

Center for Psychological Studies

Master's Programs in Counseling

Policies and Procedures Handbook

2014-2015

*Supplemental to Nova Southeastern University
Policy and Procedure Handbook at
http://www.nova.edu/studentaffairs/forms/studenthandbook_2014-15.pdf

Website: www.cps.nova.edu

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Nova Southeastern University

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.

NSU Mission Statement

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

NSU Vision 2020 Statement:

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

NSU Core Values:

Academic Excellence
Student Centered
Integrity
Innovation
Opportunity
Scholarship/Research
Diversity
Community

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

Academic Integrity

The university is an academic community and expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The university can function properly only when its members adhere to clearly established goals and values. Accordingly, the academic standards are designed to ensure that the principles of academic honesty are upheld.

The following acts violate the academic honesty standards:

1. Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication—intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate any provision of this code.
4. Plagiarism—the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgement.

Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Using sources to provide information without giving credit to the original source is dishonest. Students should avoid any impropriety or the appearance thereof in taking examinations or completing work in pursuance of their educational goals.

For a complete description of Nova Southeastern University's Academic Standards please see the NSU Student Handbook (pgs. 22-24).

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 bachelor's, master's, educational specialist, and doctoral degrees. The university is chartered by the State of Florida.

The Center for Psychological Studies' Doctor of Philosophy (Ph.D.) program in clinical psychology is accredited by the Commission on Accreditation of the American Psychological Association. The Center for Psychological Studies' Doctor of Psychology (Psy.D.) program in clinical psychology is accredited by the Commission on Accreditation of the American Psychological Association. The Center for Psychological Studies' Psychology Services Center Predoctoral Internship Program is accredited by the Commission on Accreditation of the American Psychological Association.

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

*Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, D.C., 20002-4242
Phone: 202-336-5979/E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation*

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

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

The Center for Psychological Studies offers two programs, (1) the M.S. in School Counseling and (2) the Psy.S. in School Psychology, for practitioners in P-12 schools that are accredited by the National Council for Accreditation of Teacher Education (NCATE). The accreditation for these programs is awarded to the university through the Fischler School of Education as follows: The Fischler School of Education at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE) (www.ncate.org). This accreditation covers initial teacher preparation programs and advanced educator preparation programs at all university locations and online. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes.

Nova Southeastern University's Center for Psychological Studies is approved by the American Psychological Association to sponsor continuing education for psychologists. Nova Southeastern University's Center for Psychological Studies maintains responsibility for this program and its content. Nova Southeastern University's Center for Psychological Studies is approved to offer continuing education by the State of Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling. Provider # BAP 330 – exp. 03/31/2015. Nova Southeastern University's Center for Psychological Studies is approved to offer continuing education by the State of Florida Board of Medical Therapies/Psychology, Office of School Psychology. Provider # SCE 11 – exp. 11/30/2013. Nova Southeastern University's Center for Psychological Studies is approved by the National Association

of School Psychologists to provide continuing education for school psychologists. Nova Southeastern University maintains responsibility for the program. Provider # 1024. Nova Southeastern University's Center for Psychological Studies is an NBCC-Approved Continuing Education Provider (ACEP™) and may offer NBCC-approved clock hours for events that meet NBCC requirements. The ACEP solely is responsible for all aspects of the program. Provider #4548, exp. 04/30/2015.

Nova Southeastern University admits students of any race, color, sex, age, non-disqualifying 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.

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures without notice, affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the university and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

President's Message

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

When it began, NSU served 17 Ph.D. students from one building. Today, we have nearly 29,000 students and more than 5 million square feet of classroom space, libraries, and recreation areas. Our programs are offered throughout Florida and the United States, as well as in 12 countries. And with more than 136,000 alumni, our graduates reside in all 50 states and in more than 63 other countries.

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

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

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

Dean's Message

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

The center offers a Ph.D. (Doctor of Philosophy) program and a Psy.D. (Doctor of Psychology) program that are accredited by the American Psychological Association (APA). The center also offers master's degrees in counseling, mental health counseling, school counseling (Florida Department of Education approved), forensic psychology and general psychology. Also offered are a Florida Department of Education, NCATE, and NASP approved specialist (Psy.S.) program and doctoral (Psy.D.) program in school psychology. An APA approved continuing professional education program is offered to community professionals. The center trains students in its Psychology Services Center that serves children, adolescents, and adults through its outpatient programs and thirteen faculty specialty clinical training programs. In addition to the APA accredited NSU Psychology Services Center Internship Program, the center collaborates on the Consortium Internship Program, that is an Association of Psychology Postdoctoral and Internship Centers (APPIC) member. The center values interdisciplinary collaborations and works with partners in the postdoctoral residency program, college of medicine, college of dental medicine, school of education, school of business, the Mailman Segal Center, the Criminal Justice Institute, Institute for the Study of Human Service, community partners, and others.

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

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

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

Introduction to the Center for Psychological Studies

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

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, hospitals, 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 & Procedures Handbook* was designed to familiarize you with the specific policies and procedures governing the Ph.D. clinical psychology program. 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, research, practicums, or other requirements. Because these changes occur to improve the training of mental health professionals, 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.

Reservation of Power

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies and procedures without notice, affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition or deletion shall not be considered a violation of the relationship between the university and the student. Such right includes the modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

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 education and training in psychology, school psychology, mental health counseling, school counseling, and clinical psychopharmacology. 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 members 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. The doctoral (Psy.D.) program in school psychology builds upon the center's specialist program (Psy.S.) in school psychology, which is approved by the Florida Department of Education (DOE), the National Association of School Psychologists (NASP), and accredited by the National Council for Accreditation of Teacher Education (NCATE). The doctoral

(Psy.D.) program in school psychology curriculum meets the Florida state licensure requirements as both a school psychologist and a psychologist under Chapter 490, *Florida Statutes*. Both school psychology programs provide training for students intending to practice school psychology in a variety of school and school-related settings. The master's programs in mental health counseling, school counseling and counseling provide quality training for individuals engaging in service delivery within agencies and schools. The center also provides educational experiences 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.

Tobacco-Free Policy

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

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 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 mental health counseling curriculum meets the academic requirements for licensure as a Mental Health Counselor in the State of Florida, and allows graduates to pursue National Certification as Counselors through the National Board for Certified Counselors (NBCC).

The master's degree in **Counseling** (60 credit hours for the MHC concentration, 42 credit hours (BCaBA) or 48 credit hours (BCBA) for the ABA concentrations (**BEFORE FALL 2014**) OR 45 credit hours (BCaBA) or 51 credit hours (BCBA) for the ABA concentrations (**Fall 2014 and thereafter**); 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 mental health counseling concentration curriculum meets the academic requirements for licensure as a Mental Health Counselor in the State of Florida, and allows graduates to pursue National Certification as Counselors through the National Board for Certified Counselors (NBCC).

The 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.

Master of Science Forensic and General Psychology Programs

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

The master's degree in **General Psychology** is a 30 credit online program that will prepare students to develop foundational knowledge in psychological theory and research. Local, national, and international students may select this M.S. degree as an opportunity to obtain prerequisite courses to meet eligibility requirements for application to other psychology programs, including advanced doctoral studies. Through its specialty tracks, the program will also allow a variety of professionals within the fields of education, human services, counseling, and allied health to access coursework both as degree-seeking and non-degree seeking students in order to advance their psychological knowledge and use of psychological applications in their respective fields. In addition to the direct benefit of obtaining foundational knowledge in psychology, the curriculum is designed to facilitate the development of basic interpersonal skills, cultural sensitivity, and additional knowledge and skills that enhance the preparation of students for professional work in increasingly diverse social agencies, school and community settings, in business and industry environments, and in hospitals.

Other Master of Science Programs

The master's degree in **Criminal Justice** is an interdisciplinary program offered through the Institute for the Study of Human Service, Health, and Justice. The program 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 Institute for the Study of Human Service, Health, and Justice 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.

School Psychology Programs

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), the American Psychological Association (APA), and the National Council for Accreditation of Teacher Education (NCATE).

The program consists of 79 semester hours that span three years of course work (including practicums) and one year of internship. 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 and Tampa.

The **Doctoral Program** (Psy.D.) in school psychology builds upon the Center's specialist program in school psychology and is approved by the Florida Department of Education (DOE) and designed to meet the national standards for training as defined by the National Association of School Psychologist (NASP) Standards for Graduate Preparation in School Psychology. The doctoral curriculum meets the Florida state licensure requirements as both a school psychologist and a psychologist under Chapter 490, *Florida Statutes*. Moreover, the curriculum is consistent with the *APA Accreditation Guidelines and Principles* of the American Psychological Association (APA).

Clinical Psychology Doctoral Programs

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

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

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

The Center for Psychological Studies seeks to develop strong mentoring relationships between faculty members and students. These relationships provide individualized supervision and tutoring in scientific thinking, research, ethical decision making, and professional practice.

Doctor of Philosophy (Ph.D.) Program

The **Ph.D. program in clinical psychology** adheres firmly to the principle that psychology is an empirically based discipline. The clinical psychology program will contribute most to the society that supports it if the education provides for the acquisition of the roles of the scientist and the practitioner. The focus of this program is on the empirical analysis of current topics and problems in clinical psychology. The development of sophistication in applied clinical research is emphasized. It is believed that only through the investigation of the psychological problems confronting contemporary society can solutions be found. Thus, much of the research conducted within the program involves the development and rigorous investigation of innovative assessment and intervention for clinical problems, rather than merely the analysis and evaluation of existing procedures.

The program curriculum is anchored in the cumulative body of psychological knowledge and provides a firm basis in statistics, research design, and experimental research methodology. Through a sequence of formal clinical courses, and through increasingly responsible exposure to clinical populations in supervised practicums, the program develops the knowledge and skill required for the student to assume the role of a research-oriented clinical psychologist.

Graduates of this program are providing psychological services in a number of settings. Some have chosen academic settings, while others have chosen medical schools. Still others have become agency administrators. The majority of the graduates, however, have opted to work in service settings that allow them to use their clinical training and their training in program and outcome evaluations.

Doctor of Psychology (Psy.D.) Program

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

The primary goal of the **Psy.D. program** is to offer academic, practicum, internship, and research experience directly relevant to the practitioner, while retaining the important scientific base upon which professional competence and knowledge rest. One goal of the curriculum is to prepare students to be lifelong consumers of research.

Clinical skills are molded by a sequence of courses in assessment and intervention, both in theory and practice. These courses are supplemented by a variety of practicum experiences, which include intensive supervision. The Psy.D. curriculum expertly trains students to perform as clinicians, public and private practitioners, supervisors, mental health consultants, instructors of clinical psychology, administrators of human service programs, and members of research teams. The degree of expertise in these various specialties, of course, is contingent upon the individual's educational concentrations, training exposures, and career aspirations.

Concentrations/Tracks

Although the center's Ph.D. doctoral program is 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 practicums 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 practicums with core faculty. Students will complete 12 hours of specified coursework. The Trauma track requires students to participate in trauma research and clinical practicums with core faculty. Students 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 3rd 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.

Licensure

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

Other Doctoral Programs

The Ph.D. in Criminal Justice, offered through the Institute for the Study of Human Service, Health and Justice, trains individuals through an interdisciplinary focus in an online environment. The program prepares students through the core curriculum and allows for specialty training through various tracks. The Ph.D. in Criminal Justice opens opportunity in areas of research, academia, and management to those who are ready to advance as well as to individuals considering a career change.

The program facilitates choice for students and fosters the development of specialized expertise. The Ph.D. in criminal justice requires successful completion of sixty credit hours that includes core courses, specialty track courses and dissertation.

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 to 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 nationwide pool of 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.

Nova Southeastern University's Center for Psychological Studies is approved by the American Psychological Association to sponsor continuing education for psychologists. Nova Southeastern University's Center for Psychological Studies maintains responsibility for this program and its content. Nova Southeastern University's Center for Psychological Studies is approved to offer continuing education by the State of Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling. Provider # BAP 330 – exp. 03/31/2015. Nova Southeastern University's Center for Psychological Studies is approved to offer continuing education by the State of Florida Board

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

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 | Sexual abuse |
| Physical abuse | Sexual addiction |
| Posttraumatic stress disorder | Sleep disorders |
| Psychoanalytic therapy | Social-clinical psychology |
| Psychodiagnostic assessment | Stress disorders |
| School phobia | |

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, non-disqualifying disability, religion or creed, sexual orientation, or national or ethnic origin.

The Psychology Services Center's clinical staff consists of professionals in psychology, mental health counseling, and social work. 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	Challenging Behaviors
Parent skills training	
Psychodynamic psychotherapy	
Psychoeducational evaluations for gifted and school related issues	
Psychological testing	
Stress management	
Testing and treatment for ADHD	

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

- Anxiety
- Depression
- severe and persistent mental illness
- social skills problems
- stress
- other mental health issues

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

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

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

Specialty Clinical Training Programs

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

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

Anxiety Treatment Center. This program specializes in the treatment of anxiety and obsessive compulsive disorders. The mission of the clinic is to provide state-of-the-art treatments with proven efficacy based on cutting-edge research. Domains of treatment include phobias, generalized anxiety, social anxiety, and panic disorders. In addition, a specialized track within the program offers treatment for obsessive compulsive disorder, body dysmorphic disorder, hoarding, hair pulling and skin picking, and tic disorders.

Biofeedback and Health Psychology Center. This program offers psychological evaluation, intervention, and consultation for the optimum management of an ongoing health related concern as well as for the optimum maintenance of a healthy lifestyle. Biofeedback and other health psychology interventions can be provided to assist individuals with the management of a chronic disease, headaches and other types of chronic pain, healthy eating and exercise, changing health compromising behaviors, coping with aversive medical/dental procedures, and overall health promotion. When indicated and with appropriate release of information, interaction with the clients' significant others and/or other health care providers can be 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 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, 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 Assessment Center. The Assessment Center will give practicum students a wide range of experiences with a battery of psychological tests which will include intelligence testing, objective and projective personality testing, achievement testing, and neuropsychological screening. Students will see a wide range of children, adults and gerontological populations as well as a wide range of diagnoses including normals, schizophrenics, depressed, behavioral disturbances, mentally retarded, brain injured, personality disorders, and other disorders commonly seen in outpatient and in-patient psychological settings. Students will test both at CPS as well as community sites. Students will be trained across a wide variety of testing instruments and in psychological report writing as well as case interviewing and conceptualization techniques. Students will also learn how to consult with other professionals.

Psychological Services for the Emotionally Distressed. The Program for the Seriously Emotionally Disturbed 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.

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

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

ACADEMIC REGULATIONS AND INFORMATION

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 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

A Leave of Absence (LOA) is a university-approved temporary period of time during which the student is not enrolled, but is not considered withdrawn from the university. A student may request a leave when a good cause can be demonstrated. A request for leave due to poor academic performance is not considered good cause.

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.

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.

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.

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 Bursar's Office 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. Non-degree seeking students who are not registered for two consecutive semesters will be withdrawn from graduate study.

Registration Policies and Procedures

Students register directly on the university system: <http://webstar.nova.edu>.

All students must complete the Student Enrollment Agreement (SEA) form in order to register for classes. The SEA requires students to agree with NSU standards and policies regarding course registration and withdrawal, financial responsibility, a release of liability, and more. Students registering for courses will be prompted to complete the form as part of the registration process on [Sharklink](#) and [Webstar](#).

Payment of Tuition and Fees

Payment of tuition and fees is due within 30 days of the beginning of a particular semester. Students awarded financial aid will have fees/tuition deducted before receiving a refund.

Arrangement with the Bursar's Office regarding payment of tuition and fees is part of the registration process and **registration is a prerequisite to class attendance**. Students who register late will be assessed a \$50 late registration fee. The academic calendar stipulates the last day for completing late registration.

Tuition and Fees

Master's tuition for 2014–2015 will be charged at the rate of \$650 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	\$650 per credit hour
Student Services Fee	\$350 per semester (for enrollment of 4 or more credits) \$175 per semester (for enrollment of under 4 credits)
Application Fee	\$ 50 (non-refundable)
Registration Fee	\$ 25 per semester
Late Registration Penalty	\$ 50 per semester
Late Payment Penalty	\$100 per semester
Textbooks	\$ 80-200 per course (approximate cost)
Practicum Fee	\$750 (Online Counseling Students-ONE TIME FEE)
Professional Liability Insurance	\$ 10 per semester
Fingerprinting/Background Checks	Fee determined by agency
Counselor Preparation Comprehensive Exam	\$ 50 per attempt for MHC students/Counseling–MHC concentration students beginning Fall 2014
Application for Degree Fee	\$100
Transcript Fee	\$ 10 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/docs/ethics/2014-aca-code-of-ethics.pdf>. 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

Any student in good standing enrolled in the **Mental Health Counseling or School Counseling Programs** wishing to withdraw from classes because of illness or some other satisfactory reason must contact the Master's Program Office immediately at 954-262-5740 or email: qnancy@nova.edu, schwarardo@nova.edu, brenda.levine@nova.edu or ns183@nova.edu .

Any student in good standing enrolled in the **Counseling (online) Program** wishing to withdraw from classes because of illness or some other satisfactory reason must contact the Master's Program Office immediately at 954-262-5720 or email: zawoyski@nova.edu, brenda.levine@nova.edu or dr185@nova.edu .

Adjustment of tuition fees will be computed from the date on which the notice is received by the Program Office.

- (a) No part of the application fee or the registration fee will be refundable upon withdrawal.
- (b) The refundable percentage of total tuition (paid or due) will be computed in accordance with the refund timeframes and rates provided on the CPS Academic Calendar in this handbook (pgs. 63-67).

Class Cancellation Policy

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

Drop/Add

The academic calendar 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 date indicated on the academic calendar to drop courses with a refund and prior to last published date to withdraw for the term. If the student fails to withdraw by the final published date to withdraw for the term, the student will be assigned a grade of "F." Withdrawal from a course may affect the student's financial aid status.

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 (Pre-K-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:

Grade	Achievement Rating	Quality Points
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. A grade of W will appear on the student's official transcript and will be included in attempted credit hours.

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

- a. Course Instructor/Supervisor
- b. Director of Master's Programs / Director of Academic Affairs
- c. Dean (final level of appeal)

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

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

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/internship 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/internship 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/internship 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/docs/ethics/2014-aca-code-of-ethics.pdf>) and/or the American School Counselor Association *Ethical Standards* (<http://schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf>).
 - 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.

CELLUAR PHONE POLICY

The university recognizes the growing trend regarding student possession of cellular phones and electronic devices with video, camera, or voice recording capabilities. In support of each individual's reasonable expectation of privacy, the copyright and intellectual property laws, the use of these cellular phone features by NSU students must be in conjunction with express consent. Students are expressly forbidden to video, use camera or voice recordings without the express consent of the subject(s) being photographed or recorded. You may not place any pictures or videos of people on a Web page without

the expressed permission of the people in the pictures or videos. Any student whose use of their cellular phone violates another's reasonable expectation of privacy or produces any media as a result of the cellular phone capabilities without express consent may be found in violation of this policy. Violations of this policy may lead to disciplinary action that may result in confiscation of the cellular phone and referral to Student Affairs as a violation of the NSU Code of Student Conduct.

COMPUTER POLICY

The use of a personal computer during classes is at the discretion of the individual instructor.

The computing resources of Nova Southeastern University are intended to be used for its programs of instruction and research and to conduct the legitimate business of the university. All uses must have proper authorization for the use of the university's computing resources. Users are responsible for seeing that these computing resources are used in effective, ethical, and legal manner. Users must apply standards of normal academic and professional ethics and considerate conduct to their use of the university's computing resources. Users must be aware of the legal and moral responsibility for ethical conduct in the use of computing resources. Users have a responsibility not to abuse the network and resources, and to respect the privacy, copyrights, and intellectual property rights of others. For a complete description of Nova Southeastern University's computer policy refer to the NSU Student Handbook (pgs. 36-37).

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 is granted by the academic Dean for that program.

Grade/Progress Reports

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

Credit for Prior Training

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

[The Family Educational Rights and Privacy Act of 1974 \(FERPA\)](#), also known as the Buckley Amendment, affords 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 2010 *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 arrest or conviction after the filing of the application for admissions or during the time that the student is enrolled at the university. 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/internship, 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 assessment of competency resides within the expertise of faculty who are uniquely qualified by their training experience. Such evaluations and grades are not subject to student grievances and appeals under this section, unless there is an allegation of federally/state protected discrimination, but rather are subject only to appeal under the Policy for Grading Disputes where applicable.

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 Master's Programs / Director of Academic Affairs within 30 working days of its occurrence, where informal resolution will continue. Should the Director of Master's Programs / Director of Academic Affairs 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.

REMEDIATION 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 the cumulative total 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 0666 Case Conceptualization and Treatment Strategies, PYCL 0680 Counseling Practicum, PYCL 0681 Counseling Internship, and PYCL 0682 Continuing Counseling Internship

Substance Abuse Counseling: SA 0770 Substance Abuse Counseling Practicum I, Substance Abuse Counseling and Education: SA 0780 Substance Abuse Counseling Practicum II, and SA 7090 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 0685 School Counseling Practicum, PYCL 0688 School Counseling Internship and PYCL 0689 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 the cumulative total 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.

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", may be subject to review by the Professional Standing Committee 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 a cumulative grade point average (GPA) of 3.0 or better, 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. The committee reserves the right to dismiss students from the program.

READMISSION

Students dismissed from the program may petition for readmission after one academic year. Applicants should supply documentation regarding remediation. Readmission petitions should be submitted to the CPS Admissions Office. Students will have their records examined by the master's program admission committee. Upon approval, the student will be readmitted to the program in effect at that time. Only those courses, previously completed in the CPS master's program within the past five years with grades of B or better and 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 reasons of his or her disability.

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

For additional information on the university ADA policy and obtaining reasonable accommodations, please contact Dr. Arlene Giczowski, Director, Office of Student Disability Services at (954) 262-7185. Refer to *NSU Student Handbook* http://www.nova.edu/studentaffairs/forms/studenthandbook_2014-15 (p. 43) for complete policy. Student's requests for accommodation will be considered on an individual basis in accordance with the center's procedures.

OTHER POLICIES AND INFORMATION

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

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

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.

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

The principal investigator will be responsible for completing the IRB Submission Form and Protocol for all unfunded research involving human subjects to the IRB member or alternate in CPS. The designated CPS IRB member is responsible for reviewing this documentation for completeness and determining if the research warrants review by the IRB. Research that is regarded as not having potential risk to subjects will be exempted from review by the IRB following review by the CPS IRB member/alternate.

If the IRB member/alternate determines that the proposed research poses potential risk to subjects, the principal investigator will be directed to submit one copy of the submission form and 22 copies of the protocol, including all consent forms and research instruments to be used in the study, to the Office of Grants and Contracts. The CPS IRB representative informs the Office of Grants and Contracts that an applicant is sending a protocol. Upon receipt of all required paperwork, the Office of Grants and Contracts will assign a protocol number and forward all copies to the IRB members. The IRB chair or the chair's designees, in consultation with the Office of Grants and Contracts, will determine if the research

can be reviewed through expedited review. After IRB review the Office of Grants and Contracts will notify the principal investigator of any changes that must be made and about decisions of approval or disapproval.

Remember that all research including that done with clinic clients, students, or volunteers must be submitted to the Center for Psychological Studies IRB representative. Policies and procedures can be accessed at the IRB Web site at www.nova.edu/cwis/ogc/irb.

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>.

CENTER FOR PSYCHOLOGICAL STUDIES 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 the various clinics, graduate assistantships, research assistantships, and teaching assistantships. Contact the director of employee services for information regarding the availability of assistantships.

STUDENT FACILITIES

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, practicums, 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

Regional campuses are located in Jacksonville, Miami, Orlando, Palm Beach and Tampa. The campuses 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.

STATE LICENSURE DISCLOSURE

All educational formats offered by the center meet the same stringent accreditation requirements as on campus programs. The following states have provided these disclosures

Iowa Disclosure

Note: In accordance with *Iowa code* §261B.9, students in the Center for Psychological Studies graduate programs will receive the following attached disclosure statement accompanied by copy of the program's policy and procedures handbook at the beginning of the program before any tuition and fees are received.

Note to Iowa Students: The following information is being provided in accordance with *Iowa code* §261B.9.

1. **Title of courses in the Master's Programs in Counseling:**
Please see the center's current program policy and procedures handbook for list of course titles.
2. **Description of courses in the Master's Programs in Counseling:**
Please see the center's current program policy and procedures handbook for a listing of course descriptions.
3. **Tuition and Fees for the Master's Programs in Counseling:**
Please see the center's current program policy and procedures handbook for all tuition and fees.
4. **Refund Policy for the Master's Programs in Counseling:**
Please see the center's current program policy and procedures handbook for refund policy.
5. **Applicability:**
The courses offered in this Master's Programs in Counseling leads to a Master of Science degree. Please see the center's current program policy and procedures handbook for graduation requirements.
6. **Accreditation statement:** 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 Doctor of Philosophy (Ph.D.) program is accredited by the Commission on Accreditation of the American Psychological Association. The Center for Psychological Studies Doctor of Psychology (Psy.D.) program is accredited by the Commission on Accreditation of the American Psychological Association. The Center for Psychological Studies Psychology Services Center pre-doctoral Internship Program is accredited by the Commission on Accreditation of the American Psychological Association.

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

*Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, D.C., 20002-4242
Phone: 202-336-5979/E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation*

Additionally, the Center for Psychological Studies sponsors the South Florida Consortium Internship Program, which is a member in good standing of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The center's master's degree program in school counseling and specialist and doctoral programs in school psychology are approved by the Florida Department of Education. In addition, the specialist program in school psychology holds the designation of National Recognition by the National Association of School Psychologists (NASP).

The Center for Psychological Studies offers two programs, (1) the M.S. in School Counseling and (2) the Psy.S. in School Psychology, for practitioners in Pre-K–12 schools that have been accredited by the National Council for Accreditation of Teacher Education (NCATE). The accreditation for these programs is awarded to the university through the Fischler School of Education as follows: The Fischler School of Education at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at all university locations and online. However, the accreditation does not include individual education courses that the institution offers to P–12 educators for professional development, re-licensure, or other purposes.

School Counseling

Master's Program

SCHOOL COUNSELING PROGRAM

The master's in school counseling program is a Florida Department of Education, state-approved program, and accredited by the National Council for Accreditation of Teacher Education (NCATE). The School Counseling Program is designed for the continued professional development of persons who presently serve or are interested in serving our youth and their families in an educational, Pre-K-12 setting. The professional school counselor, based on the American School Counselor Association National Model, delivers a comprehensive school counseling program that addresses the academic, career, and social/emotional needs of all students. The course work provides broad-based training designed to equip Pre-K-12 students with the skills necessary to confront a wide variety of contemporary issues facing today's youth.

This program will prepare candidates 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 children and adolescents at all developmental levels;
5. understanding the contextual basis for designing and/or implementing evidenced-based, school-wide programs;
6. gaining skills to develop and implement accountability measures for counseling interventions;
7. acquiring leadership skills to promote systemic change through collaboration and advocacy;
8. understanding and respecting the influences of varied backgrounds and experiences of individuals and families in a pluralistic society;
9. possessing knowledge and skills for preparing Pre-K-12 students for college and careers, as well as for transitions between grade levels.

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 candidates who are not certified teachers by the Florida Department of Education)

Required Courses

PYCL 0502	Counseling Theories and Practice
PYCL 0504	Counseling Skills
PYCL 0507	Research and Evaluation for Counselors
PYCL 0510	Career Development
PYCL 0512	Human Growth and Development
PYCL 0515	Principles of School Counseling
PYCL 0550	Contemporary Clinical Interventions
PYCL 0560	Appraisal & Evaluation in School Counseling
PYCL 0570	Ethical, Legal, & Professional Issues for Counselors
PYCL 0585	Psychology of Exceptional & At-Risk Children
PYCL 0632	Social and Cultural Foundations of Counseling
PYCL 0635	Group Theory and Practice
PYCL 0665	School Consultation Skills

PYCL 0685	School Counseling Practicum
PYCL 0688	School Counseling Internship
PYCL 0689	Continuing School Counseling Internship

A candidate is expected to complete all requirements for the degree and graduate within five years of the date of first enrollment (see Time Limit Requirements, p. 20).

A candidate must complete all courses for the degree with a grade point average of at least 3.0. In addition, all candidates 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 an active and valid Florida teaching certificate (e.g., TESOL, reading). All these requirements must be completed before the M.S. in School Counseling degree is conferred.

MATRICULATION REQUIREMENTS (DEGREE CANDIDACY)

School Counseling Program

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

During the formal review for matriculation, candidates' academic performance and professional functioning in the first four courses will be examined. Candidates need a grade point average of 3.0 or above in the first four courses to be matriculated. If a candidate does not hold an active and valid Florida teaching certificate, the successful passing of all sub-sections (including the essay) of the General Knowledge Test of the Florida Department of Education Teacher Certification Exam also must be completed during the matriculation period (by the completion of the first 4 courses). If applicable, candidates will not be allowed to matriculate and register for a 5th course until this exam is passed.

Candidates 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 that candidate be permitted to take additional graduate level courses in a Center for Psychological Studies program.

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

ACADEMIC STANDING (FOLLOWING MATRICULATION)

The grading policy for all graduate programs in the Center for Psychological Studies requires candidates 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 candidate, the master's program administration, the Dean of the Center for Psychological Studies, and the Office of Student Financial Planning will be notified in writing of the candidate's probationary status. A candidate 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.

ACADEMIC STANDING (NON-DEGREE SEEKING STUDENTS)

Non-Degree Seeking students will be held to the same standards as degree seeking students and must successfully complete course work. Students will be notified to contact a Program Coordinator 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 and must wait one year (three academic terms) to reapply.

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-in-training 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 practical application. It is an opportunity for the counselor-in-training to apply what he or she has learned from the more didactic portion of the school counseling program.

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

All candidates must apply by their local school district's policies and deadlines regarding placement. Additionally, candidates must ensure that the school district where they choose to do practicum or internship has a placement agreement with Nova Southeastern University. If the school district does not have an agreement with NSU, placement may be delayed. Candidates must communicate with the program office regarding practicum and internship placement options to ensure that placement is obtained according to the candidate's schedule.

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

Candidates will choose to do their practicum experience at one of the three Pre-K-12 grade levels and the internship experience at a different Pre-K-12 grade level. The three grade levels from which to choose are elementary (Pre-K-5), middle (6-8) and high school (9-12).

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

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

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

1. Completion of one academic semester (fall or winter) where the candidate will be required to complete a minimum of 40 hours per week in a school setting.
2. Completion of two continuous semesters (fall and winter) where the candidate will be required to complete a minimum of 20 hours per week in a school setting.

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

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

School Counseling Internship Prerequisites

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

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

1. PYCL 0502 Counseling Theories and Practice
2. PYCL 0504 Counseling Skills
3. PYCL 0512 Human Growth and Development
4. PYCL 0515 Principles of School Counseling
5. PYCL 0550 Contemporary Clinical Interventions
6. PYCL 0570 Ethical, Legal, & Professional Issues for Counselors
7. PYCL 0635 Group Theory and Practice
8. PYCL 0665 School Consultation Skills
9. PYCL 0685 School Counseling Practicum*

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

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

Candidates are responsible for the cost of their own fingerprinting and background checks for practicum and internships

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

The Florida Educator Accomplished Practices (FEAPs) 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 Florida Educator 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.

Candidates receive the Candidate Guide to the Florida Educator Accomplished Practices upon admission to the school counseling program. This guide describes the Florida Educator Accomplished Practices and outlines where the FEAPs are imbedded into the school counseling coursework. This guide also lists the required assessments and forms that candidates will need to complete to meet the FEAP requirements. One of these forms is the Individual Remediation Plan (IRP) that the candidate and instructor will need to fill out together if the candidate has not met a specific FEAP assessment requirement within a course. The instructor will assign a plan for remediating the FEAP assessment, and the candidate is responsible for completing the tasks outlined in the remediation plan. Candidates cannot receive a grade for a particular course until all FEAPs within that course have been successfully completed.

STATE OF FLORIDA CERTIFICATION IN GUIDANCE AND COUNSELING

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

Candidates 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. Candidates 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. All costs related to certification and the FTCE are the responsibility of the candidate.

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 0550 - Reading in the Content Areas (3 credits)
2. TSOL 0510 – Classroom TESOL, Theory and Strategies for Teachers (3 credits)

Scheduling information for RED 0550 and TSOL 0510, offered by NSU’s Fischler School of Education in an online format, will be posted each semester via Blackboard within the master’s in mental health counseling and school counseling student center.

EXAMINATION REQUIREMENTS

Prior to matriculation (the successful completion of the first 4 courses taken in the program), candidates, who do not hold an active and valid Florida teaching certificate, are required to provide a passing score on all the sub-tests (including the essay) of the General Knowledge Test (GKT) of the Florida Teacher Certification Examination (FTCE). Candidates will not be allowed to take the 5th course until this test has been satisfactorily completed. Prior to graduation, candidates 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, candidates should expect changes or modifications to the curriculum and degree requirements. All costs related to certification and the FTCE are the responsibility of the candidate.

Candidates 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 candidates 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 – NON-DEGREE 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 Florida Department of Education will be required to complete the following courses at NSU. Per NSU policy, students wishing to transfer courses toward the certification option may

do so (up to 6 graduate credit hours completed within five years) with the permission of the program administrator. 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 students seeking to only complete the practicum and/or internship requirement at NSU will not be admitted, and that waiver of the practicum and internship experience for any reason will not be permitted.**

- *PYCL 0502 Counseling Theories & Practice
- *PYCL 0504 Counseling Skills
- PYCL 0510 Career Development
- *PYCL 0512 Human Growth & Development
- *PYCL 0515 Principles of School Counseling
- *PYCL 0570 Ethical, Legal, & Professional Issues for Counselors
- PYCL 0560 Appraisal & Evaluation in School Counseling
- PYCL 0585 Psychology of Exceptional & At-Risk Children
- *PYCL 0635 Group Theory & Practice
- *PYCL 0665 School Consultation Skills
- *PYCL 0685 School Counseling Practicum
- PYCL 0688/0689 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

Fall		Credits
*PYCL 0502	Counseling Theories and Practice	3
*PYCL 0512	Human Growth and Development	3
Winter		
*PYCL 0515	Principles of School Counseling	3
*PYCL 0504	Counseling Skills	3
Summer		
*PYCL 0635	Group Theory & Practice	3
*PYCL 0570	Ethical, Legal, & Professional Issues for Counselors	3

2nd Year

Fall		Credits
*PYCL 0665	School Consultation Skills	3
PYCL 0507	Research & Evaluation for Counselors	3
Winter		
*PYCL 0550	Contemporary Clinical Interventions	3
PYCL 0585	Psychology of Exceptional & At-Risk Children	3
*PYCL 0685	School Counseling Practicum	3
Summer		
PYCL 0632	Social & Cultural Foundations of Counseling	3
PYCL 0510	Career Development	3

3rd Year

Fall		Credits
PYCL 0688	School Counseling Internship	3
PYCL 0560	Appraisal & Evaluation in School Counseling	3
Winter		
PYCL 0689	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 degree requirements is seven.

**This sample course sequence does not include additional courses that may need to be completed by candidates 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

Winter		Credits
*PYCL 0502	Counseling Theories and Practice	3
*PYCL 0512	Human Growth & Development	3

Summer

*PYCL 0515	Principles of School Counseling	3
*PYCL 0504	Counseling Skills	3

Fall

*PYCL 0635	Group Theory & Practice	3
*PYCL 0570	Ethical, Legal, & Professional Issues for Counselors	3

2nd Year

Winter

*PYCL 0665	School Consultation Skills	3
PYCL 0507	Research & Evaluation for Counselors	3
*PYCL 0685	School Counseling Practicum	3

Summer

*PYCL 0550	Contemporary Clinical Interventions	3
PYCL 0585	Psychology of Exceptional & At-Risk Children	3
PYCL 0510	Career Development	3

Fall

PYCL 0688	School Counseling Internship	3
PYCL 0632	Social & Cultural Foundations of Counseling	3
PYCL 0560	Appraisal & Evaluation in School Counseling	3

3rd Year

Winter

PYCL 0689	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 degree is seven.

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

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

Fall 2014
<p>Fall A: August 25 – October 19 September 19, 20, 21 October 17, 18, 19</p> <p>Fall B: October 20 – December 14 November 14, 15, 16 December 12, 13, 14</p>
Winter 2015
<p>Winter A: January 5 – March 1 January 23, 24, 25 February 13, 14, 15</p> <p>Winter B: March 9 – April 27 March 20, 21, 22 April 17, 18, 19</p>
Summer 2015
<p>Summer A: May 11 – June 28 May 29, 30, 31 June 26, 27, 28</p> <p>Summer B: June 29 – August 16 July 17, 18, 19 August 14, 15, 16</p>
Mental Health Counseling and School Counseling Winter 2014 Start-up Sites <u>ONLY</u>
<p>June 5, 6, 7 July 10, 11, 12</p>

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

Mental Health Counseling

Master's Program

MENTAL HEALTH COUNSELING PROGRAM

The master's in 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 has professionals placed in mental health settings, business and industry, substance abuse clinics, hospices, hospitals, correctional institutions, educational settings, and private practices. The course work provides broad-based training designed to equip individuals with the skills necessary to address a wide variety of contemporary issues. The program curriculum meets the academic requirements for licensure as a Mental Health Counselor in the State of Florida, and allows graduates to pursue National Certification as Counselors through the National Board for Certified Counselors (NBCC).

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

1. Understanding their professional counselor identity, including roles, functions and relationships with other providers
2. Possessing a strong background in the history, philosophy, ethical standards, advocacy, social justice, and policy issues of professional counseling
3. Gaining specialized knowledge and skills needed to provide service delivery-including assessment, diagnosis, and treatment of individuals, families, and groups-in myriad clinical mental health settings
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 development of research informed practice
7. Applying knowledge and skills to the assessment, diagnosis, and treatment of individuals, families and groups
8. Designing and implementing crisis intervention, prevention, and postvention services

CURRICULUM AND DEGREE COMPLETION REQUIREMENTS

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

Required Courses

- PYCL 0502 Counseling Theories & Practice
- PYCL 0507 Research & Evaluation for Counselors
- PYCL 0511 Introduction to Mental Health Counseling Techniques
- PYCL 0512 Human Growth and Development
- PYCL 0570 Ethical, Legal, & Professional Issues for Counselors
- PYCL 0582 Human Sexuality
- PYCL 0584 Diagnosis and Treatment of Adult Psychopathology
- PYCL 0586 Diagnosis and Treatment of Child & Adolescent Psychopathology
- PYCL 0608 Psychological Testing for Individual Evaluation
- PYCL 0612 Substance Abuse
- PYCL 0631 Career & Lifestyle Assessment
- PYCL 0632 Social & Cultural Foundations of Counseling
- PYCL 0635 Group Theory & Practice
- PYCL 0645 Couples and Family Counseling Strategies

PYCL 0660 Community Mental Health
PYCL 0666 Case Conceptualization and Treatment Strategies
PYCL 0669 Advanced Treatment Interventions
PYCL 0680 Counseling Practicum
PYCL 0681 Counseling Internship
PYCL 0682 Continuing Counseling Internship
PYCL 0683 Counseling Internship **Elective**

The 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, p. 20).

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 the mental health counseling program is designed to provide the knowledge and training necessary for the student to pursue licensure as a professional counselor. As state licensure or certification requirements vary and/or are subject to changes, it is imperative that students examine the requirements in the state to which they may make application to determine if the educational requirements of that state are met. Specific information regarding national certification and individual state requirements can be found at www.nbcc.org.

COUNSELOR PREPARATION COMPREHENSIVE EXAMINATION (CPCE)

All students admitted Fall 2014 into the **M.S. in Mental Health Counseling Program** as well as the **M.S. in Counseling Program – Mental Health Counseling Concentration** are required to complete the Counselor Preparation Comprehensive Examination. The current cost of the exam is **\$50 and may be subject to change**. Students enrolled in **PYCL 681 Counseling Internship I** are eligible to register for the exam. The exam will need to be repeated upon an unsuccessful attempt. A cost of \$50 is assessed for each attempt. A student has the ability to repeat the exam as many times as needed, however, they must complete their program within five years from the date of first enrollment (see Time Limit Requirements p. 20). The CPCE is offered on the Main Campus every semester (Fall, Winter, and Summer) and at the NSU Regional Campuses Winter and Summer; information concerning exam format and content will be provided to students at the time in which they register for the exam. Online students have the option of completing this exam at the Main Campus or a NSU Regional Campus in Florida of their choosing based on when the exam is offered.

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 first two semesters for which the student is enrolled.

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

1. PYCL 0502 Counseling Theories and Practice
2. PYCL 0511 Introduction to Mental Health Counseling Techniques
3. PYCL 0507 Research and Evaluation for Counselors
4. PYCL 0584 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 administration, 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.

Academic probation may affect the student's financial aid 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.

ACADEMIC STANDING (NON-DEGREE SEEKING STUDENTS)

Non-Degree Seeking students will be held to the same standards as degree seeking students and must successfully complete course work. Students will be notified to contact a Program Coordinator 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 and must wait one year (three academic terms) to reapply.

MENTAL HEALTH COUNSELING PRACTICUM AND INTERNSHIP REQUIREMENTS

Practicum and internship is conceived to be that phase of the M.S. in Counseling with a concentration 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 in his or her delivery of clinical mental health counseling services. It serves as a bridge between the theoretical and the real, and is the first opportunity for the counselor-trainee to apply what he or she has learned from the more didactic portion of the Counseling with a concentration in 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 clock hours (10 hrs/week) with a minimum of 40 hours of direct client contact in a community agency setting and participate in a weekly practicum class which will include meeting with an instructor for group and individual supervision. During **Internship** (which will be completed over two continuous semesters) immediately following practicum, students are required to spend a minimum of 600 hours (20 hrs/week) with a minimum of 240 hours of direct client contact in a community agency setting and participate in bi-weekly practicum seminar class. To fulfill the 600 clock hour requirement, a minimum of three hundred (300) total clock hours must be completed for each of the two semesters with at least one hundred-twenty (120) of those total hours per semester to be direct client contact.

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 (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 0680 - 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 0502 Counseling Theories and Practice
2. PYCL 0507 Research and Evaluation for Counselors
3. PYCL 0511 Introduction to Mental Health Counseling Techniques
4. PYCL 0570 Ethical, Legal, and Professional Issues for Counselors
5. PYCL 0584 Diagnosis and Treatment of Adult Psychopathology
6. PYCL 0586 Diagnosis and Treatment of Child and Adolescent Psychopathology
7. PYCL 0635 Group Theory & Practice
8. PYCL 0666 Case Conceptualization & Treatment Strategies*

***PYCL 0666 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 their on-site supervisor to ascertain whether additional hours are available above and beyond the minimum required for practicum/internship.

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

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 0502	Counseling Theories & Practice	3
*PYCL 0507	Research & Evaluation for Counselors	3
PYCL 0512	Human Growth & Development	3
*PYCL 0584	Diagnosis and Treatment of Adult Psychopathology	3
Winter		
*PYCL 0511	Introduction to Mental Health Counseling Techniques	3
*PYCL 0570	Ethical, Legal, & Professional Issues for Counselors	3
PYCL 0582	Human Sexuality	3
*PYCL 0586	Diagnosis & Treatment of Child & Adolescent Psychopathology	3
Summer		
*PYCL 0666	Case Conceptualization & Treatment Strategies	3
*PYCL 0635	Group Theory & Practice	3

2nd Year

Fall		
PYCL 0680	Counseling Practicum	3
PYCL 0645	Couples & Family Counseling Strategies	3
PYCL 0660	Community Mental Health	3
PYCL 0669	Advanced Treatment Interventions	3
Winter		
PYCL 0681	Counseling Internship	3
PYCL 0612	Substance Abuse	3
PYCL 0608	Psychological Testing for Individual Evaluation	3
PYCL 0632	Social & Cultural Foundations of Counseling	3
Summer		
PYCL 0682	Continuing Counseling Internship	3
PYCL 0631	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 degree 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

Fall		Credits
*PYCL 0502	Counseling Theories & Practice	3
*PYCL 0584	Diagnosis & Treatment of Adult Psychopathology	3
Winter		
*PYCL 0507	Research & Evaluation for Counselors	3
*PYCL 0511	Introduction to Mental Health Counseling Techniques	3
Summer		
*PYCL 0586	Diagnosis & Treatment of Child & Adolescent Psychopathology	3
PYCL 0512	Human Growth & Development	3

2nd Year

Fall		
PYCL 0660	Community Mental Health	3
*PYCL 0666	Case Conceptualization & Treatment Strategies	3
Winter		
*PYCL 0635	Group Theory & Practice	3
PYCL 0645	Couples & Family Counseling Strategies	3
Summer		
PYCL 0669	Advanced Treatment Interventions	3
*PYCL 0570	Ethical, Legal, & Professional Issues for Counselors	3

3rd Year

Fall		
PYCL 0680	Counseling Practicum	3
PYCL 0631	Career & Lifestyle Assessment	3
PYCL 0612	Substance Abuse	3
Winter		
PYCL 0681	Counseling Internship	3
PYCL 0632	Social & Cultural Foundations of Counseling	3
PYCL 0608	Psychological Testing for Individual Evaluation	3
Summer		
PYCL 0682	Continuing Counseling Internship	3
PYCL 0582	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 degree 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

Winter		Credits
*PYCL 0502	Counseling Theories & Practice	3
*PYCL 0584	Diagnosis and Treatment of Adult Psychopathology	3
Summer		
*PYCL 0507	Research and Evaluation for Counselors	3
*PYCL 0511	Introduction to Mental Health Counseling Techniques	3
Fall		
*PYCL 0586	Diagnosis & Treatment of Child & Adolescent Psychopathology	3
*PYCL 0570	Ethical, Legal & Professional Issues for Counselors	3

2nd Year

Winter		
PYCL 0660	Community Mental Health	3
*PYCL 0666	Case Conceptualization & Treatment Strategies	3
Summer		
*PYCL 0635	Group Theory & Practice	3
PYCL 0645	Couples & Family Counseling Strategies	3
PYCL 0669	Advanced Treatment Interventions	3
Fall		
PYCL 0680	Counseling Practicum	3
PYCL 0512	Human Growth and Development	3
PYCL 0631	Career & Lifestyle Assessment	3

3rd Year

Winter		
PYCL 0681	Counseling Internship	3
PYCL 0612	Substance Abuse	3
PYCL 0632	Social and Cultural Foundations of Counseling	3
Summer		
PYCL 0682	Continuing Counseling Internship	3
PYCL 0608	Psychological Testing for Individual Evaluation	3
PYCL 0582	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
ACADEMIC CALENDAR 2014-2015
Doctoral, Specialist, & Master's Programs**

Fall 2014 – Full Semester	
Thursday, August 21	Orientation for new on-campus students
Monday, August 25	Fall semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, August 31	End of 100% refund Last day for completing late registration Last day for adding classes
Monday, September 1	Labor Day – university offices closed
Sunday, September 7	End of 75% refund
Sunday, September 14	End of 50% refund
Sunday, September 21	End of 25% refund Last day for dropping classes with refund
October 10, 11, 12	Master's on-campus intensive weekend format course
November 7, 8, 9	Master's on-campus intensive weekend format course
Sunday, November 23	Last day to withdraw from classes (no refund)
Thursday, November 27 Friday, November 28	Thanksgiving – university offices closed
Sunday, December 14	Fall semester classes end
Wednesday, December 24 – Sunday, January 4	Winter Holiday – university offices closed

Fall 2014 – Session A	
Monday, August 25	Fall A classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, August 31	End of 100% refund Last day for completing late registration Last day for adding classes
Monday, September 1	Labor Day – university offices closed
Sunday, September 7	End of 75% refund
Sunday, September 14	End of 50% refund
Sunday, September 21	End of 25% refund Last day for dropping classes with refund
Sunday, September 28	Last day to withdraw from classes (no refund)
Sunday, October 19	Fall A classes end

Fall 2014 – Session B	
Monday, October 20	Fall B classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, October 26	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, November 2	End of 75% refund
Sunday, November 9	End of 50% refund
Sunday, November 16	End of 25% refund Last day for dropping classes with refund
Sunday, November 23	Last day to withdraw from classes (no refund)
Thursday, November 27 Friday, November 28	Thanksgiving – university offices closed
Sunday, December 14	Fall B classes end

Winter 2015 – Full Semester	
Wednesday, December 24 – Sunday, January 4	Winter Holiday – university offices closed
Monday, January 5	Winter semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, January 11	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, January 18	End of 75% refund
Monday, January 19	Martin L. King, Jr. Day – university offices closed
Sunday, January 25	End of 50% refund
Sunday, February 1	End of 25% refund Last day for dropping classes with refund
February 20, 21, 22	Master’s on-campus intensive weekend format course
March 2 – March 6	Spring Break
March 27, 28, 29	Master’s on-campus intensive weekend format course
Sunday, April 5	Last day to withdraw from classes (no refund)
Monday, April 27	Winter semester classes end

Winter 2015 – Session A	
Monday, January 5	Winter A classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, January 11	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, January 18	End of 75% refund
Monday, January 19	Martin L. King, Jr. Day – university offices closed
Sunday, January 25	End of 50% refund
Sunday, February 1	End of 25% refund Last day for dropping classes with refund
Sunday, February 8	Last day to withdraw from classes (no refund)
Sunday, March 1	Winter A classes end

Winter 2015 – Session B	
Monday, March 9	Winter B classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, March 15	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, March 22	End of 75% refund
Sunday, March 29	End of 50% refund
Sunday, April 5	End of 25% refund Last day for dropping classes with refund
Sunday, April 12	Last day to withdraw from classes (no refund)
Monday, April 27	Winter B classes end

Summer 2015 – Full Semester	
Monday, May 11	Summer semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, May 17	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, May 24	End of 75% refund
Monday, May 25	Memorial Day – university offices closed
Sunday, May 31	End of 50% refund
Sunday, June 7	End of 25% refund Last day for dropping classes with refund
Friday, July 3	Independence Day (Observed) – university offices closed
Saturday, July 4	Independence Day – university offices closed
July 10, 11, 12	Master’s on-campus intensive weekend format course
Sunday, July 26	Last day to withdraw from classes (no refund)
August 7, 8, 9	Master’s on-campus intensive weekend format course
Sunday, August 16	Summer semester classes end

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

Fall 2014
<p>Fall A: August 25 – October 19 September 19, 20, 21 October 17, 18, 19</p> <p>Fall B: October 20 – December 14 November 14, 15, 16 December 12, 13, 14</p>
Winter 2015
<p>Winter A: January 5 – March 1 January 23, 24, 25 February 13, 14, 15</p> <p>Winter B: March 9 – April 27 March 20, 21, 22 April 17, 18, 19</p>
Summer 2015
<p>Summer A: May 11 – June 28 May 29, 30, 31 June 26, 27, 28</p> <p>Summer B: June 29 – August 16 July 17, 18, 19 August 14, 15, 16</p>
Mental Health Counseling and School Counseling Winter 2014 Start-up Sites <u>ONLY</u>
<p>June 5, 6, 7 July 10, 11, 12</p>

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

Counseling

Master's Program

COUNSELING PROGRAM

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

The master's in 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. The mental health counseling concentration curriculum meets the academic requirements for licensure as a Mental Health Counselor in the State of Florida, and allows graduates to pursue National Certification as Counselors through the National Board for Certified Counselors (NBCC).

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 in Counseling Program Curriculum

Core Course Requirements (33 credits)

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

Concentrations

Mental Health Counseling (60 total credits)

- Core Courses (33 Credits)
- PYCL 0511 Introduction to Mental Health Counseling Techniques
- PYCL 0582 Human Sexuality
- PYCL 0586 Diagnosis and Treatment of Child and Adolescent Psychopathology
- PYCL 0660 Community Mental Health
- PYCL 0666 Case Conceptualization and Treatment Strategies
- PYCL 0669 Advanced Treatment Interventions
- PYCL 0680 Counseling Practicum
- PYCL 0681 Counseling Internship
- PYCL 0682 Continuing Counseling Internship
- PYCL 0683 Counseling Internship (**Elective**)

***Only students in the mental health counseling concentration are required to successfully complete the Counselor Preparation Comprehensive Examination (CPCE).**

Substance Abuse Counseling (48 total credits)

- Core Courses (33 Credits)
- SA 0710 Foundations of SA and MHC in Community Settings
- SA 0720 Issues in Clinical Supervision
- SA 0730 Treatment of Co-occurring Disorders
- SA 0740 Psychopharmacology of Illicit and Licit Drugs
- SA 0770 Substance Abuse Counseling Practicum I
- SA 0780 Substance Abuse Counseling Practicum II (**Elective**)

Substance Abuse Counseling and Education (60 total credits)

- Core Courses (33 credits)
- Substance Abuse Counseling Courses (12 credits)
- SA 0750 Prevention Programming and Education
- SA 0770 Substance Abuse Counseling Practicum I
- SA 0780 Substance Abuse Counseling Practicum II
- SA 0790 Substance Abuse Counseling Practicum III
- Elective

**Applied Behavior Analysis/Advanced Applied Behavior Analysis
ENROLLMENT BEFORE FALL 2014:**

Applied Behavior Analysis (BCaBA) (42 credits; 48 credits if all practicums 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) (48 credits; 57 credits if all practicums 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 (BCaBA) Non-Degree Program

- 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) Non-Degree Program

- 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/Advanced Applied Behavior Analysis
ENROLLMENT FALL 2014 and AFTER**

Applied Behavior Analysis (BCaBA) (45 Credits; 54 credits if all electives taken)

Electives – Optional – (9 Credits)

- **Core Courses (33 Credits)**
- ABA 710 Principles of Applied Behavior Analysis
- ABA 720 Applications of Applied Behavior Analysis
- ABA 730 Behavior Assessment Models in Applied Behavior
- 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**)
- EABA 0800 Seminar on Advanced Topics in ABA (**Elective**)

***Please note that ABA 740 has been removed from this course sequence and ABA 730 and ABA 750 added to meet the new BACB requirements. EABA 0800 is an elective course that students may take to prepare for the examination. This course is not required for the examination.**

Advanced Applied Behavior Analysis (BCBA) (51 credits; 63 credits if all electives taken)

Electives – Optional – (12 Credits)

- **Core Courses (33 Credits)**
- ABA 710 Principles of Applied Behavior Analysis
- ABA 720 Applications of Applied Behavior Analysis
- ABA 730 Behavior Assessment Models in Applied Behavior
- ABA 740 Evaluating Interventions in Applied Behavior Analysis
- ABA 750 Professional Issues in Applied Behavior Analysis
- ABA 0755 Ethical Conduct for Applied Behavior Analysts
- 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**)
- EABA 0800 Seminar on Advanced Topics in ABA (**Elective**)

Applied Behavior Analysis Non-Degree Program

- ABA 710 Principles of Applied Behavior Analysis
- ABA 720 Applications of Applied Behavior Analysis
- ABA 730 Behavior Assessment Models in Applied Behavior
- 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**)
- EABA 0800 Seminar on Advanced Topics in Applied Behavior Analysis (**Elective**)

Advanced Applied Behavior Analysis Non-Degree Program

- 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 0755 Ethical Conduct of Applied Behavior Analysts
- 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**)
- EABA 0800 Seminar on Advanced Topics in Applied Behavior Analysis (**Elective**)

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

Students who have achieved matriculation status (completed the four designated courses for their concentration) and would like to add or change concentrations must complete a specialty track request form (www.cps.nova.edu; select the Online Programs link) and submit to the Director of the Master's in 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 which includes a 3 credit elective from the mental health track)
- master of science degree program in counseling with a concentration in applied behavior analysis requires 45 hours of graduate credit; 6 hours elective practicums and 3 hours elective seminar course are optional (core courses 33 credit hours + 12 credit hours applied behavior analysis track; 6 elective practicum hours; 3 elective seminar hours are optional) (effective Fall 2014)
- master of science degree program in counseling with a concentration in advanced applied behavior analysis requires 51 hours of graduate credit; 9 hours elective practicums (core courses 33 credit hours + 18 credit hours advanced applied behavior analysis track; 9 elective practicum hours; 3 elective seminar hours are optional) (effective Fall 2014)

The 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, p. 20).

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 pursue licensure as a professional counselor. As state licensure or certification requirements vary and/or are subject to change, it is imperative that students examine these requirements in the state to which they may make application to determine if educational requirements of that state are met. For mental health counseling concentration students, specific information regarding national certification and individual state requirements can be found at www.nbcc.org.

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.

Counselor Preparation Comprehensive Examination (CPCE)

All students admitted Fall 2014 and thereafter into the **M.S. in Mental Health Counseling Program** as well as the **M.S. in Counseling Program – Mental Health Counseling Concentration** are required to complete the Counselor Preparation Comprehensive Examination. The current cost of the exam is **\$50 and may be subject to change**. Students enrolled in **PYCL 681 Counseling Internship I** are eligible to register for the exam. The exam will need to be repeated upon an unsuccessful attempt. A cost of \$50 is assessed for each attempt. A student has the ability to repeat the exam as many times as needed, however, they must complete their program within five years from the date of first enrollment (see Time Limit Requirements p. 20). The CPCE is offered on the Main Campus every semester (Fall, Winter, and Summer) and at the NSU Regional Campuses Winter and Summer; information concerning exam format and content will be provided to students at the time in which they register for the exam. Online students have the option of completing this exam at the Main Campus or a NSU Regional Campus in Florida of their choosing based on when the exam is offered.

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 first two semesters for which the student is enrolled.

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

1. PYCL 0502 Counseling Theories and Practice
2. PYCL 0511 Introduction to Mental Health Counseling Techniques (**MHC concentration**)
SA 0710 Foundations of SA/MHC in Community Settings (**SA concentration**)
ABA 710 Principles of ABA (**ABA concentration**)
3. PYCL 0507 Research and Evaluation for Counselors
4. PYCL 0584 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 master's in 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 master's in 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.

Academic probation may affect the student's financial aid 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.

ACADEMIC STANDING (ONLINE NON-DEGREE SEEKING STUDENTS)

Non-Degree Seeking students will be held to the same standards as degree seeking students and must successfully complete course work. Students will be notified to contact a Program Coordinator 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 and must wait one year (three academic terms) to reapply.

COUNSELING PRACTICUM AND INTERNSHIP REQUIREMENTS

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

Practicum and internship experiences are designed to provide students with a sequential, supervised field experience in an appropriate clinical setting. Students will be required to complete the designated clinical training (field) experiences in their concentration. If more than one clinical training experience is required in a concentration, students are required to complete the practicum and internships in continuous semesters. Students should be aware that some clinical training sites require evenings and weekends as well as daytime hours. Students are also expected to meet all clinical obligations during holidays and academic session breaks. If the student elects to work more than the required hours per week, it should be

discussed during the initial interview. In addition, the student is required to attend the regularly scheduled class meetings. Students may elect to complete additional hours as required for licensure or certification in their state.

The applied behavior analysis track practicums are designed to meet the supervision requirements for the Board Certification in Behavior Analysis. The two practicums in the Applied Behavior Analysis track are designed to meet the hours for the BCaBA certification requirements. The three practicums in the Advanced Applied Behavior Analysis are designed to meet the supervision hours for the BCBA certification requirements. The practicums are electives in this track as students may be able to pursue supervised Independent Field Work at their current work site to fulfill the BACB experience requirements. Students should note, however, that if they wish to pursue licensing in counseling in their state they should assure that their supervised experience of their practicums 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 master's in counseling program office (form is available on the CPS website 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 practicum and internship each span a full 15-week semester. During **practicum**, the student will spend a minimum of 150 clock hours (10 hrs/week) with a minimum of 40 hours of direct client contact in a community agency setting and participate in a weekly practicum class which will include meeting with an instructor for group and individual supervision. During **internship** (which will be completed over two continuous semesters) immediately following practicum, students are required to spend a minimum of 600 hours (20 hrs/week) with a minimum of 240 hours of direct client contact in a community agency setting and participate in bi-weekly practicum seminar class. To fulfill the 600 clock hour requirement, a minimum of three hundred (300) total clock hours must be completed for each of the two semesters with at least one hundred-twenty (120) of those total hours per semester to be direct client contact.

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 practicums 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, and submitting that information to CPS program office personnel and the ABA Practicum Coordinator. 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. When applying for the certification exam, students will need to submit their transcripts to the BACB as proof of supervised experience along with the Experience Verification Form signed by their supervisor. Students may choose to pursue supervision privately through their place of employment or through contracting with a local BCBA. If choosing this option, the student will need to complete the Supervised Independent Fieldwork option of the BACB (for information see www.bacb.com) outside the university. Please be advised that university practicums 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, and submitting that information to CPS program office personnel and the ABA practicum coordinator. 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. When applying for the certification exam, students will need to submit their transcripts to the BACB as proof of supervised experience along with the Experience Verification Form signed by their supervisor. Students may choose to pursue supervision privately through their place of employment or through contracting with a local BCBA. If choosing this option, the student will need to complete the Supervised Independent Fieldwork option of the BACB (for information see www.bacb.com) outside the university. Please be advised that university practicums 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 0680 Counseling Practicum, students must have completed the following prerequisite courses:

PYCL 0502 Counseling Theories and Practice

PYCL 0507 Research and Program Evaluation

PYCL 0570 Ethical, Legal and Professional Issues for Counselors

PYCL 0584 Diagnosis and Treatment of Adult Psychopathology

PYCL 0635 Group Theory and Practice

PYCL 0511 Introduction to Mental Health Counseling Techniques

PYCL 0586 Diagnosis and Treatment of Child and Adolescent Psychopathology

PYCL 0666 Case Conceptualization and Treatment Strategies*

*** PYCL 0666 must be completed with a grade of B or better**

Substance Abuse Counseling Practicum Prerequisites

To be eligible for SA 0770 Substance Abuse Counseling, students must have completed the following prerequisite courses:

PYCL 0502 Counseling Theories and Practice

PYCL 0507 Research and Program Evaluation

PYCL 0570 Legal, Ethical and Professional Issues for Counselors

PYCL 0584 Diagnosis and Treatment of Adult Psychopathology

PYCL 0612 Substance Abuse

SA 0740 Psychopharmacology of Illicit and Licit Drugs*

***SA 0740 must be completed with a grade of B or better**

Substance Abuse Counseling and Education Practicum Prerequisites

SA 0770 Practicum I

Applied Behavior Analysis/Advanced Applied Behavior Analysis Practicum Prerequisites

ABA 710 Principles of Applied Behavior Analysis*

***ABA 710 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 and 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

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>

**Master's in Counseling Program
(Online)**

Fall 2014
August 25 – December 14, 2014
Winter 2015
January 5 – April 27, 2015
Summer 2015
May 11 – August 16, 2015

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 0755 Ethical Conduct of Applied Behavior Analysts (3 credits)

This course will focus on the ethical practice of applied behavior analysis across clinical, research and professional settings. The Behavior Analyst Certification Board's *Guidelines for Responsible Conduct for Behavior Analysts* and *Professional Disciplinary and Ethical Standards* will be reviewed, explored and applied. Additional focus will be given to common ethical dilemmas that may arise during clinical research and practice in applied behavior analysis and strategies and guidelines for resolving ethical issues. **Prerequisite: ABA 710 – REQUIRED for Advanced ABA (BCBA) students who begin the program Fall 2014 and thereafter**

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 practicums. 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.

EABA 0800 Seminar on Advanced Topics in Applied Behavior Analysis (3 credits) (ELECTIVE)

This course will provide a comprehensive guided review of the necessary content required to fulfill Behavior Analyst Certification Board (BACB) requirements. As such, it is designed to prepare students for this type of professional certification. Students will enhance their knowledge and skills of the following areas of applied behavior analysis (ABA): principles of behavior analysis, evaluating interventions, professional issues, behavioral assessment models, and applications of ABA.

PYCL 0502 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 0504 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 0502.

PYCL 0507 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 0510 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 0511 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 0502**

PYCL 0512 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 0515 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 0550 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 0502.**

PYCL 0560 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 0507**

PYCL 0570 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 0582 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 0584 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 0585 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 0586 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 0608 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 0507.**

PYCL 0612 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 0502; PYCL 0511.**

PYCL 0631 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 0632 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 0502 & PYCL 0511; for school counselors PYCL 0502 & PYCL 0504.**

PYCL 0645 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 0502; PYCL 0511; PYCL 0584 or consent of adviser.**

PYCL 0660 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 0665 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 0666 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 0502; PYCL 0511; PYCL 0584 or consent of adviser.**

PYCL 0669 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 0502; PYCL 0511; PYCL 0584; PYCL 0666.**

PYCL 0680 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 0502; PYCL 0507; PYCL 0511; PYCL 0570; PYCL 0584; PYCL 0586; PYCL 0635; PYCL 666 with a grade of B or better.**

PYCL 0681 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 0680 with a grade of B or better.**

PYCL 0682 Continuing Counseling Internship (3 credits)

This course is a continuation of Counseling Internship. **Prerequisite: PYCL 0681 with a grade of B or better.**

PYCL 0683 Counseling Internship Elective (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 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 0682 with a grade of B or better and must be approved with the consent of an adviser.**

PYCL 0685 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 0688 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 0502; PYCL 0504; PYCL 0512; PYCL 0515; PYCL 0550; PYCL 0570; PYCL 0635; PYCL 0665; PYCL 0685 with a grade of B or better and consent of adviser.**

PYCL 0689 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 0688 with a grade of B or better.**

SA 0710 Foundations of Substance Abuse and Mental Health Counseling in Community Settings (3 credits)

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

SA 0720 Issues in Clinical Supervision (3 credits)

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

SA 0730 Treatment of Co-occurring Disorders (3 credits)

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

SA 0740 Psychopharmacology of Illicit and Licit Drugs (3 credits)

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

SA 0750 Prevention Programming and Education (3 credits)

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

SA 0770 Substance Abuse Counseling Practicum I (3 credits)

This course reviews the many facets of counseling the addicted client. Several topics will be included while focusing on the individual such as, developmental models and dual diagnosis. Discussions regarding other forms of compulsive behaviors will also be introduced. Methods and techniques for intervention, evaluation and treatment will also be covered. Students are encouraged to present topics of interest that arise at their field experience sites and discuss cases for group discussion. **Prerequisites: PYCL 0502; PYCL 0507; PYCL 0584; PYCL 0570; PYCL 0612; SA 0740 with a grade of B or better.**

SA 0780 Substance Abuse Counseling Practicum II (3 credits)

This course reviews the many facets of counseling the addicted client. Several topics will be included while focusing on the individual such as, developmental models and dual diagnosis. Discussions regarding other forms of compulsive behaviors will also be introduced. Methods and techniques for intervention, evaluation and treatment will also be covered. Students are encouraged to present topics of interest that arise at their field experience sites and discuss cases for group discussion. **Prerequisites: SA 0770 with a grade of B or better.**

SA 0790 Substance Abuse Counseling Practicum III (3 credits)

This course reviews the many facets of counseling the addicted client. Several topics will be included while focusing on the individual such as, developmental models and dual diagnosis. Discussions regarding other forms of compulsive behaviors will also be introduced. Methods and techniques for intervention, evaluation and treatment will also be covered. Students are encouraged to present topics of interest that arise at their field experience sites and discuss cases for group discussion. **SA 0780 with a grade of B or better.**

CENTER FOR PSYCHOLOGICAL STUDIES ORGANIZATION

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
Sarah Valley-Gray	Director of Continuing Education/Specialist Projects
Angela Waguespack	Academic Coordinator, School Psychology Program

MASTER'S PROGRAM ADMINISTRATION

Mental Health Counseling/School Counseling Program Administration

Karen S. Grosby, Ed.D., Dean
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William I. Dorfman, Ph.D., ABPP, Associate Director of Clinical Training
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Brenda Levine, M.S., LMHC, NCC, Program Coordinator
Natasha C. Stubbs, M.S., Program Coordinator
Donna Brodsky, Program Manager
Nancy Quesada, Assistant to Master's Administration

Mental Health Counseling/Counseling (Online) Program Administration

Karen S. Grosby, Ed.D., Dean
Director, TBA
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Patricia Zawoyski, Program Manager
Daniela Rendon, Administrative Assistant

CPS FACULTY PROFESSIONAL INTERESTS

Full-Time Faculty 2014-2015

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

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

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

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

Gordon Broderick, Ph.D., University of Montreal, professor. Physiological, behavioral and cognitive ramifications of immune dysfunction and autoimmunity from an integrated systems perspective.

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

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

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

Travis Craddock, Ph.D., University of Alberta, assistant professor. Cellular information processes: Molecular Neuroscience; biophysics of neurological/neurodegenerative diseases: Alzheimer's, Parkinson's Traumatic Brain Injury; network theory in systems biology.

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

Jennifer Davidtz, Ph.D., University of Massachusetts Amherst, assistant professor. Community mental health; the treatment of long-term mental illness, borderline personality disorder, and complex trauma; countertransference and other intersubjective psychotherapy process phenomena; psychotherapy integration.

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

Frank A. De Piano, Ph.D., University of South Carolina, professor. Professional interests include hypnosis (past president of Division 30, Psychological Hypnosis), community psychology, health and medicine, 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; lifespan psychosis.

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

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

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

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

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

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

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

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

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

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

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

Wiley Mittenberg, Ph.D., ABPP-CN, Chicago Medical School, professor. Neuropsychology of head injury in adults and children, the neuropsychology of age related dementias, neuropsychological and psychological test construction, interpretation, and validation, and professional issues in clinical neuropsychology.

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

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

Jennifer Paul, Ph.D., Florida Atlantic University, assistant professor. The relationship between burnout and holistic wellness among novice counselors; therapist development; therapist wellness; personality disorders; supervision as a moderator to counselor burnout.

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

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

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

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

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

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

Jedidiah Siev, Ph.D., University of Pennsylvania, assistant professor. OCD and related disorders; scrupulosity; judgment and decision making, cognitions, and information processing in OCS and related disorders; anxiety disorders; psychotherapy outcome research; empirically-supported research.

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

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

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

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

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

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.

Eric S. Thompson, Ph.D., University of Florida, assistant Professor. Family-school-community collaboration, social justice advocacy, the use of data and evaluation to facilitate comprehensive change in school guidance programs, interdisciplinary research collaboration with health sciences, advanced statistics, contemplative methods for attention development and well-being in adults and children.

Isabel A. Thompson, Ph.D., University of Florida, assistant professor. Counselor well-being and burnout prevention, wellness and stress management, integrating creativity and mindfulness in group counseling, the application of contemplative approaches in counseling, and school-based interventions for students at risk.

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

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

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

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

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

Professors Emeriti

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

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

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

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

Full-Time Faculty from Other NSU Centers

Maribel Del Rio-Roberts, Psy.D. Nova Southeastern University. Autism and developmental disabilities, infant mental health, pediatric psychology, play therapy, parenting, health psychology, and psychoeducational assessment of children and adolescents.

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

Michael Reiter, Ph.D. Nova Southeastern University. Family therapy, solution-focused therapy, intercultural couples, therapeutic interviewing, case conceptualization.

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

Part-Time Core Faculty

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

Lori Eickleberry, Ph.D., Nova Southeastern University. Behavioral medicine (addictions, eating disorders) and dual diagnosis; motivational interviewing; psychological assessment, case conceptualization and intervention strategies with complex cases; development of an work within a private practice setting; psychotherapy with GLBTQ.

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

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

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

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

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

Traci Schatzburg, Ed.D., NCSP, University of Sarasota. School psychology. Response to Intervention/Multi-Tiered System of Supports; intervention strategies; bullying prevention; behavior analysis

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

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

Jean Thaw, Ph.D., Louisiana State University. Eating and weight disorders; weight loss and weight gain prevention in children and adults; physical activity and health promotion; cognitive behavioral therapy; anxiety disorders

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

Clinical Faculty

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

Lisa Lashley, Psy.D., Nova Southeastern University, assistant clinical professor, Assistant director of the Neuropsychological Assessment Center.

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

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

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

**Adjunct Faculty
2014 – 2015**

Beatriz Amador, Psy.D.
Carlos Albizu University

Leslie Barnes-Young, Ph.D.
University of Akron

Joseph Blich, Ph.D.
University of South Carolina

Rhett Brandt, Ph.D.
University of Alabama

Robert Carrillo, Ed.D.
Nova Southeastern University

Carolina Claro, Ph.D.
Nova Southeastern University

Christine Collado-Acebal, Ph.D.
Barry University

Migdalia Coubertier, Ph.D.
Barry University

Robert Crandall, Ed.D.
Florida Atlantic University

Joy Davis, Ed.D.
Nova Southeastern University

Nathalie de Fabrique, Psy.D.
Nova Southeastern University

Raymonde Dormezil-Neal, Psy.D.
Nova Southeastern University

Maria Fimiani, Psy.D.
Nova Southeastern University

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

Kevin Glavin, Ph.D.
Kent State University

Erin M. Anderson, Ph.D.
University of Florida

Aurelia Bickler, Ph.D.
Nova Southeastern University

Michael Bourke, Ph.D.
Nova Southeastern University

Michael Carifio, Ph.D.
Auburn University

Scott Christian, Psy.D.
Nova Southeastern University

Sandra Coiffman-Yohros, Psy.D.
Carlos Albizu University

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University of Massachusetts Amherst

Arthur Cox, DSW
Columbia University

John Crocitto, Ed.D.
George Washington University

Bob Decker, Ph.D.
Barry University

Melissa DeVincentis, Ph.D., LMFT,
Nova Southeastern University

Sarajo Falk, Psy.D.
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Louise Fitzgerald, Ph.D.
Ohio State University

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

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Loyola University of Chicago

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University of Connecticut

Maxie Harris, Ph.D.
Nova Southeastern University

Elizabeth S. Ibanez, Ph.D.
University of Toledo

Patricia Jaegerman, Psy.D.
Illinois School of Professional Psychology

Elda Kanzki-Veloso, Ph.D.
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Nova Southeastern University

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Chicago Medical School

Lidia Martinez, Ph.D., LMHC, CAP
Nova Southeastern University

Mark Middlebrooks, Ph.D.
Nova University

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Alicia Scott, Ph.D.
University of Florida

Leanne Shapiro, Psy.D.
Nova Southeastern University

Nurit Sheinberg, Ed.D.
Harvard University

Thomas Smith, Ph.D.
Barry University

Marlene Sotelo-Bumberg, Ed.D.
Nova Southeastern University

Robert Templeton, Ed.S.
Nova University

Gregory Vecchi, Ph.D.
Nova Southeastern University

Manuela Villa, Ph.D.
Nova Southeastern University

Michelle R. Watts, Ph.D.
University of South Florida

Camellia Westwell, Psy.D.
Nova Southeastern University

Agatha D. Parks-Savage, Ed.D.,
The College of William & Mary

Marcia Pita, Ph.D.
George Washington University

Erin N. Procacci, Ph.D.
University of Miami

Lisa Reiss, Ph.D.
Barry University

Stephen Rudin, Ed.D.
University of Illinois

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University of Memphis

Kenneth Shamlan, Ph.D.
University of Southern Maine

Tara Sheehan, Ph.D.
Florida International University

George Shephard, Psy.D.
Nova Southeastern University

Kenneth Smylie, Ph.D.,
University of Florida

Catherine Stower, Ph.D.
Virginia Polytechnic Institute

Abigail Tucker, Psy.D.
Nova Southeastern University

Joan M. Vermillion, Ph.D.
University of Florida

George Wallace-Barnhill, Ph.D.
University of Maryland

Donna Weiss, Psy.D.
Nova Southeastern University

Ellen Whelan, Psy.D.
Nova Southeastern University

Tamara White, Ed.D.
Nova Southeastern University

Ayala Winer, Ph.D.
Nova Southeastern University

Shannon Worton, Psy.D.
Nova Southeastern University

Marlene Zychowicz, Ed.D.
Northern Illinois University

Lee Wilkinson, Ph.D.
University of Newcastle

David Womack, Ed.D.
Nova Southeastern University

Elizabeth Wynter, Ed.D.
Nova Southeastern University

Important Contact Information

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Academic Affairs	John E. Lewis, Ph.D. TBA	(954) 262-5729 (954) 262-5726
Clinical Training	Alan Katell, Ph.D. William I. Dorfman, Ph.D., ABPP Linda Sobell, Ph.D., ABPP Erica Zarchin	(954) 262-5749 (954) 262-5710 dorfman@nova.edu (954) 262-5811 (954) 262-5749 ezarchin@nova.edu
Clinics	Davie (Main Campus)	(954) 262-5730

Mental Health Counseling and School Counseling Programs:

Program Coordinator	Brenda Levine, M.S., LMHC, NCC	(954) 262-5799 brenda.levine@nova.edu
Program Coordinator	Natasha Stubbs, M.S.	(954) 262-5891 ns183@nova.edu
Program Manager	Donna Brodsky	(954) 262-5740 schwardo@nova.edu
Asst. to Master's Administration	Nancy Quesada	(954) 262-5740 nqancy@nova.edu

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Program Manager	Patricia Zawoyski	(954) 262-5720 zawoyski@nova.edu
Administrative Assistant	Daniela Rendon	(954) 262-5704 dr185@nova.edu

Other Important Contacts:

CPS Student Employment	Marie Stokes	(954) 262-5782
CPS Student Gov. Assn. (SGA)		(954) 262-5909
CPS Testing Lib./Consulting Lab		(954) 262-5940
Accounts Receivable		(954) 262-5200
Library, Research and Tech. Ctr.		(954) 262-4601
NSU Bookstore		(954) 262-4750 bksnsubooks@bncollege.com
Public Safety (Main Campus)		(954) 262-8999
Enrollment and Student Services		
Bursar		(954) 262-5200
Registrar's Office		(954) 262-7200
Degree Applications		(954) 262-7226/7
Financial Aid		(954) 262-3380
Grades		(954) 262-7235
International Students		(954) 262-7240/1
Transcripts		(954) 262-7225
Loan Deferrals		(954) 262-7251
Veterans' Affairs		(954) 262-7236

NOTE: Toll free number: 1-800-541-6682, ext. 2xxxx

CPS PHONE LIST	Karen Grosby, Dean		25701	grosby@nova.edu		Revised 8/19/2014	
Faculty (47)	Phone	Email	Room	CPS Staff (40) (others 5)	Phone	Email	Room
Acevedo, Amarilis	25741	aa1011	2034	Allen, Bill - MSC DAIS)	25785	whallen	2259
Berger, Carolyn	25689	cs453	2078	Arango, Marcia	23006	marango	2083
Black, Ryan	25794	blackrya	2048	Bilia, Julia (MKT)	25832	bilia	2010
Brochu, Paula	25870	pbrochu	1057	Balize, Marie	25759	mb1503	1017
Broderick, Gordon	25895	broderick	1076	Brodsky, Donna	25709	schwardo	2081
Burns, W. Joe	25708	burns	2078A	Burgoyne, Janice	23017	janicelb	2024
Campbell, Stephen	25759	stephcam	2067	Coore, Shane	25797	scoore	Front off
Caproni, Peter	25882	pc491	2077	Cunin, Gloria	25776	gloriapc	Front off
Cash, Gene	25703	cralph	2040	Jones, Kristen	25884	cunningh	1101
Craddock, Travis	25902	tcraddock	1076	Dash, Diane	25871	dash	1091
Cuc, Alexandru	25889	calex	1028	Ellington, Michelle	25763	me608	2014
Davidtz, Jennifer	25817	jdavidtz	2030A	Gaines, Doreen	25788	gainesde	Front Off
DeLucia, Christian	25810	cdelucia	2039	Galvao, Isolda	25712	galvaois	2020
De Piano, Frank	23766			Garay, Adriana	25736	ag1260	2025
Dorfman, William	25710	dorfman	2068	Garcia-Lavin, Barbara	27917	garciala	1036
Faust, Jan	25713	jfaust	1062	Guterman, Erica (SHSS)	23003	guterman	2026
Fins, Ana	25897	anaifins	1056		25726		2015A
Formoso, Diana	25772	formoso	1078	Jesus, Yvonne	23026	yjesus	2010
Gold, Steven	25714	gold	1074	Kalam, Sherene	25721	kalamd	2083
Golden, Charles	25715	goldench	1055	Karol, Diane	25701	karol	2022
Jungersen, Tara	25764	tj290	2038	Kaskel, Samira	25756	kaskel	2028
Karl, Shannon	25725	shanray	2063	Lashley, Lisa	25886	lkohn	1111
Katell, Alan	25749	katell	2016	Levine, Brenda	25799	brenda.levine	2081
Kibler, Jeffrey	25879	kibler	1072	Louis, Menes J.	25797	menes	Front off
Lewis, John	25729	lewis	2018	Marshall, Susanne DAIS	23014	msusanne	2226
Mace, Floyd C.	26910	fcmace	MSC	Martinez, Ana	25831	anamarti	1037
Messer Steve	25792	sm1851	1073	Mazine Michele	25756	mm3383i	2029
Mittenberg, Wiley	25734	wiley	2064	Medina, Tiffany	25795	tiffmedi	Front Off
Moragne, Timothy	25735	moragne	1075	Navarrete, Carmen	25754	carmenen	1091
Nierenberg, Barry	25732	nierenbe	2017	Negron, Jennifer	25797	dnegron	Front Off
Paul, Jennifer		jpaul2		Nemeth, Melissa	25821	nemeth	1100
Poland, Scott	25881	spoland	1063	O'Sullivan, Suzanne	25826	osulliva	2081
Quintar, Bady	25751	badyq	2066	Otero, Mirian	25868	motero1	2029
Reitman, David	25717	reitmand	2035	Perez, Carlos	25702	perez	MSC 2287
Russo, Steve	25807	stepruss	1080	Perez, Christine	25795	cp849	Front Off
Schneider, Barry	25742	schneidb	1077	Quesada, Nancy	25740	qnancy	2081
Shapiro, David	25705	shapiro	2036	Rendon, Daniela	25704	dr185	2081
Siev, Jedidiah	25804	js3088	1083A	Schnur, Leonard	25731	schnur	1102
Simco, Ed	25744	ed	2072	Stokes, Marie	25782	mdstokes	2041
Sobell, Linda	25811	sobelll	1054	Stubbs, Natasha	25891	ns183	2081B
Sobell, Mark	25747	sobellm	1061	Thaw, Jean	25761	jthaw	2029
Stripling, Ashley Ph.D.		astripling		Tomozawa, Yukari	25755	tomozawa	1100A
Suarez-Morales, Lourdes	25813	lsuarezmorales	2030	Valdes, Ren (Reniel)	25718	rvaldes	2029
ter Maat, Mercedes	25728	termaat	N/A	Winer, Ayala	25874	ayalawin	1218
Thompson, Eric	25691	ethompson	2073A	Wolczansk, Kristen	25823	wolczans	Front Off
Thompson, Isabel	25602	ithompson	2081A	Zarchin, Erica	25749	ezarchin	2015A
Valenzuela, Jessica	25737	fv637	2031	Zawoyski, Pat	25720	zawoyski	2081
Valley-Gray, Sarah	25783	valleygr	2073	Testing Library-Rm 2074	25940	MS/Admission FAX	23893
Van Hasselt, Vincent	25752	vanhasse	1079	NSU Main Phone #	27300	Classroom Tech Issues	25787
Waguespack, Angela	25719	waguespa	2070	Faculty 1st FL FAX	23857	CPS OIT	maltzweb
Walker, Lenore	25724	walkerle	1081	Clinic Front Desk	25797	PSC Ctr 1st fl	25730
Computer Lab	24959	SGA	22590	Clinical Training FAX	23848	CPS Clinic 1st FL FAX	23855

NSU REGIONAL CAMPUS LOCATION INFORMATION

Jacksonville:

Nova Southeastern University
Jacksonville Regional Campus
6675 Corporate Center Pkwy., Suite 115
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(904) 245-8900
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Miami:

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Miami Regional Campus
8585 SW 124 Avenue
Miami, FL 33183
(305) 275-2600
Fax: (305) 274-8075
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Palm Beach:

Nova Southeastern University
Palm Beach Regional Campus
11501 North Military Trail
Palm Beach Gardens, FL 33410
(561) 805-2100
Fax: (561) 805-2170
Email: nsu-westpalmbeach@nova.edu

Orlando:

Nova Southeastern University
Orlando Regional Campus
4850 Millenia Blvd.
Orlando, FL 32829
(407) 264-5600
Fax: (407) 264-5656
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Tampa Regional Campus
3632 Queen Palm Drive
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Email: nsu-tampa@nova.edu

Field-Based Programs Important Telephone Numbers

Main Campus Master's Programs Office

1-800-541-6682 x25740
954-262-5740

Office hours are:

Monday - Thursday
Friday

8:00am - 7:30pm
8:00am - 5:00pm

Site Coordinators

Jacksonville	Irene Toto, M.S.	(H) 904-772-9267
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Miami	Nancy Morales, M.S.	(H) 305-386-9355
Orlando	Jude Porter, M.S.	(H) 407-366-0728
Palm Beach	Nancy Quesada, B.S.	(C) 954-559-9797
Tampa	Barbara Lash, M.S.	(H) 813-230-2925

Practicum Coordinators

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Jacksonville	June Latney, MSW	(W) 904-945-3248
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