove the incomplete.

1. The time period within which the student must satisfy the incomplete. The time limit is to be specified by the instructor, but must not exceed 10 weeks from the end of the semester.

2. The grade that the student will receive if the incomplete is not satisfied by the conclusion of the specified time period.

3. Should the instructor choose not to assign an incomplete, the grade assigned will then be based on the instructor's assessment of the quality and quantity of work completed.

4. A student will not be permitted to register for a sequential course including practicum when a grade lower than a "**B-**" or an "**I**" has been received in a prerequisite course.

Remediation Policy
Academic courses, including the practicum and supervision sequence, the Major Paper, Dissertation and the doctoral internship, require knowledge and/or skill competency attainment. Students must attain all delineated competencies (listed in Appendix I of this handbook) by either the applicable measurement point (e.g., at the end of a course or any instructor-approved course extension for it, at the end of a practicum year, upon successful defense and completion of the dissertation, at the end of the internship year) or at the completion of any specified remediation process. Students are also awarded grades (either letter grades or pass/fail grades) in academic courses, including the practicum and supervision sequence, the Major Paper, Dissertation and the doctoral internship. The program tracks student progress in both grades earned and competencies attained. Meeting the delineated requirements with regards to both competencies and grades will determine successful progress through the program and will inform any warranted remediation processes.

Remediation Process for Coursework: Competency Attainment
Students who do not attain a competency in a course cannot register for any course that requires said course as a pre-requisite, nor can they progress to the next practicum or internship until successfully remediating the competency failure, regardless of grade earned in the course. Remediation for competencies may occur during the course of the semester, if applicable, as directed by the faculty member teaching the course or at the end of the course and within a specified time period determined by the faculty member. If the student fails to attain the competency at the end of the specified period determined by the instructor, the Director of Academic Affairs, in consultation with the faculty member for the course, will establish a remediation plan in writing for a second attempt at remediation. To review the documentation forms associated with the second remediation attempt, please refer to appendix IV. If a student

does not attain the required competency element(s) by the specified end of the second remediation period, the student will earn an F in the course, and must re-take the course until they earn a B- or better or meet criteria for program dismissal. If the remediation results in a competency score that improves the course grade to passing students will receive a B- for the course.

Remediation Process for Coursework: Grade Failure
A student who earns a B- or higher in a course but fails to attain specific competencies specified for it will not be required to retake the course. However, a grade lower than B- in a required course does not satisfy matriculation requirements, the course must be repeated with a different instructor. If a different instructor is not available the student must consult the Office of Academic Affairs. If a grade lower than B- is received in an elective course, the student has the option of repeating the course or taking another that will satisfy the specific curriculum requirement. Both grades shall remain on the student's record and shall count toward an accumulation of below B- grades. If a course is repeated, only the higher of the two grades will be counted toward the student's grade point average; however, if an alternate elective is taken, both grades will be counted toward the student's grade point average. When a student fails a required course and one or more competencies within said course, the opportunity for competency attainment will be shifted to the subsequent completion of the same course.

A student will not be permitted to register for a sequential course when a grade of I or a grade below B- has been received in a prerequisite course. As part of the remediation policy of the college, an instructor who gives a grade below B- indicates on a written form the reason for the grade and suggestions for remediation. The Director of Academic Affairs will review these suggestions and meet with the student's instructor as necessary for further support planning. Any student receiving a grade below B- or placed on academic probation is required to meet with the Office of Academic Affairs to schedule an appointment for advisement.

A grade below B- in a course prerequisite to a clinical practicum must be repeated (and at least a grade of B- obtained) before the practicum can be started. A grade below B- in a required skills course (assessment or intervention) or supervision course obtained while enrolled in practicum, independent of probationary status, can be grounds for removal from practicum following review by the Director of Clinical Training.

Remediation Process for Practicum and Supervision: Competency and Grade Attainment
A grade lower than B- in a clinical practicum or supervision course during any semester or failure to attain one or more delineated competencies by the end of the practicum year requires a student to be evaluated by the Director of Clinical Training regarding fitness to continue in the clinical practicum sequence. Dismissal from or otherwise being asked to leave a clinical practicum likewise triggers an evaluation of fitness to continue by the Director of Clinical Training. At his/her discretion, the Director of Clinical Training may include other members of the Clinical Training Committee in such determination. If reinstatement in the clinical practicum sequence is judged to be feasible, successful completion of a remediation process may be required prior to such reinstatement. To review the documentation forms associated with the remediation process, please refer to the Practicum Handbook (https://psychology.nova.edu/students/current-students.html). In addition, if a student is to be

continued, the practicum must be repeated (although possibly not at the same practicum placement) and a grade of B- or higher must be earned.

If a student in a first, second, or elective practicum evidences difficulties in attaining any of the profession-wide competencies as defined in the practicum evaluation form and/or behavioral difficulties that interfere with his/her development of the performance expected for his/her level of training, three stages of remediation may be employed.

The three stages of remediation include: First, the on-site supervisor, faculty supervisor, or both will discuss the difficulties with the student, suggest changes (e.g., additional reading) or implement changes (e.g., providing for supervisor review additional audio recordings of practicum performance), and monitor and provide feedback on their impact. Second, if such steps do not lead to the warranted knowledge or skill improvement, the on-site and faculty supervisor will jointly develop a written performance improvement plan, review it with the Director or Associate Director of Clinical Training, and discuss and sign it with the student before implementation. The fully signed performance improvement plan will be provided to the Director of Clinical Training for monitoring and placement into the student's clinical training file. Third, if the performance improvement plan does not result in the targeted change(s) during the period specified, the matter will be referred to the Director of Clinical Training. In consultation with the Clinical Training Committee, the Director of Clinical Training will meet with the student and his/her supervisors, identify the areas of continuing deficit or surfeit, and determine whether interruption of the clinical practicum sequence is warranted to facilitate more intensive remediation steps. Such steps can include, but are not limited to, retaking a specified skills course, shadowing more advanced practicum students, specified reading, and a recommendation for personal therapy. A minimum time period for the remediation process may be specified. Behavioral indicators for successful completion of the remediation process will be identified and included in a written remediation plan. At the scheduled conclusion of the remediation period, the student, the Director of Clinical Training, and the practicum supervisor(s) will meet again to review the student's performance on the behavioral indicators, and determine whether the student (1) can return to clinical practicum training, (2) needs to extend the remediation plan with or without modification(s), or (3) warrants referral to the Professional Standing Committee (refer to page 83) for a determination of his/her fitness to continue doctoral training. Appendix IV includes documentation forms associated with the remediation process.

Annual Reviews
Evaluation of student progress in achieving Discipline-Specific Knowledge and Profession-Wide Competencies is conducted annually through a meeting with the student's faculty mentor. These evaluations complement ongoing feedback provided during the year (i.e., course performance, practicum evaluations), and can include recognition of accomplishments in a range of professional domains. The evaluation may also include important issues related to professional development and progress that warrant attention. Students will bring to the meeting an updated vita and transcript as well as copies of practicum evaluations for the previous academic year. Additionally, individual development plans (IDP) completed by the student will be reviewed. Please refer to Appendix V for the IDP template.

These annual evaluations are designed (1) to provide students with an update regarding progress in the program, (2) to promote self-evaluation, and (3) to foster the development and achievement of future goals in professional development. With faculty mentorship, students are expected to assume primary responsibility for their professional development. This meeting will allow students the opportunity to discuss with the faculty member achievements reached during the past year that build on goals identified previously and to further refine professional development goals.

Students are expected to monitor their progress in coursework, profession-wide competency attainment, related professional activities, and College of Psychology core standards for admission and progress. Core performance standards are outlined in the following section and should be reviewed carefully. Students must actively participate in understanding, analyzing, and developing strategies when they experience academic, research, clinical, or professional functioning difficulties.

Advisement and assistance are available on an ongoing basis through a student's faculty mentor and may also be requested at any time through the offices of the Director of Academic Affairs or Director of Clinical Training.

Evaluation of Behavioral and Professional Performance
To assist students in transitioning to the role of health service psychologist, behavioral and professional performance will be reviewed early in their matriculation. Faculty will begin within the first semester to monitor these areas of functioning. They may identify problems in their students' functioning, provide constructive feedback to them, and /or discuss concerns with the DAA in order to determine the need for remediation or follow-up.

To identify and remediate early in the training sequence student behavioral, professional, personal, and/or interpersonal problems that may impede attainment of the competencies required to complete the program and enter the profession, the faculty will meet twice annually to identify any students with such problems and develop remediation plans for them when necessary. Such meetings will take place at the end of the first and second semesters of the first year. On these two occasions, faculty members who have taught, supervised and/or mentored first year students will convene a meeting chaired by the Director of Academic Affairs. Faculty will discuss any concerns that have arisen in their interactions with any one of these students. The faculty member or members who express concerns about a particular student will discuss and agree on the necessity, appropriateness and content of a remediation plan. When deemed to be necessary, a written plan that includes remediation steps, how and when their efficacy will be assessed, and the consequences of not meeting one or more of these steps will be developed, discussed with and signed by the student, and placed in his/her training file. This meeting will include the Director of Academic Affairs, Director of Clinical Training and the student.

At the second student review meeting of the academic year (and prior to the start of the first practicum placements), all faculty who taught, supervised, or mentored 1st year students during the year to that point will convene to review student progress and to evaluate each student's readiness for practicum. The Director of Academic Affairs and Director of Clinical Training will co-chair the meeting. Students for whom remediation plans were implemented following

the first review meeting will have their progress in meeting the terms of the remediation plan evaluated. For students who met the terms of their remediation plans, no further action(s) will be taken, and they will be so notified in writing. Those who did not satisfy all remediation terms, or who developed additional problems, will again meet again with the Directors of Clinical Training and Academic Affairs for further remediation. Students evidencing problems for the first time will meet with the Directors of Academic Affairs and Clinical Training in a manner identical to that for students evidencing problems at the end of the first semester. Students identified as not being ready to start practicum training will be so notified in writing, and if their problems are judged to be remediable, a written remediation plan will be developed.

In the event that there are first year students completing remediation, a meeting will be called during the fall semester of their second year that will include the DCT, DAA and any faculty who expressed concerns about that student to follow-up on their progress. This will allow determination of whether sufficient progress has been made by the student in meeting the terms of his/her remediation plan. If the Director of Academic Affairs, the Director of Clinical Training, and the majority of core faculty members attending such meeting judge the student's progress in meeting the terms of his/her remediation or any amended remediation plan to be unsatisfactory, a process that could lead to dismissal from the program will be initiated. The student will be so notified in writing. The Director of Academic Affairs, the Director of Clinical Training, a faculty representative of the student's choosing, and the student will then participate in a due process hearing. Possible outcomes of such a due process hearing are limited to additional remediation steps to be pursued during a leave of absence, or dismissal.

This procedure is designed to identify and remediate any student difficulties before they result in serious ethical, interpersonal, behavioral or academic consequences. However, the faculty may agree that a student's behavior problems are more serious than the more informal remediation process described above can address, and may decide that a referral to the Professional Standings Committee should be made. Additionally, a Professional Standings referral can be made at any time an individual faculty member feels that it is appropriate.

Students with performance difficulties that do not show improvement despite remediation efforts or other efforts will be reviewed for readiness to begin or continue practicum training. If warranted, faculty will make a recommendation to the Director of Clinical Training with regard to placement. In addition, students with continuing problems may be referred to the Professional Standing Committee for evaluation, feedback, and recommendations that could include further remediation or actions up to and including suspension, or termination from the program. When a student-trainee's conduct clearly and demonstrably (a) impacts their performance, development, or functioning, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or damages the representation of the University, program, or the field of psychology to the profession or public, representatives of the program will review such conduct.

If any actions or behaviors are deemed to be severe in nature, it may result in an immediate referral to the NSU Behavioral Concerns Committee in the Nova Southeastern Office of Student Affairs (https://www.nova.edu/studentconduct/index.html).

Nova Southeastern University
Code of Student Conduct and Academic Responsibility

The Nova Southeastern University Code of Student Conduct and Academic Responsibility seeks to promote high standards of behavior and academic integrity by setting forth the responsibilities of students as members of the university community. Abiding by the code ensures a climate wherein all members of the university community can exercise their rights of membership. Students are expected to be familiar with and abide by this code as detailed in the College of Psychology Catalog available on the College's general student resources webpage (https://psychology.nova.edu/students/current-students.html). Students in violation will be subjected to disciplinary action.

Ethical Issues in the College of Psychology

All students and graduates are expected to be knowledgeable about and conform to both the letter and spirit of the *Ethical Principles of Psychologists* (https://www.apa.org/ethics/code/principles.pdf) as approved and adopted by the Committee on Scientific and Professional Ethics and conduct (Effective date June 1, 2003 with amendments effective June 1, 2010 and January 1, 2017.), Florida Licensing Law, and the provisions of the American Psychological Association's Guidelines for Practitioners (http://www.apa.org/practice/guidelines/index.aspx). A copy of the full text of materials to which students and graduates are expected to conform is available in the Office of the Dean. From time to time, these materials are amended. Students and graduates are expected to review these materials periodically to ensure that they have an understanding of current guidelines.

Attention is drawn to the following points, which are illustrative rather than exhaustive or comprehensive:

1. Students have an obligation to disclose if they have been convicted of a criminal offense, been found not guilty, or entered a plea of guilty or nolo contendere (no contest), regardless of adjudication. The disclosure obligation is a continuing one. All students must report to the College of Psychology any such arrest or conviction at the time of completion of their application to the program and throughout their time enrolled at the college. The College of Psychology will consider new information submitted and, in appropriate circumstances, may change the status of an applicant or student. Students at application give permission to make any necessary inquires and voluntarily and knowingly authorize any former school, government agency, employer, person, firm, corporation, its officers, employees and agents, or any other person or entity making a written or oral request for such information.
2. No student should represent him/herself as being in possession of the doctoral degree, either orally or in writing, directly or by implication, until all formal requirements for the

degree have been satisfactorily completed, and the NSU Board of Trustees has met and conferred the degree.

3. It is misleading and inappropriate to append "Ph.D. student" or some similar designation, after your name.
4. A student should guard against being in a position of having final **responsibility** for clinical work. This is most important both ethically and legally.
5. In Florida, new graduates are legally ineligible to represent themselves as "psychologists" or "psychotherapists" or to offer or advertise independent psychological services until the Florida license is awarded.
6. In Florida, recent graduates may apply for a provisional license. "A provisional licensee must work under the supervision of a licensed psychologist until the provisional licensee is in receipt of a license or a letter from the department stating that he or she is licensed as a psychologist." A provisional licensee must "submit a letter signed by a licensed psychologist who is in good standing and not under disciplinary investigation, who agrees to supervise the provisional licensee according to law."
7. Students should familiarize themselves with the state of Florida law for psychologists (*Florida Statutes*, Chapter 490). http://www.leg.state.fl.us/Statutes/index.cfm?Mode=View%20Statutes&Submenu=1&Tab=statutes&CFID=9782111&CFTOKEN=134b883c1b9f32af-4B5E98DD-AB62-FC2B-820BAA83156E88ACU

Dual Relationships between Faculty Members and Students

While in principle the APA policy of discouraging dual relationships is endorsed, recognition is given to the fact that, given the complexity and diversity of our functions, certain dual relationships between faculty members and students are bound to arise. Faculty members and students are therefore urged to be sensitive to and aware of the existence of dual relationships, to enter into these with full awareness of their implications, and to avoid them whenever possible.

Sexual relationships between a University faculty member or administrator and a student who are not married to each other or who do not have a preexisting analogous relationship are inappropriate whenever the University faculty member or administrator has a professional responsibility for the student in such matters as teaching a course or otherwise evaluating, supervising, or advising a student as part of a school program. Even when a University faculty member or administrator has no professional responsibility for a student, the University faculty member or administrator should be sensitive to the perceptions of other students that a student who has a sexual relationship with a professor may receive preferential treatment. A University faculty member or administrator who is closely related to a student by blood or marriage or who has a preexisting analogous relationship with a student should eschew roles involving a professional responsibility for the student whenever possible. Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class (including supervised student activities for which academic credit is given) may be or appear to be coercive and are discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism, which can impair the academic experience of all students in that class. It is, therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a student then enrolled in the faculty member's class.

At Nova Southeastern University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment.

It is specifically required that when either a faculty member or any agency, corporation, or program under the auspices of a faculty member employs a student, or whenever a student or any agency, corporation, or program under the auspices of a student employs a faculty member, both parties shall document the existence of this dual relationship in a letter to the Dean of the College of Psychology. This documentation shall be retained in both the student's and the faculty member's permanent files. As necessary, an ad hoc Committee shall be appointed to review any complaints that might arise as the result of dual employment relationships.

Further, no services provided by a faculty member or any agency, corporation, or program under the auspices of a faculty member shall result in academic credit being granted to a student unless the services are officially rendered as part of the recognized curriculum (e.g., practicum work, supervised University research, internship, or course work). Approval of such rendering of service must be in writing and approved by the Dean.

The provision of psychological services by faculty members to students is discouraged. Extenuating circumstances may exist, such as when some unusual expertise is possessed by a faculty member or when a student was in treatment with a faculty member before becoming a student. In such cases, the provision of psychological services to a student must be approved by the Dean. Adjunct faculty members who expect no further instructional or supervisory relationship with a student may provide services without this reporting requirement.

Code of Student Conduct Statement
The university is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the university as defined by the university administration or with the rights of other members of the university cannot be tolerated. Students enrolling in the university assume an obligation to conduct themselves in a manner compatible with the university's function as an educational institution. To fulfill its functions of imparting and gaining knowledge, the University retains the power to maintain order within the University and to exclude those who are disruptive to the educational process.

In support of the Code of Student Conduct, any violations of the Code of Student Conduct and Academic Responsibility and/or university policies and procedures may result in disciplinary action and/or criminal prosecution. Violations of academic and/or supplementary standards will be handled through the student's academic college, center, or school. Violations of conduct standards, supplementary standards, university policies, and/or procedures will be handled by the Office of the Vice President of Student Affairs or by the individual academic college, center, or school as deemed appropriate. Violations of sexual misconduct/discrimination will be handled by the Office of the Vice President of Student Affairs.

Changes to the Code of Student Conduct and Academic Responsibility will be posted on the Student Affairs Web site. Students are required to be familiar with the rules, policies, and Code of Student Conduct and Academic Responsibility.
Nova Southeastern University Student Handbook

Professional Standing Committee
The Professional Standing Committee of the College of Psychology is appointed by the Dean of the College and serves in a variety of capacities related to the review of student professional standing matters. The Committee consists of faculty 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, 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 their education and function competently as a professional. Committee activities are designed to ensure 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 ensure that the student and involved parties have the opportunity to present relevant information.

Academic Standing
The academic standing policy for all graduate programs in the College of Psychology requires students to maintain a minimum cumulative grade point average of 3.0. In the doctoral programs within the College of Psychology, all candidates must attain the minimum levels of achievement (MLA) of 80% or higher on each assessment of Profession-Wide Competency (PWC) and a grade of B- or higher on all assessments of Discipline Specific Knowledge (DSK). Any candidate who fails to attain these MLAs is required to engage in a remediation process to demonstrate the expected level of performance. The reader is referred to the section on "Remediation Process for Coursework and Practicum/Supervision" in this handbook for additional information. In addition, other minimum requirements are in existence as outlined below. Failure to meet these requirements will result either in academic probation or dismissal.

Probation

Academic probation will occur automatically when any of the following conditions exist: 1. The cumulative grade point average falls below 3.0. 2. A grade of F is received. 3. Three concurrent incompletes (I) appear on the transcript. The student, the Director of Clinical Training, and the Chair of the Department of Clinical and School Psychology will be notified in writing of the student's probationary status by the Director of Academic Affairs. If, while enrolled in practicum, a student goes on probation, the Director of Clinical Training will decide whether the student will be eligible to begin or continue in practicum or will be terminated from practicum. The student is allowed one year (two full semesters, excluding summer sessions and leaves of absence) to remove probationary status. While on probation, students must maintain full-time enrollment. No student on academic probation will be permitted to sit for CCE, apply for internship, or register for Dissertation or Directed Study: Research credit. Academic probation may affect the student's financial aid status.

Dismissal
Automatic dismissal from a doctoral program in the College of Psychology will occur when any of the following conditions exist:
1. Academic probation extends beyond one year.
2. More than two grades below B- are earned.
3. Two grades of F are earned.
4. The Clinical Competency Examination is failed a fourth time.
5. Earned a grade of Fail for internship. Internship cannot be repeated.
6. Being dismissed from or having employment involuntarily ended on internship.

Students who are academically dismissed from the program or who are dismissed from NSU will not be considered for re-admission.

__Degree Conferral__

Students who have completed all requirements for the doctoral degree must submit an online application for degree. Instructions are available via the Office of the University Registrar's website: http://www.nova.edu/registrar/instructions.html.

Applications require approval by the Office of the Dean, University Bursar, Registrar, and Library. These offices verify that requirements are met and that the student's accounts, records, etc., are in good standing. Upon approval, the application is presented to the NSU Board of Trustees for conferral. Following the official conferral of the degree, which is noted on the transcript, a diploma is mailed to the student. Students are encouraged to submit their degree applications at least one (1) month prior to the completion of their internship. The date supplied by the Office of the Dean for completion of academic requirements is the date that demarcates pre-doctoral from postdoctoral training and supervision. The date is included on the transcript, and the Office of Clinical Training will verify it to licensing boards.

Graduation
Commencement (graduation) exercises for Nova Southeastern University take place each summer. Eligibility to graduate is determined by having completed all requirements before the graduation date or expecting to complete internship by the end of the summer. Ph.D. students are eligible to participate at graduation if their Dissertation chair expects them to finish their Dissertation by August 31st of that year. Students eligible to participate in graduation may contact the Office of the University Registrar for information about graduation ceremonies. Students must indicate whether they are receiving the Psy.D. or Ph.D. degree, since the hood color differs: gold or blue, respectively.

Academic Regulations and Information

Academic Calendar

Please refer to the academic calendar below for specific calendar dates. The academic calendar can also be found on the College's general student resources webpage (https://psychology.nova.edu/students/current-students.html) for the most updated information.

COLLEGE OF PSYCHOLOGY
ACADEMIC CALENDAR 2025-2026
Doctoral Programs in Clinical Psychology

Fall 2025 – Full Semester	
Monday, August 18	Fall semester classes begin Last day for completing regular registration
Sunday, August 24	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, August 31	End of 75% refund
Monday, September 1	**Labor Day – university offices closed**
Sunday, September 7	End of 50% refund
Sunday, September 14	End of 25% refund Last day for dropping classes with refund
Sunday, November 16	Last day to withdraw from classes (no refund)
Thursday, November 27 **Friday, November 28**	**Thanksgiving – university offices closed**
Sunday, December 7	Fall semester classes end
TBA	**Winter Holiday – university offices closed** * Subject to university president's discretion and approval

Fall A 2025 (8-Week Format)	
Monday, August 18	Fall A classes begin Last day for completing regular registration
Sunday, August 24	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, August 31	End of 75% refund
Monday, September 1	**Labor Day – university offices closed**
Sunday, September 7	End of 50% refund
Sunday, September 14	End of 25% refund Last day for dropping classes with refund
Sunday, September 21	Last day to withdraw from classes (no refund)
Sunday, October 12	Fall A classes end

Fall B 2025 (8-Week Format)	
Monday, October 13	Fall B classes begin Last day for completing regular registration
Sunday, October 19	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, October 26	End of 75% refund
Sunday, November 2	End of 50% refund
Sunday, November 9	End of 25% refund Last day for dropping classes with refund
Sunday, November 16	Last day to withdraw from classes (no refund)
Thursday, November 27 Friday, November 28	**Thanksgiving – university offices closed**
Sunday, December 7	Fall B semester classes end

Winter 2026 – Full Semester	
TBA	**Winter Holiday – university offices closed** * Subject to university president's discretion and approval
Monday, January 5	Winter semester classes begin Last day for completing regular registration
Sunday, January 11	End of 100% refund Last day for completing late registration / adding classes
Sunday, January 18	End of 75% refund
Monday, January 19	**Martin L. King, Jr. Day – university offices closed**
Sunday, January 25	End of 50% refund
Sunday, February 1	End of 25% refund Last day for dropping classes with refund
March 2 – March 6	**Spring Break**
Sunday, April 12	Last day to withdraw from classes (no refund)
Sunday, May 3	Winter semester classes end

Winter A 2026 (8-Week Format)	
Monday, January 5	Winter A classes begin Last day for completing regular registration
Sunday, January 11	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, January 18	End of 75% refund
Monday, January 19	**Martin L. King, Jr. Day – university offices closed**
Monday, January 25	End of 50% refund
Sunday, February 1	End of 25% refund Last day for dropping classes with refund
Sunday, February 8	Last day to withdraw from classes (no refund)
Sunday, March 1	Winter A classes end
Winter B 2026 (8-Week Format)	
Monday, March 9	Winter B classes begin Last day for completing regular registration
Sunday, March 15	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, March 22	End of 75% refund
Sunday, March 29	End of 50% refund
Sunday, April 5	End of 25% refund Last day for dropping classes with refund
Sunday, April 12	Last day to withdraw from classes (no refund)
Sunday, May 3	Winter B semester classes end

Summer 2026 – Full Semester	
Monday, May 4	Summer semester classes begin Last day for completing regular registration
Sunday, May 10	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, May 17	End of 75% refund
Sunday, May 24	End of 50% refund
Monday, May 25	**Memorial Day – university offices closed**
Sunday, May 31	End of 25% refund Last day for dropping classes with refund
Friday, July 3 *(Observed)* **Saturday, July 4**	**Independence Day – university offices closed**
Sunday, July 19	Last day to withdraw from classes (no refund)
Sunday, August 9	Summer semester classes end

Summer A 2026 (8-Week Format)	
Monday, May 4	Summer A classes begin Last day for completing regular registration
Sunday, May 10	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, May 17	End of 75% refund
Sunday, May 24	End of 50% refund
Monday, May 25	**Memorial Day – university offices closed**
Sunday, May 31	End of 25% refund Last day for dropping classes with refund Last day to withdraw from classes
Sunday, June 21	Summer A classes end
Summer B 2026 (8-Week Format)	
Monday, June 22	Summer B semester classes begin Last day for completing regular registration
Sunday, June 28	End of 100% refund Last day for completing late registration Last day for adding classes
Friday, July 3 *(Observed)* **Saturday, July 4**	**Independence Day – university offices closed**
Sunday, July 5	End of 75% refund
Sunday, July 12	End of 50% refund
Sunday, July 19	End of 25% refund Last day for dropping classes with refund Last day to withdraw from classes
Sunday, August 9	Summer B semester classes end

Academic Year
The academic calendar is outlined at the beginning of this handbook. The academic year of the Ph.D. program is divided into three semesters. Students are required to register for Fall, Winter, and Summer semesters while fulfilling the minimum residency requirement as outlined in the Residency and Full-Time Status section of this handbook. Summer semester offers courses that are semester long or have the same amount of work condensed into the first or second half semester. All 1.5 and 3 credit courses meet 15 class hours per credit, regardless of scheduling format; 1.5 credit courses meet for 7.5 weeks while 3 credit courses meet for 15 weeks.

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 course. Attendance at practicum and internship sites is governed by the site calendar, as opposed to the NSU academic calendar. Students are expected to abide by site requirements for attendance. Students are required in the first year to attend all program colloquia and/or brown bag meetings scheduled in the fall and winter semesters. First-year students who fail to attend these meetings will be required to provide documentation for absence to the Office of Academic Affairs. Failure to provide such documentation may result in completion of a Professional Behavior Checklist by the Director of Academic Affairs.

Religious Holiday Policy
See the *NSU Student Handbook*, Religious Holidays Policy section. Visit
 https://www.nova.edu/studentconduct/religious-holiday-policy.html for more information.
A student with a personal religious belief, requesting to be excused from class or an educational activity for a work-restricted religious holiday, shall notify the NSU Dean for Student Affairs and Admissions at bj379@nova.edu or (954) 262-7281 within three (3) calendar days after the start of the semester."

Student Enrollment
In order to maintain active student status, all candidates 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.**

Residency and Full-Time Status
All students must be in full-time residence for a minimum of 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 the Ph.D. program, students must be registered continuously under one of the following categories until all program requirements are met.

1. While fulfilling the minimum 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 model curriculum to determine residence requirements for each summer semester.

2. Students who have completed the minimum of the first three years in residence should refer to their model curriculum for their fourth- and fifth-year requirements.

For certain forms of financial aid, full-time and part-time status may be defined differently. Students applying for financial assistance MUST clarify this with the Office of Student Financial Assistance. There are some courses that are less than 4.5 credits (half time status), however, due to the amount of work associated with these courses they may represent either full or at least half-time status. These courses have an attribute tied to the course and the process that reports enrollment to the National Student Clearinghouse and that disburses aid, uses this attribute to determine status.

Continuous registration for a minimum of 1 credit in the fall and winter semesters must be maintained until the degree is awarded, with the exception of the internship year. All students going on internship must register for PSY 5700 each semester for the duration of their internship.

Courses take priority over practicum placement availability, research activities and/or employment activities.

Leave of Absence Policy
Time spent on an approved leave of absence is not charged against the seven-year time limit. **Students on leave of absence are not permitted to participate in any university related activity, including practicum/supervision, Clinical Competency Exam defense or directed study.** Students returning from a leave of absence must meet with the designated directors to discuss readiness to resume studies and clinical activities. If the designated directors determine that there is sufficient concern about a student's readiness, the case will be referred to the Professional Standing Committee or the University's Behavioral Concerns Committee. The committee's deliberations may include an interview of the student. Findings may include a determination that the student is not ready to return and may specify needed remedial actions. Students returning from a leave of absence are governed by the policies and procedures in place on their return. They should contact the Office of Academic Affairs well in advance of their return to register for courses.

A leave of absence is a temporary period of time during which the student is not in attendance but is not considered withdrawn from the university. A student may request a leave when he or she can demonstrate an extenuating circumstance beyond the realm of his or her control. A request for leave due to poor academic performance, financial issues, or to delay the return of unearned Title IV funds is not considered an extenuating circumstance.

Federal guidelines state the maximum period of time allowed for an approved LOA is 180 days within a 12-month period. If the student is granted one LOA, and then is granted a second LOA, the total period of both LOAs cannot exceed 180 days within the 12-month period. Prior to an LOA approval, the university must determine there is a reasonable expectation the student will return from the leave.

Conditions for a Leave of Absence
All approved LOAs (status and dates) must be reported to the National Student Clearinghouse (NSC).

A student who was approved for a leave for less than 180 days but fails to return to the university when the LOA is over will be reported as withdrawn to the NSC as of the last date of attendance.

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

A student is expected to return at the end of his or her approved LOA. A student returning from an LOA is required to complete the courses they started prior to the leave. The university cannot impose additional charges or disburse additional financial aid until the student has earned the Title IV financial aid previously paid for the courses.

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

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

Students, where possible, should seek advisement from their program director or advisor when considering a leave.

The Leave of Absence Request Form and policy statement can be found here: Leave of Absence Policy (nova.edu).

Degree Recission Policy
Nova Southeastern University (NSU) awards degrees on the basis of the successful completion of all academic and program requirements and in accordance with NSU's Code of Conduct

requiring academic honesty and integrity. NSU reserves the right to rescind a degree in the event there are findings of academic misconduct, fraud, or other violations committed by a student in completing and/or obtaining the degree. The Dean or designee of the college or school that oversees the degree program is essential in determining the discovery and receipt of credible information for review or investigation and will follow the protocols outlined in the applicable student catalog and handbook.

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

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

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

Time Limits
To assure that an awarded degree represents up-to-date knowledge and skill competencies needed to enter the profession, students are required to complete their program and be awarded a doctoral degree within seven years from the time of first enrollment.

In the event that a student does not complete all requirements within the seven-year time limit (excluding approved leaves of absence), he or she must enroll in and complete 18 credits per year. This must consist of at least 3 credits of course work (including independent study) and, if a Dissertation is incomplete, 3 credits of Dissertation supervision each fall and winter semester. The additional 6 credits may be taken during the summer, either 3 credits of course work and 3 credits of supervision, or 6 credits of course work; alternatively, these 6 credits may be taken as an additional 3 credits of course work during both fall and winter semesters.

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

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

Requirements for Course Audit
- A course may only be audited with the written approval from the instructor and Department Chair/Director after determining if the student has met any prerequisites tied to the course.
- Students wishing to audit a course must complete the Course Audit Request Form found at [Course Audit Policy (nova.edu)](nova.edu).
- A course can only be audited on a space-available basis. The registration will not be processed until all non-audit students are registered.
- Students are not able to register to audit a course through their SharkLink account. The registration(s) must be processed through their advisor or program office.
- An audit course does not affect a student's part-time or full-time enrollment status and does not count toward the determination of continuous enrollment.
- An "AU" grade will be posted to the student's academic record and will appear on the academic transcript for any audited course(s) but will not affect the student's attempted credits, earned credits, and grade point average (GPA).
- Students must identify themselves to their instructor as auditing students and discuss the parameters of participating in class discussions and completing assignments and exams.
- Evaluation of course work is at the discretion of the instructor.
- An audited course cannot be changed to a letter grade once the course has begun (or vice versa). If a letter grade is required, a student must retake the course and pay full tuition and all applicable fees.
- An audited course(s) does not fulfill degree or certificate requirements.
- Except for students participating in the Lifelong Learning Institute, the cost of an audit course will be 100 percent of the course tuition cost as well as the University Student Services Fee, the Registration Fee, and any additional applicable fees.
- Financial aid (e.g., scholarships, grants, discounts, and loans) will not be available to cover the cost of an audit course. Audited courses will not be counted toward a student's financial aid eligibility.
- Instructors may request the Department Chair/Director to officially withdraw a student who is auditing a course if the student is interfering with learning in the class. A tuition refund will be considered in accordance with the semester/term refund schedule dates.

- Any course required for the completion of the student's program/degree can only be audited after it has been previously passed. In other words, students may audit a course as a "refresher" but not as a "practice run.

Failure to Register/Withdrawal

Students who fail to register for a required semester or who voluntarily withdraw from the program without a leave of absence are considered to have withdrawn from their program.

Students who withdraw from their program (or are administratively withdrawn) will not be considered for readmission.

Students withdrawn from NSU due to academic inactivity and seeking readmission to their academic program will be required to petition their specific college or academic program for readmission**.**

Image Use Statement

As part of the Student Enrollment Agreement (SEA), which students are required to read and accept with their first registration each year, students consent to the following Image Use Statement:

I permit and authorize Nova Southeastern University (NSU) and its employees, agents, representatives, contractors, and personnel who are acting on behalf of NSU to take and/or obtain my photograph, name, alias, video and/or audio recording, or other likeness of myself, or any combination thereof, at any public NSU-related events or at any public areas on NSU's property (hereinafter "my likeness"). I further grant NSU permission to utilize my likeness for commercial purposes, including publicity, marketing, and promotion for NSU and its programs, without compensation to me, to the extent permissible under the Family Educational Rights and Privacy Act (FERPA). I understand and consent to NSU copying, reproducing, and distributing my likeness in any media format. I further understand that my likeness may be subject to reasonable modification and/or editing and waive any right to inspect or approve the finished product or material in which NSU may eventually use my likeness. I acknowledge that NSU owns a non-exclusive right to my likeness and understand that, although NSU will endeavor to use my likeness in accordance with standards of good judgment, NSU cannot warrant or guarantee that any further dissemination of my likeness will be subject to NSU's supervision or control. Accordingly, I release NSU from any and all liability related to the use, dissemination, reproduction, distribution, and/or display of my likeness in any media format, and any alteration, distortion, or illusionary effect of my likeness, whether intentional or otherwise, in connection with said use. I also understand that I may not withdraw my permission for use of my likeness which was granted.

Roster Reconciliation

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

with the Student Enrollment Agreement (SEA), regardless of the instructor's roster reconciliation submission.

Orientation

All new students are required to attend orientation before the start of the fall semester. At orientation, students are provided with needed information about College of Psychology and NSU resources, an overview of academic guidelines, and opportunities to meet program faculty and advanced students in the program.

Faculty Advisors/Mentors

First-year students begin the program with an assigned faculty mentor who will provide advisement on research, academic issues and initial inculcation into the profession of health service psychology. Students will maintain active and ongoing interactions with their mentors throughout the length of the program. The mentor bears responsibility for integrating all aspects of the mentee's training experiences throughout matriculation including the supervision and guidance of the required research sequence of major paper and dissertation. Mentors also complete annual reviews with their students and advise students in the development of Individual Development Plans (see Appendix V) that are reviewed and updated annually. All students are advised on course selection by the Office of Academic Affairs and on practicum selection and internship applications by the Office of Clinical Training. Additional informal mentoring relationships will often develop with appointed clinical supervisors in the second and third years.

Transfers between the Ph.D. and Psy.D. Programs

It is the policy of the College of Psychology that doctoral students in clinical psychology should select either the Ph.D. or the Psy.D. program before making application for admission. The programs are distinctive in focus, and it is expected that applicants will enroll with the intention of completing the program into which they are accepted. There is no opportunity to transfer from one program to the other.

Class Cancellation Policy

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.

Drop/Add

The academic calendar on the College of Psychology website found under "current students, general student resources" outlines the dates and refund schedule for courses dropped or added. A course must be added before the end of the first week of the semester. A course that is dropped within the time frame indicated on the academic calendar will not appear on the student's official transcript. Before the full-time residency requirement is satisfied, dropping a course that brings a student's course load below the minimum semester requirements (e.g., 9 credits) requires approval by the Director of Academic Affairs.

Withdrawal from a Course or Program

A grade of "**W" (Withdrawn)** is assigned when a student withdraws from a course after the "last day to drop courses with refund," indicated in the Academic Calendar. If the candidate fails to withdraw by the final published date to withdraw for the term, the candidate will be assigned the grade earned in the course. Withdrawal from a course may affect the candidate's financial aid status and/or require return of dispersed funds. A withdrawal on the official transcript will be included in attempted credit hours.

Students who withdraw from their program (or are administratively withdrawn) will not be considered for readmission.

Transfer of Credit

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 initial enrollment in the program, no later than July 20. Request for transfer credit for ALL OTHER COURSES must be made during the fall of the first year in the program, before September 30.

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

1. It is a doctoral level course taken at an APA accredited program.

2. Only *specific courses* that meet the criteria defined by the APA Standards of Accreditation as Categories 1, 2 or 4 in discipline-specific knowledge will be considered for transfer. Specifically, these are: History and Systems of Psychology, Cognitive and Affective Aspects of Behavior, Biological Aspects of Behavior, Developmental Aspects of Behavior, Statistics, and Psychometrics. Credits will not be awarded for electives.

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

4. It was completed no longer than five years before the student's first enrollment in the program.

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

6. The course is not offered solely in an online format.

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

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

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

Tuition and Fees

Payment of tuition and fees is due within 30 days of the beginning of a particular semester. Students awarded financial aid will have fees/tuition deducted before receiving a refund. Arrangement with the Bursar's Office regarding payment of tuition and fees is part of the registration process and **registration is a prerequisite to class attendance.** The academic calendar stipulates the last day for completing registration.

After students have registered, should any problems arise related to registration information or credit for fees, candidates should contact the Program Office at 954-262-5726 (800) 541-6682 (NOVA), Ext. 25726.

Doctoral tuition for 2025-2026 will be charged at the rate of $1,396 per credit hour. **Students should anticipate an annual review of tuition and fees by the university and possible increases**. 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. Based on an academic year of two semesters, tuition and fees are as follows:

Tuition	$1,396 per credit hour
Application Fee	$50 (non-refundable)
Late Payment Penalty	$100 per semester
Student Service Fee	$680 per semester (4 or more credits)
	$340 per semester (under 4 credits)
Textbooks and Supplies	$3,042.00 (approximate cost per semester)
Transcript Fee	$19.50 per printed transcript
For more details on pricing, visit the Transcript FAQ page.	$17.00 per electronic transcript
Student Health Insurance	$2,430.00 total amount charged for August 1, 2025 thru July 31, 2026 (fees subject to change)
Seat Deposit	$1,000 (non-refundable, payable after acceptance and credited toward first semester's tuition)
Fingerprinting/Background Check	Determined by agency

Tuition and Fees | College of Psychology (nova.edu)

*All NSU students are required to maintain adequate health insurance. Students who already have comparable coverage may waive out of the NSU plan. Fees are assessed per semester. For details, visit the NSU Student Health Insurance website: https://www.nova.edu/bursar/health-insurance/index.html

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

NSU Student Service Fee
NSU offers to all students—on campus, online, clinical, or hybrid—the same quality education and many opportunities for student benefits depending on the educational modality selected. Therefore, the university sets the overall student fees on an aggregate, student-centric basis for the entire student body. The overall costs exceed the amount collected from student fees charged to all students.These student fees are combined to create 1NSU with high-tech systems, student activities, and many other essential student services that make a complete, integrated university. This mission transcends the development and ultimate determination of the amount of student fees for all students, irrespective of their choice of learning modality.

University Fees
NSU offers to all students—on campus, online, clinical, or hybrid—the same quality education and many opportunities for student benefits depending on the student's choice of educational modality selected. Therefore, the university sets the overall student fees on an aggregate, student-centric basis for the entire student body. The overall costs exceed the amount collected from student fees charged to all students. These student fees are blended together to create 1NSU with high-tech systems, student activities, and many other essential student services that make a complete, integrated university. This mission transcends the development and ultimate determination of the amount of student fees for all students, irrespective of their choice of learning modality.

Professional Liability Insurance
All doctoral students are required to carry professional liability insurance through the University and are automatically enrolled in the plan at the time of each registration. Students must be registered, and thus enrolled in liability coverage, while providing practicum and internship

services, including during any practicum extensions. Refer to the Practicum Handbook for practicum extension procedures.

All students are required to abide by ethical standards of the profession as delineated in the State Board of Education, rule 6B-1.001, FAC the Code of Ethics of the Education Profession in Florida. Candidates will similarly adhere to the *American Psychological Association Ethical Principles of Psychologists and Code of Conduct* (2010 Amendments) (http://www.apa.org/ethics/code/index.aspx). In addition to complying with the policies and procedures of the College of Psychology, students must also follow all rules and regulations of the agency where his or her practicum and/or internship will be completed.

The College/student professional liability insurance policy provides coverage while the student is attending Nova Southeastern University and while their is functioning in approved College activities. This policy does not provide coverage for non-approved or non-College related activities.

Refund Policy
The period in which a student is able to obtain a 100% refund may occur prior to the first class meeting. Please note that withdrawal dates are also prior to the end of the term. Please refer to the academic calendar located on the College of Psychology website. Fees other than tuition are not refundable.

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

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

Degree Limits Policy
To encourage focused academic achievement, promote postgraduate professional success, and allocate university resources efficiently, NSU has established the following limitations with respect to the number of degrees it will award to a single student:
A maximum of four degrees at the master's level, regardless of academic program, major or concentration.

A maximum of two education specialist (EdS) degrees.

One of each type of all other doctoral or professional degrees (e.g., PhD, MD, JD, DO, etc.) at NSU.

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

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

College of Psychology
Core Performance Standards for Admission and Progress

The standards required for admission and evaluation of progress keep in mind the safety and well-being of clients and others whom students and graduates of the program will serve. Students will be evaluated on an ongoing basis, including in courses, practicum, field experiences, internship, capstone experiences, etc. Candidates for the degree must possess with or without reasonable accommodation, multiple abilities and skills. In addition to academic abilities and skills, students must possess intrapersonal, communication, behavioral, and personal attributes that are considered integral and necessary parts of professional functioning. Many of these correspond to the Profession-Wide Competencies assessed throughout the program.

Students and trainees should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, capacity for self-care, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.

Because of this commitment, and within the parameters of their administrative authority, faculty, training staff, supervisors, and administrators must strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

While difficult to operationally define all characteristics associated with quality professionalism, students and faculty members have targeted observable categories that are considered integral to professional functioning including responsible behavior, ethical behavior, and effective intrapersonal and interpersonal functioning. Examples of these behaviors are listed below:

Responsible Behavior

- Responds constructively to feedback from supervisors or program faculty.

- Demonstrates dependability in commitment (punctuality in attending classes, submits work and meets with clients on time. Accepts responsibility for own work).

- Successfully completes remediation plan and activities.

- Resolves issues or problems that interfere with the capacity to acquire knowledge, skills, and attitudes necessary to enter the profession, professional development, or other functioning in a satisfactory manner. Seeks appropriate guidance.

- Demonstrates professional comportment.

- Abides by the Nova Southeastern University Student Code of Conduct, all College of Psychology policies and procedures, policies and procedures of practicum, internship, or field experience agencies, or schools, and state or federal law.

- Reports immediately any change in status, including arrests, convictions, or incidents in school or field experiences when enrolled as a student.

Ethical Behavior

- Abides by the ethical standards of the profession as delineated in the *American Psychological Association Ethical Principles of Psychologists and Code of Conduct* (https://www.apa.org/ethics/code/index), Florida and to the State of Florida Statutes for licensed psychologists (Title XXXII, Chapter 490), (http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=0400-0499/0490/0490ContentsIndex.html)

- Complies with University and program requirements, including academic integrity.

Intrapersonal Behavior

- Displays usual and customary judgment, flexibility, discretion, self-awareness, self-reflection, and self-evaluation.

- Demonstrates the ability to function independently.

- Understands the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories.

- Participates in activities pursuant to professional development.

Interpersonal Behavior

- Demonstrates mature behavior.

- Presents a generally respectful, non-hostile, and cooperative attitude.

- Demonstrates social skills that facilitates interaction and communication with others; listens well, demonstrates empathy.
- Relates well to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories.

- Is open to the processes of supervision, including the provision of feedback on personal or interpersonal functioning.

- Is able to explore issues that may interfere with the appropriate provision of care or impede professional development or functioning.

When a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of the university program or psychology to the profession or public, representatives of our programs will review such conduct in the manner described below.

Students should be aware that these areas of professional functioning apply to social media platforms as well. Students should consider the type of personal information they post on social media sites (e.g., Facebook, Instagram, Snapchat). Deciding what to post on a blog or social networking site may be a spontaneous decision with long-term consequences. Many posts and pictures cannot be deleted and are stored in the Cloud or saved by others only to come back and cause people problems. In addition, posts or pictures under usernames other than your real name may still be accessible by others if not private. Despite using privacy settings, even when strict private settings are employed, there is no guarantee. Information on some social media platforms may be accessible to others – or shared by those whom you have invited to view your private account. Therefore, students should always be mindful of the information being posted and limit the type of personal information that is shared on these platforms. Students need to recognize that unprofessional postings can negatively impact their professional reputation among faculty and supervisors, perhaps hinder future professional opportunities (e.g., practicum or internship placements), and seriously and negatively impact therapeutic relationships with clients. As such, postings or other social media activities/content that violate the APA Ethical Principles of Psychologists and Code of Conduct, legal statutes, NSU Code of Student conduct or the College's Core Performance Standards for Admissions and Progress may result in a similar review of conduct as described below.

Faculty are responsible for monitoring these areas of functioning, identifying deficits in their students, providing constructive feedback to them and offering a remediation plan to address those difficulties. Listed below are the procedures in place for addressing these areas of functioning.

Procedures for the management of student professional misconduct
Within the Clinical Psychology Doctoral Programs

Level I Intervention. Student violates professional standard or questionable behavior for first time
1. Instructor conferences with student, gives feedback and suggests remediation.

2. Instructor completes Professional Behavior Checklist (see Appendix VI) and submits it to Academic affairs where it will be maintained. It will list concerns and remediation suggested.

Level II Intervention. Student violates standards or questionable behavior for second time with same or another instructor
1. Instructor conferences with student, gives feedback and suggests remediation.
2. Instructor completes Professional Behavior Checklist and submits it to Academic affairs where it will be maintained. It will list concerns and remediation suggested.

With TWO referrals, the Director of Clinical Training and Director of Academic Affairs will meet with the student, give feedback and suggest remediation. The meeting will be documented, and the student will be followed in one month for follow-up on their progress by the Director of Clinical Training/Director of Academic Affairs

Level III Intervention. Student violates standards or questionable behavior for third time with same or another instructor
1. Instructor conferences with student, gives feedback and suggests remediation.
2. Instructor completes Professional Behavior Checklist and submits it to Academic affairs where it will be maintained. It will list concerns and remediation suggested.

With THREE referrals, the student will be referred to the Professional Standings Committee for evaluation, feedback and remediation. The meeting will be documented, and the committee will follow-up with the student in whatever manner it deems appropriate. It is within the purview of the committee to recommend actions up to and including remediation, suspension, or termination from the program. **If any behavior is deemed to be severe in nature, it may result in an immediate referral to the Professional Standings Committee and or the NSU Behavioral Concerns Committee in the Nova Southeastern University Office of Student Affairs.**

During the Pre-Practicum Doctoral course, TA and facilitators will complete a feedback form when they perceive unprofessional or problematic behavior. They will provide feedback regularly to students as a normal part of their role but will complete and forward the Professional Behavior Checklist when they have serious concerns about the student. Forms will be sent to the Pre-Practicum Faculty who will meet formally with the student, provide feedback, and suggest remediation, if appropriate. Those faculty will forward a formal feedback form to the academic affairs office and it will be treated as described above.

Provisional Admissions
Students may be provisionally admitted to the doctoral 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 may 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). Students will need to clarify this with the Office of Student Financial Assistance.

Student Rights and Responsibilities

Nova Southeastern University has established the below grievance procedures to review, investigate, and resolve allegations of discrimination, harassment, and/or retaliation in violation of the University's Equal Opportunity/Nondiscrimination Policy, other than complaints subject to the NSU Title IX/Sexual Misconduct Policy, which will follow the policies and procedures contained therein. Please refer to *NSU Student Handbook* for more details on the procedure. Students should be familiar with the Students Rights & Responsibilities as delineated within the College of Psychology Catalog available on the college's general student resources webpage: (https://psychology.nova.edu/students/current-students.html).

Student Grievances and Appeals

The College of Psychology faculty and staff value professionalism, honesty, and ethical conduct in the handling of student concerns. At all times, matters are handled in the spirit of education and development. The purpose of the student grievance and appeals process is to allow for the orderly resolution of student grievances concerning a policy, procedure, or administrative action. At all times, the respect and protection of students is of utmost concern.

Evaluation of course work and competency examinations reside within the expertise of faculty who are uniquely qualified by their training experience. Such evaluations and grades are not subject to formal appeal under this section unless there is an allegation of federally/state protected discrimination, but rather are subject only to appeal under the policy on grade disputes.

Informal Procedure

Before initiating a formal appeal, the student must first meet with the party against whom the complaint is being made and present supporting information in an attempt to resolve the matter informally. If this does not result in an acceptable resolution, the student shall bring all academic matters to the attention of the Director of Academic Affairs and all clinical practica, clinical supervision, Clinical Competency Examination, or internship matters to the attention of the Director of Clinical Training. This appeal should be presented to the appropriate Director within 30 working days of its occurrence, where informal resolution will continue. Should the Director find insufficient evidence or if this step fails to bring about an acceptable resolution, the student must next request intervention through the Dean of the College of Psychology within another 30 days.

Formal Procedure

1. A student wishing to proceed with the grievance must file a written appeal with the Dean. This document should contain a concise statement of the particular manner of harm, along with all relevant facts and compelling supporting evidence.
2. Upon receipt of a written appeal, the Dean shall review the document to determine if the complaint warrants further review.
   a. If the Dean decides that no further action should be taken, the appeal will be terminated and a brief written explanation will be submitted to the student.
   b. If the Dean decides that a further review should occur, the appeal shall be referred to the College's standing Appeals Committee.
   c. The Committee will conduct a substantive review of all facts it deems pertinent to the appeal. The Committee, at its discretion, may interview the student or any

other pertinent person that it judges has information relevant to the review. No persons may have legal counsel accompany them or appear in their behalf.

3. The Appeals Committee will file a written recommendation, with justification, to the Dean, including whether sufficient evidence exists to uphold or overturn the action being grieved. The Dean will notify the student of a determination in writing within a reasonable period following the filing of the appeal. The program will make all reasonable efforts to expedite reviews and conclude the Formal Appeal procedure within 60 days from the date the formal written appeal is submitted to the Dean. However, based upon the individual circumstances and nature of the appeal, the Dean has the discretion to extend the period of time in which to complete the appeal and will inform the student of such in writing.

4. If the student has evidence that there have been any procedural irregularities within the appeals process, such irregularities must be presented in writing to the Dean within five days of the notification of determination. The Dean will review the document and notify the student of a decision. Should any irregularities have occurred, the Dean will return the appeal to the Appeals Committee for consideration consistent with the process described in this student policies & procedures handbook.

Following a review of the Committee's report, the Dean's decision shall be final. Students acknowledge upon their acceptance into this program that the above procedure provides for adequate review of University action by any other outside parties or jurisdictions. Further, the jurisdiction for all grievance issues related to policies, procedures, and/or administrative action shall be Broward County, Florida.

Grade Dispute Policy

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

a. Course Instructor/Supervisor
b. Director of Clinical Training (practicum, internship, supervision, CCE only) or Director of Academic Affairs
c. Department Chair or Designee **(Final Decision of Dispute Process)**

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

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

Students with Disabilities
Please refer to the College of Psychology Catalog within the College's general student resources webpage (https://psychology.nova.edu/students/current-students.html). For additional information on the University ADA policy and obtaining reasonable accommodations, please contact the Office of Student Disability Services at (954) 262-7185.

University Equal Opportunity/Nondiscrimination Statement
Consistent with all federal and state laws, rules, regulations, and/or local ordinances, it is the policy of Nova Southeastern University not to engage in any discrimination or harassment against any individuals and to comply with all federal and state laws, orders, and regulations. Any such acts are unacceptable and strictly prohibited by the university.
In addition, the law prohibits retaliation against an individual for opposing any practices forbidden under this policy, for bringing a complaint of discrimination or harassment, for assisting someone with such a complaint, for attempting to stop such discrimination or harassment, or for participating in any manner in any investigation or resolution of a complaint of discrimination or harassment.

This policy applies to all activities and programs. Inquiries about perceived discrimination, related policies, and Title IX may be referred to NSU's Title IX coordinator, the U.S. Department of Education's Office for Civil Rights, or both.
For inquiries or complaints regarding perceived discrimination based on gender or sex, please contact:

Laura Bennett
Title IX Coordinator
Phone: (954) 262-7858
Email: laura.bennett@nova.edu or titleIX@nova.edu
Website and Online Reporting Form: nova.edu/title-ix
Office of Human Resources
3300 S. University Drive
Fort Lauderdale, FL 33328-2004

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

Benjamin Johnson, Ph.D.
Assistant Dean for Student Development
Phone: (954) 262-7281
Email: bj379@nova.edu

Title IX

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

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

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

NSU Policies & Information

Image Use Statement

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

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

Class Recording Policy

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

Recordings depicting personally identifiable information of students (such as images, audio recordings, or documents) are considered education records subject to the Family Educational

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

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

Students are prohibited from recording audio or video or taking photographs in classrooms in all modalities (including online classes) without prior written permission from the instructor or pursuant to an approved disability accommodation. Students are further prohibited from reproducing, sharing, or disseminating class content recordings, or any portion thereof with individuals who are not registered for the class. Engaging in such activities will be considered a breach of the Student Code of Conduct and subject to disciplinary action.Individuals seeking guidance on issues related to student consent and FERPA should contact Nova Southeastern University's Office of the University Registrar at (954) 262-7263 or nsuregistrar@nova.edu.

Other Policies & Information

Flexibility in Policy Statement

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

Tendering of Information

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

Facilitating

Academic Dishonesty: intentionally or knowingly helping or attempting to help another to violate any provision of this code (the code of student conduct).

Student Contact and Personal Information

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

To make a change to other personal information, such as a name, Social Security Number, or date of birth, Nova Southeastern University requires official documentation. Students must submit a completed Data Change Request available at nova.edu/registrar/ forms1.html along with supporting legal documentation. For details on acceptable documentation for each change, visit the Registrar's website at nova.edu/registrar/services.html.

Force Majeure

NSU's duties and obligations to the student shall be suspended or modified immediately, without notice, during all periods that the university determines it is closed or ceases or modifies or curtails operations because of force majeure events including, but not limited to, any fire or any casualty, flood, earthquake, hurricane, lightning, explosion, strikes, lockouts, prolonged shortage of energy supplies, riots or civil commotion, Act(s) of God, war, governmental action, act(s) of terrorism, infectious diseases, epidemic, pandemic, physical or structural dangers, or any other event beyond the university's control. If such an event occurs, NSU's duties and obligations to the student (including its delivery and format of classes, student housing and dining, campus facilities, and related services, activities, and events) will be postponed, cancelled, or modified

until such time as the school, in its sole discretion, may safely reopen or resume normal operations. Under no circumstances, except as otherwise required by Federal or State statute, will NSU be obligated to refund, reduce or credit any portion of tuition, housing, meal plans, fees, or any other cost or charge attributable to any location, delivery modality, or service affected by any such force majeure event necessitated by Acts of God, university or academic or health and safety decisions, and/or any situations outside of the university's control. This includes, but is not limited to, any suspensions to or changes from in-person, on-campus education, services and/or activities to remote services, activities, and/or remote learning. By choosing to enroll or study at NSU, students agree to these terms.

Any decisions by the university to provide a refund or credit, in whole or in part, of any fee or other charge, in the event of a campus closure, suspension, or other change to the delivery format of education, activities, housing, dining, and/or services shall be in the university's discretion and shall not create an expectancy that any individual is legally entitled to such refund or credit or that it will be provided in any other instance.

Excused Absences for Participation in Co-Curricular Activities

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

NSU Athletics

Student-athletes are permitted to use, control, and commercialize use of their likeness in a wide range of activities (NIL Activities), including, but not necessarily limited to: commercials/advertisements for products and services development and promotion of the student-athlete's own brand/business personal appearances promotion of student-athlete-run camps, clinics, and private lessons sponsored social media activities autograph sessions In accordance with NSU's Student-Athlete Name, Image, and Likeness Policy, Section 1006.74, and current NCAA Division II Bylaws, NSU will not restrict student-athletes from the ability to commercialize use of their likenesses. However, NSU student-athletes shall not use NSU intellectual property in connection with their NIL Activities unless the prior written permission of NSU has been secured in writing through an agreement granting specified rights. NSU

intellectual property includes, but is not limited to, NSU's name, trademarks, service marks, logos, colors, symbols, apparel with university trademarks/logos, and uniforms, regardless of whether the intellectual property is registered. NSU may grant or refuse to grant permission in its sole discretion. Student-athletes may, in connection with NIL Activities, state that they are a student-athlete at NSU and/or list their personal academic or athletic accolades. However, student-athletes shall not state or imply, directly or indirectly, that NSU is endorsing the NIL Activity or any products or services associated with that NIL Activity.

University-Wide Academic Inactivity Policy

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

Drug and Alcohol Policy

The use of illegal drugs, the use of controlled substances without a prescription, and the use of or being under the influence of alcohol while in class or a clinical rotation/clinical experience are prohibited. Should a student receive a positive drug or alcohol screen and a positive follow-up screen the student will be referred to the dean's office for a professional standing review that could result in dismissal form the program. Students who receive a positive test or screen must follow the procedure for medical review. They cannot participate in a clinical or counseling placement until the disposition of the matter is determined.
If a student reports to the academic program chair for help with a personal drug or alcohol use concern, PRIOR to an impending drug test, the student will be required to report to the Dean's Office for referral to the Student Assistance Program. The student will only be permitted to report to class or a placement if cleared by the committee and Dean's Office.

Drug and Background Screenings

The College of Psychology may require students to submit to Level 1 and/or Level 2 background checks and/or drug screenings. This will be particularly applicable to students assigned to

clinical and counseling placements. These programs include, but are not limited to, School Psychology – Psy.D.; Specialist in School Psychology – Psy.S.; Clinical Psychology – Psy.D.; Clinical Psychology – Ph.D.; and Master's in Counseling programs.

College of Psychology Drug Screening

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

College of Psychology Background Screening

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

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

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

Student, Intern, or Resident Continuing Duty to Disclose

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

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

Protection of Human Participants in Research
The procedures described herein apply to both funded and unfunded research performed by students and faculty. The College adheres to published professional and governmental guidelines and regulations for protecting human participants in research. Any research conducted by NSU faculty, staff, or students, which involves human participants, whether funded or unfunded, must be submitted to the College of Psychology IRB Representative to determine the necessity of review by the Institutional Review Board (IRB). All NSU faculty, staff, and students involved in research studies must complete an on-line course related to the protection of human participants (CITI course). To obtain more information, visit the NSU IRB website at www.nova.edu/irb/training.html . All IRB policies and procedures can be accessed at the IRB website: https://www.nova.edu/irb/policies.html

All research studies involving human participants are reviewed in one of three ways; College Level Review (previously labeled Exempt Research), Expedited Review, or Full Review. Every research protocol process begins with the principal investigator completing the New Protocol Submission *xForm* in IRBManager. IRBManager is the electronic submission system used by the NSU IRB for submitting research protocols for review by the IRB Office. The principal investigator will be responsible for completing the New Protocol Submission *xForm* in IRBManager and ensuring that all consent forms and research instruments to be used in the study are uploaded into the *xForm* in the appropriate locations. Once completed, the principal investigator will submit their protocol in IRBManager for review by the college representative from the College of Psychology. Note that students submitting IRB protocols will be required to have the faculty member supervising the student's research study review and sign-off on the submission. The college representative may choose to reassign a submission to his/her alternate college representative for review. Contact the program office for further information regarding the College of Psychology college representative and his/her alternate college representative.

The college representative/alternate, not the principal investigator, is charged with reviewing the submission, to determine the appropriate level of review for the study, as well as assuring that all necessary documents are included.. The college representative/alternate will work with the principal investigator to prepare the required IRB documents in accordance with NSU policies and procedures. Once the submission is complete, the college representative/alternate will review the research protocol to determine if the research warrants review by the IRB Office. Research that is determined to not have potential risk to participants and meets specific guidelines, will be exempted from review by the IRB Office, following review by the college representative or alternate.

If the IRB college representative/alternate determines that the proposed research poses potential risk to participants, the submission will automatically be electronically submitted in IRBManager for further review by the IRB Office. Upon receipt of the IRBManager submission, the IRB

Office will pre-review the research protocol before forwarding to the IRB Chair or their designee(s). The IRB Chair or their designee(s,) in conjunction with the IRB Office, will determine if the research can be reviewed through expedited review or if the research needs to be reviewed by the full IRB Board during their monthly meeting. After review, the IRB Office will notify the principal investigator, via the IRBManager electronic submission system, of any changes that must be made, in addition to any other decisions regarding approval or disapproval of a research submission.

Remember that all research, including that done with clinic clients, students, or volunteers, must be submitted to the College of Psychology IRB Representative and receive approval or exemption prior to beginning the research. Policies and procedures can be accessed at the IRB Web site at https://www.nova.edu/irb/policies.html

Student Aid and Employment

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

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

Assistantships
Assistantships are available for College of Psychology students through the College. Included are clinical positions within the various clinics, graduate assistantships, research assistantships, and teaching assistantships. Contact the Director of employee services for information regarding the availability of assistantships.

Student Facilities

College of Psychology Testing Library
The College maintains its own library of testing instruments and kits for use by current clinical and school psychology students, College of Psychology, PSC and Consortium interns and College of Psychology faculty. Loan arrangements may vary according to the course and equipment involved. Conditions will be explained by the course instructor. It is the responsibility of the student to check the test kits and materials to verify they are complete and undamaged at checkout. **The student is held responsible for replacement of lost or damaged tests, materials, and/or equipment checked out from the Testing Library. Renewed tests are due one week from renewal date, unless otherwise specified. Overdue tests will be assessed a fee of $3.00 per day per test, excluding weekends and holidays.**

Notice (Bulletin) Boards

Notice boards are located in various locations in the Maltz Building. These boards are a valuable source of information regarding class schedules, typing services, student meetings, dissertation proposal and final defense meetings, CCEs, continuing education seminars, apartments for rent, etc. 91 After approval from the Office of the Dean, students may post notices on the bulletin boards located in the first floor lounge, and designated bulletin boards on the second floor. Other boards are for department or university use only. Students are prohibited from posting, altering, or removing notices or messages from these boards. No announcements or notices may be posted anywhere, on doors, walls, or in the elevator.

After approval from the Office of the Dean, students may post notices on the bulletin boards located in the first floor lounge, and designated bulletin boards on the second floor. Other boards are for department or University use only. Students are prohibited from posting, altering, or removing notices or messages from these boards. No announcements or notices may be posted anywhere, on doors, walls, or in the elevator.

Appendix I: Program Aims & Competencies

Ph.D. Program Aims & Competencies

The overarching aim of the Ph.D. Clinical Psychology program is to prepare students to demonstrate understanding of the breadth of scientific psychology and produce clinically relevant scientific research and scholarship while training them to enter careers as health service psychologists who can work effectively in scientist-practitioner professional roles. More specifically, the program aims to train future Health Service psychologists who (a) understand the core science areas of the discipline (i.e., discipline- specific knowledge), (b) 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, (c) understand foundations for the practice of clinical psychology, and (d) employ skills in evidence based assessment and intervention techniques for effective and meaningful service to diverse individuals, groups, and communities. Students will develop proficiencies in the Profession-Wide Competencies and Discipline-Specific Knowledge areas outlined by the Standards of Accreditation (SoA) of the American Psychological Association through the lens of the scientist-practitioner training model. These Profession-Wide Competencies and Discipline-Specific Knowledge areas are delineated.

Discipline-Specific Knowledge
The Standards of Accreditation of the American Psychological Association recognize four categories of **Discipline-Specific Knowledge** integral to the training of health service psychologists.

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

Described below are the categories of discipline specific knowledge in which students must demonstrate attainment of substantial knowledge and their corresponding course.:

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

History and Systems of Psychology, including the origins and development of major ideas in the discipline of psychology (PSY 1401 History and Systems of Psychology).

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

Affective Aspects of Behavior, including topics such as affect, mood, and emotion (PSY 1416 Cognitive/Affective Aspects of Behavior).
Biological Aspects of Behavior, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior (PSY 1412 Psychobiology, PSY 2404 Psychopharmacology).
Cognitive Aspects of Behavior, including topics such as learning, memory, thought processes, and decision-making (PSY 1416 Cognitive/Affective Aspects of Behavior).
Developmental Aspects of Behavior, including transitions, growth, and development across an individual's lifespan (PSY 1405 Development: Child and Adolescent; PSY 1407 Development: Adult and Older Adult).

Social Aspects of Behavior, including topics such as group processes, attributions, discrimination, and attitudes (PSY 3403 Social Aspects of Behavior).

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

Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, including graduate-level scientific knowledge that entails integration of multiple basic discipline- specific content areas identified in Category 2 (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior) (PSY 3403 Social Aspects of Behavior).
Discipline-Specific Knowledge Category 4: Research Methods, Statistical Analysis, and Psychometrics

Research Methods, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation (PSY 1809 Research Design).
　　　　Statistical Analysis, including topics such as quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null hypothesis testing and its alternatives, power, and estimation (PSY 1807 Advanced Statistics, PSY 2808 Multivariate Statistics I w/ Lab, PSY 2812 Multivariate Statistics II w/ Lab).
Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization (PSY 3809 Theories of Measurement).

Profession-Wide Competencies
The Standards of Accreditation of the American Psychological Association recognize nine Profession-Wide competencies, which serve as the foundation of health service psychology. These competencies are described in the tables below with the training activities that are linked to each competency, their associated evaluation tool and the minimum levels of achievement required for each tool.

Provide information below to illustrate how the program ensures that ALL students can acquire and demonstrate substantial understanding of and competence in:		
Competency:	*(i) Research*	
Elements associated with this competency from IR C-8 D	• Demonstrate the substantially independent ability to conduct research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. • Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.	
Program-defined elements associated with this competency (if applicable; see table description above)	• N/A	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• Students are required to complete a capstone research project, the **dissertation**, in order to demonstrate the substantially independent ability to formulate research that is of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. • Students demonstrate they are able to conduct research and other scholarly activity by successfully completing the Major Paper, which demonstrates their ability to synthesize an area of research, critically evaluate it, and identify directions for future research. • Students demonstrate ability to critically evaluate and disseminate research by first successfully completing an **Article Critique (PSY 1809 Research Design)**, which demonstrates their ability to critically evaluate one research article. Then they demonstrate the ability to disseminate research by engaging in research or scholarship at the local, regional, national, or international level.	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are	How outcomes are measured: • Dissertation final submission • Major Paper Rubric • PSY 1809 Research design Article Critique assignment rubric • Proof of publication/presentation or Research	Evaluation tool and self-study location: • Dissertation rubric located in the Ph.D. Program in Clinical Psychology Handbook • Major Paper rubric in the Ph.D. Program in Clinical Psychology Handbook

located.	Dissemination Rubric	• Rubric for Article Critique Assignment located Within Research Design (PSY 1809) course Syllabus • Proof of publication/presentation or Research Dissemination in the Ph.D. Program in Clinical Psychology Handbook
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	• Scores of 3 or higher on all elements of the dissertation rubric • Scores of 3 or higher on all elements of the Major Paper rubric • Total score of 80% or grade of B- or higher on PSY 1809 Research Design Article Critique assignment rubric • Proof of first-authorship in peer-review publication or conference	

Competency:	*(ii) Ethical and legal standards*

Elements associated with this competency from IR C-8 D IR C-8 D	• Be knowledgeable of and act in accordance with each of the following:
	  o the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
	  o Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
	  o Relevant professional standards and guidelines.
	• Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
	• Conduct self in an ethical manner in all professional activities.

Program-defined elements associated with this competency (if applicable)	• N/A

Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• Students:
	  o gain knowledge of the current version of the APA Ethical Principles of Psychologists and Code of Conduct and relevant professional standards and guidelines by passing the **Ethics and Professional Issues (PSY 1417 or PSY 1409** prior to Fall 2017) course.
	  o gain knowledge of relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels by passing the **Ethics and Legal Issues (PSY 1418 or PSY 1409** prior to Fall 2017) course.
	  o Act in accordance with APA Ethical Principles of Psychologists and Code of Conduct Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and Relevant professional standards and guidelines during

	each **practica (PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**	
	• Students recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas during practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**	
	• Students conduct self in an ethical manner in all professional activities during practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**	
	• Students become knowledgeable about research ethics in **PSY 1417** (previously PSY 1409), and demonstrate application of research ethics by taking the Human Subjects Research training offered by the Collaborative Institutional Training Initiative (CITI).	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • PSY 1417 course grade (previously 1409 in Fall 2016 and earlier), PSY 1418 course grade (previously 1409 in Fall 2016 and earlier), and Performance on Ethical Legal Standards and Policy item 23 of practicum evaluation. • Performance on Ethical Legal Standards and Policy item 24 of practicum evaluation. • Performance on Ethical Legal Standards and Policy item 25 of practicum evaluation. • CITI Proficiency exam in PSY 1417 (previously 1409).	Evaluation tool • Assignments detailed within Ethics and Professional Issues (PSY 1417; previously 1409) syllabus • Assignments detailed within Ethics and Legal Issues course (PSY 1418; previously PSY 1409) syllabus • Ethics items on Practicum Evaluation located Within practica syllabus • CITI Proficiency Certification as described Within PSY 1417 syllabus
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	• Grade of B- or higher on PSY 1417/1409 course grade. • Grade of B- or higher on PSY 1418/1409 course grade. • Ratings of B- or better on Ethical Legal Standards and Policy items 23-25 of Practicum Evaluation. • Score of 90 or better on CITI exam in order to pass PSY 1417 (previously PSY 1409).	
Competency:	*(iii) Individual and cultural diversity*	
Elements associated with this competency from IR C-8 D IR C-8 D	• Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. • Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.	

	• Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences, including intersectionality, in articulating an approach to working effectively with diverse individuals and groups. • Demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews differ with their own.
Program-defined elements associated with this competency (if applicable)	• N/A

Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• To gain an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves, students will complete a "Who am I paper" in **Individual Differences in Assessment and Intervention (PSY 1605)** course. as well as by attending and reflecting upon their learning from two diversity presentations per year starting year two and continuing until they apply for internship.
	 • Students will gain knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service by completing a Research Paper assignment in **Individual Differences in Assessment and Intervention (PSY 1605)** course, as well as by attending and reflecting upon their learning from two diversity presentations per year starting year two and continuing until they apply for internship
	 • The ability to integrate awareness and knowledge of individual and cultural differences (ICD) in the conduct of professional roles
	      1. Students demonstrate ability to integrate awareness and knowledge of ICD in *clinical practice* during each **practica (PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum).**
	      2. They demonstrate ability to integrate knowledge and awareness of ICD in *research* by taking and passing the Human Subjects Research training offered by the Collaborative Institutional Training Initiative **(CITI).**
	 • Students demonstrate the ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum).**

How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • PSY 1605 "Who am I" paper assignment. • PSY 1605 Research Paper assignment. • Performance on ICD items (items 19-22) of practicum evaluation and CITI Proficiency exam in PSY 1417. • Learning reflections reviewed by faculty following attendance at two diversity presentations per year (starting year two and continuing until they apply for internship).	Evaluation tool and self-study location: • "Who am I" paper rubric located within the PSY 1605 course syllabus (in Section II.B.2) • Research Paper Assignment rubric located within the PSY 1605 course syllabus • ICD items on Practicum Evaluation form located within the PSY 2701 practicum syllabus (in Section II.B.2) and CITI Proficiency Certification detailed within the PSY 1417 course syllabus (in Section II.B.2). • Attestation of Attendance and Reflection Form Internship
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	• Total score of 80% or higher on PSY 1605 "Who am I" paper rubric. • Total score of 80% of higher on PSY 1605 Research Paper assignment • Ratings of B- or better on ICD items (items 19-21) of the Practicum Evaluation and Score of 90 or better on CITI exam in PSY 1417 (previously 1409). • Ratings of B- or better on ICD item (22) of the Practicum Evaluation. • Ratings of "Met expectations" on the Attestation of Attendance and Reflection Form	

Competency:	*(iv) Professional values, attitudes, and behaviors*
Elements associated with this competency from IR C-8 D IR C-8 D	• Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others • Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. • Actively seek and demonstrate openness and responsiveness to feedback and supervision.
Program-defined elements associated with this competency (if applicable)	• N/A

Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	During **practicum** placements **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**, • Students are expected to behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. • Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. • Actively seek and demonstrate openness and responsiveness to feedback and supervision. • Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. Students will also engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness by completing **Advanced Professional Development (PSY 4499)**.

How outcomes are measured	How outcomes are measured:	Evaluation tool and self-study location:
for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	• Professional values, attitudes, and behaviors items (3-11) on the Practicum Evaluation form. • Course grade in PSY 4499	• Practicum Evaluation form in PSY 2701 Syllabus Assignments outlined within PSY 4499 Syllabus

Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	• Ratings of B- or better on Professional values, attitudes, and behaviors items (6-14 & 41) of the Practicum Evaluation. • Grade of B- or better in PSY 4499

Competency:	*(v) Communications and interpersonal skills*
Elements associated with this competency from IR C-8 D IR C-8 D	• Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. • Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. • • Manage difficult communication well.
Program-defined elements associated with this competency (if applicable)	• N/A

Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• Students learn to Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services through their course coursework and are assessed on these skills during role plays with standardized patients in the **Pre-Practicum (PSY 1703)** course and during practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**.
	• Students produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts in the following ways:
	  1. Produce and comprehend <u>oral and nonverbal communications</u> that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts during role plays with standardized patients in the **Pre-Practicum (PSY 1703)**.
	  2. Produce and comprehend <u>written communications</u> that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts on the final comprehensive BPS report assignment in the **Diagnostic Interviewing (PSY 1502)** course.	

	3. Communicate clearly using verbal, non-verbal, and written communications in a professional context and demonstrate a thorough grasp of professional language and concepts during practica (PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum). • Students demonstrate effective interpersonal skills and the ability to manage difficult communication well during each **practica (PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**.	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • Performance the SPICES assessment in Pre-Practicum (PSY 1703) and performance on Communication and Interpersonal skills item (12-13) on the Practicum Evaluation • Performance the SPICES assessment in Pre-Practicum (PSY 1703), Performance on BPS report in Diagnostic Interviewing (PSY 1502), and Performance on Communication and Interpersonal skills items (14 & 15) on the Practicum Evaluation. • Performance on Communication and Interpersonal skills items (16 - 18) on the Practicum Evaluation.	Evaluation tool and self-study location: • SPICES tool within PSY 1703 syllabus • Rubric for BPS Report assignment located within PSY 1502 syllabus • Practicum Evaluation located within PSY 2701 Practicum Syllabi

Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	• Score of 80% on SPICES tool and Ratings of B- or better on Communications and Interpersonal Skills item (12 & 13) of the Practicum Evaluation. • Score of 80% on SPICES tool, Total score of 80% or higher on PSY 1502 BPS Report rubric, and • Ratings of B- or better on Communications and Interpersonal Skills items (14 & 15) of the Practicum Evaluation. • Ratings of B- or better on Communications and Interpersonal Skills items (16 - 18) of the Practicum Evaluation.

Competency:	*(vi) Assessment*
Elements associated with this competency from IR C-8 D IR C-8 D	• Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
	• Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. • Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. • Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
Program-defined elements associated with this competency (if applicable)	• N/A

Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	By completing the diagnostic vignette assignments in the **Adult Psychopathology (PSY 1403)** and **Child and Adolescent Psychopathology (PSY 1408)** courses, students will gain:
	• Knowledge of diagnostic classification systems functional and dysfunctional behaviors, including consideration of client strengths and psychopathology
	• Understanding of human behavior within its context (e.g., family, social, societal and cultural)
	• Ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
	• Student will demonstrate ability to select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient by
	    1. completing a written assessment protocol in the **Behavioral Assessment (PSY 2509)** Course.
	    2. and during practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**.
	
	• interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective by
	    1. completing the **PSY 1501 Assessment: Intelligence Testing with Lab course**
	    2. and during practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**.
	
	• Students communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences by
	    1. completing written reports in the **Objective Personality Assessment (PSY 2507) and Projective Personality Assessment (PSY 2511**),
	    2. and by providing oral feedback from the written report in PSY 2507.
	    3. and during practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**.

How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: - Performance on Diagnostic Vignette Assignments in Adult Psychopathology (PSY 1403) and Performance on Diagnostic Vignette Assignments in Child and Adolescent Psychopathology (PSY 1408) - Performance on Case Vignette Assessment Protocol Assignment in Behavioral Assessment (PSY 2509) course. - Performance in PSY 1501 course - Performance on both written and oral portions of Objective Personality Assessment Testing Report Assignment in Objective Personality Assessment (PSY 2507) course - Performance on Projective Personality Assessment Testing Report Assignment in Projective Personality Assessment (PSY 2511) course. - Performance on Assessment items 26-29 on the Practicum Evaluation.	Evaluation tool and self-study location: - Rubric for Diagnostic Vignette Assignment located within Adult Psychopathology (PSY 1403) course syllabus.. - Rubric for Diagnostic Vignette Assignment located within Child and Adolescent Psychopathology (PSY 1408) course syllabus. - Course assignments detailed within PSY 1501 course syllabus. - Rubric for Case Vignette Assessment Protocol Assignment located within Behavioral Assessment (PSY 2509) course Syllabus. - Rubric for Objective Personality Assessment Report located within PSY 2507 course Syllabus. - Rubric for Projective Personality Assessment Report located within PSY 2511 course Syllabus. - Practicum Evaluation located within PSY 2701 Practicum Syllabi
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	- Total score of 80% or higher on PSY 1403 diagnostic case Vignette assignment rubric - Total score of 80% or higher on PSY 1408 diagnostic case vignette assignment rubric. - Total score of 80% or higher on PSY 2509 Case Vignette Assessment Protocol assignment rubric. - Grade of B- or better on PSY 1501. - Total score of 80% or higher on both Written and Oral portions of the PSY 2507 Objective Personality Assessment Testing Report rubric. - Total score of 80% or higher on PSY 2511 Projective Personality Assessment Testing Report rubric. - Ratings of B- or better on Assessment items (26-29) of the Practicum Evaluation.	

Competency:	*(vii) Intervention*

Elements associated with this competency from IR C-8 D IR C-8 D	• Establish and maintain effective relationships with the recipients of psychological services. • Develop and implement evidence-based intervention plans specific to the service delivery goals informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. This includes the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. • Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.
Program-defined elements associated with this competency (if applicable)	• N/A
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• Students learn to establish and maintain effective relationships with the recipients of psychological services during each practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**. • Students learn to develop evidence-based intervention plans specific to the service delivery goals by: (a) completing the **Case Conceptualization (PSY 2606)** course; and (b) completing the Mock Treatment Plan assignment within the **Child and Adolescent Intervention (PSY 2604)** course. **(c) during each practica (PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)** • Students learn to implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables by (a) completing the Intervention Strategies Presentation and Role Play assignment in **Adult Intervention (PSY 1610)** course. (b) during each practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**. • Students learn to demonstrate the ability to apply the relevant research literature to clinical decision making: (a) by completing the Systems and Family Therapy Paper Assignment in the **Systems/Family Therapy (PSY 2603)** course. (c) during each practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY370A Summer Clinical Practicum)**.

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	• Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking during each practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**. • Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation during each practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**. **Students demonstrate all six of the above intervention competency elements indicative of readiness for internship by successfully passing the **Clinical Competency Examination (CCE)**. ***	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • Performance on Practicum Evaluation form item 33. • Course grade on PSY 2606, performance on Evidence-based Intervention Plan Assignment in PSY 2604, and performance on Practicum Evaluation form item 30 • Performance on Intervention Strategies Presentation and Role Play Assignment in PSY 1610 and performance on Practicum Evaluation form item 31. • Performance on Systems and Family Therapy Paper Assignment in PSY 2603 and performance on Practicum Evaluation form item 32. • Performance on Practicum Evaluation form item 34. • Performance on Practicum Evaluation form item 35. ***Performance on the CCE***	Evaluation tool and self-study location: • Practicum Evaluation form within the PSY 2702 syllabus • Assignments detailed within PSY 2606 Syllabus • Rubric for Evidence-based Intervention Plan Assignment in PSY 2604 syllabus • Rubric for Intervention Strategies Presentation and Role Play Assignment in PSY 1610 syllabus • CCE Rating Scale in CCE Guidelines

Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	• Rating of B- or better on item 33 of the Practicum Evaluation. • Grade of B- or better in PSY 2606, total score of 80% or higher on PSY 2604 Evidence-based Treatment Plan Assignment rubric, and rating of B- or better on item 30 of the Practicum Evaluation. • Total score of 80% or higher on PSY 1610 Intervention Strategies Presentation and Role Play Assignment rubric and rating of B- or better on item 31 of the Practicum Evaluation. • Total score of 80% or higher on PSY 2603 Systems and Family Therapy Paper Assignment rubric and rating of B- or better on item 32 of the Practicum Evaluation. • Rating of B- or better on item 34 of the Practicum Evaluation. • Rating of B- or better on item 35 of the Practicum Evaluation. ****Total score of 70% or higher on the CCE Rating Scale***

Competency:	*(viii) Supervision*
Elements associated with this competency from IR C-8 D	• Demonstrate knowledge of supervision models and practices. • Demonstrate knowledge of contemporary evidence-based supervision literature.
Program-defined elements associated with this competency	• N/A
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• Students gain knowledge of supervision models and practices by completing the **Consultation and Supervision (PSY 4402;** formerly PSY 3406**)** course, and they will demonstrate requisite knowledge on the Supervision Exam in this course. • Students gain basic knowledge of and sensitivity to issues related to individual and cultural differences as they apply to the supervision process and relationships during their practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**.

How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • Performance on Supervision Exam in PSY4402. • Performance on supervision and ICD item 38 of Practicum evaluation.	Evaluation tool and self-study location: • Supervision Exam detailed within PSY 3406 Syllabus (in Section II.B.2). • Supervision and ICD item of Practicum Evaluation located within PSY 2701 practicum syllabus (in Section II.B.2)
Minimum levels of	• Grade of B- or better on the Supervision Exam in PSY 3406.	

achievement (MLAs) for each outcome measure/evaluation tool listed above.	• Rating of B- or better on supervision and ICD item 38 of the Practicum Evaluation form.

Competency:	*(ix) Consultation and interprofessional/interdisciplinary skills*
Elements associated with this competency from IR C-8 D	• Demonstrate knowledge and respect for the roles and perspectives of other professions. • Demonstrates knowledge of consultation models and practices.
Program-defined elements associated with this competency (if applicable)	• N/A
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• Students will gain (a) knowledge and respect for the roles and perspectives of other professions, and (b) of consultation models and practices by completing the **Consultation and Supervision (PSY 4402;** formerly PSY 3406**)** course, and they will demonstrate requisite knowledge on the Consultation Exam in this course. Further, student will demonstrate knowledge and respect for the roles and perspectives of other professions during their practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • Performance on Consultation Exam in PSY4402 (formerly 3406). • Performance on Practicum Evaluation form item 40. Evaluation tool and self-study location: • Consultation Exam detailed within PSY 3406 Syllabus (in Section II.B.2) • Practicum Evaluation form within the PSY 2702 syllabus
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	• Grade of B- or better on the Consultation Exam in PSY 4402 (formerly 3406). • Rating of B- or better on consultation and interprofessional and interdisciplinary skills item (40) of the Practicum Evaluation form.

Appendix II: Rubrics & Major Paper

Major Paper/Dissertation
(Empirical Study) Rubric

Competency Evaluation	Exceeds Expectations for Competency (4)	Meets Expectations for Competency (3)	Below Expectations for Competency (2)	Insufficient Material to Evaluate Competency (1)	Score
Research Questions	Formation of questions are strongly based on theory and previous research. The topic is highly significant in terms of relevance to the field. Questions are focused, clear, specific, and feasible.	Questions are based on theory and previous research but support could be better. The topic is significant. The questions could be more focused, specific, or clear, but are adequate.	The questions are not adequately based on prior research. The significance to the field is questionable. The questions lack focus, specificity, and clarity.	The questions are not based on prior research – poor support in general. Significance to the field is not apparent. The questions may not be worded in an appropriate research form.	
Literature review	The information presented was gathered using multiple, recent, research-based sources with strong rationale and excellent correspondence to the research questions.	The information presented was gathered using multiple recent sources. Research-based sources are be limited but adequate. Good rationale and correspondence to research questions.	The information presented was gathered using a limited number of sources. Lacks adequate depth, rationale, and correspondence with research questions.	The information presented was gathered using a small number of non-peer reviewed. Poor depth, poor rationale if included, poor correspondence of literature with research questions.	
Synthesis	The discussion consists of an excellent summary, with integration of appropriate contextual literature, and clearly states what needs to be further explored. Limitations of the study (e.g., methodology) are clearly identified and discussed in the context of the paper. The student was able to make succinct and precise conclusions.	The discussion provides concluding remarks that show that a critical analysis and synthesis of ideas took place. The conclusions are not all strongly supported by the results, or may not be strong integration with literature, but adequate. Limitations of the study (e.g., methodology) are mentioned but the discussion of same lacks depth.	The discussion provides weak concluding remarks that do not help to contextualize the findings with other literature. The conclusions are not supported in the body of the report. The student hints at possible limitations of the study but does not acknowledge these directly.	The discussion reflects no attempt, or poor attempts, to make conclusions based on the findings. Limitations of the study are not identified or are minimized with no clear justification.	
Methodology	The design is methodologically sound, validity is clear, and data analysis is sophisticated and appropriate.	The design is basically good, sound with only minor weaknesses. Data analysis is appropriate, but may lack sophistication.	The design has basic weaknesses and/or the data analysis is weak. Internal or external validity is weak.	The design is very weak and/or the statistical analysis is inappropriate or inaccurate. Conclusions are not sound.	
Innovation	The project is reflective of highly innovative or novel theoretical ideas and/or methodological approaches.	The project reflects innovative or novel theoretical ideas and/or methodological approaches.	Innovation and/or novelty is questionable with regard to the theoretical ideas and methodological approaches	Innovation or novelty is not apparent in the project.	
APA Format	All needed citations were included in the report. End of text references match the in-text citations, and all were encoded in APA format. Font, spacing and APA format are correct.	Most needed citations were included in the report. Most references matched the citations, and were encoded in APA format. Font, spacing and APA format are correct in most cases.	Citations within the body of the report and corresponding references list were presented, but were not adequate. Numerous formatting problems such as font, spacing and APA format exist.	Citations for statements included in the report were not present, or references which were included were not found in the text. Significant formatting problems such as font, spacing and APA format exist.	
Total	An average of 3 or greater is needed on all elements of the rubric				

Faculty Signature_____Date: _____

Major Paper (Literature Review) Rubric

Competency Evaluation	Exceeds Expectations for Competency (4)	Meets Expectations for Competency (3)	Below Expectations for Competency (2)	Insufficient Material to Evaluate Competency (1)	Score
Literature base	The literature review is exhaustive with excellent depth, given the context of the review. Multiple, recent, research-based sources	The literature review is sound but not exhaustive. The number of research-based sources may not be ideal but are adequate. Good depth of review.	The literature review is lacking in significant ways. The number of research-based sources is not adequate, and review of such articles lacks depth.	The literature review is unacceptable. Insufficient number of sources, length, and or depth.	
Written structure-organization	Document is structured in a skillful manner to facilitate accessibility. The heading/subheading structure provides a sound roadmap.	Document structure is sound but does not feature optimal use of headings, etc.	Structure/organization is less than optimal.	Document is difficult to follow.	
Methodology	Parameters for review (e.g., types of works included, year range, etc.) are very clearly articulated and contextually grounded.	Parameters for review are articulated sufficiently, but could be better outlined.	Parameters for review are not clearly articulated.	Parameters for review are not addressed. Therefore, no thesis for the review is discernable.	
Conceptual grounding	The review is tightly organized according to relevant conceptual framework (e.g., theoretical models, research paradigms, etc.).	The review is more loosely organized according to relevant conceptual framework (e.g., theoretical models, research paradigms, etc.).	Relevant conceptual framework is not adequately described and/or justified.	There is no explicit conceptual grounding.	
Integrative Synthesis	Studies reviewed are critically appraised and integrated along multiple dimensions (e.g., participant populations, methodological shortcomings, etc.). The review culminates in a series of conclusions and future directions that advance the field of inquiry.	Studies reviewed are critically appraised in an appropriate manner – but true integration across studies is lacking. Conclusions are adequate, but not strong or compelling in terms of relevance to field.	Elements of both critical appraisal and synthesis are lacking in significant ways. Conclusions are not adequate in terms of placing the review in a proper theoretical context.	Critical appraisal or synthesis is absent altogether or lacks in multiple significant ways.	
APA Format	All needed citations are included in the report. End of text references match the in-text citations, and all were encoded in APA format. Font, spacing and APA format are correct.	All needed citations are included in the report. Some references matched the citations, and were encoded in APA format. Font, spacing and APA format are correct.	Citations within in the body of the report and a corresponding references list were presented. Some formatting problems such as font, spacing and APA format exist.	Citations for statements included in the report were not present, or references which were included were not found in the text. Significant formatting problems such as font, spacing and APA format exist.	
Total	An average of 3 or greater is needed on all elements of the rubric				

Faculty Signature_____Date: _____

Major Paper Prospectus

Students **MUST** send this completed form to the Academic Affairs office by the last business day before the start of the fall semester. All subsequent registrations will fall under this Prospectus.

Description:

The end product of this study must be a scholarly paper submitted to the supervising faculty and an abstract filed to the Office of Academic Affairs.

_____Literature Review
_____Empirical Study

NOTE: If you will be the principal investigator of a research study, you must get IRB approval. Check below as needed

_____ YES (I will be principal investigator)
I acknowledge that I am responsible for securing approval if I am the PI by signing below.

_____
Student (Please Print)   Signature   Date

_____
Faculty (Please Print)   Signature   Date

Appendix III: Dissertation Guidelines

I.   INITIATING THE DISSERTATION PROCESS

The Dissertation is the culmination of the PhD student's research training and the student's entry into a research or academic career. It is done under the supervision of faculty, but it is to be substantially the student's independent, original work, properly citing ideas or quotes from other sources. It is to be a study of publishable quality. Like all published studies, it can answer only certain questions, but can demonstrate the student's scholarship, research acumen, and writing ability, all of which are predictive of subsequent research competence.

Registration for Dissertation

In order to register for Dissertation, the student must complete a Prospectus signed by a Chairperson. In addition, the Dissertation Committee Approval Form must be submitted prior to registration. This form may be obtained from and, when completed returned to, the Academic Affairs Office for review. The student is to enroll for six credits in each of two semesters. If Dissertation is not complete, the student must register each Fall and Winter semester for one credit of Continuing Dissertation until completion. Student must be registered for a dissertation course at the time of their final dissertation defense.

Dissertation Committee

Doctoral program dissertation committees require approval by the Director of Academic Affairs (DAA) and the Chair of the Department of Clinical and School Psychology in accordance with the College of Psychology's policy. For this to occur, the DAA will forward the completed Dissertation Committee Form to the Chair for approval.

For students who began the PhD program in the 2015-2016 academic year or later, the dissertation committee is required to consist of four members, at least three of whom must be full-time faculty in the Department of Clinical and School Psychology (a committee member from outside the Department is encouraged but not required). For students beginning the program before 2015-2016, the dissertation committee is required to consist of three members, at least two of whom must be full-time faculty in the Department. Each committee member must be approved on the basis of eligibility and expertise in the topic area. Doctoral dissertation committees must be chaired by an eligible full-time Department of Clinical and School Psychology faculty member. To serve as chair on a dissertation committee, a faculty member must possess expertise in the dissertation area of study, have served previously on a dissertation committee, and have a record of scholarly research. Each committee member is reviewed by the Director of Academic Affairs, based on information provided in updated faculty curriculum vitae and periodic surveys conducted on faculty research activities. The remaining (fourth) faculty member serving on a dissertation committee may be full-time or approved part-time faculty from the College or an approved full-time faculty from another NSU College or regionally accredited university. All committee members must possess an earned doctorate from a regionally accredited institution, and be an active scholar with demonstrated capabilities for research/scholarship and for directing independent research.

A member from outside the full-time faculty may be added with the *committee chair's endorsement* and the DAA's approval. When a student requests a committee member who is not a full-time faculty member at the College of Psychology, they must submit the proposed member's curriculum vitae outlining qualifications and recent publications and/or research pertinent to the proposed study. The DAA reviews these credentials for approval to serve as a member of the dissertation committee.

Any changes to the committee membership while the Dissertation is in progress must be approved by the DAA and the Chair of the Department of Clinical and School Psychology. <u>There are no exceptions to these policies.</u>

The student should discuss first with the chair and then with committee members procedures to be followed. Early discussions and drafts may involve only the chair or some or all committee members. The student should ascertain expected turn-around times (which may vary with time of year) for each committee member to return drafts.

II.   <u>DEVELOPING AND WRITING THE DISSERTATION PROPOSAL</u>

After the formation of the dissertation committee, the student must develop a formal dissertation proposal. While different committees may function in slightly different ways, the student should first discuss the research problem for the dissertation with the committee chairperson and the committee members. The student should confer with the committee as to how to proceed with the proposal.

Dissertation proposals should contain at least three major sections. These are:
  I.   Intro (Statement of the Problem)
  II.   Review of the Literature
  III. Method

With the committee's approval, these may be written as the *first three chapters* of the Dissertation. Alternatively, they may be written as a proposal rather than in chapter form. Students should discuss with their committee which approach to use. Proposals must be written in APA style in accordance with the current *Publication Manual of the American Psychological Association* (i.e., double-spaced draft format except for references).

Statement of the Problem

The first section of the proposal should provide the introduction to the problem to be addressed by the Dissertation research. The problem statement should cite relevant literature as necessary to support the existence of the problem plus pertinent background information. At the conclusion of the problem statement, the reader should have a clear understanding of the problem to be addressed by the Dissertation.

Review of the Literature

This section should *critically review* the literature relevant to the Dissertation problem. The extent of the review is in part determined by the committee, but all relevant research directly

bearing on the Dissertation problem should be included. Every effort should be made to include the most recent relevant literature. Historic literature should be included to the extent that it is directly relevant.

At the conclusion of the literature review, there should be a statement to the effect: "The problem addressed by the proposed research is…" This statement should be followed by either the specific research hypotheses *or* by the research questions. Hypotheses in null form are not appropriate.

Method

While all aspects of the proposal are important, the method section is critical since it presents the details of the research process. While the exact content of this section will vary as a function of the nature of the particular research, generally the method section should include the following topics:

1. Subjects or participants (numbers, characteristics, population sample, selection criteria, etc.)

2. Measures (detailed descriptions; if tests are to be employed, include indices of reliability and validity).

3. Treatments (if independent variable(s) is/are manipulated)

4. Procedures (give sufficient detail for an independent researcher to replicate the study).

5. Analyses (describe the proposed analytic process whether graphical, statistical, or other).

In general, the student should assume that the readers of the proposal are knowledgeable psychologists, but ones who may not be experts in the particular area addressed by the proposal.

It is desirable for the student to have run pilot studies as part of the proposal. The purpose of the pilot work should be to familiarize the student with the subject characteristics and the methods and to demonstrate the feasibility of the procedures. It is not uncommon for proposals to be modified after running pilot studies.

III. DEFENDING THE DISSERTATION PROPOSAL

The Dissertation proposal must be defended successfully no later than October 1 of the year preceding the start of your internship. Students who entered the program in 2007 or prior to 2007 are exempt from this requirement. The following guidelines are to be observed in the defense process both for the proposal and the final Dissertation:

1. The student must secure the approval of the committee chair prior and committee members to schedule a defense and identify a time agreeable to all of them.

2. The final version of the proposal must be distributed to the committee at least two weeks prior to the defense.

3. An official notice of the defense must be posted two weeks prior to the defense. The student should provide the information to the Office of Academic Affairs, which will secure a room, do the posting, and distribute an abstract to the faculty.

4. A formal defense must involve a public in-person presentation open to all faculty and students of the College of Psychology. Others may attend at the discretion of the Dissertation chair. The study is described in detail, and then the committee addresses questions to the student. At the chair's discretion, others in attendance may be recognized to ask questions.

5. After the presentation, the psychology faculty present and the committee will remain in the room for discussion. All others, including the Dissertation student, will be excused. Faculty will be polled for comments. Any decision about modifications remains with the committee members.

6. It is the responsibility of the committee chair to see that any modifications agreed upon by the committee are accurately recorded.

7. If the defense is successful, the Dissertation Proposal Approval Form will be signed by all committee members and submitted to the Office of Academic Affairs.

8. A file copy of the proposal with any modification should be maintained by the Dissertation Chair.

9. If the written document and/or the defense are not acceptable to the committee, the Dissertation Proposal Approval Form will be noted and submitted to the Office of Academic Affairs. The student must then make all requested revisions in the proposal and schedule a new defense repeating the above steps.

IV. **CONDUCTING THE DISSERTATION RESEARCH**

Following a successful proposal defense, and prior to submitting the proposal study to the Institutional Research Board for approval, the student must complete CITI training. (See IRB guidelines and forms on the College of Psychology homepage sites of interest.) If the IRB requires any changes, the student must present these to the committee for its approval. The student should allow sufficient time for IRB approval before beginning the research.

Following a successful proposal defense and IRB approval, the student may begin the research, incorporating any modifications resulting from the defense. It is important that the student follows proposed procedures to the extent possible. In the event that procedures must be modified, such changes should be cleared with the student's committee in order to avoid problems with the final defense.

The student's Dissertation Chair is responsible for monitoring the use of research data to protect the originality of the Dissertation. The Dissertation Chair is also responsible to approve or disapprove requests by others in or out of the school to use the student's data prior to publication of the Dissertation by the University; that is, when bound Dissertation is submitted to the library and made available to the public (see student Handbook for full policy).

V.   WRITING THE DISSERTATION

The student must adhere to the following guidelines in preparing the completed Dissertation. It must be written in the style specified by the American Psychological Association and this document. For the most part, the guidelines in this document have been adapted from the current edition of the *Publication Manual of the American Psychological Association.* It is the student's responsibility to see that the Dissertation is in the proper format. Looking at previous Dissertations usually will be helpful, but the final authority will be the most current edition of the *Publication Manual of the American Psychological Association.*

The student should read the section in the *Publication Manual* on Dissertations. Note that most of the *Publication Manual* guidelines are for submitting a manuscript to an editor, whereas the Dissertation is a final publication, like a book. Drafts to the chair and the committee should be double-spaced and need not follow all of the guidelines below; however, the final copy distributed to the committee and the approved version to be bound must adhere to all of these guidelines. The guidelines in this document supersede those of the *Publication Manual* on a number of points, consistent with the Dissertation's being a final publication.

The Dissertation should consist of the sections shown in Table 1. Variations from the above five chapters are permissible but should be cleared in advance with the student's committee.

Table I

Sections of the Dissertation

TITLE PAGE

APPROVAL PAGE

STATEMENT OF ORIGINAL WORK

ACKNOWLEDGMENTS

TABLE

OFCONTENTS

LIST OF TABLES

LIST

OFFIGURES

ABSTRACT

CHAPTER I: INTRODUCTION

CHAPTER II: REVIEW OF THE LITERATURE

CHAPTER III: METHOD

CHAPTER

IV:RESULTS

CHAPTER V:

DISCUSSION

REFERENCES

APPENDICES

Acknowledgments

This section should note anyone who has contributed to the formulation and conduct of the Dissertation, including faculty members and other students. It also should acknowledge any permission granted to quote from published works or to use unpublished measures or protocols. Note that the College of Psychology follows the APA guideline of requiring permission to quote 500 words or more (Cumulative words if more than one quote from a single source). In such cases, the student must secure and show to the Dissertation chair letters of permission received from the copyright holder (publisher or author).

Title and Abstract

The title of the Dissertation should describe the Study and contain the appropriate key words. The number of words in the title should not exceed 15. The maximum length for a Dissertation abstract is 350 words in keeping with the guideline of *Dissertation Abstracts International.* Abstracts should adequately summarize the problem, method, results, and the conclusions.

Figures, Table, and Footnotes

These are to be placed at the appropriate point in the text within the body of the Dissertation (not at the end). Short tables may appear on a page with some text. Each long table and each figure are to be placed on a separate page immediately following the first reference to them. Large tables should be typed on larger paper and reduced to the proper size by photocopying. Figure captions are typed below the figure, or in some cases, on the preceding or facing page (it is preferable to have captions on the same page).

Appendices

Although space usually limits the use of appendices in journal articles, the need for complete documentation often dictates their inclusion in a Dissertation. The following materials are appropriate for appendices: verbatim instructions to subjects, consent forms, and instruments scales or questionnaires developed for the study (not previously published ones). Other materials may be included as necessary, to explain the study and to permit independent replications. If possible, merge word-processed files for these documents into the Dissertation; if original materials are used, page numbers must be typed onto them.

VI.   <u>TYPING THE DISSERTATION</u>

Aspects of format and style not covered in this guide are in the most recent edition of the *Publication Manual of the American Psychological Association* (APA). Begin to familiarize yourself with APA guidelines from the beginning of your program of study. *Mastering APA Style: Student's Workbook and Training Guide* is an essential learning tool for the study of APA style.

Your dissertation must be correct in all aspects of style, including—but not necessarily limited to—the following (APA manual section numbers are in parentheses):

1. Writing Clearly and Concisely (3.01–3.23)
2. The Mechanics of Style (4.01–4.49)
3. Displaying Results (5.01–5.30)
4. Crediting Sources (6.01–6.32)
5. Reference Examples (7.01–7.11)

Editing

You are responsible for preparing and editing your dissertation according to this guide (and to APA style guidelines) prior to submitting it to your committee chair. Proofread carefully for typographical, grammatical, punctuation, and spelling errors.

► If you and your committee chair determine that editing assistance is needed for the preparation of the manuscript, you may hire a private editor. Editors must not make changes that affect the content of the dissertation.

Margins

► All pages of the dissertation must have the following margins: 1.5 in. on the left side and 1.0 in. on the top, bottom, and right. The bottom margin should be as close as possible to 1 in., but not smaller than 1 in.

► Margins for appendix items may be larger, but not smaller, than those required for other pages of the manuscript.

► Use the flush-left style and ragged right margin as specified in section 8.03 of the APA manual. The flush-right style of the Table of Contents is an exception to this rule.

► Begin each chapter at the top of a new page.

► Bottom margins must be as close as possible to 1-in. (but not smaller) regardless of the paragraph break. Therefore, you should remove the widow/orphan control in your word-processing program so that each page has text to the bottom margin. This guideline applies also to the reference-list pages of the dissertation. An exception to the 1-in. bottom margin requirement is a stand-alone subheading (APA Level 2), which should not appear on the last line of a page.

► Continue the narrative text to the bottom margin on a page with a short table or figure (i.e., one that is less than a full page) and on a page that precedes a page with a table or figure.

Typeface and Size

► Use only 12-point Times New Roman typeface, except in the circumstances noted below.

► A sans serif typeface (e.g., Arial) should be used in figures, except for the figure caption.

► A 10- or 11-point type may be used in tables and figures, if necessary, to fit material within the left and right margins or on a single page. Where reduction is necessary, reduce also the table number and title. The type size for a table note or figure caption should be 10 point.

► Italics should be used only where required per section 4.21 of the APA manual. Do not use underlining or colors. Do not use superscript (e.g., the "th" in "5th") or bold type (except for headings and for certain statistical symbols and table data as described in sections 4.45 and 5.07–5.19 of the APA manual). Do not use heavy, bold lines for the horizontal rules in tables.

Line Spacing

► Double-space between all lines of text, in block quotations, between paragraphs, between headings and subheadings, between headings and text, between tables (and figures) and text, and between all lines of the reference list. Refer to section 5.17 of the APA manual for line-spacing guidelines for tables.

► Single-spacing is *required* in some sections of preliminary pages (see samples in this guide). Single-spacing is *permissible* in multiple-line table titles, table notes, figure captions, and text headings; however, consistency throughout the manuscript is required.

Pagination

► Preliminary pages must have a lowercase Roman numeral centered between the left and right margins and placed two line spaces below the 1-in. margin line (see samples in this guide). The title page is assigned a number (i) that is *not* placed on the page.

► For all pages of the main body of the manuscript (from page 1 of the first chapter through all pages of the appendices), place Arabic numerals on the right margin and two line spaces above the 1-in. top margin line.

► The typeface and size of page numbers should be the same as the manuscript type. Do not use running heads.

Indentation

► For the first lines of paragraphs, use the indentation measurements specified in APA section
8.03. Use the required indentation for subheadings and titles in the Table of Contents, for block quotations, for the first lines of numbered lists, and for the second and subsequent lines of a reference-list entry (hanging-indent style).

► In itemized lists, indent the first line of each item; second and succeeding lines should be flush left.

Headings

► An APA Level 1 heading is used for (a) the preliminary pages, (b) the beginning of each chapter, and (c) the References section.

► The wording of headings must match the wording of the corresponding headings in the Table of Contents. Refer to the templates at https://apastyle.apa.org/style-grammar-guidelines/paper-format/sample-papersfor appropriate headings in your manuscript.

► As a general rule, use no more than the first three levels of headings as described in sections 3.02–3.03 of the APA manual; use Levels 4-5 judiciously.

Tables and Figures

► Tables and figures must be formatted according to the guidelines of the APA manual. No table or figure should carry over to a second page. Tables and figures should be set flush left, presented horizontally, and placed at the appropriate point in text (i.e., following—as soon as possible—the text reference). Avoid placing a table or figure within a paragraph unless the table or figure is at the top or bottom of the page.

► A figure caption is placed flush left below the figure. The figure caption serves as a title; as such, the first sentence should appear in the Table of Contents listing.

► If you have only one table or figure in the manuscript, do not label it with a number; label the item as "Table" or "Figure."

► Horizontal rules in tables should not extend into the left and right margin areas.

Reference List

► Begin the reference list on a new page. Double-space between entries and within each entry. Use the hanging-indent style. The reference list must be titled as "**References**." Each entry must follow the style guidelines of the APA manual (sections 6.22–6.32 and 7.01–A A7.07).

► Hyperlinks should be used for all URLs. The hyperlinks should be (a) the same typeface and type size as the text, (b) in black, and (c) not underlined.

Appendices

► The format of appendix material may deviate from the format used for other sections of the manuscript. However, sufficient margin space must be provided, pagination must be continuous, and no color should be used.

► Each appendix item must have a cover page on which the title is double-spaced and centered between the required margins. Do not include a separate cover page for the whole appendix section.

►   Keep the number of appendix items to a minimum. If only one appendix item is included, label it as "Appendix," not as "Appendix A."

►   Landscaped pages should face out from the left side of the manuscript. Page numbers on landscaped pages must be placed in the same position as Arabic numbers on other pages.

Preliminary Pages

►   The order of preliminary pages is as follows: title page, Approval Page, Statement of Original Work, Acknowledgments (optional), Abstract, and Table of Contents.

►   Use only your legal name—as recorded by the university registrar—on the title page, Approval Page, Statement of Original Work, and Abstract. Do not include titles or degree abbreviations.

Title Page

►   See the sample in this guide for the required format.

►   The top line (title) must be 1 in. from the top of the page; the bottom line (year) must be 1 in. from the bottom of the page. The byline section and the fulfillment-of-requirements section should be placed so that white space is evenly distributed between all sections.

►   The year in which you expect final approval of your dissertation should be typed under the university name. Do not include a month or day.

►   Break each line of the title at a logical point (e.g., avoid the splitting of a phrase). The avoidance of a split phrase takes precedence over the use of a pyramid or inverted pyramid style. Break the lines of the fulfillment statement as shown in the sample.

Approval Page

►   See the sample in this guide for the required format.

Statement of Original Work

►   See the sample in this guide for the required format.

►   Provide a 1/2 in. space above the Name and Date rules.

►   The Statement of Original Work must be included and re-dated with each submission of the proposal and final report (including the final copies).

►   A signature is not required. Including the dated page in your manuscript indicates that you attest to all content contained therein.

Acknowledgments (Optional)

► An Acknowledgments page, if included, must be double-spaced with a paragraph indentation. Use the preferred spelling of "**Acknowledgments**" for the heading.

► Acknowledgments must not exceed one page in length, and the tone must be academic and appropriate to a scholarly manuscript.

Abstract

► See the sample in this guide the required format.

► The first paragraph must contain all of the elements shown in the sample. The dissertation title, your name, and the year must be identical to the title, name, and year on the title page.

► Include four or five keywords (lowercase) that relate to your study. See section 2.04 of the APA manual for content guidelines. Single-space within each paragraph, but double-space between paragraphs. Do not indent the first lines of paragraphs. The narrative portion of the abstract (i.e., after the informational first paragraph) should be 220-270 words. The abstract must not exceed one page in length.

Table of Contents

► See the sample in this guide for the required format.

► All Level 1 and Level 2 headings that appear in the text must appear in the Table of Contents. Do not include Levels 3-5 in the Table of Contents. Lists of tables and figures follow immediately after the list of appendices.

► Dot leaders, rather than a series of periods, must be used to join headings and titles with their respective page numbers; at least two dots must separate the heading or title from its page number.

► The right margin for the Table of Contents is justified. Do not provide an additional tab (indent) for the second and subsequent lines of a heading, subheading, or title; begin the second line of the heading or title at the same point as the first line. Avoid having headings and titles extend into the column of page numbers.

► The page numbers of the appendix cover pages, not of the actual appendix items, are presented in the Table of Contents.

► Headings, titles, and page numbers in the Table of Contents must match the corresponding headings, titles, and page numbers in the text.

► Lines for preliminary pages should not be included in the Table of Contents. The headers "Appendices," Tables," and "Figures" should not appear as the last line of a Table of Contents page. Do not repeat headers (such as "Page") on the second and subsequent pages of the Table of Contents; do not type words such as "Continued."

► Do not include an identifying letter or number if you have only one appendix item, one table, or one figure; label the header "Appendix," "Table," or "Figure" and begin the title on the next line at the first tab position.

► Refer to section 4.15 of the APA manual for capitalization rules relating to headings and titles. Initial caps are used for all listings, including figure titles, in the Table of Contents.

VII. <u>DEFENDING THE FINAL DISSERTATION</u>

It is advisable that the student maintain frequent contact with the committee chairperson and with the committee members throughout the Dissertation process in order to obtain ongoing feedback regarding the research. With the consent of the chairperson, the final defense may be scheduled. All defenses must proceed according to the same guidelines as listed for the proposal defense with the following substitutions:

1. If the committee accepts both the Dissertation and the student's defense of it, each member will sign the Dissertation approval sheet and complete the Dissertation rubric. The sheet should be dated the day of the defense. The approval sheet should be held by the chairperson of the dissertation committee until all revisions, if any, are completed. At that time, the chair should date and sign the final approval section of the approval sheet. This will constitute the official date of completion of the Dissertation.

2. When the chairperson of the dissertation committee is satisfied that all revisions (if any) have been made and that the Dissertation is ready for binding, the student will submit the final approval page and all rubrics to the Office of Academic Affairs.

VIII. <u>BINDING AND SUBMITTING THE DISSERTATION</u>

It is mandatory that the Dissertation be reviewed for appropriate form by the Office of Academic Affairs prior to submission for binding. The Office of Academic Affairs will also provide the name of the binding company approved by the school. **It is the responsibility of the student to pay for preparation and binding the Dissertation**. The following are instructions for the binding process:

1. The Dissertation must be bound in dark blue.

2. The title and author's name is to be printed on the front of the bound copy.

3. The word "Dissertation" and the author's last name must appear on the spine.

4. A gold line should appear at the top and bottom of the spine.

5. Bond paper, with minimum of-25% rag content, must be used for the original copy and for photocopies. Strathmore bond (or equivalent) 20 lb. paper should be used. This paper quality is necessary for the printing in the Dissertation to be durable.

6. Three bound copies are required. The original is submitted by office of the Dean to the library and one copy each is distributed to the chairperson of the committee and the Chair of the Clinical and School Psychology.

IX.   UPLOADING YOUR DISSERTATION TO UMI

In addition to the three copies submitted to the office of Academic Affairs, students are required to submit their Dissertation to UMI (Dissertation Abstracts International). A standard fee for the copywriting of the Dissertation is applied to all submissions.

Students are required to submit their Dissertations to UMI (Dissertation Abstracts International). See their website for information: https://www.etdadmin.com/main/home

X.   DEGREE APPLICATION

Upon receipt of the bound copies and proof of submission to UMI, degree application will be approved and released.

1. The Online Application for Degree/Diploma must be completed: https://www.nova.edu/sbin/dapp/degreeapp.pl

2. All financial obligations to the University must be paid before the degree is conferred.

3. Remember, the receipt of the bound copies and the submission of your Dissertation to UMI must be confirmed before applying for your degree.

Dissertation Sample Forms and Pages

Ph.D. Dissertation Prospectus

Students **MUST** send this completed form when first registering for Dissertation. All subsequent registrations will fall under this Prospectus.

Description:

```
[                                                                    ]
[                                                                    ]
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[                                                                    ]
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[                                                                    ]
[                                                                    ]
```

The end product of this study must be a scholarly paper submitted to the supervising faculty and an abstract filed to the Office of Academic Affairs.

NOTE: If you will be the principal investigator of a research study, you must get IRB approval. Check below as needed

_____ YES (I will be principal investigator)

I acknowledge that I am responsible for securing approval if I am the PI by signing below.

Student (Please Print)	**Signature**	**Date**

Dissertation Chair Name (Please Print)	**Signature**	**Date**

Dissertation Proposal Defense Approval Form

Student Name: _____

Date of Dissertation Proposal: _____

Please be advised that on this date, the above referenced student presented a Dissertation Proposal Defense. The committee rendered the following decision:

_____ **APPROVED**

_____ **APPROVED WITH REVISIONS**

_____ **CHANGES REQUIRED FOR APPROVAL**
     (Follow up meeting with the committee required)

Dissertation Chair: Committee:

_____   _____

Committee: Committee:

_____   _____

PLEASE RETURN THIS FORM IMMEDIATELY

VIA EMAIL TO PSYCHAFFAIRS@NOVA.EDU

DISSERTATION COMMITTEE
APPROVAL FORM

Date_____

I_____have successfully completed (Name of Student) all the necessary requirements in order to formulate my Dissertation Committee. The Dissertation title is:

My proposed Dissertation Committee is as follows:

_____Chairperson

_____

_____

_____

Each of the above faculty members has agreed to serve on my Dissertation Committee.

_____
Student's Signature

Approved:

_____
Tom D. Kennedy, Ph.D.
Director of Academic Affairs

_____
Sarah Valley Gray, Psy.D.
Chair of Clinical & School Psychology

cc: Student
Dissertation Committee Members
Director of Academic Affairs

Ph.D. RESEARCH COMPLETION FORM

Student Name (Please Print):	
NSU ID Number:	

Ph.D. Major Paper _____

Date of Final Approval: _____

Faculty Name *(Dissertation Chairperson)*   **Signature**

Please print title of Major Paper or Dissertation below:

Return this form with attached abstract, a complete copy of the Major Paper and a rubric from your Dissertation Chair to the Office of Academic Affairs.

TITLE PAGE

**CHANGES IN COGNITION FROM ELABORATIVE
STRATEGIES IN PSYCHOTHERAPY**

by

Jane Psychologist

A Dissertation Presented to the College
of Psychology of Nova Southeastern
University
in Partial Fulfillment of the
Requirements for the
Degree of Doctor of
Philosophy

NOVA SOUTHEASTERN UNIVERSITY

2021

(suppress page)

SAMPLE DISSERTATION APPROVAL SHEET

This Dissertation was submitted by Jane Psychologist under the direction of the Chairperson of the Dissertation committee listed below. It was submitted to the College of Psychology and approved in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Clinical Psychology at Nova Southeastern University.

Approved:

_____   _____
Date of Defense   Karen Ellis, Ph.D., Chairperson

                                                    _____
                                                    Sigmund Rogers. Psy.D.

                                                    _____
                                                    B.F. Lacan, Ph.D.

                                                    _____
                                                    Stephen Lewis, Ph.D.

_____   _____
Date of Final Approval   Karen Ellis. Ph.D. Chairperson

(Roman numeral page #)

Statement of Original Work

I declare the following:

I have read the Code of Student Conduct and Academic Responsibility as described in the *Student Handbook* of Nova Southeastern University. This dissertation represents my original work, except where I have acknowledged the ideas, words, or material of other authors.

Where another author's ideas have been presented in this dissertation, I have acknowledged the author's ideas by citing them in the required style.

Where another author's words have been presented in this dissertation, I have acknowledged the author's words by using appropriate quotation devices and citations in the required style.

I have obtained permission from the author or publisher—in accordance with the required guidelines—to include any copyrighted material (e.g., tables, figures, survey instruments, large portions of text) in this dissertation manuscript.

_____
Name >*above the line, type your name*<

_____
Date >*above the line, type the date, e.g.,* May 15, 2011

SAMPLE OF TABLE OF CONTENTS

(Roman numeral page #)

SAMPLE ABSTRACT

**CHANGES IN COGNITION FROM ELABORATIVE
STRATEGIES IN PSYCHOTHERAPY**

by

Jane Psychologist

Nova Southeastern

University ABSTRACT
(Maximum 350 words)

Chapter 2: Main Heading for Chapter
[APA Level 1, centered, boldface]

Second-Level Heading *[APA Level 2, flush left, boldface]*

Begin the first line of text two line spaces under the subheading. Use a consistent 1/2 in. indentation for the first line of each paragraph. Provide one space after sentence-ending punctuation. Double-space between the chapter heading and the subheading. Double-space between text and heading and between heading and text.

Third-level heading. [APA Level 3, indented, boldface] Begin the first line of the paragraph immediately after the heading. Refer to section 4.15 of the APA manual for guidelines pertaining to capitalization in headings.

Fourth-level heading. [APA Level 4, indented, boldface, italicized]. Begin the first line of the paragraph immediately after the heading.

Fifth-level heading. [APA Level 5, indented, italicized]. Begin the first line of the paragraph immediately after the heading.

Appendix B

Student Survey

Appendix IV: Competency Remediation Plan

DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY
Competency Remediation Plan

Date of Competency Remediation Plan Meeting	
Name of Trainee	
Faculty/Supervisor/Advisor	
Names of All Persons Present at the Meeting	
All Additional Pertinent Supervisors/Faculty	
Date for Follow-up Meeting(s)	

Check all competency domains in which the trainee's performance does not meet the benchmark. Note that practicum-related competency remediation will be completed separately (please refer to practicum handbook for procedures).

Profession-Wide Competencies:

_____ Research   _____ Assessment

_____ Ethical and legal standards   _____ Intervention

_____ Individual and cultural diversity   _____ Supervision

_____ Professional values and attitudes   _____ Consultation and interprofessional/ interdisciplinary skills

_____ Communication and interpersonal skills

Description of the problem(s) in each competency domain circled above:

Date(s) the problem(s) was brought to the trainee's attention and by whom:

Steps already taken by the trainee to rectify the problem(s) that was identified:

Steps already taken by the supervisor(s)/faculty to address the problem(s):

I,_____, have reviewed the above competency remediation plan with my supervising faculty member/supervisor/advisor, any additional supervisors/faculty, and the Director of Academic Affairs or Director of Clinical Training. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are attached (*PLEASE NOTE: If trainee disagrees, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED).*

Trainee Signature	**Date**

Faculty Signature	**Date**

Director of Academic Affairs Signature or	**Date**
Director of Clinical Training Signature	

All supervisors/ faculty with responsibilities or actions described in the above competency remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

Print Name	**Date**

Print Name	**Date**

Print Name	**Date**

Competency Remediation Plan

Competency Domain/ Essential Components	Problem Behaviors	Expectations for Acceptable Performance	Candidate's Responsibilities and Actions	Supervisors'/ Faculty Responsibilities and Actions	Timeframe for Acceptable Performance	Assessment Methods*	Dates of Evaluation	Consequences for Unacceptable Remediation

*In the case of Directed Study remediation, assessment method must include directed study rubrics

DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY
Summative Evaluation of Competency Remediation Plan

# of Follow-up Meeting(s)	
Dates:	
Persons In Attendance	

* In case of Directed Study Remediation, please include directed study rubrics.

Competency Domain/ Essential Components	Expectations for Acceptable Performance	Outcomes Related to Expected Benchmarks (met, partially met, not met)	Next Steps (e.g., remediation concluded, remediation continued and plan modified, next stage in Due Process Procedures)	Next Evaluation Date (if needed)

I,_____, have reviewed the above summative evaluation of my competency remediation plan with my supervising faculty member/supervisor/advisor, any additional supervisors/faculty, and the Director of Academic Affairs or Director of Clinical Training. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. (*PLEASE NOTE: If trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

Trainee Signature	**Date**

Faculty Signature	**Date**

Director of Academic Affairs Signature or	**Date**
Director of Clinical Training Signature	

TRAINEE'S COMMENTS (Feel free to use additional pages):

Appendix V: Annual Review & Individual Development Plan

I. Purpose

The Annual Review Meeting is a yearly meeting with the purpose of fostering communication between trainees and a faculty mentor relevant to trainees' professional development and progress in the doctoral program. As part of the Annual Review process, trainees complete an Individual Development Plan (IDP) in order to identify professional goals and specific objectives for meeting these goals. The trainee and mentor work together to design a plan that helps the trainee meet goals identified in the IDP. Mentors can provide assistance in evaluating and identifying skills needed by trainees to meet their goals and opportunities to develop these skills.

II. Process

Basic Steps for Trainee

1. Each Fall (after the first), students schedule the Annual Review meeting with their faculty mentor.
2. Prior to this meeting, students provide the following to their mentor:
   - Up-to-Date Curriculum Vitae
   - Degreeworks Audit including the Most Recent Summer, Winter & Fall Semesters
   - Practicum Evaluations (both intensive and primary supervisors' evaluations) from the Most Recent Summer, Winter and Fall Semesters in which the trainee was enrolled in practicum
   - Completed IDP Defining the Trainee's Professional Goals and Extra-Programmatic Objectives for the Coming Year (Note: Program requirements are not listed on the IDP).
   - Completed Advanced Professional Development in Individual Differences (APDD)

Reflection Forms (2) *Fall 2021 Cohort and beyond ONLY

3. At this meeting, students discuss current progress and the IDP with their faculty mentor, including:
   - Discussion of trainees current progress on program requirements
   - Discussion of trainees current progress on specific objectives from previous IDP
   - Discussion of existing opportunities that are relevant to the trainee professional goals
   - Discussion of specific strategies and/or resources needed to achieve objectives in the IDP
   - Review of trainee's current skills and additional skills needed to meet career goals
   - Review of IDP Objectives to ensure measurable objectives (i.e., "SMART" objectives - Specific, Measurable, Action-oriented, Realistic, Time-bound)
4. Students work to implement their IDP plan throughout the academic year
   - Students set up meetings with mentors or other relevant faculty (e.g., practicum supervisors, instructors) to discuss barriers that arise
   - Students revise their plans with their faculty mentor if necessary

Basic Steps for Mentor

1. Mentors meet a minimum of twice annually with mentees to discuss the IDP and student's progress. One of these meetings, in the Fall semester, will be used to conduct the annual review.
2. Provide a brief written review of trainee's strengths/weaknesses and progress in the program in three areas: academic, clinical, and scholarly.
3. Be familiar with training requirements and opportunities, and discuss them with trainee.
4. Review your trainee's IDP, provide written comments on their IDP, and help revise their IDP.
5. Be available throughout the year for your trainee to discuss setbacks, and to review and revise trainee IDP as needed.

Individual Development Plan (IDP)

Name of Student: _____   Program (Circle): PsyD/PhD

Name of Mentor: _____   Year in Program: _____

Concentration (if applicable): _____

*This section is to be completed by the student:

Professional Mission Statement & Career Goals
As you create this statement, reflect on what brought you into this field and where (at least at this point) you are interested in focusing your career efforts. This should be a maximum of 2-3 sentences.

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Upcoming Year Objectives: List your professional goals for *the coming year*. Then, state specific objectives to help you meet those goals. These objectives should not include clear curriculum requirements (e.g., "passing my CCE"). Write your objectives in such a way that it is clear how you will assess whether or not you accomplished each.

List ***Academic/Profession Knowledge Goals*** *for the next year, if applicable:*

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1. Measurable Objective:

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Strategies/Resources needed to achieve objective:

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List ***Clinical Skills/Experience Goals*** *for the next year, if applicable:*

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1. Measurable Objective:

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Strategies/Resources needed to achieve objective:

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2. Measurable Objective:

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Strategies/Resources needed to achieve objective:

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List ***Scientific/Scholarly Achievement Goals*** *for the next year, if applicable:*

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1. Measurable Objective:

Strategies/Resources needed to achieve objective:

2. Measurable Objective:

Strategies/Resources needed to achieve objective:

List ***Other Important Goals*** *for the coming year including Diversity, Service, Advocacy,*
Leadership, Self-Care, if applicable:

1. Measurable Objective:

Strategies/Resources needed to achieve objective:

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2. Measurable Objective:

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Strategies/Resources needed to achieve objective:

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Faculty Mentor Comments on Individualized Development Plan:

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Student Signature: _____   Date Reviewed: _____

Mentor Signature: _____   Date Reviewed: _____

(Annual Review continued on next page)

Annual Review

*This section is to be completed by the faculty mentor:

Date of meeting:

Role(s) with student in addition to Faculty Mentor (Please select all that apply now or previously with this student):

_____	Instructor
_____	Intensive Practicum Supervisor
_____	Directed Study Second Reader
_____	Dissertation Committee Member
_____	Other (Please describe the relationship):
_____	Primary Practicum Supervisor
_____	Directed Study First Reader
_____	Dissertation Chair
_____	Concentration Coordinator for Student

Academic Performance (Describe the student's performance in classes, discipline specific competencies, course-linked profession-wide competencies, academic standing [GPA], and any areas that require improvement)

Clinical Performance (Describe training experiences received during practicum placement, student general performance in clinical settings, and any areas that require improvement)

Research Involvement (Manuscripts and/or presentations, participation in training(s) in a specialized area, involvement in ongoing research coordination, etc.)

Service/Advocacy/Leadership Involvement (Describe student's activities in the past year that have contributed to the college or to the community more widely, advocacy efforts, or any leadership roles that the student has been engaged in.)

Interpersonal Communication and Collaboration Skills (Describe student's skills and experiences in this area this past year include opportunities to resolve conflict, communicate across cultures, and work collaboratively with others. Describe any areas for growth in this competency area).

Advanced Professional Development in Individual Differences (APDD) *(Fall 2021 Cohort and beyond ONLY)
Has student submitted two APDD reflection forms
for the calendar year?
(Please mark accordingly)

Yes____   No____

Based on the documented review above and the faculty mentor and student discussion during this annual review, please provide **a summary of any recommendations for the next academic year.** (Note: These should be considered in discussing this student's Individualized Development Plan for the coming year.)

Are you recommending that this student meet with either the Director of Academic Affairs or the Director of Clinical Training to discuss his/her progress or create/review a remediation plan at this time?

_____ No
_____ Yes (please indicate below the areas relevant to this student and/or the remediation plan)

_____ Academic Performance
_____ Clinical Performance
_____ Research Involvement
_____ Service/Advocacy/Leadership Involvement
_____ Interpersonal Communication and Collaboration Skills
_____ Advanced Professional Development in Individual Differences
(NOTE: For students in Year of Entry 2021 or later, this includes falling behind on the Advanced Professional Development in Individual Differences (APDD) training initiative.)

Please Sign After You Have Reviewed the Final Annual Review Document.
The student is Responsible for Ensuring that a signed Copy of this Form, an Attached Up-to-Date Curriculum Vitae and a their Degreeworks audit are submitted to Dr. Tom Kennedy at the Office of Academic Affairs.

Student Signature

_____

Administrative Signatures:

Faculty Completing Review

_____

Director of Academic Affairs (DAA)

_____

Director of Clinical Training (DCT)

_____

The student may attach any other additional information you would like to have considered when submitting this to the Office of Academic Affairs. Furthermore, if you wish additional advisement, please contact Dr. Kennedy through Wendy Burrion at ext. 25726 or wburrion@nova.edu.

Appendix VI Professional Behavior Checklist

Name of Student: _____

<u>Policy</u>
In addition to academic abilities and skills, students must possess intrapersonal, communication, behavioral, and personal attributes that are considered integral and necessary parts of professional functioning. Faculty are responsible for monitoring these areas of functioning, identifying deficits in their students, providing constructive feedback to them and offering a remediation plan to address those difficulties.

Check the following areas that represent deficits in professional functioning in the student listed below:

_____Responsible Behavior (e.g. failure to respond constructively to feedback from supervisors or program faculty; to successful complete remediation plans; to participate in personal therapy in order to resolve issues or problems; to resolve issues or problems that interfere with professional development or functioning in a satisfactory manner; undependability in commitment; poor comportment.) To fail to abide by the Nova Southeastern University Student Code of Conduct, all Center for Psychological Studies' Policies and Procedures, policies and procedures of practicum, internship, or field experience agencies, or schools, and state or federal law. (Note- It is the obligation of the student to report immediately any arrests, convictions or incidents in school or field experiences when enrolled as a student.

_____Ethical Behavior (e.g. violates APA ethical standards (psychology students) or ACA or ASCA ethical standards (MH/School counseling students); does not abide by university requirements)

_____Intrapersonal Behavior (e.g. poor judgment; lack of self-awareness, self-reflection, and self-evaluation; unable to knowledge the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)

_____Interpersonal Behavior (e.g. immature behavior; disrespectful; uncooperative; unable to accept feedback; poor social skills; unable to relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories; lacks openness to processes of supervision; unable or unwilling to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning)

Describe specific concerns on next page.

Describe specific concerns:

[ ]

Recommended remediation:

[ ]

I have reviewed the concerns and recommended remediation listed above.

_____   _____
Student Signature   Date

_____   _____
Faculty Signature   Date

RETURN TO THE OFFICE OF ACADEMIC AFFAIRS