

NSU

Florida

College of Psychology

**NOVA SOUTHEASTERN
UNIVERSITY**

Master's Program in Forensic Psychology

Policies and Procedures Handbook

2018-2019

*Supplemental to Nova Southeastern University
Policy and Procedure Handbook at
www.nova.edu/student-handbook

Website: <http://psychology.nova.edu>

The policies contained in this handbook supersede any previous handbook versions.

Revised: 10/2018

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Nova Southeastern University

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

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

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

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

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

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 (<http://www.nova.edu/student-handbook>).

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 College of Psychology's Doctor of Philosophy (Ph.D.) program in clinical psychology is accredited by the Commission on Accreditation of the American Psychological Association. The College of Psychology's Doctor of Psychology (Psy.D.) program in clinical psychology is accredited by the Commission on Accreditation of the American Psychological Association. The College of Psychology's Doctor of Psychology (Psy.D.) program in school psychology is accredited by the Commission on Accreditation of the American Psychological Association. The College of Psychology has two APA accredited doctoral internship programs: the South Florida Consortium Internship Program and the Psychology Services Center Internship Program.

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*

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

The College of Psychology offers three programs, (1) the M.S. in School Counseling, (2) the Psy.S. in School Psychology, and (3) the Psy.D. 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 College of Education as follows: The Fischler College of Education at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE) (www.ncate.org).

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

- **Psychologists:** Nova Southeastern University's College of Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. Nova Southeastern University's College of Psychology maintains responsibility for this program and its content.
- **Clinical social workers, mental health counselors, and marriage and family therapists:** Nova Southeastern University's College of Psychology 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. 03/31/2019
- **School psychologists:** Nova Southeastern University's College of Psychology is approved to offer continuing education by the State of Florida Board of Medical Therapies/Psychology, Office of School Psychology. Provider # SCE 11 – exp. 11/30/2019

- **School psychologists:** Nova Southeastern University's College of Psychology 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 number 1024.
- **National Board for Certified Counselors:** Nova Southeastern University's College of Psychology has been approved by NBCC as an Approved Continuing Education Provider, ACEP # 4548. Programs that do not qualify for NBCC credit are clearly identified. Nova Southeastern University's College of Psychology is solely responsible for all aspects of the programs.

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

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

Welcome to Nova Southeastern University, and congratulations on becoming a proud Shark!

At NSU, you join more than 21,000 students who make up our dynamic university.

Founded in 1964, NSU's vision, mission, and core values reflect our deep-seated commitment to enhance learning opportunities for you—our students—throughout Florida and the United States, as well as in 109 countries.

We offer a multitude of academic opportunities for you, but also remain committed to giving each of you individualized attention. Our small class sizes and online education options provide tremendous access to our gifted faculty members, and I urge you to tap into the minds of these leaders in their fields.

For the complete college experience, I hope you will also explore our diverse programs, clubs, organizations, and internship opportunities available to complement your learning in the classroom. Please take advantage of these resources and opportunities. Your experience at NSU is what you make of it, and I am confident you will make it a good one.

With your membership to the university community comes many rights and responsibilities. This student handbook outlines these rights and responsibilities, university policies and procedures, and university resources.

Before you know it, you'll be nearing your degree completion, and I look forward to congratulating you and welcoming you into our alumni network of more than 177,000 graduates in 50 states and in more than 100 countries around the world.

Enjoy your time at NSU, and GO SHARKS!




George L. Hanbury II, Ph.D.
President and Chief Executive Officer
Nova Southeastern University

Dean's Message

As Dean, it is my privilege and pleasure to welcome you to the College of Psychology at Nova Southeastern University! Our College offers bachelor's degree programs in psychology and behavioral neuroscience, as well as graduate programs in clinical and school psychology, counseling, experimental psychology, forensic psychology, and general psychology, along with other specialized training experiences.

Whether you are a first year graduate student seeking a master's degree in experimental psychology, a second year counseling student on your practicum, or a fourth year Ph.D. student working toward completing your dissertation, you are a vital and valued part of this college. As such, I invite you to seek out and embrace the myriad opportunities that are available to you during your time here. Enrich your understanding of your chosen field of study through coursework and hands-on training in the lab, clinic, or community. Get to know the classmates who will become your friends and colleagues, who will be a part of your professional network for decades to come. Perhaps most importantly, learn everything you can from your professors, both inside and outside of the classroom. They have successfully navigated the professional world to which you are seeking membership. They are talented and knowledgeable leaders in their fields, and they are here to be your mentors. Accept their support, praise, and feedback with gratitude and humility.

With these and all the opportunities that await you, make the most of your time at NSU. Discover your passion. Find your voice. Pursue your goals. Develop new goals. Learn, grow, graduate, and make us all proud to be Sharks!



Karen S. Grosby, Ed. D.
Dean, College of Psychology

Introduction to the College of Psychology

The College of Psychology welcomes you to graduate study at Nova Southeastern University. The College of Psychology, first organized in 1967 as the Behavioral Sciences College, is concerned with integrative graduate training, research, and service in psychology and counseling. The College 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 Master's in Forensic Psychology program. Knowledge of the contents of this handbook and of the *College of Psychology Catalog*, available at <http://psychology.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. The Nova Southeastern University Student Handbook can be accessed at the website: www.nova.edu/student-handbook

Mission Statement: College of Psychology

The mission of the College of Psychology is to offer degree programs that provide a range of academic and practical opportunities to students in the field of psychology and closely allied disciplines, from the bachelor's to the doctoral level, and to train future researchers and practitioners. Through these opportunities, students will develop knowledge and professional growth in the science of psychology and its application to the understanding of human activity and will be prepared for success in a variety of professional and academic pursuits. The intimate interplay between our Psychology Services Center and academic programs provides educational opportunities rooted in real problems and research activities that attempt to find answers to extant concerns. The college seeks to offer programs of excellence in educating future scientists and mental health practitioners, in advancing knowledge about psychology and the treatment of psychological problems, and in providing high-quality services that address society's current mental health needs.

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.

College Philosophy

The College of Psychology 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 college further provides for a variety of professional needs simultaneously. There is a strong commitment to the advancement of psychological knowledge. Faculty are active in their research pursuits. The clinical Ph.D. program provides training for doctoral candidates pursuing careers as applied researchers. Equally strong is the commitment to provide training for the practitioner-oriented psychologist. The Psy.D. program in clinical psychology provides quality training for doctoral candidates committed to the practice of psychology. The doctoral (Psy.D.) program in school psychology, which is accredited by the American Psychological Association (ABA), builds upon the college's specialist program (Psy.S.). The school psychology Psy.S. and Psy.D. programs are approved by the Florida Department of Education and by the National Council for Accreditation of Teacher Education (NCATE), and are nationally recognized by the National Association of School Psychologists (NASP). Both school psychology programs provide training for students intending to practice school psychology in a variety of school and school-related settings. The postdoctoral master's program in psychopharmacology provides practicing psychologists with a knowledge base in psychopharmacology that will enable them to discuss medication requirements knowledgeably with their patient's physician. The master's programs in mental health counseling and school guidance and counseling provide quality training for individuals engaging in service delivery (under supervision) within agencies and schools. The center also provides educational experience for the professional community through the Continuing Education Program Series.

The college 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>.

Drug-Free Schools and Campuses Policy

NSU's Student Code of Conduct continues to prohibit the possession, use or distribution of marijuana including medical marijuana, on any NSU owned or controlled property and as part of any of its activities. Any NSU Student determined to have violated this policy may be referred for prosecution and/or be subject to disciplinary action. Additional information on the full policy is available in the NSU Student Handbook.

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 college's website psychology.nova.edu for the most updated information.

ACADEMIC PROGRAMS

Department of Psychology and Neuroscience Programs

The bachelor of science (B.S.) degree in **Psychology** is a 120 credit undergraduate program that prepares students to synthesize, integrate, and communicate knowledge that can be applied in graduate school or in various professions including therapy, education, substance abuse counseling, forensic psychology, market research analysis, crisis support, social work, and rehabilitation consulting.

The master of science (M.S.) degree program in **Experimental Psychology** is a 33 credit program offered on main campus that provides students with a strong academic foundation in the theories and concepts of experimental psychology. Through focused coursework and the experience of mentored independent research, students are equipped with comprehensive skills in scientific inquiry and research methodology. These skills prepare students for admission into a doctoral program in psychology or for career opportunities that include teaching and research in industrial, government, private consulting, health care, and community settings.

The master of science (M.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 of science (M.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.

Department of Counseling Programs

The master's degree program in counseling is 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, career counseling needs, and trauma. The Counseling program will develop the skills and leadership abilities of professional counselors who have a desire to provide, create and maintain high quality service delivery. The counseling program is offered in a variety of formats to accommodate the working professional.

The master's degree in Counseling with a **Clinical Mental Health Counseling concentration** (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 on the main campus in a ground-based semester format, at one of five other NSU regional campuses in an intensive weekend format, or fully online. Currently, there are regional campus programs offered in Florida at Jacksonville, Orlando, Tampa, Miami, and Palm Beach. Many graduates go on to seek licensure in Florida as mental health counselors.

The master's degree in Counseling with a **School Counseling concentration** (48 credit hours) provides training to individuals seeking positions as school counselors in Pre-K to 12 grade school systems. The program is offered in Fort Lauderdale/Davie, Orlando, and Tampa, in an intensive weekend format. The School Counseling program curriculum is approved by the Florida Department of Education (DOE). Upon degree conferral, School Counseling graduates qualify for Florida certification in Guidance and Counseling.

The master's degree in Counseling with a **Substance Abuse Counseling concentration** (48 credit hours) or **Substance Abuse Counseling and Education concentration** (60 credit hours) is an innovative academic program designed for the working professional actively involved in or entering the field of Substance Abuse Counseling or related fields. The online format 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 degree in Counseling with an **Applied Behavior Analysis concentration** (51 required credit hours) is an innovative academic program designed for the working professional actively involved in or entering the field of Applied Behavior Analysis (ABA). The online format is particularly designed to for those who seek advanced training and the convenience of distance education. The program focuses on developing clinicians informed by science, with classes taught by professors who are active clinicians and researchers in the field. The Applied Behavior Analysis concentration meets the academic and experience certification requirements as per the BACB

Department of Clinical and School Psychology Programs

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 program is approved by the Florida Department of Education (FL DOE) and is nationally recognized by the National Association of School Psychologists (NASP) and the National Council for Accreditation of Teacher Education (NCATE) through the Fischler College of Education (FCE).

The program consists of 79 semester hours that span three years of course work (including practica) 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. The program is accredited by the American Psychological Association (APA). Moreover, it is approved by the Florida Department of Education (DOE) and is nationally recognized by the National Association of School Psychologist (NASP) and the National Council for Accreditation of Teacher Education (NCATE) through the Fischler College of Education (FCE). The Psy.D. program is based on a model of the practitioner-informed-by-science and consists of 118 semester hours that spans three years of course work and practica, a Directed Study capstone research project, and a 2000-hour internship. All candidates must complete at least 600 hours in a P-12 setting at the internship level, which makes them eligible for national certification in school psychology (NCSP). The doctoral curriculum meets the Florida state licensure requirements as both a school psychologist and a psychologist under Chapter 490, *Florida Statutes*.

By offering both the Doctor of Psychology (Psy.D.) and the Doctor of Philosophy (Ph.D.) degrees in Clinical Psychology, the College of Psychology demonstrates its commitment to train psychologists both as researchers and as practitioners. The Psy.D. program in clinical psychology 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 doctoral internship at an approved site where the student has applied and been accepted.

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

slots in each concentration, and acceptance is typically during the first year.

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

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

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.

The Psy.D. program in Clinical Psychology offers academic, practicum, internship, and research experience directly relevant to the practitioner, while retaining the important scientific base upon which professional competence and knowledge rest. 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.

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 College'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 practica with core faculty. Students will complete 18 hours of specified coursework. The Multicultural/Diversity track requires students to participate in pre-practicum research, research, and clinical practica with core faculty. Students will complete 12 hours of specified coursework. The Trauma track requires students to participate in trauma research and clinical practica with core faculty. Students complete 12 hours of specified coursework.

Licensure

Licensure for programs offered at the College of Psychology 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 Collaborations

The College supports collaborative training and research with other schools and colleges and institutes. The master's degree in Human Services is a multidisciplinary program offered through the College of Arts, Humanities, and Social Science. The Psychological Foundations in Child Advocacy track is offered with College of Psychology.

The master's degree in Criminal Justice is an interdisciplinary program offered through the College of Arts, Humanities, and Social Science. The program is designed to provide students with a solid background in the theoretical, historical, public policy, behavioral, and political perspectives related to criminal justice; a foundation in evaluation methods of criminal justice programming and an in-depth knowledge of the legal issues that govern criminal justice activities, including fundamental principles and concepts of criminal and civil law, rules of law and evidence, and state and constitutional laws and their development. The program trains those interested in law enforcement and the justice system. The Behavioral Science Track is offered through the College of Psychology.

The Ph.D. in Criminal Justice, offered through the College of Arts, Humanities, and Social Sciences 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 College. 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 College of Psychology 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 College of Psychology. It strives to promote a welcoming climate for ethnic minority students and for those mainstream students who are particularly interested in pursuing cross-cultural studies. Nontraditional methodologies in counseling and assessment specifically targeted for minority groups are introduced. Courses and in-service colloquia in the area of multiculturalism and cross-cultural counseling and psychotherapy are provided. The institute seeks to promote multicultural and international research. In addition, students are encouraged to initiate projects and Dissertations that validate existing and newly constructed assessment methods with diverse populations.

Pre-doctoral Internship Programs

The College of Psychology has two American Psychological Association accredited pre-doctoral internship programs; the South Florida Consortium Internship Program provides services to a vast array of clinically diverse populations within local community settings. The Psychology Services Center Internship program provides opportunities for supervised clinical experiences and research within the NSU Psychology Services Center.

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

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

Continuing Education Program Series

The College of Psychology offers the professional community a series of continuing education programs each year, featuring nationally renowned presenters. Constantly seeking the expert knowledge of the College'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.

RESEARCH

In addition to training individuals in the core foundational domains of psychology and to provide care and treatment for those with psychological problems, the college is equally committed to encouraging sophisticated basic and applied research. The college is distinguished by its special commitment to research geared toward understanding and resolving problems confronting modern society. In addition to ongoing faculty research, undergraduate and masters students may and every doctoral student must engage in research activities, thereby multiplying the efforts and expertise required to understand the complexities of psychological disorders. Examples of research areas in which the college is currently engaged are the following:

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

Computer/Statistical Lab

Research in the College is supported by extensive computer facilities, 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 Psychology Services Center provides services to all residents of the tri-county area, including children, adolescents, adults, and elderly clients, regardless of race, color, sex, age, nondisqualifying disability, religion or creed, sexual orientation, or national or ethnic origin.

The Psychology Services Center's clinical staff consists of professionals in psychology. More than 100 College of Psychology 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
- Behavioral modification
- Biofeedback
- Counseling for older adults
- Family and multifamily therapy
- Information and referral
- Multilingual services (when available)
- Neuropsychological assessment and evaluation
- Pain management
- Psychodynamic psychotherapy
- Psychoeducational evaluations for gifted and school related issues
- Psychological testing
- Stress management
- Testing and treatment for ADHD
- Treatment for adolescent drug abuse and prevention
- Treatment for adults with issues resulting from traumatic experiences
- Treatment for children and adolescents experiencing behavioral and emotional issues
- Treatment for children and adolescents who have experienced a trauma
- Treatment for depression, anxiety and emotional disturbances
- Treatment for eating disorders and body imaging issues
- Treatment for serious emotional disturbance
- Treatment for victims, perpetrators or children affected by domestic violence
- Challenging Behaviors

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

- 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

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 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 College of Psychology website at www.psychology.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.

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.

All other program, college, 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 college offers academic advisement to students. Advisers are accessible to students to assist with course planning and selections, development of a planned program of study, 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.

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 (<https://sharklink.nova.edu/>) and WebSTAR (<http://webstar.nova.edu>).

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 2018–2019 will be charged at the rate of \$755 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	\$755 per credit hour
Student Services Fee	\$450 per semester (for enrollment of 4 or more credits)
	\$225 per semester (for enrollment of under 4 credits)
Application Fee	\$ 50 (non-refundable)
Registration Fee	\$ 30 per semester
Late Registration Penalty	\$ 50 per semester
Late Payment Penalty	\$100 per semester
Textbooks	\$ 80-200 per course (approximate cost)
Degree Application 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.**

Refund Policy

Any student in good standing enrolled in the **Forensic Psychology Program** wishing to withdraw from classes because of illness or some other satisfactory reason must contact the Master's Program Office immediately at 954-262-5757 or email: rschenck@nova.edu, (Regina Schenck) or zdierick@nova.edu (Zachary Dierickx)

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 as provided by the program Office.

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 faculty committee and the Department Chair, 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 faculty committee and the Department Chair. 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.

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

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

PROVISIONAL ADMISSIONS

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

GRADING POLICY

The following policies apply to all academic programs in the College of Psychology effective Fall 2017. All degree programs in the College of Psychology programs assign grades to coursework according to the following system:

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

In all courses, a letter grade will be assigned based on 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. **Students failing to officially withdraw before the "last day to drop courses" will be subject to grading as described in the course syllabus.**

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 lower than a B- or an "I" (incomplete 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. Program Coordinator
- c. Department Chair

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

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

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

1. Academic Achievement
 - a. Academic standing as discussed in this handbook.
 - b. Ability to communicate orally and in writing.
 - c. Management of practicum experiences.
2. Responsible Behavior
 - a. Dependability in commitment (e.g., punctuality in attending classes, submitting papers and assignments, meeting with clients, etc.).
 - b. Accepts responsibility for own work.
 - c. Carries through and completes tasks.
 - d. Seeks needed guidance from appropriate sources.
3. Ethical Behavior
 - a. Abides by 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.

NSU CODE OF STUDENT CONDUCT AND ACADEMIC RESPONSIBILITY

Purpose

This code seeks to promote high standards of behavior and academic integrity by setting forth the responsibilities of students as members of the university community. Abiding by the code ensures a climate wherein all members of the university community can exercise their rights of membership.

Code of Student Conduct Statement

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

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

Changes to the Code of Student Conduct and Academic Responsibility will be posted on the Student Affairs website. Students are required to be familiar with the rules, policies, and Code of Student Conduct and Academic Responsibility.

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

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

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

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

Academic Standards

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:

- ***Cheating.*** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise
- ***Fabrication.*** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise
- ***Facilitating Academic Dishonesty.*** Intentionally or knowingly helping or attempting to help another to violate any provision of this code
- ***Plagiarism.*** The adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment

Students are expected to submit tests and assignments that they have been 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.

Students are expected to comply with the following academic standards:

- ***Original Work.*** Assignments such as course preparations, exams, texts, projects, term papers, practicum, or any other work submitted for academic credit must be the original work of the student. Original work may include the thoughts and words of another author. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the University and/or program College's recognized form and style manual and accepted citation practice and policy. Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, re-examination, and/or remediation.
- ***Referencing the Works of Another Author.*** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each program College's specific accepted reference manuals and rules of documentation. Standards of scholarship require that the writer give proper acknowledgment when the thoughts and words of another author are used. Students must acquire a style manual approved by their College and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular college. At Nova Southeastern University, it is plagiarism to represent another

person's work, words, or ideas as one's own without use of a College-recognized method of citation. Deviating from College standards (see above) are considered plagiarism at Nova Southeastern University.

- ***Tendering of Information.*** All academic work must be the original work of the student. Knowingly giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited
- ***Acts Prohibited.*** Students should avoid any impropriety or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals. Violations of academic responsibility include, but are not limited to the following:
 - Plagiarism
 - any form of cheating
 - conspiracy to commit academic dishonesty
 - misrepresentation
 - bribery in an attempt to gain an academic advantage
 - forging or altering documents or credentials
 - knowingly furnishing false information to the institution

Students in violation will be subjected to disciplinary action.

Additional Matters of Ethical Concern

Where circumstances are such as to place students in positions of power over university personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious or arbitrary manner.

For a complete description of Nova Southeastern University's Academic Standards, please see the NSU Student Handbook.

Conduct Standards

Students should not interfere with the rights, safety, or health of members of the university community nor interfere with other students' right to learn. Students are expected to abide by all university, college, and program rules and regulations and all local, state, and federal laws. Students are responsible for adherence to the university code of conduct and all university policies and procedures while attending or participating in university-sponsored programs, activities, and/or events off the main campus or at any NSU sites.

Supplementary Standards

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the Code of Ethics for Computer Usage. The university and each college, center or program may prescribe additional standards for student conduct. Reasonable notice may be provided when additions or changes are made to the standards for student conduct. Students should refer to their college and/or Student Affairs Web site for policy updates or changes.

- **Use of social media:** The Department of Psychology and Neuroscience adheres to NSU's Social Media Policy. Students must be mindful that supervisors and employers frequently review applicants' social media accounts. Unprofessional social media communication could lead to a student's referral to the professional standing committee. Department of Psychology and Neuroscience students are encouraged to use social media for professional uses, including linking to professional associations, clubs, and organizations. However, students should not use social media to discuss any experiences in practicum, internship, or experiences related to NSU courses and business. Students are encouraged to keep their personal social media pages professional and

be mindful to use privacy settings on their social media accounts. Students need to recognize that unprofessional postings can negatively impact their professional reputation among faculty and supervisors, perhaps hinder future professional opportunities (e.g., practicum or internship placements), and seriously and negatively impact therapeutic relationships with clients. Inappropriate social media postings by students may result in completion of a Professional Behavior Checklist or referral to the Professional Standings Committee.

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans, associate deans, or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic, conduct, or supplemental standards violations. Violations of academic, conduct, or supplemental standards are subject to disciplinary action, up to and including, expulsion from the university. Violations of academic standards will be handled through the student's academic college or school. Violations of conduct or of supplementary standards will be handled by the Office of the Vice President of Student Affairs or by the individual academic college, school, or center as deemed appropriate.

If the student is found in violation of the Code of Student Conduct and Academic Responsibility and/or university or college policies and procedures, sanctions may be imposed. The university reserves the right to take additional disciplinary action as it deems appropriate. Sanctions are delineated in the NSU Student Handbook.

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 College of Psychology 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 ensure a process by which

all relevant facts can be determined, including providing the student with full opportunity to present important information. Actions the committee may recommend to the Dean could include, but are not limited to, remediation, referral, warning or sanctions up to suspension or termination.

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

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.

ETHICAL ISSUES IN THE MASTER'S PROGRAMS

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

1. Students have an obligation to disclose if they have been convicted of a criminal offense, been found not guilty, or entered a plea of guilty or nolo contendere (no contest), regardless of adjudication. The disclosure obligation is a continuing one. All students must report to the College of Psychology any such arrest or conviction after the filing of the application for admissions or during the time that the student is enrolled at the college. The College of Psychology will consider new information submitted and, in appropriate circumstances, may change the status of an applicant or student. Students at application give permission to make any necessary inquiries and voluntarily and knowingly authorize any former school, government agency, employer, person, firm, corporation, its officers, employees and agents or any other person or entity making a written or oral request for such information.
2. No student should represent him/herself as being in possession of the 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. 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.
5. 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 APA policy of discouraging dual relationships is endorsed, recognition is given to the fact that, given the complexity and diversity of our functions, certain dual relationships between faculty members and students are bound to arise. Faculty members and students are therefore urged to be sensitive to and aware of the existence of dual relationships 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 College of Psychology. This documentation shall be retained in both the student's and the faculty member's permanent files. As necessary, an ad hoc committee shall be appointed to review any complaints that might arise as the result of dual employment relationships.

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

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

Evaluation of course work and 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 Program Coordinator within 30 working days of its occurrence, where informal resolution will continue in consultation with the Department Chair or Designee. Should the Department Chair or Designee find insufficient evidence or if this step fails to bring about an acceptable resolution, the student must next request intervention through the Dean of the College of Psychology within another 30 days.

Formal Procedure

1. A student wishing to proceed with the grievance must file a written appeal with the Dean. This document should contain a concise statement of the particular manner of harm, along with all relevant facts and compelling supporting evidence.
2. Upon receipt of a written appeal, the Dean shall review the document to determine if the complaint warrants further review.
 - a. If the Dean decides that no further action should be taken, the appeal will be terminated and a brief written explanation will be submitted to the student.
 - b. If the Dean decides that a further review should occur, the appeal should be referred to the college's standing Appeals Committee. The committee will conduct a substantive review of all facts it deems pertinent to the appeal. The committee, at its discretion, may interview the student or any other pertinent person, 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 minus (B-) grades; however, only the higher of the two grades will be counted toward the student's grade point average.

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

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.

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

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

READMISSION

Students dismissed from the program may petition for readmission after one academic year. Applicants should supply documentation regarding remediation. Readmission petitions should be submitted to the College of Psychology 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 College of Psychology 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 the Office of Student Disability Services at (954) 262-7185 / (800) 541-6682, ext. 27185 or <http://nova.edu/disabilityservices>. Refer to the NSU Student Handbook : http://www.nova.edu/studentaffairs/forms/studenthbk_2017-18.pdf for the complete policy. Candidate requests for accommodation will be considered on an individual basis in accordance with the college's procedures.

OTHER POLICIES AND INFORMATION

WEB-BASED CONDUCT

Students enrolled in hybrid courses with web-based instruction or who complete examinations on-line are assigned an independent NSU username, based on the student's "N" number, which is utilized in the Blackboard system. This username, in addition to a unique password, is utilized when logging in to a course. Students are not to share their unique ID number or password with their colleagues. When there are work products obtained in an online course, they will be compared with those from face-to-face courses for consistency.

CELLUAR PHONE POLICY

The university recognizes 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. Students are instructed to refer to their college's individual program policies regarding cellular phone use and possession, as additional restrictions may apply.

COMPUTER POLICY

The use of a personal computer during classes is at the discretion of the individual instructor. The same policies listed above for cellular phone use apply to computer use.

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.

HEALTH INSURANCE PORTABILTY AND ACCOUNTABILITY ACT (HIPAA)

The American Health Insurance Portability and Accountability Act of 1996 (available at <http://www.hhs.gov/ocr/privacy/>) 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.

College of Psychology master's students are required to complete HIPAA training modules within their program's designated course, and will be required to submit their certification of completion to the program office. The HIPAA Certificate is required for students to begin any university-approved field experience.

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

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

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

The college representative/alternate, **not the principal investigator**, is charged with reviewing the submission, to determine the appropriate level of review for the study, as well as assuring that all necessary documents are included. Examples of studies falling into the different categories of reviews may be found on the IRB website here: www.nova.edu/irb/review.html. The college representative/alternate will work with the principal investigator to prepare the required IRB documents in accordance with NSU policies and procedures. Once the submission is complete, the college representative/alternate will review the research protocol to determine if the research warrants review by the IRB Office. Research that is determined to not have potential risk to participants and meets specific guidelines, will be exempted from review by the IRB Office, following review by the college representative or alternate.

If the IRB college representative/alternate determines that the proposed research poses potential risk to participants, the submission will automatically be electronically submitted in IRBManager for further review by the IRB Office. Upon receipt of the IRBManager submission, the IRB Office will pre-review the research protocol before forwarding to the IRB Chair or their designee(s). The IRB Chair or their designee(s), in conjunction with the IRB Office, will determine if the research can be reviewed through expedited review or if the research needs to be reviewed by the full IRB Board during their monthly meeting. After review, the IRB Office will notify the principal investigator, via the IRBManager electronic submission system, of any changes that must be made, in addition to any other decisions regarding approval or disapproval of a research submission.

Remember that all research, including that done with clinic clients, students, or volunteers, must be submitted to the College of Psychology IRB Representative and receive approval or exemption **prior to**

beginning the research. Policies and procedures can be accessed at the IRB Web site at <http://www.nova.edu/irb/index.html>

LIBRARY TRAINING

The Alvin Sherman Library, Research and Information Technology Center provides all students (regardless of location) with training in an online format at the beginning of their academic experience. *Razor's Research Bytes* is located in the Library's Blackboard course, which is a series of "bite-size" modules that discuss the NSU Libraries, the nature of research, and how to best use library resources.

College of Psychology master's students are also required to complete library training in their program's designated course. This training supplements that which is featured in the *Razor's Research Bytes* course module.

COURSE ATTENDANCE AND ENGAGEMENT

Students are expected to engage with the course on the first day of class. Students not attending the course by the 14th day of class will be marked as non-attending, and may be withdrawn from coursework in accordance with University Registrar and Roster Reconciliation policies.

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.

COLLEGE OF PSYCHOLOGY STUDENT AID PROGRAMS

College Scholarships: The College of Psychology maintains a limited amount of scholarship funds. Information on various scholarships, including College of Psychology, is available at: <http://www.nova.edu/cwis/finaid/scholarships/index.html>.

COLLEGE OF PSYCHOLOGY STUDENT EMPLOYMENT

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

Assistantships: Graduate Assistantships are available for College of Psychology students through the college. Contact the coordinator of employee services in NSU Human Resources for information regarding the availability of graduate 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 college 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>.

REGIONAL CAMPUS FACILITIES/RESOURCES

Regional Campus Site Facility Regulations

Regional campuses located in Jacksonville, Miami, Orlando, Palm Beach, and Tampa serve students at a distance from the main campus with microcomputer labs, videoconferencing equipment, and copy machines. In addition, the Regional Campuses are staffed with full-time employees to assist with registration, enrollment, and financial aid. The Regional Campuses create an on-campus atmosphere for students by offering chances to develop friendships, form study groups, and use technology to connect with the NSU main campus. The best part – the campuses are convenient and accessible for many students.

Services Available at NSU Regional Campuses

The Regional Campuses have established a multitude of services that support students in personal and professional development. The counseling program offers a number of supports specific to candidates enrolled at the distance sites. Faculty work closely with faculty and administration from the main campus to ensure that the curriculum is delivered to meet the goals and objectives of the program. They provide support to adjunct faculty and candidates on the routine functioning of the site. Both core faculty members, as well as all of the adjunct faculty teaching at the regional campuses are mentors in the profession, modeling the role of the practicing counselors through example.

The following services are offered at all Regional Campuses:

- Outstanding faculty members who are practicing professionals in their field
- Active Student Government Association
- On-campus representative from the Office of Student Affairs
- Computer lab access to all candidates with full-time information technology and media assistance on-site; flexible hours of operation in the evening and on Saturdays
- Full-time staff to assist candidates with financial aid, registration, applications, or general program questions
- Multiple compressed video suites for videoconferencing
- Audiovisual tools (TV/VCR, overhead projector, LCD overlay, etc.)
- Internet connectivity
- Tutoring services in mathematics and writing
- Notification of important events through the use of mail, email, videos, and websites
- Promotion and support of regional alumni organizations
- Office hours 8:30 a.m. to 6:00 p.m. during the week, with additional support staff scheduled in the evenings and on weekends

MINIMUM COMPUTER REQUIREMENTS

Students should review the current minimum computer system requirements at <https://www.nova.edu/portal/oiit/policies/secure/forms/equipment-standards.pdf>, including recommended web browsers, virus protection software, software access, and word processing and presentation software. Students must have their own Internet service provider; one will not be provided by the university.

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 College of Psychology 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 College of Psychology administration use electronic mail on a regular basis as a means of keeping students informed. All correspondence (e.g., practicum information, degree conferral, graduation requirements, financial aid information) will be communicated via your NSU e-mail account.

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 NSU Regional campus for updated information.

STATE DISCLOSURES

All educational formats offered by the college 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 College of Psychology 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 Program in Forensic Psychology:**
Please see the college’s current program policy and procedures handbook for list of course titles.
2. **Description of courses in the Master’s Program in Forensic Psychology:**
Please see the college’s current program policy and procedures handbook for a listing of course descriptions.
3. **Tuition and Fees for the Master’s Program in Forensic Psychology:**
Please see the college’s current program policy and procedures handbook for all tuition and fees.
4. **Refund Policy for the Master’s Program in Forensic Psychology:**
Please see the college’s current program policy and procedures handbook for refund policy.
5. **Applicability:**
The courses offered in this Master’s Program in Forensic Psychology leads to a Master of Science degree. Please see the college’s current program policy and procedures handbook for graduation requirements.

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

The College of Psychology's Doctor of Philosophy (Ph.D.) program in clinical psychology is accredited by the Commission on Accreditation of the American Psychological Association. The College of Psychology's Doctor of Psychology (Psy.D.) program in clinical psychology is accredited by the Commission on Accreditation of the American Psychological Association. The College of Psychology's Doctor of Psychology (Psy.D.) program in school psychology is accredited by the Commission on Accreditation of the American Psychological Association. The College of Psychology has two APA accredited doctoral internship programs: the South Florida Consortium Internship Program and the Psychology Services Center Internship Program.

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*

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

The College of Psychology offers three programs, (1) the M.S. in School Counseling, (2) the Psy.S. in School Psychology, and (3) the Psy.D. 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 College of Education as follows: The Fischler College of Education at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE) (www.ncate.org).

Washington Disclosure

Nova Southeastern University is authorized by the Washington State Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Nova Southeastern University to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institutions may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430

Forensic Psychology

Master's Program

Forensic Psychology Program

The College of Psychology began the Master's of Science degree in Forensic Psychology in August 2012. This program does not duplicate training for doctoral level psychologists who work with the legal and criminal justice system as expert witnesses, child custody evaluators, or interpreters of psychological findings. Students who complete the M.S. program will be able to seek advanced training in such programs as NSU's criminal justice doctoral program or, with psychology prerequisites, a doctoral degree program in clinical psychology. The majority of the program's graduates, however, will begin or continue their careers in the areas where psychology and the criminal justice system intersect, including law, national security, law enforcement, corrections, child protection, the military and related areas. So far state psychology licensing boards do not permit a master's level psychologist to call themselves a psychologist but this training will permit other mental health or legal professionals to have more knowledge working in the field.

The 36-credit hour, online format and non-clinical curriculum make the program a good option for working professionals needing to integrate graduate study with job responsibilities. The program also targets those living in rural or frontier areas in and outside the United States, those with limited or no access to this graduate level educational program, and individuals working non-traditional shift schedules, such as those in law enforcement, corrections, national security, and the military.

Individuals with a master's degree in forensic psychology can work in fields that utilize the application of psychology to the law and legal system, such as the court systems, correctional facilities, child advocacy centers, forensic assessment and treatment facilities, and law firms. The strong growth of the criminal justice related careers over the past decade has opened up new professional opportunities in the field. Some master's level graduates, for instance, are involved with client care and conduct background investigations of use in custody cases. They may also work as consultants due to their knowledge of psychology and background in assessing behavioral situations. The *2010 Occupational Outlook Handbook* projects many areas in law enforcement and corrections to grow faster than average with advancement supported by graduate training in psychology or related fields (e.g. corrections specialists, federal law enforcement). The average salary for a master's level professional is approximately \$50,000 per year, depending on the specific sub-field.

* Note: Graduate students who earn this degree will not have met the educational requirements for certification or licensure in the state of Florida and should not expect to provide psychological services as an independent practitioner. Rather, this degree demonstrates master's-level achievement and enhances employment opportunities in the forensic arena especially for those with other master's degree licenses in the health care field such as social work, counseling education, counseling psychology, marriage and family psychology, and psychiatric nursing. Lawyers who wish to build their practice can use the program to add psychology to their careers while first responders and those in national security professions may do the same.

CURRICULUM AND DEGREE COMPLETION REQUIREMENTS

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

Master's Forensic Psychology Program Curriculum

Core Foundational Courses (24 credits)

- PSY 0900 Introduction to Forensic Psychology
- PSY 0901 Psychopathology, Personality Disorders, and Behavioral Interventions in Forensic Settings
- PSY 0902 Methods and Tools of Psychological & Violence Risk Assessment
- PSY 0903 Evaluation, Methodology & Psychological Research
- PSY 0904 Ethical Concerns & Multicultural Issues in Forensic Psychology
- PSY 0906 Best Practices & Policies for the Mentally Ill in the Criminal Justice System
- PSY 0907 Gender Violence: Domestic Violence, Sexual Assault & Child Abuse
- PSY 0922 Communication Skills, Tools, & Expert Witness Testimony

Specialization Track 1: Forensic Psychology in the Legal System (choose 3 courses – 9 credits)

- PSY 0908 Psychological Issues in Dependency & Family Court
- PSY 0909 Therapeutic Jurisprudence & Problem Solving Courts
- PSY 0910 Assessment of Psychological Injury for Legal Cases
- PSY 0911 Psychological Issues in Juvenile Justice Assessment & Intervention Programs
- PSY 0912 Psychological Evaluation of Competencies, Syndromes & Sanity Issues
- PSY 0913/CJI 6230 Behavioral Criminology

Specialization Track 2: Forensic Psychology for Mental Health Workers, First Responders, and Disaster Teams (choose 3 courses- 9 credits)

- PSY 0915 Suicide Prevention & Crisis Intervention Skills
- PSY 0916 Trauma Informed Assessment & Intervention
- PSY 0917 Child Maltreatment & Trauma Assessment & Intervention
- PSY 0918 Intervening in School & Workplace Violence
- PSY 0919 Substance Abuse, Mental Illness & Trauma
- PSY 0920/CJI 6220 Police Psychology

Capstone Project (applicable to both tracks - choose 1 in either area – 3 credits)

- PSY 0930 Advanced Research
- PSY 0931 Field Experience

Students matriculate after successfully completing four courses. A student must complete all course work required for the degree with a minimum grade point average of a 3.0 (B) and successfully complete the Capstone Project (an advanced research or field experience). Students will have their projects approved by applying to the Program Director. A student will have five (5) years to complete the program unless written approval for more time has been requested and granted by the Program Director.

MATRICULATION REQUIREMENTS (DEGREE CANDIDACY)

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

During the formal review for matriculation, the students' academic, 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 minus (B-) or a grade of F in any of the first four courses will not be matriculated and will be withdrawn from graduate study.**

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

Students with a grade point average greater than 2.5 but less than 3.0 for the first four courses may petition to 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 the MS Forensic Psychology 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 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 College of Psychology will occur when any of the following conditions exist:

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

**Master's in Forensic Psychology Program
(Online)**

Fall 2018
August 20 – December 9, 2018
Winter 2019
January 7 – May 5, 2019
Summer 2019
May 6 – August 11, 2019

Master's in Forensic Psychology Program Course Descriptions Index

Core Foundational Courses (24 credits)

PSY 0900 Introduction to Forensic Psychological Science

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

PSY 0901 Psychopathology, Personality Disorders, and Behavioral Interventions in Forensic Settings

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

PSY 0902 Methods and Tools of Psychological and Violence Risk Assessment

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

PSY 0903 Evaluation, Methodology, and Psychological Research

This course will cover the fundamentals of research methodologies commonly associated with psychological studies, with specific emphasis on observational, correlational, experimental, and quasi-experimental research designs. Students will gain an understanding of the strengths and limitations methodological approaches. Students will learn the process of identifying research problems and formulating testable hypotheses. This course will also provide students with an understanding of operationalizing variables as well as data collection and analysis strategies. Students will also learn about relevant ethical issues present in psychological research. Program evaluation will also be reviewed with an emphasis on the use of practical techniques.

PSY 0904 Ethical Concerns and Multicultural Issues in Forensic Psychology

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

PSY 0906 Best Practices and Policies for the Mentally Ill in the Criminal Justice System Studies suggest that communities can develop a best practices model to keep the mentally ill out of jail or prison, while still maintaining public safety. This course covers the approach to training law enforcement in crisis intervention skills in order to avoid making an arrest when possible. If not possible, deferral into a mental health or drug court for treatment rather than incarceration should follow the arrest. Subsequently, the availability of treatment programs in the jail or prison is important for those who need to be detained. Finally, this course will discuss practices and policies and how to implement them for seamless reentry into the community.

PSY 0907 Gender Violence: Domestic Violence, Sexual Assault and Child Abuse

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

PSY 0922 Communication Skills, Tools and Expert Witness Testimony

Communication of psychological evaluation results is a critical part of psychological evaluations. Most communication is done with the referral source (attorney, client, judge, case manager) through oral or written reports. If sworn expert testimony is required, usually by deposition or at trial, the attorney will form the questions usually with the psychologist's assistance. Understanding the different parts of a report and preparing for expert witness testimony will also be covered including voir dire, direct, and cross-examination.

Specialization Track 1, Forensic Psychology in the Legal System

(9 credits –3 courses from below)

PSY 0908 Psychological Issues in Dependency and Family Law Cases

This course will focus on the intersection of psychological issues and legal issues that arise during child custody cases especially where domestic violence is alleged. This course will review a variety of evaluative processes and reports and how courts utilize this information. Guidelines will be reviewed and critiqued from both practical and conceptual viewpoints. This course will also critique the court's ability to protect those who come before it and study what can be done to make the system more effective.

PSY 0909 Therapeutic Jurisprudence and Problem-Solving Courts

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

PSY 0910 Assessment of Psychological Injury for Legal Cases

This course will provide students with an overview of the civil court system and the various forms of psychological injury claims that arise during legal proceedings. Issues faced by workers within the legal system will be covered with a specific focus on liability, standards of proof, ethical grievances, privilege, confidentiality, negligence, and malpractice. Additional topics will include the difference between judicial opinion and expert knowledge, the proper use of legal terminology, and the evidentiary standards that govern the admissibility of scientific evidence and expert witness testimony.

PSY 0911 Psychological Issues in Juvenile Justice Assessment and Intervention Programs Juvenile Court referrals for children and youth may be sent to dependency and juvenile courts where the goal is rehabilitation necessitating psychological evaluation. This may include assessment of cognitive, affective, physiological and behavioral development including impact from social issues such as poverty, culture, trauma, language and immigration status. New information about brain development has changed the law governing execution and life without parole for juveniles who commit violent crimes given the recent U.S. Supreme Court rulings. Drugs, gangs, domestic violence, child abuse necessitating anger management, substance abuse, sexual health and pregnancy issues will be studied. We will also cover reaching out to parents of juvenile justice involved children. Psychological interventions for youth involved with the legal system such as medication, psychotherapy, competency restoration, and cognitive retraining also will be reviewed.

PSY 0912 Psychological Evaluation of Competencies, Syndromes, and Sanity Issues:

Forensic psychologists have been assisting attorneys and the courts in assessing criminal defendants for competency and sanity since the early 1900s. By the 1980s psychologists received parity with psychiatrists in the U.S. courts. Case law and legislation have informed forensic psychologists as to what the courts need in order to meet the legal tests for whether or not a defendant is mentally capable or competent to waive Miranda rights, proceed to trial, assist the attorney in preparing for a defense, voluntarily accept a plea bargain, know and understand the consequences of trial outcomes, etc. Additionally, mens rea or the state of mind at the time of trial is also assessed by a forensic psychological evaluation in order to determine if the defendant meets the insanity laws or downward departure of sentencing guidelines. Newer syndromes like Battered Woman Syndrome or Rape Trauma Syndrome are also assessed by psychologists and will be covered in this course.

PSY 0913/CJI 6230: Behavioral Criminology

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

Specialization Track 2, Forensic Psychology for Mental Health Workers, First Responders and Disaster Teams

(9 credits –3 courses from below)

PSY 0915 Suicide Prevention and Crisis Intervention Skills

Suicide is one of the most dangerous actions in which depressed people engage that may, in fact, be preventable. This is true for those with suicidal ideation at all ages. This course will help the student learn how to identify the potential for suicide and how to respond and refer. Since suicide is often precipitated by situational crises, early intervention techniques, particularly the identification of suicide potential, is crucial. Suicide ideation is frequently seen in criminal defendants, especially those who make suicide attempts when first admitted to jail or prison. Suicide-by-cop and highly publicized intentional and random multiple shooting events will be studied to better understand the shooter's motivations and early identification. Effective suicide prevention and crisis intervention strategies will be explored.

PSY 0916 Trauma Informed Assessment and Intervention

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

PSY 0917 Child Maltreatment and Trauma Assessment and Intervention

Students in this course will gain familiarity with child physical abuse, emotional abuse, sexual abuse, and neglect and their impact on health and behavior. This course will also explore the pattern of familial abuse and the effect it has on a child development. Students will also learn about trauma and its impact on functioning and well-being. Issues faced by children with PTSD, and the overlapping symptoms faced by children with Attention-Deficit/Hyperactivity Disorder, Oppositional Defiant Disorder and Conduct Disorder will be reviewed.

PSY 0918 Intervening in School and Workplace Violence

The high publicity of school and workplace violence over the last decade has resulted in the development of psychological interventions to prevent and to intervene following such tragic events. Threat Assessment Teams with security and mental health experts working collaboratively can identify potential problems early on and intervene to interrupt plans to shoot and kill both intended and unintentional victims. This course will review the major high publicity cases such as Columbine

H.S. in Colorado, Fort Hood massacre by a military psychiatrist, and the recent shooting of Congresswoman Gabriella Giffords. Crisis intervention following these tragic events will also be discussed.

PSY 0919 Substance Abuse, Mental Illness and Trauma

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

PSY 0920/CJI 6220 Police Psychology

The purpose of this course is to examine current strategies and issues in the field of police psychology. Specific topics that will be covered include: selection and fitness for duty evaluations, mental health issues in law enforcement (e.g., stress, family problems, critical incident debriefings, and domestic violence), role of psychology in crisis (hostage) negotiations, and supportive functions of the police psychologist in police operations. Tactical operations and police procedures relevant to the work of the police psychologist will similarly be covered.

Capstone Course (3 Credits, Students choose from one of the two courses below)

PSY 0930 or PSY 0931 Capstone in Forensic Psychology

Pre-requisite: Completion of all core courses.

PSY 0930 Advanced Research - Under the supervision of a faculty mentor, students will select a specific topic from the field of forensic psychology. They will prepare an outline of issues to be examined, conduct an extensive review of the existing research, and compose a paper suitable for publication or presentation. This course is strongly recommended for students who wish to pursue further education beyond the master's degree. Requirement: Final paper must receive approval from the faculty member and the director of the degree program.

PSY 0931 Field Experience - Students will select a field placement site and complete a minimum of 90 volunteer/unpaid hours on-site over the course of the semester. Examples include experiential work in a forensic setting, performance of administrative functions, and clinical observation. Requirement: Approval of placement by a faculty supervisor and by the director of the degree program.

MS Forensic Psychology Program Administration

MS in Forensic Psychology Program Administration

Karen S. Grosby, Ed.D., Dean

Glenn Scheyd, Ph.D., Department Chair

James Pann, Ph.D., Academic Coordinator

Regina A. Schenck, Administrative Assistant II

Zachary Dierickx, Administrative Assistant II

Shawna Stotts, M.S., Graduate Assistant, Program Assistant

Danielle Millen, M.S., Graduate Assistant, Program Assistant

COLLEGE OF PSYCHOLOGY FACULTY PROFESSIONAL INTERESTS

Full-Time Faculty

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

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

Jonathan Banks, Ph.D., University of North Texas, assistant professor. Impact of stress on cognitive processes; working memory and executive functioning; mind wandering; change and inattention blindness; self-control and ego depletion.

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.

Leanne Boucher, Ph.D., Dartmouth College, associate professor. Behavioral measures of cognitive flexibility; understanding the neural correlates of response inhibition; psychophysics.

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.

Myron Burns, Ph.D., Tennessee State University, associate professor. HIV/AIDS; minority health; stress-process of health outcomes; drug prevention; family therapy.

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.

William (Matt) Collins, Ph.D., McMaster University, associate professor. Cognitive psychology; cognitive neuroscience; memory development

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.

Mindy L. Dunagan, Ph.D., University of Mississippi, assistant professor. Holistic wellness, sport counseling, athlete wellness and performance, group counseling, and play therapy.

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.

Mercedes Fernandez, Ph.D., University of Arizona, associate professor. Neuropsychology; human electroencephalography; executive control in bilinguals.

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.

Barbara Garcia-Lavin, Ph.D., Nova Southeastern University, assistant professor. Areas of clinical and research interest include: psychological assessment, training/supervision, autism and developmental disabilities, youth aggression and conduct problems, health psychology, and school psychology.

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.

Jessica Haas, Ph.D., LGPC, NCC, Loyola University Maryland, assistant professor. Counselor education and supervision, personality assessment, religious and spiritual issues in counseling, multicultural and diversity concerns.

Melanie Iarussi, Ph.D., Kent State University, associate professor. Clinical mental health counseling; substance use and addiction counseling; counselor education and supervision; motivational interviewing; evidence-based practices; professional training.

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

Elda Kanzki-Veloso, Ph.D., Barry University, associate professor. Developmentally and contextually oriented family based treatment, drug counseling, mediation, crisis intervention, clinical supervision, MDFT trainer, family-based brief therapy.

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.

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

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

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

Mindy Ma, Ph.D., University of Miami, professor. Cardiovascular behavioral medicine; HIV prevention; minority health; health risk behaviors; stress and coping.

W. Bradley McKibben, Ph.D., University of North Carolina at Greensboro, assistant professor. Clinical supervision, professional counselor development.

Madhavi Menon, Ph.D., Florida Atlantic University, associate professor. Developmental costs of high self-esteem; gender identity development; narcissism and psychosocial adjustment; social development in middle childhood and emerging adulthood; peer and parental relationships in middle childhood and emerging adulthood.

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

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.

James M. Pann, Ph.D., University of Miami. Use of program evaluation approaches to study and improve programs in the following areas: domestic violence and specialty courts, mental illness and homelessness, youth gang involvement, women's health promotion and prevention, nutrition and physical activity interventions, and out-of-school services.

Carly Paro, Ed.D., Argosy University, Sarasota, assistant professor. Multicultural counseling, social justice, social class, self-harm and suicidal ideation in adolescences and young adults.

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.

Patrick Powell, Ed.D., Argosy University, assistant professor. Trauma, PTSD, vicarious traumatization, military counseling, behavioral addictions, and counselor preparation.

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

Tim Razza, Psy.D., Nova Southeastern University, assistant professor. Clinical psychology; child and adolescent psychopathology; psychological assessment; treatment of anxiety and disruptive behavior disorders; assessment of suicide in children and adolescents.

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

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

Glenn Scheyd, Ph.D., University of New Mexico, associate professor. Evolutionary psychology; human mate selection; individual differences in attractiveness perception; intrasexual competition.

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

Robert Seifer, Ph.D., Nova Southeastern University, associate professor. Sport psychology; psychological performance enhancement in athletes; attention deficit hyperactivity disorder; positive psychology; clinical practice in community mental health and private practice settings.

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

Aya Shigeto, Ph.D., University of Illinois, assistant professor. Social and emotional development in infancy and early childhood; family systems theory; child temperament; parenting behavior; parent-child relationships.

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.

Valerie Starratt, Ph.D., Florida Atlantic University, associate professor. Evolutionary psychology; verbal and physical domestic abuse; mate value and mate retention behaviors; resource management strategies; neurophysiology of evolved psychological mechanisms.

Weylin Sternglanz, Ph.D., University of Virginia, associate professor. Interpersonal perception; nonverbal decoding accuracy; deception detection; empathic accuracy; romantic attraction.

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.

Jaime Tartar, Ph.D., University of Florida, associate professor. Physiological consequences of stress; influence of emotion on attention; influence of sleep loss on cognition and emotion.

Vanessa Teixeira, Ed.D., Argosy University, Washington D.C., lecturer. Transgender counseling issues, trauma focused cognitive behavioral therapy, severe mental illness, supervision, and social justice.

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; risk and protective factors in immigrant and low-income children and families; humanitarian work.

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.

Michael Voltaire, Ph.D., Florida International University, assistant professor. Applied Behavior Analysis; Developmental Disabilities; Life-Span Human Development; Autism

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.

Professors Emeriti

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

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

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

Thomas Fagan, Ph.D., Virginia Tech, professor. Correctional mental health issues; crisis negotiation and critical incident management; training of clinical psychologists; forensic psychology.

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

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

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.

Contributing Faculty

Myron Burns, Ph.D., Tennessee State University, associate professor. HIV/AIDS; minority health; stress-process of health outcomes; drug prevention; family therapy.

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 emeritus. Community mental health; short-term approaches to psychotherapy; eclectic approaches to individual and marital psychotherapy; psycho-diagnosis; objective personality measurement with the MMPI-2 and MMPI-A; role of families and primary caretakers in the treatment and rehabilitation of the chronically and severely mentally ill.

W. Alex Edmonds, Ph.D. Educational psychology, emotional intelligence, self-efficacy, collective-efficacy, biofeedback, psychophysiology and performance, research designs.

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

Donna Hillier, Psy.D. Nova Southeastern University. Director of academics at the Mailman Segal Center for Human Development and director of training for the NSU Psychology Post-Doctoral Residency Program. Clinical training, supervision and professional development; psychotherapy case conceptualization; stress management; eating disorders.

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

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.

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

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.

Tim Razza, Psy.D., Nova Southeastern University, assistant professor. Clinical psychology; child and adolescent psychopathology; psychological assessment; treatment of anxiety and disruptive behavior disorders; assessment of suicide in children and adolescents.

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

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

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

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.

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.

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.

Amanda Privé, Ph.D., NCSP, BCBA, University of South Florida. School psychology; adolescent psychopathology; crisis intervention; pre-kindergarten assessment and intervention; behavior analysis.

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.

Maria Fimiani, Psy.D., Nova Southeastern University. Coordinator of Internship Training and Liaison Service at Broward Health Medical Center.

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

Stephanie Akl, Psy.D.
Nova Southeastern University

Beatriz Amador, Psy.D.
Carlos Albizu University

Nina Badaan, Ph.D.
Nova Southeastern University

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

Carolyn Berger, Ph.D.
University of Florida

Aurelia Bickler, Ph.D.
Nova Southeastern University

Joseph Blitch, Ph.D.
University of South Carolina

Alicia Bosley, Ph.D.
Nova Southeastern University

Rhett Brandt, Ph.D.
University of Alabama

Myron Burns, Ph.D.
Tennessee State University

Jan Burte, Ph.D.
Hofstra University

Stephanie Camejo, Psy.D.
Nova Southeastern University

Melody Campbell, Ed.D.
Nova Southeastern University

Courtney Cantrell, Psy.D.
Nova Southeastern University

Michael Carifio, Ph.D.
Auburn University

Laura Clevenger, Ph.D., LMFT
Capella University

Noreen Commella, Psy.D.
Nova Southeastern University

James Conti, Ph.D., CAP
University of Massachusetts Amherst

Arthur Cox, DSW
Columbia University

James Craig, Ed.D., BCBA
Nova Southeastern University

John Crocitto, Ed.D.
George Washington University

Twila Curren, Psy.D.
Nova Southeastern University

Joy Davis, Ed.D.
Nova Southeastern University

Bob Decker, Ph.D.
Barry University

Nathalie de Fabrique, Psy.D.
Nova Southeastern University

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

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

Lori Eickleberry, Ph.D., ABPP
Nova Southeastern University

Sarajo Falk, Psy.D.
Nova University

Aubrey McLaine Franklin, Ph.D.
Long Island University

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

Vincent Geigel, Ed.D.
University of Central Florida

Kelley Gill, Ph.D.
Nova Southeastern University

Kevin Glavin, Ph.D.
Kent State University

Charlene M. Grecsek, Ed.D.
University of Sarasota

Martin Greengrass, Ph.D.
University of Connecticut

Rick Gunsallus, Ph.D., LMHC
American Academy of Clinical Sexology

Miranda Howard, Ph.D.
Barry University

Albert Inclan, Ph.D.
University of Florida

Michael Kane, Ph.D.
Florida Atlantic University

Jodi Katz, Psy.D.
Nova Southeastern University

Neil Kenney, Psy.D.
Nova Southeastern University

Toby Kleinman, JD
Seton Hall University

Shannon Knight, Ph.D.
University of Florida

Marvin Lew, Ph.D., ABPP
University of Buffalo

Ginger Lerner Wren, JD
Nova Southeastern University

Cristina Magalhaes, Ph.D.
Nova Southeastern University

Jeffrey Mandelkorn, Ph.D.
Craig Marker, Ph.D.
Chicago Medical School

Kimberly Martin-Donald, Ph.D.
University of Florida

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

Limor Mishkit-Ast, Ph.D.
Nova Southeastern University

Terri Mortensen, Psy.D.
Argosy University

Gretchen Moy, Ph.D.
Nova Southeastern University

Rachel Needle, Psy.D.
Nova Southeastern University

David Nevel, Ed.D., BCBA
Nova Southeastern University

Elizabeth O'Brien, Ph.D.
University of Central Florida

Julie O'Brien, Ed.D.
Argosy University

Joanne Oestmann, Ed.D.
University of Sarasota

Gihan Omar, Psy.D.
Florida Institute of Technology

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

Laura Marinn Pierce, Ph.D.
University of Tennessee

Alison Polly, Ed.D.
Nova Southeastern University

Toni Richardi, Psy.D.
Nova Southeastern University

Justin Rigsbee, Ph.D., Psy.D.
Nova Southeastern University

Giovanna Rivano-Gomez, Psy.D.
Nova Southeastern University

Scott Rosiere, Psy.D.
Nova Southeastern University

Stephen Rudin, Ed.D.
University of Illinois

Michele Sanchez, Psy.D.
Miami Institute of Psychology

Lisa Saponaro, Ph.D.
University of Memphis

Rachel Scalzo, Ph.D., BCBA
Baylor University

Randi Schietz, Ph.D.
Florida Atlantic University

Adam Schulman, Ph.D.
Nova Southeastern University

Kenneth Shamlian, Ph.D., BCBA
University of Southern Maine

Daniel Shapiro, Ed.D.
Nova Southeastern University

Tara Sheehan, Ph.D., BCBA
Florida International University

George Sheppard, Psy.D.
Nova Southeastern University

Meggen Sixby, Ph.D.
University of Florida

Thomas Smith, Ph.D.
Barry University

Kenneth Smylie, Ph.D.
University of Florida

Jeffrey Sundberg, Ph.D.
California Institute of Integral Studies

Abigail Tucker, Psy.D.
Nova Southeastern University

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

Chad Waxman, Psy.D.
Nova Southeastern University

Stacey Wein, JD
University of Miami

Jillian Wilson, Psy.D., BCBA
Nova Southeastern University

Important Contact Information

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Doctoral Psychology Academic Affairs	Ana Fins, Ph.D. Gita Neemar	(954) 262-5897 (954) 262-5726 gneemar@nova.edu
Doctoral Psychology Clinical Training	Barbara Garcia-Lavin, Ph.D. Linda Sobell, Ph.D., ABPP Cavell Vassell	(954) 262-2016 (954) 262-5811 (954) 262-8062 cv303@nova.edu
Clinics	Davie (Main Campus)	(954) 262-5730

Forensic Psychology Program:

Department Chair	Glenn Scheyd, Ph.D.	(954) 262-3760 scheydjr@nova.edu
Academic Coordinator	James Pann, Ph.D.	(954) 262-8155 pann@nova.edu
Administrative Assistant II	Regina A. Schenck	(954) 262-5757 rschenck@nova.edu
Administrative Assistant II	Zachary Dierickx	(954) 262-8063 zdierick@nova.edu
Graduate Assistant/Prog. Asst.	Shawna Stotts	ss2638@mynsu.nova.edu
Graduate Assistant/Prog. Asst.	Danielle Millen	dm2326@mynsu.nova.edu

Other Important Contacts:

College of Psychology Student Emp.	Marie Stokes	(954) 262-5782
College of Psychology SGA		(954) 262-5909
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

COLLEGE OF PSYCHOLOGY				REVISED 9/27/18			
FT & CLINICAL FACULTY	Phone	Email	Room	FACULTY (82 TOTAL)	Phone	Email	Room
Acevedo, Amarilis	25741	aa1011	1076	Seifer, Robert	25681	seiferro	1078
Argüelles-Borge, Soledad	25820	soledada	2054A	Shapiro, David	25705	shapirod	2036
Banks, Jonathan	27965	jb2676	Prkr 241	Shigeto, Aya	28006	as1959	Prkr 245C
Black, Ryan	25794	blackrya	2039	Simco, Ed	25744	ed	2030A
Boucher, Leanne	28469	lb1079	Prkr 223	Sobell, Linda	25811	sobelll	1054
Brochu, Paula	25870	pbrochu	1080	Sobell, Mark	25747	sobellm	1061
Burns, Myron	27914	myron.burns	Prkr 229	Starratt, Valerie	27674	vs311	Prkr 236
Burns, W. Joe	25708	burns	2028A	Sternglanz, Weylin	28177	sterngla	Prkr 240
Campbell, Stephen	25759	stephcam	2067	Stripling, Ashley	25762	astripling	1027A
Caproni, Peter	24447/25882	pc491	U Schl 127A/2077	Suarez-Morales, Lourdes	25813	suarezmorales	2078
Cash, Gene	25703	cralph	2063	Tartar, Jaime	28192	tartar	Prkr 231
Collins, Matt	28101	wc292	Prkr 222	ter Maat, Mercedes	25728	termaat	2079
Craddock, Travis	22868	trcraddock	CCR 440	Teixeira, Vanessa	45636	vteixeira	ORL 221G
Cuc, Alexandru	25889	calex	2064	Thayer, Kayla	25880	kg119	1117
Davidtz, Jennifer	25817	jdavidtz	1036	Thompson, Eric	25691	ethompson	2081A
DeLucia, Christian	25810	cdelucia	1081	Thompson, Isabel	25602	ithompson	2034
De Piano, Frank	23766	depiano	OC	Tomozawa, Yukari	25755	tomozawa	1100A
Dorfman, William	25710	dorfman	1120	Valenzuela, Jessica	25737	gv637	1028
Dunagan, Mindy	25781	mdunagan	2048	Valley-Gray, Sarah	25783	valleygr	2073
Ellis, Amy	25714	Amy.Ellis	1074	Van Hasselt, Vincent	25752	vanhasse	1079
Faust, Jan	25713	jfaust	1062	Voltair, Michael	28190	mvoltair	Prkr 245A
Fernandez, Mercedes	27804	mf934	Prkr 242	Waguespack, Angela	25719	waguespa	2070
Fimiani, Maria	25689	mf245	1120	Walker, Lenore	25724	walkerle	2030A
Fins, Ana	25897	anaifins	2017	RECRUITMENT/ADM	Phone	Email	Room
Formoso, Diana	25772	formoso	2068	Arango, Marci (ADM)	23006	marango	2083
Garcia-Lavin, Barbara	27917	garciala	2016	Boros, Paula	25874	pb756	2014
Gold, Steven	25714	gold	1074	Gayle, Gregory	25903	ggayle1	2078A
Golden, Charles	25715	goldencl	1055	Guanche, Chris	27132	cguanche	MSC 2280
Haas, Jessica	25804	jhaas	2079	Hubbell, Jessica	25832	jhubbell	2010
Holschbach, Mary (Allie)	25899	mholschb	Prkr 228	Kalam, Sherene (ADM)	25721	kalamd	2083
Hillier, Donna (ABA)	27264	donnangu	MSC 2226	Noriega, Anthony	26902	anorieg0	MSC 2280
Iarussi, Melanie	25734	miarussi	2038	Perez, Carlos	25702	perez	MSC 2280
Jones, Kristen	25884	cunningh	1101	CLINICAL PSYCHOLOGY	Phone	Email	Room
Jungersen, Tara, Chair	25764	tj290	2040	Neemar, Gita	25726	gneemar	2015B
Kanzki-Veloso, Elda	52652/25804	veloso	Miami 127/2079	Vassell, Cavell	25749	cavell.vassell	2015A
Karl, Shannon	25725	shannon.karl	ORL 221D/2079	MASTERS PROGRAMS	Phone	Email	Room
Katell, Alan	25723	katell	2072	Levine, Brenda	25799	bl174	2077A
Kennedy, Thomas	25807	ktom	1057	Pompilius, Junine	25704	jp1443	2081
Kibler, Jeffrey	25879	kibler	1072	Quesada, Nancy	25740	qnancy	2081
Lashley, Lisa	25886	lkohn	1111	Sokolowski, Connie	25709	cs1747	2081
Lewis, John, Chair	25729	lewis	2018	Stubbs, Natasha	25891	ns183	2081B
Ma, Mindy	27934	mmindy	Prkr 243	Zawoyski, Pat	25720	zawoyski	2081
Martinez, Ana	25831	anamarti	1037	SCHOOL PSYCHOLOGY	Phone	Email	Room
McKibben, Bradley	25847	wmckibben	2073A	O'Sullivan, Suzanne	25826	osulliva	2081
Menon, Madhavi	27988	madhavi	Prkr 239	UNDERGRADUATE/MASTERS	Phone	Email	Room
Messer, Steve	25792	sm1851	1073	Dierickx, Zachary	28063	zdierick	Prkr 227
Moragne, Timothy	25735	moragne	1075	Schenck, Regina	25757	rschenck	2014
Munoz, James R.	28070	jm2701	Prkr 237	SUPPORT STAFF	Phone	Email	Room
Nierenberg, Barry	25732	nierenbe	1056	Allen, Bill (Finance)	25785	whallen	MSC 2259
Paro, Carly	25736	cparo1	2031	Berner, Kirk (Student Support)	25727	kirk	2023
Poland, Scott	25881	spoland	1063	Coello, Yvette (Dean's Office)	25712	ycoellp	2020
Powell, Patrick	25787	ppowell1	2060	Consalvo, Toni (Finance)	27114	ctoni	MSC 2259
Quintar, Bady	25751	badyq	2066	Gaines, Doreen (Clinic)	25788	gainesde	1071
Razza, Timothy	28096	razzatim	Prkr 257	Kriss, Marilyn (WP)	25763	krissm	2014
Reitman, David	25717	reitmand	2035	Lores, Diana	25761	dlores	2029
Salivar, Emily Georgia	25895	esalivar	1083A	Munoz, Lee (Student Support)	25803	mleonisa	2020
Scheyd, Glenn, Chair	27991	scheydj	Prkr 226	Palmer, Stacy (WP)	25765	stacpalm	2020
Schneider, Barry	25742	schneidb	1077	Roman, Alma	24707	romanvel	2028
Schnur, Leonard	25731	schnur	1102	Sloane, Nathalie (Devel)	27123	nsloane	MSC 2235
				Stokes, Marie (HR)	25782	mdstokes	2041
Clinic Intake - 25823			Maltz Computer Classroom Problems -				
Help Desk - 24357			1. Call or see lab monitor in 2059, ext. 24954				
Maltz Room Reservations - 25763			2. Call Marilyn or Stacy at ext. 25763				
NSU Student Counseling - 27050			Office Desktop and Canvas Problems -				
Parker Classroom Technical Support - 24983			1. Create a ticket using the NSU Service Manager - Icon on your computer desktop				
Public Safety - 28999			2. Call ext. 20777 to have Strategic Support create a ticket for you				
Testing Library - 25940							

NOTES