

# **Center for Psychological Studies**

## **Master's Programs in Counseling**

### **Policies and Procedures Handbook**

2010-2011

\*Supplemental to Nova Southeastern University  
Policy and Procedure Handbook at

<http://www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf>

Website: [www.cps.nova.edu](http://www.cps.nova.edu)

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## **Nova Southeastern University**

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Nova Southeastern University is an independent, nonsectarian, fully accredited, coeducational university chartered by the state of Florida in 1964. It is located on the 300-acre main campus west of Fort Lauderdale, 10 miles inland from the Atlantic Ocean, and is easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional campuses are in North Miami Beach, and Port Everglades. Its 16 centers of study offer campus-based instruction from pre-kindergarten through grade 12, as well as undergraduate and graduate programs leading to degrees in education, law, psychology, marine biology, computer sciences, social sciences, business and public administration, osteopathic medicine, dental medicine, nursing, pharmacy, medical education, optometry, and allied health (physician assistant, occupational therapy, and physical therapy). As an acknowledged leader in field-based degree programs, NSU offers courses of study leading to the bachelors, masters, educational specialist, doctoral degrees in education, in business and public administration, in psychology, in the health professions, and in physical, social, and computer sciences.

From the beginning, the university has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving problems of immediate concern to mankind. The university's centers and programs share a common mission to educate students for leadership roles in a variety of professions. In the Nova Southeastern University educational continuum, pre-professional training begins as early as University School, continues through the college level and the various centers for professional studies, and culminates in the Institute for Learning in Retirement. Through the Nova Southeastern University education plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

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

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

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

## **University Mission Statement**

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high-quality educational programs of distinction from preschool through the professional and doctoral levels, as well as service to the community. Nova Southeastern prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The university fosters inquiry, research, and creative professional activity, by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.

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

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelors, masters, educational specialist, and doctoral degrees. The university is chartered by the State of Florida.

The Center for Psychological Studies' doctoral programs are accredited by the American Psychological Association (APA), 750 First Street NE, Washington, DC 20002-4242; Telephone number 202-336-5979. Additionally, the Center for Psychological Studies sponsors two predoctoral internship programs. The NSU Psychology Services Center Internship Program is accredited by the APA and the Consortium Internship Program is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The Specialist Degree Program in School Psychology, offered through the Center for Psychological Studies, is approved by the Florida Department of Education.

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

## Chancellor's Message

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In 1964, a progressive group of men and women united to establish an academic institution that would break new ground in educational excellence and community service. Through the years, the pioneering spirit of those founders has remained strong within the university. Today, Nova Southeastern University enters its 46th year of existence from a position of strength as the nation's seventh largest, not-for-profit, independent institution of higher education, with more than 127,000 alumni and more than 29,000 students enrolled in classes.

Since I began my tenure as president of Nova Southeastern University more than 12 years ago, through my recent appointment as Chancellor, we have remained steadfast in our goal: to continue to develop and refine quality educational programs that prepare students for leadership positions and the emerging challenges of the 21st century.

With the incredible personal attention and intimate class sizes of a small, private college, and the powerful academic resources of a well-rounded university, NSU helps students explore an almost limitless range of career paths. We offer more than 40 undergraduate programs, encompassing everything from arts and sciences, education, and the health professions to business.

NSU has always been an academic innovator. Our Dual Admission Program allows qualified students to reserve a seat in one of NSU's graduate schools while working on their undergraduate degrees. And our Honors Program provides a highly personalized and intensely engaging learning environment for NSU's best and brightest.

NSU's reputation was built on the strength of our graduate and professional programs. The university confers master's and doctoral degrees in a wide range of fields, and our graduate school facilities rank among the finest in the world.

This is an especially exciting time for our university, as many of the dreams and projects we have envisioned have become reality. In August 2007, The Commons, a new 525-bed residence hall opened its doors to undergraduate students. This year, the Rolling Hills Residence Hall, which houses students in our graduate and professional schools, became a reality in 2009.

The Don Taft University Center, which opened in 2006, is home to our NCAA Division II athletic teams; a wellness and fitness center for students to enjoy; NSU's student union and community center; and finally, the new Performing and Visual Arts Wing. This multi-use facility has redefined NSU's relationship with our students, distinguished faculty, the NSU administration and staff, and the South Florida community at-large.

The Alvin Sherman Library, Research, and Information Technology Center, a state-of-the art joint-use facility located on our campus, is Florida's largest library and recently celebrated its sixth anniversary. With its high-tech capabilities and its versatility as an educational, research-oriented, and cultural hub, this library has brought NSU and the community to a whole new level of excellence.

As an institution of higher learning, NSU strives to be a valuable part of the communities we serve. In addition to career-specific technical knowledge and skills, we work to instill the qualities of compassion, dedication to service, and commitment to community in all of our students.

Everyone associated with this university can take pride in the excellence we have achieved thus far and look forward to a very exciting future. While we have done so much so quickly, we are still young and growing. We continue to seek and implement ways to better ourselves every day. And we aim to surpass even our own high standards of excellence in academics, research, technology, and community service. Excellence is our standard.

Ray Ferrero, Jr., J.D.  
Chancellor

## Dean's Message

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The Center for Psychological Studies, organized in 1967, has distinguished itself nationally through its programs, which integrate training, research, and service. Conducting psychological research and providing assessment and treatment of psychological problems is one of the greatest challenges facing modern society. No other class of problems places greater demands on our wisdom and creativity, nor ramifies through more aspects of living, than those associated with the mind and behavior. The center rises to the challenge by providing a broad range of training in clinical services and research that spans the life cycle from childhood to old age. Always sensitive to the cultural nuances of behavior that are inherent in our multicultural society, the center's clients include individuals with everyday life problems as well as those suffering from serious psychological disturbances. In addition, specialized programs focus on clients experiencing psychological aspects of physical illness or neuropsychological difficulties, as well as those caught up in the legal system.

The center offers master's programs in mental health counseling, school counseling, counseling, and clinical psychopharmacology, a specialist (Psy.S.) program in school psychology, and two APA-accredited doctoral programs in clinical psychology. Continuing professional education is offered through its continuing education program series. The Psy.D. (doctor of psychology) provides greater emphasis on training professionals to do service, while the Ph.D. (doctor of philosophy) provides greater emphasis on applied research. The center trains students in its Psychology Services Center which serves children, adolescents, and adults through its outpatient programs and fourteen specialty clinical training programs. The center offers two predoctoral internship programs. Accredited by the American Psychological Association, the Psychology Services Center Internship Program offers doctoral candidates in psychology the opportunity to develop professionally, to enhance their ability to use scholarly research for informed practice, to develop proficiency in psychological assessment and psychotherapeutic intervention, and to acquire basic competence in the provision of supervision and consultation. In addition, CPS sponsors the Consortium Internship Program, which is a member in good standing of the Association of Psychology Postdoctoral and Internship Centers and provides interns with supervised clinical experiences in approved placements in the culturally diverse South Florida community.

An interdisciplinary masters program is made available through collaboration with other NSU centers. For those interested in criminal justice, a behavioral sciences track is offered in the university's Criminal Justice Institute.

In response to recent changes in the delivery of health care and the profession of psychology, the center has developed concentrations and tracks at the doctoral level. These concentrations and tracks are optional, are based on the existing Ph.D. and Psy.D. curriculum, and also require certain elective courses and practicum. Concentrations are offered in the following areas: Clinical Neuropsychology, Clinical Health Psychology, Psychology of Long-Term Mental Illness (which includes training in psychosocial rehabilitation and consultative psychopharmacology), Psychodynamic Psychology, and Clinical Forensic Psychology. Tracks are offered in Child, Adolescent and Family Psychology and Multicultural Psychology. Concentrations are open to Ph.D. and Psy.D. students with the proviso that Psy.D. students who enroll in Clinical Neuropsychology must take additional research course work. The Center, in collaboration with the NSU H. Wayne Huizenga School of Business and Entrepreneurship, offers its doctoral students the opportunity to obtain a master's in business administration (MBA) while they pursue their doctorate in clinical psychology.

We have also established institutes in the areas of trauma and victimization and cross cultural counseling. For a profession to advance there must be an active exchange between those providing services and those engaged in research. Research needs to be responsive to social and community needs; clinical services must reflect the advances put forth by research.

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

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



## Introduction to the Center for Psychological Studies

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The Center for Psychological Studies welcomes you to graduate study at Nova Southeastern University. First organized in 1967 as the Behavioral Sciences Center, the Center for Psychological Studies is concerned with graduate training, research, and service in psychology and counseling. You have been accepted in the Master's of Science in Counseling Program.

The center has many resources available to you during your training years. In addition to the faculty and your fellow graduate students, you will have access to libraries, computer labs, schools, clinics, and professional organizations. It is important that you remember, however, that the successful completion of your graduate training rests with you more than anyone else.

This *Policies and Procedures Handbook* was designed to familiarize you with the specific policies and procedures governing the MS in Counseling, Mental Health Counseling, and School Counseling programs. Knowledge of the contents of this handbook and of the *Center for Psychological Studies Catalog*, available at <http://cps.nova.edu>, is essential to ensure the smooth functioning of your graduate training. You are urged to read this handbook at the start of your program and to make frequent reference to it. **Ignorance of policies and procedures in this handbook 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, practica, or other requirements. Because these changes occur to improve the training of 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 (see also Reservation of Power). The Nova Southeastern University Student Handbook can be accessed at the website: <http://www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf>.

### CENTER PHILOSOPHY

The Center for Psychological Studies is committed to providing the highest quality educational experience to current and future psychologists and counseling professionals. It provides quality educational experience and training in psychology. It encourages the advancement of knowledge through research. Finally, it provides high-level psychological services to a variety of individuals with varying needs.

The center further provides for a variety of professional needs simultaneously. There is a strong commitment to the advancement of psychological knowledge. Faculty are active in their research pursuits. The clinical Ph.D. program provides training for doctoral candidates pursuing careers as applied researchers. Equally strong is the commitment to provide training for the practitioner-oriented psychologist. The Psy.D. program in clinical psychology provides quality training for doctoral candidates committed to the practice of psychology. In response to recent changes in the delivery of health care and the profession of psychology, the center has developed concentrations at the doctoral level. The school psychology specialist degree (Psy.S.) provides training for students intending to practice school psychology in a variety of school and school-related settings. The master's program in psychopharmacology provides practicing psychologists and advanced doctoral students with a knowledge base in psychopharmacology that will enable them to discuss medication requirements knowledgeably with their patient's physician. The master's programs in mental health counseling, school counseling and counseling provide quality training for individuals engaging in service delivery (under supervision) within agencies and schools. The center also provides educational experience for the professional community through the Continuing Education Program Series.

The center believes in the principle that each individual best serves both the profession of psychology and society as a whole through education if training encourages critical thinking, creative analysis, and an openness to new ideas and opinions. A wide range of points of view within psychology is represented as it relates to the breadth of societal needs.

## **ACADEMIC CALENDAR**

Please refer to the individual program section in this policy and procedure handbook for specific calendar dates. The academic calendar can also be found on the CPS website [www.cps.nova.edu](http://www.cps.nova.edu) for the most updated information.

## **ACADEMIC PROGRAMS**

### **Master of Science Counseling Programs**

**The master of science** counseling programs are designed to serve the training needs of practitioners who seek advanced training. Counselors work in diverse settings and their duties can vary greatly. Depending on their specialty, which is determined by the setting in which they work and the population they serve, counselors scope of practice may include work with children, adolescents, adults, or families that have multiple issues, such as mental health disorders and addiction, disability and employment needs, school problems or career counseling needs, and trauma. The counseling program is offered in a variety of formats to accommodate the working professional.

The master's degree in **Mental Health Counseling** (60 credit hours) provides education and training for those who will seek employment in such diverse settings as social agencies, mental health clinics, hospitals, personnel offices, and schools. This program is offered either on campus in a semester format or at one of the NSU Student Education Centers in a weekend format. Currently, there are field-based programs offered in Florida at Jacksonville, Miami, Orlando, Palm Beach, and Tampa.

The master's degree in **Counseling** (60 credit for the MHC concentration, 42 (BCaBA) or 48 (BCBA) for the ABA concentrations; 48 credit hours for the Substance Abuse Counseling concentration; or 60 credit hours for the Substance Abuse Counseling and Education concentration) offers individuals the opportunity to earn a counseling degree fully online. The Counseling program will develop the skills and leadership abilities of counselors who have a desire to provide, create and maintain high quality service delivery. Many graduates go on to seek licensure in Florida as mental health counselors.

The master's degree in **School Counseling** (48 credit hours) provides training to individuals seeking positions as professional school counselors in Pre-K to 12 grade school systems. The program is offered on the main campus and in Jacksonville, Miami, Orlando, Palm Beach, Tampa, in a weekend format.

The School Counseling program is approved by the Florida Department of Education (FLDOE). All requirements for certification in the Guidance and Counseling subject specialty will be fulfilled prior to degree conferral, including all curriculum and examination requirements.

### **Other Master of Science Programs**

The master's degree in **Clinical Psychopharmacology** was developed with the cooperation of the Florida Psychological Association and is modeled after the APA's Blue Ribbon Task Force recommendations adopted and approved by the APA in 1995. The goal of this program is to provide practicing psychologists and advanced clinical psychology doctoral students with a knowledge base in

psychopharmacology. Offered in a monthly format to accommodate distant participants, the program is a two year, 33-credit-hour curriculum. Classes meet ten times a year on weekends (Friday-Sunday) over a two-year period. The clinical portion of the program provides students with assessment and intervention experience in a practicum setting. Two hundred hours of clinical practicum plus supervision are required. Students must arrange their own practicum settings, which comply with and are approved by the practicum coordinator of the Clinical Psychopharmacology Program.

The master's degree in **Criminal Justice** is an interdisciplinary program offered through the Criminal Justice Institute. The program trains those interested in law enforcement and the justice system. The 36 credit-hour program prepares students through the core curriculum (12 credits) and allows for specialty training through various tracks. The Behavioral Science Track, offered through the Center for Psychological Studies, provides special knowledge in the area of psychology (15 credits). The program is designed to provide students with a solid background in the theoretical, historical, public policy, behavioral, and political perspectives related to criminal justice; a foundation in evaluation methods of criminal justice programming and an in-depth knowledge of the legal issues that govern criminal justice activities, including fundamental principles and concepts of criminal and civil law, rules of law and evidence, and state and constitutional laws and their development. The student will be introduced to the organizational structure, operation, administration, and management of the criminal justice system at the federal, state, and local level.

The Criminal Justice Institute also offers a master's degree in **Human Services in Child Protection** which provides competency-based child protective services instruction aimed at closing the gap between ground level on-the-job training and scientifically grounded best-practices. It develops the critical knowledge, values, and skills necessary for child protection professionals to respond effectively to complex problems confronting children and families in the child protective services system. The program prepares students through the core curriculum and allows for specialty training through various tracks. This facilitates choice for students and fosters the development of specialized expertise. Students complete the 42 credit hour program that includes core courses, specialty track, and research and electives courses. The Center for Psychological Studies offers the Psychological Foundations in Child Advocacy track.

For further information regarding these programs, please visit the NSU Criminal Justice Institute website: [www.cji.nova.edu](http://www.cji.nova.edu).

### **Specialist Program in School Psychology**

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

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

The program is designed to meet the National Association of School Psychologists (NASP) Standards for Training Programs in School Psychology, and to meet the current educational requirements for the Florida Department of Education (DOE) certification and for licensure as a school psychologist under Chapter 490, *Florida Statutes*. At this time the program is offered on the main campus, Jacksonville, Palm Beach, and Tampa.

## **Doctoral Programs in Clinical Psychology**

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

### **Concentrations/Tracks**

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

Concentrations include: Clinical Forensic Psychology, Clinical Health Psychology, Clinical Neuropsychology, Psychodynamic Psychology, and the Psychology of Long-Term Mental Illness. The Child, Adolescent & Family Psychology track requires students to participate in pre-practicum research, and clinical practica with core faculty. Students will complete 18 hours of specified coursework. The Multicultural/Diversity track requires students to participate in pre-practicum research, research, and clinical practica with core faculty. Students will complete 12 hours of specified coursework.

### **Joint Doctoral/MBA**

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

## **TRAINING PROGRAMS**

### **Institute of Trauma and Victimization**

The Institute of Trauma and Victimization (ITV) was founded to create a focus of interest in the area of trauma and victimization and to form a network for collaboration between students and colleagues from both within and outside of the center. The mission of the institute is to stimulate research and sponsor training and service delivery in the field of trauma and victimization, to develop and evaluate innovative interventions for those exposed to trauma, and establish links with relevant groups, organizations and colleagues in the local, national, and international community, and involving students in existing CPS trauma-related programs that share a three-fold mission:

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

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

The Southeast Institute for Cross-Cultural Counseling is committed to enhancing the cause of multiculturalism at the Center for Psychological Studies. It strives to promote a welcoming climate for ethnic minority students and for those mainstream students who are particularly interested in pursuing cross-cultural studies. Nontraditional methodologies in counseling and assessment specifically targeted for minority groups are introduced. Courses and in-service colloquia in the area of multiculturalism and cross-cultural counseling and psychotherapy are provided. The institute seeks to promote multicultural and international research. In addition, students are encouraged to initiate projects and dissertations that validate existing and newly constructed assessment methods with diverse populations.

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

Nova Southeastern University's Psychology Services Center Internship Program is accredited by the American Psychological Association. Each year interns are selected from a pool of the highest quality applicants to participate in supervised clinical experiences, training meetings, seminars, and research.

### **Consortium Internship Program**

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

### **Continuing Education Series**

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

The Center for Psychological Studies continuing education program is approved by the American Psychological Association; the State of Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling; and the State of Florida Board of Medical Therapies/Psychology

Office of School Psychology to offer continuing education. Attendance can be applied to State of Florida requirements for re-licensure and is often accepted by other state licensing boards.

### **Professional Development Institute**

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

### **RESEARCH**

In addition to training individuals to provide care and treatment for those with psychological problems, the center is equally committed to encouraging sophisticated applied research. The center is distinguished by its special commitment to clinical research geared toward understanding and resolving problems confronting modern society. In addition to ongoing faculty research, every doctoral student engages in research activities, thereby multiplying the efforts and expertise required to understand the complexities of psychological disorders. Areas of research in which the center is currently engaged include:

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

## **Computer/Statistical Lab**

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

## **CLINICAL SERVICES**

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

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

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

## **SPECIALTY CLINICAL TRAINING PROGRAMS**

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

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

**Adult Services Program.** Adult Services Program treatment providers are committed to working with individuals motivated to improve their level of functioning and mental health well being. Services available include individual and group psychotherapy as well as psychological assessments as it relates to treatment recommendations.

**Anxiety Research and Treatment Center.** This program is dedicated to increasing the understanding and treatment of anxiety disorders. The mission of this clinic is to provide state of the art treatments with proven effectiveness. Current treatment programs available at the ARTC focus on phobias, chronic worry, social anxiety, panic attacks, obsessions and compulsions. Treatment is designed for children, adolescents, and adults.

**Biofeedback and Health Psychology Center.** This program offers psychological evaluation, intervention, and consultation for the optimum management of an ongoing health related concern as well as for the optimum maintenance of a healthy lifestyle. Biofeedback and other health psychology interventions can be provided to assist individuals with the management of a chronic disease, headaches and other types of chronic pain, healthy eating and exercise, changing health compromising behaviors, coping with aversive medical/dental procedures, and overall health promotion. When indicated and with appropriate release of information, interaction with the clients' significant others and/or other health care providers can be encouraged. This program also offers EEG feedback for ADD and ADHD. Psychoeducational workshops will periodically be made available for clients to increase their skills for stress management, relaxation, mindfulness meditation, and/or assertive communication.

**Child, Adolescent, and Family Services Program.** Child, Adolescent, and Family Services Program treatment providers are committed to working together with children, adolescents, and their families toward the goal of improving their quality of life. Services include individual, group, play therapy, and psychological assessment, as well as parenting skills training. A comprehensive diagnostic and treatment approach is used to assist families with children ages 4 through 17 with varying emotional, cognitive, and/or behavioral difficulties.

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

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

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

**Healthy Lifestyle Guided Self-Change Program.** This program provides services to individuals who have alcohol, cocaine, or marijuana problems that are not severe. Smoking cessation services are also



available. Guided Self Change treatment is a motivational intervention involving an assessment, four sessions, and two aftercare contacts, with additional sessions available. This program is based on evidence showing that many persons meeting the above criteria prefer and are able to take responsibility for dealing effectively with their alcohol or drug abuse.

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

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

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

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

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

**School Psychology Assessment and Consultation Center.** This program offers comprehensive psychoeducational evaluations for school related academic, developmental, behavioral, and learning problems. These evaluations include: parent and child interviews, behavioral observations; formal test administration; psychoeducational reports; personal feedback to parents; and school consultation as appropriate.

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

# ACADEMIC REGULATIONS AND INFORMATION

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## CALENDAR AND CLASSES

### Academic Year

The academic year for students is divided into three 15-week semesters. Students are expected to register for classes at the designated time in accordance with procedures outlined in this text and in program literature unless they have an approved leave of absence (see section below on Student Enrollment).

Students are responsible for accessing and reviewing the academic calendar. Please refer to the CPS website at [www.cps.nova.edu](http://www.cps.nova.edu) for the most updated information.

### Attendance

Students are expected to attend all scheduled learning activities including classes, lectures, and seminars. Anticipated absences should be approved 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.

### Religious Holidays

It is the policy of the university to excuse, without penalty, absences due to religious observances and to allow the make-up of work missed. Special required out-of-class activities are ordinarily not scheduled on days of religious observances.

## STUDENT ENROLLMENT

All degree-seeking students are considered full-time students when they register for two or more courses per semester. This requirement is independent of the number of transfer credits the student may receive.

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

### Full-time Status

Students are considered to be full-time if they complete six credit hours each semester. A student on financial aid considering completing less than the scheduled credit hours in any given semester should discuss this with the Master's program office and the Office of Student Financial Services and Registration prior to the time of registration. It is the responsibility of the student to seek advisement of options available for completing the Master's Program.

### Leave of Absence

Matriculated students (degree candidates) who must interrupt their studies for an adequate reason such as illness may be granted a leave of absence. Students must apply in writing for a leave of absence to the Master's program office. If granted, the leave shall be for a stated period of time, not to exceed one year. Under normal circumstances students should apply for a leave of absence prior to registration for each semester. Time spent on an approved leave of absence is not charged against the five-year time limit requirement for completion of the program.

**ABA and Advanced ABA non-degree seeking students who must interrupt their studies for an adequate reason such as illness must inform the master's program office.**

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

### **Time Limit Requirements**

Students must complete their program within five years from the date of first enrollment. This means that students are expected to graduate with the master's degree within this time period. In the event that a matriculated student who has not completed all requirements within the five-year time limit, he or she must re-enroll in the Master's Program and:

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

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

### **Failure to Register**

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

### **ADVISING**

The center offers academic advisement to students. Advisers are accessible to students to assist with course planning and selections, appraisal of their academic standing, review of university policies and procedures, respond to individual circumstances, etc. A formal orientation program will be available to all students to familiarize them with the academic program and requirements, registration procedures, library information, student rights and responsibilities, etc. Students may meet with an adviser regularly during registration or at any time upon request.

All matters pertaining to a student's record, schedule of classes, leaves of absences, etc. should be directed to the Master's Program Administration on the main campus in Fort Lauderdale.

### **REGISTRATION**

All students are expected to be in continuous enrollment every semester until they receive their degree (see section on Student Enrollment). Arrangement with the comptroller regarding payment of tuition and fees is part of the registration process and registration is a prerequisite to class attendance.

ABA and Advanced ABA non-degree seeking students are expected to be in continuous registration until they complete track courses for BCBA/BCaBA certification.

### **Registration Policies and Procedures**

Students register directly on the university system: <http://webstar.nova.edu>. Personal Identification Numbers (PIN), used as a password to gain entry into the system, are assigned at the beginning of a student's enrollment. 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.

## Payment of Tuition and Fees

Arrangement with the Comptroller regarding payment of tuition and fees is part of the registration process and **registration is a prerequisite to class attendance**. Students who register late will be assessed a \$30 late registration fee. The academic calendar stipulates the last day for completing late registration.

## Tuition and Fees

Master's tuition for 2010–2011 will be charged at the rate of \$570 per credit hour. **(Students should anticipate an annual review of 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. Once a loan check is disbursed, students will be responsible for making all appropriate payments.

Tuition	\$570 per credit hour
Student Services Fee	\$250 per semester (for enrollment in 2 or more courses)
	\$125 per semester (for enrollment in 1 course)
Application Fee	\$ 50 (non-refundable)
Registration Fee	\$ 25 per semester
Late Registration Penalty	\$ 30 per semester
Late Payment Penalty	\$100 per semester
Textbooks	\$ 80-200 per course (approximate cost)
Practicum Fee	\$750 ( <b>ONLINE STUDENTS - ONE TIME FEE</b> )
Professional Liability Insurance	\$ 10 per semester
Fingerprinting/Background Checks	Fee determined by agency
Comprehensive Final Examination	No fee
Application for Degree Fee	\$ 75
Transcript Fee	\$ 5 per transcript

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. Students are provided NSU Email accounts at no charge. Students will need to make arrangements for Internet access and pay the corresponding fee.

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

## Professional Liability Insurance

All master's students are required to carry professional liability insurance through the university. Students are assessed a fee at the time of each registration. All students are required to abide by the ethical standards of the profession. Students will abide by the ethical standards of the profession as delineated in the American Counseling Association Publication, *Ethical Standards*, (<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>). In addition to complying with the policies and procedures of the Center for Psychological Studies, students must also follow all rules and regulations of the agency/school/district where his or her practicum and or internship will be completed.

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

## Refund Policy

Students have three working days from the date of signing an enrollment contract or financial agreement with the university to cancel the contract and receive a full refund of any tuition fees paid. Furthermore, a student shall receive a full refund of tuition fees paid by the student **prior** to the commencement of instruction if the student submits a written request to the institution within three working days of the payment. Refund schedules for tuition fees after the commencement of instruction may be found in the appropriate center or program catalogs.

Fees other than tuition are not refundable. Students who wish a tuition refund must notify the program office in writing of their request and their reason for withdrawal. Unless written notification is on file, students are assumed to be active participants and are responsible for tuition payments.

## 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.

## Full Semester Refund Schedule

**Fall:** For 100% refund: drop by Monday, August 23, 2010  
For 80% refund: drop by Tuesday, August 31, 2010  
For 60% refund: drop by Tuesday, September 7, 2010  
For 40% refund: drop by Tuesday, September 14, 2010  
For 20% refund: drop by Tuesday, September 21, 2010  
**LAST DAY TO WITHDRAW: November 5, 2010 (no refund)**

**Winter:** For 100% refund: drop by Monday, January 3, 2011  
For 80% refund: drop by Tuesday, January 11, 2011  
For 60% refund: drop by Tuesday, January 18, 2011  
For 40% refund: drop by Tuesday, January 25, 2011  
For 20% refund: drop by Tuesday, February 1, 2011  
**LAST DAY TO WITHDRAW: March 18, 2011 (no refund)**

**Summer:** For 100% refund: drop by Monday, May 16, 2011  
For 80% refund: drop by Tuesday, May 24, 2011  
For 60% refund: drop by Tuesday, May 31, 2011  
For 40% refund: drop by Tuesday, June 7, 2011  
For 20% refund: drop by Tuesday, June 14, 2011  
**LAST DAY TO WITHDRAW: July 29, 2011 (no refund)**

## Field-Based Refund Schedule

The following schedule applies to payments for each field-based class:

For 100% refund: withdrawal **prior** to the first weekend of class  
For 50% refund: withdrawal **prior** to the second weekend of class

Call the program office and/or notify the instructor concerning unanticipated withdrawals (e.g., sudden illness) or class absences. For advisement on withdrawals and refunds, contact the program office in Fort

Lauderdale.

## **Drop/Add**

The academic calendar outlines the dates and refund schedule for courses dropped or added. A course that is dropped within the time frame indicated on the academic calendar will not appear on the student's official transcript. Once a semester begins, Master's students must contact the program office to drop a course.

## **Withdrawal from a Course**

When the student withdraws from a course prior to the first class, the course is deleted from the student's record. A "W" grade is assigned when a student withdraws from a course after the last day to drop courses indicated on the academic calendar and **prior** to the eleventh (11<sup>th</sup>) week of class. After the start of the eleventh (11<sup>th</sup>) week of class, the student will be assigned a grade of "F"

## **Transfer of Credit**

All transfer credit must be awarded during the student's **first academic year in the Master's program**. Students requesting transfer of credit must submit a written request for transfer along with supporting documentation to the Master's program office. Sufficient documentation is required to allow for evaluation by the Office of Academic Affairs, including an official transcript from the institution where the course was taken and a course description as listed in the institution's catalog. Other documentation may be required, such as syllabi, course notes, or other material.

The number of transfer credits that will be credited towards graduation is six. Transfer of credits will be awarded when the course being evaluated meets all of the following criteria:

1. It is a graduate level course taken at an institution accredited as degree-granting by a recognized regional accrediting body for higher education at the time the course was completed. A graduate level course is defined as one that would be credited toward a master's degree at the institution where the course was taken. At minimum, this must be verified in the school's catalog or a letter from the chair of the department.
2. It is equivalent in content to a required course in the curriculum.
3. It was completed no longer than five years prior to the student's first enrollment in the program.
4. A grade of B or higher was received. A grade of P (Pass) or CR (Credit) or other such grades cannot be accepted as equivalent unless it can be officially verified as such.

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

Courses completed at other institutions after the student has enrolled in the Master's Program will be considered only if there has been prior approval by the Office of Academic Affairs. Typically, such transfer credit is granted only under special circumstances. Transfer credits are not taken into account when computing the student's grade point average.

**No transfer credit may be applied to practicum, internship or for portfolio-based experiential learning.**

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

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

school.

**IT IS THE STUDENT’S RESPONSIBILITY TO VERIFY WITH THE STATE OF FLORIDA DEPARTMENT OF EDUCATION, THAT COURSES TRANSFERRED ARE APPLICABLE TOWARD THE EDUCATIONAL REQUIREMENTS FOR FLORIDA CERTIFICATION IN SCHOOL COUNSELING (PK-12).**

### **PROVISIONAL ADMISSIONS**

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

### **GRADING POLICY**

The following policies apply to all academic programs in the Center for Psychological Studies. All degree programs in the Center for Psychological Studies assign grades to course work according to the following system:

<b>Grade</b>	<b>Achievement Rating</b>	<b>Quality Points</b>
A	Excellent	4
B	Satisfactory	3
C	Marginal Pass	2
F	Failure	0
P	Pass	–
I	Incomplete	–
PR	In Progress	–
W	Withdraw	–

In all courses, a grade of A, B, C, or F will be assigned based upon the individual instructor’s assessment and evaluation of the student’s work.

**Before the first class session, dropped courses will be deleted from a student’s record.** A grade of W is assigned when a student withdraws from a course after the “last day to drop courses,” indicated in the section on Withdrawal from Classes and before the 11<sup>th</sup> scheduled class. A grade of W will appear on the student's official transcript. Students failing to officially withdraw before the 11<sup>th</sup> scheduled class will be subject to grading as described in the course syllabus.

A “PR” (In Progress) grade indicates that clinical or research activities are ongoing. It is used for practicum and internship.

An “I” (Incomplete) indicates that the student has not completed the course requirements during the scheduled time and the instructor has given additional time to do so. An “I” grade is not routinely assigned in courses. An I grade is not assigned by faculty members when students fail to complete the 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 the student and submitted to the Master's Program Office. 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 upon 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 of I (Incomplete), C or F (Failure) has been received in a prerequisite course.

### **Policy for Grading Disputes**

Grade disputes shall be limited to concerns about the method(s) by which grades are determined. A student seeking to appeal a decision regarding a course grade and/or laboratory grade 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. Program Administrator
- c. Director of Academic Affairs
- d. Dean (final level of appeal)

A student seeking to resolve a grade problem or complaint 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 the grade was recorded in WEBSTAR. 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.

## **EVALUATION OF MASTER'S STUDENTS**

### **Core Performance Standards for Admission and Progress**

The standards required for admission keep in mind the safety and well being of clients whom its graduates will eventually serve in clinical situations. Candidates for the degree must possess with or without reasonable accommodation, multiple abilities and skills including intellectual, conceptual, integrative, and quantitative abilities; and intrapersonal, communication, behavioral, and personal attributes including empathy, emotional self-awareness, and emotional maturity.

Each student is evaluated on an ongoing basis while enrolled in the program, including during the practicum experience. In addition to course evaluations, matriculation and evaluation of readiness for practicum is coordinated by the Master's program office. The purpose of evaluation is to provide students with relevant feedback concerning their performance and to serve as a screening process in order to ensure high standards for the profession. Relevant information including practicum evaluations is coordinated through the program administration.



In addition to academic abilities and skills, students will be evaluated on an ongoing basis, including on the practicum experience, on intrapersonal, communication, behavioral, and personal attributes that are considered integral and necessary parts of professional functioning. Faculty will monitor these areas of functioning and may, identify problems in their students' functioning, provide constructive feedback to them, and require a remediation plan to address those difficulties.

While it is difficult to operationally define all characteristics associated with quality professionalism, students and faculty have targeted several observable behavioral categories that they consider to be an integral and necessary part of professional functioning. These broad areas include the following:

1. Academic Achievement
  - a. Academic standing as discussed in this handbook.
  - b. Ability to communicate orally and in writing.
  - c. Management of practicum experiences.
2. Responsible Behavior
  - a. Dependability in commitment (e.g., punctuality in attending classes, submitting papers and assignments, meeting with clients, etc.).
  - b. Accepts responsibility for own work.
  - c. Carries through and completes tasks.
  - d. Seeks needed guidance from appropriate sources.
3. Ethical Behavior
  - a. Abides by the ethical standards of the profession as delineated in the American Counseling Association Publication, *Ethical Standards*, (<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx> )
  - b. Abides by university requirements as outlined in this handbook and in other published university and center documents.
4. Intrapersonal Behavior
  - a. Displays mature and appropriate behavior.
  - b. Demonstrates ability to function independently.
  - c. Exhibits usual and customary judgment and discretion in both student and professional activities.
  - d. Presents a generally respectful and non-hostile attitude.
  - e. Participates in activities that are pursuant to professional development.
  - f. Develops intrinsic criteria to evaluate own performance.
5. Interpersonal Behavior
  - a. Cooperative with and respectful of others.
  - b. Ability to give, accept, and utilize constructive criticism.
  - c. Develops and maintains positive relationships with peers and faculty.
  - d. Develops satisfactory working relationships with supervisors and advisers.

## **STUDENT CONDUCT**

All students are expected to comply with the legal and ethical standards of this institution. Moreover, all counselors-in-training are expected to comply with the ethical codes and standards of practice of the profession/field of study. Academic dishonesty and/or non-academic misconduct will result in disciplinary action. Specific instances of misconduct include, but are not limited to, cheating, plagiarism, knowingly furnishing false information to the institution, and forging or altering institution documents and/or academic credentials.

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

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

## **PROFESSIONAL STANDING COMMITTEE**

The Professional Standing Committee of the Center for Psychological Studies is appointed by the Dean and serves in a variety of capacities related to the review of student professional standing matters. The committee consists of faculty, concentration adviser, 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 and behavioral problems serious enough to suggest interference with professional functioning (e.g., in relation to staff and faculty, other students in the program, and/or those in practicum and internship sites), 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 students can continue their education and function competently as professionals. Committee activities are designed to insure a process by which all relevant facts can be determined, including providing the student with full opportunity to present important information. Actions the committee may recommend to the Dean could include, but are not limited to, remediation, referral, warning or sanctions up to suspension or termination.

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

## **VETERAN'S ADMINISTRATION REQUIREMENTS**

### **Standards of Progress**

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

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

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

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

## **Grade/Progress Reports**

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

## **Credit for Prior Training**

Nova Southeastern University complies with federal regulations for veterans' training that it is mandatory for all veterans benefit recipients to report either prior education and/or training. A student receiving veterans' benefits that have previous post-secondary educational training/experience must request official transcript(s) be sent to the school. If the transcript has not been received prior to the end of the student's second term here at Nova Southeastern University, the student cannot be certified for veterans' benefits for the upcoming term. The student can be certified for veterans' benefits after the transcript has been received. The school will evaluate the student's previous training and/or experience and grant credit as appropriate. Should credit(s) be accepted and/or granted, the student's tuition and training time will be reduced proportionately, with the veteran and VA so notified.

## **DEGREE CONFERRAL**

Students who have completed all requirements for the master's degree must submit an online application for degree. **Forms are available via the Office of the University Registrar's website: <http://www.nova.edu/cwis/registrar/instructions.html>.** A fee is required upon submission of the degree application form.

Degree applications require approval by the Office of the Dean, University Comptroller, 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 month prior to the completion of their program.

## **GRADUATION**

Graduation exercises for Nova Southeastern University take place each summer. Eligibility to graduate is determined by having completed all requirements prior to the graduation date or by the end of the **summer** term. Students eligible to participate in graduation may contact the Office of the University Registrar for information about graduation ceremonies.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

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### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

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

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

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

## **Release of Student Information**

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

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

## **Deceased Student Records**

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

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

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

## **ETHICAL ISSUES IN THE MASTER'S PROGRAMS**

All students and graduates are expected to be knowledgeable about and conform to both the letter and spirit of the American School Counselor Association's *Ethical Standards for School Counselors* and the 2005 *Ethical Standards* as approved and adopted by the Executive Committee and Board of Directors of the American Counseling Association. In addition, students should review the *ACA Code of Ethics for Mental Health Counselors*. A copy of the full text of materials to which students and graduates are expected to conform will be made available in the course Ethical, Legal, and Professional Issues for Counselors. 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 Center for Psychological Studies any such event that occurs after filing their application. The Center for Psychological Studies 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 master's 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 "master's student", or some similar designation, after your name.
4. A student should guard against being in a position of having final clinical responsibility for clinical work. This is most important both ethically and legally.
5. When a student is in practicum, the student will verbally identify him/herself to his/her supervisor, the agency or school staff and each client and client's family as a graduate student "trainee" in mental health counseling or school counseling.
6. In Florida, new graduates are legally ineligible to represent themselves as "mental health counselor" or to offer or advertise independent services until the Florida license is awarded. Students should comply with the rules of their particular state.
7. Any academic, professional, or personal difficulty which results in action being taken by the master's program regarding a student will be brought to the attention of a program administrator. Depending upon the particular type of difficulty identified, a number of processes are available to the program administrator.
8. Florida students in the mental health counseling program should familiarize themselves with Chapter 491, *Florida Statutes*, the Florida State Law for licensure as a Mental Health Counselor. Florida students in the school counseling program should familiarize themselves with the Florida Department of Education guidelines for certifying school counselors. Students from other states should familiarize themselves with the laws of their state.

### **Dual Relationships between Faculty Members and Students**

While in principle the ACA and ASCA 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 and to enter into these with full awareness of their implications.

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 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 Center for Psychological Studies. 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 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 prior to becoming a student. In such cases, the Dean must approve the provision of psychological services to a student. Adjunct faculty members who expect no further instructional or supervisory relationship with a student may provide services without this reporting requirement.

### **No Direct Payment to Faculty**

Direct student payment to faculty for educational or professional services is not permissible. That is, no student is to make private arrangements to reimburse any faculty member for psychotherapy, tutoring, supervision, or other educational assistance. Students are encouraged to seek whatever educational help they need from faculty members and to seek professional services (such as psychotherapy) outside of the program.

## **STUDENT GRIEVANCES AND APPEALS**

The Center for Psychological Studies 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 examination reside within the expertise of faculty who are uniquely qualified by their training experience. Such evaluations and grades are the prerogative of the instructor and are not subject to formal appeal unless there is a numeric miscalculation or allegation of federally/state protected discrimination.

### **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 or designated administrator within 30 working days of its occurrence, where informal resolution will continue. Should the director of academic affairs or designated administrator 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 Center for Psychological Studies 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 should be referred to the center'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, which 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 to the Dean with justification, 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.
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 director within 5 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 director will return the appeal to the Appeals Committee for consideration consistent with the process described in this policies and 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.

### **REMEDATION POLICY**

A student receiving a grade of F in any course must repeat and successfully complete the course within one year (excluding leaves of absence). Both grades shall remain on the student's record and shall count toward an accumulation of below B grades; however, only the higher of the two grades will be counted toward the student's grade point average.

A grade lower than B in the following courses reflects inadequate performance and does not satisfy curriculum requirements:

Mental Health Counseling: PYCL 666 Case Conceptualization and Treatment Strategies, PYCL 680 Counseling Practicum, PYCL 681 Counseling Internship, PYCL 682 Continuing Counseling Internship and PYCL 683 Counseling Internship Elective

Substance Abuse Counseling: SA 770 Substance Abuse Counseling Practicum I, Substance Abuse Counseling and Education: SA 780 Substance Abuse Counseling Practicum II, and SA 790 Substance



### Abuse Counseling Practicum III

Applied Behavior Analysis/Advanced Applied Behavior Analysis: ABA 710 Principles of Applied Behavior Analysis, ABA 760 Practicum in ABA I, ABA 770 Practicum in ABA II, ABA 780 Advanced Practicum in ABA I

School Counseling: PYCL 685 School Counseling Practicum, PYCL 688 School Counseling Internship and PYCL 689 Continuing School Counseling Internship

The student must repeat the course and a minimum grade of B must be achieved. Both grades shall remain on the student's record and shall count toward an accumulation of below B grades; however, only the higher of the two grades will be counted toward the student's grade point average.

As part of the Remediation Policy of the center, any student receiving a grade below B or placed on academic probation is required to meet with the director of academic affairs for advisement.

Students with weak evaluations in practicum and/or internship or who are terminated from a practicum and/or internship placement due to problematic performance will receive a grade of "F", be subject to formal review and required to remediate difficulties before consideration of a new placement is made. Students will be required to repeat the practicum/internship course and clinical training at a different setting.

Progress in the degree program requires that students maintain good course grades, academic standing, and professional functioning as outlined in academic standing policies, core performance standards for admission and progress, and criteria for evaluation of students as listed in this handbook.

Students may be referred to the professional standing committee for a review of areas needing remediation, for violations of the academic code of conduct, or other concerns about professional functioning in the program.

In the event students are unsuccessful with remediation, they will be referred to the center's professional standing committee for review. The committee reserves the right to dismiss students from the program.

A student will not be permitted to register for a sequential course when a grade of I, C, or F has been received in a prerequisite course.

### **READMISSION**

Students dismissed from the program may petition for readmission after one academic year. Such students will have their records examined by the master's program admission committee. Applicants should supply documentation regarding remediation. Readmission petitions should be submitted to Joyce Silverman, MS, Program Administrator for Mental Health Counseling and School Counseling or Donna Nguyen, Psy.D., Director, Master's in Counseling (Online) Program. Upon approval, the student will be readmitted to the program in effect at that time. Only those courses within the past five years with grades of B or that are equivalent will be applied toward the master's degree.

### **STUDENTS WITH DISABILITIES**

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. No qualified individual with a disability shall be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by reason of his or her disability. For additional information on the university ADA policy and obtaining reasonable accommodations, please contact Joyce H. Silverman, M.S., and ADA Coordinator for the Center for Psychological Studies, at (954) 262-5711. Students' requests for accommodation will be considered on an individual basis in accordance with the center's procedures.

## **OTHER POLICIES AND INFORMATION**

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### **HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)**

The American Health Insurance Portability and Accountability Act of 1996 is a set of rules to be followed by doctors, hospitals and other health care providers. HIPAA took effect on April 14, 2006. HIPAA helps ensure that all medical records, medical billing, and patient accounts meet certain consistent standards with regard to documentation, handling and privacy.

CPS master's students are required to complete HIPAA training modules in the course, PYCL 570 Ethical, Legal, and Professional Issues. Non-degree seeking online ABA students are required to take the HIPAA training as well prior to beginning the ABA practicum.

### **PROTECTION OF HUMAN SUBJECTS IN RESEARCH/ PROCEDURES FOR BOTH FUNDED AND UNFUNDED RESEARCH**

All research studies involving human subjects are reviewed in one of three ways, Center Level Review (previously labeled Exempt Research), Expedited Review, and Full Review. Every research protocol begins with a complete submission to the principal investigator's respective center representative. The center representative, **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 types of reviews may be found on the web site here: [www.nova.edu/irb/review.html](http://www.nova.edu/irb/review.html).

The center representative works with the principal investigator to prepare the required IRB documents in accordance with NSU policies/procedures. Contact the Master's Program Office for further information regarding the CPS center representative.

### **LIBRARY TRAINING**

The Library, Research and Information Technology Center provides all counseling students (regardless of location) with training in an online format at the beginning of their academic training. Emphasizing technological skills and critical thinking abilities, the course is designed to develop information literacy skills and to help students become full participants in the information age. The course reviews research databases, the online catalog, and print and electronic resources.

CPS master's students are required to complete library training in the required course, PYCL 507 Research and Evaluation for Counselors.

### **INTERNATIONAL STUDENTS**

The Office of International Students along with the University's immigration attorney has completed an extensive review of the United States Citizenship and Immigration Services guidelines regarding international students and the feasibility of their attending any Nova Southeastern center/sites in Florida. After reviewing all relative documentation, we have discerned the following:

International students who want to attend classes at any Florida based campus/site will qualify for the issuance of an I-20 and will be considered to be maintaining status.

**Online Counseling Students:** International students are advised that all practicum and internship training through the Center for Psychological Studies must be completed in the United States. It is recommended that candidates contact NSU's International Student and Scholars office to review and/or inquire about student visa, as a student visa may be required for individuals that come to the United States to study. Information regarding NSU's International Student and Scholars office can be found at the following link: <http://www.nova.edu/internationalstudents/index.html>. Students should be prepared to make whatever arrangements necessary to complete clinical training requirements including a leave of absence, adjustment of the work schedule, etc. Prospective students should determine in advance of their enrollment their ability to access appropriate practicum training (if required).

## **CENTER FOR PSYCHOLOGICAL STUDIES STUDENT AID PROGRAMS**

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

**CPS Emergency Loan Funds:** The center maintains an emergency loan fund for matriculated students with short-term financial emergencies. Loans are limited to a maximum of \$500 and must be repaid within 90 days. For information, contact the Office of the Dean.

## **CENTER FOR PSYCHOLOGICAL STUDIES STUDENT EMPLOYMENT**

**CPS Student Employment:** Student employment opportunities are available within the Center for Psychological Studies 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 CPS students through the center. Included are clinical positions within clinical services, graduate assistantships, research assistantships, and teaching assistantships. Contact the director of employee services for information regarding the availability of assistantships.

## **STUDENT FACILITIES**

### **Main Campus Mailboxes**

All main campus students are assigned personal mailboxes. These mailboxes provide for communication between the center and students. Therefore, it is imperative that students check their mailboxes routinely. Students should have regular mail sent to their home addresses.

### **Notice (Bulletin) Boards**

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.

### **NSU Libraries**

The Alvin Sherman Library, Research, and Information Technology Center, which forges a joint use partnership with the Broward County Board of Commissioners, opened December 8, 2001. This library has five levels, 325,000 square feet, a 3,800-square-foot atrium lobby, 1,200 user seats (1,000 with Internet access), 100 reference computer workstations, space for 1.4 million volumes, 1.2 million microform units, and a centralized circulation area.

The university library system is composed of the joint-use library, Health Professions Division Library, Law Library, North Miami Beach Branch Library, Oceanographic Library, and four school libraries on the main campus. Agreements have been signed with 19 academic libraries throughout the world to provide library support for NSU programs offered in specific geographical areas. The catalogs of all libraries are accessible to local and distance education students and faculty members, wherever they may be located, via computers using the Electronic Library. Overall, the university's libraries house approximately 410,000 volumes and 1,300,000 microform units. Online databases complement the paper-based holdings and provide full-text resources. Interlibrary loan arrangements through networked organizations such as the Online Computer Library Center (OCLC), the Southeast Florida Library Information Network (SEFLIN), the Consortium of Southeastern Law Libraries (COSELL), and the National Library of Medicine (NML) provide broad access to a wide range of materials.

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

### **Online Databases and Resources**

NSU provides all students, regardless of location, with convenient and effective access to a wide variety of online electronic bibliographic databases that can be reached via the World Wide Web. Students have online access 24 hours a day, 7 days a week, 365 days a year. A number of these resources specifically support the School Psychology Program. Particularly useful education, psychology, and social science indices are available to all NSU students.

### **Document Delivery**

Students can request up to a maximum of 25 free documents per week. These include books, copies of journal articles, NSU dissertations, and ERIC ED documents. In addition, starting in 2002, students have free access to more than 100,000 full-image digitized dissertations and theses made available through NSU's Digital Dissertations subscription. This provides graduate students with world-class access to primary research materials of 1,000 graduate schools and universities in the United States, Canada, and selected institutions from other countries written since 1997. Students can also obtain microfiche copies of NSU Major Applied Research Projects, practica, applied dissertations, and microfiche copies of ERIC ED documents. Distance students are not charged for the cost of acquiring materials from document delivery services, for the cost of photocopying of journal articles from the NSU Libraries or for the cost of mailing, faxing, or scanning materials to students.

For further information on the campus libraries, please visit the library's website at <http://www.nova.edu/library>.

## **FIELD-BASED FACILITIES/RESOURCES**

### **Field-Based Site Facility Regulations**

Off-campus student service centers are located in Jacksonville, Miami, Orlando, Palm Beach and Tampa. The centers are staffed with full-time employees to help with financial aid and student activities. Microcomputer labs and video conferencing equipment are at each center.

## **MINIMUM COMPUTER REQUIREMENTS**

- Pentium (or Celeron) 200mhz
- 32MB
- 56K Modem
- CD ROM
- Sound card and Speakers
- WEBCAM
- Microphone (External)
- Internet Explorer 5.0 or Netscape Navigator 4.5 or higher\*
- Windows 95, 98, 2000, NT, Me, XP
- Office 97, 2000, XP including Word, Excel, and PowerPoint
- Current Version of Virus Protection Software (Dr. Solomon, McAfee, Norton Antivirus, etc.)
- Nova e-mail account
- Internet Service Provider\*\* (**monthly charge is the student's responsibility**)

**Note:** \*As new versions of the web browser become available, we ask students to upgrade. These upgrades are often free and the link to the download sites can be found on our Software Downloads page. Students must have their own Internet service provider; one will not be provided by the school.

## **NSU E-MAIL ACCOUNT**

NSU requires that all students maintain one official university-assigned computer account that is used to access major computing resources, including electronic mail. **All official electronic mail communications directed to CPS students will be sent exclusively to NSU-assigned computer accounts to ensure timely and accurate delivery of information.** Students may forward their NSU generated electronic mail to external locations, **but do so at their own risk.**

Should you elect to forward your NSU email account to an external location, please keep in mind that NSU and CPS administration use electronic mail on a regular basis as a means of keeping students informed.

## **HURRICANE INFORMATION**

In the event of a pending hurricane, the president of the university will determine whether the university will close. Information on the closing of the university will be available from the 24 hour "Hurricane Hotline" at 1.800.256.5065. Off-campus students should contact the program office or where applicable the off-campus student education center for updated information.

School Counseling

Master's Program

## **SCHOOL COUNSELING PROGRAM**

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

This program will prepare students to become competent, professional school counselors in a multicultural and diverse society through:

1. understanding their professional identity as professional school counselors, including roles, functions and relationships with other education and community providers;
2. possessing a strong background in the history, philosophy, ethical standards, and educational policy issues related to school counseling;
3. gaining specialized knowledge and skills needed to provide service delivery in a variety of ways, including individual, small group, and large-group guidance activities;
4. having a strong background in the nature and needs of individuals at all developmental levels;
5. understanding the contextual basis for designing and/or implementing evidenced-based, school-wide programs;
6. acquiring leadership skills to promote systemic change through collaboration and advocacy;
7. understanding and respecting the influences of varied backgrounds and experiences of individuals and families in a pluralistic society.

### **CURRICULUM AND DEGREE COMPLETION REQUIREMENTS**

**Master's Degree Curriculum—Forty-eight (48) Semester Hours (does not include additional courses that may need to be completed by students who are not certified teachers by the Florida Department of Education)**

#### Required Courses

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

A student is expected to complete all requirements for the degree and graduate within five years of the date of first enrollment (see time limit requirements).

A student must complete all courses for the degree with a grade point average of at least 3.0. In addition, all students must satisfactorily complete and pass practicum and internship, the Florida Teacher Certification Exam (the General Knowledge, Professional Educators, and Subject Area Exam in School Guidance and Counseling), and additional courses required of those who do not hold a valid Florida teaching certificate (e.g., TESOL, reading). All these requirements must be completed before the MS in School Counseling degree is conferred.

## **MATRICULATION REQUIREMENTS (DEGREE CANDIDACY)**

### **School Counseling Program**

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

During the formal review for matriculation, students' academic performance and professional functioning in the first four courses will be examined. Students need a grade point average of 3.0 or above in the first four courses to be matriculated. The successful passing of the General Knowledge Test of the FLDOE Teacher Certification Exam also must be completed during the matriculation period (by the completion of the first 4 courses). Students will not be allowed to matriculate and register for a 5<sup>th</sup> course until this exam is passed.

**Students who** achieve a grade point average of 2.5 or below, who **receive two grades below a B, or who receive a grade of F in any of the first four courses will not be matriculated and will be automatically withdrawn from graduate study.** Under no circumstances will the first four courses be permitted to take graduate level courses in a Center for Psychological Studies Program.

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

## **ACADEMIC STANDING (FOLLOWING MATRICULATION)**

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

### **Probation**

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

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

The student, the Master's Program Office, the Dean of the Center for Psychological Studies, and the Office of Student Financial Planning will be notified in writing of the student's probationary status. A student is allowed one year (two full semesters, excluding summer sessions and leaves of absence) to remove probationary status.



## **Dismissal**

Automatic dismissal from any graduate program in the Center for Psychological Studies will occur when any of the following conditions exist:

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

## **SCHOOL COUNSELING PRACTICUM AND INTERNSHIP REQUIREMENTS**

Practicum and internship are conceived to be that phase of the Master's in School Counseling Program in which a counselor-trainee is able to crystallize his or her educational experiences by translating theoretical constructs into practice. This type of supervised practice in school counseling is generally viewed as an experience that assists the prospective counselor to function effectively in a future employment situation. It serves as a bridge between the theoretical and the real. It is an opportunity for the counselor-in-training to apply what he or she has learned from the more didactic portion of the School Counseling Program.

**Students entering practicum/internship training may find it necessary to make special arrangements with their employer, including taking a leave of absence, to fulfill this requirement. Students will need to arrange their schedule to complete this degree requirement.**

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

Practicum responsibilities require students to spend 100 hours (40 of which are direct student contact hours) at a Pre-K –12 grade school setting. It is a distinct experience where students gain basic counseling skills and professional knowledge which may include individual and small-group counseling, classroom guidance presentations, consultation, parent conferencing, individual and large group testing, involvement in the exceptional student education process, and other experiences relevant to the practicum setting. This experience is completed over the course of one 15-week semester (3 credit hours) and is to familiarize students with the role of the professional school counselor prior to internship. Students spend approximately 7 to 8 hours per week at a school.

Internship is an experience which requires students to spend 600 hours (240 of which are direct student contact hours) in a Pre-K –12 grade school setting. Students integrate knowledge acquired in the classroom to real, on the job supervised training. This experience enhances basic professional school counseling skills in the student academic, social/emotional, and career counseling areas. The six credit hours of internship afford students an opportunity to work with a variety of students, parents or teachers over time. NSU ascribes to the American School Counselor Association National Model for school counseling programs and supports experiences that include leadership, student advocacy, collaboration and teaming, and systemic change.

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

- 1. Completion of one 15-week semester where the student will be required to complete a minimum of 40 hours per week in a school setting.**
- 2. Completion of two continuous 15-week semesters where the student will be required to complete a minimum of 16-20 hours per week in a school setting.**

**Students employed by the school system will be required to obtain permission from their principal or designated school official for release time to pursue their internship requirement. NSU policy does not allow students to complete their internship at the school where they currently work, even if school districts and/or principals provide permission. Please be advised that waiver of practicum and internship experience for any reason will not be permitted. The student must file an application for practicum and internship and receive approval prior to registering for these courses.**

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

### **School Counseling Internship Prerequisites**

To be eligible for practicum, students must have been matriculated.

To be eligible for internship, students must have been matriculated and must have successfully completed the following course work:

1. PYCL 502 – Counseling Theories and Practice
2. PYCL 504 – Counseling Skills
3. PYCL 512 – Human Growth and Development
4. PYCL 515 – Principles of School Counseling
5. PYCL 550 – Contemporary Clinical Interventions
6. PYCL 570 – Ethical, Legal, & Professional Issues for Counselors
7. PYCL 635 – Group Theory and Practice
8. PYCL 665 – School Consultation Skills
9. PYCL 685 – School Counseling Practicum\*

**\*must be completed with a grade of “B” or better**

**The student must file an application for practicum and internship and receive approval prior to registering for these courses.**

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

## **FLORIDA EDUCATOR ACCOMPLISHED PRACTICES AND PORTFOLIO REQUIREMENT**

The Florida Educator Accomplished Practices (AP) were adopted by the State of Florida Department of Education (DOE) to delineate the knowledge base and skills required of educators in the public school system. Successful articulation of the 12 Accomplished Practices delineated by DOE are a requirement for graduation from the School Counseling program and reflects the commitment of the Center for Psychological Studies (CPS) to a performance-based assessment of these essential competencies. Students receive the Student Guide to the Florida Educator Accomplished Practices upon admission to the school counseling program. This guide highlights all the necessary requirements to fulfill the Accomplished Practices and the portfolio project, a requirement for graduation.

## **STATE OF FLORIDA CERTIFICATION IN GUIDANCE AND COUNSELING**

The School Counseling program is approved by the Florida Department of Education (FLDOE). All requirements for certification in the Guidance and Counseling subject specialty will be fulfilled prior to degree conferral, including all curriculum and examination requirements.

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

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

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

## **EXAMINATION REQUIREMENTS**

Prior to matriculation (the first 4 courses taken in the program), students are required to provide a passing score on the General Knowledge Test (GKT) of the Florida Teacher Certification Examination (FTCE). Students will not be allowed to take the 5<sup>th</sup> course until this test has been satisfactorily completed. Prior to graduation, students are required to take the two additional sub-tests of the FTCE: (1) Professional Education (PEd) examination, and (2) Subject Area Test (SAE). Degree conferral will be based upon successful completion of the three tests of the FTCE and curriculum requirements. As state requirements are subject to change, students should expect changes or modifications to the curriculum and degree requirements.

Students who already hold an active and valid teacher certification from the State of Florida may not be required to take additional courses nor the GKT and PEd sub-tests of the FTCE if these requirements have been already fulfilled. However, they may need to take the SAE sub-test of the FTCE in School Guidance and Counseling if their certification is not in this subject area. It is recommended that all students check their eligibility requirements with the FLDOE, whether or not they hold an active and valid teacher certificate.

Information regarding State of Florida certification may be obtained by contacting:

Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399  
800-445-6739  
<http://www.fldoe.org/edcert/>

## **SCHOOL COUNSELING – CERTIFICATION OPTION**

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

Special (non-degree) students seeking admission to the school counseling program for the purpose of seeking certification by the FL Department of Education will be required to complete the following courses at NSU unless such course(s) have been successfully completed at the graduate level at an accredited institution of higher education (with a grade of B or higher) no longer than five years prior to the student’s first enrollment in the program. All students will be required to complete PYCL 685 and PYCL 688/689 (School Counseling Practicum and Internship) at NSU regardless of previous internship experiences. **Please be advised that waiver of the practicum and internship experience for any reason will not be permitted.**

- \*PYCL 502 Counseling Theories & Practice
- \*PYCL 504 Counseling Skills
- PYCL 510 Career Development
- \*PYCL 512 Human Growth & Development
- \*PYCL 515 Principles of School Counseling
- \*PYCL 570 Ethical, Legal, & Professional Issues for Counselors
- PYCL 560 Appraisal & Evaluation in School Counseling
- PYCL 585 Psychology of Exceptional & At-Risk Children
- \*PYCL 635 Group Theory & Practice
- \*PYCL 665 School Consultation Skills
- \*PYCL 685 School Counseling Practicum
- PYCL 688/689 School Counseling Internship

\*These courses must be completed before applying for internship.

**School Counseling  
Field-Based  
Sample Course Sequence—Fall Start-Up\*\***

The schedule below is presented as a **sample course sequence only**. The scheduling of courses during any semester may vary. (Courses are not necessarily offered in this order.)

**1st Year**

<b>Fall</b>		<b>Credits</b>
*PYCL 502	Counseling Theories and Practice	3
*PYCL 512	Human Growth and Development	3
<b>Winter</b>		
*PYCL 515	Principles of School Counseling	3
*PYCL 504	Counseling Skills	3
<b>Summer</b>		
*PYCL 635	Group Theory & Practice	3
*PYCL 570	Ethical, Legal, & Professional Issues for Counselors	3

**2nd Year**

<b>Fall</b>		
*PYCL 665	School Consultation Skills	3
PYCL 507	Research & Evaluation for Counselors	3
<b>Winter</b>		
*PYCL 550	Contemporary Clinical Interventions	3
PYCL 585	Psychology of Exceptional & At-Risk Children	3
*PYCL 685	School Counseling Practicum	3
<b>Summer</b>		
PYCL 632	Social & Cultural Foundations of Counseling	3
PYCL 510	Career Development	3

**3rd Year**

<b>Fall</b>		
PYCL 688	School Counseling Internship	3
PYCL 560	Appraisal & Evaluation in School Counseling	3

**Winter**

PYCL 689	Continuing School Counseling Internship	3
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**Total Degree Credits**..... 48

\*This course work, some of which have prerequisite requirements, must be completed prior to applying for internship. Please refer to course descriptions for prerequisite requirements which are important to course sequencing. The minimum number of semesters required to complete course requirements is seven.

\*\*This sample course sequence does not include additional courses that may need to be completed by students who are not certified teachers by the Florida Department of Education.



**School Counseling  
Field-Based  
Sample Course Sequence—Winter Start-Up\*\***

The schedule below is presented as a **sample course sequence only**. The scheduling of courses during any semester may vary. (Courses are not necessarily offered in this order.)

**1st Year**

<b>Winter</b>		<b>Credits</b>
*PYCL 502	Counseling Theories and Practice	3
*PYCL 512	Human Growth & Development	3

**Summer**

*PYCL 515	Principles of School Counseling	3
*PYCL 504	Counseling Skills	3

**Fall**

*PYCL 635	Group Theory & Practice	3
*PYCL 570	Ethical, Legal, & Professional Issues for Counselors	3

**2nd Year**

<b>Winter</b>		
*PYCL 665	School Consultation Skills	3
PYCL 507	Research & Evaluation for Counselors	3
*PYCL 685	School Counseling Practicum	3

**Summer**

*PYCL 550	Contemporary Clinical Interventions	3
PYCL 585	Psychology of Exceptional & At-Risk Children	3
PYCL 510	Career Development	3

**Fall**

PYCL 688	School Counseling Internship	3
PYCL 632	Social & Cultural Foundations of Counseling	3
PYCL 560	Appraisal & Evaluation in School Counseling	3

**3rd Year**

<b>Winter</b>		
PYCL 689	Continuing School Counseling Internship	3

**Total Degree Credits**..... 48

\*This course work, some of which have prerequisite requirements, must be completed prior to applying for internship. Please refer to course descriptions for prerequisite requirements which are important to course sequencing. The minimum number of semesters required to complete course requirements is seven.

\*\*This sample course sequence does not include additional courses that may need to be completed by students who are not certified teachers by the Florida Department of Education.

**Master's Program in  
Mental Health Counseling and School Counseling  
Field-Based Class Meeting Dates**

<b>Fall 2010</b>
September 24, 25, 26 October 15, 16, 17
November 19, 20, 21 December 10, 11, 12
<b>Winter 2011</b>
January 28, 29, 30 February 18, 19, 20
March 18, 19, 20 April 15, 16, 17
<b>Summer 2011</b>
June 3, 4, 5 June 24, 25, 26
July 15, 16, 17 August 5, 6, 7
<b>Mental Health Counseling and School Guidance Counseling Winter 2010 Start up Sites <u>ONLY</u></b>
June 17, 18, 19 August 12, 13, 14

\* Field-based locations include Fort Lauderdale, Jacksonville, Miami, Orlando, Palm Beach, and Tampa.



# Mental Health Counseling

## Master's Program

## **MENTAL HEALTH COUNSELING PROGRAM**

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The Mental Health Counseling program is designed for the continued professional development of persons who presently serve or will serve their community in a variety of counseling or related capacities. Master's training is based on a developmental model that emphasizes interdisciplinary collaboration, prevention of dysfunction, and direct service. The field of counseling, which has experienced a great deal of growth over the past decade, now has professionals placed in mental health settings, business and industry, substance abuse clinics, hospices, hospitals, educational settings, and private practices. The course work provides broad-based training designed to equip individuals with the skills necessary to confront a wide variety of contemporary issues.

This program will prepare students to become competent providers of mental health services in a multicultural and diverse society through:

1. understanding their professional identity in their area of concentration, including roles, functions and relationships with other providers
2. possessing a strong background in the history, philosophy, ethical standards and policy issues related to their area
3. gaining specialized knowledge and skills needed to provide service delivery in mental health
4. having a strong background in the nature and needs of individuals at all developmental levels
5. understanding and respecting the influences of varied backgrounds and experiences of individuals in a pluralistic society
6. understanding the contextual basis for assessment and intervention and becoming effective consumers of research
7. applying knowledge and skills to the treatment of individuals, families and groups
8. designing and implementing prevention services

### **CURRICULUM AND DEGREE COMPLETION REQUIREMENTS**

#### **Master's Degree Curriculum—Sixty (60) Semester Hours**

##### **Required Courses**

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

## PYCL 683 Counseling Internship **Elective**

A master's program in Mental Health Counseling may be taken on a full-time or part-time basis. A student is expected to complete all requirements for the degree and graduate within five years of the date of first enrollment (see time limit requirements).

A student must complete all courses for the degree with a grade point average of at least 3.0, including satisfactory completion of practicum and internship.

The curriculum of each master's program is designed to provide the knowledge and training necessary for the student to develop as a professional counselor. As state licensure or certification requirements vary and/or are subject to change, it is recommended that students examine these requirements in the state to which they may make application to determine if educational requirements of that state are met.

The curriculum of the Mental Health Counseling Program is presented in the next pages. Course work is not necessarily offered in this sequence. The student should exercise care to ensure that all prerequisites are met and should seek advisement from the appropriate administrator or faculty member as needed.

## **Comprehensive Final Examination**

**Mental Health Counseling (including online) students** will be required to pass the final comprehensive examination. In order to be eligible to sit for the examination, students, at minimum, must be enrolled in the last semester of their program. Students are responsible for verifying their eligibility. The comprehensive exam is offered on the main campus and at the Educational Centers; information concerning exam format and content will be provided to students at the appropriate time in their curriculum. Online students will take this exam via WebCT at their internship facility under strict supervision.

## **MATRICULATION REQUIREMENTS (DEGREE CANDIDACY)**

### **Mental Health Counseling Program**

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

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

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

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

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

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

achieving an overall grade point average of 3.0.

### **ACADEMIC STANDING (FOLLOWING MATRICULATION)**

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

#### **Probation**

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

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

The student, the Master's Program Office, the Dean of the Center for Psychological Studies, and the Office of Student Financial Planning will be notified in writing of the student's probationary status. A student is allowed one year (two full semesters, excluding summer sessions and leaves of absence) to remove probationary status.

#### **Dismissal**

Automatic dismissal from any graduate program in the Center for Psychological Studies will occur when any of the following conditions exist:

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

### **MENTAL HEALTH COUNSELING PRACTICUM AND INTERNSHIP REQUIREMENTS**

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

Three consecutive semesters of clinical, field experience are required to afford students the opportunity of working with a variety of client populations over time. **Students entering practicum/internship training may find it necessary to make special arrangements with their employer, including taking a leave of absence, to fulfill this requirement. Students will need to arrange their schedules to complete this degree requirement.**

For main campus students, the practicum and internship each span a full 15-week semester. During **Practicum**, the student will spend a minimum of 150 hours (10 hrs/week) with a minimum of 40 hours of direct client contact in a community agency setting and participate in a weekly practicum class which will include meeting with an instructor for group and individual supervision. During **Internship** (which will be completed over two continuous semesters) immediately following practicum, students are required to spend a minimum of 600 hours (16-20 hrs/week) with a minimum of 240 hours of direct client contact in a community agency setting and participate in bi-weekly practicum seminar class. **If an agency where an individual would like to complete practicum does not appear on the main campus approved list, the Associate Director of Clinical Training must be contacted at least five months prior to any**

**semester, so that the possibility of arranging a new placement can be determined.**

**For field-based students, practicum and internship schedules are a departure from the weekend format.** The practicum and internship each span a full 15- week semester. During **Practicum**, the student will spend a minimum of 150 hours (10 hrs/week) with a minimum of 40 hours of direct client contact in a community agency setting and participate in a weekly practicum class which will include meeting with an instructor for group and individual supervision. During **Internship** (which will be completed over two continuous semesters) students are required to spend a minimum of 600 hours (16-20 hrs/week) with a minimum of 240 hours of direct client contact in a community agency setting and participate in a bi-weekly practicum seminar class. **The practicum and internship seminars typically will be held on evenings during the week.** In the field-based format, practicum/internship is scheduled only once during the curriculum for each cluster, and typically after a minimum of 10 courses have been scheduled. Currently, Practicum is scheduled to begin in the fall semester, with Internship following in the winter and summer semesters. Each site has a local practicum coordinator who assists in all arrangements for site placements. **Please be advised that during practicum/internship, students typically are also enrolled in regularly scheduled weekend classes.**

### **Mental Health Counseling Practicum Prerequisites**

To be eligible for PYCL 680 - Counseling Practicum, students must have been matriculated and must have successfully completed a minimum of 24 semester hours which includes the following course work:

1. PYCL 502 Counseling Theories and Practice
2. PYCL 507 Research and Evaluation for Counselors
3. PYCL 511 Introduction to Mental Health Counseling Techniques
4. PYCL 570 Ethical, Legal, and Professional Issues for Counselors
5. PYCL 584 Diagnosis and Treatment of Adult Psychopathology
6. PYCL 586 Diagnosis and Treatment of Child and Adolescent Psychopathology
7. PYCL 635 Group Theory & Practice
8. PYCL 666 Case Conceptualization & Treatment Strategies\*

**\*Must be completed with a grade of B or better.**

**The student must file an application for practicum and receive approval prior to registering for a practicum.**

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

Further practicum instructions will be provided to students prior to practicum registration.

**Those students wishing to fulfill State of Florida requirements for licensure (effective January 1, 2001) may elect the option to fulfill the additional required practicum hours (total 1000 hours) as required by Chapter 491, Florida Statutes. Students should meet with an academic adviser to discuss this option.**

## **STATE OF FLORIDA LICENSURE FOR MENTAL HEALTH COUNSELORS**

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

Department of Health  
Board of Clinical Social Work, Marriage and Family Therapy,  
and Mental Health Counseling  
Medical Quality Assurance  
4052 Bald Cypress Way  
Bin # C08  
Tallahassee, Florida 32399-3258  
(850) 245-4474  
Or visit their Web site at: [www.doh.state.fl.us/mqa](http://www.doh.state.fl.us/mqa)

Individual eligibility should be verified periodically through careful review of the state licensure regulations, which are subject to change.

## Mental Health Counseling Main Campus Sample Course Sequence

The schedule below is presented as a **sample course sequence only**. Enrollment in specific course/s during any semester may vary based on individual student schedules and needs as well as class availability. (Courses are not necessarily offered in this order.)

### 1st Year

Fall		Credits
*PYCL 502	Counseling Theories & Practice	3
*PYCL 507	Research & Evaluation for Counselors	3
PYCL 512	Human Growth & Development	3
*PYCL 584	Diagnosis and Treatment of Adult Psychopathology	3
<b>Winter</b>		
*PYCL 511	Introduction to Mental Health Counseling Techniques	3
*PYCL 570	Ethical, Legal, & Professional Issues for Counselors	3
PYCL 582	Human Sexuality	3
*PYCL 586	Diagnosis & Treatment of Child & Adolescent Psychopathology	3
<b>Summer</b>		
*PYCL 666	Case Conceptualization & Treatment Strategies	3
*PYCL 635	Group Theory & Practice	3

### 2nd Year

Fall		
PYCL 680	Counseling Practicum	3
PYCL 645	Couples & Family Counseling Strategies	3
PYCL 660	Community Mental Health	3
PYCL 669	Advanced Treatment Interventions	3
<b>Winter</b>		
PYCL 681	Counseling Internship	3
PYCL 612	Substance Abuse	3
PYCL 608	Psychological Testing for Individual Evaluation	3
PYCL 632	Social & Cultural Foundations of Counseling	3
<b>Summer</b>		
PYCL 682	Continuing Counseling Internship	3
PYCL 631	Career and Lifestyle Assessment	3

**Total Degree Credits**..... 60

\*This course work, some of which have prerequisite requirements, must be completed prior to applying for practicum. Please refer to course descriptions for prerequisite requirements which are important to course sequencing. The minimum number of semesters required to complete course requirements is six if the above model course sequence is followed.

## Mental Health Counseling Field - Based Sample Course Sequence—Fall Start-Up

The schedule below is presented as a **sample course sequence only**. The scheduling of courses during any semester may vary. (Courses are not necessarily offered in this order.)

### 1st Year

<b>Fall</b>		<b>Credits</b>
*PYCL 502	Counseling Theories & Practice	3
*PYCL 584	Diagnosis & Treatment of Adult Psychopathology	3
<b>Winter</b>		
*PYCL 507	Research & Evaluation for Counselors	3
*PYCL 511	Introduction to Mental Health Counseling Techniques	3
<b>Summer</b>		
*PYCL 586	Diagnosis & Treatment of Child & Adolescent Psychopathology	3
PYCL 512	Human Growth & Development	3

### 2nd Year

<b>Fall</b>		
PYCL 660	Community Mental Health	3
*PYCL 666	Case Conceptualization & Treatment Strategies	3
<b>Winter</b>		
*PYCL 635	Group Theory & Practice	3
PYCL 645	Couples & Family Counseling Strategies	3
<b>Summer</b>		
PYCL 669	Advanced Treatment Interventions	3
*PYCL 570	Ethical, Legal, & Professional Issues for Counselors	3

### 3rd Year

<b>Fall</b>		
PYCL 680	Counseling Practicum	3
PYCL 631	Career & Lifestyle Assessment	3
PYCL 612	Substance Abuse	3
<b>Winter</b>		
PYCL 681	Counseling Internship	3
PYCL 632	Social & Cultural Foundations of Counseling	3
PYCL 608	Psychological Testing for Individual Evaluation	3
<b>Summer</b>		
PYCL 682	Continuing Counseling Internship	3
PYCL 582	Human Sexuality	3

**Total Degree Credits**..... 60

\*This course work, some of which have prerequisite requirements, must be completed prior to applying for practicum. Please refer to course descriptions for prerequisite requirements which are important to course sequencing. The minimum number of semesters required to complete course requirements is nine.





**Mental Health Counseling  
Field - Based  
Sample Course Sequence—Winter Start-Up**

The schedule below is presented as a **sample course sequence only**. The scheduling of courses during any semester may vary. (Courses are not necessarily offered in this order.)

**1st Year**

<b>Winter</b>		<b>Credits</b>
*PYCL 502	Counseling Theories & Practice	3
*PYCL 584	Diagnosis and Treatment of Adult Psychopathology	3
<b>Summer</b>		
*PYCL 507	Research and Evaluation for Counselors	3
*PYCL 511	Introduction to Mental Health Counseling Techniques	3
<b>Fall</b>		
*PYCL 586	Diagnosis & Treatment of Child & Adolescent Psychopathology	3
*PYCL 570	Ethical, Legal & Professional Issues for Counselors	3

**2nd Year**

<b>Winter</b>		
PYCL 660	Community Mental Health	3
*PYCL 666	Case Conceptualization & Treatment Strategies	3
<b>Summer</b>		
*PYCL 635	Group Theory & Practice	3
PYCL 645	Couples & Family Counseling Strategies	3
PYCL 669	Advanced Treatment Interventions	3
<b>Fall</b>		
PYCL 680	Counseling Practicum	3
PYCL 512	Human Growth and Development	3
PYCL 631	Career & Lifestyle Assessment	3

**3rd Year**

<b>Winter</b>		
PYCL 681	Counseling Internship	3
PYCL 612	Substance Abuse	3
PYCL 632	Social and Cultural Foundations of Counseling	3
<b>Summer</b>		
PYCL 682	Continuing Counseling Internship	3
PYCL 608	Psychological Testing for Individual Evaluation	3
PYCL 582	Human Sexuality	3

**Total Degree Credits**..... 60

\*This course work, some of which have prerequisite requirements, must be completed prior to applying for practicum. Please refer to course descriptions for prerequisite requirements which are important to course sequencing. The minimum number of semesters required to complete course requirements is eight.

**Center for Psychological Studies  
Main Campus  
Doctoral, Specialist, Master's Programs  
Academic Calendar 2010-2011**

<b>Fall 2010</b>	<b>Monday, August 23 - Sunday, December 12, 2010</b>
Thursday, August 19	New Student Orientation – All programs
Monday, August 23	Classes begin-- Last day for completing regular registration End of 100% refund *
Tuesday, August 31	Last day for completing late registration Last day for adding classes
<b>Monday, September 6</b>	<b>Labor Day, university offices closed</b>
Tuesday, September 21	Last day for dropping classes w/refund
September 24, 25, 26	Specialist on-campus intensive weekend format Master's clinical psychopharmacology course
October 8, 9, 10	Master's clinical psychopharmacology course Master's on-campus intensive weekend format course
October 15, 16,17	Specialist on-campus intensive weekend format course Master's clinical psychopharmacology course
October 30, 31	Master's clinical psychopharmacology course
November 6, 7	Master's clinical psychopharmacology course
November 12, 13, 14	Specialist on-campus intensive weekend format course Master's on-campus intensive weekend format course
November 19, 20, 21	Master's clinical psychopharmacology course
<b>November 25-26</b>	<b>Thanksgiving, university offices closed</b>
December 3, 4, 5	Master's clinical psychopharmacology course
December 10, 11, 12	Specialist on-campus intensive weekend format course Master's clinical psychopharmacology course
Sunday, December 12	Fall semester ends
<b>Dec 24- Jan 2, 2011</b>	<b>Winter Holiday Closure</b>

\*Contact Program Office for further refund information

**Center for Psychological Studies  
Main Campus  
Doctoral, Specialist, Master's Programs  
Academic Calendar 2010-2011**

<b>Winter 2011</b>	<b>Monday, January 3, 2010 – Friday, April 29, 2010</b>
Monday, January 3	Orientation for new on-campus master's students Classes begin-- Last day for completing regular registration End of 100% refund *
Tuesday, January 11	Last day for completing late registration Last day for adding classes
January 15, 16	Master's clinical psychopharmacology course
<b>Monday, January 17</b>	<b>Martin Luther King, Jr. Day, university offices closed</b>
January 21, 22, 23	Specialist on-campus intensive weekend format course
January 28, 29, 30	Master's clinical psychopharmacology course
Tuesday, February 1	Last day for dropping classes w/refund
February 4, 5, 6	Master's clinical psychopharmacology course Master's on-campus intensive weekend format course
February 18, 19, 20	Specialist on-campus intensive weekend format course Master's clinical psychopharmacology course
March 4, 5, 6	Master's on-campus intensive weekend format course
<b>March 7-11</b>	<b>Spring Break</b>
March 12, 13	Master's clinical psychopharmacology course
March 18, 19, 20	Specialist on-campus intensive weekend format course Master's clinical psychopharmacology course
April 8, 9, 10	Master's clinical psychopharmacology course
April 15, 16, 17	Specialist on-campus intensive weekend format course Master's clinical psychopharmacology course
Friday, April 29	Winter semester ends

\*Contact Program Office for further refund information

**Center for Psychological Studies  
Main Campus  
Doctoral, Specialist, Master's Programs  
Academic Calendar 2010-2011**

**Summer 2011- Session A**

<b>Summer 2011 (Session A)</b>	<b>Monday, May 16, 2011 – Friday, July 1, 2011</b>
Wednesday, May 11	Orientation for new on-campus master's students
Monday, May 16	Summer semester classes begin-- Last day for completing regular registration End of 100% refund *
May 20, 21, 22	Specialist on-campus intensive weekend format course Master's clinical psychopharmacology course
Tuesday, May 24	Last day for completing late registration Last day for adding classes
<b>Monday, May 30</b>	<b>Memorial Day, university offices closed</b>
June 4,5	Master's clinical psychopharmacology course
Tuesday, June 14	Last day for dropping classes with refund
June 17, 18, 19	Specialist on-campus intensive weekend format course
June 25, 26	Master's clinical psychopharmacology course
Friday, July 1	Summer A session ends
Friday, July 8	Final grades online

\*Contact Program Office for further refund information

**Summer 2011- Session B**

<b>Summer 2011 (Session B)</b>	<b>Tuesday, July 5, 2011 – Saturday, August 20, 2011</b>
<b>Monday, July 4</b>	<b>Independence Day, university offices closed</b>
Tuesday, July 5	Classes begin-- Last day for completing regular registration
Tuesday, July 12	Last day for completing late registration Last day for adding classes
July 15, 16, 17	Specialist on-campus intensive weekend format course Master's clinical psychopharmacology course
July 22, 23, 24	Master's on-campus intensive weekend format course
Friday, August 12	Last day for dropping classes with refund
August 12, 13, 14	Specialist on-campus intensive weekend format course Master's on-campus intensive weekend format course
Saturday, August 20	Summer B session ends

**Master's Program in  
Mental Health Counseling and School Counseling  
Field-Based Class Meeting Dates**

<b>Fall 2010</b>
September 24, 25, 26 October 15, 16, 17
November 19, 20, 21 December 10, 11, 12
<b>Winter 2011</b>
January 28, 29, 30 February 18, 19, 20
March 18, 19, 20 April 15, 16, 17
<b>Summer 2011</b>
June 3, 4, 5 June 24, 25, 26
July 15, 16, 17 August 5, 6, 7
<b>Mental Health Counseling and School Guidance Counseling Winter 2010 Start up Sites <u>ONLY</u></b>
June 17, 18, 19 August 12, 13, 14

\* Field-based locations include Fort Lauderdale, Jacksonville, Miami, Orlando, Palm Beach, and Tampa.

Counseling

Master's Program

## **COUNSELING PROGRAM**

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The MS Counseling program, housed under the Center for Psychological Studies at Nova Southeastern University, offers an innovative academic program designed for the working professional actively involved in or entering the field of counseling or related fields. The program offers individuals the opportunity to earn a degree in counseling with concentrations in mental health counseling, substance abuse counseling, substance abuse counseling and education, applied behavioral analysis or advanced applied behavioral analysis. The online program is particularly designed to serve the training needs of administrators and practitioners who seek advanced training, but who cannot access quality training without the interruption of ongoing work responsibilities.

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

The MS Counseling program is designed for the continued professional development of persons who presently serve or will serve their community in a variety of counseling or related capacities. Master's training is based on a developmental model that emphasizes interdisciplinary collaboration, prevention of dysfunction, and direct service. The field of counseling, which has experienced a great deal of growth over the past decade, now has professionals placed in mental health settings, business and industry, substance abuse clinics, hospices, hospitals, educational settings, and private practices. The course work provides broad-based training designed to equip individuals with the skills necessary to confront a wide variety of contemporary issues.

This program will prepare students to become competent providers of mental health, substance abuse or applied behavioral analysis services in a multicultural and diverse society through:

1. understanding their professional identity in their area of concentration, including roles, functions and relationships with other providers
- 2.....possessing a strong background in the history, philosophy, ethical standards and policy issues related to their area
- 3.....gaining specialized knowledge and skills needed to provide service delivery in mental health, substance abuse, or applied behavior analysis.
- 4.....having a strong background in the nature and needs of individuals at all developmental levels
- 5.....understanding and respecting the influences of varied backgrounds and experiences of individuals in a pluralistic society
- 6.....understanding the contextual basis for assessment and intervention and becoming effective consumers of research
- 7.....applying knowledge and skills to the treatment of individuals, families and groups
- 8.....designing and implementing prevention services

### **CURRICULUM AND DEGREE COMPLETION REQUIREMENTS**

#### **Master's Counseling Program Curriculum**

##### **Core Course Requirements (33 credits)**

- PYCL 502 Counseling Theories and Practice
- PYCL 507 Research and Evaluation for Counselors



- PYCL 512 Human Growth and Development
- PYCL 570 Ethical, Legal and Professional Issues for Counselors
- PYCL 584 Diagnosis and Treatment of Adult Psychopathology
- PYCL 608 Psychological Testing for Individual Evaluation
- PYCL 612 Substance Abuse
- PYCL 631 Career and Lifestyle Assessment
- PYCL 632 Social and Cultural Foundations of Counseling
- PYCL 635 Group Theory and Practice
- PYCL 645 Couples and Family Counseling Strategies

## **Concentrations**

### **Mental Health Counseling (60 total credits)**

- Core Courses (33 Credits)
- PYCL 511 Introduction to Mental Health Counseling Techniques
- PYCL 582 Human Sexuality
- PYCL 586 Diagnosis and Treatment of Child and Adolescent Psychopathology
- PYCL 660 Community Mental Health
- PYCL 666 Case Conceptualization and Treatment Strategies
- PYCL 669 Advanced Treatment Interventions
- PYCL 680 Counseling Practicum
- PYCL 681 Counseling Internship
- PYCL 682 Continuing Counseling Internship
- PYCL 683 Counseling Internship Elective

**\*Only students in the mental health counseling concentration are required to successfully complete the Comprehensive Final Examination.**

### **Substance Abuse Counseling (48 total credits)**

- Core Courses (33 Credits)
- SA 710 Foundations of SA and MHC in Community Settings
- SA 720 Issues in Clinical Supervision
- SA 730 Treatment of Co-occurring Disorders
- SA 740 Psychopharmacology of Illicit and Licit Drugs
- SA 770 Substance Abuse Counseling Practicum I
- SA 780 Substance Abuse Counseling Practicum II (**Elective**)

### **Substance Abuse Counseling and Education (60 total credits)**

- Core Courses (33 credits)
- Substance Abuse Counseling Courses (12 credits)
- SA 750 Prevention Programming and Education
- SA 770 Substance Abuse Counseling Practicum I
- SA 780 Substance Abuse Counseling Practicum II
- SA 790 Substance Abuse Counseling Practicum III
- Elective

### **Applied Behavior Analysis (BCaBA) (48 credits – if all practica taken)**

- Core Courses (33 credits)
- ABA 710 Principles of Applied Behavior Analysis
- ABA 720 Applications of Applied Behavior Analysis

- ABA 740 Evaluating Interventions in Applied Behavior Analysis
- ABA 760 Practicum in Applied Behavior Analysis I (**Elective**)
- ABA 770 Practicum in Applied Behavior Analysis II (**Elective**)

**Advanced Applied Behavior Analysis (BCBA) (57 credits – if all practica taken)**

- Core Courses (33 credits)
- ABA 710 Principles of Applied Behavior Analysis
- ABA 720 Applications of Applied Behavior Analysis
- ABA 730 Behavioral Assessment Models in Applied Behavior Analysis
- ABA 740 Evaluating Interventions in Applied Behavior Analysis
- ABA 750 Professional Issues in Applied Behavior Analysis
- ABA 760 Practicum in Applied Behavior Analysis I (**Elective**)
- ABA 770 Practicum in Applied Behavior Analysis II (**Elective**)
- ABA 780 Advanced Practicum in Applied Behavior Analysis I (**Elective**)

**Applied Behavior Analysis Non-Degree Program**

Applied Behavior Analysis Concentration

- ABA 710 Principles of Applied Behavior Analysis
- ABA 720 Applications of Applied Behavior Analysis
- ABA 740 Evaluating Interventions in Applied Behavior Analysis
- ABA 760 Practicum in Applied Behavior Analysis I (**Elective**)
- ABA 770 Practicum in Applied Behavior Analysis II (**Elective**)

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

Advanced Applied Behavior Analysis Concentration

- ABA 710 Principles of Applied Behavior Analysis
- ABA 720 Applications of Applied Behavior Analysis
- ABA 730 Behavioral Assessment Models in Applied Behavior Analysis
- ABA 740 Evaluating Interventions in Applied Behavior Analysis
- ABA 750 Professional Issues in Applied Behavior Analysis
- ABA 760 Practicum in Applied Behavior Analysis I (**Elective**)
- ABA 770 Practicum in Applied Behavior Analysis II (**Elective**)
- ABA 780 Advanced Practicum in Applied Behavior Analysis I (**Elective**)

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

Students who have achieved matriculation status (completed four courses) and would like to add or change tracks must complete a Specialty Track Request form ([www.cps.nova.edu](http://www.cps.nova.edu); select the Online Programs link) and submit to the director of the MS Counseling program for approval. In each concentration, students must satisfactorily complete all curriculum requirements.

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

- master of science degree program in counseling with a concentration in mental health counseling requires 60 hours of graduate credit (core courses 33 credit hours + 27 credit hours mental health counseling) and successful completion of the comprehensive exam
- master of science degree program in counseling with a concentration in substance abuse counseling requires 48 semester hours of graduate credit (core courses 33 credit hours + 15 credit hours substance track)
- master of science degree program in counseling with a concentration in substance abuse counseling and education requires 60 semester hours of graduate credit (core courses 33 credit hours + 15 credit hours substance track + 12 credit hours substance abuse advanced

track)

- master of science degree program in counseling with a concentration in applied behavior analysis requires 42 hours of graduate credit with 9 hours elective practica (core courses 33 credit hours + 9 credit hours applied behavior analysis track; 9 practicum hours are electives)
- master of science degree program in counseling with a concentration in advanced applied behavior analysis requires 48 hours of graduate credit with 15 hours elective practica (core courses 33 credit hours + 15 credit hours advanced applied behavior analysis track; 9 practicum hours are electives)

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

A master's program in Counseling may be taken on a full-time or part-time basis. A student is expected to complete all requirements for the degree and graduate within five years of the date of first enrollment (see time limit requirements).

A student must complete all courses for the degree with a grade point average of at least 3.0, including satisfactory completion of practicum and internship.

The curriculum of each master's program is designed to provide the knowledge and training necessary for the student to develop as a professional counselor. As state licensure or certification requirements vary and/or are subject to change, it is recommended that students examine these requirements in the state to which they may make application to determine if educational requirements of that state are met.

Course work in the Counseling program can be taken in any sequence. The student should exercise care to ensure that matriculation requirements and other course prerequisites are met and should seek advisement from the appropriate administrator or faculty member as needed.

### **Comprehensive Final Examination**

**Mental Health Counseling (including online) students** will be required to pass the final comprehensive examination. In order to be eligible to sit for the examination, students, at minimum, must be enrolled in the last semester of their program. Students are responsible for verifying their eligibility. The comprehensive exam is offered on the main campus and at the Educational Centers; information concerning exam format and content will be provided to students at the appropriate time in their curriculum. Online students will take this exam via WebCT at their internship facility under strict supervision.

### **MATRICULATION REQUIREMENTS (DEGREE CANDIDACY)**

#### **Counseling Program**

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

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

1. PYCL 502 Counseling Theories and Practice
2. PYCL 511 Introduction to Mental Health Counseling Techniques (**MHC concentration**)  
SA 710 Foundations of SA/MHC in Community Settings (**SA concentration**)

ABA 710 Principles of ABA (**ABA concentration**)

3. PYCL 507 Research and Evaluation for Counselors
4. PYCL 584 Diagnosis and Treatment of Adult Psychopathology

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

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

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

### **ACADEMIC STANDING (DEGREE SEEKING FOLLOWING MATRICULATION)**

The grading policy for the MS Counseling program requires students to maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements are in existence. Failure to meet these requirements will result either in academic probation or dismissal as detailed below.

#### **Probation**

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

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

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

#### **Dismissal**

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

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

### **ACADEMIC STANDING (ABA/ADVANCED ABA NON-DEGREE SEEKING)**

ABA/Advanced ABA non-degree seeking will be held to the same standards as degree seeking students and must successfully complete course work. Students will be notified to contact the ABA track adviser should he/she receive a first grade below B. Should a student receive a second grade below B or a grade of F, the student will automatically be withdrawn from graduate studies. Under no circumstances will students who achieve a grade point average of 2.5 or below be permitted to take graduate level courses in the MS Counseling program.

### **COUNSELING PRACTICUM AND INTERNSHIP REQUIREMENTS**

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

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

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

Students eligible to begin practicum will complete and submit a practicum application form to the MS Counseling program office (form is available on the CPS website [www.cps.nova.edu](http://www.cps.nova.edu) under online programs). Students will be notified by the program office of their approval or rejection to begin practicum. Those students approved to begin practicum will be provided with instructions regarding application for site approval. The student is responsible for providing information on appropriate agencies in their local or surrounding areas. The student cannot complete his or her practicum experience in a private practice. If the student would like to do his or her practicum at the same site where he or she is employed, it must be completed in a different department/unit, must involve completely different duties, and must be supervised by a qualified professional unrelated to his or her present position. The student must receive permission from the director before requesting a placement in the place of his or her employment. An NSU representative will contact the agency on behalf of the student. While many students can complete the requirement while working, they should be prepared to make whatever arrangements are necessary to complete this requirement including a leave of absence, adjustment of the work schedule, etc.

**Mental Health Counseling Practicum and Internship:** The semesters of practicum and internship are required to afford students the opportunity of working with a variety of client populations in a community agency setting and participate in a practicum seminar class each semester. Students are required to successfully complete at least 750 total clinical hours over a minimum of three consecutive semesters. The student will spend a minimum of 150 hours (10 hrs/week) during practicum and a minimum of 600 hours (approximately 20 hours per week each term) during two consecutive semesters of Internship.

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

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

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

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

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

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

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

### **Counseling Practicum Prerequisites**

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

### **Mental Health Counseling Practicum Prerequisites**

To be eligible for PYCL 680 Counseling Practicum, students must have completed the following prerequisite courses:

PYCL 502 Counseling Theories and Practice

PYCL 507 Research and Program Evaluation

PYCL 584 Diagnosis and Treatment of Adult Psychopathology

PYCL 570 Ethical, Legal and Professional Issues for Counselors

PYCL 635 Group Theory and Practice

PYCL 511 Introduction to Mental Health Counseling Techniques

PYCL 666 Case Conceptualization and Treatment Strategies\*

PYCL 586 Diagnosis and Treatment of Child and Adolescent Psychopathology

**\* Must be completed with a grade of B or better**

### **Substance Abuse Counseling Practicum Prerequisites**

PYCL 502 Counseling Theories and Practice

PYCL 507 Research and Program Evaluation

PYCL 584 Diagnosis and Treatment of Adult Psychopathology

PYCL 570 Legal, Ethical and Professional Issues for Counselors

PYCL 612 Substance Abuse

SA 740 Psychopharmacology of Illicit and Licit Drugs\*

**\*Must be completed with a grade of B or better**

### **Substance Abuse Counseling and Education Practicum Prerequisites**

SA 770 Practicum I

### **Applied Behavior Analysis and Advanced Applied Behavior Analysis Practicum Prerequisites**

ABA 710: Principles of Applied Behavior Analysis\*

**\*Must be completed with a grade of B or better**

## **LICENSURE AND CERTIFICATION INFORMATION**

There are international and national certifications that can be obtained. Interested students should study the regulations in their particular state and learn about national and international certifications by visiting [www.naadac.org](http://www.naadac.org) and [www.icrcaoda.org](http://www.icrcaoda.org).

Individual eligibility should be verified periodically through careful review of the state licensure regulations, which are subject to change. Students from states outside of Florida or countries outside the U.S. must verify applicability of curriculum and field experience to relevant regulations.

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

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

Department of Health  
Board of Clinical Social Work, Marriage and Family Therapy,  
and Mental Health Counseling  
Medical Quality Assurance  
4052 Bald Cypress Way  
Bin # C08  
Tallahassee, Florida 32399-3258  
(850) 245-4474  
Or visit their Web site at: [www.doh.state.fl.us/mqa](http://www.doh.state.fl.us/mqa)

### **Florida Certified Addiction Professional (CAP)**

For information regarding the CAP requirements, students should review the requirements for certification at <http://www.flcertificationboard.org/certs/cap.html>

### **Behavior Analyst Certification Board (BACB)**

For information regarding the requirements for certification in applied behavior analysis and/or advanced applied behavior analysis, students should review the requirements for certification at <http://www.bacb.com>



**Counseling Academic Calendar  
2010-2011**

<b>Fall 2010</b>
August 23, 2010- December 12, 2010
<b>Winter 2011</b>
January 3, 2011- April 29, 2011
<b>Summer 2011</b>
May 16, 2011- August 20, 2011

## **Master's Programs Course Descriptions Index**

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

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

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

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

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

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

### **ABA 740 Evaluating Interventions in Applied Behavior Analysis (3 credits)**

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

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

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

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

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

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

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

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

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

**PYCL 502 – Counseling Theories and Practice (3 credits)**

This course surveys the fields of psychotherapy and counseling. It reviews the various theories and techniques of counseling that are consistent with current professional research and practice in the fields of mental health and school counseling.

**PYCL 504 Counseling Skills (3 credits)**

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

**Prerequisite: PYCL 502.**

**PYCL 507 – Research and Evaluation for Counselors (3 credits)**

This course seeks to prepare mental health and school counselors to be informed consumers of research and evaluation. It covers basic statistics, research designs, and program evaluation within the counseling and educational fields. It provides experience in developing accountability measures and in reading research and evaluating reports applicable to multicultural populations.

**PYCL 510 Career Development (3 credits)**

This course surveys the major theories of career choice, planning, and development as well as standardized methods of assessing vocational interests and aptitudes in school settings. Social, psychological, and economic factors influencing career choice are examined. Emphasis will be placed on individual and group career counseling skills across diverse populations.

**PYCL 511 Introduction to Mental Health Counseling Techniques (3 credits)**

This course is an overview of the field of mental health counseling. Students will address professional roles, functions, credentialing, and general ethics of mental health counselors. The major focus will be on the development of fundamental counseling skills, including listening, empathy training, and basic interviewing. Issues regarding the development of the therapeutic relationship, cultural diversity, crisis intervention and response as well as mental status assessment will be covered. **Prerequisite: PYCL 502**

**PYCL 512 Human Growth and Development (3 credits)**

This course covers how developmental maturation and social learning impacts individuals across the lifespan. Theory and research in social development and learning are covered in topics for mental health and school counselors.

**PYCL 515 Principles of School Counseling (3 credits)**

This course covers the history, philosophy, functions, management, and operation of comprehensive school counseling programs in elementary and secondary schools with emphasis on the role of the professional school counselor.

**PYCL 550 Contemporary Clinical Interventions (3 credits)**

This course focuses on an understanding of critical psychological, academic, and socioeconomic issues when working with children, adolescents, and adults in school settings. Topics covered include substance abuse, suicide, violence, teen pregnancy, and other issues affecting the well-being and academic success of students. Primary and secondary prevention strategies will be examined for suitable school-based interventions. **Prerequisite: PYCL 502.**

**PYCL 560 Appraisal and Evaluation in School Counseling (3 credits)**

This course covers basic measurement concepts, test content and purpose, psychometric properties, administration, and scoring procedures. Frequently used tests of aptitude, interest, achievement, and personality are reviewed. Issues involved with standardized and non-standardized assessment of achievement, educational diagnostic tests, and vocational interest tests are examined from the school counseling perspective. Issues of ethical test use and use with culturally diverse students are also addressed. **Prerequisite: PYCL 507**

**PYCL 570 – Ethical, Legal, and Professional Issues for Counselors (3 credits)**

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

**PYCL 582 Human Sexuality (3 credits)**

This course is an overview of the basics of sexual anatomy, physiology, and development. The student will acquire an understanding of human sexual response, concepts of sex therapies, and human sexual dysfunction. Also included are methods of contraception, sex and family planning, variations of sexual behavior, and the importance of the counselor in the role of the educator.

**PYCL 584 Diagnosis and Treatment of Adult Psychopathology (3 credits)**

This course provides an introduction to the definition and study of abnormal or maladaptive behavior, including a broad range of psychopathology relevant to the adult and aged populations. Emphasis will be placed on a descriptive review of the major DSM-IV disorders, supplemented with theoretical considerations of etiology and treatment approaches including the use of psychopharmacological interventions.

**PYCL 585 Psychology of Exceptional and At-Risk Children (3 credits)**

This course covers the etiology and characteristics of exceptionalities and children at risk for underachievement and dropping out. Also covered is the role of the school counselor in identifying such problems, drawing on available resources, and making appropriate referrals.

**PYCL 586 Diagnosis and Treatment of Child and Adolescent Psychopathology (3 credits)**

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

**PYCL 608 Psychological Testing for Individual Evaluation (3 credits)**

This course surveys frequently used tests of aptitude, interest, and personality. Test content, purpose, psychometric properties, administration, and scoring procedures are compared and evaluated. Issues of test use with culturally diverse populations are addressed. **Prerequisite: PYCL 507.**

**PYCL 612 Substance Abuse (3 credits)**

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

**PYCL 631 Career and Lifestyle Assessment (3 credits)**

This course surveys the major theories of career choice, planning, and development as well as standardized methods of assessing vocational interests and aptitudes. Social, psychological, and economic factors influencing career choice are examined. Emphasis will be placed on individual and group career counseling skills across diverse populations.

**PYCL 632 Social and Cultural Foundations of Counseling (3 credits)**

This course addresses cultural diversity and its implications for counseling. It considers the psychological impact of factors such as gender, race, ethnicity and culture, religious preference, socioeconomic status, sexual orientation, and physical disability in a variety of counseling and educational settings. Finally, it reviews counseling issues and strategies for diverse clients.

**PYCL 635 – Group Theory and Practice (3 credits)**

This course addresses group theory and practice in multiple settings with a variety of diverse populations and age groups. Major themes include group dynamics, group process, and group states for mental health and school counselors. **Prerequisites for mental health counselors: PYCL 502 & PYCL 511; for school counselors PYCL 502.**

**PYCL 645 Couples and Family Counseling Strategies (3 credits)**

This skills course surveys current approaches to couples and family counseling with an emphasis on a systemic conceptual model of family functioning and culturally sensitive therapeutic interventions. It is designed to develop specific intervention competencies. **Prerequisites: PYCL 502; PYCL 511; PYCL 584 or consent of adviser.**

**PYCL 660 Community Mental Health (3 credits)**

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

**PYCL 665 School Consultation Skills (3 credits)**

This course focuses on developing specific techniques in consultation, leadership, and advocacy. It integrates the various aspects of a developmental comprehensive school counseling program with particular reference to problem-solving and the utilization of available data and resources.

**PYCL 666 Case Conceptualization and Treatment Strategies (3 credits)**

This course focuses on the processes of conceptualizing clinical cases from a variety of theoretical orientations and translating them into effective treatment strategies. Video and audiotape clinical interviews, case studies, and role-plays will be utilized to assist students in formulating hypotheses about client difficulties and developing appropriate clinical interventions, which address those difficulties in a culturally sensitive manner. **Prerequisites: PYCL 502; PYCL 511; PYCL 584 or consent of adviser.**

**PYCL 669 Advanced Treatment Interventions (3 credits)**

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

**Prerequisites:** PYCL 502; PYCL 511; PYCL 584; PYCL 666.

**PYCL 680 Counseling Practicum (3 credits)**

The student is required to spend a specified number of hours per week at a selected agency working under supervision with clients. During that time, the student is expected to increase his or her competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student will be made more aware of the ethical, legal, and professional issues inherent in the counseling process.

**Prerequisites:** PYCL 502; PYCL 507; PYCL 511; PYCL 570; PYCL 584; PYCL 586; PYCL 635; PYCL 666 with a grade of B or better.

**PYCL 681 Counseling Internship (3 credits)**

This course is a continuation of Counseling Practicum. The student will be expected to develop more advanced skills in interviewing, assessment, and intervention. Simultaneously, continued emphasis will be placed upon ethical, legal, and professional issues. **Prerequisite:** PYCL 680 with a grade of B or better.

**PYCL 682 Continuing Counseling Internship (3 credits)**

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

**PYCL 683 Counseling Internship Elective (3 credits) (ELECTIVE)**

The student is required to spend a specified number of hours per week at a selected agency working under supervision with clients. During that time, the student is expected to continue to increase his or her competence in the areas of basic interviewing, assessment, and counseling skills. Simultaneously, emphasis will be placed upon ethical, legal, and professional issues inherent in the counseling process.

**Prerequisite:** PYCL 682 with a grade of B or better and must be approved with the consent of an adviser.

**PYCL 685 School Counseling Practicum (3 credits)**

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

**PYCL 688 School Counseling Internship (3 credits)**

Students are required to spend a specified number of hours per week at a selected K-12 public school setting working under the supervision of a professional school counselor. During that time, student are expected to become advocates for and increase competence in providing services to youth and their families in the personal/social, academic, and career domains. Furthermore, students will be made aware of the ethical, legal, and professional issues inherent in the counseling process.

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

**PYCL 689 Continuing School Counseling Internship (3 credits)**

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

**SA 710 Foundations of Substance Abuse and Mental Health Counseling in Community Settings (3 credits)**

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

**SA 720 Issues in Clinical Supervision (3 credits)**

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

**SA 730 Treatment of Co-occurring Disorders (3 credits)**

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

**SA 740 Psychopharmacology of Illicit and Licit Drugs (3 credits)**

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

**SA 750 Prevention Programming and Education (3 credits)**

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

**SA 770 Substance Abuse Counseling Practicum I (3 credits)**

This course reviews the many facets of counseling the addicted client. Several topics will be included while focusing on the individual such as, developmental models and dual diagnosis. Discussions regarding other forms of compulsive behaviors will also be introduced. Methods and techniques for intervention, evaluation and treatment will also be covered. Students are encouraged to present topics of interest that arise at their field experience sites and discuss cases for group discussion. **Prerequisites: PYCL 502; PYCL 507; PYCL 584; PYCL 570; PYCL 612; SA 740 with a grade of B or better.**

**SA 780 Substance Abuse Counseling Practicum II (3 credits)**

This course reviews the many facets of counseling the addicted client. Several topics will be included while focusing on the individual such as, developmental models and dual diagnosis. Discussions regarding other forms of compulsive behaviors will also be introduced. Methods and techniques for intervention, evaluation and treatment will also be covered. Students are encouraged to present topics of interest that arise at their field experience sites and discuss cases for group discussion. **Prerequisites: SA 770 with a grade of B or better.**

**SA 790 Substance Abuse Counseling Practicum III (3 credits)**

This course reviews the many facets of counseling the addicted client. Several topics will be included while focusing on the individual such as, developmental models and dual diagnosis. Discussions regarding other forms of compulsive behaviors will also be introduced. Methods and techniques for intervention, evaluation and treatment will also be covered. Students are encouraged to present topics of interest that arise at their field experience sites and discuss cases for group discussion. **SA 780 with a grade of B or better.**

## **CENTER FOR PSYCHOLOGICAL STUDIES ORGANIZATION**

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### **CENTER ADMINISTRATIVE COMMITTEE**

Karen S. Grosby	Dean
John E. Lewis	Director of Academic Affairs
Alan D. Katell	Director of Clinical Training
Ana Martinez	Director of Clinical Services/Chief Psychologist
Ana Fins	Director of Quality Enhancement Plan
Diane Karol	Center Administrator
Mercedes ter Maat	Academic Coordinator, Counselor Education Programs
Sarah Valley-Gray	Director of Continuing Education/Specialist Projects
Angela Waguespack	Academic Coordinator, School Psychology Program

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Cheryl Gotthelf	Chris Masden	



## **MASTER'S PROGRAM ADMINISTRATION**

### **Mental Health Counseling/School Counseling Program Administration**

Karen S. Grosby, M.Ed., Dean

Joyce H. Silverman, M.S., Program Administrator

Alan D. Katell, Ph.D., Director of Clinical Training

William I. Dorfman, Ph.D., ABPP, Associate Director of Clinical Training

Shannon Ray, Ph.D., Clinical Training Coordinator, Field-Based Programs

Mercedes ter Maat, Ph.D., Academic Coordinator, Counselor Education Programs

Donna Brodsky, Program Manager

Nancy Quesada, Assistant to Master's Administration

### **MS Counseling Program Administration**

Karen S. Grosby, M.Ed., Dean

Donna Nguyen, Psy.D., Director MS Counseling Program

Tara Sheehan, MS, BCBA, Interim Director, ABA Concentration

Patricia Zawoyski, Coordinator

## CPS FACULTY PROFESSIONAL INTERESTS

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### Full-Time Faculty

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

**Nathan H. Azrin, Ph.D., ABPP**, Harvard University, professor. Conduct disorder; oppositional defiant disorder (ODD); youth drug addiction; behavior therapy; depression; marital and couple counseling; muscular tics; self-injurious behavior; vocational counseling and placement; alcoholism; retardation; rehabilitation of the brain injured; insomnia.

**Carolyn Berger, Ph.D.**, University of Florida, assistant professor. Student underachievement; school counselor accountability practices; counseling gifted students.

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

**Ralph E. (Gene) Cash, Ph.D., NCSP**, New York University, associate 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, assistant professor. Cognitive psychology; conversational remembering; group dynamics; collective amnesia of traumatic events; autobiographical memories.

**Christian DeLucia, Ph.D.**, Arizona State University, assistant 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, Vice President for Academic Affairs university-wide faculty appointments. Professional interests include hypnosis (past president of Division 30, Psychological Hypnosis), community psychology, health and medicine, and the development of models for professional training of psychologists.

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

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

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

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

**Kevin Glavin, Ph.D.**, Kent State University, assistant professor. Career counseling and adaptability; decision-making integrating technology with the counseling process; effective models and methods of supervision for counselor trainees.

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

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

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

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

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

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

**F. Charles Mace, Ph.D., BCBA-D, ABAI International Fellow**, University of Arizona, professor. Applied behavior analysis, autism and developmental disabilities, the experimental analysis of behavior, translational research, severe behavior disorders.

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

**Wiley Mittenberg, Ph.D., ABPP/ABCN**, Chicago Medical School, professor. Neuropsychology of head injury in adults and children; malingering; forensic neuropsychology; neuropsychology of cortical and subcortical dementias; professional issues in clinical neuropsychology.

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

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

**Scott Poland, Ed.D.**, Ball State University, associate 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.

**Shannon Ray, Ph.D.**, University of Central Florida, assistant professor. Community mental health, chronic pain, eating disorders, domestic violence, child and adolescent treatment and post-traumatic stress disorder.

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

**Stephen A. Russo, Ph.D.**, Nova Southeastern University, assistant professor. Sport psychology; sports medicine, physical rehabilitation, and recovery from injury; performance enhancement and coaching consultation; anxiety, anger, and emotional regulation; counseling college student-athletes, performance artists, and athletes of all ability levels.

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

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

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

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

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

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

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

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

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

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

### **Full-Time Faculty From Other NSU Centers**

**Mel Coleman, Ph.D.**, Columbia University. School culture as it relates to teachers' perceptions of "caring schools", characteristics of school leadership, emotional intelligence and primal leadership.

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

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

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

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

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

### **Professors Emeriti**

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

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

**Leo J. Reyna, Ph.D.**, University of Iowa. Behavior analysis, therapy and theory; social skills training; anxiety, depression, and anger management; research on common factors in therapy, e.g., trust hope, warmth empathy, and other relationship issues; the role of verbal event in therapy and theory; research on iatrogenic versus motivational features in maintaining client involvement in therapy.

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

**Robert Weitz, Ph.D., ABPP**, New York University. Hypnotherapy with psychophysiological disorders, anxiety, and phobic states; development of professional education for practicing health psychologists.

### **Clinical Faculty**

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

**Robert Lane, Ph.D., ABPP**, New York University, clinical professor, Director of the Intensive Psychodynamic Psychotherapy Center. Psychopathology; diagnosis; difficult patients; psychoanalysis; psychotherapy; and supervision.

**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.

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

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

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

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

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

**Eugene May, Ph.D.**, University of Illinois. Humanistic and existential psychology; individual and group psychotherapy; psychology in fiction; diversity issues; therapy relationship, and post-traumatic stress disorder.

**Diann Dee Michael, Ph.D.**, University of Akron. Life span developmental psychology; humanistic developmental theory and parenting; managed mental health; brief psychotherapy; neuropsychology; general therapy on outpatient basis.

**Alicia Scott, Ph.D.**, University of Florida. School psychology; cognitive and psychoeducational assessment; private practice; intervention strategies; reading; early childhood and lifespan development; professional development.

**Adam Schulman, Ph.D.**, Nova Southeastern University. Individual and group therapy with adults; marital and family therapy; parenting issues.

**M. Ross Seligson, Ph.D.**, California School of Professional Psychology. Forensic psychology; HIV/AIDS related issues.

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

### **Adjunct Faculty**

**Betty Badger, Ed.D.**, Nova University. Depression and anxiety conditions of adults; marital, couple, and family counseling; short-term crisis counseling; assessment and treatment for depressions of older adults; confidence building therapies for women; mental health information and education for community groups.

**Jen L. Beasley Preffer, Ph.D., LMHC, ACS, RN**, Regent University. Career counseling, stepfamilies, grief therapy, parenting, supervision and training, multicultural issues, distance education, group therapy, program design, psychological assessment.

**Joseph W. Blitch, Ph.D.**, University of South Carolina. Clinical and forensic psychology, including marital and family therapy, psychological assessment, legal issues (competency, sanity, guardianship); training and supervision; ethical and legal issues; psychotherapy.

**Alan L. Braunstein, Ph.D.**, University of Miami. Forensic Psychology; the psychology of adolescents and child substance abuse evaluation and treatment; rehabilitation psychology (Spinal Cord Injury); existential insight and humanistic orientation.

**Jan Burte, Ph.D.**, Hofstra University; pain management; hypnotherapeutic and short term cognitive behavioral therapies; trauma, chronic and acute medical pain control, sexual dysfunction therapy, stress and anxiety.

**Marlene, Campbell, Ed.D.**, Nova Southeastern University. Guidance curriculum development; group and individual counseling; faculty professional development.

**Michael S. Carifio, Ph.D.**, Auburn University. Private practice - psychotherapy adults, adolescents, and children; clinical assessment.

**James Conti, Ph.D., C.A.A.P.**, University of Massachusetts. Chemical dependency, co-occurring disorders, employee assistance programming, HIV related issues, psychological testing, crisis

intervention.

**Arthur Cox, DSW**, Columbia University. Community mental health; mental health policy and programming; mental health evaluation; co-occurring mental and substance use disorders; mental health administration.

**K. Robert Crandall, Ed.D.**, Florida Atlantic University. Psychoeducational assessment; biofeedback; educational consulting services and mediation counseling.

**John A. Crocitto, Ed.D.**, George Washington University. Career assessment and counseling; college placement; counseling theory; consulting and life span human development.

**Joy J. Davis, Ed.D., LCSW**, Nova Southeastern University. Grief and bereavement counseling; hospice; crisis intervention; Christian counseling; compassion fatigue; career guidance and National Standards for School Counseling.

**Carol Delaney, RN, Psy.D., CAP** Miami Institute of Psychology. Chemical dependency, co-occurring disorders, psychopharmacology, neuropsychological, forensic issues in the area of chemical dependency, multi-cultural issues and psychological testing.

**Raymonde Dormezil-Neal, Psy.D.**, Nova Southeastern University. Individual, family, and group therapy for children and adolescents; psychoeducational and psychological assessments; applied behavioral analysis interventions for children and adolescents diagnosed with pervasive developmental disorders; consultation for homes and schools.

**Lori Eickleberry, Ph.D.**, Nova Southeastern University. Individual and group therapy for adolescents and adults; behavioral medicine/health psychology; addictions; weight loss; mood disorders; psychoeducational assessment; motivational interviewing training; stress management.

**Allan M. Etzkin, Ph.D., LMHC**, University of Akron. Adolescent issues, individual and groups advocacy.

**Sarajo Bunny Falk, Psy.D.**, Nova Southeastern University. Cognitive/behavioral medicine issues; chronic pain; individual, group, and family therapy; psychological and neuropsychological assessments; cognitive retraining; subspecialty; children; autism; mental retardation; staff training.

**Manny Gonzalez-Abreu, Ph.D., LMFT, BCBA**, Nova Southeastern University. Individual, couple, and family therapy; systemic approaches in understanding and treating human problems; treatment of children, adolescents, and adults with developmental disabilities and their families; benefits and limitations of DSM diagnostic labels in psychotherapy; utilization of Applied Behavior Analysis principles in the treatment of children, couples, and families; solution oriented brief therapy; religion and psychotherapy.

**Charlene Grecsek, Ed.D.**, University of Sarasota. Counseling with children and adolescents; working with severely emotionally disturbed students; community mental health; career assessments.

**Martin J. Greengrass, Ph.D.**, University of Connecticut. Evaluation of programs for the homeless; sexual dysfunctions and paraphilias; attention deficit hyperactivity disorder; obsessive compulsive disorders and other panic disorders; effective treatment for borderline personality disorders; empirically validated psychological treatments.

**Anibal Gutierrez, Ph.D., BCBA** University of Florida. Treatment and assessment of problem behavior for children with autism and developmental delay, acquisition of adaptive skills, functional assessment, and applied behavior analysis.



**Melissa Hale, Ph.D., BCBA** University of Florida. Educational programming for students with autism, applied behavior analysis, functional assessment, and school psychology.

**Bruce A. Hartley, Ph.D., LMHC**, University of Florida. School Psychology; School Guidance; Clinical Interventions; Response to Intervention; cultural diversity and counseling.

**Barry L. Hensel, Ph.D.**, University of Toledo. Affective disorders; childhood psychopathology; program evaluation; mental health administration; psychotherapy; psychological testing; ethics.

**Elizabeth S. Ibanez, Ph.D.**, Texas Tech University. Multicultural psychotherapy and assessment; counseling with children, adolescents & adults; consultation services in the school setting.

**Albert F. Inclan, Ph.D., LMHC**, University of Florida. Cross cultural issues, especially testing; translator of MBTI into Spanish; mental health program administrator; qualified clinical supervisor; private practice-children and adults; couples, marital issues, individual and group psychotherapy; consultant; in-service presenter; background in the field of rehabilitation counseling.

**Robert Ivy, Ed.D.**, Virginia Polytechnic Institute and State University. Counseling and school psychology; child and adolescent psychology; psychological and psychoeducational assessment; exceptional student identification and staff development; child and adolescent psychotherapy; subspecialty CD, ADHD, and ODD; teaching and consulting.

**Dale Kadlecek, Ed.D.**, Illinois State University. Technological applications to psychology and education, educational leadership, and school finance.

**Jodi Katz, Psy.D.** Nova Southeastern University. Neuropsychology, geriatric neuropsychology, psychological assessment, cognitive behavioral psychotherapy, eating disorders, anxiety disorders.

**Shannon Knight, Ph.D.**, University of Florida, school counseling, mental health counseling, marriage and family therapy, therapist in family, out-patient, in-patient, and child/family counseling.

**Sean Leonard, Ph.D.**, Nova Southeastern University. Forensic psychology; treatment of adults with severe/persistent mental illness; marital and couples counseling; treatment of sexual-related issues.

**Marvin Lew, Ph.D., ABPP.**, SUNY Buffalo, private practice clinician, behavioral and cognitive behavioral therapies including anxiety, depression, conduct disorder, attention deficits, pervasive developmental disorder.

**Tom Mabee, Ph.D., LMHC**, Florida State University. Systems issues; depression; phobias; obsession-compulsion; alcoholism; outcome studies; development of client self-help aids.

**Cristina Magalhaes, Ph.D.**, Nova Southeastern University. Child and adolescent therapy, family therapy, infant mental health, minority issues, children and families in the dependency court system, pre- and post-adoption issues.

**Eduardo Magalhaes, Ph.D.** Nova Southeastern University. Community mental health and private practice; integrative approaches to individual and marital psychotherapy; clinical biofeedback; mindfulness. Research interests are in the areas of cross-cultural assessment, clinical biofeedback and transgender health. Member of the Florida Biofeedback Association (FBA) and the World Professional Association of Transgender Health (WPATH).

**Craig Marker, Ph.D.**, Chicago Medical School, Anxiety disorders, with a particular emphasis on obsessive-compulsive disorder, panic disorder, and social anxiety; longitudinal data analysis, with an emphasis on intraindividual variability and change methods.

**Lidia Martinez, Ph.D., LMHC, CAP,** Nova Southeastern University. Childhood obesity, family therapy, Native American culture, substance abuse counseling.

**Mark Middlebrooks, Ph.D.,** Nova University. Behavioral medicine; biofeedback; death and dying; older adults; meditation and transpersonal psychology.

**Joanna Oestmann, Ed.D.,** University of Sarasota. Medical psychology, human development, aging, gerontology, & women's issues (fertility, hormones, rape crisis, domestic violence). Clinical supervision focusing on diagnostics, treatment planning, and assessment.

**Gihan Omar, Psy.D.,** Florida Institute of Technology. Multicultural issues in mental health counseling settings; counseling with children, adolescents and dual-diagnosis clients; development of multicultural competence training.

**Agatha Parks-Savage, Ed.D., LPC, RN** College of William and Mary. Compassion fatigue, cultural competence, professional mentoring, professional identity development, clinical supervision, behavioral medicine; culturally and clinically diverse child, adolescent and adult populations utilizing brief solution-focused counseling.

**Michael Reiter, Ph.D.,** Nova Southeastern University. Individual and family therapy, counseling children, adolescents and couples; postmodern therapy including solution-focused and narrative therapies.

**Christine Reeve, Ph.D., BCBA** State University of New York at Stony Brook. Treatment and assessment of autism spectrum disorders and related developmental disabilities, communication and challenging behavior, teacher training strategies, effective consultation strategies.

**Tina M. Reynolds, Psy.D.,** Nova Southeastern University. Psychotherapy with children, adolescents, and adults; family and marital therapy; developmental issues related to adolescence, self-esteem, behavioral issues related to children and parenting.

**Andrew S. Rubin, Ph.D.,** Illinois Institute of Technology.

**Stephen G. Rudin, Ed.D., FABMP, FICPP,** University of Illinois, private practice, behavioral medicine (pain, weight, headache, stress management, chronic illness, neurological disorders).

**Niurka Santana, Ph.D., Psy.D.,** Carlos Albizu University. Neuropsychological assessment, health psychology, testing bilinguals, vocational counseling, and psychotherapy with neurologically impaired individuals.

**Lisa Saponaro, Ph.D.,** University of Memphis. Psychological assessment; counseling with individuals, family, couples, groups and dual-diagnosis populations.

**Daniel S. Schoenwald, Ph.D.,** Nova Southeastern University. Individual and group psychotherapy; major depression; bipolar disorder; posttraumatic stress disorder; schizophrenia; substance abuse; neuropsychological assessments.

**M. Hal Silverman, Ed.D.,** University of Sarasota. Counseling psychology, school psychology; biofeedback treatment chronic pain syndrome; individual and group psychotherapy.

**Kenneth L. Smylie, Ph.D., LMFT, LMHC,** University of Florida. Individual, couple and family therapy. Prayer therapy. Inner emotional healing.

**Stephen M. Stillman, Ph.D.**, Ohio State University. Executive assessment; psychological evaluation; police psychology; career assessment and counseling; executive career development.

**Paige Telan, Ph.D.** Florida International University. Developmental psychology, psychology of women, social and personality development.

**Jean M. Thaw, Ph.D.**, Louisiana State University. Weight and eating disorders; body image disturbance; environmentally-based intervention for weight loss and obesity prevention.

**Larry E. Thompson, Ed.D.**, West Virginia University. Cognitive-behavioral therapies with phobias; multiple personalities; generalized anxiety and depressive disorders; mental health/substance abuse service delivery.

**George Wallace-Barnhill, Ph.D.**, University of Maryland. Private practice; adults, marital, adults with childhood abuse, PTSD, dissociative disorders, and group therapy

**Tamara White, Ed.D.**, Nova Southeastern University; academic programming, guidance curriculum development, group/individual counseling, faculty professional development.

**Marlene Zychowicz, Ed.D.**, Northern Illinois University. Counseling psychology; marriage and family therapy; group and individual counseling.

## Important Contact Information

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Degree Applications		(954) 262-7226/7
Grades		(954) 262-7235
International Students		(954) 262-7240/1
Veterans' Affairs		(954) 262-7236
Transcripts		(954) 262-7225
Loan Deferrals		(954) 262-7251

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