

Center for Psychological Studies

Master's Program in General Psychology

Policies and Procedures Handbook

2011-2012

*Supplemental to Nova Southeastern University
Policy and Procedure Handbook at

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

Website: www.cps.nova.edu

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Nova Southeastern University

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

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

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

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

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

Mission Statement: Nova Southeastern University

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.

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.

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.

Notices of Accreditation, Membership, and Nondiscrimination

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

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

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

President's Message

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

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

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

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

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

Dean's Message

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

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

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

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

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

Introduction to the Center for Psychological Studies

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

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

This *Policies and Procedures Handbook* was designed to familiarize you with the specific policies and procedures governing the General Psychology program. Knowledge of the contents of this handbook and of the *Center for Psychological Studies Catalog*, available at <http://cps.nova.edu>, is essential to ensure the smooth functioning of your graduate training. You are urged to read this handbook at the start of your program and to make frequent reference to it. **Ignorance of policies and procedures in this handbook is not an acceptable defense for failing to abide by them.** The graduate programs continue to evolve, and periodically there may be changes in curriculum, practica, or other requirements. Because these changes occur to improve the training of psychologists, changes will become part of the requirements for graduation for all students at the discretion of the Dean; regardless of the student's status in the program. The Nova Southeastern University Student Handbook can be accessed at the website: <http://www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf>.

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 modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

CENTER PHILOSOPHY

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

The center further provides for a variety of professional needs simultaneously. There is a strong commitment to the advancement of psychological knowledge. Faculty are active in their research pursuits. The clinical Ph.D. program provides training for doctoral candidates pursuing careers as applied researchers. Equally strong is the commitment to provide training for the practitioner-oriented psychologist. The Psy.D. program in clinical psychology provides quality training for doctoral candidates committed to the practice of psychology. In response to recent changes in the delivery of health care and the profession of psychology, the center has developed concentrations at the doctoral level. The school psychology specialist degree (Psy.S.) provides training for students intending to practice school psychology in a variety of school and school-related settings. The doctoral program in School Psychology

builds upon the center's specialist program in school psychology which is approved by the Florida Department of Education (DOE) and designed to meet the national standards for training as defined by the National Association of School Psychologist (NASP) Standards for Graduate Preparation in School Psychology. The doctoral curriculum meets the Florida state licensure requirements as both a school psychologist and a psychologist under Chapter 490, *Florida Statutes*. The master's programs in mental health counseling, school counseling and counseling provide quality training for individuals engaging in service delivery (under supervision) within agencies and schools. The center also provides educational experience for the professional community through the Continuing Education Program Series.

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

ACADEMIC CALENDAR

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

ACADEMIC PROGRAMS

Master of Science General Psychology Program

The **Master's Degree Program 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, 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.

* 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.

Master of Science Counseling Programs

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

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

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

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

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

Other Master of Science Programs

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

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

For further information regarding these programs, please visit the NSU Criminal Justice Institute website: www.cji.nova.edu.

Specialist Program in School Psychology

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

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

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

School Psychology Doctoral Program

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

Doctoral Programs in Clinical Psychology

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

Concentrations/Tracks

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

concentration consists of a set of electives, a practicum in an approved clinical program related to the concentration, and research activities with faculty in the concentration.

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

Joint Doctoral/MBA

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

TRAINING PROGRAMS

Institute of Trauma and Victimization

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

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

Southeast Institute for Cross-Cultural Counseling

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

Psychology Services Center Internship Program

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

Consortium Internship Program

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

Continuing Education Series

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

The Center for Psychological Studies continuing education program is approved by the American Psychological Association; the State of Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling; and the State of Florida Board of Medical Therapies/Psychology Office of School Psychology to offer continuing education. Attendance can be applied to State of Florida requirements for re-licensure and is often accepted by other state licensing boards.

Professional Development Institute

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

RESEARCH

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

Alcohol and substance abuse	Marital and family systems
Anxiety disorders	Mood disorders
Assessment of minority students	Multicultural assessment and intervention
Attention deficit and anxiety disorder	Neuropsychology
Behavioral assessment and treatment	Pediatric psychology
Child-clinical psychology	Physical abuse
Clinical biofeedback	Posttraumatic stress disorder
Community mental health	Psychoanalytic therapy
Dissociation	Psychodiagnostic assessment
Eating Disorders	School phobia
Family Violence	Sexual abuse

Forensic psychology
Gender issues
Geriatric mental health
Health psychology
Long-term mental illness

Sexual addiction
Sleep disorders
Social-clinical psychology
Stress disorders

Computer/Statistical Lab

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

CLINICAL SERVICES

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

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

Assistance with smoking, gambling and over-eating issues
Behavioral modification
Biofeedback
Challenging Behaviors
Counseling for older adults
Family and multifamily therapy
Information and referral
Multilingual services (when available)
Neuropsychological assessment and evaluation
Pain management
Parent skills training
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

SPECIALTY CLINICAL TRAINING PROGRAMS

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

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

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

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

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

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

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

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

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

Healthy Lifestyle Guided Self-Change Program. This program provides services to individuals who have alcohol, cocaine, or marijuana problems that are not severe. Smoking cessation services are also available. Guided Self Change treatment is a motivational intervention involving an assessment, four

sessions, and two aftercare contacts, with additional sessions available. This program is based on evidence showing that many persons meeting the above criteria prefer and are able to take responsibility for dealing effectively with their alcohol or drug abuse.

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

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

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

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

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

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

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

ACADEMIC REGULATIONS AND INFORMATION

CALENDAR AND CLASSES

Academic Year

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

Students are responsible for accessing and reviewing the academic calendar. Please refer to the CPS website at www.cps.nova.edu for the most updated information.

Attendance

Students are expected to attend all scheduled learning activities including classes, lectures, and seminars. Anticipated absences should be approved in advance with the instructor. Excessive absences may result in a lower grade at the instructor's discretion or may necessitate a withdrawal from the course.

Religious Holidays

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

STUDENT ENROLLMENT

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

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

Full-time Status

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

Leave of Absence

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.

Time Limit Requirements

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

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

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

Failure to Register

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

ADVISING

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

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

REGISTRATION

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

Registration Policies and Procedures

Students register directly on the university system: <http://webstar.nova.edu>. Personal Identification Numbers (PIN), used as a password to gain entry into the system, are assigned at the beginning of a student's enrollment. Payment of tuition and fees is due within 30 days of the beginning of a particular semester. Students awarded financial aid will have fees/tuition deducted before receiving a refund.

Payment of Tuition and Fees

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

Tuition and Fees

Master's tuition for 2011–2012 will be charged at the rate of \$580 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	\$580 per credit hour
Student Services Fee	\$250 per semester (for enrollment in 2 or more courses) \$125 per semester (for enrollment in 1 course)
Application Fee	\$ 50 (non-refundable)
Registration Fee	\$ 25 per semester
Late Registration Penalty	\$ 30 per semester
Late Payment Penalty	\$100 per semester
Textbooks	\$ 80-200 per course (approximate cost)
Application for Degree Fee	\$100
Transcript Fee	\$ 10 per transcript

The expenses outlined above are to be considered as very general estimates and may vary considerably depending on individual circumstances. Some courses may require additional fees for laboratory and/or equipment (e.g. calculator, testing materials) and supplemental course materials. Students are provided NSU Email accounts at no charge. Students will need to make arrangements for Internet access and pay the corresponding fee.

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

Refund Policy

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

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

Class Cancellation Policy

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

Full Semester Refund Schedule

Fall: For 100% refund: drop by Sunday, August 28, 2011
For 75% refund: drop by Sunday, September 4, 2011
For 50% refund: drop by Sunday, September 11, 2011
For 25% refund: drop by Sunday, September 18, 2011
LAST DAY TO WITHDRAW: November 20, 2011 (no refund)

Winter: For 100% refund: drop by Monday, January 9, 2012
For 75% refund: drop by Monday, January 16, 2012
For 50% refund: drop by Monday, January 23, 2012
For 25% refund: drop by Monday, January 30, 2012
LAST DAY TO WITHDRAW: April 8, 2012 (no refund)

Summer: For 100% refund: drop by Sunday, May 13, 2012
For 75% refund: drop by Sunday, May 20, 2012
For 50% refund: drop by Sunday, May 27, 2012
For 25% refund: drop by Sunday, June 3, 2012
LAST DAY TO WITHDRAW: July 22, 2012 (no refund)

Drop/Add

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

Withdrawal from a Course

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

Transfer of Credit

Applicants with previous graduate coursework in psychology from a regionally accredited or international equivalent may transfer up to 2 courses toward a M.S. degree. Only courses with a grade of B or better can be transferred. No courses transferred will receive more than 3 credits. Consideration will only be given to graduate level courses taken within the past 5 years. No transfer credit will be applied to a thesis requirement. Transfer credits are not taken into account when computing the student's grade point average.

PROVISIONAL ADMISSIONS

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

GRADING POLICY

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

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

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

Before the first class session, dropped courses will be deleted from a student's record. A grade of W is assigned when a student withdraws from a course after the "last day to drop courses," indicated in the section on Withdrawal from Classes and before the 11th scheduled class. 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 11th scheduled class will be subject to grading as described in the course syllabus.

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

An "I" (Incomplete) indicates that the student has not completed the course requirements during the scheduled time and the instructor has given additional time to do so. An "I" grade is not routinely assigned in courses. An I grade is not assigned by faculty members when students fail to complete the course requirements. Students cannot be assigned an "I" to finish extra credit work.

A student must request an Incomplete from the instructor. If the instructor approves an Incomplete, a contract form is signed by the instructor and the student and submitted to the Master's Program Office.

The contract must specify the following:

1. The requirements to be completed by the student to remove the incomplete.
2. The time period within which the student must satisfy the incomplete. The time limit is to be specified by the instructor, but must not exceed **10** weeks from the end of the semester.
3. The grade that the student will receive if the incomplete is not satisfied by the conclusion of the specified time period.

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

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

Policy for Grading Disputes

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

- a. Course Instructor/Supervisor
- b. Program Administrator
- c. Director of Academic Affairs
- d. Dean (final level of appeal)

A student seeking to resolve a grade problem or complaint through the administrative channels cited above must initiate such action in writing within five business days (excluding official school holidays and weekends) from the date that the grade was recorded in WEBSTAR. 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.

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.

STUDENT CONDUCT

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

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

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

PROFESSIONAL STANDING COMMITTEE

The Professional Standing Committee of the Center for Psychological Studies is appointed by the Dean and serves in a variety of capacities related to the review of student professional standing matters. The committee consists of faculty, concentration adviser, and other members as appointed by the Dean.

The committee may be asked to review alleged violations of the university Student Code of Conduct, including academic standards and ethical standards of the field. In addition, the committee may conduct reviews concerning emotional and behavioral problems serious enough to suggest interference with pro-

professional functioning (e.g., in relation to staff and faculty, other students in the program, and/or those in practicum and internship sites), academic performance, or performance in a clinical practicum or internship setting.

The purpose of the committee's review and recommendations are not limited to disciplinary actions, but may encompass efforts to remediate a deficiency or problems so that students can continue their education and function competently as professionals. Committee activities are designed to insure a process by which all relevant facts can be determined, including providing the student with full opportunity to present important information. Actions the committee may recommend to the Dean could include, but are not limited to, remediation, referral, warning or sanctions up to suspension or termination.

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

VETERAN'S ADMINISTRATION REQUIREMENTS

Standards of Progress

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

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

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

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

Grade/Progress Reports

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

Credit for Prior Training

Nova Southeastern University complies with federal regulations for veterans' training that it is mandatory for all veterans benefit recipients to report either prior education and/or training. A student receiving veterans' benefits that have previous post-secondary educational training/experience must request official transcript(s) be sent to the school. If the transcript has not been received prior to the end of the student's second term here at Nova Southeastern University, the student cannot be certified for veterans' benefits

for the upcoming term. The student can be certified for veterans' benefits after the transcript has been received. The school will evaluate the student's previous training and/or experience and grant credit as appropriate. Should credit(s) be accepted and/or granted, the student's tuition and training time will be reduced proportionately, with the veteran and VA so notified.

DEGREE CONFERRAL

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

Degree applications require approval by the Office of the Dean, University Comptroller, Registrar, and Library. These offices verify that requirements are met and that the student's accounts, records, etc. are in good standing.

Upon approval, the application is presented to the NSU Board of Trustees for conferral. Following the official conferral of the degree, which is noted on the transcript, a diploma is mailed to the student. Students are encouraged to submit their degree applications at least one month prior to the completion of their program.

GRADUATION

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

STUDENT RIGHTS AND RESPONSIBILITIES

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

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

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

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

Release of Student Information

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

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

Deceased Student Records

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

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

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

ETHICAL ISSUES IN THE MASTER'S PROGRAMS

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

1. Students have an obligation to disclose if they have been convicted of a criminal offense, been found not guilty, or entered a plea of guilty or nolo contendere (no contest), regardless of adjudication. The disclosure obligation is a continuing one. All students must report to the Center for Psychological Studies any such arrest or conviction after the filing of the application for admissions or during the time that the student is enrolled at the college. The Center for Psychological Studies will consider new information submitted and, in appropriate circumstances, may change the status of an applicant or student. Students at application give permission to make any necessary inquiries and voluntarily and knowingly authorize any former school, government agency, employer, person, firm, corporation, its officers, employees and agents or any other person or entity making a written or oral request for such information.
2. No student should represent him/herself as being in possession of the master's degree, either orally or in writing, directly or by implication, until all formal requirements for the degree have been satisfactorily completed, and the NSU Board of Trustees has met and conferred the degree.
3. It is misleading and inappropriate to append "master's student", or some similar designation, after your name.
4. 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 Center for Psychological Studies. This documentation shall be retained in both the student's and the faculty member's permanent files. As necessary, an ad hoc committee shall be appointed to review any complaints that might arise as the result of dual employment relationships.

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

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

No Direct Payment to Faculty

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

STUDENT GRIEVANCES AND APPEALS

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

Evaluation of course work and competency examination resides within the expertise of faculty who are uniquely qualified by their training experience. Such evaluations and grades are not subject to student grievances and appeals under this section, unless there is an allegation of federally/state protected discrimination, but rather are subject only to appeal under the Policy for Grading Disputes where applicable.

Informal Procedure

Before initiating a formal appeal, the student must first meet with the party against whom the complaint is being made and present supporting information in an attempt to resolve the matter informally. If this does not result in an acceptable resolution the student shall bring all academic matters to the attention of the director of academic affairs or designated administrator within 30 working days of its occurrence, where informal resolution will continue. Should the director of academic affairs or designated administrator find insufficient evidence or if this step fails to bring about an acceptable resolution, the student must next request intervention through the Dean of the Center for Psychological Studies within another 30 days.

Formal Procedure

1. A student wishing to proceed with the grievance must file a written appeal with the Dean. This document should contain a concise statement of the particular manner of harm, along with all relevant facts and compelling supporting evidence.
2. Upon receipt of a written appeal, the Dean shall review the document to determine if the complaint warrants further review.
 - a. If the Dean decides that no further action should be taken, the appeal will be terminated and a brief written explanation will be submitted to the student.

- b. If the Dean decides that a further review should occur, the appeal should be referred to the center's standing Appeals Committee. The committee will conduct a substantive review of all facts it deems pertinent to the appeal. The committee, at its discretion, may interview the student or any other pertinent person, which it judges has information relevant to the review. No persons may have legal counsel accompany them or appear in their behalf.
3. The Appeals Committee will file a written recommendation to the Dean with justification, including whether sufficient evidence exists to uphold or overturn the action being grieved. The Dean will notify the student of a determination in writing within a reasonable period following the filing of the appeal.
4. If the student has evidence that there have been any procedural irregularities within the appeals process, such irregularities must be presented in writing to the director within 5 days of the notification of determination. The Dean will review the document and notify the student of a decision. Should any irregularities have occurred, the director will return the appeal to the Appeals Committee for consideration consistent with the process described in this policies and procedures handbook.
5. Following a review of the committee's report, the Dean's decision shall be final. Students acknowledge upon their acceptance into this program that the above procedure provides for adequate review of university action by any other outside parties or jurisdictions. Further, the jurisdiction for all grievance issues related to policies, procedures, and/or administrative action shall be Broward County, Florida.

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 an accumulation of below B grades; however, only the higher of the two grades will be counted toward the student's grade point average.

If a student earns below a "B" in PSY 0611 Research Design, the course must be repeated. If a second grade below "B" in the repeated course or if a grade of "F" is received, automatic dismissal from the program will occur.

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

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

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

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

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

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

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

READMISSION

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

STUDENTS WITH DISABILITIES

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

OTHER POLICIES AND INFORMATION

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

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

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

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

All research studies involving human subjects are reviewed in one of three ways, Center Level Review (previously labeled Exempt Research), Expedited Review, and Full Review. Every research protocol begins with a complete submission to the principal investigator's respective center representative. The center representative, **not the principal investigator**, is charged with reviewing the submission to determine the appropriate level of review for the study as well as assuring that all necessary documents are included. Examples of studies falling into the different types of reviews may be found on the web site here: www.nova.edu/irb/review.html.

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

LIBRARY TRAINING

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

INTERNATIONAL STUDENTS

Students who reside outside of the United States at the time of application, and whose native language is not English, must complete the Test of English as a Foreign Language (TOEFL). A minimum test score is required as follows: written examination score of 550, a computer-based examination score of 213, or minimum internet based (IBT) score of 80. Also acceptable is a score of 6.0 on the test module of the International English Language Testing System (IELTS). Proficiency in English may also be demonstrated by a minimum score of 500 on the GRE verbal test or a GMAT score of 450. Test results must be sent directly from the testing agency to the center to which you applied. Proof of English language competency can also be in the form of successful completion of a degree at an approved U.S. institution of higher education.

CENTER FOR PSYCHOLOGICAL STUDIES STUDENT AID PROGRAMS

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

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

CENTER FOR PSYCHOLOGICAL STUDIES STUDENT EMPLOYMENT

CPS Student Employment: Student employment opportunities are available within the Center for Psychological Studies or its affiliates. These positions are generally awarded on a competitive basis and usually require a 10 to 20 hour time commitment per week.

Assistantships: Assistantships are available for CPS students through the center. Included are clinical positions within clinical services, graduate assistantships, research assistantships, and teaching assistantships. Contact the director of employee services for information regarding the availability of assistantships.

STUDENT FACILITIES

Main Campus Mailboxes

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

Notice (Bulletin) Boards

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

NSU Libraries

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

The university library system is composed of the joint-use library, Health Professions Division Library, Law Library, North Miami Beach Branch Library, Oceanographic Library, and four school libraries on the main campus. Agreements have been signed with 19 academic libraries throughout the world to provide library support for NSU programs offered in specific geographical areas. The catalogs of all libraries are accessible to local and distance education students and faculty members, wherever they may be located, via computers using the Electronic Library. Overall, the university's libraries house approximately 410,000 volumes and 1,300,000 microform units. Online databases complement the paper-

based holdings and provide full-text resources. Interlibrary loan arrangements through networked organizations such as the Online Computer Library Center (OCLC), the Southeast Florida Library Information Network (SEFLIN), the Consortium of Southeastern Law Libraries (COSELL), and the National Library of Medicine (NML) provide broad access to a wide range of materials.

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

Online Databases and Resources

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

Document Delivery

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

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

FIELD-BASED FACILITIES/RESOURCES

Field-Based Site Facility Regulations

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

MINIMUM COMPUTER REQUIREMENTS

- Pentium (or Celeron) 200mhz
- 32MB
- 56K Modem
- CD ROM
- Sound card and Speakers
- WEBCAM
- Microphone (External)

- Internet Explorer 5.0 or Netscape Navigator 4.5 or higher*
- Windows 95, 98, 2000, NT, Me, XP
- Office 97, 2000, XP including Word, Excel, and PowerPoint
- Current Version of Virus Protection Software (Dr. Solomon, McAfee, Norton Antivirus, etc.)
- Nova e-mail account
- Internet Service Provider** (**monthly charge is the student's responsibility**)

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

NSU E-MAIL ACCOUNT

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

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

HURRICANE INFORMATION

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

General Psychology

Master's Program

General Psychology Program

The Master's Degree Program 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, 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.

* 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.

CURRICULUM AND DEGREE COMPLETION REQUIREMENTS

Master's General Psychology Program Curriculum

Core Foundational Courses (12 credits)

- PSY 0600 Cognitive Psychology
- PSY 0601 Behavioral Neuroscience
- PSY 0605 Human Growth and Development
- PSY 0607 Social Psychology

Core Methodology Courses (9 credits)

- PSY 0609 Individual Evaluation and Assessment
- PSY 0611 Research Design (**MUST BE COMPLETED WITH A GRADE OF B OR BETTER**)
- PSY 0613 Psychological Quantitative Methods

Concentrations

General Psychology (9 credits)

- PSY 0614 Adult Psychopathology
- PSY 0615 Human Sexuality
- PSY 0616 History and Systems of Psychology

Or

- PSY 0617 Master's Thesis (6 credits) PLUS one of the preceding concentration courses (3 credits)

Applied Health Science Courses (9 credits)

- PSY 0619 Psychological Aspects of Treating Disease
- PSY 0620 The Business of Psychology
- PSY 0633 Interviewing Techniques

Diversity Studies Courses (9 credits)

- PSY 0621 Social and Cultural Foundations of Diversity
- PSY 0622 Gay and Lesbian Studies
- PSY 0623 Research Topics in Cross-Cultural Psychology

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 a thesis (if required) and the comprehensive examination. The Master of Science program requires a minimum of 30 semester hours of graduate credit. The student will have 5 years to complete the program.

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

Students who have achieved matriculation status (completed four courses) and would like to add or change tracks must complete a MS General Psychology Specialty Track Request form and submit to the program office of the MS General Psychology program for approval. In each concentration, students must satisfactorily complete all curriculum requirements.

Comprehensive Final Examination

Students will be required to successfully complete an objective comprehensive examination following completion of the core foundational and core methodology courses (PSY 0600 Cognitive Psychology, PSY 0601 Behavioral Neuroscience, PSY 0605 Human Growth and Development, PSY 0607 Social Psychology, PSY 0609 Individual Evaluation and Assessment, PSY 0611 Research Design and PSY 0613 Psychological Quantitative Methods).

The comprehensive exam is a two-part assessment consisting of a multiple-choice test and a critical essay paper. The multiple-choice test is proctored and offered via WebCT/Blackboard. Information concerning the examination format and content will be provided to students at the appropriate time in their curriculum.

Students who do not successfully complete the test on the first sitting will have an additional opportunity to pass the test. Students who do not complete will be discontinued from the program.

Thesis

Students in the General Psychology concentration have the option of completing a Thesis, which is an original contribution to knowledge resulting from the systematic study of a significant problem or issue. The student will develop their own research questions and hypotheses, study design, data collection and analysis and interpretation of results. Students will work with an NSU faculty member in creating and conducting their own research project.

Before registering for Master's Thesis, students are expected to have successfully completed prerequisite courses PSY 611 Research Design and PSY 613 Psychological Quantitative Methods and be in good academic standing.

Learning outcomes:

1. Formulate one or more scientific questions and hypotheses based on the latest empirical and theoretical knowledge available in the chosen field on psychological research.
2. Choose an appropriate research design and methods for the proposed question.
3. Collect the empirical data for the study and utilize appropriate statistical analyses for the data to draw reasonable conclusions as pertaining to the original hypothesis.
4. Write a research report according to the current APA standards.

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 performance in the first four courses will be examined. Students need a grade point average of 3.0 or above in the first four courses to be matriculated. **Students who receive two grades below a B or a grade of F in any of the 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 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 General Psychology program.

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

ACADEMIC STANDING (FOLLOWING MATRICULATION)

The grading policy for the MS General 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 MS Counseling program will occur when any of the following conditions exist:

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

**Master's in General Psychology Program
Academic Calendar**

Fall 2011
August 22 – December 11, 2011
Winter 2012
January 3 – April 29, 2012
Summer 2012
May 7 – August 12, 2012

Master's in General Psychology Program Course Descriptions Index

Core Foundational Courses (12 credits)

PSY 0600 Cognitive Psychology (3 credits)

This course examines the various cognitive processes that affect behavior. Topics include information processing, memory, attention, unconscious processing, decision making in social context, language, and self-schemata development.

PSY 0601 Behavioral Neuroscience (3 credits)

This course emphasizes the principles of behavioral neuroscience, stressing the methods and rationales used to acquire information and reach conclusions about brain mechanisms underlying behavior. Students will survey topics related to the biology of psychology including: the basic anatomy of the nervous system, the normal physiological functions of the nervous systems, cellular electrophysiology, behavioral disorders, and brain diseases. The course also reviews current research on the role of the biological basis of behavior. The relative contribution of heredity and environment will also be examined.

PSY 0605 Human Growth and Development (3 credits)

This course examines how developmental maturation and social learning shape personality, both in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality and self regulation, and self concept.

PSY 0607 Social Psychology (3 credits)

This course is designed to provide graduate students with a broad overview of current theories and research in social psychology. This course will review, in detail, the scientific study of how people's thoughts, feelings, and behaviors are influenced by the real or imagined presence of other people. Topics such as self-perception, judgment and decision-making, attitude change, conformity, social influence, obedience, attraction, love, aggression, violence, altruism, deception, nonverbal communication, and prejudice will be covered.

Core Methodology Courses (9 credits)

PSY 0609 Individual Evaluation and Assessment (3 credits)

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

PSY 0611 Research Design (3 credits)

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

PSY 0613 Psychological Quantitative Methods (3 credits)

This course will focus on the theory and application of the most commonly used parametric statistical methods in Psychology. Specifically, this course will explore the relationship between advanced statistical methods and psychological research methods by providing students with an advanced understanding of the univariate methods commonly used for the analysis of behavioral data. **Prerequisite: PSY 0611**

General Psychology Concentration Course Description Index

PSY 0614 Adult Psychopathology (3 credits)

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

PSY 0615 Human Sexuality (3 credits)

This course is an overview of the basics of sexual anatomy, physiology, and development. The student will acquire an understanding of human sexual response, concepts of sex therapies, and human sexual dysfunction. Also included are methods of contraception, sex and family planning, variations of sexual behavior. **Prerequisite: PSY 0605**

PSY 0616 History and Systems of Psychology (3 credits)

This course will review some of the major theoretical concepts and schools of thought in the history of psychology. More specifically, the course covers the history of various psychological concepts (such as perception, memory, emotions, consciousness, self, mental illness, etc.) as interpreted by various scholars of the mind over time. A historically-informed perspective of these concepts will help students realize the subtle changes in interpreting various psychological processes and phenomena across different time periods and the connections between these changes and the larger socio-political and intellectual environments at the time.

PSY 0617 Master's Thesis (6 credit hours)

Students will work with an NSU faculty member in creating and conducting their own research project. A thesis is an original contribution to knowledge resulting from the systematic study of a significant problem or issue. **Prerequisites: PSY 0611, PSY 0613**

Applied Health Science Concentration Course Description Index

PSY 0619 Psychological Aspects of Treating Disease (3 credits)

This course will explore both the strengths and limitations of utilizing a strict bio-medical model for treating disease. Current research on the effective management of pain and chronic disease will be reviewed and discussed from a psychological perspective. Implications for a better understanding and evaluation of psychological distress associated with chronic disease will be explored as well as research on the role of psychological support from family members and care givers. **Prerequisite: PSY 0633**

PSY 0620 The Business of Psychology (3 credits)

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

PSY 0633 Interviewing Techniques (3 credits)

This is a basic course on the theoretical and practical aspects of the clinical assessment interview. Emphasis is placed on the development of communication skills, rapport building, evaluation strategies, and the consideration of diagnostic data as well as cultural/ethnic diversity, the mental status evaluation, and the ability to organize information in written and oral form. **Prerequisite: PSY 0609**

Diversity Studies Concentration Course Description Index

PSY 0621 Social and Cultural Foundations of Diversity (3 credits)

This course addresses cultural diversity and its implications for psychological research. It considers the psychological impact of factors such as gender, race, ethnicity and culture, religious preference, socioeconomic status, sexual orientation, and physical disability in a variety of social and cultural settings. **Prerequisite: PSY 0607**

PSY 0622 Gay and Lesbian Studies (3 credits)

The purpose of this course is to introduce students to key concepts, issues, and major themes related to gay and lesbian studies. Some of the most visible contemporary discussions and debates concerning homosexuality will be examined including sexual discrimination, civil rights legislation, coming-out stories, psychological and social identity.

PSY 0623 Research Topics in Cross-Cultural Psychology (3 credits)

This course examines cultural variations in social behavior, personality, health, child development, emotion and cognition, stress and coping. Multiple theoretical perspectives as well as research applications to communication issues, health care, and international relations will be considered. **Prerequisite: PSY 0611, PSY 0621**

CENTER FOR PSYCHOLOGICAL STUDIES ORGANIZATION

CENTER ADMINISTRATIVE COMMITTEE

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

BOARD OF ADVISORS

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Cheryl Gotthelf	Chris Masden	

MASTER'S PROGRAM ADMINISTRATION

MS in General Psychology Program Administration

Karen S. Grosby, Ed.D., Dean

Alex Cuc, Ph.D., Academic Coordinator

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

Patricia Zawoyski, Program Manager

Daiana Castro, Administrative Assistant

CPS FACULTY PROFESSIONAL INTERESTS

Full-Time Faculty 2011-2012

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

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

Natalie E. Brescian, Ph.D., Colorado State University, assistant professor. Clinical geropsychology, psychological and neuropsychological assessment; quality of life in long-term care; grief and bereavement; caregiver stress; assessment of decision-making capacity; end of life issues; chronic pain; training and supervision in geropsychology; interpersonal process psychotherapy; military psychology.

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

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

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

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

Frank A. De Piano, Ph.D., University of South Carolina, University Provost and Executive Vice President for Academic Affairs university-wide faculty appointments. Professional interests include hypnosis (past president of Division 30, Psychological Hypnosis), community psychology, health and medicine, and the development of models for professional training of psychologists.

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

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

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

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

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

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

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

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

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

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

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

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

Stephen C. Messer, 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Professors Emeriti

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

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

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

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

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

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

Full-Time Faculty from Other NSU Centers

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

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

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

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

Jason Piccone, Ph.D., Virginia Commonwealth University. Experimental-social psychology: dehumanization; paranormal beliefs; philosophy of science; correctional education; wartime propaganda.

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

Part-Time Core Faculty

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

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

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

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

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

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

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

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

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

M. Ross Seligson, Ph.D., California School of Psychology. Forensics, HIV/AIDS related issues, and expert witness testimony.

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

Clinical Faculty

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

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
2010 - 2011**

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International Students		(954) 262-7240/1
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Berger, Carolyn	25689	cs453	2078	Alvarenga, Ivetre	25797	ia155	Front Off
Brescian, Natalie	25602	nbrescian	2030A	Bratcher, Jean	25847	jeanbrat	1027A
Burns, W. Joe	25708	burns	2078A	Brodsky, Donna	25709	schwardo	2081
Campbell, Stephen	25759	stephcam	2067	Castro, Daiana	25799	daiana	2081
Cash, Gene	25703	cralph	2040	Copeland, Francisca	25690	fcopelan	2028
Cuc, Alexandru	25889	calex	1027	Cunin, Gloria	25776	gloriapc	Front Off
DeLucia, Christian	25810	cdelucia	2039	Cunningham, Kristen	25884	cunningh	1101
DePiano, Frank	25796	depiano		Dash, Diane	25871	dash	1091
Dorfman, William	25710	dorfman	2068	DeLisle, Allison	25823	delisle	1093
Faust, Jan	25713	jfaust	1062	Ey, Rita	25763	erita	2014
Fins, Ana	25897	anaifins	1056	Gaines, Doreen	25788	gainesde	Front Off
Formoso, Diana	25772	formoso	1078	Galvao, Isolda	25712	galvaois	2020
Glavin, Kevin	25762	kg585	1123	Garay, Adriana	25736	ag1260	2025
Gold, Steven	25714	gold	1074	Garcia-Lavin, Barbara	27917	garciala	1036
Golden, Charles	25715	goldench	1055	Jarquín, Vanessa	25756	vj161	2029
Jungersen, Tara	25764	tj290	2038	Jesus, Yvonne	23026	yjesus	2081
Katell, Alan	25749	katell	2016	Kalam, Sherene	25721	kalamd	2083
Kibler, Jeffrey	25879	kibler	1072	Karol, Diane	25701	karol	2022
Lewis, John	25729	lewis	2018	Kaskel, Samira	25756	kaskel	2028
Mace, Floyd C.	26910	fcmace	1028	Killiany, Brittany	25795	killiany	Front Off
Messer Steve	25792	sm1851	1073	Louis, Menes J.	25797	menes	Front Off
Mittenberg, Wiley	25734	wiley	2064	Louis, Stephane	25726	slouis	2015
Moragne, Timothy	25735	moragne	1075	Marshall, Susanne	23014	msusanne (MSC)	2226
Nierenberg, Barry	25732	nierenbe	2017	Martinez, Ana	25831	anamarti	1037
Poland, Scott	25881	spoland	1063	Morales, Jasmine	25787	jasm mora	2060A
Quintar, Bady	25751	badyq	2066	Mustipher, Josef	25718	mustiphe	2028
Ray, Shannon	25725	shanray	2063	Navarreta, Carmen	25754	carmenen	1091
Reitman, David	25717	reitmand	2035	Negron, Jennifer	25797	dnegron	Front Off
Russo, Steve	25807	stepruss	1080	Nemeth, Melissa	25821	nmeth	1100
Schneider, Barry	25742	schneidb	1077	Nguyen, Donna	25921	donnangu	2023
Shapiro, David	25705	shapirod	2036	O'Sullivan, Suzanne	25826	osulliva	2076
Siev, Jedidiah	25804	js3088	1083A	Perez, Carlos	25702	perez	2028
Simco, Ed	25744	ed	2072	Poliah, H. (Judy)	25887	poliah	Front Off
Sobell, Linda	25811	sobell	1054	Quesada, Nancy	25740	qnancy	2076
Sobell, Mark	25747	sobellm	1061	Schnur, Leonard	25731	schnur	1102
Suarez-Morales, Lourdes	25813	suarezmorales	2030	Silverman, Joyce	25711	silvermj	2077
ter Maat, Mercedes	25728	termaat	1076	Stokes, Marie	25782	mdstokes	2041
Valenzuela, Jessica	25737	jv637	2031	Stone, Wendy	25749	stonewen	2015
Valley-Gray, Sarah	25783	valleygr	2073	Thaw, Jean	25761	jthaw	2029
Van Hasselt, Vincent	25752	vanhasse	1079	Tomozawa, Yukari	25755	tomozawa	1100A
Waguespack, Angela	25719	waguespa	2070	Winer, Ayala	25874	ayalawin	2081
Walker, Lenore	25724	walkerle	1081	Zawoyski, Pat	25720	zawoyski	2081
Classroom Tech Issues	25787	Work Orders/Wrd Proc	25763	Clinic Front Desk	25797	Adm/Dean Area FAX	23859
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