



College of Psychology  
**NOVA SOUTHEASTERN  
UNIVERSITY**

College of Psychology  
Psy.D. Program in Clinical Psychology  
Handbook

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

2019-2020

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## Department Chair's Message

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As Chair of the Department of Clinical and School Psychology, it is my pleasure to welcome you to our programs for the 2019-2020 academic year. We are part of the College of Psychology that offers bachelor's degrees in psychology and behavioral neuroscience and graduate programs in clinical psychology, school psychology, counseling, experimental psychology, forensic psychology and general psychology.

I take pride in working in an environment that is inclusive. Our commitment to diversity is an essential core value throughout the various programs in the department. To that end, we endeavor to provide an atmosphere and curriculum appropriate to the mandates of a culturally diverse society. With an eclectic mix of students, and faculty, and a wide range of curriculum and practicum experiences we enrich the understanding of educational and psychological principles and their applications. I am especially proud of our first-rate faculty, many of whom are nationally and internationally known. Interacting with your professors who have developed their professional identity and continue to expand their expertise in assessment, diagnosis, intervention, and research will provide the milieu for you to be mentored into the professional world.

We provide a wide range of training, throughout the programs, in various theoretical perspectives that link directly to the delivery of clinical and school psychology interventions. Our concentrations and tracks provide the prospect to gain specific expertise in a wide range of specialty areas. In addition, there are numerous opportunities available outside of your classroom, through active participation in the many student groups in the department and university, and community-based projects.

I encourage you to explore the wide range of experiences that are available to you while enrolled in your program. Get to know your classmates who will become an integral part of your journey at NSU and in many instances will become part of your professional network after graduation. With all the experiences that will come your way in the next few years, I urge you to discover and develop your passion in pursuing your path to professional competence.

Welcome to the department, and good luck pursuing your goals and dreams.



John E. Lewis, Ph.D.  
Chair, Dept. of Clinical & School Psychology

## 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 graduate training, research, and service in psychology and counseling. Because of the competitive nature of the application process for the Doctor of Psychology (Psy.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 Psy.D. clinical psychology program. Knowledge of the contents of this handbook and of the *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 Psychology of Long Term 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 the 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 tutoring in scientific thinking, research, ethical decision making, and professional practice.

## **Doctor of Psychology (Psy.D.) Program**

The Psy.D. Program in Clinical Psychology has been continuously accredited by the American Psychological Association since 1983 using a practitioner informed by science model.

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

The Psy.D. program is founded on this practitioner-informed-by-science model, which prepares students to provide empirically supported or evidence-based assessment and intervention methods, and to evaluate their efficacy. The Psy.D. program offers academic, practicum, internship, and research experience directly relevant to the practitioner, while retaining the important scientific base upon which professional competence and knowledge rest. To that end, the Psy.D. program prepares students to be lifelong consumers of research. Clinical skills are molded by a sequence of courses in assessment and intervention, both in theory and practice. These courses are supplemented by a variety of practicum experiences, which include intensive supervision. The Psy.D. curriculum trains students to perform as clinicians, public and private practitioners, supervisors, mental health consultants, instructors of clinical psychology, administrators of human service programs, and members of research teams. The degree of expertise in these various specialties, of course, is contingent upon the individual's educational concentrations, training exposures, and career aspirations.

The overarching aim of the Psy.D. Clinical Psychology program is to prepare students to enter careers as health service psychologists concerned primarily with direct service delivery informed by the research base. Students will develop proficiencies in the Profession-Wide Competencies and Discipline-Specific Knowledge areas outlined by the Standards of Accreditation (SoA) of the American Psychological Association (APA) through the lens of the practitioner-informed-by-science training model. Accordingly, we aim to train future Health Service psychologists who demonstrate a) an understanding of the breadth of scientific psychology through knowledge of the foundations of the discipline of psychology (or the discipline-specific knowledge areas), including the history and systems of psychology, basic knowledge in scientific psychology, integrative knowledge in scientific psychology, and methods of inquiry and research; b) an understanding of the foundations of practice in health service psychology, including ethical and legal standards, individual and cultural diversity, professional values and attitudes, and communication and interpersonal skills; c) entry-level clinical skills and competencies necessary for effective work in practitioner informed by science roles, including assessment, intervention, supervision, and consultation; d) An understanding of and ability to apply research methods and statistics to inform professional practice.

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

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

### **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. 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 Psy.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.

### **Academic Calendar**

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

# COLLEGE OF PSYCHOLOGY

## ACADEMIC CALENDAR 2019-2020

### Doctoral, Specialist, & Master's Programs

<b>Fall 2019 – Full Semester</b>	
Thursday, August 15	Orientation for new on-campus students
Monday, August 19	Fall semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, August 25	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, September 1	End of 75% refund
<b>Monday, September 2</b>	<b>Labor Day – university offices closed</b>
September 6, 7, 8	Master's on-campus intensive weekend format course
Sunday, September 8	End of 50% refund
Sunday, September 15	End of 25% refund Last day for dropping classes with refund
October 11, 12, 13	Master's on-campus intensive weekend format course
Saturday, October 19	Counselor Preparation Comprehensive Exam (CPCE) <i>(Clinical Mental Health Counseling – all locations)</i>
Sunday, November 17	Last day to withdraw from classes (no refund)
<b>Thursday, November 28</b> <b>Friday, November 29</b>	<b>Thanksgiving – university offices closed</b>
Sunday, December 8	Fall semester classes end
<b>Monday, December 23 –</b> <b>Wednesday, January 1</b>	<b>Winter Holiday – university offices closed</b>



<b>Fall I 2019 (8-Week / Intensive Weekend Format)</b>	
Monday, August 19	Fall I classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, August 25	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, September 1	End of 75% refund
<b>Monday, September 2</b>	<b>Labor Day – university offices closed</b>
Sunday, September 8	End of 50% refund
September 13, 14, 15	Intensive weekend-format class meeting ( <i>School Psychology, Clinical Mental Health Counseling, School Counseling</i> )
Sunday, September 15	End of 25% refund Last day for dropping classes with refund
Sunday, September 22	Last day to withdraw from classes (no refund)
October 4, 5, 6	Intensive weekend-format class meeting ( <i>Clinical Mental Health Counseling, School Counseling</i> )
October 11, 12, 13	Intensive weekend-format class meeting ( <i>School Psychology</i> )
Sunday, October 13	Fall I classes end

<b>Fall II 2019 (8-Week / Intensive Weekend Format)</b>	
Monday, October 14	Fall II classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, October 20	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, October 27	End of 75% refund
November 1, 2, 3	Intensive weekend-format class meeting ( <i>School Psychology</i> )
Sunday, November 3	End of 50% refund
November 8, 9, 10	Intensive weekend-format class meeting ( <i>Clinical Mental Health Counseling, School Counseling</i> )
Sunday, November 10	End of 25% refund Last day for dropping classes with refund
Sunday, November 17	Last day to withdraw from classes (no refund)
<b>Thursday, November 28</b> <b>Friday, November 29</b>	<b>Thanksgiving – university offices closed</b>
December 6, 7, 8	Intensive weekend-format class meeting ( <i>School Psychology, Clinical Mental Health Counseling, School Counseling</i> )
Sunday, December 8	Fall II semester classes end

<b>Winter 2020 – Full Semester</b>	
<b>Monday, December 23 – Wednesday, January 1</b>	<b>Winter Holiday – university offices closed</b>
Thursday, January 2	University offices reopen
Monday, January 6	Winter semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, January 12	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, January 19	End of 75% refund
<b>Monday, January 20</b>	<b>Martin L. King, Jr. Day – university offices closed</b>
January 24, 25, 26	Master’s on-campus intensive weekend format course
Sunday, January 26	End of 50% refund
Sunday, February 2	End of 25% refund Last day for dropping classes with refund
February 14, 15, 16	Master’s on-campus intensive weekend format course
Saturday, February 22	Counselor Preparation Comprehensive Exam (CPCE) <i>(Clinical Mental Health Counseling – all locations)</i>
<b>March 2 – March 6</b>	<b>Spring Break</b>
Sunday, April 12	Last day to withdraw from classes (no refund)
Sunday, May 3	Winter semester classes end

<b>Winter I 2020 (8-Week / Intensive Weekend Format)</b>	
Monday, January 6	Winter I classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, January 12	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, January 19	End of 75% refund
<b>Monday, January 20</b>	<b>Martin L. King, Jr. Day – university offices closed</b>
Sunday, January 26	End of 50% refund
January 31, February 1, 2	Intensive weekend-format class meeting ( <i>School Psychology, Clinical Mental Health Counseling, School Counseling</i> )
Sunday, February 2	End of 25% refund Last day for dropping classes with refund
Sunday, February 9	Last day to withdraw from classes (no refund)
February 28, 29, March 1	Intensive weekend-format class meeting ( <i>School Psychology, Clinical Mental Health Counseling, School Counseling</i> )
Sunday, March 1	Winter I classes end

<b>Winter II 2020 (8-Week / Intensive Weekend Format)</b>	
Monday, March 9	Winter II classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
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
April 3, 4, 5	Intensive weekend-format class meeting ( <i>School Psychology, Clinical Mental Health Counseling, School Counseling</i> )
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)
May 1, 2, 3	Intensive weekend-format class meeting ( <i>School Psychology, Clinical Mental Health Counseling, School Counseling</i> )
Sunday, May 3	Winter II semester classes end

<b>Summer 2020 – Full Semester</b>	
Monday, May 4	Summer semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
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
<b>Monday, May 25</b>	<b>Memorial Day – university offices closed</b>
Sunday, May 31	End of 25% refund Last day for dropping classes with refund
Saturday, June 27	Counselor Preparation Comprehensive Exam (CPCE) <i>(Clinical Mental Health Counseling – all locations)</i>
<b>Friday, July 3</b>	<b>Independence Day (Observed) – university offices closed</b>
<b>Saturday, July 4</b>	<b>Independence Day – university offices closed</b>
July 10, 11, 12	Master's on-campus intensive weekend format course
Sunday, July 19	Last day to withdraw from classes (no refund)
July 31, August 1, 2	Master's on-campus intensive weekend format course
Sunday, August 9	Summer semester classes end

<b>Summer I 2020 (8-Week / Intensive Weekend Format)</b>	
Monday, May 4	Summer I classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
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
<b>Monday, May 25</b>	<b>Memorial Day – university offices closed</b>
May 29, 30, 31	Intensive weekend-format class meeting ( <i>School Psychology, Clinical Mental Health Counseling, School Counseling</i> )
Sunday, May 31	End of 25% refund Last day for dropping classes with refund Last day to withdraw from classes
June 19, 20, 21	Intensive weekend-format class meeting ( <i>School Psychology, Clinical Mental Health Counseling, School Counseling</i> )
Sunday, June 21	Summer I classes end

<b>Summer II 2020 (8-Week / Intensive Weekend Format)</b>	
Monday, June 22	Summer II semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, June 28	End of 100% refund Last day for completing late registration Last day for adding classes
<b>Friday, July 3</b>	<b>Independence Day (Observed) – university offices closed</b>
<b>Saturday, July 4</b>	<b>Independence Day – university offices closed</b>
Sunday, July 5	End of 75% refund
July 10, 11, 12	Intensive weekend-format class meeting ( <i>School Psychology</i> )
Sunday, July 12	End of 50% refund
July 17, 18, 19	Intensive weekend-format class meeting ( <i>Clinical Mental Health Counseling, School Counseling</i> )
Sunday, July 19	End of 25% refund Last day for dropping classes with refund Last day to withdraw from classes
August 7, 8, 9	Intensive weekend-format class meeting ( <i>School Psychology, Clinical Mental Health Counseling, School Counseling</i> )
Sunday, August 9	Summer II semester classes end



## **Psy.D. Curriculum and Degree Completion Requirements**

The overarching aim of the Psy.D. Clinical Psychology program is to prepare students to enter careers as health service psychologists concerned primarily with direct service delivery informed by the research base. Accordingly, we aim to train future Health Service psychologists who demonstrate a) an understanding of the breadth of scientific psychology through knowledge of the foundations of the discipline of psychology or the discipline-specific knowledge areas, including the history and systems of psychology, basic knowledge in scientific psychology, integrative knowledge in scientific psychology, and methods of inquiry and research; b) an understanding of the foundations of practice in health service psychology, including ethical and legal standards, individual and cultural diversity, professional values and attitudes, and communication and interpersonal skills; c) entry-level clinical skills and competencies necessary for effective work in practitioner informed by science roles, including assessment, intervention, supervision, and consultation; d) An understanding of and ability to apply research methods and statistics to inform professional practice. Students will develop proficiencies in the Profession-Wide Competencies and Discipline-Specific Knowledge areas outlined by the Standards of Accreditation (SoA) of the American Psychological Association (APA) through the lens of the practitioner-informed-by-science training model. These Profession-Wide Competencies and Discipline-Specific Knowledge areas are outlined in appendix I.

The Psy.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 course work
4. Clinical requirements: clinical practica, Clinical Competency Examination, and clinical internship
5. Research requirements: Directed Study and 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 Psy.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. Graduates from the Psy.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 (<http://www.asppb.net/?page=HandbookTemp>) or you can address general questions to the Office of Academic Affairs.

The Psy.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 a certain number of electives must be taken in the intervention area.

The Psy.D. program requires a minimum of 119 credit hours, and its curriculum is presented on the next several pages in a model course sequence. 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 15 credits of electives as part of the curriculum requirements. Six of these credits must be intervention courses (listed as 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 or tracks can use their required concentration courses to meet elective requirements. It should be noted, however, that in some instances the concentration requirements will not fulfill the six credits of intervention elective courses requirement. Detailed information about concentrations and tracks is provided below. Students should consult with the model curriculum to determine when elective courses should be taken.

## **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 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 and concentration faculty. Students who enter a concentration may be required to take additional courses beyond those required to complete the curriculum.

**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.

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

**Clinical Neuropsychology.** Clinical Neuropsychology (CN) is concerned with the function of the brain and its relationship to all aspects of behavior, as well as the impact of brain dysfunction and injury on individuals' abilities to function. The program not only encompasses the approaches, perspectives, and practice settings of neuropsychology, but also extends to the related disciplines of neuroanatomy, neurophysiology, neuropathology, neurorehabilitation, and child neuropsychological assessment. Course work includes: Clinical Neuropsychology; Clinical Neuroanatomy; Behavioral Neuropathology; Advanced Clinical Neuropsychology; Neuropsychological Case Analysis; and Child and Adolescent Neuropsychological Assessment, in addition to a one year practicum in neuropsychology. Psy.D. students will complete a research project equivalent to a Major Paper under the direction of a neuropsychology faculty member, as well as have the opportunity to take the Ph.D. three course statistical sequence. 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 an explanation of the framework for understanding psychopathology. Psychodynamic theory and technique have demonstrated applicability to conceptualizing and providing treatment for a wide range of interpersonal and

intrapsychic difficulties. This program emphasizes contemporary psychoanalytic theories of personality, pathology, and psychotherapy. Course work includes: Psychodynamic Psychotherapy I and II; Narcissistic, Borderline, and Other Character Disorders; Psychodynamic Treatment of Affective Disorders; Psychodynamic Treatment Approach to Family and Group Therapy; and Psychodynamic Psychotherapy in Practice.

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

### **Tracks**

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

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

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

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

### **En Route Master of Science in Clinical Psychology**

Students enrolled in the Psy.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 (76 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 Psy.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 and pay

the required fee to receive the degree; however, they may not participate in the graduation ceremony.

**Model Curriculum**

The following pages contains the model curriculum to be followed by students entering the program in 2019-2020 academic year and descriptions of all required and elective courses offered by the program.

**Nova Southeastern University College of Psychology**  
**Psy.D. Program 2019-2020 Model Curriculum**

First-Year Fall Semester	Prerequisites or Corequisites	Credits	Third-Year Winter Semester	Prerequisites	Credits
1403 Adult Psychopathology**		3	3403 Social Aspects of Behavior* OR		3
1405 Development: Child and Adolescent*		1.5	4607 Group Theory/Processes**	1610, 2604	
1407 Development: Adult & Older Adult*		1.5	3702 Clinical Practicum IV**	3701	3
1417 Ethics and Professional Issues**		1.5	3704 Supervision IV	3703	1
1418 Ethics and Legal Issues**		1.5	5890 Directed Study : Research**	2809	2
1501 Assessment: Intelligence Testing with Lab**		3			
1603 Systems of Psychotherapy*		1.5			
1605 Diversity in Assessment & Intervention** OR		3			
1401 History & Systems of Psychology*					
First-Year Winter Semester			Third-Year Summer Semester		
1401 History & Systems of Psychology* OR		3	370A Summer Practicum II**	3702	3
1605 Diversity in Assessment & Intervention**			370B Summer Supervision II	3704	1
1408 Child & Adolescent Psychopathology**	1405	3	Elective <sup>1</sup>		3
1502 Diagnostic Interviewing**	1403	3			
1610 Adult Intervention I**	1403, 1407	3			
1703 Pre-Practicum**	Pre/Co Req 1605, 1502	1			
1806 Intermediate Statistics w/Lab*		3			
First-Year Summer Semester			Fourth-Year Fall Semester		
1416 Cognitive/Affective Aspects of Behavior* Elective <sup>1</sup>		3 3	Clinical Competency Exam**	All required courses plus 6 credits of intervention electives	
			4499 Advanced Professional Development**		1
			2 Electives <sup>1</sup>		6
Second-Year Fall Semester			Fourth-Year Winter Semester		
2507 Objective Personality Assessment**	1501, 1502	3	4402 Consultation & Supervision**	2701-4, 270A, 270B	3
2602 Systems/Family Therapy**		3	Elective <sup>1</sup>		3
2604 Child & Adolescent Intervention**	1405, 1408	1.5			
2701 Clinical Practicum I**	All First Year Except 1416, 1806	3			
2703 Supervision I		1			
2809 Research Design***		3			
2107 Theories of Measurement*	1806	3			
Second-Year Winter Semester			Fifth-Year		
2112 Biological Bases of Behavior*		3	5700 Internship	All course work including 5890:	2
2509 Behavioral Assessment**		1.5	(.5 credit per semester summer, fall, winter & summer)	Directed Study: Research	
2511 Projective Personality Assessment**	1501, 2507	3			
2606 Case Conceptualization**	1610, 2602, 2604, 2701, 2703	3			
2702 Clinical Practicum II**	2701	3			
2704 Supervision II	2703	1			
Second-Year Summer Semester			<b><sup>1</sup>For the 15 credits of electives, students must complete 6 credits of intervention (46XX and some 47XX) electives and 9 credits in any area. Students admitted into a concentration should follow concentration requirements.</b> <b>In some instances, elective practica that are predominately intervention oriented may be counted as intervention electives</b>		
2406 Psychopharmacology*	2112	1.5			
270A Summer Practicum I**	2702	3			
270B Summer Supervision I	2704	1			
Third-Year Fall Semester			<b>TOTAL DEGREE CREDITS 119</b>  <b><sup>2</sup>Neuropsychology and Forensic concentration students require additional credits to fulfill concentration requirements beyond their 15 credits of electives. Neuropsychology students are required to take: PSY 4401, PSY 4405, PSY 4406, PSY 4501, PSY 4515, PSY 4517, PSY 1807, PSY 2808, PSY 2812. Forensic students are required to take: PSY 4418, PSY 4419, PSY 4449, PSY 4450, PSY 4560, PSY 4690. Of these required concentration courses, several will fulfill some of the elective requirements, the remaining concentration-required courses will be taken over and above the model curriculum requirements.</b>  <b>* Discipline-specific Knowledge (DSK) Course ** Profession-wide Competency (PWC) Course ***Both DSK &amp; PWC course</b>		
4607 Group Theory/Processes** OR	1610, 2604	3			
3403 Social Aspects of Behavior*					
3501 Integrated Report**	2507, 2509, 2511	3			
3701 Clinical Practicum III**	2507-9-11, 2602, 2604, 2606, 2702-4, 270A	3			
	Pre/Co Req 3501				
3703 Supervision III	270B	1			
5890 Directed Study: Research**	2809	2			

## PSY. D. DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY COURSE DESCRIPTIONS

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

### General Required Courses

#### **PSY 1401 History & Systems of Psychology (3 credits)**

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

#### **PSY 1403 Adult Psychopathology (3 credits)**

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

#### **PSY 1405 Development: Child and Adolescent (1.5 credits)**

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

#### **PSY 1407 Development: Adult & Older Adult (1.5 credits)**

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

#### **PSY 1408 Child and Adolescent Psychopathology (3 credits)**

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

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

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

**PSY 1417 Ethics and Professional Issues (1.5 credits)**

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

**PSY 1418 Ethics and Legal Issues (1.5 credits)**

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

**PSY 1603 Systems of Psychotherapy (1.5 credits)**

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

**PSY 2112 Biological Bases of Behavior (3 credits)**

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

**PSY 2406 Psychopharmacology (1.5 credits)**

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

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

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



**PSY 4402 Consultation and Supervision (3 credits)**

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

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

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

**Assessment Required Courses****PSY 1501 Assessment: Intelligence Testing with Lab**

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

**PSY 1502 Diagnostic Interviewing (3 credits)**

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

Prerequisite: PSY 1403

**PSY 2507 Objective Personality Assessment (3 credits)**

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

**PSY 2509 Behavioral Assessment (1.5 credits)**

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

**PSY 2511 Projective Personality Assessment (3 credits)**

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

Prerequisite: PSY 1503, 1505, 2507

**PSY 3501 Integrated Report (3 Credits)**

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

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

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

**PSY 1610 Adult Intervention I (3 credits)**

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

**PSY 2602 Systems/Family Therapy (3 credits)**

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

**PSY 2604 Child and Adolescent Intervention (1.5 credits)**

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

**PSY 2606 Case Conceptualization (3 credits)**

This course addresses the processes of conceptualizing case material from diverse theoretical models and translating these conceptualizations into effective treatment strategies. Video- and/or audiotaped clinical interviews, and written and/or orally presented case histories are used in class to demonstrate and provide practice in case conceptualization skills.

Prerequisite: PSY 1610, 2602, 2604, 2701, 2703

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

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

Prerequisite: PSY 1610, 2604

## **Practicum and Internship Required Courses**

### **PSY 1703 Pre-Practicum I (1 credit)**

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

### **PSY 2701 Clinical Practicum I (3 credits)**

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

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

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

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

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

### **PSY 2703 Supervision I (1 credit)**

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

### **PSY 2704 Supervision II (1 credit)**

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

### **PSY 270B Summer Clinical Supervision (1 credit)**

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

### **PSY 3701 Clinical Practicum III (3 credits)**

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

### **PSY 3702 Clinical Practicum IV (3 credits)**

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

### **PSY 370A Summer Clinical Practicum (3 credits)**

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

**PSY 3703 Supervision III (1 credit)**

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

**PSY 3704 Supervision IV (1 credit)**

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

**PSY 370B Summer Clinical Supervision (1 credit)**

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

**PSY 5700 Internship (2 credits)**

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

**Methodology, Research, and Directed Study Required Courses****PSY 1806 Intermediate Statistics with Lab (3 credits)**

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

**PSY 2809 Research Design (3 credits)**

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

**PSY 2107 Theories of Measurement (3 credits)**

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

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

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

## **General Elective Courses**

### **PSY 4401 Clinical Neuropsychology (3 credits)**

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

### **PSY 4405 Clinical Neuroanatomy (3 credits)**

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

### **PSY 4406 Behavioral Neuropathology (3 credits)**

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

### **PSY 4409 Pediatric Psychology (3 credits)**

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

### **PSY 4410 Psychology in Fiction (3 credits)**

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

### **PSY 4414 Behavioral Principles of Learning (3 credits)**

This course provides a comprehensive review of the psychological principles of learning derived from experimental research and validated by applied experimental/empirical studies.

General topics include the nature of learning, behavior without learning, learning without words, and learning with words. Specific topics covered include types of behavior, motivational influences on behavior, respondent behavior and conditioning, operant behavior and conditioning, stimulus control, schedule influences on behavior, observational learning, verbal behavior and rule-governed behavior, and behavioral accounts of language and cognition. The course is designed to give students a good grounding for assessment and intervention courses with a behavioral orientation.

**PSY 4418 Forensic Psychology: Criminal Law (3 credits)**

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

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

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

**PSY 4424 The Business of Psychology (3 credits)**

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

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

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

**PSY 4433 Advanced Readings in Behavior Analysis (3 credits)**

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

**PSY 4435 The Teaching of Psychology (1 credit)**

This seminar will focus on the theoretical and practical aspects of teaching undergraduate and graduate psychology. Examination of models of course construction, teaching pedagogy, and assessment of learning will be explored. Students will create an individual philosophy of

teaching with a focus on identity development, both as a psychologist and educator. Didactic training will be complemented by experiential opportunities for teaching in a variety of formats.

**PSY 4441 Object Relations Theories (3 credits)**

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

**PSY 4449 Introduction to Forensic Psychology (3 credits)**

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

**PSY 4450 Forensic Psychology: Special Issues (3 credits)**

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

**PSY 4460 Basic Anatomy and Pathophysiology (3 credits)**

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

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

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

**PSY 4482 Consultative Psychopharmacology (3 credits)**

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

**PSY 4490 Military Psychology (3 credits)**

This course covers the application of psychology to military environments. It provides an

overview of current assessment and treatment models, covering both clinical operational psychology. Topics include fitness for duty evaluations, brief psychotherapy in the U.S. Military, clinical health psychology and behavioral medicine in military healthcare settings, suicide prevention in the military, combat stress, psychological interventions after disaster or trauma, assessment and selection of personnel, future directions in military psychology, and military internship opportunities for graduate students. This course is relevant to those interested in a career in the military or those providing services to veterans, law enforcement, or intelligence personnel in the civilian sector.

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

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

**PSY 4503 MMPI (3 credits)**

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

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

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

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

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

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

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

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

This course involves a critical review of traditional assessment methods and instruments when



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

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

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

**PSY 4550 Analytic Approaches to Assessment (3 credits)**

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

**PSY 4560 Forensic Assessment (3 credits)**

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

**PSY4565 International Psychology (3 credits)**

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

**PSY4566 Assessment in Clinical Health Psychology (3 credits)**

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

## **Intervention Elective Courses**

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

This course covers primary approaches to treating personality disorders in adults. Problems covered include narcissistic borderline, antisocial, and dependent personality disorders. Intervention with solid empirical and theoretical support, are highlighted. Prerequisite: PSY 1610, 2507, 2511, 2606

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

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

### **PSY 4603 Play Therapy (3 credits)**

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

### **PSY 4604 Advanced Applied Behavior Analysis (3 credits)**

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

### **PSY 4608 Advanced Group Theory and Processes (3 credits)**

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

### **PSY 4610 Human Sexuality and Sex Therapy (3 credits)**

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

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

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

**PSY 4613 Intervention in Clinical Geropsychology (3 credits)**

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

**PSY 4614 Interventions in Depression (3 credits)**

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

**PSY 4617 Ericksonian Hypnosis and Therapy (3 credits)**

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

**PSY 4618 Clinical Applications of Hypnosis (3 credits)**

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

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

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

**PSY 4623 Cognitive Behavioral Case Conceptualization (3 credits)**

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

**PSY 4628 Clinical Biofeedback (3 credits)**

This course provides a review of the areas of clinical application of biofeedback techniques. Emphasis will be placed on integrated biofeedback with general psychotherapeutic processes for children and adults. Diagnostic categories include general anxiety disorders, chronic and acute pain conditions, sexual disorders, and autonomic dysregulation disorders. Biofeedback as a technique for preventive medicine and health will also be discussed. The course includes laboratory experiences.

**PSY 4629 Health Psychology (3 credit)**

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

**PSY 4630 Existential Therapy (3 credits)**

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

**PSY 4631 Humanistic Therapy (3 credits)**

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

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

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

**PSY 4634 Psychodynamic Psychotherapy in Practice (3 credits)**

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

**PSY 4635 Psychodynamic Therapy I (3 credits)**

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

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

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

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

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

**PSY 4638 Narcissistic and Borderline Disorders (3 credits)**

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

**PSY 4640 Special Problems in Psychotherapy (3 credits)**

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

**PSY 4642 Self-Psychology (3 credits)**

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

**PSY 4644 Psychoanalytic Concepts (3 credits)**

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

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

This course will deal with Freud's theory from the *Interpretation of Dreams* brought up to date to accommodate weekly and brief/time-limited psychotherapy. The concept of "dream work", as well as the function, value, and language of the dream will be discussed.

Additionally, the significance of the first or initial dream, the interpersonal/communicative function, and intrapsychic aspects of the dream will be explored. The dream in psychopathology, the biology of dreaming, and adaptive aspects of the dream will also be addressed.

**PSY 4647 Psychodynamic Treatment of Affective Disorders (3 credits)**

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

**PSY 4650 Crisis Intervention (3 credits)**

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

**PSY 4651 Seminar in Eclectic Psychotherapy (3 credits)**

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

**PSY 4659 Advanced Cross-Cultural Counseling (3 credits)**

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

**PSY 4662 Post-Traumatic Stress Disorders (3 credits)**

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

**PSY 4663 Counseling in Terminal Care (3 credits)**

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

**PSY 4666 Seminar in Forensic Neuropsychology (3 credits)**

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

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

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

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

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

**PSY 4670 Short Term Therapy (3 credits)**

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

**PSY 4671 Psychotherapy with Lesbians and Gay Men (3 credits)**

Lesbians and gay men in psychotherapy present to the clinician issues that are unique to this population. The goal of this course is to make the student aware, sensitive, and knowledgeable of these salient issues in order to work more effectively using gay affirmative psychotherapy technique in treating gay men, lesbians, and their family members. These

issues will be viewed through a developmental perspective, i.e., counseling gay adolescents, adults, couples, and the aging. The course design is an interactive approach to using panel presentations, current research, case studies and role playing in a small class atmosphere. Students have the opportunity to volunteer at the Gay and Lesbian Community Center using gay affirmative and brief psychotherapy techniques. Group supervision is provided as part of the course.

### **PSY 4673 Interpersonal Violence (3 credits)**

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

### **PSY 4677 Feminist Therapy (3 credit)**

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

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

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

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

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

### **PSY 4681 Chronic Pain/Illness Management (3 credits)**

This course will cover the conceptual model and the particular psychological assessment and intervention methods that have been found to be effective in work with those experiencing chronic pain and/or illness. Emphasis will be on assisting individuals with chronic pain/illness to minimize the impact it is having on their mood, lifestyle, productivity, recreational activity, family and social relationships. The focus will include managing with such clinical examples of chronic pain/illness conditions as: tension and migraine headaches, back pain, temporomandibular disorder, diabetes, Parkinson's disease, and chronic obstructive



pulmonary disease. Consideration will be given to care delivered as part of an interdisciplinary treatment team as well as in psychoeducational group and individual treatment settings. Opportunities will be provided for supervised peer practice with the recommended interventions.

**PSY 4682 Treatment of Serious Mental Illness (3 credits)**

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

**PSY 4683 Interventions with Medical Patients (3 credits)**

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

**PSY 4687 Rehabilitation Psychology (3 credits)**

This course provides an overview of Rehabilitation Psychology as a specialty area within professional psychology that assists people dealing with chronic, traumatic and/or congenital injuries or illnesses to achieve optimal physical, psychological and interpersonal functioning. Students in the course will learn how the field is differentiated from both Neuropsychology and Health psychology. Furthermore, students will be provided with opportunities to understand the role of the Rehabilitation Psychologist in being an effective member of the central interprofessional team. Particular attention will be paid to theory and research pertaining to providing services consistent with the level of impairment, disability and handicap relative to the personal preferences, needs and resources of the individual. Students will be challenged to use their understanding of this theory and research to suggest opportunities for intervention with various populations.

**PSY 4690 Psychological Interventions in Forensic Settings (3 credits)**

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

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

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

driven and empirically based treatment will be discussed including play techniques and attachment-theory driven interventions.

**PSY 4692 Parent Focused Interventions (3 credits)**

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

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

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

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

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

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

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

**PSY 4698 Assessment & Intervention in Spanish**

This course is intended to increase fluently bilingual students’ competence and comfort in using their Spanish speaking skills in professional mental health settings. Students will have the opportunity to conduct and observing Spanish, biopsychosocial and diagnostic interviews; standardized assessments of intelligence, achievement and mental health functioning; presentations on various mental health and adjustment problems and the risk and protective factors that contribute to them; and intervention strategies drawn from evidence-based practices and culturally competent treatments. The application of these skills to clinical practice will be highlighted.

**PSY 4699 Positive Psychology (3 credits)**

The present course will describe how the scope of psychology has recently been broadened beyond exclusive concern with identifying pathology and treating or preventing disorder. This course will provide an overview of the emerging field of ‘Positive Psychology.’ Students will be provided with opportunities to understand theory and research pertaining to the psychology

of human strengths, assets, abilities and talents as well as the constructs of optimism, happiness, hope and resiliency. Students will be challenged to use their understanding of this theory and research to suggest opportunities for intervention with various populations.

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

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

**PSY 4711 Police Psychology (3 credits)**

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

**PSY 4701 Clinical Practicum V (3 credits)**

The student is required to spend a minimum of 15 hours per week for one semester at a selected agency.

**PSY 4702 Clinical Practicum VI (3 credits)**

See description for PSY 4701 Clinical Practicum V

**PSY 470A Summer Elective Practicum (3 credits)**

See description for PSY 4701 Clinical Practicum V

**PSY 5701 Clinical Practicum VII (3 credits)**

See description for PSY 4701 Clinical Practicum V

**PSY 5702 Clinical Practicum VIII (3 credits)**

See description for PSY 4701 Clinical Practicum V

**PSY 8701 Supplemental Practicum and Supervision (1 credit)**

This course is designed to enhance the knowledge, skills, and profession-relevant attitudes of students preparing for the doctoral internship.

## **Clinical Training**

### **Clinical Practicum**

The Clinical Practicum sequence in the doctoral programs 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 are 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.

Most practicum placements have fall start times. A smaller number of practicum placements will

begin in the summer, and a limited number of practicum placements offer both summer and fall starting times. Summer practica generally start on or about May 1 of the practicum year, and fall practica generally start when the fall semester begins. Students may request clinical practicum placements that begin in the summer, but such starting times cannot be guaranteed, as the number of requests may exceed the number of available positions. Students who begin their first practicum year in the summer may also request to begin their second in the summer, but students who begin their first practicum year in the fall may not do so, as this would entail enrolling in two practica simultaneously, which is not permitted. 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 1417 Ethics and Professional Issues  
PSY 1418 Ethics and Legal Issues  
PSY 1501 Assessment: Intelligence Testing with Lab  
PSY 1502 Diagnostic Interviewing  
PSY 1603 Systems of Psychotherapy  
PSY 1605 Diversity 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)

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**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 2602 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)

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**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 his/her placement, he/she **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. 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 Psy.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 fifth semester of clinical practicum, provided that grades of B- or better were obtained in four prior 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-201920.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 Psy.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 completing either four or five semesters of Clinical Practicum and Intensive Supervision, students must have successfully completed the required assessment and therapy course sequence plus three credits of intervention electives (46XX or some 47XX), and be enrolled in a second intervention (PSY 46XX or some 47XX) course. To be eligible to sit for the examination after completing six semesters of Clinical Practicum and

Intensive Supervision, students must have successfully completed the same course sequence plus six credits of intervention electives (46XX or some 47XX). In either case, students in 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. Any student failing the CCE after submitting one or more internship applications must immediately, by telephone and subsequently by letter, withdraw all pending applications for the following calendar year. Copies of letters of withdrawal from internship applications must also be provided to the Director of Clinical Training within one week of such CCE failure.

Specific procedures for the CCE are outlined in the *Clinical Competency Examination Guidelines* (<https://psychology.nova.edu/common-pdf/studentresources/cce-guidelines-201819.pdf>) promulgated each year and are available on the College of Psychology web site.

## **Internship**

The final component of the Psy.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 (although only students planning to be licensed in Canada should pursue CPA-accredited internships as most U.S. licensing boards no longer recognize CPA-accredited internships and students may not be able to get licensed in the U.S.) 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 Directed Study 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 Directed Study 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 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 in the course of 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 Psy.D. students will demonstrate research-related competencies that reflect their ability to understand and apply research to their practice. These competencies will be developed through a variety of experiences in the program, including coursework, the Directed Study research project and dissemination of research. Every Psy.D. student is required to successfully complete a Directed Study research project, which contributes to his/her preparation to be a critical research consumer to inform professional practice. It is not intended to demonstrate the student's competency at independently initiating and conducting research. Psy.D. students are encouraged to become involved in faculty research early in their graduate career. Students are also required to publish or present on a research topic prior to internship. 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.

### Directed Study

**Goals and Objectives.** The directed study is the capstone research requirement for students in the Psy.D. Clinical program. In the model curriculum, it follows preparation in methods of data analysis and research design, and so is intended to be completed during the fall, winter and summer semesters preceding the student's fourth year of study. The primary objective of the Directed Study is to consolidate the student's preparation for identifying, critically reviewing and incorporating relevant aspects of the scientific knowledge base to advance his/her expertise in a substantive area of the profession. Hence, the program graduate is prepared to be a practitioner informed by science. As such, he/she can provide assessment, intervention and consultation services in a manner that reflects current knowledge and standards of the profession. Through the preparation of the directed study, students will demonstrate the ability to conduct scholarly activity and the substantially independent ability to formulate scholarly activities of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. Please see Appendix II for comprehensive directed study guidelines.

**Guidelines and Requirements.** The product of the Directed Study project is a scholarly paper that can take one of four forms. These forms include a) a critical literature review; b) an empirical study; c) a case study; or d) a treatment manual. The directed study is an independent project conducted under the direction/supervision of a two-member faculty committee: the primary faculty advisor (chair of the committee), and a second faculty member who serves as an advisor to the project (committee member).

Before registering for the Directed Study, students are expected to be in good academic standing. A prospectus form signed by the student, proposed committee chair and proposed committee member must be filed with the Office of Academic Affairs no later than noon on the last business day before the start of the fall semester of the academic year in which the directed study is to be completed. Failure to submit this signed prospectus as indicated will result in cancellation of the student's registration for Directed Study.

Unlike most course papers, the Directed Study project is completed through an iterative process. As such, the student is expected to meet regularly with the committee chair and member to outline the steps for the project, submit drafts of its various sections, and utilize feedback provided on these sections to further the work. This process will continue until all competencies (as delineated in the rubrics) are met or until the final deadline date for completion of the directed study (i.e., July 1), whichever comes first. Because of this iterative process, it is strongly recommended that the student meet early in the fall semester with the faculty committee to plan for timely submissions of the component drafts and final project submission (as delineated in the prospectus). In instances where a student fails to attain all competencies by the final deadline date, the student will not be permitted to continue on to the internship application process and a remediation plan (described below) to support the student will be implemented.

The directed study document must be prepared in accordance with the most recently published APA style manual, and must be a minimum of 25 pages in length (excluding title page, abstract and references). A recommended timeline is presented on the prospectus form (See Appendix II). Final documents are due no later than July 1. The committee may choose to adopt a longer page minimum and/or earlier submission deadlines of the final document. Such requirements are to be specified on the prospectus form. Students must submit one print copy of the final draft to each committee member by July 1 or by the earlier submission deadline noted previously on the prospectus.

The two committee members will evaluate the quality of the directed study utilizing rubrics that delineate competencies associated with each of the four project types (see Directed Study Guidelines in Appendix II). To successfully complete the directed study requirement, students will be required to receive ratings of “meets competencies” or “exceeds competencies” for all competencies listed on the corresponding rubrics. Students will be required to revise drafts accordingly until the ratings from both members of the committee reach the “meets” or “exceeds” criteria.

Should this iterative process of draft revision not be successful and a student fails to demonstrate competency attainment on the directed study (by receiving ratings less than 3 on any item of the directed study rubric by one or both committee members), a remediation committee (consisting of the Director of Academic Affairs and two other faculty members) will be assigned by the Office of Academic Affairs to develop a competency/directed study remediation plan to be implemented through the completion the directed study project (see appendix III for competency remediation plan form). Any such remediation plan will include deficiencies noted by the original faculty evaluators, steps to be implemented to effect the warranted remediation steps, and methods for evaluating the resubmitted project, if different from those used for the original project. The remediation committee may recommend that the student continue working with the original faculty committee or may require that a new two-faculty committee be formed.

To be eligible to apply for the doctoral internship, students must pass the Directed Study: Research (See PSY 5890 Directed Study: Research). This completion date is defined by the Office of Academic Affairs as July 1 of the summer prior to applying to internship.

## **Dissemination of Research**

The research dissemination competency must be met by all students. At minimum, one publication or presentation must be completed by September 1 of the year students apply for internship in order to be eligible to apply for internship. The details of this requirement are listed below:

1. Research publications in peer-reviewed journals will fulfill the research dissemination requirement. Alternatively, a presentation of a paper session, poster session, or symposium at a conference, where the student is the first author of the work, will also fulfill the research dissemination requirement, as long as the proposal is peer-reviewed and that the scientific committee that reviews submissions includes doctoral-level psychologists. This will cover international, national, statewide, and local conferences. Proof of acceptance 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 or not said conference is appropriate, (and if deemed appropriate will be included on a list for future students to see).
3. If a student does not present at one of these approved conferences, she or he may do a research-based presentation/poster at a research event sponsored by the College of Psychology or other college or academic unit of NSU with prior approval by the DAA and/or his/her designee. This may be research that has, as its basis, a CCE, or a directed study. A student may also complete a presentation at a public, professional event (e.g., grand rounds, colloquium, community presentation) with prior approval by the DAA and/or his/her designee to meet this competency requirement. For presentations/posters at an NSU-sponsored event or at a public professional event, a faculty member or a licensed psychologist serving as the student's supervisor must complete the Research Dissemination Rubric (Appendix IV), and five (5) out of the six (6) elements on the rubric must be met.

## **Independent Study**

While not a program requirement, Psy.D. students interested in conducting additional research may do so by enrolling in Independent Study with the written consent of the proposed faculty advisor. Students must submit a signed prospectus form with a description of the proposed research to the Office of Academic Affairs.

## **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 <http://www.nova.edu/irb/index.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/directed study 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*).

**Guidelines Regarding Research Advisor Authorship.** Please refer to the American Psychological Association *A Graduate Student's Guide to Determining Authorship Credit and Authorship Order* <http://www.apa.org/science/leadership/students/authorship-paper.pdf> and to the APA Science Student Council webpage *Tips for Determining Authorship Credit* <http://www.apa.org/science/leadership/students/authorship-paper.aspx>

## 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 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 **“IP”** (in 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 Directed Study in which a student continues to demonstrate progress toward the completion of said requirement.

A grade of **“I”** (incomplete) indicates that the student has not completed some of the course requirements during the scheduled time and the instructor has given additional time to do so. An **“T”** grade is not routinely assigned in courses. An **“T”** 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:

1. The requirements to be completed by the student to remove the incomplete.
2. 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.
3. The grade that the student will receive if the incomplete is not satisfied by the conclusion of the specified time period.

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.

A student will not be permitted to register for a sequential course 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 Directed Study 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, at the end of a practicum year, upon submission of the Directed Study, at the defense of the Clinical Competency Exam, 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 Directed Study 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 will not 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 III. 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.

### **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, and the course must be repeated. 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 Director of Academic Affairs 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 p. 84) for a determination of his/her fitness to continue doctoral training. Appendix III 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 a designated 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 assigned mentors, 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, the 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 1<sup>st</sup> 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 Standing 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 (d) 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>).

### **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.**

## **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 graduates of the program will eventually serve. Students will be evaluated on an ongoing basis, including in courses, practicum, field experience, 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, 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>), 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](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 the 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 Standing 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 Standing 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.

## Academic Regulations and Information

### Calendar and Classes

**Academic Year.** The academic calendar is outlined at the beginning of this handbook. The academic year of the Psy.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 Holidays.** Please refer to the College of Psychology Catalog within the College's general student resources webpage (<https://psychology.nova.edu/students/current-students.html>).

### 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 Psy.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.**

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.

**Leave of Absence.** A Leave of Absence (LOA) is a university-approved temporary period of time during which the student is not enrolled, but is not considered withdrawn from the university.

Students must apply in writing for a leave of absence to the Director of Academic Affairs and/or Director of Clinical Training. A one-year leave of absence will be granted at a student's request. A second year leave of absence will be granted only for extraordinary circumstances. Additional leaves of absence will be granted only while securing an internship. 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 may impact a student's financial aid status. Students should discuss the impact of such a request with the office of financial aid.

**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 6 credits of course work (including independent study) 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.

**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.

### **Advising**

**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 Mentors.** Early in the fall semester first year students will have an opportunity to learn about faculty professional interests and initiatives (including clinical, research and advocacy interests). Students then will select a faculty member by following the steps described below:

- By November 1<sup>st</sup> of their first year, PsyD students should have successfully selected a faculty mentor by speaking to that faculty member.
  - If the faculty agrees and is available, he/she will let Academic Affairs know that the student should be added to their “roster of mentees.”
  - If a student approaches a faculty member whose “roster of mentees” is full, they will inform student that they have no slots and the student may seek other potential mentors.
  - Incoming students who enter the Neuropsychology and Forensic concentrations during their first year will be assigned a mentor in their concentration, and do not need to seek out another.
- Students who have not been able to find/select a mentor by November 1<sup>st</sup>, will be asked to write a one-page essay about what they hope to find in a mentor. This will be submitted to Academic Affairs, who will assign a mentor to the student before the end of the Fall semester. Academic Affairs will make assignments based on faculty availability and, to the extent possible, the trainee’s noted interests in their essay.
- Students submitting their Directed Study prospectus (the summer following their Second Year) may choose to switch their mentor to their directed study first reader. This will depend on that faculty members’ approval and subsequent notification to Academic Affairs to update their “roster of mentees.”
- The complete list of assigned mentors and trainees will be reviewed in the first faculty meeting of the winter semester each year and finalized by the faculty.
- Mentors and trainees meet at least twice each year.
  - One of these meetings must be an individual meeting to complete the Annual Review and Individual Development Plan (see Appendix V for Individual Development Plan).
  - The other meeting may include discussion of progress on initial goals, discussion of relevant upcoming opportunities (e.g., conferences, funding opportunities), career guidance/support, discussion of self-care needs, preparation for internship, and other topics of relevance to the student’s professional goals.

### **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.

## 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 or (800) 541-6682 (NOVA), Ext. 25726.

Students receiving financial aid will be required to pay tuition and registration fees in accordance with the policies of the Office of Student Financial Assistance.

Doctoral tuition for 2019-2020 will be charged at the rate of \$1,160 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	\$1,160 per credit hour
Application Fee	\$ 50 (non-refundable)
Registration Fee	\$ 30 per semester
Late Payment Penalty	\$100 per semester
Student Service Fee	\$500 per semester (4 or more credits) \$250 per semester (under 4 credits)
Textbooks and Supplies	\$1,100 (approximate cost per semester)
Degree Application Fee	\$100
Transcript Fee	\$ 10 per transcript
Student Health Insurance	\$959 for August 1, 2019 thru December 31, 2019; \$1336 for January 1, 2020 thru July 31, 2020; \$2295 total amount charged for August 1, 2019 thru July 31, 2020 (fees subject to change)
Seat Deposit acceptance and	\$1,000 (nonrefundable, payable after credited toward first semester's tuition)
Professional Liability Insurance	\$ 10 per semester
Fingerprinting/Background Check	\$ determined by agency

The expenses outlined above are to be considered as very general estimates and may vary considerably, depending on individual circumstances. Some courses may require additional fees for laboratory and/or equipment (e.g., calculator, testing materials) and supplemental course materials. **Please note that all above fees are subject to change without notice.**

### **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 he or she 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.

### **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 candidate 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 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 July 20. Request for transfer credit for **ALL OTHER COURSES** must be made during the fall, before September 30.

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

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

The student must provide the Office of Academic Affairs with the syllabus and catalog description of courses for which transfer is sought. Faculty members evaluating transfer courses will consider the quality/rigor, currency, standardization, and fairness of the method of establishing the knowledge of courses being evaluated. Faculty members evaluating transfer courses may require the student to provide further documentation and supporting material such as class 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.

### **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>. A fee is required upon submission of the degree application form.

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. 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.

### **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.

## Nova Southeastern University Code of Student Conduct and Academic Responsibility

Nova Southeastern University's 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.

In particular, 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 inquiries 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 "Psy.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?App\\_mode=Display\\_Statute&URL=0400-0499/0490/0490.html](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=0400-0499/0490/0490.html)

### **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.

[www.nova.edu/student-handbook](http://www.nova.edu/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.

## **Student Rights & Responsibilities**

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.

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.
5. 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.

### **Policy on Grade Disputes**

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. Chair (final level of dispute)

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 WEBSTAR. The grade dispute should include a concise statement of the basis of the dispute 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.

### **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.

### **Other Policies and Information**

#### **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](http://www.nova.edu/irb/training.html). All IRB policies and procedures can be accessed at the IRB website: <http://www.nova.edu/irb/manual/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. Examples of studies falling into the different categories of reviews may be found on the IRB website here: [www.nova.edu/irb/review.html](http://www.nova.edu/irb/review.html). 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 <http://www.nova.edu/irb/index.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/>

### **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.

After approval from the Office of the Dean, students may post notices on the bulletin boards located in the first floor lounge, the student carrel area, 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.

**COLLEGE OF PSYCHOLOGY**  
**Department of Clinical and School Psychology Organization**

Karen S. Grosby, Ed.D.	Dean
John E. Lewis, Ph.D.	Chair, Department of Clinical and School Psychology
Ana I. Fins, Ph.D.	Director of Academic Affairs Clinical Psychology Doctoral Programs
Barbara Garcia-Lavin, Ph.D.	Director of Clinical Training Clinical Psychology Doctoral Programs
Ana Martinez, Psy.D.	Director of Clinical Services/Chief Psychologist Psychology Services Center
Sarah Valley-Gray, Psy.D.	Director of Continuing Education & Special Projects Director of Training, School Psychology Doctoral Program
Angela Waguespack, Ph.D.	Director, Specialist Program in School Psychology

**Full-Time Faculty**  
**Department of Clinical and School Psychology**  
**2019-2020**

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

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

**Ryan Black, Ph.D.**, Nova Southeastern University, assistant professor. Psychometrics, including Classical Test Theory and Modern Test Theories (e.g., Item Response Theory); linear and nonlinear mixed effects regression models; research design and methodology; assessment and treatment of serious and persistent mental illness; post-marketing surveillance of prescription opioid abuse.

**Paula Brochu, Ph.D.**, University of Western Ontario, Canada, associate professor. Prejudice, stereotyping, discrimination, and stigma from the perspectives of both the perceiver and the target, including the processes underlying the expression of prejudice, as well as the consequences of stigma on human functioning.

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

**Peter Caproni, Ph.D.**, Adelphi University, associate professor. Therapeutic/collaborative assessment; school-based consultation; psychological services within schools; emotional/behavioral issues with children and adolescents.

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

**Alexandru F. Cuc, Ph.D.**, New School University, associate professor. Cognitive psychology; conversational remembering; group dynamics; collective amnesia of traumatic events; autobiographical memories.

**Jennifer Davidtz, Ph.D.**, University of Massachusetts Amherst, associate professor and director, Psychology Services Center Internship Program. Community mental health; the treatment of long-term mental illness, borderline personality disorder, and complex trauma; countertransference and other intersubjective psychotherapy process phenomena; psychotherapy integration.

**Christian DeLucia, Ph.D.**, Arizona State University, associate professor. Emergence of problem behaviors during adolescence, with a particular emphasis on adolescent substance use and abuse; statistical methods for the analysis of longitudinal data; and methodological issues relevant for the design and analysis of psychosocial interventions.

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

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

**David Feldman, Ph.D.**, Gallaudet University, associate professor. Clinical and forensic psychology specializing with the deaf and hard-of-hearing; sexual offenders; competency; correctional psychology; psychology and the law; psychological evaluation and assessment; military psychology; psychology of leadership; combat and post-traumatic stress disorders.

**Ana Imia Fins, Ph.D.**, University of Miami, professor. Health psychology, behavioral sleep medicine; insomnia; effects of sleep on psychological and biological markers of health; effects of sleep disruption on firefighter health; chronic fatigue syndrome.

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

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

**Douglas Gibson, Psy.D., M.P.H., ABPP**, Nova Southeastern University, associate professor. Neuropsychology; concussion assessment and management; expert consulting and testimony; neurocognitive functioning and medical illness; resilience and health psychology; heart rate variability; National Security Psychology/Intelligence.

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

**Charles Golden, Ph.D., ABPP/ABCN,** University of Hawaii, professor. Neuropsychology of head injury, stroke, and multiple sclerosis; neuropsychological and personality assessment; rehabilitation and community reintegration following brain injury; neuropsychology in childhood and in school settings; learning disabilities; hyperactivity; general assessment.

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

**Tom Kennedy, Ph.D.,** University of Miami, associate professor. Neuropsychological assessments, behavioral medicine interventions, psychotherapy, group therapy, family therapy.

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

**John E. Lewis, Ph.D.,** Syracuse University, professor. Intercultural psychotherapy and assessment; counseling and psychotherapy with prison populations; educational and vocational assessment and counseling; school psychology; international perspectives.

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

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

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

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

**Bady Quintar, Ph.D., ABPP**, University of Kentucky, professor. Projective techniques; psychoanalytic psychotherapy; ego psychology; postdoctoral training.

**David Reitman, Ph.D.**, University of Mississippi, professor. Cross-setting (home and school) problems involving children and adolescents. Emphasis on disruptive behavior (i.e., attention deficit/hyperactivity disorder, oppositional defiant disorder, conduct disorder). Interventions are behaviorally-based, empirical, and focus on parent disciplinary practices, problem-solving, and skills building.

**Emily Salivar, Ph.D.**, University of Miami, assistant professor. Couple processes and intervention; treatment dissemination and cost-effectiveness; underserved populations; impact of trauma on relationship functioning

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

**Robert Seifer, Ph.D.**, Nova Southeastern University, associate professor. Sport psychology; psychological performance enhancement in athletes; Attention Deficit Hyperactivity Disorder; positive psychology; clinical practice in community mental health and private practice settings.

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

**Linda C. Sobell, Ph.D., ABPP**, University of California, Irvine, professor. Alcohol, tobacco, and other drug use disorders; cognitive-behavior therapy; research dissemination; assessment and treatment evaluation; natural recovery; motivational interventions; professional issues.

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

**Ashley Stripling, Ph.D.**, University of Florida, Gainesville, associate professor. Geropsychology, clinical training, research and advocacy, promotion of successful, healthy aging through advocacy and clinical interventions; understanding ageism, subjective aging, and the intersection of aging language and perceptions; combating ageist stereotypes.

**Lourdes Suarez-Morales, Ph.D.**, University of Missouri-Columbia, associate professor. Cultural factors in clinical research. Cognitive, environment, and cultural factors and their relationship to anxiety in youth.

**Kayla Gurak Thayer, Ph.D.,** University of Miami, assistant professor. Psychological treatment of severe psychopathology in adults during all phases of treatment; complex clinical presentations with psychiatric and medical comorbidities; recovery-oriented and evidence-based treatments; veteran and military populations; chronic and severe mental illness; culturally-informed treatments; improving patient mental health outcomes; sociocultural variables and other treatment-related beliefs and behaviors that impact attrition or premature dropout from treatment.

**Jessica Valenzuela, Ph.D.,** University of Miami, associate professor. Pediatric psychology; Disparities in child health outcomes and health care quality; Chronic illness prevention and disease management; Psychologists in medical settings; Community-based participatory research approaches and academic-community partnerships for health.

**Sarah Valley-Gray, Psy.D., ABPP,** Nova University, professor. Neuropsychological, psychological, and psychoeducational assessment; pediatric neuropsychological disorders; psychological services within the schools; infancy and child development (interaction with caregiver); issues of professional development including training and supervision.

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

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

### **Professors Emeriti**

**W. Joseph Burns, Ph.D., ABPP,** University of North Dakota. Lifespan developmental neuropsychology; developmental neuropsychology; neuropsychological effects of toxins, infections, and head injury in children; neuropsychiatric disorders in the elderly; pediatric neurorehabilitation.

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

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

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



**Edward R. Simco, Ph.D.**, Nova University. Applied and computational statistics; research design and evaluation; cluster analysis; psychometrics.

**Lenore Walker, Ed.D., ABPP**, Rutgers, State University of New Jersey. Forensic psychology; expert witness testimony; battered women syndrome; violence against women; family and interpersonal violence; sexual harassment; impact of trauma; post-traumatic stress disorder; feminist theory.

### **Full-Time Faculty from Other Departments and Colleges**

**Jonathan Banks, Ph.D.**, University of North Texas. Working memory, mind wandering, and attentional control.

**Matthew Collins, Ph.D.**, McMaster University. Language development and memory; body position/activity and cognitions and representation of language in the mind.

**Timothy Razza, Psy.D.**, Nova Southeastern University. Psychological assessment; evidence-based treatment of anxiety and disruptive behavior disorders in children and adolescents; assessment of suicide in children and adolescents; and stigma of mental illness.

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

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

### **Part-Time Core Faculty**

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

**Victor O. Wallen, Ph.D.**, Florida International University. Social welfare; cross-cultural understanding; substance abuse; individual and group therapy; family and marital therapy.

### **Clinical Faculty**

**Amy Ellis, Ph.D.**, Nova Southeastern University, Assistant Director of the Trauma Resolution & Integration Program. Trauma; PTSD.

**Maria Fimiani, Psy.D.**, Nova Southeastern University, Director of Internship Training for the South Florida Consortium Internship Program (SFCIP) and Psychology Services at Broward Health Medical Center (BHMC).

**Lisa Lashley, Psy.D.**, Nova Southeastern University, assistant clinical professor, Assistant

Director of the Neuropsychological Assessment Center.

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

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

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

**Adjunct Faculty  
2019-2020**

Stephanie Akl, Psy.D.  
Nova Southeastern University

Jessica Aleman, Psy.D.  
Nova Southeastern University

Benjamin Bachus, Psy.D.  
Nova Southeastern University

Michael Carifio, Ph.D.  
Auburn University

Sarah Cooper, Psy.D.  
Nova Southeastern University

Jessica Garcia, Ph.D., Psy.D.  
Nova Southeastern University

Silvia Garcia-Molinet, Psy.D.  
Carlos Albizu University

Efrain Gonzalez, Ph.D.  
Nova Southeastern University

Jonathan Hoffman, Ph.D.  
Hofstra University

Karin Lawson, Psy.D.  
Nova Southeastern University

Lauren Rachel Miller, Psy.D.  
Widener University Institute for Graduate  
Clinical Psychology

Toni Richardi, Psy.D.  
Nova Southeastern University

Scott Rosiere, Psy.D.  
Nova Southeastern University

Jessica Ruiz, Psy.D.  
Nova Southeastern University

Latoya Shakes-Malone, Ph.D.  
Boston College

Michael Simonds, Psy.D.  
Carlos Albizu University

Gabriel Sirkman, Ph.D.  
Yeshiva University

## Important Telephone Numbers

Dean's Office	Karen Grosby, Ed.D. .... (954) 262-5701 Dean's Office Assistant ..... (954) 262-5701
Department Chair	John Lewis, Ph.D. .... (954) 262-5729
Academic Affairs Office	Ana I. Fins, Ph.D. .... (954) 262-5897 Gita Neemar ..... (954) 262-5726
Clinical Training Office	Barbara Garcia Lavin, Ph.D. .... (954) 262-5749 Linda Sobell, Ph.D., ABPP ..... (954) 262-5811 Cavell Vassell ..... (954) 262-5749
Accounts Receivable	..... (954) 262-5200
Financial Aid	..... (954) 262-3380
Registrar's Office	..... (954) 262-7200 Degree Applications ..... (954) 262-7227 Grades ..... (954) 262-7227 International Students ..... (954) 262-7240 Veterans Affairs ..... (954) 262-7236 Transcripts ..... (954) 262-7228 Loan Deferrals ..... (954) 262-7251
Loan Disbursal	..... (954) 262-5200
Student Employment	..... (954) 262-5782
Testing Library	..... (954) 262-5940
Campus Bookstore	..... (954) 262-4750
Alvin Sherman Library, Research, and Information Technology	..... (954) 262-4601
Public Safety	..... (954) 262-8999

COLLEGE OF PSYCHOLOGY				REVISED 8/14/18			
FT & CLINICAL FACULTY	Phone	Email	Room	FACULTY (81 TOTAL)	Phone	Email	Room
Acevedo, Amarilis	25741	aa1011	1076	Shapiro, David	25705	shapirorod	2036
Argüelles-Borge, Soledad	25820	soledada	2054A	Shiget, Aya	28006	as1959	Prkr 245C
Banks, Jonathan	27965	jb2676	Prkr 241	Simco, Ed	25744	ed	2030A
Black, Ryan	25794	blackrya	2039	Sobell, Linda	25811	sobelll	1054
Boucher, Leanne	28469	lb1079	Prkr 223	Sobell, Mark	25747	sobellm	1061
Brochu, Paula	25870	pbrochu	1080	Starratt, Valerie	27674	vs311	Prkr 236
Burns, Myron	27914	myron.burns	Prkr 229	Sternglanz, Weylin	28177	sterngla	Prkr 240
Burns, W. Joe	25708	burns	2028A	Stripling, Ashley	25762	astripling	1027A
Campbell, Stephen	25759	stephcam	2067	Suarez-Morales, Lourdes	25813	suarezmorales	2078
Caproni, Peter	24447/25882	pc491	U Schl 127A/2077	Tartar, Jaime	28192	tartar	Prkr 231
Cash, Gene	25703	cralph	2063	ter Maat, Mercedes	25728	termaat	2079
Collins, Matt	28101	wc292	Prkr 222	Teixeira, Vanessa	45636	vteixeira	ORL 221G
Craddock, Travis	22868	teraddock	CCR 440	Thayer, Kayla	25880	kg119	1117
Cuc, Alexandru	25889	calex	2064	Thompson, Eric	25691	ethompson	2081A
Davidtz, Jennifer	25817	jdavidtz	1036	Thompson, Isabel	25602	ithompson	2034
De Lucia, Christian	25810	cdelucia	1081	Tomozawa, Yukari	25755	tomozawa	1100A
De Piano, Frank	23766	depiano	OC	Valenzuela, Jessica	25737	jv637	1028
Dorfman, William	25710	dorfman	1120	Valley-Gray, Sarah	25783	valleygr	2073
Dunagan, Mindy	25781	mdunagan	2048	Van Hasselt, Vincent	25752	vanhasse	1079
Ellis, Amy	25714	Amy.Ellis	1074	Voltaire, Michael	28190	mvoltair	Prkr 245A
Faust, Jan	25713	jfaust	1062	Waguespack, Angela	25719	waguespa	2070
Fernandez, Mercedes	27804	mf934	Prkr 242	Walker, Lenore	25724	walkerle	2030A
Fimiani, Maria	25689	mf245	1120	<b>RECRUITMENT/ADM</b>			<b>Phone Email Room</b>
Fins, Ana	25897	anaifins	2017	Arango, Marci (ADM)	23006	marango	2083
Formoso, Diana	25772	formoso	2068	Boros, Paula	25874	pb756	2014
Garcia-Lavin, Barbara	27917	garciala	2016	Gayle, Gregory	25903	ggayle1	2078A
Gold, Steven	25714	gold	1074	Guanche, Chris	27132	cguanche	MSC 2280
Golden, Charles	25715	goldench	1055	Hubbell, Jessica	25832	jhubbell	2010
Holschbah, Mary (Allie)	25899	mholschb	Prkr 228	Kalam, Sherene (ADM)	25721	kalamd	2083
Hillier, Donna (ABA)	27264	donnangu	MSC 2226	Noriega, Anthony	26902	anorieg0	MSC 2280
Iarussi, Melanie	25734	miarussi	2038	Perez, Carlos	25702	perez	MSC 2280
Jones, Kristen	25884	cunningh	1101	<b>CLINICAL PSYCHOLOGY</b>			<b>Phone Email Room</b>
Jungersen, Tara, Chair	25764	tj290	2040	Neemar, Gita	25726	gneemar	2015B
Kanzki-Veloso, Elda	52652/25804	veloso	Miami 127/2079	Vassell, Cavell	25749	cavell.vassell	2015A
Karl, Shannon	25725	shannon.karl	ORL 221D/2079	<b>MASTERS PROGRAMS</b>			<b>Phone Email Room</b>
Katell, Alan	25723	katell	2072	Levine, Brenda	25799	bl174	2077A
Kennedy, Thomas	25807	ktom	1057	Pompilius, Junine	25704	jp1443	2081
Karl, Shannon	25725	shannon.karl	ORL 221D/2079	<b>MASTERS PROGRAMS</b>			<b>Phone Email Room</b>
Katell, Alan	25723	katell	2072	Levine, Brenda	25799	bl174	2077A
Kennedy, Thomas	25807	ktom	1057	Pompilius, Junine	25704	jp1443	2081
Kibler, Jeffrey	25879	kibler	1072	Quesada, Nancy	25740	qnancy	2081
Lashley, Lisa	25886	lkohn	1111	Sokolowski, Connie	25709	cs1747	2081
Lewis, John, Chair	25729	lewis	2018	Stubbs, Natasha	25891	ns183	2081B
Ma, Mindy	27934	mmindy	Prkr 243	Zawoyaki, Pat	25720	zawoyaki	2081
Martinez, Ana	25831	anamarti	1037	<b>SCHOOL PSYCHOLOGY</b>			<b>Phone Email Room</b>
McKibben, Bradley	25847	wmckibben	2073A	O'Sullivan, Suzanne	25826	osulliva	2081
Menon, Madhavi	27988	madhavi	Prkr 239	<b>UNDERGRADUTE</b>			<b>Phone Email Room</b>
Messer, Steve	25792	sm1851	1073	Schenck, Regina	25757	rschenck	2014
Moragne, Timothy	25735	moragne	1075	<b>SUPPORT STAFF</b>			<b>Phone Email Room</b>
Munoz, James R.	28070	jm2701	Prkr 237	Allen, Bill (Finance)	25785	whallen	MSC 2259
Nierenberg, Barry	25732	nierenbe	1056	Berner, Kirk (Student Support)	25727	kirk	2023
Paro, Carly	25736	cparo1	2031	Coello, Yvette (Dean's Office)	25712	ycoello	2020
Poland, Scott	25881	spoland	1063	Consalvo, Toni (Finance)	27114	ctoni	MSC 2259
Powell, Patrick	25787	ppowell1	2060	Gaines, Doreen (Clinic)	25788	gainesde	1071
Quintar, Bady	25751	badyq	2066	Kriss, Marilyn (WP)	25763	krissm	2014
Razza, Timothy	28096	razzatim	Prkr 257	Lores, Diana	25761	diores	2029
Reitman, David	25717	reitmand	2035	Munoz, Lee (Student Support)	25803	mleonisa	2020
Salivar, Emily Georgia	25895	esalivar	1083A	Palmer, Stacy (WP)	25765	stacpalm	2020
Scheyd, Glenn, Chair	27991	scheydj	Prkr 226	Roman, Alma	24707	romanvel	2028
Schneider, Barry	25742	schneidb	1077	Sloane, Nathalie (Deval)	27123	nsloane	MSC 2235
Schnur, Leonard	25731	schnur	1102	Stokes, Marie (HR)	25782	mdstokes	2041
Seifer, Robert	25681	seiferro	1078				
Clinic Intake - 25823				<b>Maltz Computer Classroom Problems -</b>			
Help Desk - 24357				1. Call or see lab monitor in 2059, ext. 24954			
Maltz Room Reservations - 25763				2. Call Marilyn or Stacy at ext. 25763			
NSU Student Counseling - 27050				<b>Office Desktop and Canvas Problems -</b>			
Parker Classroom Technical Support - 24983				1. Create a ticket using the NSU Service Manager - Icon on your computer desktop			
Public Safety - 28999				2. Call ext. 20777 to have Statagic Support create a ticket for you			

## **Appendix I**

### **Psy.D. Program Aims and Competencies**

#### **Program Aims**

The overarching aim of the Psy.D. Clinical Psychology program is to prepare students to enter careers as health service psychologists concerned primarily with direct service delivery informed by the research base. Accordingly, we aim to train future Health Service psychologists who demonstrate a) an understanding of the breadth of scientific psychology through knowledge of the foundations of the discipline of psychology or the discipline-specific knowledge areas, including the history and systems of psychology, basic knowledge in scientific psychology, integrative knowledge in scientific psychology, and methods of inquiry and research; b) an understanding of the foundations of practice in health service psychology, including ethical and legal standards, individual and cultural diversity, professional values and attitudes, and communication and interpersonal skills; c) entry-level clinical skills and competencies necessary for effective work in practitioner informed by science roles, including assessment, intervention, supervision, and consultation; d) An understanding of and ability to apply research methods and statistics to inform professional practice. Students will develop proficiencies in the Profession-Wide Competencies and Discipline-Specific Knowledge areas outlined by the Standards of Accreditation (SoA) of the American Psychological Association (APA) through the lens of the practitioner-informed-by-science training model. These Profession-Wide Competencies and Discipline-Specific Knowledge areas are delineated below.

#### **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 areas.*

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

#### **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, PSY 1603 Systems of Psychotherapy).

**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 2112 Biological Bases of Behavior, PSY 2406 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 2809 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 1806 Intermediate Statistics).
- 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 2107 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.

<b>Competency:</b>	<i>(i) Research</i>	
<b>Elements associated with this competency</b>	<ul style="list-style-type: none"> <li>• Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.</li> <li>• Conduct research or other scholarly activities.</li> <li>• 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.</li> </ul>	
<b>Required training/experiential activities to meet each element</b>	<ul style="list-style-type: none"> <li>• Students are required to complete a capstone research project, the <b>Directed Study</b>, in order to demonstrate the substantially independent ability to formulate 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.</li> <li>• Students demonstrate they are able to conduct research and other scholarly activities by completing Article Critique Assignment in the <b>Research Design course (PSY 2809)</b></li> <li>• Students demonstrate ability to critically evaluate and disseminate research by engaging in research or scholarship at the local, regional, national, or international level.</li> </ul>	
<b>How outcomes are measured</b> for each training/experiential activity listed above	How outcomes are measured: <ul style="list-style-type: none"> <li>• Directed study final submission</li> <li>• PSY 2809 Article critique assignment</li> <li>• Proof of publication/presentation or Research Dissemination Rubric</li> </ul>	Evaluation tool: <ul style="list-style-type: none"> <li>• Directed Study rubrics</li> <li>• Rubric for Article Critique assignment located within the PSY 2809 course syllabus.</li> <li>• Proof of publication/presentation or Research Dissemination rubric.</li> </ul>
<b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above	<ul style="list-style-type: none"> <li>• Ratings of 3 or higher on all elements of the Directed study rubric</li> <li>• Total score of 80% or higher on PSY 2809 Article Critique assignment rubric</li> <li>• Proof of first-authorship in peer-review publication or conference or Ratings of “met expectations” on at minimum 5 out of the 6 items on the Research Dissemination rubric.</li> </ul>	



<b>Competency:</b>	<i>(ii) Ethical and legal standards</i>
<b>Elements associated with this competency</b>	<ul style="list-style-type: none"> <li>• Be knowledgeable of and act in accordance with each of the following: <ul style="list-style-type: none"> <li>○ the current version of the APA Ethical Principles of Psychologists and Code of Conduct;</li> <li>○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and</li> <li>○ Relevant professional standards and guidelines.</li> </ul> </li> <li>• Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.</li> <li>• Conduct self in an ethical manner in all professional activities.</li> </ul>
<b>Program-defined elements associated with this competency</b>	<ul style="list-style-type: none"> <li>• Understand ethical principles in research</li> </ul>
<b>Required training/experiential activities to meet each element</b>	<ul style="list-style-type: none"> <li>• Students: <ul style="list-style-type: none"> <li>○ 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 <b>Ethics and Professional Issues (PSY 1417)</b> course.</li> <li>○ 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 <b>Ethics and Legal Issues (PSY 1418)</b> course.</li> <li>○ 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 (<b>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</b>)</li> </ul> </li> <li>• Students recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas during practica (<b>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</b>)</li> <li>• Students conduct self in an ethical manner in all professional activities during practica (<b>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</b>)</li> <li>• Students become knowledgeable about research ethics in <b>PSY 1417</b> (previously PSY 1409), and demonstrate application of research ethics by taking the Human Subjects Research training offered by the Collaborative Institutional Training Initiative (CITI).</li> </ul>

<b>How outcomes are measured</b>	How outcomes are measured: <ul style="list-style-type: none"> <li>• PSY 1417 course grade, PSY 1418 course grade, and Performance on Ethical Legal Standards and Policy item 26 of practicum evaluation.</li> <li>• Performance on Ethical Legal Standards and Policy item 27 of practicum evaluation.</li> <li>• Performance on Ethical Legal Standards and Policy item 28 of practicum evaluation.</li> <li>• CITI Proficiency exam in PSY 1417</li> </ul>	Evaluation tool: <ul style="list-style-type: none"> <li>• Requirements detailed within Ethics and Professional Issues (PSY 1417) syllabus.</li> <li>• Assignments detailed within Ethics and Legal Issues course (PSY 1418) syllabus</li> <li>• Ethics items on Practicum Evaluation located Within practica syllabi</li> <li>• CITI Proficiency Certification as described within PSY 1417 syllabus</li> </ul>
<b>Minimum levels of achievement (MLAs)</b>	<ul style="list-style-type: none"> <li>• Grade of B- or higher on PSY 1417 course grade.</li> <li>• Grade of B- or higher on PSY 1418 course grade.</li> <li>• Ratings of B- or better on Ethical Legal Standards and Policy items (26-28) of Practicum Evaluation.</li> <li>• Score of 90 or better on CITI exam in order to pass PSY 1417.</li> </ul>	

<b>Competency:</b>	<i>(iii) Individual and cultural diversity</i>
<b>Elements associated with this competency</b>	<ul style="list-style-type: none"> <li>• An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.</li> <li>• 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.</li> <li>• The ability to integrate awareness and knowledge of individual and cultural differences (ICD) in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.</li> <li>• Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.</li> </ul>
<b>Required training/experiential activities to meet each element</b>	<ul style="list-style-type: none"> <li>• 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 <b>Diversity in Assessment and Intervention (PSY 1605)</b> course.</li> <li>• 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 <b>Diversity in Assessment and Intervention (PSY 1605)</b> course.</li> </ul>

	<ul style="list-style-type: none"> <li>The ability to integrate awareness and knowledge of individual and cultural differences (ICD) in the conduct of professional roles               <ol style="list-style-type: none"> <li>Students demonstrate ability to integrate awareness and knowledge of ICD in <b>clinical practice</b> during each practica (<b>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</b>).</li> <li>They demonstrate ability to integrate knowledge and awareness of ICD in <b>research</b> by taking and passing the Human Subjects Research training offered by the Collaborative Institutional Training Initiative (<b>CITI</b>).</li> </ol> </li> <li>Students demonstrate the ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their practica (<b>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</b>).</li> </ul>	
<b>How outcomes are measured</b>	How outcomes are measured: <ul style="list-style-type: none"> <li>PSY 1605 “Who am I” paper assignment.</li> <li>PSY 1605 Research Paper assignment.</li> <li>Performance on ICD items (items 22-25) of practicum evaluation and CITI Proficiency exam in PSY 1417.</li> </ul>	Evaluation tool: <ul style="list-style-type: none"> <li>“Who am I” paper rubric located within the PSY 1605 course syllabus</li> <li>Research Paper Assignment rubric located within the PSY 1605 course syllabus</li> <li>ICD items on Practicum Evaluation located within the practica syllabi and CITI Proficiency Certification detailed within the PSY 1417 course</li> </ul>
<b>Minimum levels of achievement (MLAs)</b>	<ul style="list-style-type: none"> <li>Total score of 80% or higher on PSY 1605 “Who am I” paper rubric.</li> <li>Total score of 80% or higher on PSY 1605 Research Paper assignment</li> <li>Ratings of B- or better on ICD items (items 22-24) of the Practicum Evaluation and Score of 90 or better on CITI exam in PSY 1417.</li> <li>Ratings of B- or better on ICD item (25) of the Practicum Evaluation.</li> </ul>	

<b>Competency:</b>	<i>(iv) Professional values, attitudes, and behaviors</i>
<b>Elements associated with this competency</b>	<ul style="list-style-type: none"> <li>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</li> <li>Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to</li> </ul>

	maintain and improve performance, well-being, and professional effectiveness. <ul style="list-style-type: none"> <li>• Actively seek and demonstrate openness and responsiveness to feedback and supervision.</li> <li>• Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.</li> </ul>	
<b>Required training/experiential activities to meet each element</b>	During <b>practicum</b> placements ( <b>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</b> ), <ul style="list-style-type: none"> <li>• 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.</li> <li>• Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.</li> <li>• Actively seek and demonstrate openness and responsiveness to feedback and supervision.</li> <li>• Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.</li> </ul> <p>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 <b>Advanced Professional Development (PSY 4499)</b>.</p>	
<b>How outcomes are measured</b>	How outcomes are measured: <ul style="list-style-type: none"> <li>• Professional values, attitudes, and behaviors items (6-14 &amp; 41) on the Practicum Evaluation form.</li> <li>• Course grade in PSY 4499</li> </ul>	Evaluation tool: <ul style="list-style-type: none"> <li>• Practicum Evaluation form</li> <li>• Requirements outlined within PSY 4499 Syllabus</li> </ul>
<b>Minimum levels of achievement (MLAs)</b>	<ul style="list-style-type: none"> <li>• Ratings of B- or better on Professional values, attitudes, and behaviors items (6-14 &amp; 41) of the Practicum Evaluation.</li> <li>• Grade of B- or better in PSY 4499</li> </ul>	
<b>Competency:</b>	<i>(v) Communications and interpersonal skills</i>	
<b>Elements associated with this competency</b>	<ul style="list-style-type: none"> <li>• Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.</li> <li>• Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.</li> <li>• Demonstrate effective interpersonal skills and the ability to manage difficult communication well.</li> </ul>	

<p><b>Required training/experiential activities to meet each element</b></p>	<ul style="list-style-type: none"> <li>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 <b>Pre-Practicum (PSY 1703)</b> course and during practica (<b>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</b>).</li> <li>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:               <ol style="list-style-type: none"> <li>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 <b>Pre-Practicum (PSY 1703)</b>.</li> <li>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 <b>Diagnostic Interviewing (PSY 1502)</b> course.</li> <li>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).</li> </ol> </li> <li>Students demonstrate effective interpersonal skills and the ability to manage difficult communication well during each <b>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)</b>.</li> </ul>	
<p><b>How outcomes are measured</b></p>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>Performance the SPICES assessment in Pre-Practicum (PSY 1703) and performance on Communication and Interpersonal skills item 15 on the Practicum Evaluation</li> <li>Performance the SPICES assessment in Pre-Practicum (PSY 1703), Performance on BPS report in Diagnostic Interviewing (PSY 1502),</li> </ul>	<p>Evaluation tool:</p> <ul style="list-style-type: none"> <li>SPICES tool within PSY 1703 syllabus</li> <li>Rubric for BPS Report assignment located within PSY 1502 syllabus</li> <li>Practicum Evaluation located within Practica Syllabi</li> </ul>

	<p>and Performance on Communication and Interpersonal skills items (17 &amp; 18) on the Practicum Evaluation.</p> <ul style="list-style-type: none"> <li>• Performance on Communication and Interpersonal skills items (19 &amp; 20) on the Practicum Evaluation.</li> </ul>	
<b>Minimum levels of achievement (MLAs)</b>	<ul style="list-style-type: none"> <li>• Score of 80% on SPICES tool and Ratings of B- or better on Communications and Interpersonal Skills item 15 of the Practicum Evaluation.</li> <li>• 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 (17 &amp; 18) of the Practicum Evaluation.</li> <li>• Ratings of B- or better on Communications and Interpersonal Skills items (19 &amp; 20) of the Practicum Evaluation.</li> </ul>	

<b>Competency:</b>	<i>(vi) Assessment</i>
<b>Elements associated with this competency</b>	<ul style="list-style-type: none"> <li>• Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.</li> <li>• Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).</li> <li>• Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Required training/experiential activities to meet each element</b>	<p>By completing the diagnostic vignette assignments in the <b>Adult Psychopathology (PSY 1403)</b> and <b>Child and Adolescent Psychopathology (PSY 1408)</b> courses, students will gain:</p> <ul style="list-style-type: none"> <li>• Knowledge of diagnostic classification systems functional and dysfunctional behaviors, including consideration of client strengths and psychopathology</li> </ul>

	<ul style="list-style-type: none"> <li>• Understanding of human behavior within its context (e.g., family, social, societal and cultural)</li> <li>• Ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.</li> </ul> <p>By completing a written assessment protocol in the <b>Behavioral Assessment (PSY 2509)</b> course, students will learn to:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>By completing the <b>PSY 1501 Assessment: Intelligence Testing with Lab</b> course, students will learn to:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>By completing written reports in the <b>Objective Personality Assessment (PSY 2507)</b>, <b>Projective Personality Assessment (PSY 2511)</b>, and <b>Integrated Report (PSY 3501)</b> courses, and by providing oral feedback from the written report in PSY 3501:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<b>How outcomes are measured</b>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• Performance on Diagnostic Vignette Assignments in Adult Psychopathology (PSY 1403) and Performance on Diagnostic Vignette Assignments in Child and Adolescent Psychopathology (PSY 1408)</li> <li>• Performance on Case Vignette Assessment Protocol Assignment in Behavioral Assessment (PSY 2509) course.</li> <li>• Course grade in PSY 1501.</li> <li>• Performance on 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 both Written and Oral</li> </ul>	<p>Evaluation tool:</p> <ul style="list-style-type: none"> <li>• Rubric for Diagnostic Vignette Assignment located within Adult Psychopathology (PSY 1403) course syllabus.</li> <li>• Rubric for Diagnostic Vignette Assignment located within Child and Adolescent Psychopathology (PSY 1408) course syllabus.</li> <li>• Requirements detailed within PSY 1501 course syllabus.</li> <li>• Rubric for Case Vignette Assessment Protocol Assignment located within Behavioral Assessment (PSY 2509) course syllabus.</li> <li>• Rubric for Objective Personality Assessment Report located within PSY 2507 course syllabus.</li> <li>• Rubric for Projective Personality Assessment</li> </ul>

	portions of Full Battery assessment assignment in the Integrated Report (PSY 3501) course.	<p>Report located within PSY 2511 course syllabus.</p> <ul style="list-style-type: none"> <li>Rubric for Full Battery assessment assignment located within the Integrated Report (PSY 3501) course syllabus.</li> </ul>
<b>Minimum levels of achievement (MLAs)</b>	<ul style="list-style-type: none"> <li>Total score of 80% or higher on PSY 1403 diagnostic case Vignette assignment rubric</li> <li>Total score of 80% or higher on PSY 1408 diagnostic case vignette assignment rubric.</li> <li>Total score of 80% or higher on PSY 2509 Case Vignette Assessment Protocol assignment rubric.</li> <li>Grade of B- or better on PSY 1501.</li> <li>Total score of 80% or higher on PSY 2507 Objective Personality Assessment Testing Report rubric.</li> <li>Total score of 80% or higher on PSY 2511 Projective Personality Assessment Testing Report rubric.</li> <li>Total score of 80% or higher on both Written and Oral portions of the Full Battery Assessment assignment rubric in PSY 3501 Integrated Report.</li> </ul>	

<b>Competency:</b>	<i>(vii) Intervention</i>
<b>Elements associated with this competency</b>	<ul style="list-style-type: none"> <li>Establish and maintain effective relationships with the recipients of psychological services.</li> <li>Develop evidence-based intervention plans specific to the service delivery goals.</li> <li>Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</li> <li>Demonstrate the ability to apply the relevant research literature to clinical decision making.</li> <li>Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.</li> <li>Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.</li> </ul>
<b>Required training/experiential activities to meet each element</b>	<ul style="list-style-type: none"> <li>Students learn to establish and maintain effective relationships with the recipients of psychological services during each practica (<b>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</b>).</li> <li>Students learn to develop evidence-based intervention plans specific to the service delivery goals by: <ul style="list-style-type: none"> <li>(a) completing the <b>Case Conceptualization (PSY 2606)</b> course;</li> <li>(b) completing the Mock Treatment Plan assignment within the <b>Child and Adolescent Intervention (PSY 2604)</b> course; and</li> <li>(c) during each practica (<b>PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer</b></li> </ul> </li> </ul>



	<p><b>Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)</b></p> <ul style="list-style-type: none"> <li>Students learn to implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables by           <ul style="list-style-type: none"> <li>(a) completing the Intervention Strategies Presentation and Role Play assignment in <b>Adult Intervention (PSY 1610)</b> course;</li> <li>(b) passing the <b>PSY 4607 Group Theory/Processes</b> course; and</li> <li>(c) during each practica (<b>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</b>).</li> </ul> </li> <li>Students learn to demonstrate the ability to apply the relevant research literature to clinical decision making:           <ul style="list-style-type: none"> <li>(a) by completing the Systems and Family Therapy Paper Assignment in the <b>Systems/Family Therapy (PSY 2602)</b> course.</li> <li>(d) during each practica (<b>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</b>).</li> </ul> </li> <li>Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking during each practica (<b>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</b>).</li> <li>Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation during each practica (<b>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</b>).</li> </ul> <p><b>**Students demonstrate all six of the above intervention competency elements indicative of readiness for internship by successfully passing the Clinical Competency Examination (CCE).***</b></p>	
<b>How outcomes are measured</b>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>Performance on Practicum Evaluation form item 16.</li> <li>Course grade on PSY 2606, performance on Evidence-based Intervention Plan Assignment in PSY 2604, and performance on Practicum Evaluation form item 34</li> </ul>	<p>Evaluation tool:</p> <ul style="list-style-type: none"> <li>Practicum Evaluation form</li> <li>Requirements detailed within PSY 2606 syllabus</li> <li>Rubric for Evidence-based Intervention Plan Assignment in PSY 2604.</li> <li>Rubric for Intervention Strategies</li> </ul>

	<ul style="list-style-type: none"> <li>• Performance on Intervention Strategies Presentation and Role Play Assignment in PSY 1610, course grade on PSY 4607 Group Theory/Processes course, and performance on Practicum Evaluation form item 35.</li> <li>• Performance on Systems and Family Therapy Paper Assignment in PSY 2602 and performance on Practicum Evaluation form item 36.</li> <li>• Performance on Practicum Evaluation form item 38.</li> <li>• Performance on Practicum Evaluation form item 39.</li> </ul> <p>***Performance on the CCE***</p>	<p>Presentation and Role Play Assignment in PSY 1610.</p> <ul style="list-style-type: none"> <li>• Requirements detailed within Syllabus for <b>PSY 4607 Group Theory/Processes</b> course</li> <li>• Rubric for Systems and Family Therapy Paper Assignment in PSY 2602.</li> <li>• CCE Rating Scale</li> </ul>
<b>Minimum levels of achievement (MLAs)</b>	<ul style="list-style-type: none"> <li>• Rating of B- or better on item 16 of the Practicum Evaluation.</li> <li>• 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 34 of the Practicum Evaluation.</li> <li>• Total score of 80% or higher on PSY 1610 Intervention Strategies Presentation and Role Play Assignment rubric, grade of B- or better in PSY 4607 Group Theory/Processes course, and rating of B- or better on item 35 of the Practicum Evaluation</li> <li>• Total score of 80% or higher on PSY 2602 Systems and Family Therapy Paper Assignment rubric and rating of B- or better on item 36 of the Practicum Evaluation.</li> <li>• Rating of B- or better on item 38 of the Practicum Evaluation.</li> <li>• Rating of B- or better on item 39 of the Practicum Evaluation.</li> </ul> <p>****Total score of 70% or higher on the CCE Rating Scale***</p>	

<b>Competency:</b>	<i>(viii) Supervision</i>
<b>Elements associated with this competency</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of supervision models and practices.</li> </ul>
<b>Program-defined elements associated with this competency</b>	<ul style="list-style-type: none"> <li>• Exhibits basic knowledge of and sensitivity to issues related to individual and cultural differences as they apply to the supervision process and relationships.</li> </ul>
<b>Required training/experiential activities to meet each element</b>	<ul style="list-style-type: none"> <li>• Students gain knowledge of supervision models and practices by completing the <b>Consultation and Supervision (PSY 4402; formerly PSY 3406)</b> course, and they will demonstrate requisite knowledge on the</li> </ul>

	Supervision Exam in this course. <ul style="list-style-type: none"> <li>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 (<b>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</b>).</li> </ul>	
<b>How outcomes are measured</b>	How outcomes are measured: <ul style="list-style-type: none"> <li>Performance on Supervision Exam in PSY 3406.</li> <li>Performance on supervision and ICD item 42 of Practicum evaluation.</li> </ul>	Evaluation tool: <ul style="list-style-type: none"> <li>Supervision Exam detailed within PSY 3406 Syllabus</li> <li>Supervision and ICD item of Practicum Evaluation located within practica syllabi</li> </ul>
<b>Minimum levels of achievement (MLAs)</b>	<ul style="list-style-type: none"> <li>Grade of B- or better on the Supervision Exam in PSY 3406.</li> <li>Rating of B- or better on supervision and ICD item 42 of the Practicum Evaluation form.</li> </ul>	

<b>Competency:</b>	<i>(ix) Consultation and interprofessional/interdisciplinary skills</i>	
<b>Elements associated with this competency</b>	<ul style="list-style-type: none"> <li>Demonstrate knowledge and respect for the roles and perspectives of other professions.</li> <li>Demonstrates knowledge of consultation models and practices.</li> </ul>	
<b>Required training/experiential activities to meet each element</b>	By completing and passing the consultation examination within the <b>Consultation and Supervision (PSY 4402; formerly PSY 3406)</b> course, students will: <ul style="list-style-type: none"> <li>demonstrate knowledge and respect for the roles and perspectives of other professions, and</li> <li>demonstrate knowledge of consultation models and practices.</li> </ul>	
<b>How outcomes are measured</b>	How outcomes are measured: <ul style="list-style-type: none"> <li>Performance on Consultation Exam in PSY 3406.</li> </ul>	Evaluation tool: <ul style="list-style-type: none"> <li>Consultation Exam detailed within PSY 3406 syllabus</li> </ul>
<b>Minimum levels of achievement (MLAs)</b>	<ul style="list-style-type: none"> <li>Grade of B- or better on the Consultation Exam in PSY 3406.</li> </ul>	

Appendix II  
Directed Study Guidelines

# Directed Study Guidelines

**NSU**

Florida

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College of Psychology

**NOVA SOUTHEASTERN  
UNIVERSITY**

**August 2018**

## **I. INITIATING THE DIRECTED STUDY PROCESS**

Every Psy.D. student is required to successfully complete a Directed Study research project, which contributes to his/her preparation to be a critical research consumer to inform professional practice. It is not intended to demonstrate the student's competency at independently initiating and conducting research. Psy.D. students are encouraged to become involved in faculty research early in their graduate career.

Before registering for the Directed Study, students are expected to be in good academic standing.

### **Goals and Objectives**

The directed study is the capstone research requirement for students in the Psy.D. Clinical program. In the model curriculum, it follows preparation in methods of data analysis and research design, and so is intended to be completed during the fall, winter and summer semesters preceding the student's fourth year of study. The primary objective of the Directed Study is to consolidate the student's preparation for identifying, critically reviewing and incorporating relevant aspects of the scientific knowledge base to advance his/her expertise in a substantive area of the profession. Hence, the program graduate is prepared to be a practitioner informed by science. As such, he/she can provide assessment, intervention and consultation services in a manner that reflects current knowledge and standards of the profession. Through the preparation of the directed study, students will demonstrate the ability to conduct scholarly activity and the substantially independent ability to formulate scholarly activities of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

### **Directed Study Committee**

The product of the Directed Study project is a scholarly paper that can take one of four forms. These forms include a) a critical literature review; b) an empirical study; c) a case study; or d) a treatment manual (see rubric for each in Appendix). The directed study is an independent project conducted under the direction/supervision of a two-member faculty committee: the primary faculty advisor (chair of the committee), and a second faculty member who serves as an advisor to the project (committee member). A prospectus form signed by the student, proposed committee chair and proposed committee member must be filed with the Office of Academic Affairs no later than noon on the last business day before the start of the fall semester of the academic year in which the directed study is to be completed. Failure to submit this signed prospectus as indicated will result in cancellation of the student's registration for Directed Study.

Unlike most course papers, the Directed Study project is completed through an iterative process. As such, the student is expected to meet regularly with the committee chair and member to outline the steps for the project, submit drafts of its various sections, and utilize feedback provided on these sections to further the work. This process will continue

until all competencies (as delineated in the rubrics) are met or until the final deadline date for completion of the directed study (i.e., July 1), whichever comes first. Because of this iterative process, it is strongly recommended that the student meet early in the fall semester with the faculty committee to plan for timely submissions of the component drafts and final project submission (as delineated in the prospectus). In instances where a student fails to attain all competencies by the final deadline date, the student will not be permitted to continue on to the internship application process.

The student should discuss first with the faculty Chair and then with the committee member procedures to be followed. Early discussions and drafts may involve only the faculty Chair. Once the faculty Chair has indicated preliminary approval, the student should submit the manuscript to the faculty member (and CC the Chair on the email). The student should ascertain expected turn-around times (which may vary with time of year) for each member of the committee to return drafts.

## **II. DEVELOPING AND WRITING THE DIRECTED STUDY**

The directed study document must be prepared in accordance with the most recently published APA style manual, and must be a minimum of 25 pages in length (excluding title page, abstract and references). A recommended timeline is presented on the prospectus form (see Appendix). Final documents are due no later than July 1. The committee may choose to adopt a longer page minimum and/or earlier submission deadlines of the final document. Such requirements are to be specified on the prospectus form. Students must submit one print copy of the final draft to each committee member by July 1 or by the earlier submission deadline noted previously on the prospectus.

The two committee members will evaluate the quality of the directed study utilizing rubrics that delineate competencies associated with each of the four project types (see Appendix). To successfully complete the directed study requirement, students will be required to receive ratings of “meets competencies” or “exceeds competencies” for all competencies listed on the corresponding rubrics. Students will be required to revise drafts accordingly until the ratings from both members of the committee reach the “meets” or “exceeds” criteria.

Should this iterative process of draft revision not be successful and a student fails to demonstrate competency attainment on the directed study (by receiving ratings less than 3 on any item of the directed study rubric by one or both committee members), a remediation committee (consisting of the Director of Academic Affairs and two other faculty members) will be assigned by the Office of Academic Affairs to develop a competency/directed study remediation plan to be implemented through the completion the directed study project (see College of Psychology Psy.D. Program in Clinical Psychology Handbook appendix for competency remediation plan form). Any such remediation plan will include deficiencies noted by the original faculty evaluators, steps to be implemented to effect the warranted remediation steps, and methods for evaluating the resubmitted project, if different from those used for the original project. The

remediation committee may recommend that the student continue working with the original faculty committee or may require that a new two-faculty committee be formed. To be eligible to apply for the doctoral internship, students must pass the Directed Study: Research (See PSY 5890 Directed Study: Research). This completion date is defined by the Office of Academic Affairs as July 1. A Research Completion form needs to be submitted as well (see Appendix).

### **III. WRITING THE DIRECTED STUDY**

The student must adhere to the following guidelines in preparing the completed Directed Study. 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 Directed Study is in the proper format. The guidelines in this document supersede those of the *Publication Manual* on a number of points, consistent with the Directed Study being a final publication.

#### **Title and Abstract**

The title of the Directed Study 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 an abstract is 350 words. 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 Directed Study (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 Directed Study. 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 Directed Study; if original materials are used, page numbers must be typed onto them.



## IV. TYPING THE DIRECTED STUDY

Aspects of format and style not covered in this guide are in the sixth 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 Directed Study 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 Directed Study 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 you can access the Writing Center for help and support at <http://www.nova.edu/wcc/index.html>

### Margins

- ▶ All pages of the Directed Study must have 1-inch margins.
- ▶ 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.
- ▶ 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 “<sup>th</sup>” in “5<sup>th</sup>”) 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 *permissible* in multiple-line table titles, table notes, figure captions, and text headings; however, consistency throughout the manuscript is required.

## Pagination

▶ 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

▶ 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.

## 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 Directed Study 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.

### **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.

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

### **Abstract**

► 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.

*(Example Title Page)*

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

**by**

**Jane Psychologist**

A Directed Study 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

2018

**SAMPLE ABSTRACT**

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

**by**

**Jane Psychologist**

Nova Southeastern University

**ABSTRACT**  
(Maximum 350 words)

### 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 Directed Study 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 Directed Study, I have acknowledged the author's ideas by citing them in the required style.

Where another author's words have been presented in this Directed Study, 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 Directed Study manuscript.

---

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

---

Date >*above the line, type the date, e.g., May 15, 2018*

## **Directed Study Forms**



## Directed Study Prospectus

Student **MUST** present this completed form to the Academic Affairs office by September 1. All subsequent registrations must fall under this prospectus.

Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please indicate project type (by placing a check next to relevant type):

\_\_\_\_\_ Literature review  
\_\_\_\_\_ Case study  
\_\_\_\_\_ Empirical study  
\_\_\_\_\_ Treatment manual  
\_\_\_\_\_ Other (please describe below)

**Note:** Please indicate whether student will be required to follow the resource documents referenced in the student handbook.

\_\_\_\_\_ Resource documents will be followed

**Note:** If you will be the principal investigator of a study involving the participation of human subjects, you must secure IRB approval prior to beginning your study. Check below as needed.

\_\_\_\_\_ I will be the principal investigator of a study involving human subjects and acknowledge that I am responsible for securing IRB approval by signing below.

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Below is a recommended time-line that can be modified by faculty advisor. The only fixed dates are the prospectus form completion date of the last business day before the start of the fall semester and the final submission date of July 1. These dates are fixed in that they cannot be delayed. Time line can be altered by faculty to include **earlier** due dates, however.

Task	Recommended due date	Faculty approved due date (if different)
<b>Prospectus form completion</b>	<b>Last business day before start of fall semester</b>	
General outline approved by committee	October 1	
First draft submitted to committee	January 15	
Second draft submitted to committee	March 1	
Third draft submitted to committee	April 15	
Final draft submitted to committee	June 15	
<b>Final document due</b>	<b>July 1</b>	

Please sign below indicating your acknowledgement of the specifications set forth in this prospectus.

\_\_\_\_\_  
Student (print)

\_\_\_\_\_  
Signature                      Date

\_\_\_\_\_  
Committee chair (print)

\_\_\_\_\_  
Signature                      Date

\_\_\_\_\_  
Committee member (print)

\_\_\_\_\_  
Signature                      Date

## **RESEARCH COMPLETION FORM**

An abstract of the Directed Study, Major Paper, or Dissertation must be attached to this form. A complete copy of the Directed Study & Major Paper are also required. Bound copies are required for the Dissertation (see Dissertation Guidelines).

**Student Name:** \_\_\_\_\_  
*Please Print*

**NSU ID Number:** \_\_\_\_\_

**Date of Final Approval:** \_\_\_\_\_

**has completed:**

**Psy.D. Directed Study** \_\_\_\_\_

**PhD. Major Paper** \_\_\_\_\_

**PhD. Dissertation** \_\_\_\_\_

\_\_\_\_\_  
**Faculty Name (*First Reader*)**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Faculty Name (*Second Reader*)**

\_\_\_\_\_  
**Signature**

**Please print title of Directed Study, Major Paper, or Dissertation below:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Return this form with attached abstract to the Academic Affairs Office*

**Directed Study (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.	
Use of Principal /Primary Readings	Used numerous principal readings in the topic area in an accurate and appropriate fashion.	Used more than 5 principal readings in the topic area, appropriately.	Used 5 or fewer principal readings or inappropriately used principal readings in topic area.	Did not use or inappropriately used principal readings.	
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					

### Directed Study (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					

### Directed Study (Case 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
Case Study Format	The rationale for the case example(s), assessments, and outcome measures, is clearly presented. The paper uses methods for assessing treatment outcomes that are appropriate for the case and conceptual framework.	A rationale for the case example(s), assessments, and outcome measures, is presented but is not as clear as would be optimal. The paper uses methods for assessing treatment outcomes, but other measures may be more appropriate for the case.	The rationale for the case example(s), assessments, and outcome measures is not appropriate or of limited value. Methods for assessing treatment outcomes that are not appropriate, or this aspect is lacking in methodological rigor.	A rationale for the case example(s), assessments, and outcome measures is not evident. The paper does not attempt to present any assessment of treatment outcomes that are appropriate for the case.	
Literature review	The information presented was gathered using multiple recent research-based sources.	The information presented was gathered using multiple recent sources.	The information presented was gathered using a limited number of sources.	The information presented was gathered using non-peer reviewed articles or from a very limited number of sources.	
Use of Principal /Primary Readings	Accurately and appropriately used multiple principal readings in the topic area.	Used more than 5 principal readings in the topic area, appropriately.	Used 5 or fewer principal readings or inappropriately used principal readings in topic area.	Did not use or inappropriately used principal readings.	
Synthesis	The case study concludes with a strong summary or closing statement and clearly states what needs to be further explored. Succinct and precise conclusions based on the study and articles reviewed.	The case study provides concluding remarks that show that a critical analysis and synthesis of ideas took place. Some of the conclusions were not supported in the body of the report.	The case study provides weak concluding remarks. The conclusions are not supported by the body of the report.	There is no attempt to synthesize the information or to make a conclusion based on the case study and literature under review.	
Research Questions	Formation of question or questions are based on theory, previous research and stated in the form of a question or questions; questions are focused, clear, specific, and feasible.	Questions are based on theory and previous research; the questions are focused but not clear and not feasible.	Questions are based on prior research but are not clear.	Questions are not based on prior research and are not feasible.	
Methodology	The scope of the project is commensurate with a research consumer focus. The design is methodologically broad and data analysis sophisticated and appropriate. Conclusions are sound.	The design is basically sound and data analysis appropriate. Conclusions are sound.	The design has basic weaknesses and / or the data analysis is weak. Internal or external validity is weak. Conclusions may be weak.	The design is weak and / or the statistical analysis is inappropriate or inaccurate. Conclusions are not sound.	
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.	All needed citations were 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					

**Directed Study (Treatment Manual) 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
Treatment Manual	The treatment manual is of comparable quality to treatment manuals that are published and currently utilized in the field of clinical psychology.	The treatment manual is of good quality but may need additional material or revision to be at the level of treatment manuals that are published and currently utilized in the field of clinical psychology.	The treatment manual is of fair quality and would require significant additional material and revision to be at the level of treatment manuals that are published and currently utilized in the field of clinical psychology.	The treatment manual is of poor quality and would require significant additional material and revision to be at the level of treatment manuals that are published and currently utilized in the field of clinical psychology.	
Literature Review	The information presented was gathered using multiple, recent, research-based sources with a strong rationale and correspondence with the treatment manual.	The information presented was gathered using multiple, but limited, recent research-based sources. Good rationale and correspondence with the treatment manual.	The information presented was gathered using a limited number of sources. Lacks adequate depth, rationale, and correspondence with the treatment manual.	The information presented was gathered using a small number of non-peer reviewed sources. Poor depth, poor rationale if included, poor correspondence of literature with the treatment manual.	
Use of Principal /Primary Readings	Accurately and appropriately used multiple (more than five) principal readings in the topic area.	Used several (more than two) principal readings in the topic area, appropriately.	Used only one or two principal readings or inappropriately used principal readings in topic area.	Did not use any principal readings or inappropriately used principal readings.	
Synthesis	The manual reflects significant efforts to synthesize the available literature on best practices for the clinical problem(s) addressed.	The manual reflects some efforts to synthesize the available literature on best practices for the clinical problem addressed, but this aspect or the project is not optimal.	The manual reflects little effort to synthesize the available literature on best practices for the clinical problem addressed.	The manual does not reflect an effort to synthesize the available literature on best practices for the clinical problem addressed.	
APA Format	All needed citations were included in the manual. 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 were included in the manual. 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 manual and a corresponding references list were presented. Some formatting problems such as font, spacing and APA format exist.	Citations for statements included in the manual 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					

**Directed Study (Case Law Review) Rubric**

	Exceeds Expectations for Competency (4)	Meets Expectations for Competency (3)	Below Expectations for Competency (2)	Insufficient Material to Evaluate Competency (1)	Score
Literature Base	Exhaustive review of relevant case law – Clear statement of legal and psychological issues	Case review sound but not exhaustive. Statement of sources not clear	Major gaps in case law presentation	Case law review unacceptable – Insufficient or inadequate review	
Written Structure	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	Types of cases and relevant psychological issues are clearly articulated	Cases and psychological issues not clearly related	Nature of cases and psychological concepts not well defined	No consideration of relevance of psychological and legal issues	
Conceptual Grounding	Well organized: Legal and psychological issues well defined	Looser organization – Legal and psychological issues not clear	Conceptual framework not described or justified	No definite conceptual framework	
Integrative Synthesis	Legal and psychological issues integrated comprehensively	Legal and psychological issues adequately but not comprehensively integrated	Very limited integration of psychological and legal issues	No apparent integration of legal and psychological issues	
Format	All citations included; end of text references match in text references; Proper APA or legal format	All citations included but some references do not match legal citations; Proper APA or legal format	Citations often do not match references; some formatting problems; APA or legal format show problems	Significant discrepancies between citations and references. Significant formatting problems.	
Total					



**Appendix III**  
**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

\_\_\_\_\_ Ethical and legal standards

\_\_\_\_\_ Individual and cultural diversity

\_\_\_\_\_ Professional values and attitudes

\_\_\_\_\_ Communication and interpersonal skills

\_\_\_\_\_ Assessment

\_\_\_\_\_ Intervention

\_\_\_\_\_ Supervision

\_\_\_\_\_ Consultation and interprofessional/  
interdisciplinary 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*).

_____ <b>Trainee Signature</b>	_____ <b>Date</b>
_____ <b>Faculty Signature</b>	_____ <b>Date</b>
_____ <b>Director of Clinical Training Signature or Director of Academic Affairs Signature</b>	_____ <b>Date</b>

**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.**

_____ <b>Print Name</b>	_____ <b>Signature</b>	_____ <b>Date</b>
_____ <b>Print Name</b>	_____ <b>Signature</b>	_____ <b>Date</b>
_____ <b>Print Name</b>	_____ <b>Signature</b>	_____ <b>Date</b>

## 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

Follow-up Meeting(s): \_\_\_\_\_ Date(s): \_\_\_\_\_

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*).

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**Trainee Signature**

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**Date**

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**Faculty Signature**

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**Date**

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**Training Director Signature**

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**Date**

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

# **Appendix IV** **Research Dissemination Rubric**

Student : \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

Element	Criterion for “target” rating	Not Met	Met
Expressive Skills	Communicates clearly using verbal and/or written skills (goes well beyond merely reading directly from poster or slides); holds the attention of the audience (actively engaging the audience would be exceeding expectation); integrates verbal/written skills with other teaching methods (e.g., PowerPoint presentation, videos, role-plays, figures and data displays for posters, etc.)		
Expressive Skills	Responds to the audience by accurately and completely responding to questions <i>and/or</i> modifying presentation style to meet the needs of the participants, <i>and/or</i> introduces innovation/creativity into research dissemination method.		
Evidence-based support	Clearly articulates support for poster/presentation point(s) from the literature (referencing at least 5 contemporary, peer-reviewed journal articles included in poster/presentation).		
Critical Evaluation	Demonstrates being a critical consumer of the research (e.g., presents both strengths and shortcomings of the literature reviewed and its corresponding methodology; discusses study design(s); describes how outcomes were measured, etc.).		
Individual and Cultural Diversity (ICD) - Awareness	Includes a discussion of generalizability of research to diverse populations.		
Synthesis	Provides a thorough enumeration of all relevant points regarding the research literature base for presentation and implications for future research and/or practice.		

Faculty reviewer (please print): \_\_\_\_\_

Signature: \_\_\_\_\_

*Students must submit signed form with a copy of the poster/presentation to the COP Office of Academic Affairs.*

## **Appendix V**

### **Annual Review & Student Individual Development Plan (IDP) Student Instructions**

#### **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
  - Unofficial Transcript 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).
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, Measureable, 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 or PhD

Name of Mentor: \_\_\_\_\_

Year in Program: \_\_\_\_\_

#### **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:**

Strategies/Resources needed to achieve objective:

**2. Measurable Objective:**

Strategies/Resources needed to achieve objective:

List **Clinical Skills/Experience 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 **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 Service, Advocacy, Leadership, Self-Care, if applicable:

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1. Measurable Objective:

Strategies/Resources needed to achieve objective:

2. Measurable Objective:

Strategies/Resources needed to achieve objective:

**Faculty Mentor Comments on Individualized Development Plan:**

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Student Signature: \_\_\_\_\_

Date Reviewed: \_\_\_\_\_

Mentor Signature: \_\_\_\_\_

Date Reviewed: \_\_\_\_\_

Appendix VI  
**PROFESSIONAL BEHAVIOR CHECKLIST**

Name of Student: \_\_\_\_\_

**Policy**

*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**